

Dear Parents and Guardians:

Re: Killarney Mathematics 8 Reporting Framework

Killarney teachers have been engaged in the development of a Mathematics 8 program aligned with the implementation of the [revised mathematics curriculum](#). A critical piece of our program is communicating objectives with both learners and their families. As teachers we want to build a report reflecting both how the student is doing, and where they need to go for improvement (Liljedahl, 1999).

The [Curriculum Model in British Columbia](#) has three main elements: 1) Content (Know); 2) Curricular Competencies (Do); 3) Big Ideas (Understand). These three elements work together to develop deep conceptual learning (Retrieved November 22, 2017 from <https://curriculum.gov.bc.ca/curriculum-info>).

Our Mathematics 8 program has established clear goals for student learning. These goals are communicated through a combination of “Learning Objectives” and “Assessment Codes”. Transparency of goals allows students, parents, and guardians to see where the child is and where they are going. This in turn, increases the likelihood of student success.

Assessment Codes

Assessment is key to creating a more student-centered classroom. By assessment we do not mean testing, nor do we mean grading. We acknowledge that data such as test scores can give us a window into better serving our students, but it's not the whole window. If we truly want to know our students, we must view them as a stained-glass window with test data as only one of many pieces. Assessment can allow us to know the whole child as we create a more student-centered classroom. The codes we will be using for communication of student learning are as follows:

- **KDU** - Able to independently do complex questions/problems, non-routine questions in unfamiliar situation, fully supported by explanations and justifications (including models) of mathematical reasoning and concepts. Able to fully explain the learning objective to others.
- **KD** - Able to independently do complex questions/problems mostly supported by explanations and justifications of mathematical reasoning and concepts.
- **K** - Able to independently do basic questions/problems.
- **NY** - Not yet able to do independently

When these codes are combined with the learning objectives it paints a very clear picture of where the students are and where they need to go for improvement. In this way, we communicate which concepts and skills need to be relearned, and which ones each student has mastered. Our assessments are not graded. Instead, we use them to create a learning environment that is more student-centered.

(Retrieved November 22, 2017 from <https://www.edutopia.org/blog/assessment-create-student-centered-learning-andrew-miller>)

如有需要，请电604-754-0364联络Margaret Moo（巫小姐），多元文化工作者（国/粤语），了解内容。

Kung kailangan ng tulong sa wikang Filipino, pakitawagan po si Fenchie Cajjuat, Filipino Multicultural Liaison Worker, sa 604 754 0396.

References:

Liljedahl, P. (2010). The Four Purposes of Assessment. *Vector*, 51(2), 7-12.