



Interim Guidelines for Communicating Student Learning (K-9)

Why Shift the Way We Communicate Student Learning?

British Columbia's curriculum has been redesigned around an "Understand-Know-Do" model to support a **competency-driven, concept-based approach to learning**. The new learning standards, what all students are expected to understand, know, and be able to do, have become the points of reference for determining both our assessment practices and the communication of student learning. It is therefore evident that new ways of assessing and communicating student learning (reporting student learning) are necessary to support the implementation of the redesigned curriculum.

Quality communication of student learning will ensure that parents are well informed about their child's progress. It will also empower students to take greater ownership over their own learning.

The intent of this document is to empower educators to more effectively communicate students' accomplishments and growth over time as they develop their unique profiles as learners in relation to the learning standards.

Empowering Learners Through the Communication of Student Learning

Significant gains in student learning can be achieved through the use of quality assessment practices. Since assessment and the communication of student learning are interrelated, the same principles that provide the foundation for quality assessment guide the development of quality communication of student learning.



Criteria for Quality Communication of Student Learning



Clear Learning Intentions

- are constructed from the learning standards (curricular competencies and content.)
- clearly describe what students are expected to understand, know, and do.



Meaningful Learning Experiences

- are derived from the learning standards.
- will support learners' development of the core and curricular competencies.
- will facilitate learners' deep understanding of the learning standards.



Student Ownership of Learning

- empowers learners to select evidence that best represents their growth over time.
- enables learners to develop their own voice as they determine how to best communicate their learning.
- encourages learners to self-reflect, and to clearly articulate what they are learning, why they are learning it, and where they are going with their learning.



Authentic Evidence of Learning

- Is triangulated from a variety of sources and represents learners' growth over time.
- is linked to meaningful learning experiences.
- clearly represents what learners understand, what they know, and what they are able to do.



Thoughtful, Descriptive Feedback of Learning

- is ongoing, specific, and helpful to learners.
- helps learners understand their strengths and growth areas in relation to the learning standards as they develop their unique profile as learners.

Reporting Options for Central Okanagan Educators

To provide flexibility in reporting, Central Okanagan educators have the option to continue to follow the July 1, 2016 Revised Student Reporting Policy or they may choose to follow the July 1, 2016 Interim Student Reporting Guidelines, which allows for flexibility in how student learning is communicated to parents (<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting>.) **Decisions to make shifts in the way student learning is communicated may occur within individual classrooms, across groups of classrooms, or school-wide, provided the requirements in the following section are met.**

Educators Using Alternate Forms of Communicating Student Learning Must Commit to the Following Processes:

Using quality assessment practices as outlined in **Policy 506 – Principles of Assessment** and the **Criteria for Quality Communication of Student Learning** contained in this document.

Ensuring parents/guardians in their community are involved in a process of meaningful consultation and education to create shared understanding of the shifts in the way student learning is communicated in support of the redesigned curriculum. Meaningful communication processes may include, but are not limited to: teachers sharing assessment documents, parent information sessions, parent-student-teacher conferences, Parent Advisory Council meetings, and the sharing of student portfolios.

Educators Using Alternative Forms of Communicating Student Learning Must Meet the Following Requirements:

Parents must be provided ongoing information throughout the school year that clearly articulates student growth in relation to the learning standards. Information provided should make clear where students are in their learning, what they are working toward, any concerns and resulting interventions they may require, and ways to further support their learning. For students working towards modified goals outlined in an Individualized Education Plan, student progress in relation to those goals must be reported to parents.

During the school year, communication with parents about their child's progress may take a variety of forms, such as, but not limited to:

- student-led and three-way conferences
- parent/teacher meetings
- written interim reports
- communication through student portfolios
- other authentic samples and demonstrations of student learning

Parents will receive communication about their child's learning a minimum of five times during a school year. Educators and students are to determine when and how best to communicate student growth in relation to the learning standards in order to meaningfully engage parents/guardians in the learning process.

Final Summative Reports

At the end of the school year, or if a student moves, parents will receive a final written summative report. The purpose of the summative report is to outline and summarize the learner's progress in the required areas of learning outlined in the curriculum for that school year. The summative report should focus on a child's growth, performance and achievement levels, and clearly indicate where the child is in relation to age/grade-level expectations.

The summative report should contain:

- information about the learner's strengths and the learner's areas for further growth in relation to the learning standards in the required areas of learning.
- information about how to access the learner's self-assessment of the core competencies.
- information about ways to further support the learner.

In order to support educators in effectively communicating each learner's unique profile, educators may choose to use strength-based performance (proficiency) scales as an alternative to letter grades.

For students in grades 4-9, summative letter grades must be provided if requested by parents/guardians.