

# Communicating Student Learning District Pilot

VSB

We inspire student success by providing an innovative, caring and responsive learning environment

VSB  
2021  
Inspiring Our Future, Together



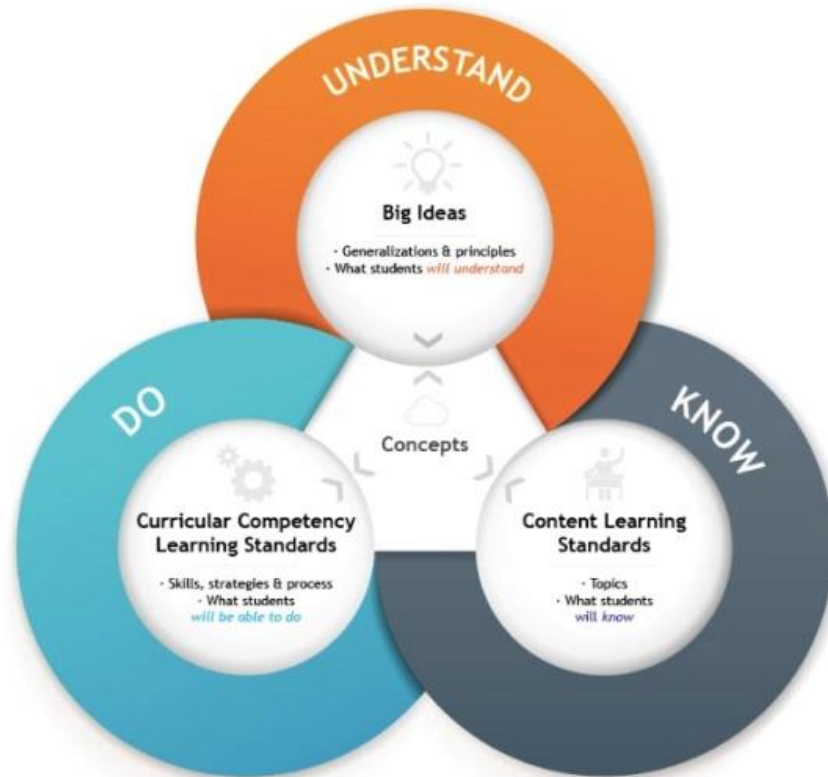
Ultimately, transforming *reporting*  
to *communicating student learning*  
shifts the ownership from teachers  
to a collaboration between  
students, parents and teachers.



# BC Curriculum

<https://m.youtube.com/watch?v=IXyyZql2PZQ>

Curriculum Model



# The Learning Process

- Teachers create rich learning tasks based on student interests
- Together teachers and students set criteria
- Powerful questioning/learning conversations allow for ongoing, timely descriptive feedback to the student
- Teachers and students intentionally gather evidence over time to inform teaching and learning
- Metacognitive skills are developed through student reflection and self-assessment
- Learning can be process, inquiry, and/or project based

# What's new? Communicating Learning

Then - Reporting	Now - Communicating Student Learning
<ul style="list-style-type: none"><li>• Reporting on student achievement with parents at prescribed intervals throughout the year</li><li>• Letter grades for all students in Grades 4-9 with each written report</li></ul>	<ul style="list-style-type: none"><li>• Ongoing communication of student learning Mid Year and End of June</li><li>• Letter grades for students in Grades 4-9 are not included unless specifically requested by parents</li></ul>
<ul style="list-style-type: none"><li>• 3 times/year for written reports</li><li>• 2 times/year for informal reports</li></ul>	<ul style="list-style-type: none"><li>• Relevant, descriptive and timely feedback for learning is provided a minimum of 4 times each school year using a variety of methods</li></ul>
<ul style="list-style-type: none"><li>• Identical items/tasks used to evaluate student learning for the whole class</li></ul>	<ul style="list-style-type: none"><li>• Evidence of student learning can be demonstrated in a variety of ways. Students are actively involved in the assessment process.</li></ul>
<ul style="list-style-type: none"><li>• Minimal student voice</li></ul>	<ul style="list-style-type: none"><li>• Student voice included in the communication of learning</li></ul>

# B.C. leads the push to eliminate letter grades from school report cards



British Columbia is at the forefront of Canadian provinces in the push to remove grades from report cards, with some districts hoping to one day implement such a system in every school, from kindergarten to Grade 12.

## TRENDING

- 1 A NAFTA collapse could push Mexico over the edge
- 2 Keystone pipeline spill will take months to clean up: officials
- 3 BMO sees 'once in a multi-year buying opportunity' for Enbridge
- 4 Calgary woman found guilty in son's strep death sentenced to three years
- 5 Fraud case of Quebec construction mogul Tony Accurso ends in mistrial



# Growth vs Fixed Mind Sets – Carol Dweck



# No letter grades?

- Letter grades tend to foster a **Fixed Mindset** in students.
  - “I always get a C+ in Math.”
  - “I got a C in Science. I’m no good at it.”
- A letter grade on a written composition or project gives the student no information about how to improve.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	40		
	Absent	0		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

- Students with a **Growth Mindset** are much more likely to continue learning. They see themselves as learners with potential.
- Feedback for learning promotes a **Growth Mindset**. Providing a student with feedback about *what's working* and *what to focus on next* provides students with the tools they need to improve.



“Turn left at the corner.”



## Feedback for Learning

Imagine that during a driving test you are asked to turn left. After you complete the turn the Examiner says, “You got a C- on that turn.” Do you know what you have to do to pass the driving test the next time?

If the Examiner tells you that you turned the steering wheel correctly but forgot to make a visual check in both directions before making the turn, will this help you next time you take the test?



We have the opportunity to report to parents in more flexible ways. The goal is to create a reporting process that is more timely and responsive with increased student ownership and parent involvement. While also providing clear, understandable information to parents.

# Communicating Student Learning Reporting Minimum Expectations 2017-2018

Curriculum area	Written Reports		Ongoing Communications
	January	June	
English and French Language Arts	✓	✓	2
Mathematics	✓	✓	2
Science	✓	✓	2
Social Studies	✓	✓	2
Arts Education	(either Jan or June)		1
Core French (Gr 5-7)	(either Jan or Jun)		1
Physical and Health Education	(either Jan or Jun)		1
Applied Design, Skills and Technology		✓	(optional)
Career Education		✓	(optional)
Student Self Assessment of Core Competencies		✓	(optional)

# Sarah Li

## Grade 4



### MID-YEAR WRITTEN PROGRESS REPORT

January 28, 2018

Student Name: Sarah Li

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.

### Descriptive Written Comments

STUDENT'S LEARNING STRENGTHS:
<p>Sara shows that she cares for others by regularly inviting children who are alone on the playground to play with her.</p> <p><b>Language Arts</b> – After reading a passage Sara can draw conclusions and express her opinion in writing. She is able to find evidence from text to support her opinion. Her written reflections of the book, <u>When I Was Eight</u>, showed that Sara can make inferences about how the main character felt while living at a Residential School. She is an avid reader of non-fiction to learn more about animals and she enjoys reading fantasy novels.</p> <p><b>Mathematics</b> – Sara can represent, compare and order numbers to 10 000 using base ten blocks and is making connections to measurement and other real world contexts.</p> <p><b>Social Studies</b> – Sara can explain the impact of the Residential School system on Indigenous children and families.</p> <p><b>Science</b> – Sara's excellent research project comparing human and animal senses demonstrated her understanding of the sensory differences between animals and humans.</p>

AREAS for GROWTH:	WAYS to SUPPORT LEARNING:
<p>Sara is able to express her ideas in small groups of children. She is encouraged to share her ideas during class discussions so she can become more confident in speaking before an audience. At the Celebration of Science evening, Sara relied on her powerpoint presentation rather than speaking to guests about her project.</p> <p>Sara is learning how to estimate large numbers up to 10 000 when solving mathematical problems using mental math.</p>	<p>Sara will have the opportunity to discuss her ideas with a partner before she is asked to share her thinking with the class.</p> <p>At home look for opportunities in the world to discuss and make sense of large numbers in context (eg: metric weight on food packages). At school we will help Sara to represent large numbers with manipulatives, engage in conversations and decompose numbers to develop her ability to estimate large numbers</p>

### STUDENT'S LEARNING STRENGTHS:

Sara shows that she cares for others by regularly inviting children who are alone on the playground to play with her.

**Language Arts** – After reading a passage Sara can draw conclusions and express her opinion in writing. She is able to find evidence from text to support her opinion. Her written reflections of the book, When I Was Eight, showed that Sara can make inferences about how the main character felt while living at a Residential School. She is an avid reader of non-fiction to learn more about animals and she enjoys reading fantasy novels.

**Mathematics** – Sara can represent, compare and order numbers to 10 000 using base ten blocks and is making connections to measurement and other real world contexts.

**Social Studies** – Sara can explain the impact of the Residential School system on Indigenous children and families.

**Science** – Sara's excellent research project comparing human and animal senses demonstrated her understanding of the sensory differences between animals and humans.

# MID-YEAR WRITTEN PROGRESS REPORT

<b>STUDENT COMPETENCY SCALE</b> <small>(in relation to grade level expectations)</small>		<b>BEGINNING</b> to acquire knowledge, skills, strategies and processes.	<b>DEVELOPING</b> the ability to apply knowledge, skills, strategies and processes.	<b>APPLYING</b> knowledge, skills, strategies and processes consistently.	<b>EXTENDING</b> knowledge, skills, strategies and processes creatively and strategically.
ENGLISH LANGUAGE ARTS	Comprehend and connect READING, LISTENING, and VIEWING				
	Create and communicate WRITING, SPEAKING, and REPRESENTING				
MATHEMATICS					
SCIENCE					
SOCIAL STUDIES					
ARTS EDUCATION					
PHYSICAL AND HEALTH EDUCATION					
CAREER EDUCATION					
APPLIED DESIGN, SKILLS & TECHNOLOGY					
CORE FRENCH (Grades 5-8) (omit the row – Sarah is Gr 4)					

ATTACHMENTS:

Teacher Signature: \_\_\_\_\_

Principal/Vice-Principal Signature: \_\_\_\_\_

# Student Competency Scale

<p>Beginning to acquire knowledge, skills, strategies and processes <i>“I am just getting started and I learn best with help”</i></p>	<p>Developing the ability to apply knowledge, skills and processes <i>“I am getting there and I am beginning to do more and more on my own”</i></p>	<p>Applying knowledge, skills, strategies and processes consistently <i>“I get it and I can do it on my own”</i></p>	<p>Extending knowledge, skills, strategies and processes creatively and strategically <i>“I get it and go beyond what is expected of me”</i></p>
<ul style="list-style-type: none"> <li>• Student is beginning to understand at grade level expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is developing understanding at grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Student is applying understanding at grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Student is extending understanding at grade level expectations</li> </ul>
<ul style="list-style-type: none"> <li>• Shows evidence that learner can demonstrate some progress toward the learning standards</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence that the learner can understand the learning standards in basic or familiar situations</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence that learner can transfer understanding of learning standards to both predictable and new situations</li> </ul>	<ul style="list-style-type: none"> <li>• Shows evidence that learner can insightfully and creatively apply an in-depth understanding of learning standards in complex situations.</li> </ul>

# Translations – Student Competency Scale

## 学生 能力级别

(与所在年级的要求相关)

### 初始级

开始掌握知识、技能、方法和过程。

“我刚刚开始。”  
“我学习的时候  
最好有人帮我。”

### 成长级

发展出对知识、技能、方法和过程的应用能力。

“我有点明白了。”  
“我开始能独立完成越来越  
多的任务了。”

### 应用级

能够对知识、技能、方法和过程加以应用，并具有一贯性。

“我明白了。”  
“我可以自己做。”

### 扩展级

能够对知识、技能、方法和过程加以扩展，有创造性和策略性。

“我明白了，我已经  
超越了对我的要求。”  
“我可以教给朋友。”

## STUDENT COMPETENCY SCALE

(in relation to grade level expectations)

### BEGINNING

to acquire knowledge, skills, strategies and processes.

### DEVELOPING

the ability to apply knowledge, skills, strategies and processes.

### APPLYING

knowledge, skills, strategies and processes consistently.

### EXTENDING

knowledge, skills, strategies and processes creatively and strategically.

# Jason, a child with special learning needs



## MID-YEAR WRITTEN PROGRESS REPORT

January 28, 2018

Student Name: Jason Davis

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.

### Descriptive Written Comments

STUDENT'S LEARNING STRENGTHS:	
<p>Jason is working towards the goals of his Individual Education Plan (IEP). These goals focus on the development of his ability to communicate, socialize and self-regulate his emotions.</p> <p>He is able to read and understand books that are beyond his grade level. Jason loves to read non-fiction books to learn more about machines.</p> <p>In Mathematics, Jason is working on counting and decomposing numbers to 20 with manipulatives. He can arrange and recognize numbers to 10 independently.</p> <p>For his Social Studies/Science Inquiry Project, Jason has been working with a Student Support Worker (SSA), to create detailed maps, illustrations and label the parts of the simple machines located around the school. He plans to create a Power Point presentation of his findings during the spring term which will be presented to the class.</p> <p>Jason loves running around the gym during Physical Education classes. With the support of an SSA, he is learning to move safely in the gym.</p>	
AREAS for GROWTH:	WAYS to SUPPORT LEARNING:
<p>Jason is reluctant to express his ideas to others in social conversation and in writing. He works in the classroom with Ms. Smith our Resource Teacher and SSA Mr. Bruce. They coach Jason by providing verbal prompts to assist him in conversing with his peers. His IEP goal is to independently initiate and respond to social greetings with his classmates.</p> <p>Jason often refuses to complete classroom activities that include writing (for example Writer's Workshop). He continues to act out his frustration verbally when he is asked to complete written tasks. To assist Jason in completing written tasks, a First - Then visual prompt is used. Jason enjoys walking around the school to look for machines and this activity is used as an incentive to motivate Jason to complete written tasks.</p> <p>Jason is resistant to participating in many of the large group games that are part of the PE classes. He plays games with a partner instead.</p>	<p>During the IEP meeting in the fall term it was agreed that at school and at home we will continue to:</p> <ul style="list-style-type: none"> <li>Prompt Jason by giving him the words to greet and have short social conversations with friends and family</li> <li>Use the First-Then visual prompt to complete a less desirable task. When this task is completed, he can be given a choice between 2 activities that he likes to do. The timer is used at school by the classroom teacher to help Jason to stay on task when he is writing.</li> <li>The afterschool social skills group that you've enrolled Jason in is helping him to make eye contact and play simple partner games.</li> <li>As we discussed in his IEP meeting, Jason is learning to self-regulate his emotions by counting backwards from 10 when he is feeling anxious.</li> </ul>

During the IEP meeting in the fall term it was agreed that at school and at home we will continue to:

- Prompt Jason by giving him the words to greet and have short social conversations with friends and family
- Use the First-Then visual prompt to complete a less desirable task. When this task is completed, he can be given a choice between 2 activities that he likes to do. The timer is used at school by the classroom teacher to help Jason to stay on task when he is writing.
- The afterschool social skills group that you've enrolled Jason in is helping him to make eye contact and play simple partner games.
- As we discussed in his IEP meeting, Jason is learning to self-regulate his emotions by counting backwards from 10 when he is feeling anxious.



# MID-YEAR WRITTEN PROGRESS REPORT

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MATHEMATICS		*			
SCIENCE					
SOCIAL STUDIES					
ARTS EDUCATION					
PHYSICAL AND HEALTH EDUCATION		*			
CAREER EDUCATION					
APPLIED DESIGN, SKILLS & TECHNOLOGY					
CORE FRENCH (Grades 5-8) (this row can be deleted for primary students)					

ATTACHMENTS:

Please see attached report from Mr. D, the Resource Teacher

Teacher Signature: \_\_\_\_\_

Principal/Vice-Principal Signature: \_\_\_\_\_

# Ongoing Communications with Parents:

- Based on authentic evidence of student learning from a variety of sources (examples of student work, audio, photos, video, portfolios)
- Based on clear standards and expectations with the intention of making learning visible
- Can occur in different ways (3 way conferences, electronic portfolio reviews, parent-teacher conferences, reflections on student work, Fresh Grade or other on-line platforms, telephone conversations, Individual Education Plan meetings)

## Record of Ongoing Communications of Student Learning

Student Name: Fred Flintstone

Grade: 5

Teacher: Mrs. Ethel Mertz

Date	Description	Method	Language Arts	Math	Science	Social Studies	Other	Notes
October 8, 2017	Review of progress in all subject areas	Goal setting conference	x	x	x	x	X Visual Arts	Growth in all subjects Struggling with focus in Music and Math
November 3, 2017	Incomplete Math Homework/lack of practice beginning to affect progress in Math.(struggling with factoring) Social Studies shows great critical thinking skills.	Phone call to Mom		x		x		Monitor Math progress – touch base with home week of November 17 <sup>th</sup>
November 10, 2017	Portfolio of work for integrated unit (Math/Science) – Electricity -- uploaded. Student self assessments available within portfolio. Parent feedback invited	Freshgrade		x	x			Noted improvement in Math focus Fred enjoyed integrated unit and clearly understood and applied 'electricity' concepts (could construct a circuit)
February 22, 2017	Review of progress in all subject areas	Student Led Conferences	x	x	x	x	x Drama	Still struggling in music. Minor improvement in focus and participation in class.
April 11, 2018	Discussion of progress in French and how to support this at home (oral practice of new vocabulary)	"French Night" Celebration of learning					X French	Conversational French shows noted improvement Still struggling with irregular verb conjugations (avoir and etre)
May 14, 2017	Track Star!! Noted skill in hurdles and shot put	After school meeting with parents					X PHE	Exceptional athlete. 'Extending' level skills in this area

Incomplete Math Homework/lack of practice beginning to affect progress in Math.(struggling with factoring) Social Studies shows great critical thinking skills.	Phone call to Mom		x			x	
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## **Communications with Parents can include:**

- Descriptive information about the child's learning
- Learning goals the child is working towards
- Ways to further support the child's learning at school and at home
- The child's contributions to the classroom, school and community
- How the child interacts with others

# Opportunities for Feedback:

Parents and VSB staff will have opportunities to provide feedback in several ways including:

- Meetings
- On-line survey

These opportunities will be available in February or March 2018