

# K-8 COMMUNICATING STUDENT LEARNING

## Shifting the Way We Communicate Student Learning

British Columbia’s curriculum has been redesigned around a “Know-Do-Understand” model to support a competency-driven, concept-based approach to learning. What our students are expected to know, be able to do (learning standards) and understand, requires new ways of assessing and reporting. School District No.83 supports teaching and assessment practices that make students’ learning visible, celebrating their growth and successes. We will continue to focus on timely and flexible communication with parents, documenting and collecting evidence of student learning over time, and supporting ongoing development and self-assessment of the Core Competencies.



## Provincial Proficiency Scale

An updated proficiency scale describes student progress in relation to grade level expectations in all curricular areas. The proficiency scale and strength-based descriptive feedback are used to communicate individual progress and identify specific next steps to support learning.

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The student demonstrates an <b>INITIAL</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>PARTIAL</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>SOLID</b> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <b>SOPHISTICATED</b> understanding of the concepts and competencies relevant to the expected learning.

## Student Self-Assessment of the Core Competencies

Core competencies are intellectual, personal, and social-emotional proficiencies that all students need to develop in order to engage in deep, lifelong learning. The ultimate goal is for learners to employ the core competencies in all curricular areas and in their lives. During the school year, students will select evidence of and reflect on their core competency development.

C	T	PS
Communication	Thinking	Personal & Social
<ul style="list-style-type: none"> <li>The ability to impart and exchange information, experiences and ideas</li> <li>To explore the world around them</li> <li>To understand and effectively engage in the use of digital media.</li> </ul>	<ul style="list-style-type: none"> <li>The skills, knowledge and processes we associate with intellectual development, demonstrated through creative and critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Positive personal and cultural identity</li> <li>Personal awareness and responsibility</li> <li>Social responsibility</li> </ul>

Note: This document reflects the reporting timelines and processes that are in place for the 2021-22 school year. Our reporting timelines and processes will be updated to reflect the final version of the new Ministry Reporting Order that will be effective in September, 2022.

Curriculum	4 Learning Updates (Must include two written & two other forms of communication)				Summary of Learning (written)
	October Informal/interim reporting (phone call, online or in-person meeting, written report on some curricular areas, etc.)	November Goal Setting Conferences (written on goal setting conference template)	February (Mid-Year) (written in MyEdBC) Proficiency Scale	April-May Informal/interim reporting (phone call, online or in-person meeting, written report on some curricular areas, etc.)	June Year-End (Written in MyEdBC) Proficiency Scale
English Language Arts/Français Langue	Optional	Y	Y	Optional	Y
Numeracy	Optional	Y	Y	Optional	Y
Science	Not required to report in each curricular area. Communication is intended to be flexible and responsive to teaching and individual student learning needs.	Not required to report in each curricular area. Communication is intended to be flexible and responsive to teaching and individual student learning needs.	Y	Not required to report in each curricular area. Communication is intended to be flexible and responsive to teaching and individual student learning needs.	Y
Social Studies			Y		Y
Physical & Health Education			Y		Y
Core French			Y (Gr. 5-8 only)		Y (Gr. 5-8 only)
Arts Education			Y (for areas covered in the term)		Y (for areas covered in the term)
Applied Design Skills & Technology			Y (Gr. 6-8 only)		Y
Career Education			Y (Gr. 6-8 only)		Y
Student Engagement & Behaviors for Success	Y	Y	Y	Y	Y
Student Self-Assessment of Core Competencies	Students engage in activities & reflection that develop their core competencies.				Students will select evidence and complete a summary self-assessment of their Core Competency development, and progress on their learning goals.

Learning updates may include: goal setting/student led conferences, parent-teacher night, email or telephone communication, face-to-face or virtual meetings, learning portfolios, My BluePrint, demonstrations of learning such as science fairs, performances, etc.

### Communicating Student Learning K-8:

Communication of student learning MUST occur a minimum of five times per year:

- 4 Learning Updates (two written, two informal)
- 1 final Summary of Learning

Communicating student learning throughout the year reflects four essential criteria:

- Learning standards
- Authentic evidence of learning
- Student voice
- Descriptive feedback

*Descriptive feedback* identifies for the student what is going well, areas for growth, and next steps for learning. Also included is a description of how learning is impacted by student engagement, behavior, and attendance.

