

Reporting Session for Kindergarten to Grade 7 Parents and Caregivers

December 16, 2024

*This session is being recorded and will be shared via your school administrator.



LAND ACKNOWLEDGEMENT

With deep gratitude and respect, we are honoured to be learning and unlearning on the ancestral and unceded lands of the x^wməθk^wə́yəm (Musqueam), Sḵwxwú7mesh Úxwumixw (Squamish Nation) & səlilwətaʔ (Tsleil-Waututh Nation).



x^wməθk^wə́yəm
(Musqueam)



Sḵwxwú7mesh Úxwumixw
(Squamish Nation)



səlilwətaʔ
(Tsleil-Waututh Nation)

Introductions

Maureen McRae-Stanger

Associate Superintendent

Learning and Instruction

Shannon Burton

Director of Instruction

Learning and Instruction

Suzie Polzin

District Principal

Learning and Instruction

- Why are report cards different?
- What can I expect?
- How will I learn about my child progress?
- Why a proficiency scale?
- How do we support all students?
- How can parents/caregivers help?

Where do the Reporting Changes Come From?

- Ministry Reporting Order Policy came into effect in July 2023
- School Districts are required to comply with Ministry regulations
- Vancouver School Board Reporting Guidelines have been implemented since September 2023

For More Information:





Ministry of
Education

Research Backed Policy

Meaningful Communication

Researchers stress the importance of ongoing and timely communication with parents and caregivers.

Effective communication between home and school has a positive impact on student learning and engagement.

Student Self-Assessment

Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning, greater student satisfaction.



Focus on Proficiency

Today's classroom is different from when you were in school. You may remember working only from textbooks or worksheets. Students now learn and show their learning in a variety of ways.

Assessment that focuses on learning rather than just marks, leads to increased student engagement.

Formative Assessment

Globally, there is a shift toward assessment practices that clearly tells students where they're at in their learning and how to move them forward. Rather than just providing information on what learning has happened in the past.

What are the Goals of Reporting?

- Students take part in **meaningful conversations** that help them develop responsibility for engaging deeply with their learning
- Parents and caregivers are **well informed**, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning



- *Where am I now?*
- *Where am I going?*
- *How do I get there?*

Reporting Requirements

K-12 Student Reporting Policy

Communicating Student Learning Guidelines



- **Four Learning Updates**
 - ✓ Two written Learning Updates – (report cards) *December 16, March 10*
 - ✓ Two informal Learning Updates – (conferences) *October & April*
- **One Summary of Learning**
 - ✓ At end of the school year in writing – (report card) *June 25*

Written Learning Updates



Provincial Proficiency Scales

- In all areas of learning in which the student is currently studying



Feedback describing:

- Student strengths
- Areas for future growth
- Ways to support learning



Attendance Information



Self-reflection

- Core competencies
- Goal setting

Sample Written Learning Update

Written Learning Update #1

November 2024

Student Name: This report is a summary of the student's progress, according to widely held grade level expectations, in relation to the learning standards of the BC Curriculum. The student's level of learning has been assessed through a variety of learning opportunities to determine what the student knows, understands, and is able to do.

PEN:

Student Grade: 4

Teacher Name:

Administrator Name:

Descriptive Written Comments

_____ is a dedicated student who puts in tremendous effort to understand new concepts. She has a passion for art, often creating beautiful and imaginative pieces. _____ is a good friend to many. She has been a leader in welcoming newcomers, making them feel comfortable and included in our classroom community. She had this to say about grade four so far: "My favourite part was playing with my friends. I like to play mostly dogs. I am looking forward to our field trip to Burnaby Village Museum."

Strengths

Language Arts: _____ has a rich imagination and can tell a very creative oral story. She can plan out elaborate plots and details that she can then share verbally. Her storytelling ability also shows up in her play, where she often assumes a leadership role in explaining the game or activity to peers. _____ is also a strong listener. She can ask for help when she needs it and then explain what she has learned to peers. Here is a direct quote from her peace poem that demonstrates her growing ability to add sensory details to her writing: "Peace is quiet/ Peace is gummy bears/ Peace sounds like sweet voice/ Peace feels like resting/ Peace smells like flowers/ Peace tastes like chocolate/ Peace is quiet."

Math: _____ works very hard in Math to show what she knows. She is gaining confidence every day! In our numbers and counting unit, _____ was able to use expanded form to break numbers apart. She could confidently use a number line as well. In our patterning unit, _____ has learned how to count on and back (starting at a number and adding or subtracting using fingers) to demonstrate patterns in numbers. She responds very well to peer and teacher help, asking for it when she needs it.

Areas for Growth

- **Language Arts:** _____ is working towards reading, writing, and speaking English at grade level. In reading _____ is currently working on some consonant sound, short vowels in CVC words (consonant, vowel, consonant) and digraphs (two letters that make a different sound when combined, such as 'sh' or 'th'). She benefits from lots of repetition and many opportunities to practice. _____ is working on matching her written words to what she is saying verbally. She is working on adding a consonant sound to the beginning of the words she writes.
- **Math:** _____ is working towards understanding counting concepts in base ten, particularly counting, adding and subtracting across centuries (Example: what comes after 1,099? What is 197 + 10?). She is gaining confidence with math facts to 100.

Ways to Support Learning

- **Language Arts:** _____ receives specialized language support to support her phonemic awareness (hearing the sounds in words) and phonics (writing the sounds in words). She benefits from lots of repetition and opportunities to practice. She is supported at school in the following ways: daily Lexia practice, small group work, one-to-one teacher support for any activities involving reading and writing, adapted work, scribing (where a peer or adult writes down what she says) and supportive technology. _____ is encouraged to continue to use Lexia at home in order to support her phonemic awareness and phonics skills. She is encouraged to read at home every night, sometimes with an adult and sometimes on her own, and to listen to someone read aloud to her. This is because listening to audiobooks or an advanced reader may support her reading comprehension, which is more developed than her decoding (sounding words out) skills.
- **Math:** _____ is making progress with teacher help. She will continue to benefit from small group work with a teacher, working with a peer, and having manipulatives available to help her visualize counting concepts. These manipulatives include tools like counters or a 200s chart. _____ may benefit from playing card games that help her make 100, such as the games found here: <https://www.weareteachers.com/math-card-games/>. _____ is encouraged to continue to use her IXL account at home to practice. _____ is receiving ELL support from _____. Please see the attached insert.

What is the Proficiency Scale?

The Provincial Proficiency Scale

EMERGING DEVELOPING PROFICIENT EXTENDING

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Why a Proficiency Scale?

- Supports lifelong learning by shifting the focus **from marks to learning**
- Values most **recent evidence** of learning
- Views **learning as ongoing**, rather than signalling that learning is done
- Is **inclusive** of all students



For More Information:



Emerging, Developing, Proficient, Extending

What does it all mean?



Emerging

Emerging means your child is beginning to understand something in an area of learning. They are still learning but may need more support to move ahead. Emerging doesn't mean your child is unsuccessful in this area.



Developing

Developing means your child understands some things in an area of learning but still has other areas to work on. Like Emerging, it doesn't mean your child is unsuccessful in this area.



Proficient

Proficient is the goal for your child. It's also the goal for all students. When your child is Proficient, it means they fully understand the required learning. But it doesn't mean their learning stops.



Extending

Extending is when students show a deeper understanding. It's when your child is able to apply their learning in new and different ways. Extending is not the goal for all students in every area of learning.

Learning Standard Example

Grade 2

Activity: In the school garden, students are exploring and looking for animals.

Questioning and Predicting	Emerging (could look like anything up until these descriptors)	Developing	Proficient	Extending (could look like anything starting from to beyond descriptors)
Demonstrate curiosity and a sense of wonder about the world.	The student is interested in knowing more but pursues the interests of others.	The student is curious and actively pursues things that interest them.	The student is curious and actively pursues things that interest them. They make connections to prior knowledge or new experiences.	The student is curious and actively pursues things that interest them. They make connections across contexts and new experiences.

Emerging

- Emerging doesn't mean your child is not successful in an area of learning.
- Emerging means they are **beginning to understand** something. They are still learning but may **need more support** to move ahead.

"I don't see too many animals here. I saw a squirrel in that tree one time at recess, why was it in the tree? I also saw some birds in the sky." "Why was the squirrel on the tree?"

The Provincial Proficiency Scale

EMERGING

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

DEVELOPING

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

PROFICIENT

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

EXTENDING

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Developing

- Indicates that a student is **demonstrating learning** in relation to the learning standards with growing consistency.
- The student is showing partial understanding but is still in the process of **developing their competency** in relation to the learning standards.
- Developing isn't failing.
- All students will be developing in some areas and at specific points in time.

"I was looking for animals on the plants when I noticed something wiggling. So I started digging and I found a worm. It was so wiggly and wet and slimy and I wondered why."

The Provincial Proficiency Scale

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The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

DEVELOPING

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

PROFICIENT

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

EXTENDING

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Proficient

- Is **the goal for all students**.
- A student is Proficient when they demonstrate the expected learning in relation to the learning standards.
- Proficient is not synonymous with perfection. Instead, the student is able to **demonstrate their learning consistently** or most of the time.

"At first, I couldn't find anything, so I thought, if I was a bug, where would I be hiding? And then I turned over some rocks and I found so many bugs! This one looks like a cocoon. I wonder if this is going to be a butterfly or a moth, I think both have cocoons."

The Provincial Proficiency Scale

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Extending

- Extending means a student is demonstrating learning in relation to the learning standards with **increasing depth and complexity**.
- Not a bonus
- Is not synonymous with perfection
- Does not require a greater volume of work

"I found some worms in the wet soil and I wonder if the worms are making compost for our garden. If the worms make enough compost, will the plants grow extra tall?"

The Provincial Proficiency Scale

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

From Proficient to Extending

Students can demonstrate their learning with greater depth and complexity by:

- Demonstrating their learning in a variety of ways
- Applying their thinking further
- Applying their learning to other curricular areas
- Exploring more complex learning standards
- Connecting their learning with their local and/or global community
- Supporting the learning of others

Proficiency Scale Myth Debunked

Myth: The proficiency scale hinders students and does not prepare them for the future

REALITIES

- ✓ Gives Clear Benchmarks
- ✓ Promotes Skill development
- ✓ Gives Feedback and Improvement
- ✓ Ensures Personalized learning
- ✓ Helps Prepare for Workplace
- ✓ Encourages Mastery

Proficiency Scale Myth Debunked

Myth: The proficiency scale is subjective and does not provide measurable success

REALITIES

- ✓ Provides Standardization
- ✓ Uses Detailed Criteria
- ✓ Provides a Holistic View
- ✓ Gives Feedback for Improvement
- ✓ Maintain high provincial standards

Holistic Scoring	<p>Score holistically, for the 'line of best fit'. The bullet points in the rubric describe, in whole or in part, the evidence found within the student work, but do not form a complete list of what is needed for that score. Responses often score across two or three score points on the rubric. The final score should reflect where most of the response lies.</p>			
	1 Emerging	2 Developing	3 Proficient	4 Extending
Snapshot	<p><i>Demonstrates a limited understanding or misreading of the text(s) and or question; possibly a verbatim recall of information.</i></p>	<p><i>Demonstrates an understanding of the gist of the text(s) and question. The reader is able to support their thinking in a simplistic way; literal interpretation of main ideas and concepts.</i></p>	<p><i>Demonstrates a clear understanding of the text(s) and question. The reader is able to support their thinking using mostly accurate details closely linked to the central idea of the question and text(s).</i></p>	<p><i>Demonstrates an in-depth understanding of the text(s) and question. The reader supports their thinking using accurate text based information; may be insightful.</i></p>
	<p>NR No response (answer page is blank)</p>	<p>0 Response does not have enough information to be scored; response contains very inappropriate language; or all work is erased or crossed out.</p>		

What is Descriptive Feedback?



Written Comments you will see on your child's report card describing...

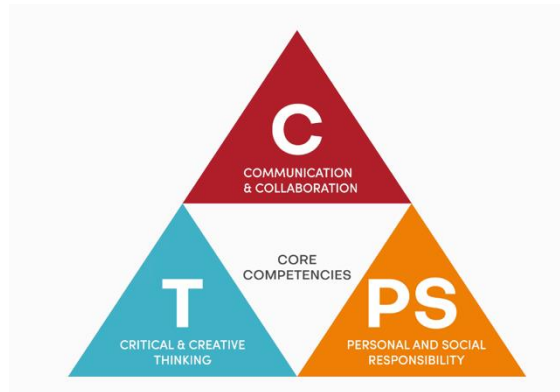
- What students can do in their current areas of learning
- Areas for future growth (what students need to work on)
- Strategies to support students
- Feedback on student learning and engagement

For More Information:

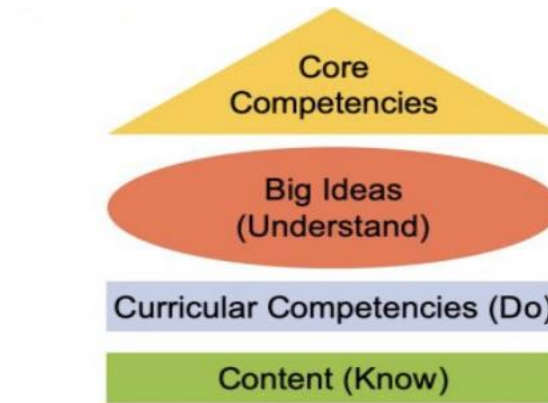


Why Self-reflection and Goal Setting?

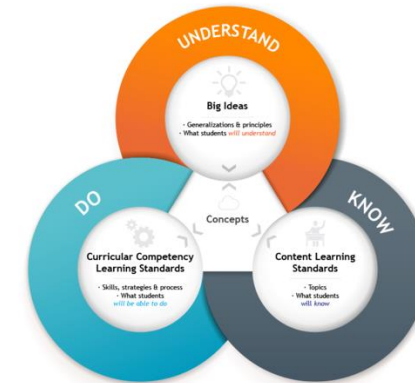
Developing the confidence, knowledge, and competencies necessary to thrive in an ever-changing world



Central to the development of educated citizens



Actively involve students in the learning process



Helping students work toward future possibilities

Informal Learning Updates-Conferences



- Descriptive feedback on strengths
- Feedback from the teacher on where to go with learning

- Areas for growth and corresponding ways to support learning in literacy, numeracy and critical and creative thinking
- Examples of how student learning is supported at school

- Suggestions for ways that parent/caregivers can support their child's learning
- Not every informal learning update will look the same



Informal Learning Updates-Conferences

***October and April**

All parents/caregivers should be offered an in person opportunity to come to the school. Schools will accommodate parents/ caregivers and meet via teams or do phone calls.

Success For All Students



Individual Education Plan (IEP):

a documented plan developed for a student with disabilities and diverse abilities that describes individualized learning goals, support measures, the services to be provided, and measures for tracking progress.

- What if my child has a disability or diverse ability?
- What if my child is an English Language Learner?

For More Information:



How Can Parents/ Caregivers Help?



- Be **involved**
- **Ask** questions – be curious about things
- Be a **learner** with your child
- **Communicate** with the school
- Understand that **learning is unique and developmental**
- Access the **supports online** – translations in multiple language

For More Information:



Thank you