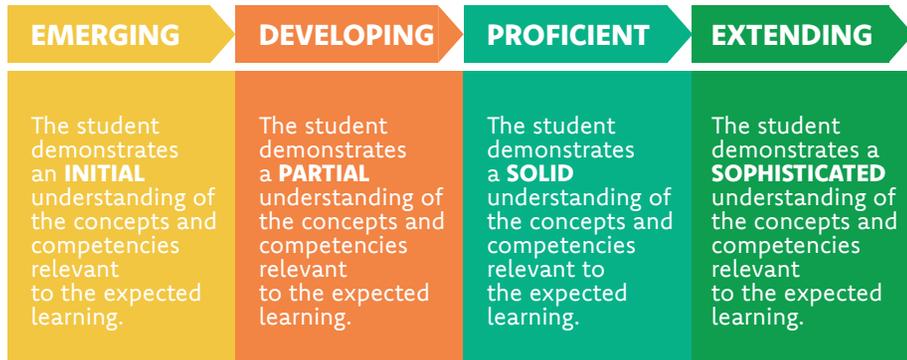


Provincial Proficiency Scale

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



Student Self-assessment of the Core Competencies

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



Innovative Learning Services
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COMMUNICATING STUDENT LEARNING IN SD8

(Updated September 2021)

Shifting the way we communicate student learning

British Columbia's curriculum has been redesigned around an "Understand-Know-Do" model to support a competency-driven, concept-based approach to learning. What our students are expected to understand, know, and be able to do (learning standards), requires new ways of assessing and reporting. School District 8 supports teaching and assessment practices that make students' learning visible, celebrating their growth and successes.

Goals for communicating student learning

Effective communication between home and school is central to student success.

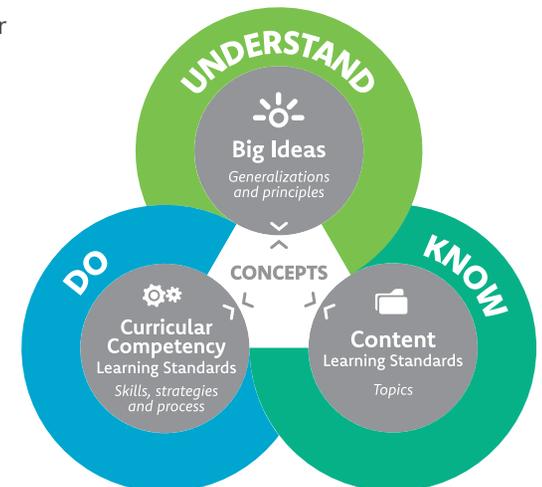
Our goals for communication:

- Parents are well informed about their child's progress
- Parents are involved as partners in a dialogue about their child's progress and the best ways to support learning
- Students are provided with information that is meaningful to them and helps them improve their own learning

This information should:

- Be descriptive, and include suggestions regarding ways that parents can support their child
- Reinforce the importance of self-assessment and goal setting

- Include feedback from multiple sources, as appropriate, including the student, teacher, peers and parents
- Encourage students to work towards their goals and build student ownership
- Where appropriate, take advantage of current technological tools to promote and support communicating student learning in a variety of ways



Communicating Student Learning K-9

Communication of Student Learning **MUST** occur a minimum of 5 times per year:

- 4 Learning Updates
- 1 Summary of Learning

Curriculum the parent can expect	4 Learning Updates (Must include 2 written & Other communications)				Summary of Learning
	November May be Written Proficiency scale	January (Mid-Year) Written in MyEdBC Proficiency scale	March (before spring break)	April May be Written Proficiency scale	
English Language Arts	○	○	○	○	○
Numeracy	○	○	○	○	○
Science	Not required to report in each curricular area.	○	Not required to report in each curricular area.	Not required to report in each curricular area.	○
Social Studies		○			○
PE		○			○
Core French		○			○
Arts Education		○			○
Applied Design Skills and Technology	Communication is intended to be responsive to teachings and learning	○	Communication is intended to be responsive to teachings and learning	Communication is intended to be responsive to teachings and learning	○
Career Education		○			○
Descriptive Feedback on Student Engagement & Behavior		○			March or April
Student Self Assessment of Core Competencies	In the spring; include student self-selected evidence of and reflection on Core Competency development and student goal setting				○

Communicating Student 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, what needs improvement, and next steps for learning. Also included is a description of how learning is impacted by student engagement and behavior.

Learning Updates may include, but are not limited to, the following:

- Student created work samples
- Celebrations of learning
- Learning portfolios
- Student led conferencing
- Student demonstrations of learning
- Face to face conferencing
- Virtual conferencing
- Email and telephone communication

