



# EMS PARENT INFORMATION EVENING

Communicating Student Learning

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# Territorial Acknowledgement



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# Tonight's Agenda

Why are things changing?

What is a reporting order?

What are the major changes coming?

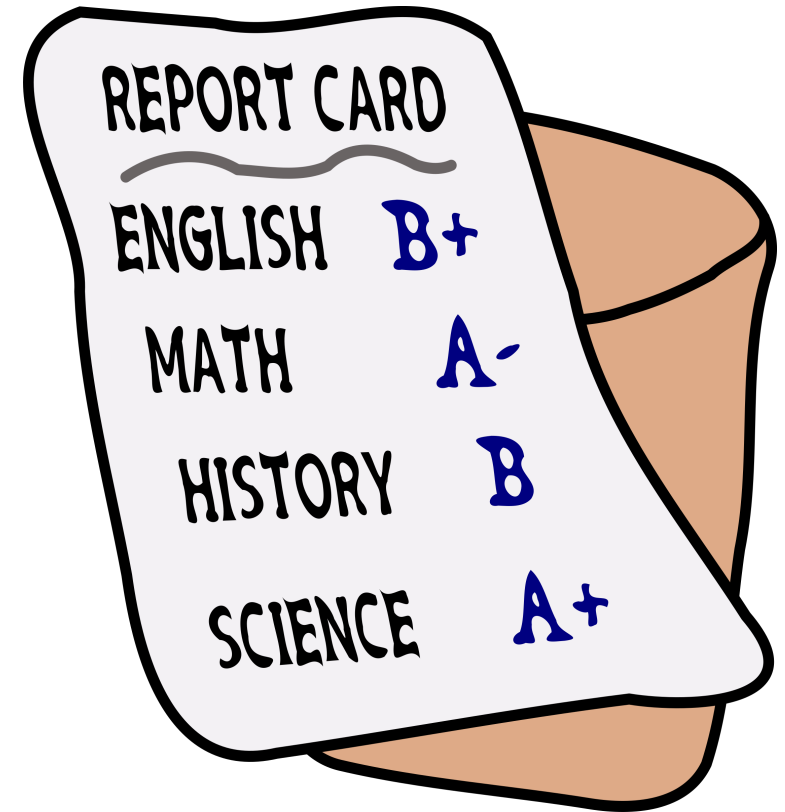
What will this look like?

How can you make the most of reports on your student's learning?

Questions

# What is a reporting order?

- Every student in B.C. receives communications from the school throughout the school year that provide parents, caregivers, and students with information about student learning → Report Card
- Reporting Orders govern what information we communicate to stakeholders as well as when and how we do it.



# Why are things changing?

- Last update to when and how we report → 2016/17 school year. We need to alignment of how we report learning with our values
- Give students and parents more feedback to improve student success
- Give students a more defined opportunity to reflect on their growth in **Core Competencies** and do some goal setting
- Provide parents and guardians of grades 10-12 students more frequent information on their graduation status.



# What beliefs about learning are reflected in these changes?

- All students can learn and should get feedback about their progress
- Learning is continuous, and doesn't end with a report card
- Feedback should fuel growth
- The goal of learning is to achieve proficiency

# So what's staying the same?

- Parents/Guardians will still receive 2 updates on learning in each semester and one summary of learning.
- Students and parents/guardians will still get a mid-term report card and an end of term report card.
- Parents/Guardians will still have a chance to connect with their student's teachers about their progress to ask questions.
- Students will still receive the letter grades and percentages they need in senior classes (Gr. 10-12) to apply for post secondary universities, colleges and job training programs

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# What is changing?

**All students** from Kindergarten to grade 12 will reflect on their growth in **core competencies**, and will engage in goal-setting each year.

Students from **Kindergarten to grade 9** will have their progress expressed using the **BC Proficiency Scale** (No letter grades or percentages)

All formal written reports (two per semester) for **all students** will include **descriptive feedback**

**All students**, including students with diverse and complex needs will receive similar reports and assessments



# WHAT ARE CORE COMPETENCIES?


Intellectual, personal social, and emotional abilities that students need to engage in deep learning!

All students will complete an age-appropriate reflection each year on their growth in these areas!

## Core Competencies



# What is a Proficiency Scale?

PROFICIENCY LEVEL 			
Emerging	Developing	Proficient	Extending
The student is beginning to demonstrate basic knowledge in relation to the learning standards.	The student demonstrated some knowledge in relation to learning standards.	The student demonstrated good knowledge in relation to the learning standards.	The student demonstrated knowledge beyond the learning standards.
Works with ongoing support	Works with some support	Works independently	Works independent and can support the learning of others

*"I'm just getting started."*

*"I learn best with help"*

*"I get some of it."*

*"I am beginning to do more and more on my own."*

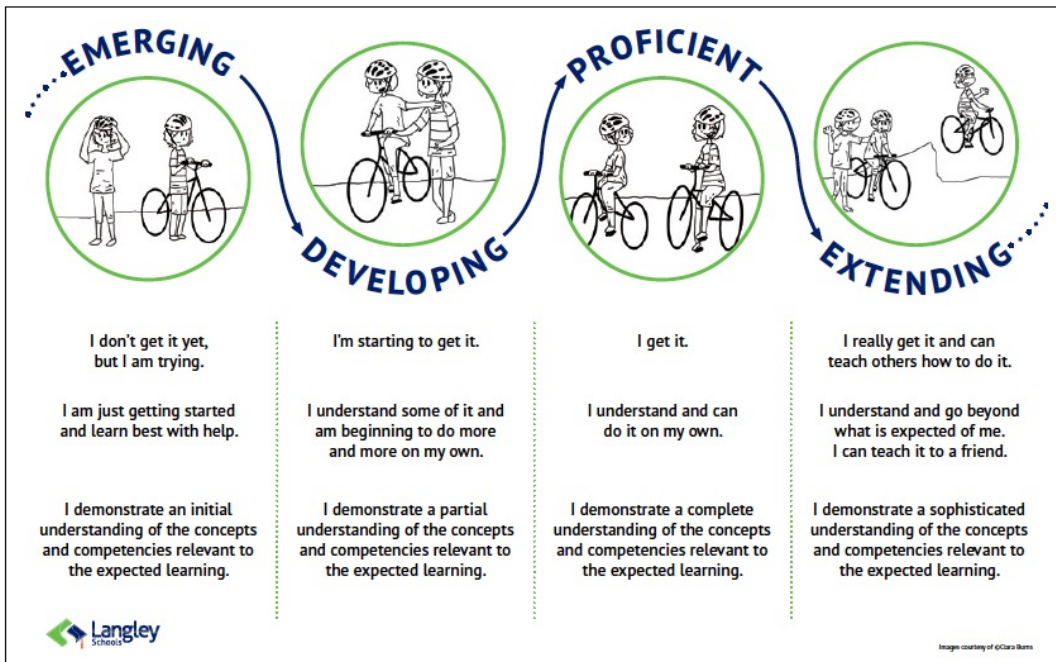
*"I get it."*

*"I can do it on my own."*

*"I get it and go beyond what it expected of me."*

*"I can teach it to a friend."*

# WHERE SHOULD WE SEE PROFICIENCY SCALES USED?



- As part of criteria that classes create to assess their progress
- On assignments and assessments as part of feedback
- As a part of a student's summary of learning

## Why?



- Growth oriented
- Provides indications on next steps in learning
- Reflects learning as continuous



A teacher in a blue shirt is leaning over a desk, assisting a group of young students. The students are sitting at a long white table with several laptops open. One student in the foreground is wearing glasses and a checkered shirt. The background shows other students and a potted plant. The overall scene is a classroom setting focused on technology and learning.

# What is Descriptive Feedback?

Descriptive feedback is strength-based and **highlights gaps in understanding, explicitly informing students on how to improve their learning rather than listing what they got wrong.**

# The old way....

Why face-to-face learning is superior to online learning

By: Josiah

Online school sucks. Since the pandemic, lots of research has been done on the effectiveness of online school relative to in-person learning. Recently, A York University study of students showed that the majority greatly preferred in-person learning (Ong, 2020). A poll of any 10 highschoolers in any school across Canada would tell you the same thing. Students have many common complaints of why online learning could be problematic. When you are at school, teachers encourage you, provide feedback, keep you on task, and answer questions immediately. Online learning provides very little to no connection with teachers or other students. If you can't hangout with your friends, who wants that? This lack of connection can prevent you from concentrating, reaching out for help, or even caring about doing work at all. Online school is not worth it.

A lot of research on this topic reveals common problems with online learning. One of the more common complaints about online learning is the lack of community and friendships. "There is no sense of friendship or relationship between the students that would usually be built in traditional in-

82 Good Job!  
Effective Essay  
Some Grammar!  
2/10/15



# The new way...

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Josiah, you present a strong essay that tightly follows the format we discussed in class. You provide ample evidence for each point you make supporting your thesis and followed it up with an appropriate quotation. You are building success with your grammar and have demonstrated good use of most punctuation. Consulting a few more sources may help with an even more robust argument. Don't be afraid to experiment and be creative with paragraph format to sustain reader interest.

# Old Report Cards...

Mathematics 9- Final Grade : C+ Work Habit: S

Simran achieved a satisfactory level of understanding.

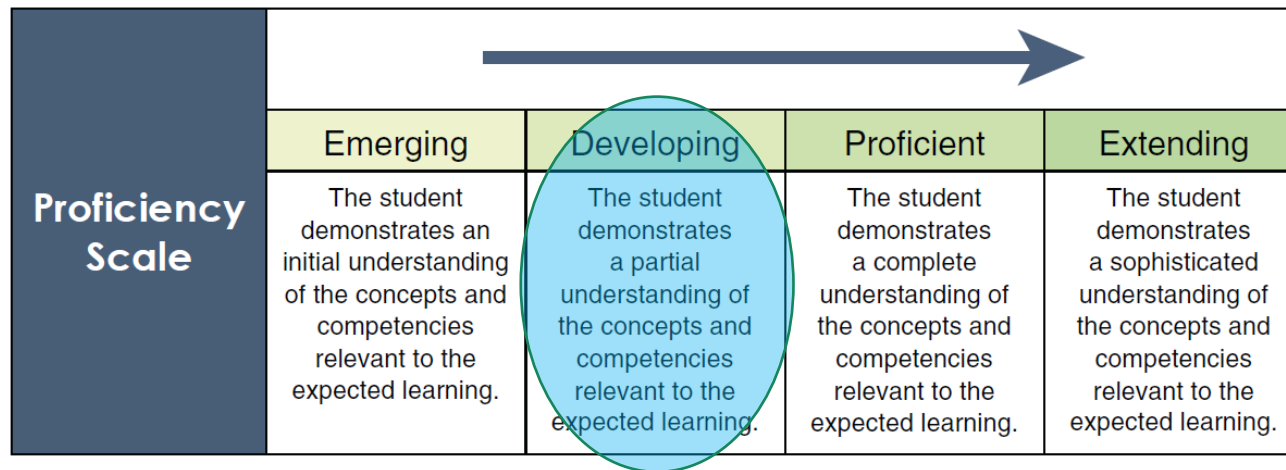
A pleasure to teach.

Have a great summer!



# New Report Cards...

Mathematics 9 - 12 missed periods



Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Simran demonstrated strong foundational skills in basic operations (addition, multiplication, subtraction etc.) and is proficient in manipulating exponents. Her skills in working with polynomials and linear relations are developing and more practice with multistep, multivariable problems will lead to greater proficiency. Simran does her best to stay on task in the classroom and complete assigned work, even when back-to-back absences made this challenging.

# What does this mean for me and my student?

- More explicit feedback that can help students grow
- More opportunities through secondary school to reflect on essential life skills (Core competencies)
- A shift back to valuing the learning rather than grades

# How can I make the most of my student's reports on learning?



"Your son carved his initials in his wooden classroom desk and argued that he was merely doing desktop publishing."

- Check in with your student regularly about their work and the feedback they have been getting.
- Read each report carefully and separate their current status from feedback about future growth.
- Don't hesitate to reach out to your student's teacher to ask for more details and see examples of their work and ask questions.

— **QUESTIONS?**

