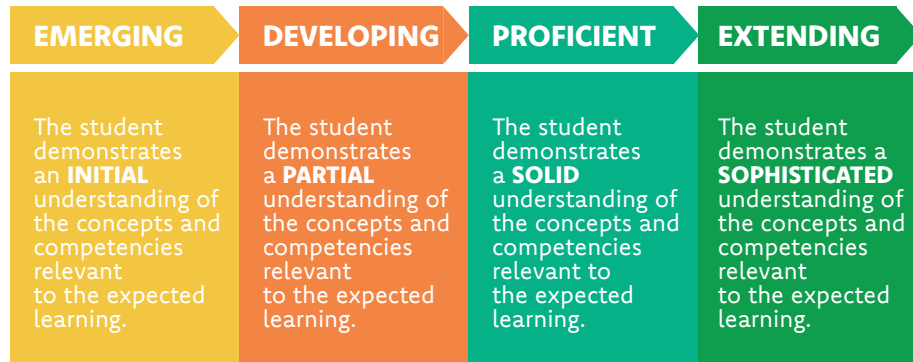


Provincial Proficiency Scale

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 select evidence of and reflect on their core competency development.



Innovative Learning Services
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COMMUNICATING STUDENT LEARNING IN SCHOOL DISTRICT 8

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

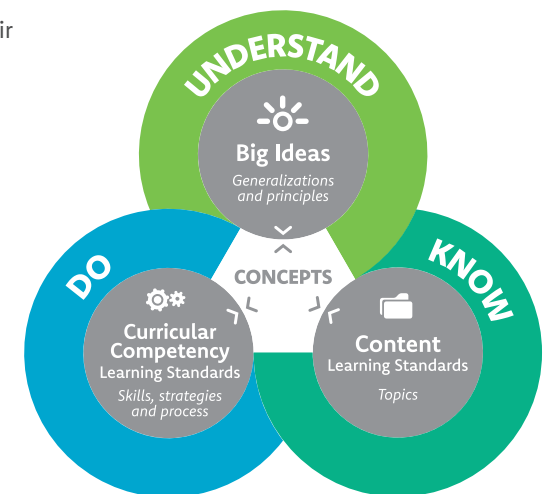
Effective communication between home and school is central to student success.

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
- 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

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





Communicating student learning K-9

BC Ministry of Education K-9 Reporting Pilot 2019-20:

Kootenay Lake School District 8 is one of 13 school districts participating in a K-9 Reporting Pilot. Below are the learner-centered changes you can expect as we shift our practices from reporting to communicating student learning.

What are the changes?

Prior to 2019 – Reporting	2019-20 – Communicating Student Learning
Reporting on student achievement at prescribed intervals throughout the year Letter grades for all students in grades 4-9 with each written report	Ongoing communication of student learning Letter grades for students in grades 4-9 are not included
3 times/year written reports 2 times/year informal reports	2 times/year written reports (January, June) using MyEdBC 3 times/year informal reports (Points of Progress)
Identical items/tasks used to evaluate student learning for the whole class Student involvement in assessment process is optional.	Evidence of student learning can be demonstrated in a variety of ways. Students are actively involved in the assessment process.
Minimal student voice	Student voice included in a variety of ways

Points of Progress in Communications 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, what needs improvement, and next steps for learning. Also included is a description of how learning is impacted by student engagement and behavior.

Points of progress communication may include, but are not limited to, the following:

- Student created work samples
- Celebrations of learning
- Learning portfolios
- Student led conferencing



Communication Timeline 2019-2020

POINTS OF PROGRESS

PROGRESS SUMMARY

September-December	January	February-May	June
One or more communications in Literacy and Numeracy. Classroom teacher maintains a log of ongoing communications of learning.	Mid-year written report in Literacy and Numeracy and additional curricular areas, determined by the school.	One or more communications in Literacy and Numeracy. Classroom teacher maintains a log of ongoing communications of learning.	Year End written summary of Progress in all curricular areas and student self-assessment of the Core Competencies.