

COMMUNICATING STUDENT LEARNING (CSL)

AND

ASSESSMENT AND REPORTING GUIDE

Parent Guide K-12

SCHOOL DISTRICT #19 (Revelstoke)

September 2023 EDITION



School District 19
(Revelstoke)

**Credit to SD 35 and SD 23*

Overview of CSL and Rationale

The BC Curriculum has been renewed to respond to the changes in the 21st Century. The new curriculum is student-centred, flexible, and maintains a focus on literacy and numeracy, while supporting deeper learning across many areas to develop the educated citizen. Inclusive of this is the importance of our learning surrounding Truth and Reconciliation and our growing understanding and appreciation for our Indigenous peoples' way of knowing and being,

As the curriculum has changed, so too must the assessment and reporting of student progress. The purpose of reporting and communicating student learning is for students to be more involved with their learning, take ownership and to ensure that parents are well informed about their children's progress. Throughout K-12, student progress in relation to the learning standards will be documented and communicated to students by teachers through ongoing assessment.

School District 19 is embracing these changes and supporting our students by **moving from Reporting TO Parents, to Communicating WITH Parents on an ongoing basis**. There will be more focus on growth and progress and student agency. This involves more fluid processes and changes in what we assess and how we assess, as well as how we communicate student learning to students and their families/caregivers.

The goal of communicating student learning is to ensure that communication between home and school is effective and timely, so that:

- parents are well informed about their child's progress and growth;
- parents are involved as supporters in a dialogue about their child's progress and the best ways to support and improve learning; and
- students are provided with information that is meaningful to them and helps them to improve their own learning.
- students take ownership of their learning, with teachers as their facilitators, and parents/caregivers as their supporters.

Criteria for Quality Communication of Student Learning



Clear Learning Intentions

- are derived from the learning standards.
- are constructed from 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 curricular concepts.



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 sources and represents learners' growth over time.
- is linked to meaningful learning experiences.
- clearly represents what learner understands, what they know, and what they can 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.

Written learning updates #1 and #2

- Responsive and timely updates to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. The requirements for Learning Updates are detailed in the Student Reporting Policy and ensure parents/caregivers are well informed about student learning. In K-7, these are in the first and second term. In 8-12, these updates will be as the students' midterm update in each semester.

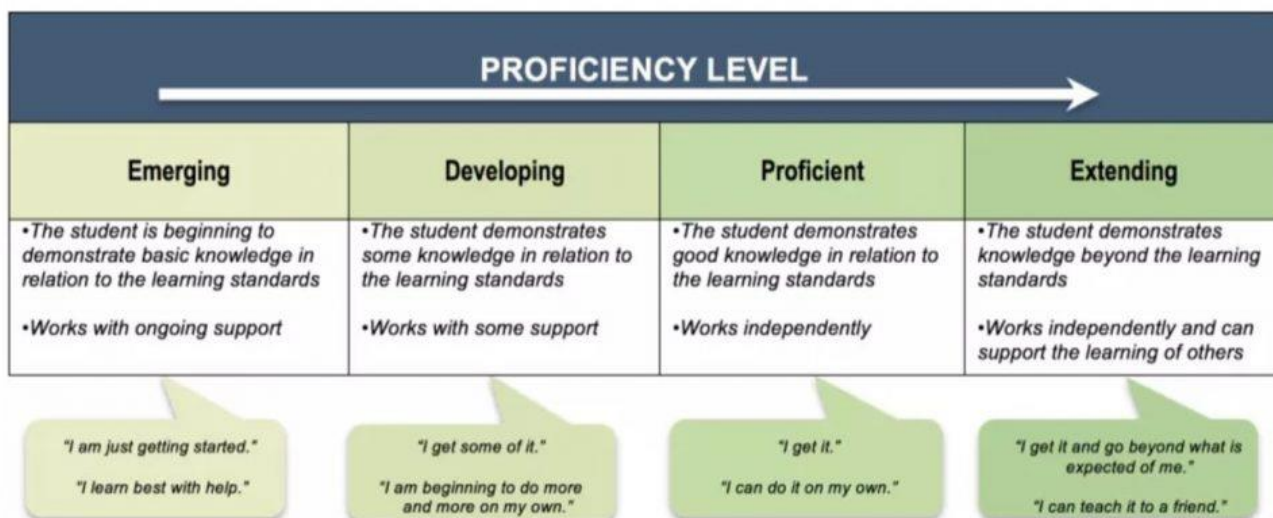
Student Self-Reflection, Goal Setting and Next Steps

- Sets of intellectual, personal, social and emotional proficiencies all students need in order to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social Responsibility. Self-reflection to accompany each mid-term(secondary) or end of term (elementary.)

- These self-reflections should inform Student Goal Setting and Next Steps to be shared in goal setting conferences.

Provincial Proficiency Scale (Learning Progress Continuum) K-9

- The four categories of student performance (Emerging, Developing, Proficient or Extending) as defined in the Provincial Letter Grades Order and the Student Progress Report Order.



Letter Grades and Percentages Gr 10-12

Percentages and letter grades will be used in 10-12 only as previously outlined in the Ministry Reporting Order. The proficiency scale may be used as an additional option.

Letter grade	Percentage range	Definition
A	86–100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
B	73–85	The student demonstrates very good learning in relation to the learning standards.
C+	67–72	The student demonstrates good learning in relation to the learning standards.
C	60–66	The student demonstrates satisfactory learning in relation to the learning standards.
C–	50–59	The student demonstrates minimally acceptable learning in relation to the learning standards.
F	0–49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
IE	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.

Strength-Based Feedback K-12

Using a strength-based approach, all written descriptive comments will describe students' strengths (what they know, do, and understand), as well as areas to stretch, and specific steps they can take to improve in relation to grade-level learning standards.

Elementary Conferences (K-7)

The Fall and Spring Conferences serve as two points of progress during the school year that provide an opportunity for students, parents, and teachers to share student progress in areas of learning focusing on strengths and areas of growth.

- The **Fall (Student Goal Setting) Conference** is to establish and build relationships, as well as collaboratively develop meaningful goals for student growth. Supports required should also be identified during the conference.
- The **Spring (Student-Led) Conference** is an opportunity to follow up on student progress towards the set goals, and for students to demonstrate ownership of their learning and its direction.

This year early dismissal dates for conferences are as follows:

- **Elementary Fall Conferences: Mid October**
 - **Elementary Spring Conferences: Mid April**
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Secondary Conferences (8-12)

The Student Goal Setting Conferences are to establish and build relationships, as well as collaboratively develop meaningful goals for student growth. Supports required should also be identified during the conference.

- **Secondary Fall Conferences: Mid October**
- **Secondary Spring Conference: Early March**

Summary of Learning Update

The Summary Report is a written report on student progress in relation to the learning standards in all subjects. It is provided to parents at the end of the course in grades 8-12 and at the end of the year in K-7. Progress is communicated using strength-based feedback and next steps for learning, as well as the provincial proficiency scale is used in each area of learning for K-9. Percentages and letter grades will be used in 10-12 only. The Summary Report also includes comments on overall growth and student engagement and is accompanied by a summative self-assessment of the Core Competencies.

Graduation Status Update Gr 10-12

The aim of the graduation status update in Grades 10-12 is to make sure that parents, caregivers, and students have the information they need to ensure that graduation requirements are being met and to make parents and caregivers aware of any areas that require attention. The [graduation status update](#) will include:

- The graduation requirements
- Indication of a student's progress toward meeting those requirements, including courses that the student cross-enrolled in
- The graduation program the student is in
- The student's completion of any provincial assessments

In SD 19, all grades 10 and 11 students will receive an update prior to course selection. An update will also be provided in the fall for each Grade 12 student so that we can ensure that students are on track for meeting their graduation path requirements.


Supporting Documents and Helpful Links

Why Change?

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/student_reporting-brochure_for_families.pdf

Student Reporting Guidelines

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-communicating-student-learning-information-for-parents-and-caregivers-package.pdf>



A GUIDE TO YOUR CHILD'S
WRITTEN LEARNING UPDATE

Written Learning Updates are one of many ways that teachers and students communicate learning with families all throughout the school year. As you read your child's Written Learning Update, we encourage you to **first focus on the written feedback comments**. This information will provide key insights into your child's growth and next steps in learning, and their progress in relation to curriculum learning standards.

We encourage you to discuss the Written Learning Update with your child. **Some prompts to consider:**

- What are you most proud of in your learning this term?
- Where did you show the greatest growth in your learning?
- What next steps are you working on in your learning?
- How can we continue to work together to support you in your learning journey?