



# COMMUNICATING STUDENT LEARNING

Family Information

November 21, 2023

# WHAT IS COMMUNICATING STUDENT LEARNING?

(FORMERLY KNOWN AS: STUDENT REPORTING)

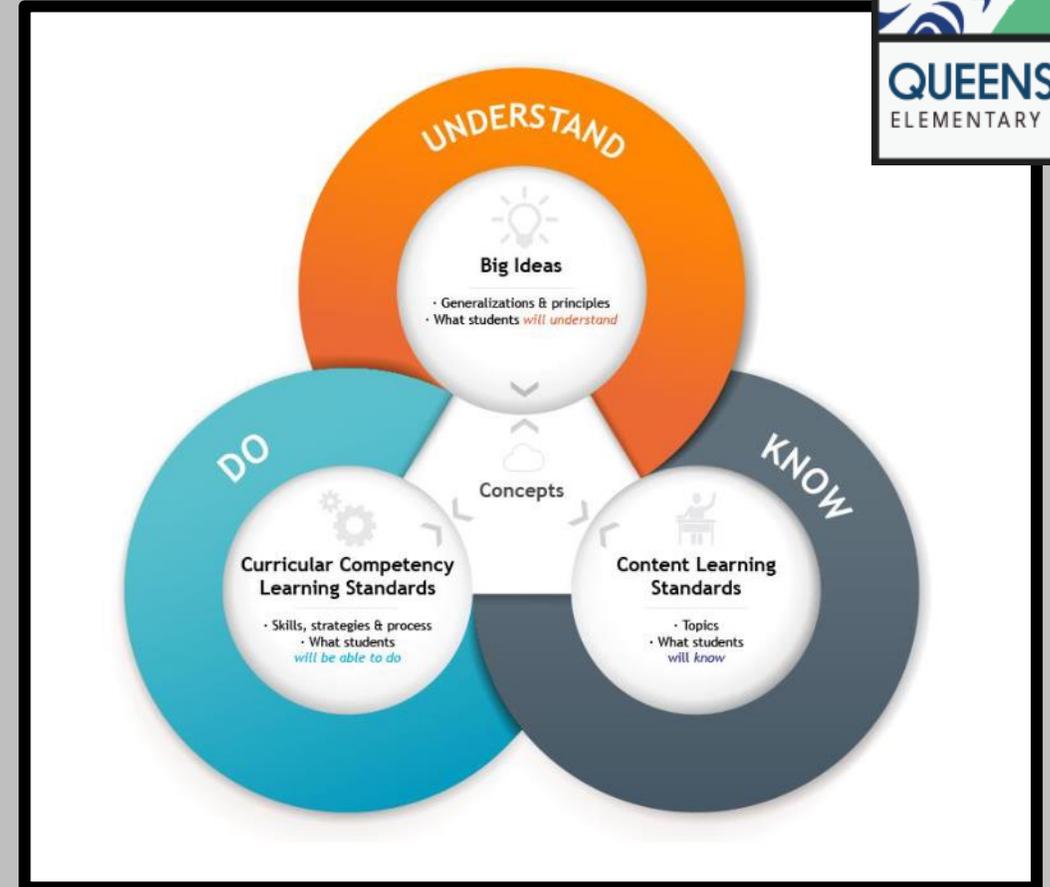
- Communication of student learning
  - Formal: Through report cards or parent teacher conferences
  - Informal: Updates through emails, in person chats
- Every student in B.C. receives communications throughout the school year that provides families and students with updates about their child's learning

## WHY THE CHANGE?

- Practices are shifting to align with the redesigned BC curriculum
- Student self-reflection of the Core Competencies and goal setting gives every student input into their learning, including where they go next



QUEENSBURY  
ELEMENTARY SCHOOL



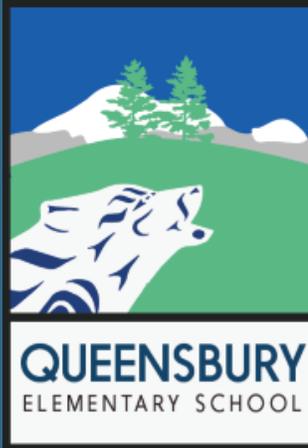
BC's redesigned curriculum

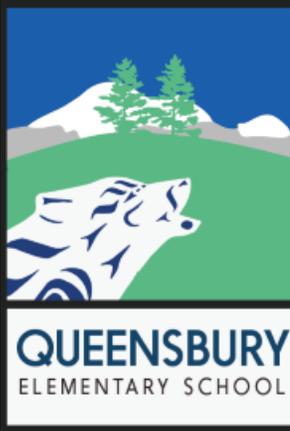
## WHAT'S THE SAME

- Feedback to families throughout the school year
- 5 communications of student learning: 3 written and 2 of flexible format (at Queensbury through goal setting conferences, PT conferences)
- Letter grades and percentages for Grades 10, 11, and 12
- Written descriptive feedback
- Information about what your child can do, work habits/behavior, what your child needs to work on

# WHAT'S NEW

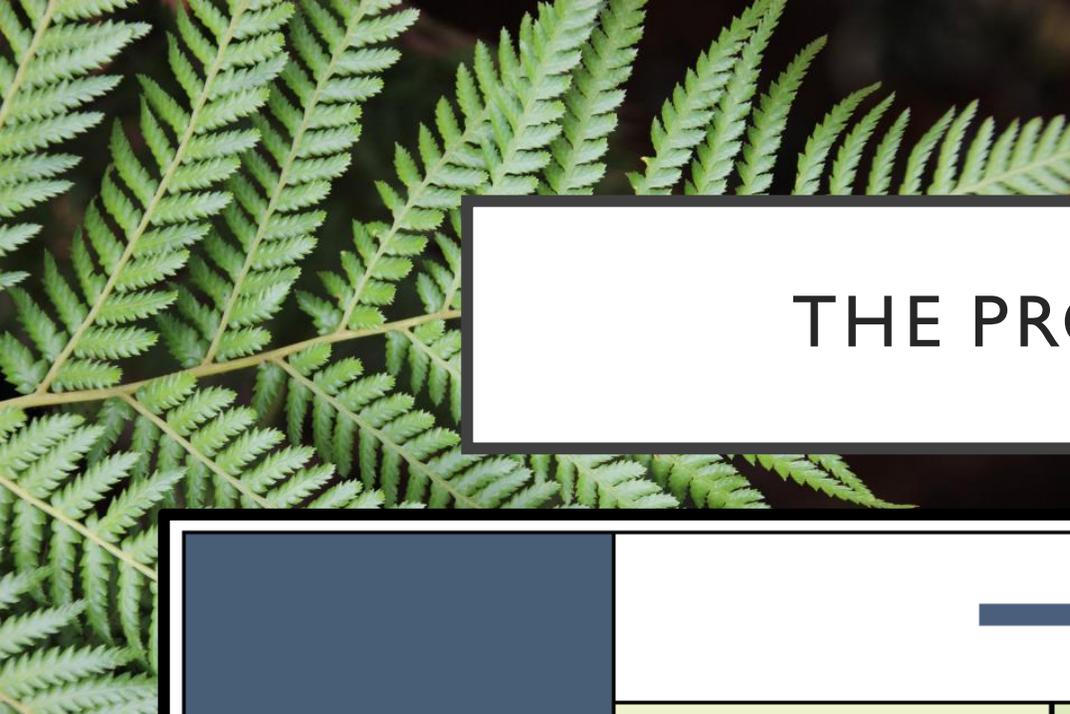
- Provincial Proficiency Scale at Grades K-9 (no letter grades or performance standards)
- Student self-reflection of the Core Competencies in all grades in all three terms
- Student goal-setting (not new to Sutherland FOS)
- Full Term I Report Card





# YEARLY SCHEDULE

- 5 learning updates
  - 3 written learning updates: December, March, and June (summary of learning)
  - 2 informal learning updates (conferences, phone calls, emails from the teacher)
- Self-reflection of the Core Competencies will occur and be shared with families each term (Term 1-check child's bag by December 1)
- Goal setting will occur in term one and progress towards the goal will be shared throughout the year

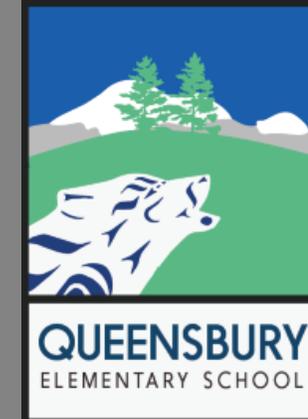


# THE PROFICIENCY SCALE



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 PROFICIENCY SCALES



- Alignment across all B.C. schools
- Views learning as growing: ongoing, rather than signaling that learning is done
- Provides feedback to families and students on where the student is at and how to help them move forward in their learning
- Shifts the focus to developing competencies rather than the achievement of marks
- Is inclusive of all learners

## EMERGING



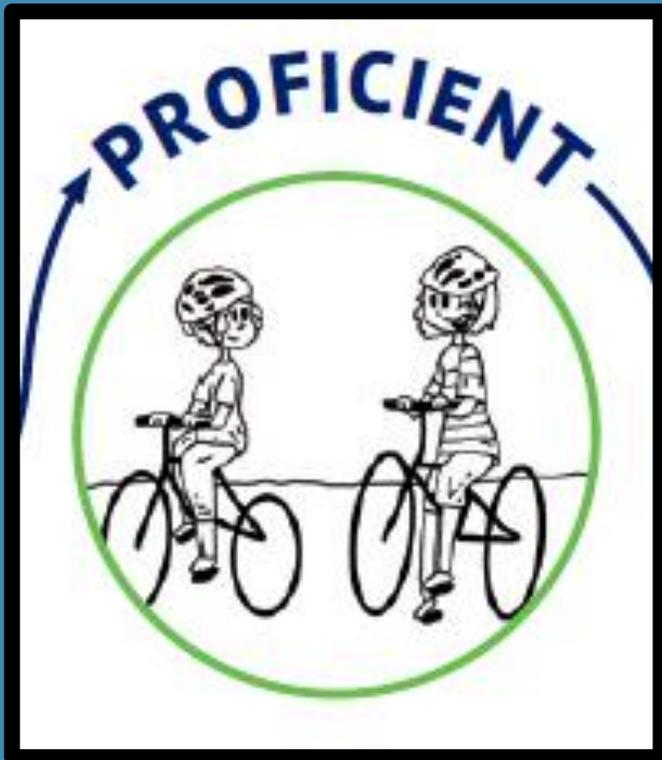
- Beginning to understand
- Still learning but may need more support to move ahead
- Demonstrates an **initial understanding** of the concepts and competencies relevant to the expected learning
- Does not mean that a child is not successful in an area of learning
- Sometimes learning is developmental (i.e. reading readiness)
- “I don’t get it yet, but I am trying”
- “I am just getting started and learn best with help”

## DEVELOPING



- Demonstrates **partial understanding/some understanding** of the concepts and competencies relevant to the expected learning
- Does not mean that a child is not successful in an area of learning
- On their way, on the right track**
- Continuing to develop understanding and consistently demonstrate skills
- “I am starting to get it”
- “I understand some of it and am beginning to do more and more on my own”

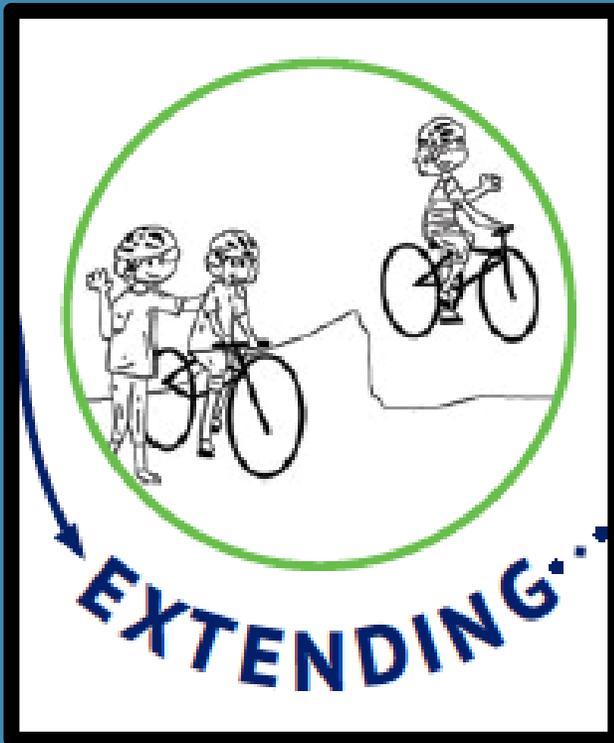
# PROFICIENT



## Proficient is the goal for all students

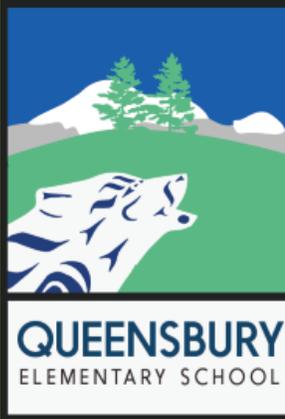
- Fully understands the required learning
- Demonstrates **complete understanding** of the concepts and competencies relevant to the expected learning
- Does not mean that the learning stops
- Can consistently demonstrate skill/independently demonstrates skill
- “ I get it”
- “I understand and can do it on my own”

## EXTENDING



- Shows a deeper understanding and is able to apply learning in new and different ways
- Demonstrates a **sophisticated understanding** of the concepts and competencies relevant to the expected learning
- Extending is not the goal for all students in all areas of learning
- Independently applying and making connections to other curricular areas/the real world
- “I really get it and can teach others how to do it”
- “I understand and go beyond what is expected of me. I can teach it to a friend”

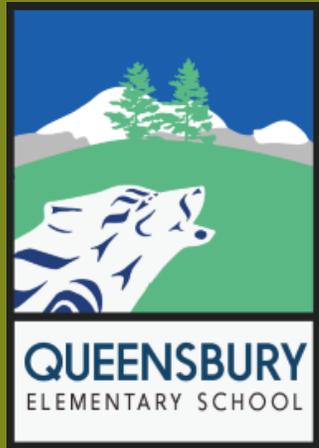
# WHAT TO EXPECT



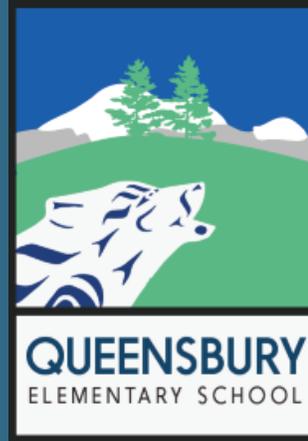
Each term, you will receive:

- Written comments (descriptive feedback) on your child's strengths and areas they need to work on, as well as their work habits and behaviour and the relevant Proficiency Scale for each subject area
- Information on the communication, thinking, and social skills (Core Competencies) and your child's goal setting
- Information about your child's attendance
- Aiming for increased readability, less jargon

# QUESTIONS



## FOR MORE INFORMATION



- Information on Communicating Student Learning for parents and caregivers from the Ministry of Education and Child Care website:

