



Educator Update

Yukon Department of Education
Learning Branch
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Contents

Where to get more information.....	1
K-9 curriculum.....	1
10-12 curriculum.....	1
Yukon Foundation Skills Assessment	2
New numeracy & literacy assessments.....	2
K-12 Assessment Guidelines	2
Assessment for Kindergarten-Grade 9 Educators.....	3
Assessment for Grades 10-12 Educators	6
Frequently Asked Questions.....	8

K-9 curriculum

Yukon schools have started using the new curriculum for Kindergarten to Grade 9 in August 2017.

B.C.'s resource materials and instructional samples are available here:

- [B.C.'s website](#)
- [ERAC](#)
- [BCTF](#)

Yukon resources are available and continue to be added to the FNPP and the curriculum consultants' pages on the [Learning Branch website](#).

If you have a great lesson or unit to share, please email curriculum@gov.yk.ca

10-12 curriculum

Yukon schools will start using the new curriculum for Grades 10-12 in August 2018. The most current information about the [transition between the old and new graduation programs](#) is online.

We are on the same implementation schedule as B.C. for 10-12 and we will communicate further updates from B.C. You can still provide feedback to B.C. on the [draft Grade 10–12 curriculum](#).

Where to get more information

[Monthly Educator Updates](#) in your inbox, which summarize the current directions and information about the curriculum and assessment changes.

The [Learning Branch website](#), to find current information and resources to support your professional learning and practice.

Ask your Principal or the Learning Branch team at curriculum@gov.yk.ca

Yukon Foundation Skills Assessment

A reminder that the new Yukon Foundation Skills Assessment (YFSA) are being administered from October 2- November 10, 2017.

Important dates:

Nov. 15: Train the trainer for marking
Nov. 16–17: Collaborative marking

New numeracy & literacy assessments

An important update for Grades 10 and 11 – the new numeracy assessment for the graduation program will be available to Yukon students starting in June 2018, not January. Note that some B.C. students will be writing it in January as part of a managed implementation. This change is to provide schools and staff with more time to prepare to administer this assessment and track students eligible to write it.

The English 12 exam in January will still take place as planned. The new literacy assessment is expected to be available starting in January 2019.

Both of these assessments will be ‘write when ready’ exams, so students do not necessarily write them right after completing Math 10 or English 12. Going forward, the plan is to administer this assessment in January, June and August each year.

Students’ proficiency results from these exams will appear separate from course marks on their report cards and are required for graduation.

If you have any questions, please contact Paula Thompson at paula.thompson@gov.yk.ca More information about the development of the numeracy assessment is [online](#).

K-12 Assessment Guidelines

The [Communicating Student Learning](#) iBook is now available on the Learning Branch website and provides resources and details about the changes to assessment.

What will I find in the iBook?

- ✓ Expectations for reporting
- ✓ Sample report card
- ✓ Examples of student self-assessments on the core competencies
- ✓ Ideas for written informal reports
- ✓ How you could do portfolios, such as how to integrate Yukon First Nations ways of knowing and doing
- ✓ Formative assessment strategies
- ✓ [Assessment alignment chart](#), to be distributed to parents through school newsletters or with report cards

Important attachments:

- For Kindergarten to Grade 9: Summary of what is expected of educators regarding changes to student assessment this year and FAQ (already provided to principals)
- For Grades 10-12: Summary of what is expected of educators regarding changes to student assessment this year and FAQ (already provided to principals)

We will do a second round of feedback on assessment from school staff and through School Councils on the assessment changes in spring 2018. We will then update the guidelines and iBook.

The goal is for all Yukon schools to report by the new curriculum’s learning standards by August 2019.

Assessment for Kindergarten-Grade 9 Educators

Requirements for 2017-18 informal and formal reporting

Informal reporting:

- Provide parents with at least two informal reports per learning cycle (linear or semester)
Examples of informal reports can be found in the *Communicating Student Learning* iBook.
- Offer the opportunity for parents to meet face-to-face at least once per learning cycle (linear or semester) to discuss their child's progress with examples of student work
Portfolios of student work (paper based or digital) are **optional**.
- Students must learn to self-assess their progress on the [Core Competencies](#). Teachers work with students to help them learn how to do this.
Examples of self-assessments can be found in the *Communicating Student Learning* iBook.

Formal reporting:

- Base formal reports (e.g. report cards) on a student's most recent and consistent work to reflect their progress and current performance for their grade/subject, rather than averaging all their class work.
- Must include the students' self-assessment of the core competencies with the final report card
- Do NOT use information on work habits (homework, attendance, participation, behaviour) as part of report card marking. Instead, share this type of information through informal reports with parents and students.

Work habits are generally not included in the learning standards; however, where participation in class is relevant, for example class discussion, criteria must be shared with students and evidence gathered.

K-3 report cards

- Must provide performance descriptions on report cards based on learning standards of the new curriculum (Not Yet Meeting*, Approaching, Meeting, Exceeding Expectations).

* Kindergarten does not use Not Yet Meeting

Grades 4-9 report cards

- Distribute equivalency chart provided by the Department of Education to parents before the first report cards go home (attached here).
- Must provide performance descriptions on report cards based on learning standards of the new curriculum (Not Yet Meeting, Approaching, Meeting, Exceeding Expectations).
- Do NOT provide letter grades or marks.

Reporting Guidelines

- Meet all requirements listed above for formal and informal reporting, and
- Discuss with staff and School Council and then Principal selects Option 1 or 2 for all their staff to follow this year, knowing that by 2019/2020, all schools will be expected to report by new learning standards and have shifted the balance between informal and formal reports.
- Confirm with Area Superintendent which option your school will be following by **October 6, 2017**.
- Review staff's course outlines and long range plans to ensure they align with your school's Assessment Plan by the end of October 2017.

Note: The accountability structure for the new curriculum is to track student progress by learning standard rather than a recommended block of time per subject area. This allows teachers to integrate subject areas and go deeper in reporting on student learning. Over the next two years, all Yukon schools are transitioning to reporting by learning standards and shift the balance between informal and formal reports.

Option 1: Begin to report by learning standards and shift to more informal reports

- Communicate with parents SIX times during the year, as follows:
 - ✓ At least 1 final written summative report (report card) which reports by learning standards, at the end of the learning cycle (term/semester/school year)

The *Communicating Student Learning* resource contains sample report cards by learning standards and a sample Assessment Plan.

- ✓ Up to 5 informal reports:
 - 1 written interim informal report, reported by learning standards
 - 1 in-person meeting offered to parents (parent conference, etc.)
 - 3 of any of the following: student portfolio (paper/digital); phone call; electronic communication; home visit; other)

Option 1 requires teachers to report by learning standards, rather than by combining class assignments, tests scores and other expectations such as attendance, participation, homework, etc.

If you wish to have your school follow this option, the following must occur:

- Communication with staff and parents of the school community has occurred before the principal decides on the assessment plan for the school;
- Plans are in place for an ongoing process of feedback and input to ensure a responsive process with the school community;
- The school's plan meets the requirements outlined above for Option 1;
- A copy of the school's plan and timelines is provided to the Area Superintendent by **October 6, 2017**, outlining the planned reporting process and school community communication.

Option 2: Continue to report by overall subject area progress and same mix of informal and formal reports

- Communicate with parents SIX times during the year, as follows:
 - ✓ 3-4 final written summative report (report card) per learning cycle (term/semester/school year)
 - ✓ 2 informal reports such as: written interim informal reports, in-person meetings offered to parents (parent conference, etc.), phone call, electronic communication, home visit and/or other.

Assessment for Grades 10-12 Educators

Requirements for 2017-18 informal and formal reporting

Informal Reporting:

- Provide parents with at least two informal reports per learning cycle (linear or semester)

Examples of informal reports can be found in the *Communicating Student Learning* iBook.

- Offer the opportunity for parents to meet face-to-face at least once per learning cycle (linear or semester) to discuss their child's progress with examples of student work

Portfolios of student work (paper based or digital) are **optional**.

Formal reporting:

- Base formal reports (e.g. report cards) on a student's most recent and consistent work to reflect their progress and current performance on the learning standards for their grade/subject, rather than averaging all their class work.
- Do NOT use information on work habits (homework, attendance, participation, behaviour) as part of report card marking. Instead, share this type of information through informal reports with parents and students.

Grades 10-12 report cards

- Continue to provide marks such as letter grades or percent scores.

Reporting Guidelines

- Meet all requirements listed above for formal and informal reporting, and
- Discuss with staff and School Council and then Principal selects Option 1 or 2 for all their staff to follow this year, knowing that by 2019/2020, all schools will be expected to report by new learning standards and have shifted the balance between informal and formal reports.
- Confirm with Area Superintendent which option your school will be following by October 6, 2017.
- Review staff's course outlines and long range plans to ensure they align with your school's Assessment Plan by the end of October 2017.

Note: The accountability structure for the new curriculum is to report by learning standard rather than a recommended block of time per subject area. This allows teachers to integrate subject areas and go deeper in reporting on student learning. Over the next two years, all Yukon schools are transitioning to reporting by learning standards and shift the balance between informal and formal reports.

Option 1: Begin to report by new learning standards and shift to more informal reports

- Communicate with parents SIX times during the year, as follows:
- ✓ At least 1 final written summative report (report card) which reports by learning standards, at the end of the learning cycle (term/semester/school year)

The *Communicating Student Learning* resource contains sample report cards by learning standards and a sample Assessment Plan.

- ✓ Up to 5 informal reports:
 - 1 written interim informal report, reported by learning standards
 - 1 in-person meeting offered to parents (parent conference, etc.)
 - 3 of any of the following: student portfolio (paper/digital); phone call; electronic communication; home visit; other)

Option 1 requires teachers to report by learning standards, rather than by combining class assignments, tests scores and other expectations such as attendance, participation, homework, etc.

If you wish to have your school follow this option, the following must occur:

- Communication with staff and parents of the school community has occurred before the principal decides on the assessment plan for the school;
- Plans are in place for an ongoing process of feedback and input to ensure a responsive process with the school community;
- The school's plan meets the requirements outlined above for Option 1;
- A copy of the school's plan and timelines is provided to the Area Superintendent by October 6, 2017, outlining the planned reporting process and school community communication.

Option 2: Continue to report by subject area and same mix of informal and formal reports

- Communicate with parents SIX times during the year, as follows:
- ✓ 3-4 final written summative report (report card) per learning cycle (term/semester/school year)
- ✓ 2 informal reports such as: written interim informal reports, in-person meetings offered to parents (parent conference, etc.), phone call, electronic communication, home visit and/or other.

Frequently Asked Questions

1. Do all teachers at a school have to follow the same option for the interim guidelines?

Yes. All teachers at the same school must follow the same option for reporting guidelines. The Student Information System can customize by school and not by teacher.

2. Who decides if a school will choose to use the interim guidelines?

The Principal decides, after discussion with the staff and School Council. They also work together to develop an Assessment Plan for the school.

3. Do Grade 10-12 teachers report on the core competencies?

No, the 10-12 curriculum is currently in draft form. In K-9, teachers support students in self-assessing the [core competencies](#).

4. How do teachers assess the core competencies?

Teachers are not expected to assess the core competencies. Teachers help students to learn and reflect on their learning, so that students can self-assess progress in the core competencies. Sample self-assessments and sample lessons are available to teachers in the *Communicating Student Learning* resource and B.C. Ministry website. It is also required for K-9 that the final report card include students' self-assessments of their Core Competencies (Communication, Thinking, and Personal and Social), which they complete with the support and guidance of the teacher.

5. What is happening with the report card format this year?

The report card format will remain the same. However, if your school is following Option 2, teachers of grades K-9 will summarize student achievement from class work such as tests, projects and assignments, into a performance description rather than a letter grade. If your school is following Option 1 (as approved by your Area Superintendent and outlined in your school's Assessment Plan), your school will use a report card format for reporting by learning standard. TAL will work directly with these schools on report card format options. An example is available in the *Communicating Student Learning* iBook.

6. Are there time allotments per subject?

No. There are no specified or recommended time allotments per subject. The curriculum design is intended to be flexible to support student interests and a variety of teacher delivery methods, including integrated units. This is part of the reason why report cards and assessment needs to change – the accountability is the learning standards and not the number of minutes per subject in the new curriculum.