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**Communicating Student Learning Resource and Professional Learning Tool**

***General***

The Communicating Student Learning (CSL) Applebook directs schools on protocols for Communicating Student Learning throughout a linear or semester timeline. The CSL Applebook is Yukon Educations’ guide to assessment and reporting in Yukon schools.

**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 available for download on Self Service or on [Curriculum and Assessment website](http://lss.yukonschools.ca/communicating-student-learning-resource-and-professional-development-tool.html) (lss.yukonschools.ca under Assessment).

***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.

***Written Reports (p 88, p 106, p 115-118, 122-123, Appendices J, L M, N, O)***

There are two *written communications* (reports); a *progress report* (previously interim report) and a *final summative* (previously year-end report card). Both require teachers to report by learning standards and follow the comment framework.

**4. What is the difference between the written progress and written summative report?**

*Progress Report:* is intended to be a snapshot summary of a student’s **progress**, according to grade level expectations in relation to the learning standards (curricular competencies + content) of the Yukon curriculum. A Proficiency Indicator for each reporting standard in the progress report, should reflect where a student is at in relation to expected skills and knowledge **at that point in the school year or semester, and not on achievement**.

*Summative Report*: Is the evaluation that occurs at the end of a semester or school year that summarizes and communicates what students know and do in respect to the Learning Standards and indicates level of achievement. It is an assessment of learning of **all of the learning standards**, not just those that were not reported on in the progress report.

**5. What is the difference between a Learning Standard and a Reporting Standard?**

*Learning Standard*: Is a statement of what students are expected to know and do. These are our Curricular Competencies and Content. See Glossary in the Communicating Student Learning Apple book for more information.

*Reporting Standard*: They are clusters of the Learning Standards or Big Ideas written in parent friendly language to communicate achievement or progress in each subject area. Each Reporting Standard has a proficiency attached to it. See Page 116 the Communicating Student Learning Apple book for more information.

**6. When do we use Reporting Standards?**

**Reporting Standards** must be used in both the Progress and Summative reports.

For the Progress Report, the **Reporting Standards** must be written in parent friendly language and have a proficiency indicator beside each.

For the Summative Report, the **Reporting Standards** must include, or be a **summary** of, the Learning Standards for each subject area (both Curricular Competencies and Content). **Reporting Standards** must be written in parent friendly language and have a proficiency indicator beside each, as well as an overall proficiency for the subject. For more information on Reporting Standards please see page 115 and 116 of the Applebook.

**7. How do you write Reporting Standards?**

There are a number of ways to create Reporting Standards. You can use the ***Big Ideas***, the ***Curricular Competency and Content*** *headings*, combining *clusters* of the **Curricular Competencies and Content**, or using ***Priority Standards*** and their identified ***Supporting Standards.*** For more information and ways to create **Reporting Standards** see page 116 of the Apple Book.

**8**. **Are reporting standards standardized?**

No. Reporting standards are to be developed at the school and/or teacher level to allow for flexibility in addressing the needs of the students in their classrooms. The consistency is the curriculum. All teachers must follow the same curriculum, but have flexibility in how they teach, assess, and create reporting standards reflective of the individual student needs in their classrooms. Schools and/or teachers are encouraged to come together with other teachers and/or schools to gather ideas and create reporting standards.

**9. What is the difference between a priority standard and supporting standard?**

**Priority standards** represent the assured student competencies that each teacher needs to help every student learn, **and** demonstrate proficiency in, by the end of the current grade **or** course” (**Ainsworth**, 2013, p. xv). **Supporting standards** are “those **standards** that **support**, connect to, **or** enhance the **Priority Standards**.

Priority standards can be rewritten in parent friendly language and be used as reporting standards. This is one process for writing reporting standards for reporting learning to parents.

**10.** **Can reporting standards be available in ASPEN?**

Yes, schools can input reporting standards in ASPEN. Joe Kanary (TSI) can assist with this process. They do not pre-exist in ASPEN. Be prepared for support requests to take some time.

**11. 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.

**12. 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.

**13. Where can I find samples of the summative reports?**

For the most **UP-TO-DATE** samples of **Progress and Summative Reports**, please visit the *Assessment and Curriculum* website[**http://lss.yukonschools.ca**](http://lss.yukonschools.ca)**.**

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

**14. 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.

**15. 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.

**16. 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.

**17. 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.

**18. 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.

***Written Descriptive Comments (p 104, Appendix L)***

**19. 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.

**20. Do I have to provide a comment on for each subject area?**

**For K-7**: No, you do not have to provide a comment for each subject area, but you must report on each subject area using proficiency indicators. Each subject area does have to include Reporting Standards with proficiency indicators. Teacher’s should use the Comment Framework, applying their own professional judgment and that of their administrators.

**For 8-12**: Yes, you do need to provide a comment for each subject area, and you need to report on each subject area. Each subject area does have to include Reporting Standards with proficiency indicators. For more information on comments please see Appendix L Comment Framework in the Apple Book.

**21. 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.

**22. 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)***

**23. 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 requirement until the 2020-21 school year.

***Students Requiring Support (p 120-122)***

**24. 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](mailto:studentsupportservices@gov.yk.ca)

***Informal Communications (p 113-114)***

**25. 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.

**26. Are there any exceptions to student assessment and reporting during the current pandemic?**

As outlined in the Continuity of Learning document, teachers continue to be responsible for assessing each student’s individual progress in all learning covered during the school year. The in-person meeting, as described in the requirements, may occur via a virtual meeting room, like Zoom, in the coming year using key

features like video sharing, audio, sharing screens etc. to allow for as close to an in-person experience as possible.

Also outlined in the Continuity of Learning document, assessment practices that prioritize emotional well-being are needed. Consider:

* higher stakes assessments and evaluations may heighten the stress for some learners and therefore may not provide accurate direction for the teacher.
* formative assessments-for-learning to reveal students’ strengths and needs like those found in the *Techniques for Formative Assessment* appendix of the [*Communicating Student Learning Resource and Professional Development Tool*](http://lss.yukonschools.ca/communicating-student-learning-resource-and-professional-development-tool.html)*.*