Context

Research regarding learning indicates that on-going focused feedback and learner reflection results in stronger learner outcomes. Research confirms the importance of family support for younger learners.

Policy Statement

The Board of Education, through their educators, will have effective communication between home and school with a particular emphasis on effective communication of student learning in keeping with the Administrative Procedures of this policy. Placement of any student by grade, course or program will be based on the assessment of what is best for the student considering their intellectual, social, physical and emotional needs.

Guiding Principles

The Board of Education believes that:

1. Parents/caregivers should be meaningfully involved as partners in a conversation about their child's progress and the best ways to support their child's personal growth and learning.
2. Teachers should be supported in their ongoing professional learning in the key areas of assessment and communicating student learning.
3. Students and parents/caregivers should be provided with information that is meaningful to them and helps to improve student learning while sustaining personal growth.
4. Information shared with parents/caregivers should be descriptive and strength based, and should include suggestions about ways to support further learning.
5. Students should be encouraged to work toward their goals, build student ownership, and have a central role in the communication process.
6. Students should be able to use this information to make necessary revisions to their work and set new learning goals

References

- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
- Administrative Procedure to Board Policy 500: *Communicating Student Learning and Student Placement*

Dates of Adoption/Amendments:

Adopted: 1984.07.04
Amended: 1987.11.25: 1988.09.28: 1994.04.26: 2017.01.24: 2017.06.27: **2022.06.28**

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Student Placement

The principal of each school shall establish appropriate placement practices consistent with provincial and district guidelines and requirements, which will include working with the school-based team.

Key Terms

Assessment is the process of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.

Formative Assessments are ongoing for the purpose of showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback.

Summative Assessments take place at the end of a period of learning for the purpose of determining the extent to which learning has occurred.

Evaluation is the act of analyzing assessment information for the purpose of providing feedback about student learning based on a broad-range of activities and tasks.

Reporting student progress occurs at predetermined points in the school year. Communicating about student learning in this way is a more formal snapshot of student progress toward identified learning outcomes and both curricular and core competencies.

Our District will continue to focus on developing effective tools and strategies for communicating student learning. These efforts will be undertaken to ensure that both our formal and informal means of communicating student learning support the principles and structures of the redesigned curriculum and are congruent with the new interim reporting order. Opportunities for student, parent/caregiver and staff consultation will be accorded throughout the year.

Communicating Student Learning

1. Communicating student learning will be done in a way that ensures that parents/ caregivers are well informed, etc. (see list in current policy)
2. Information provide to parents/caregivers will be descriptive, etc. (see list in current policy)
3. Communicating student learning will occur in a variety of ways including:
    a. Parent/caregiver conferences
    b. Student-led and three-way conferences
    c. Electronic or paper-based portfolios
    d. Reporting/communication applications
    e. Written interim reports
    f. Web-based resources
    g. Phone calls, emails or texts
    h. Samples and demonstrations of student work, videos or written summaries
    i. Formal "points of progress" reports
    j. Formal report cards

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Methods of Communicating Student Learning

1.   The District will continue to support use of ~~two~~ technology-based tools to assist teachers in carrying-out this work:
   ▪   Professional learning opportunities will occur throughout the year to assist interested teachers with implementation and to support their work with technology-based tools throughout the year.

2.   Communicating student learning that is focused on formative assessment provides students and families with: clear learning intentions, criteria for success, descriptive feedback that moves learning forward, thoughtful questioning, self and peer assessment.

3.   There will be two opportunities for conferencing, the first in October/November and the second in March/April.

4.   Conferencing is a form of communicating student learning and schools will develop their own schedule and format for how they are going to provide this opportunity for students and their parents/caregivers to be in conversation regarding individual student learning. Schools will communicate with parents/caregivers regarding the timing and structure of these opportunities for focused conversation.

5.   It is important to note that parents/caregivers will not be limited to the scheduled conferencing opportunities. We encourage parents/caregivers to initiate communication with the teacher or make an appointment at other times to discuss their child's progress with the teacher.

Reporting/Informing
1.   We will take the following approaches to reporting at the elementary and secondary levels:

Elementary
1.   In addition to the ongoing communication of a child's progress, parents/caregivers can also expect to receive two progress reports which will summarize previous communication regarding the child's achievement in the required areas of learning and include comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.

2.   The first progress report will summarize the child's achievement in the required areas of learning from September to January. The second progress report will summarize communication regarding the child's progress as a learner from February through June.

3.   Curriculum planning and assessment are focused on the curricular competencies provided in Provincial Curriculum documents. The progress reports will provide information about a child's progress in meeting these outcomes.

4.   If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.

5.   The tool we will be using to generate these elementary progress reports will continue to be SSDAS.

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6.   For the sake of consistency, the information drawn from MyEdBC to support generation of **Permanent Student Records** (as required by the *School Act)* will be changed to reflect this use of **Performance Standards** Language to communicate student learning.

Secondary

1.   In addition to the ongoing communication of a child's progress, parents/caregivers can also expect to receive two progress reports which will include a summary of achievement and comments about their child's progress in relation to the curriculum competencies, identifying strengths and ways to support their child's learning.

2.   If a student leaves the school prior to the point where a formal report of the child's learning has been produced, one will be generated by the teacher and placed in that student's file.

3.   The tool we will be using to generate Secondary report cards will be MyEdBC.

4.   Our District will continue its practice of using **Performance Standards** language on report cards for K-9 students. Letter grades will not be provided unless specifically requested by parents/caregivers of children in grades 4-9.

5.   K-9 students will be supported to self-reflect on their progress in the area of *Core Competencies.* This student reflection will comprise part of the final formal report at semester or year end.

6.   Grade 8-9 teachers have the option of working either with **Performance Standards** language or letter grades for reporting student learning for the 2016-17 school year.

7.   Grades 10-12 teachers will be following similar processes to past years for formal reporting while we develop options for bringing summative reporting more in line with the guiding principles of the redesigned secondary curriculum currently scheduled for implementation during the 2018-19 school year.

References*:*
- Student Reporting Policy (2016)
- Ministerial Order 192/94, the Provincial Letter Grades Order
- Ministerial Order 191/94, the Student Progress Report Order
- Ministerial Order 190/91, the Permanent Student Record Order
- Ministerial Order 295/95, the Required Areas of Study Order
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