



## Assessment and Communicating Student Learning Plan

The mission of the Qualicum School District is to embrace a spirit of curiosity and joy for learning that challenges everyone to become informed and confident designers of their own future. Assessment informs planning and moves learning forward by gauging what students know, do, and understand within our competency driven curriculum. Qualicum School District utilizes ongoing formative assessment, district assessments and communication of learning to ensure student engagement.

### **The Qualicum School District Goals are: To Learn; To Give; To Grow; To Belong**

#### **Truth and Reconciliation:**

Qualicum School District continues to realize the important role that education plays in Truth and Reconciliation and recognizes, as the First Nations Leadership Council pointed out to the Minister of Education:

***“literacy and numeracy results are important indicators of the educational success of First Nation learners, and are informed by legal commitments and obligations to meet the objectives of the United Nations Declaration on the Rights of Indigenous Peoples required under the Declaration on the Rights of Indigenous Peoples Act” (November 18, 2021)”***

#### **In the Qualicum School District, we work to provide an inclusive, equitable education for each learner.**

Qualicum School District believes that learning is inclusive, relevant, and flexible with student voice and choice infused into instructional design and assessment practices (*Qualicum School District Strategic Plan, “Principles of Learning”*).





For the District to support inclusive and equitable learning across the system, district wide assessments as outlined in this Assessment and Communicating Student Learning (ACSL) Plan will be used in conjunction with provincial assessments to inform classroom, school, and district improvement efforts.

In Qualicum School District each learner will participate in:

- Ongoing formative assessment,
- District and Provincial assessments, and
- Communication of student learning.



[ACSL GUIDE HERE](#)

## All of this work is guided by our Planning Learning for Each Student:

|                       | Students will:   | Educators will:  | Tasks/Assessments will:  | Leaders will:   |
|-----------------------|--|--|--|---|
| To Belong and to Give | Each student is able to share their learning with others   | Each educator will collaborate and share with others to create a safe space for learning and provide opportunities for sharing and interacting   | Each task/assessment will contain elements of student interest/culture and are interactive, predictable, safe and allow for demonstration of learning without feeling judged | Each leader will create time and space for educators to learn about, practice and collaborate on creating safe spaces and tasks/assessments |
| To Learn              | Each student is able to choose different tools and strategies to access the learning and meet the goal | Each educator will make time to learn, practice, model, collaborate on, and teach a variety of tools and strategies relevant to individual needs | Each task/assessment will provide students with choice in how to access the learning and reach the goal  | Each leader will make time to learn, practice, model and collaborate on a variety of tools and strategies                                   |
| To Grow               | Each student can articulate their learning goal, describe where they are at, as well as next steps     | Each educator will design tasks based on formative assessment and co-creating criteria and steps   | Each task/assessment will provide multiple access points and require reflection/feedback on where they are at and next steps   | Each leader will provide opportunities and model assessment practices that lead planning and improved student learning                      |