

Communicating Student Learning

We are in the midst of a new curriculum in grades K-9, along with changes to the provincial Reporting Order. These changes represent a fundamental shift in how we design engaging learning environments and how we communicate learning to students and parents.

This document provides important background information to help understand the changes and how to communicate these changes within your schools. Administrators should familiarize themselves with this background as core learning in the changes currently underway in our schools. This document represents a key framework to be shared and discussed with staff as we move forward with curriculum and reporting changes.

BACKGROUND

In establishing reporting guidelines, the Surrey School District is committed to moving beyond reporting as a summative *event* toward honouring learning as an on-going process. The district also continues to be committed to providing on-going and responsive forms of reporting that are inclusive of all stakeholders' voices: teachers, students and parents. BC's redesigned curriculum plays a foundational role in this shift. All areas of learning in the curriculum have been redesigned using a "Know-Do-Understand" (KDU) model to support a concept-based, competency-driven approach to learning. The learning standards – what all students are expected to know and be able to do – are the points of reference for determining our assessment practices and communication of student learning.



What students will **KNOW**

The Content - Critical factual knowledge for understanding topics of study.

What students will **DO**

The Curricular Competencies – The skills, strategies and processes that students develop over time. Underpinning these Curricular Competencies are the Core Competencies that all students need to develop for success in life beyond school (Communicating, Thinking, and Personal & Social Competencies).

What students will **UNDERSTAND**

The Big Ideas – The transferable generalizations that endure beyond a single grade and contribute to future understanding.

Research provides evidence that significant gains in student learning can be achieved through quality assessment practices, including:

- increased student ownership in establishing and reflecting on learning goals;
- information that guides teacher instruction, provides students with feedback on how to improve their learning, and shares with parents what their child can do in relation to the learning standards.

Quality assessment and communication of student learning are connected to learning standards. They are inter-related and the same principles that define quality assessment provide a foundation for the development of quality communication of student learning. We accomplish this by clearly communicating the learning standards, ensuring that students and parents have an understanding of the success criteria, and engaging in assessment and CSL practices that:

- are fair, transparent, meaningful and responsive to all learners;
- focus on all three components of the KDU curriculum model;
- provide on-going descriptive feedback that is linked to the learning standards;
- promote development of student self-assessment and goal-setting for next steps;
- allow for a collection of student work to be gathered over time to provide a full profile of the learner and learning; and
- communicate clearly to the learner and parents where the student is at in relation to their learning, what they are working towards, and ways that learning can be supported.

To effectively communicate students' accomplishments and their progress toward the learning standards, teachers need more effective methods than letter grades or performance scales; they need to place an emphasis on the learning process and through multiple means and varied strategies, celebrate students' successes and describe learning in relation to the learning standards.

Student Learning Reporting Guidelines – Grades K-7

CSL Option 1 - PDF Template

Through a combination of formative and summative assessment practices, teachers will provide parents with descriptive examples of:

- *The child's progress, growth, and achievement;*
- *What the student is able to do;*
- *Areas in which the student requires further attention or development; and*
- *Ways of supporting the student in his or her learning.*

Students and parents will receive three formal reports during the course of the year - two during the year and one summative - including **performance scales** or **letter grades** and **descriptive feedback** in relation to the learning standards. Within these first two formal written reports, information will include:

- *Student goal-setting and self-assessment of learning;*
 - *Teacher feedback and descriptions of student progress in the learning foundations of English Language Arts* and Mathematics on each of the two written reports;*
 - *Ongoing highlights of student interactions with peers, their ability to be personally aware and responsible, and contributions to the classroom, school, and community;*
 - *Information on the development of communication, thinking, and personal and social competencies as expressed through the curricular competencies;*
 - *In the case of students with an IEP/AIP, information about student progress in relation to established individual goals; and*
 - *On at least one of first two formal written reports, descriptions of student progress in all other areas of learning as set out in the curriculum.*
- The final summative report at the end of the school year, or if a child moves, will include **performance scales** or **letter grades** and **descriptive feedback**. This report will summarize the child's achievement in all prescribed areas of learning outlined in the curriculum and will also clearly indicate where the child's learning is in relation to age/grade expectations.
 - *The report will also include a student self-assessment of the Core Competencies (Thinking, Communication, and Personal and Social Competence), completed with the support and guidance of the teacher when needed or appropriate.*

Reporting to parents will be supplemented by additional forms of communication on their child's learning. Forms may be in person, electronic, or hard-copy, and may include:

- *Student-led conference, parent-led conference, or 3-way conference;*
- *Additional examples of students demonstrating skills, processes, achievement, and through digital or paper-based work samples;*
- *Ongoing information of the the child's growth over time, and any areas requiring support; and/or*
- *An interim communication form that aligns with the learning standards of the current curriculum.*

*For French Immersion

- *Grades K-2: FLA only*
- *Grades 3-7: ELA **and** FLA*

*For Late French Immersion

- *Grade 6: FLA only*
- *Grade 7: ELA **and** FLA*

Student Learning Reporting Guidelines – Grades K-7

CSL Option 2 - Digital Portfolios

Through a combination of formative and summative assessment practices, teachers will provide parents with ongoing, descriptive examples of:

- *The child's progress, growth, and achievement;*
- *What the student is able to do;*
- *Areas in which the student requires further attention or development; and*
- *Ways of supporting the student in his or her learning.*

Over the course of the school year, teachers will provide parents with:

- *Student goal-setting and self-assessment of learning;*
- *Ongoing, descriptive examples of student progress in **each** of the areas of learning as set out in the curriculum with more frequent communication on the learning foundations of English Language Arts*, and Mathematics;*
- ***Performance scales** or **letter grades** and **descriptive feedback** in relation to the learning standards;*
- *Information on the development of communication, thinking, and personal and social competencies as expressed through the curricular competencies;*
- *Ongoing highlights of the child's interactions with peers, the ability to be personally aware and responsible, and the contributions to the classroom, school, and community; and*
- *In the case of students with an IEP/AIP, information about student progress in relation to established individual goals.*

A final summative report at the end of the school year, or if a child moves that will include:

- *A summary of the child's achievement in all prescribed areas of learning outlined in the curriculum;*
- *Clear indicators of the child's learning in relation to age/grade expectations; and*
- *A student self-assessment of the Core Competencies (Thinking, Communication, and Personal and Social Competence), completed with the support and guidance of the teacher when needed or appropriate.*

Reporting to parents will be supplemented by additional forms of communication on their child's learning. Forms may be in person, electronic, or hard-copy, and may include:

- *Student-led conference, parent-led conference, or 3-way conference;*
- *Additional examples of students demonstrating skills, processes, achievement, and through digital or paper-based work samples;*
- *Ongoing information of the the child's growth over time, and any areas requiring support; and/or*
- *An interim communication form that aligns with the learning standards of the current curriculum.*

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