



Communicating Student Learning

New Reporting Order

Key Findings

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.

Focus on Proficiency

Assessment that is focused on student proficiency in relation to the established Learning Standards leads to improved reliability of assessment results and increased student 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.

Formative Assessment

Globally, there is a shift toward assessment of learning so that the student is regularly informed of where they're at in their learning and how to move them forward.

Why?

What is changing?

What's the same?

- Timely and responsive feedback to families throughout the school year
- 5 communications of student learning
 - 3 written updates
 - 2 conferences
- Written descriptive feedback
- Letter grades and percentages for grades 10-12

What's new?

- Student reporting practices that align with BC's curriculum and provincial assessment system
- Provincial proficiency scale at grades K-9
- Student self-assessment of Core Competency and goal setting at all grades
- All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program

Areas of CSL Summary



1. Informal Learning Updates (Conferences)
2. Written Updates (Report Cards)
3. Proficiencies
4. Determination of Grades
5. Descriptive Feedback
6. Inclusive Assessment Practices
7. Student Goal Setting and Self-Reflection of the Core-Competencies

What?





The Provincial Proficiency Scale

K – Gr. 9

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.



Letter grade	Percentage range	Definition	Gr. 10-12
A	86–100	The student demonstrates excellent or outstanding learning in relation to the learning standards.	
B	73–85	The student demonstrates very good learning in relation to the learning standards.	
C+	67–72	The student demonstrates good learning in relation to the learning standards.	
C	60–66	The student demonstrates satisfactory learning in relation to the learning standards.	
C–	50–59	The student demonstrates minimally acceptable learning in relation to the learning standards.	
F	0–49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.	
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.	
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.	
IE	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.	



Pair the Proficiency Scale indicator with Strength-based **descriptive feedback** explaining where the student is in their learning, and areas for future growth.

Implementation Framework

How?

Universal

- Superintendents Update to the Community, March 8th

Targeted

- Joint Educational Programs Implementation Committee (JEPIC)
- NVPAC Virtual Overview Presentation
- PVP, Principal's Meetings, VP In-service, Monday In-service

Intensive

- School Teams with the Support of Ministry Resources, and District Personnel

