Langley Schools

ASSESSMENT
AND
COMMUNICATING STUDENT LEARNING

Middle Schools

OCTOBER 2023 EDITION

TABLE OF CONTENTS:

DEFINITIONS:

Areas of Learning:
- often referred to as the courses, curricular areas, or subjects that make up the provincially mandated curriculum. Teachers are responsible for communicating student progress in all areas of learning listed in the Required Areas of Study Order.

Classroom Assessment:
- the systematic gathering of evidence of learning about what students know, are able to do and working toward.

Co-construct:
- taking a collaborative approach that brings students to the centre of the assessment process so they are involved in setting criteria, setting their own learning goals, and deciding how they will provide evidence of learning.

Core Competencies:
- sets of intellectual, personal, social, and emotional proficiencies all students need to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking and Personal and Social. More information can be found here.

Criteria:
- descriptive principles or benchmarks, in relation to the learning standards, by which student progress may be assessed and evaluated.

Descriptive Feedback:
- strengths-based written comments and/or documented conversations that describe student learning in relation to the learning standards and support specific goals for further growth. Feedback should be in clear language that is accessible to students, parents and caregivers.

Evidence of Learning:
- the artifacts, examples, or products of learning a student provides that a teacher evaluates in relation to established criteria and the learning standards of the curriculum.

Formative Assessment:
- has two components: 1) the ongoing collection of evidence of learning for the purpose of informing instruction and student growth, and 2) the provision of feedback to students to help extend learning.

Inclusion:
- a philosophy of education that recognizes the diversity of the student population and ensures that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of education.

Learning Updates:
- responsive, timely, flexible, and accessible communications to students, parents and caregivers about student growth in relation to the learning standards. The Summary of Learning is a summative, written communication of learning to students, parents and caregivers that describes student learning in relation to the learning standards at the end of the school year.

DEFINITIONS CONT'D.

Learning Standards:

- include both Curricular Competencies (the skills, strategies, and processes that students develop over time) and the Content (the essential topics and knowledge at each grade level), as set out in the B.C. Curriculum:
  - **Curricular Competencies** are the skills, strategies, and processes that students are expected to develop in each area of learning at a given grade. They represent what students are expected to be able to do as a result of their learning.
  - **Content** represents what students are expected to know (knowledge) as a result of their studies in a given year in a given area of learning.

Student Goal Setting:

- the setting of goals by students for their learning and development for the school year. Goal setting should begin as early in the year as possible and is usually a year-long process. Goals should be informed by student self-reflection on the Core Competencies and may connect learning with broader career, community and life aspirations.

Student Self-Reflection on the Core Competencies:

- student reflection on their personal progress in developing the Core Competencies and on their learning engagement and responsibility.

Summative Assessment:

- usually takes place at the end of an instructional period (ex. at the end of a project, unit, course, term, or school year) to evaluate students' progress in relation to the learning standards, in contrast to formative assessment, which is ongoing throughout the learning cycle.

STUDENT REPORTING ORDER POLICY: RATIONALE & PURPOSE

The Student Reporting Policy provides information on assessment and student reporting within British Columbia's curriculum, which is flexible and focuses on literacy, numeracy and the First Peoples Principles of Learning. The curriculum also supports deeper learning through concept-based and competency-driven education. The curriculum supports the ways in which students think, learn and grow, and prepares them for a lifetime of successful learning in a world where change is constant.

The goal of communicating student learning is to ensure that:
- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning
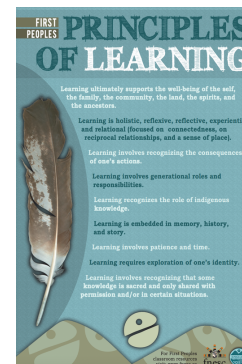
Student learning is communicated through the use of:

- the **Provincial Proficiency Scale** (See below & see page 11).

- **Descriptive Feedback** (what students can do now and what they are working toward, including strategies to support student learning, and feedback on student learning habits & engagement). See page 15.

- **Self-Reflection on the Core Competencies** (Communication, Thinking and Personal and Social) **and Goal-Setting**
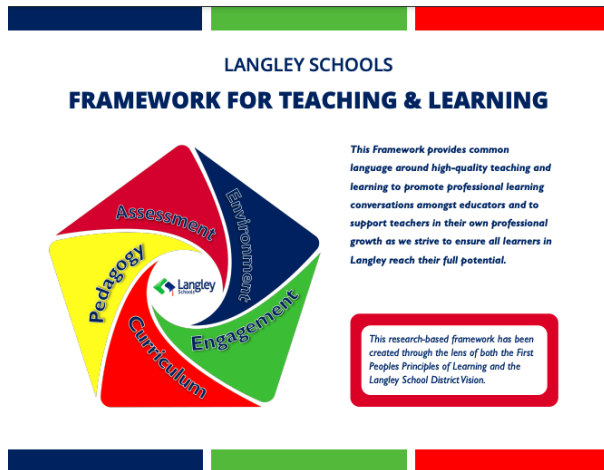
More information on the K-12 Student Reporting Policy can be found HERE.

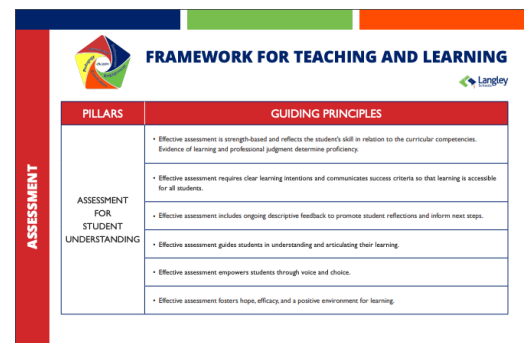| Proficiency Scale Achievement	Describes the student's learning based on teacher's professional judgement at this time in the year.		
Emerging	**Developing**	**Proficient**	**Extending**
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	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.
"I am just getting started and learn best with help."	*"I understand some concepts but need more time to understand all concepts."*	*"I understand all concepts fully".*	*"I understand and explore ways I can apply my understanding further. I can teach it to others."*

THE
GUIDING PRINCIPLES OF
ASSESSMENT

ASSESSMENT & THE FRAMEWORK FOR TEACHING & LEARNING:

LANGLEY SCHOOLS
FRAMEWORK FOR TEACHING & LEARNING

This Framework provides common language around high-quality teaching and learning to promote professional learning conversations amongst educators and to support teachers in their own professional growth as we strive to ensure all learners in Langley reach their full potential.

This research-based framework has been created through the lens of both the First Peoples Principles of Learning and the Langley School District Vision.

The **Framework for Teaching & Learning** is a document created for teachers by Langley teachers, administrators & district staff.

The Framework aligns with the **Ministry K-12 Reporting Policy** & guides our shared work around effective teaching and learning within the Langley School District.

The Guiding Principles of Assessment are embedded within the Framework for Teaching and Learning.
These guiding principles can be used by teachers to help inform instruction.


GUIDING PRINCIPLES OF ASSESSMENT:

Effective communication of student learning begins with sound and balanced assessment practices.
The Guiding Principles of Assessment was created by teachers for teachers based on evidence-based research.
Assessment is most effective when it is:

✓ **Standards-Based**
Effective assessment reflects what a student understands, knows and can do in relation to the Learning Standards (competencies and the content). Evidence of learning and professional judgement determines proficiency.

✓ **Explicit, Accessible and Transparent**
Effective assessment requires clear learning intentions and communicates success criteria so that learning is accessible for ALL students.

✓ **Relational**
Effective assessment fosters hope, efficacy, and a culture of learning.

✓ **Reflective and Responsive**
Effective assessment includes ongoing descriptive feedback to promote student reflection and inform next steps.

✓ **Student-Centered**
Effective assessment empowers students through voice and choice.

✓ **Student-Agency**
Effective assessment guides students in understanding and articulating their learning.
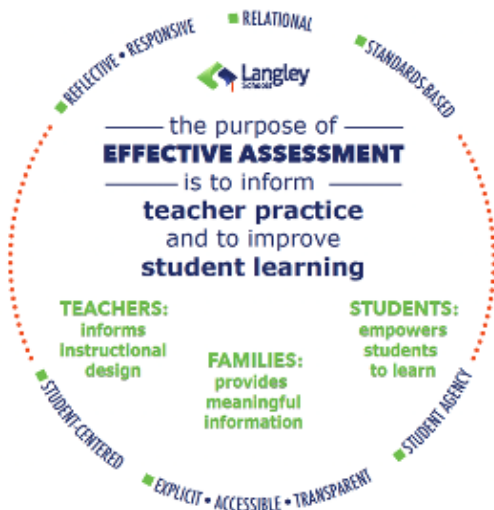
ONGOING LEARNING, ASSESSMENT & COMMUNICATION

Thoughtful classroom assessment practices inform responsive and meaningful communications that provide students, parents and caregivers with a clear understanding of where the student is in their learning, and set goals for future learning.

TEACHER

PARENTS/CAREGIVERS

ASSESSMENT, ONGOING FEEDBACK & COMMUNICATION
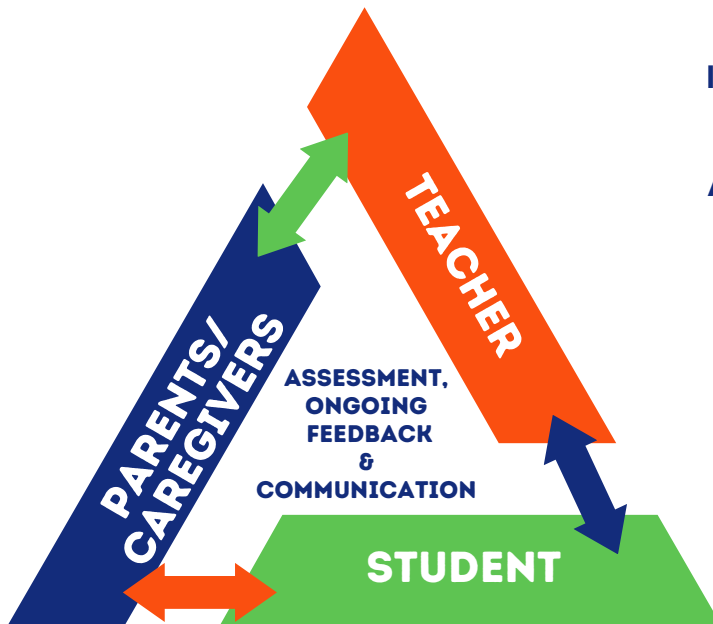
STUDENT

Instruction, assessment & communication of learning are interconnected in a cyclical or spiral educational relationship.

Assessment takes place throughout the learning cycle and informs our instruction. Ongoing feedback to students encourages them to recognize successes and set learning goals.

Assessment is most effective when it is:
- Formative & infused in the learning cycle
- Differentiated
- Co-constructed with the student
- Strengths-based and includes goal setting
- Made visible for all learning partners

Formative Assessment:

- supports learning during the learning process
- is immediate and personal for the student, to guide them in understanding their misconceptions and using the information they receive to set new learning goals
- does not always have to be evaluated, but rather can be focused on checking understanding and guiding teacher decision making

REMINDER

Play-based learning occurs at all ages through inquiries, exploring open-ended questions and experimentation.
Methods for assessment in play-based learning can be:
- Oral, physical or visual responses
- Pedagogical narration
- Discussions & two-way communication between student & teacher

! IMPORTANT

ALL students are entitled to equitable access to learning and the pursuit of excellence in all aspects of their educational programs.

Assessments must be inclusive for all students and should be based on the Learning Standards alone.
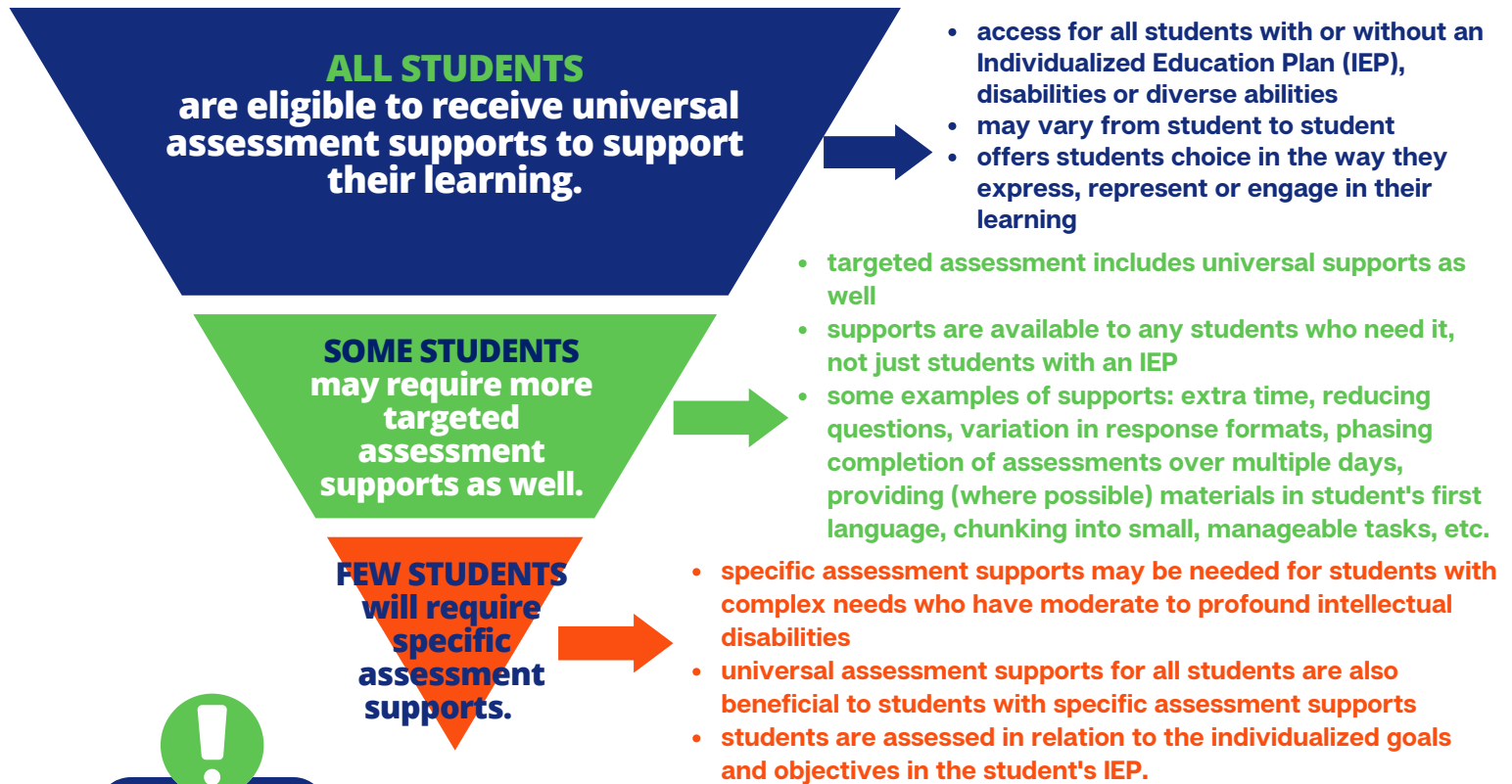
Differentiated Assessment:

- a flexible approach in which a teacher plans and carries out varied assessment methods to address unique and individualized learning needs, as well as the range of learning styles and preferences in the classroom.

INCLUSIVE ASSESSMENT PRACTICES

Assessment and reporting is for ALL students. Differentiated assessment is when teachers plan assessment activities for individual students or a group of students that best meet their needs. Differentiated assessment provides ALL students with choice and multiple pathways through which to demonstrate growth and learning.

ALL STUDENTS
are eligible to receive universal assessment supports to support their learning.

- **access for all students with or without an Individualized Education Plan (IEP), disabilities or diverse abilities**
- **may vary from student to student**
- **offers students choice in the way they express, represent or engage in their learning**

SOME STUDENTS
may require more targeted assessment supports as well.

- **targeted assessment includes universal supports as well**
- **supports are available to any students who need it, not just students with an IEP**
- **some examples of supports: extra time, reducing questions, variation in response formats, phasing completion of assessments over multiple days, providing (where possible) materials in student's first language, chunking into small, manageable tasks, etc.**

FEW STUDENTS
will require specific assessment supports.

- **specific assessment supports may be needed for students with complex needs who have moderate to profound intellectual disabilities**
- **universal assessment supports for all students are also beneficial to students with specific assessment supports**
- **students are assessed in relation to the individualized goals and objectives in the student's IEP.**

REMINDER

A student who has assessment supports or has an IEP should not be assessed automatically as 'emerging' or 'developing' or with 'IE'. The student should be assigned a proficiency according to the learning they have demonstrated. Comments indicate supports.

Note: Teachers are encouraged to refer to the Assessment domain within the _Framework for Teaching and Learning_ for further examples of universal, targeted and specific assessment supports.

CULTURALLY INFORMED ASSESSMENT

All assessment practices should foster holistic development of the whole person by honouring and incorporating students' cultures and encouraging self-determination, self-identity, and self-actualization. Culturally informed assessment practices allow students flexibility during assessments so that they can bring their own cultural identities and fluencies into demonstrations for learning.
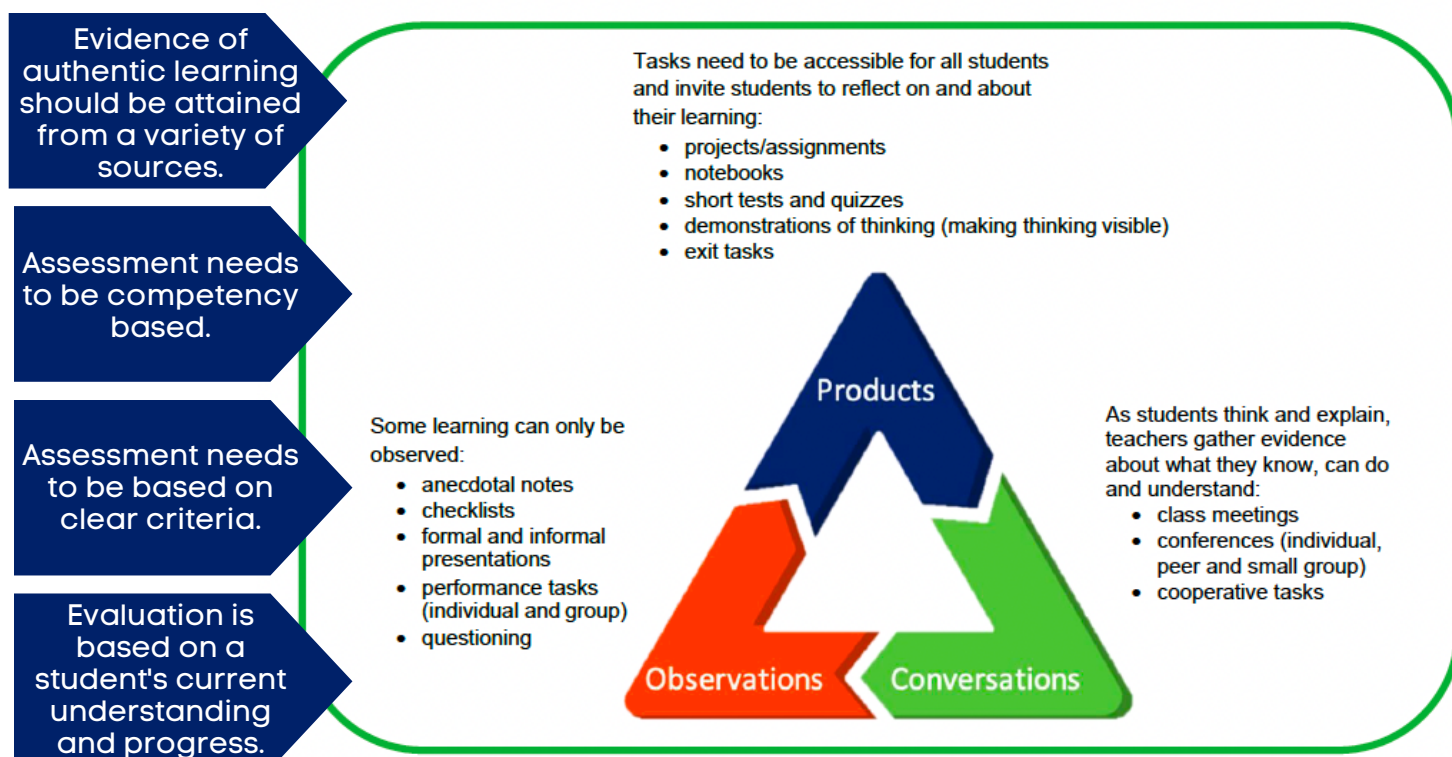
Culturally informed assessment practices and approaches include:

- ✓ performative tasks
- ✓ portfolios
- ✓ oral assessments
- ✓ peer assessments
- ✓ student self-assessments
- ✓ collaborative group work
- ✓ experiential land-based learning
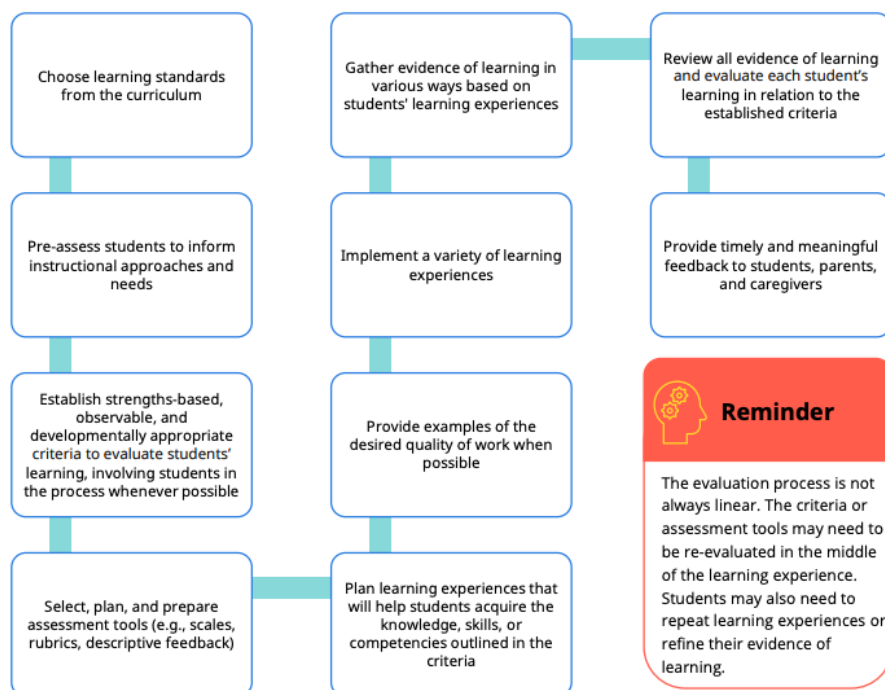- ✓ project based or inquiry approaches

EVIDENCE OF LEARNING

Assessment and reporting is for ALL students.

A triangulated approach to assessment is an effective way to assess the whole child. Triangulation is a way to gather evidence of learning in three ways: through observation, conversation, and product. This approach empowers students to demonstrate their learning in less traditional ways.
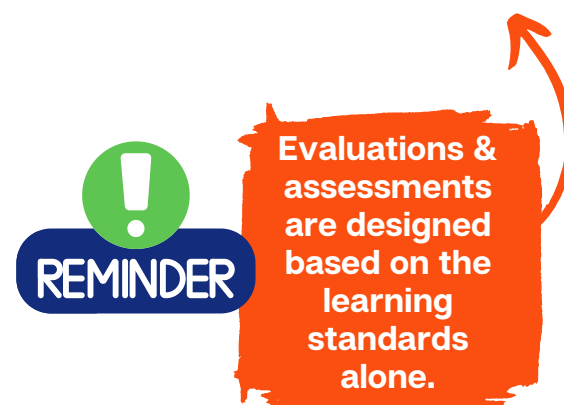
Langley Schools

Evidence of authentic learning should be attained from a variety of sources.

Assessment needs to be competency based.

Assessment needs to be based on clear criteria.

Evaluation is based on a student's current understanding and progress.

Tasks need to be accessible for all students and invite students to reflect on and about their learning:

- projects/assignments
- notebooks
- short tests and quizzes
- demonstrations of thinking (making thinking visible)
- exit tasks

Some learning can only be observed:

- anecdotal notes
- checklists
- formal and informal presentations
- performance tasks (individual and group)
- questioning

As students think and explain, teachers gather evidence about what they know, can do and understand:

- class meetings
- conferences (individual, peer and small group)
- cooperative tasks

Products

Observations

Conversations

Evaluation referenced to the curriculum involves the following process:

Choose learning standards from the curriculum

Pre-assess students to inform instructional approaches and needs

Establish strengths-based, observable, and developmentally appropriate criteria to evaluate students' learning, involving students in the process whenever possible

Select, plan, and prepare assessment tools (e.g., scales, rubrics, descriptive feedback)

Gather evidence of learning in various ways based on students' learning experiences

Implement a variety of learning experiences

Provide examples of the desired quality of work when possible

Plan learning experiences that will help students acquire the knowledge, skills, or competencies outlined in the criteria

Review all evidence of learning and evaluate each student's learning in relation to the established criteria

Provide timely and meaningful feedback to students, parents, and caregivers

Reminder

The evaluation process is not always linear. The criteria or assessment tools may need to be re-evaluated in the middle of the learning experience. Students may also need to repeat learning experiences or refine their evidence of learning.

EVALUATION TOOLS:

- Rubrics
- Single-Point Rubrics
- Check-lists
- Documented Observations

REMINDER

Evaluations & assessments are designed based on the learning standards alone.

REPORTING &
COMMUNICATING
STUDENT LEARNING

TYPES OF REPORTING

Langley Schools

Each school year, communicating student learning has the same requirements across all grades, from Kindergarten to Grade 12.

ALL STUDENTS MUST RECEIVE FOUR LEARNING UPDATES & A SUMMARY OF LEARNING:

TWO INFORMAL LEARNING UPDATES:

The two **informal** *Learning Updates* can be provided in a variety of formats (all of which should include date, time, topic of focus, summary of discussion, & follow-up actions):

- conferences
- in-person or virtual discussions
- telephone calls
- emails
- digital portfolio entries
- written summaries (see Admin. for Informal Learning Update templates)

TWO FORMAL LEARNING UPDATES:

The two **formal** *Learning Updates* must:

- be communicated in writing
- communicate learning progress in <u>all</u> areas the student is <u>currently studying</u>
- include feedback describing student strengths, areas for future growth & opportunities for further development
- include information on student attendance
- refer to location of student core competencies self-reflection & student-generated goal-setting

ONE SUMMARY OF LEARNING

A *Summary of Learning* must:

- be communicated in writing at the end of the school year
- communicate learning progress in all subject areas
- include feedback describing student strengths, areas of future growth and opportunities for further development
- provide summary information about student attendance
- refer to location of student core competencies self-reflection & student-generated goal-setting

! REMINDER

Each Learning Update MUST report progress in ALL areas a student is currently learning.

REPORTING PERIODS:

October: **Informal Learning Update** *(Focus on goal-setting/core competencies)*
Learning Support: IEP meeting with parents (informal learning update)

December: **Formal Learning Update** *(Refer to location of goal-setting/core competencies self-reflection)*
Learning Support: IEP *(must be done before formal report card)*

March: **Formal Learning Update** *(Refer to location of goal-setting/core competencies self-reflection)*
Learning Support: Progress report goes with report card

TBD: **Informal Learning Update** *(Focus on goal-setting/core competencies)*
Learning Support: Informal learning update (call, meeting, conversation, email)

June: **Summary of Learning** *(Refer to location of goal-setting/core competencies self-reflection)*
Learning Support: Progress report goes with final report card

OVERVIEW OF REPORTING

Kindergarten to Grade 8. *As per the BC Ministry Reporting Order*

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

- 2 Informal Learning Updates*
- 2 written Formal Learning Updates (report cards)
- 1 Summary of Learning

√ = required

*Informal updates on student learning may be communicated to parents throughout the year. Some examples may include Parent- teacher conferences, student-inclusive conferences, emails, phone calls, digital portfolios (Spaces), etc.

Reporting Elements	Formal Learning Updates (minimum of two written communications with familiies)		Summary of Learning	Area-specific Notes	For **ALL** Descriptive Feedback:
	Term 1 Student -Inclusive Conferences for Year 1+ schools. In MyEd BC for Year 1 schools.	**Term 2** Student-inclusive conferences for all schools.	**June** Written in MyEDBC		-language should be strengths-based.
Progress and Growth of Student	√	√	√	• Using strength-based language, focus on the non-academic progress and social-emotional development of the individual child such as attitude, work habits, effort, and social responsibility. • Do not include academic comments here. • Foster a sense of hope by setting goals for future progress.	-do not include the Big Ideas or content. -"*Curricular Competencies*" title should be followed by list of specific competencies.
English Language Arts	*Not required for French Immersion K-3	*Not required for French Immersion K-2. Required for French Immersion Gr. 3	*Not required for French Immersion K-2. Required for French Immersion Gr. 3	• Teachers report on reading, writing & oral language separately in the comment area. • Do not include reading levels. • Refer to ELL and/or IEP report for applicable students ○ See Page 17 for ELL statement.	-comments may be in bullet format. -identify learning progress (what the child can do) in relation to the Learning Standards.
Numeracy	√	√	√	• Refer to ELL and/or IEP report for applicable students	-include areas to work towards (areas for growth) in relation to the Learning Standards.
Goal-Settting	√	√	√	• Each formal written update needs to refer to where student goal-setting can be located.	
Self-Reflection on Core Comp.	√	√	√	• Each formal written update needs to refer to where student self-reflection on Core Competencies can be found.	
Subjects Taught	√	√	√	• If curriculum in a subject area was taught, it should be assessed and reported on in that term.	-use parent-friendly language.
All Subject Areas			√	• All subjects must receive a final proficiency level in June.	-communicate what supports are already in place and what supports will be provided in the future.
Ways to Support at Home	√	√	√	• Include examples of activities that may be done at home to support individual student progress (may be cut & paste statements). • Focus on Language Arts & Math.	

- **All subjects must receive a final proficiency level for the Summary of Learning. *Insufficient Evidence (IE) cannot be used on the Summary of Learning.***

- **We no longer use the language of "meeting/not meeting grade level expectations" when commenting on student proficiency in any subject area.**

IMPORTANT

Academic assessment feedback should be on the learning standards alone. Student learning habits, attendance (ex. marks for attendance) and engagement (ex. marks for participation) should **not** contribute to a student's overall mark, but can be addressed in the descriptive feedback.

PROVINCIAL PROFICIENCY SCALE

Emerging	Developing	Proficient	Extending
The student demonstrates an **initial** understanding of the concepts & competencies relevant to the expected learning.	The student demonstrates a **partial** understanding of the concepts & competencies relevant to the expected learning.	The student demonstrates a **complete** understanding of the concepts & competencies relevant to the expected learning.	The student demonstrates a **sophisticated** understanding of the concepts & competencies relevant to the expected learning.

Emerging

- 'Emerging' indicates that a student is just beginning to demonstrate learning in relation to the learning standards of the curriculum, but is not yet doing so consistently.
- Emerging is not failing.
- Students who are not yet demonstrating learning in relation to the learning standards can be assessed as 'Emerging'. (Note: If this is due to insufficient evidence of learning, the student can be assigned IE (Insufficient Evidence). See Page 16.

Developing

- 'Developing' indicates that a student is demonstrating learning in relation to learning standards with growing consistency. The student is showing initial understanding but is still in the process of developing their competency in relation to the learning standards of the curriculum.
- Developing isn't failing. All students will be developing in some areas and at specific points in time.

Proficient

- **'Proficient' is the goal for students.** A student demonstrates the expected learning in relation to the learning standards of the curriculum.
- 'Proficient' is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.

Extending

- Extending is not synonymous with perfection.
- 'Extending' is a student demonstrating learning, in relation to Learning Standards, with increasing depth and complexity.
- 'Extending' is not a bonus, or a reward, and does not necessarily require that students do a greater volume of work or work at a higher grade level.
- 'Extending' is not the goal for all students, 'Proficient' is. Therefore, if a student turns in all work and demonstrates evidence of learning in all Learning Standards for the given area of learning, the student is not automatically assigned 'Extending'.

Insufficient Evidence of Learning (IE):

Insufficient Evidence, IE, may be used in select instances to alert a student & parents/caregivers when a student has demonstrated insufficient evidence of learning in relation to the learning standards, making it difficult to adequately assess learning. SEE PAGE 16

SELF-REFLECTION ON CORE COMPETENCIES & GOAL SETTING

The K-12 Student Reporting Policy requires that student self-reflection on Core Competencies and goal setting be included in at least *two written Learning Updates* **and** the *Summary of Learning*. These additions involve students in the assessment process, which amplifies student voice.

SELF-REFLECTION ON CORE COMPETENCIES
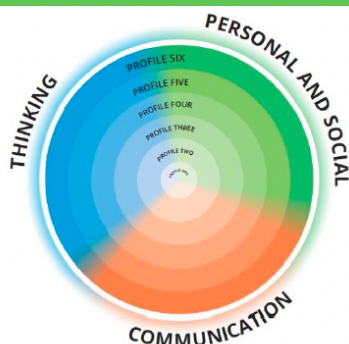
⭐ Must be reported on in EACH reporting term.

⭐ Format and process is flexible, but is naturally embedded in Student Inclusive Conferences.

⭐ Selection of core competencies is flexible.

Teachers can support students in self-reflection by intentionally noticing, naming, and nurturing the Core Competencies within their learning in school and beyond. The core competencies are embedded within the curriculum's Curricular Competencies.

Here are some ways to support student self-reflection of the Core Competencies in the classroom:

- Highlighting and providing opportunities for self-reflection in every area of learning in the curriculum
- Explicitly developing the language of Core Competencies with their students through authentic experiences and learning opportunities
- Asking open-ended questions to prompt student self-reflection and the acquisition of metacognitive language and skills
- Encouraging students to talk about and document their strengths and areas for future growth in relation to the Core Competencies and in different areas of learning
- Cultivating a mentoring relationship with students and encouraging regular self-reflection on the Core Competencies

GOAL SETTING

To ensure a meaningful process for students, goal-setting, while a natural fit with the Core Competencies, does not have to be in relation to them. Teachers can support student goal-setting by providing guidance through ongoing conversations and feedback.

⭐ Must be reported on in EACH reporting term.

⭐ Format and process is flexible, but is naturally embedded in the Student Inclusive Conference.

REMINDER

Younger children are naturally poised to receive support in self-reflection on Core Competencies and goal setting. The Early Learning Framework supports teachers of students aged 0-8 in these components of the K-12 Reporting Policy.

Living inquiries

Living inquiries are the processes of thinking and learning that happen as children, teachers, materials, and ideas interconnect. "Living" suggests that these processes are ongoing and always evolving. "Inquire" means to pay attention in multiple ways – to study, explore, experiment, and ask questions.

The Early Learning Framework's living inquiries are:

- Well-being and belonging
- Engagement with others, materials, and the world
- Communication and literacies
- Identities, social responsibility, and diversity

DIGITAL PORTFOLIOS & SPACES EDU

Spaces EDU, **replacing myBlueprint, is a digital portfolio platform that will be available to interested elementary Langley teachers starting in September 2023. Digital portfolios provide a wonderful opportunity to capture and showcase a student's ongoing learning progress, provide teacher feedback and foster meaningful student-reflection.**

DIGITAL PORTFOLIOS:

Digital portfolios allow students to demonstrate progress and achievement in certain Future Ready skill sets, like collaboration, critical thinking and communication. Digital portfolios provide:

- voice and identity for all students
- the opportunity for students to demonstrate their learning
- ease in storing documents
- ongoing opportunities for students to reflect on their learning
- a platform for teachers to provide meaningful feedback and suggestions for future growth

SPACES EDU:

SpacesEDU
by **myBlueprint**

Capture the moments where growth happens with an easy-to-use digital portfolio and assessment platform that enables anytime, anywhere learning.

SpacesEDU is the easiest way to capture learning, encourage reflection, and spark conversations between students, staff, and families using an online digital portfolio.

DIGITAL DOCUMENTATION:
students can post using a variety of media; students can add to posts over time

COMMUNICATION:
school to home, home to school, communication across grade level teams, etc.

DYNAMIC TEACHING & LEARNING OPPORTUNITIES:
three different types of Spaces: Individual, Class, & Group

ASSESSMENT:
promotes formative and summative feedback opportunities, Curriculum Tags, etc.

CORE COMPETENCIES & GOAL SETTING:
students can easily use the platform to quickly reflect on the core competencies and set goals.

STUDENT INCLUSIVE CONFERENCES (SIC):
students can upload work and photo evidence of learning to share at the Student Inclusive Conference. Parents/caregivers can see the portfolio in advance of the SIC.

DESCRIPTIVE FEEDBACK

Langley Schools

A strengths-based approach acknowledges that student learning is dynamic and holistic. Students demonstrate their learning in different ways and at different rates.

Teacher feedback focuses on what the student can do now and what they are working toward.

Descriptive feedback is...

- ✅ Concise
- ✅ Strengths-based
- ✅ Aligned with learning standards
- ✅ Describe student learning
- ✅ Identify areas for future growth

Helpful tips:
- Use appropriate pronouns & name of student.
- Describe what the student can do AND areas for future growth.
- Connect feedback to specific examples from the classroom.
- Use plain language in your comments to ensure access for all parents/caregivers. Avoid 'edu-speak'.
- Provide information on specific supports the student is receiving.
- Describe how the student's learning will be further supported by the teacher and how parents might help.

! IMPORTANT

Academic assessment should be on the learning standards alone.
Student learning habits, attendance (ex. marks for attendance) and engagement (ex. marks for participation) should **not** contribute to a student's overall mark, but can be addressed in the descriptive feedback.

COMMUNICATING ABOUT LEARNING HABITS & ENGAGEMENT

Behaviour that impacts student learning is often best reported to parents and caregivers informally, as opposed to waiting for formal written learning updates. It is effective to communicate student behaviour with parents/caregivers through conversational means, such as phone calls, emails or in-person meetings.

Descriptive feedback & communication about learning habits and engagement SHOULD include...

- a description of student behaviour (including attitude, work habits, effort and social responsibility)
- focus on observable qualities & attributes
- specific evidence from the classroom

Descriptive feedback & communication about learning habits and engagement SHOULD NOT include...

- penalizing students for missing class or as a disciplinary tool
- lowering marks for work that is not complete

! REMINDER

Engagement is not just on-task behaviour. Engagement in meaningful learning opportunities is what empowers students to develop the competencies necessary to meet personal goals and become educated citizens who thrive in a rapidly changing world.

If a student has not provided sufficient evidence of learning, please refer to Insufficient Evidence on page 16

INSUFFICIENT EVIDENCE (IE)

Insufficient Evidence (IE) is used to alert parents, caregivers, and students when, for a variety of reasons, a student has not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess the student.

A student's needs and goals should be considered before assigning an IE.

Here are some examples of when an IE might be used:

A student has recently moved to a new school or district (i.e. arriving a few weeks before end of term).

A student has been away from school for a significant period of time.

COMMENT FOR "IE":

At the end of first or second term, if a teacher feels that a student has not provided sufficient evidence of learning to assign a proficiency level, it is recommended that the teacher bring the student to School Based Team (SBT) for further consideration and to develop a plan of action, which should be shared to the student and parents/caregivers. For the Formal Learning update, teachers should put the code **IE** *(Insufficient Evidence)* as the proficiency level and include the following comment in the descriptive feedback comment box:

"(Student Name) has not provided sufficient evidence at this time to determine a proficiency level for this subject area. Once more evidence has been provided, an appropriate proficiency level will be assigned."

INSUFFICIENT EVIDENCE & END OF SCHOOL YEAR:

In some instances, a student may not have provided sufficient evidence of learning at the end of a school year. In such cases, the following process should be followed:

1 Teacher is advised to bring student for SBT consideration & input on creating a plan which includes areas of strength, areas of future growth and how the student will meet the learning standards moving forward.

2 Teacher refers to the proficiency level in the most recent Learning Update for the student.

3 Insufficient Evidence (IE) will not be used for the Summary of Learning in June, other than in exceptional circumstances. The teacher should use the same proficiency level for the most recent evidence of learning, even if it is from Term 2 or Term 1.

Learning is ongoing. If, at the end of the school year, a student has not provided sufficient evidence of learning, the most recent proficiency level should be entered into the Final column and the following comment should be included in the descriptive feedback:

"(Student Name) has not provided sufficient evidence in the final term to determine a proficiency level for this subject area. The most recent evidence of learning was from a previous term. That term's proficiency level has been recorded as the final mark for this subject."

! REMINDER Averaging marks over a term or year does not provide an accurate picture of student learning. The strongest evidence of learning is that which is demonstrated close to the reporting timeframe.

ENGLISH LANGUAGE LEARNERS (ELL):

The reporting requirements for English Language Learning (ELL) students who are following the learning standards of the B.C. Curriculum are the same as for other students.

When, with appropriate supports, an ELL student is capable of meeting the learning standards for a particular area of learning, the Proficiency Scale indicator should be used.

If a student is not able to, even with supports, meet the learning standards in some areas of learning due to their level of language proficiency, then learning updates for Emerging students must contain:

- what the child can do
- areas for further attention or development
- ways of supporting learning

In the ELA subject box, it is required to use a statement such as:

"The classroom teacher and ELL teacher are working collaboratively to build [student name]'s language acquisition skills. For more information about his/her ELL progress, please see the ELL progress report which details the English language development."

Any time a student is provided with specific scaffolding, it is highly recommended that a comment be written about the types of scaffolds implemented to support that student's learning.

Note: IE (Insufficient Evidence of Learning (P. 16) may be the most appropriate indicator to use until the teacher feels they have sufficient evidence to authentically assess and evaluate a student's learning in relation to the learning standards.

ELL REPORTING:

October:	**Informal Learning Update #1**
November/December:	**Formal Learning Update (AIP)/Progress Report**
March/April:	**Formal Learning Update (AIP)/Progress Report**
TBD:	**Informal Learning Update #2**
June:	**Summary of Learning- Summary of Language Acquisition**

Students with IEPs who Receive Adaptations

Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so that they can meet the Learning Standards of the course and demonstrate the mastery of concepts.

Adaptations should be made available to all students, both with and without a ministry designation.

Students on adapted programs are working towards the same Learning Standards as all other students in the class, but for whom teachers may use adapted evaluation procedures for students to demonstrate their learning (e.g., an oral exam rather than a written one). Use of adapted evaluation procedures should be noted in the student's Individual Education Plan (IEP) or Student Learning Plan (SLP). For these students, evaluation is based on whether the Learning Standards for the course have been met.

Individual Education Plan (IEP):

A documented plan developed for a student with a Ministry designation that describes the student's learning profile, individualized goals and objectives, universal & essential supports required for the student to demonstrate their learning and includes measures for tracking progress.

Student Learning Plan (SLP):

A documented plan developed for a student without a Ministry designation that describes the student's learning profile and essential supports required for the student to demonstrate learning.

A student with an IEP or SLP should not be assessed automatically as 'emerging', 'developing' or at a lower letter grade and percentage because they use supports to access and demonstrate their learning.

If, with the supports, the student is demonstrating learning in relation to the Learning Standards, then they should be assigned a proficiency scale indicator according to the learning they have demonstrated. The use of supports does not mean they are not adequately meeting the learning standards of the curriculum.

Students with IEPs who are on a Modified Program

Modifications are specifically designed to meet the unique needs of the student and are outlined in the IEP. A modified program has Learning Standards which are substantially different from the prescribed curriculum and are specifically selected to meet the student's special learning needs. A student may require adaptations in some areas of the curriculum and modifications in others. For students on a modified program, the Learning Standards students are working towards have already been modified and ARE NOT the same as all other students in the class. Evaluation will be based on the degree to which such Learning Standards are achieved. In this case, evaluation must be referenced to individually established standards as outlined in the student's IEP.

There will be rare occasions where students with significant cognitive disabilities and diverse abilities are working on a School Completion Certificate (Evergreen), not a Certification of Graduation (Dogwood Diploma). These students are still taught in connection to the Learning Standards of the curriculum, but these students are assessed and evaluated in relation to the goals outlined in the individualized education plan (IEP). Before a student is provided with modified programming, a request must be made to the District-Based Team for approval (refer to the School Completion (Evergreen) Certificate Handbook).
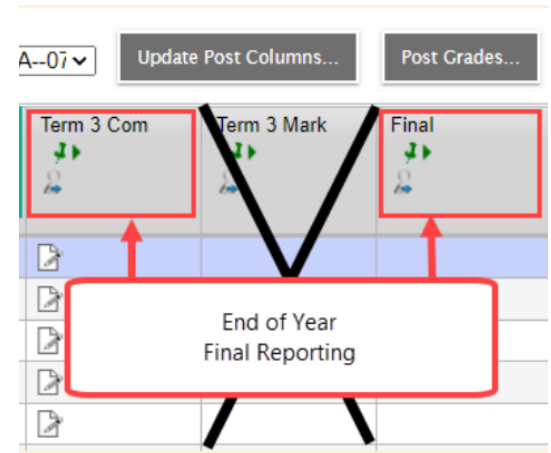
(Final) Summary of Learning

Rationale:

In keeping with our District philosophy that learning is an ongoing, continual process and reporting on the Summary of Learning is meant to reflect a snapshot in time as opposed to an "average" of learning over the course of the year, below are the parameters for the Final Summary of Learning for Elementary and Middle School.

Proficiency Level on the Final Summary of Learning:

- Teachers are only required to enter a final proficiency level in the FINAL column in MyEDBC. This should reflect a "snapshot in time" for the student in that subject area. It should NOT be an average of learning over the 3 terms. The TERM 3 MARK column should be left empty.

- Please disregard the red circular symbol that appears next to the final proficiency. This does not have any impact on what appears on the final report card.

Comments on the final term (Summary of Learning):

Progress & Growth of Student:

- The comment here should focus on OVERALL progress within non-academic, social-emotional development and work habits. Describe the student's learning journey in these areas over the year.

Individual Subject Comment Boxes:

- The curricular competencies listed should reflect the focus of learning in term 3. A reminder that there is a direct link on the report card to all the Ministry website which lists all of the curricular competencies for that subject area.

- The comment on the Summative Learning Update should reflect OVERALL learning progress, achievement and growth over the year in that subject area. Describe the student's learning journey over the year. While not necessary, teachers may also choose to include a comment specific to learning in term 3.

At the conclusion of the school year on the Summary of Learning, all students in grades K-8 MUST receive a proficiency level or mark for all subjects, even if there has been minimal evidence provided during the course of the term or year.

- Teachers will need to provide a FINAL proficiency level for the student using their professional judgement based on evidence they have collected. IE cannot be listed as proficiency for the third term. Please refer to page 16 for more detailed information.
- **The only time a final mark is NOT required** would be for students with designations who do not participate in subjects, like French for example. In this case, the teacher can leave the proficiency level blank and provide a comment explaining why:
  - (***Student Name) did not participate in French this term/year as they were receiving learning support at this time.***

RESPONDING TO PARENTS WHO REQUEST LETTER GRADES

At this time, parents may request letter grades (as per the Ministry of Education). Our practice in Langley is that the teacher will provide letter grades verbally following a conference with the parents/guardians focussed on the learning (how the student is progressing, what the next steps are, how to support at home). This will happen only after the Written Formal Learning update (report card) has been provided to the parents/guardians.

Example Response to Email Request

Thank you for your email. As per BC's Reporting Order, letter grades can be provided upon request by parents/guardians. Our practice in Langley is that, if requested, letter grades will be shared via a discussion between the family and teacher; they will not be provided on the Written Formal Learning Update (report card).

We are happy to arrange a meeting to discuss your child's evidence of learning, next steps in moving their learning forward, and to provide letter grades. Please note, the meeting will need to be set after the Written Formal Learning Updates are issued.
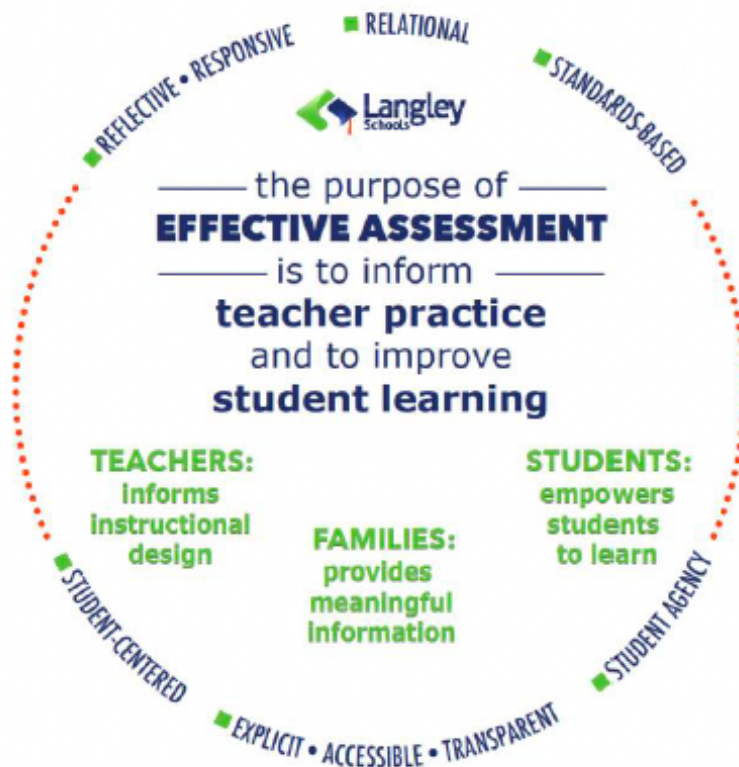
COMMUNICATING STUDENT LEARNING (CSL)
Frequently Asked Questions K-8:

Where can I get help with MyEdBC?

You can find resources to help you with troubleshooting MyEDBC by visiting this LINK on SD35 StaffNet. You can also find additional MyEDBC supports in the **TCS Teams --> Assessment and CSL Channel.**

Are there examples to help me in writing my report cards with strength-based language?

Yes! Report card exemplars for a variety of grades can be found in the **TCS Teams --> Assessment and CSL Channel --> Files and Sample Report Cards folder**. In that folder you will also find a helpful document to show the how strength-based language evolves through the proficiency scale.

Do I need to report on every subject every term?

No. Each written Formal Learning update report needs to communicate student learning in each learning area currently being studied. Therefore, if a student hasn't started Science Education by the December written report, Science won't be reported on at that time. The following comment should be included in the Science Education section for the first term: *"There is no proficiency level indicated for Science this term as our primary focus was on Socials. Science will be reported on in the second term."*

However, if you have covered curriculum, even partially, in a subject area during a term, that subject and the student's learning progress needs to be communicated in the report card, as it includes learning most recently studied. This ensures assessment and reporting is as current as possible.

The final term (or Summary of Learning) must report on ALL subject areas.

How do I determine overall proficiency for English Language Arts (ELA)?

That is a complex question. Teachers should use their professional judgement to indicate the overall mark for ELA. When proficiency within particular competencies of a subject vary drastically, the teacher should describe what the student can do and what they are working towards in the descriptive feedback on each area of Reading, Writing and Oral Language.

A comment is required on the student's learning progress in Reading, Writing and Oral Language, even if it is to indicate the proficiency level for each. Please remember that **we no longer use the language of "meeting/not meeting grade level expectations" when commenting on student proficiency in any subject area.**

When using the Proficiency Scale, if a student is not Proficient, does that mean the student is failing?

No. Proficiency is the goal but is not the end of learning for a student. Proficiency is the complete and consistent demonstration of understanding of the competencies relevant to the expected learning. It is not perfection. All students can be expected to be developing in some areas and at specific time points and some students may take longer to demonstrate proficiency in a curricular area. All students should be provided with the appropriate and necessary adaptations or supports to access and demonstrate their learning, regardless of whether the student has an IEP. See page 11 of the Assessment & CSL guide for more information.

COMMUNICATING STUDENT LEARNING (CSL)
Frequently Asked Questions K-8:

What needs to be included in descriptive feedback?

Descriptive feedback is strengths-based, written comments or documented conversations that describe student learning progress, as well as identify areas for future growth. Descriptive feedback can provide evidence to students, parents, and caregivers about how the student demonstrated their abilities by connecting to real learning experiences that occurred in class. The Learning Standards of the curriculum do not need to be quoted or included in descriptive feedback. Descriptive feedback should instead focus on significant events in the student's growth and learning.

We no longer use the language of "meeting/not yet meeting grade level expectations" when commenting on student proficiency in any subject area.

For examples of descriptive feedback using strength-based language, please view the report card exemplars in *TCS Teams --> Assessment & CSL.*

Can attendance, behaviour and/or work habits factor into a student's overall mark or proficiency level?

No. Assessment judgements or decisions for each learning area should be based on the evidence provided by the student on specific learning standards or individualized goals alone. Therefore, student learning habits and engagement should be reported on separately from academic learning, usually in the descriptive feedback.

Assessment and reporting are not a disciplinary tool. Students **cannot** be penalized, or have marks reduced, for missing classes or for behaviour they demonstrate. However, if a student has not attended enough classes for a teacher to observe their learning or collect sufficient evidence of learning in order to assign a proficiency scale level in term 1 or 2, *Insufficient Evidence (IE)* should be applied on the Formal Learning Update. If it is the end of the year in the Summary of Learning Update, the most recent evidence of learning should be given a proficiency level for the final mark, even if it is from a previous term. Please refer to page 16 in the Assessment & CSL Guide for detailed information.

If a student uses assessment supports to demonstrate learning, does this mean they are Emerging or Developing?

No. All students are entitled to use supports to demonstrate their learning. If, with the supports, the student is demonstrating learning in relation to the learning standards, then they should be assigned a proficiency level according to the learning they have demonstrated. The use of supports does NOT mean they are not adequately meeting the learning standards of the curriculum.

What is expected for the student self-reflection on the Core Competencies?

In the interest of flexibility for K-8 students and their learning, there are no requirements for which Core Competencies students should self-reflect on over the course of a given year. Teachers are free to determine the best fit for their students' learning and progress.

The self-reflection on the Core Competencies must be shared with parents and caregivers each term (3x per year) and should be referenced in the Formal Written and Summary of Learning Updates.

For the goal-setting requirement, do students need to set goals based on the Core Competencies?

No. Although it is a natural fit, student goal setting does not need to be in relation to the Core Competencies, unless decided on by the student, teacher, school and/or district. Student goals can be personal, academic, social, personal, athletic, creative and/or career-oriented. This flexibility ensures that students are able to engage in the goal-setting process in a way that is most meaningful to them.