



Interim Communicating Student Learning Guidelines (Grades K-9) **Frequently Asked Questions** **November 2017**

As we move towards our first reporting period, schools across the District have been engaged in conversations around communicating student learning and student self-assessment of the core competencies. We have prepared this FAQs document in response to six questions that are emerging from these conversations to provide clarification.

Please note: Option B: (Schedule 1) of the Student Progress Report Order reflects our District's traditional reporting process. Option A (Schedule 2) of the Student Progress Report Order provides teachers the opportunity to engage in an alternate form of reporting. The District's ***Interim Guidelines for Communicating Student Learning K-9*** review the process teachers must follow if choosing an alternate form of reporting. This includes extensive parent consultation as well as approval from the school principal and Assistant Superintendent responsible for the family of schools.

1. Following the District's ***Interim Guidelines for Communicating Student Learning K-9***, do we still have to provide parents some type of written summary of their child's learning progress for each of the traditional reporting periods?

The answer depends on which Option/Schedule a teacher is following:

If you are following Option A: (Schedule 2), you are not required to provide parents some type of written summary of their child's learning progress for each of the traditional reporting periods; however, the expectation is that personalized, frequent and ongoing communication is provided to parents about their child(ren)'s learning continuously throughout the year. This feedback to parents may take various forms, however, there is a requirement that it occur from the beginning of the year through to the end of the school year (at least a minimum of five times). At the end of the school year, there is also a requirement that a summative written report card, with Performance Scales/Grades and Comments, be provided to parents.

Please note: For schools/classroom teachers who wish to follow Option A: (Schedule 2), parents need to be engaged in an extensive consultation process.

If you are following Option B: (Schedule 1), you are required to provide parents with 3 formal report cards (during the traditional reporting periods) as well as 2 informal contacts, describing their child's learning progress. There is also a requirement for schools/classroom teachers who are continuing to provide the traditional report card to include Performance Scales and Term Comments (K-3) and Grades and Term Comments (4-9).

2. Is it the teachers' responsibility to evaluate students on the core competencies?

No, it is not the teacher's responsibility to evaluate students on the core competencies. Teachers are required to provide students with ongoing opportunities to set goals and reflect on their learning within the context of authentic learning experiences around the core competencies. Teachers do not use marks, performance scales, or rubrics to evaluate student growth in relation to the core competencies. The intent of the self-assessment is to support students in developing their ability to describe themselves as unique individuals, and document and share their growth in relation to the core competencies over time. Student self-assessment can take many forms and may focus on one, a few, or all of the core competencies as students are authentically experiencing growth in each of the respective competencies. It is the teacher's responsibility to provide scaffolding for students throughout this process. Tools that may help teachers support students with the process of self-assessment may be found at: <http://www.instructionalleadershipteam.com/core-competencies>.

3. Do we have to provide a copy of each student's self- assessment at each of the reporting periods?

No, teachers do not have to provide a copy of each student's self- assessment at each of the reporting periods. While there is no requirement to provide parents with their child's self-assessment of the core competencies at each reporting period, educators are required to have students share their accomplishments in an ongoing and timely manner. In doing so, parents and learners will be able to celebrate growth over time. Schools must provide parent/guardians with either a hard copy of the self-assessment document or provide access to the student's digital portfolio, along with the summative written report, at year end.

4. In the District document, Interim Guidelines for Communicating Student Learning K-9, the section titled Reporting Options for Central Okanagan Educators, contains the phrase "***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.***" What is the intention of this phrase? Can each teacher within a school use a different reporting template?

Because the implementation of the redesigned curriculum is naturally occurring at different rates within different classrooms, there are correspondingly different levels of readiness to move towards alternate forms of communicating student learning. The phrase "***Decisions to make shifts in the way student learning is communicated may occur within individual classrooms, across groups of classrooms, or school-wide***" is intended to empower those teachers who are ready to shift their assessment and reporting practices. The number of educators ready to make this shift will vary from school to school.

Under the school act, the Principal is responsible for administering and supervising the school, including the program of student evaluation and assessment and reporting to parents. Teachers interested in alternate forms of reporting and communicating student learning must work collaboratively with their Principals/Vice-Principals to make decisions about reporting that make sense for the school community, and to engage parents in an ongoing, meaningful consultation process.

Please note: Consultation must be multi-layered and ongoing (i.e. with engagement of Parent Advisory Councils, information session(s) for the general parent community, and individual dialogue between each family and the classroom teacher).

5. Can we use strength-based performance scales instead of letter grades in grades 4-9?

The answer depends on which Option/Schedule a teacher is following:

If you are following Option A: (Schedule 2), you can use strength-based performance scales instead of letter grades.

If you are following Option B: (Schedule 1), you are required to use letter grades.

Ministry documents (i.e. Reporting Student Progress (Grades K-9): Guidelines for School Districts) make it clear that letter grades must be provided to parents if they request them. It is also a requirement that final marks be added to MyEd at year end or if/when a child moves from the school.

6. Are teachers required to include an overview of what was learned during first term?

Home-school communication in regards to what is being learned/has been learned is still required even though teachers are not required to submit “traditional overviews” of concepts/content to their Principals/Vice-Principals. Educators are required to inform parents of the learning experiences that are being provided to students. This communication might happen during various times throughout the term in order to invite parents to participate as partners in their child(ren)’s learning.

Schools engaging in conversations around alternate forms of communicating student learning should consult our two District documents: ***Interim Guidelines for Communicating Student Learning K-9***, and ***Supporting the Self-Assessment and Reporting of the Core Competencies***.

In order to continue to provide clarification on the topic of communicating student learning, the District Assessment/Communicating Student Learning Committee will be hosting sessions beginning in January to engage small teams from each school in learning sessions. More information regarding these sessions will be provided soon.