Communicating Student Learning Resource and Professional Learning Tool

General

1. How do we know what the Department of Education requires from schools? *(Figures 5.1 and 5.2, p 112)*

This information can be found in the September 6, 2019 revision of the CSL AppleBook, which is now available for download on Self Service.

Behaviours for Success (p 95-96, p 115-118, Appendix I, Appendix L - p 8, p 12)

2. What are Behaviours for Success?

The assessment committee recommended that a common terminology be selected for use by all Yukon schools to describe student behaviours that lead to success as a student and contribute to future success in their educational, career and personal pursuits e.g., attitudes towards learning, behaviour, collaborative skills and contributions, citizenship and leadership, initiative, organization, personal attributes and interests, relationships with others, responsibility, self-regulation, work habits, etc. Effective August 2019, the common terminology Behaviours for Success is being used.

3. Is reporting on Behaviours for Success mandated by the Department of Education?

Yes. Teachers are required to report student development of Behaviours for Success on the written progress report and the written final summative report. This should be done using a frequency scale and/or descriptive written comments. For K-7, this responsibility lies with the homeroom teacher, and for Grades 8-12 it lies with each teacher for their particular course. Sample comments on Behaviours for Success are available in the Comment Framework.

The specific Behaviours for Success are not mandated. Schools should determine and teach the Behaviours for Success they wish to see in their students. Three sample Behaviours for Success frameworks are included in the CSL AppleBook.

Proficiency Scale (p 92-93, p 104-108)

4. How do we define the levels of the new proficiency scale?

Extensive support for using this proficiency scale to communicate student learning is provided in Chapters 4 and 5 of the new AppleBook and in the Comment Framework.

5. What if one of my students shows varying levels of proficiency with the individual learning standards in a subject area/course?

The Yukon K-9 and 10-12 Conversion Guides were developed to assist teachers with this process. Yukon educators worked with Ken O'Connor, a leader in standards-based grading, to develop these guides.

Reporting by Learning Standards (p 122-123)

6. Are there any exceptions to reporting by learning standards?

Yes, as outlined in the Apple Book: Yukon First Nations Language Teachers; and Intensive French Teachers. That said, these teachers will follow the rest of the expectations for communicating student learning, including the use of the Comment Framework.

Reports (p 88, p 106, p 115-118, Appendices J, M, N)

7. Do Grades 10-12 teachers use proficiency indicators or percentage grades on reports?

Converting meaningful standards-based grading into an overall percentage grade (for Grade 10-12 final reports) is difficult and contradicts good standards-based practice. However, the BC Ministry of Education still mandates that teachers submit a final percentage grade for all students in Grades 10-12 for transcript purposes. In order to maintain the integrity of a standards-based system while still complying with this requirement, Grades 10-12 teachers should use proficiency language on all communications of student progress and achievement throughout the year/semester, and are required to record a final percentage grade in Aspen at the time of the Written Final Summative Report.

In early November, teachers of Grades 12 courses must enter a percentage grade into Aspen for the purpose of post-secondary admission considerations. Some Yukon schools have elected to use the terminology "predicted final grade" for Grades 12 Written Progress Reports. The predicted grade is the teacher's prediction of the grade a student is expected to achieve in the course, based on all the evidence of the student's work to date and the teacher's knowledge of curricular standards. Teachers use their professional judgment to ensure that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

8. Aspen GradeBook is organized by curricular competencies. Does this mean that teachers only report on curricular competencies?

Teachers are expected to teach, assess, evaluate and **report** on **both** content and curricular competencies. There are many different ways in which teachers are doing this, as described in the AppleBook and illustrated in the samples in the Appendices.

9. What about reporting on ADST for Grades K-5?

Teachers of ADST K-5: Students are expected to use the curricular competencies from ADST in combination with grade-level content from other areas of learning in cross-curricular activities to develop foundational mindsets and skills in design thinking and making. Teachers of ADST K-5 should reflect this in written descriptive comments.
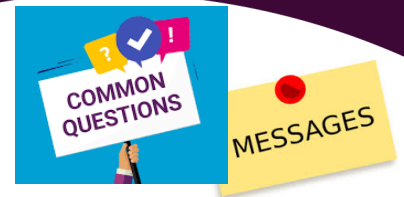
10. Are schools required to use Aspen for the Written Progress Report and the Written Final Summative Report, or can schools develop their own templates for one/both?

Aspen is the only electronic reporting tool that is supported by Yukon Education - Technology and Student Information (TSI). TSI will continue to assist teachers and principals with the preparation of progress and final reports in Aspen. Schools are encouraged to continue working with TSI to customize reports in Aspen in a way that reflects the needs of the school. If schools choose to develop their own template for one/both reports an understanding of the associated risks like security of student information, loss of data etc. is necessary. It is expected that the criteria for both reports, listed in the AppleBook, are met. Should a school choose to use their own templates, teachers must also enter final proficiency (K-9) and a final percentage (10-12) into Aspen at the time of the final written summative report. Additionally, a copy must be printed for the cumulative file. Teachers of Grade 12 must also provide a predicted percentage grade in Aspen in early November, for the purpose of consideration for early admission to post-secondary institutions.

11. Don't we now have two formal Reports? Isn't the progress report the same as the final report?

They are more similar now, but they are not the same. The progress report is intended to be a snapshot summary of a student's **progress**, according to grade level expectations, for **a particular time** in the school year in relation to the learning standards (curricular competencies + content) of the Yukon curriculum. This report represents **one aspect** of the ongoing, timely, and responsive process of communicating a student's learning. It is still considered to be an **informal** communication.

The written final summative report is a summary of a student's **achievement** for the **entire school year**, according to grade level expectations, in relation to the learning standards of the required areas of learning outlined in the Yukon curriculum (see AppleBook).

Written Descriptive Comments (p 104, Appendix L)

12. Where can teachers find support for writing descriptive comments?

The Framework for Comments is a comprehensive guide to support teachers with developing written descriptive comments.

13. Are elementary teachers required to comment on every subject area on written reports?

No. Teachers must **report** on all subject areas (by learning standards) but need not necessarily **comment** on all subject areas. Teacher's should use the Comment Framework, applying their own professional judgment and that of their administrators.

14. What should I do if the Comment Framework and the instructions from my principal are different?

The decision to approve the reports and comments rests with the principal, who provides leadership to ensure that there is a common understanding among all staff about the process for writing descriptive comments that follow the expectations for communicating student learning.

15. What verb tense should I use when writing comments?

Previously, comments may have been written with a consistent verb tense. When you are using the Comment Framework the verb tense may vary throughout the comment. Past tense may be used when referring to specific examples and future tense when communicating next steps. It is important to review verb tense to ensure clarity and readability of comments.

16. Do I have to use the specific qualifiers in the AppleBook?

No, the list of qualifiers, identified in the Comment Framework, is not exhaustive or exclusive. The list is meant to provide initial direction for the creation of comments and can be adapted to meet local needs. Each comment should accurately explain a student's progress/achievement in language that is clear and meaningful for parents and students.

Self-Assessment of the Core Competencies (p 119, Appendix O)

17. Does the student self-assessment of core competencies on the written reports need to include all three core competencies this year?

No, schools may choose to delay this require-ement until the 2020-21 school year.

Students Requiring Support (p 120-122)

18. How do teachers report on students requiring support?

Student Support Services rewrote sections in the CSL AppleBook to better reflect the guidelines for assessing, evaluating, and communicating learning for students requiring support. They ask that teachers be reminded that further support can be found by contacting studentsupportservices@gov.yk.ca

Informal Communications (p 113-114)

19. For elementary schools, do informal communications other than the written progress report (e.g., email, phone call) have to communicate learning on every subject area?

No, teachers should use their own professional judgment (and the Comment Framework) to determine the appropriate communication with parents for that point in the school year.