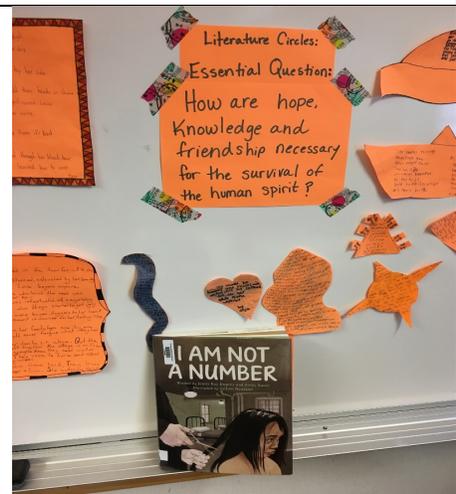
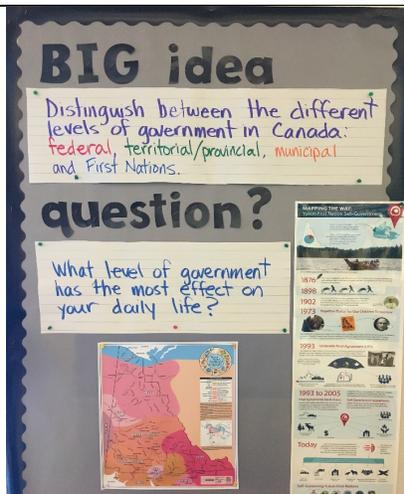




Golden Horn Elementary School Communicating Student Learning: Reporting and Assessment Plan 2018-2019



**Acknowledging and respecting that
Golden Horn Elementary School is on
the traditional territories of
Kwanlin Dün First Nation,
Ta'an Kwäch'än Council and
Carcross Tagish First Nation.**

This assessment and reporting plan as part of communicating student learning is the result of inquiry, collaboration, reflection, discourse, professional learning, frustration, perseverance, dedication and hard work from staff at Golden Horn Elementary School who worked diligently to find their way together to this end product.

In January 2018, staff examined the changes to assessment and reporting required as part of communicating student learning in Yukon. They considered the various options in the context of our school and school community, selected authentic reporting events to make student learning and growth visible, and developed a timeline for the reporting events. Staff then formed working groups for each reporting event and developed criteria, templates, samples, exemplars and checklists that would be included here as part of our school-based guidelines for communicating student learning.

We must extend our gratitude and say thank you to **École Whitehorse Elementary School** and **Grey Mountain Primary School** who dedicated time in conversation, reflection, and research to develop initial guidelines, criteria, samples and exemplars for communicating student learning in Yukon. Their innovative work and willingness to collaborate and share with other schools has been instrumental in leading the way and supporting schools like Golden Horn Elementary School in moving forward with a new way of communicating student learning.

Thank you the school districts and schools in British Columbia who have already started this work and who have bravely made their learning visible by sharing resources online for others to benefit from. Much of what is included in this document has been taken, adapted, modified, revised etc. from such sources.

It is important to remember that this document represents our thinking up until now. It will change and evolve as we respond to feedback and innovation from students, teachers, parents, school council and school community partners.

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PART A: Summary of Big Ideas from Yukon's Department of Education

Effective Communication with Parents and Students

As Yukon's curriculum changes, so must the assessment and reporting of student progress. The purpose of the revisions to Yukon's assessment guidelines is to align how students are assessed with how and what they learn in the redesigned curriculum, as well as to ensure that parents are well informed of their child's progress.

Parents want to be involved in their children's education and want to know more about how their child is progressing in school. The changes to assessment and reporting enhance parent communication by moving towards more effective practices for reporting and communicating student learning that involve students and parents as users of classroom assessment in order to support the learning process and by developing more responsive forms of communicating student learning that are timely, ongoing and inclusive of teachers, students, and parents.

Classroom assessment is the systematic gathering of information about what students know, are able to do and are working toward. Research confirms that if teachers evaluate too early in a learning cycle, they limit descriptive feedback and risk interrupting learning. Assessment during the learning and evaluation at the end of the learning, gives students' time to practice and improve before teachers evaluate; therefore, communicating student learning involves both formal and informal processes.

Informal Communication with Parents and Students

Informal communication of learning is used by students, teachers and parents to access information about students' learning, highlight students' strengths, interests, and areas for further development. It empowers students to personally monitor their own learning and make adjustments and changes that enable their growth. Informal communication will:

- support meaningful communication between teachers, parents, and students to support learning;
- parents as partners in dialogue on their child's progress;
- provide meaningful, relevant descriptions, concrete evidence/artifacts. and/or demonstrations of student learning related to learning standards;
- articulate next steps for learning;
- ensure learners have the opportunity to self-assess and peer-assess using criteria,
- reinforce the importance of self-assessment and goal setting;
- ongoing communication on core competencies through student self-assessments;
- focus on the learner's work not the learner;
- ensure that assessment and reporting practices and procedures support all students;
- ensure learners understand learning expectations (e.g. co-constructing criteria, rubrics, check-lists, samples, exemplars).

Formal Communication with Parents and Students: Report Cards

Formal communication of learning occurs at or near the end of a period of learning to make judgements about the quality of students' learning in required areas of learning in the curriculum. It serves to document the achievement levels of the students at a set point in time relative to age and grade expectations.

A written summative report (report card) will include the following information:

- Yukon First Nation traditional territory recognition;
- information about absences and lates;
- for each required area of learning, a performance scale (Not Yet Meeting Expectations, Approaching Expectations, Meeting Expectations, Exceeding Expectations) indicating student progress with description/rationale connected to the learning standards;
- grade 4-7 report cards will include comparative table demonstrating alignment of letter grades and performance scale terminology;
- an additional comment box may be provided for personalized comments, for example: work habits, social responsibility, attendance etc.;
- a student self-assessment of core competencies;
- final report cards include specific recommendations about student placement for the following year.

Student Self-Assessment of Core Competencies

The core competencies are Thinking, Communicating and Personal/Social Awareness. These competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. Teachers do not report on the core competencies. Students are expected to complete a self-assessment on each core competency based on self-reflection of evidence gathered. The communication of student learning progress on core competencies will happen at key times of the year. These core competencies are embedded in instruction through all curricular learning standards.

Two Year Interim Guidelines for Communicating Student Learning

Option A: Interim Communicating Student Learning Guidelines must ensure the following:

- Communication with staff and parents of the school community has occurred, and plans are in place for an ongoing process of feedback and input to ensure a responsive process.
- The school's procedures meet the requirements outlined in Option A.
- A copy of the school's procedures and timelines will be provided to the Area Superintendent, outlining the planned reporting process and school community communication.

<p>Frequency and Types of reports</p>	<p>Communication with parents shall be made at least SIX times during the year, as follows:</p> <p>A) A final written <i>summative report</i> (report card) shall be provided at the end of the school year and report by learning standards.</p> <p>B) Five <i>informal reports</i>:</p> <ul style="list-style-type: none"> - at least one written interim report on Learning Standards; - at least one in-person meeting (either Parent/ Teacher/ Student interview, parent/teacher conference, or student-led conferences); and - three (3) of any of the following: <ul style="list-style-type: none"> • digital or paper student portfolio; • phone call; • electronic communication; • home visit; • another means of communication appropriate to your school community.
<p>Letter Grades</p>	<ul style="list-style-type: none"> • Letter grades are not provided in Grades K–7. • Performance descriptors will be used to describe progress using learning standards.
<p>Reporting on the Core Competencies</p>	<p>The final written summative report includes the requirement for a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate.</p>
<p>Final Report Cards</p>	<p>A final written summative report shall be provided at the end of the school year.</p>

PART B: GHES Reporting and Assessment Plan 2018-2019

What Parents Can Expect	How It Will Be Communicated
<p>Community Fest & Open House on Learning Thursday, September 6, 2018 (5:00 p.m. – 8:00 p.m.)</p> <p>A community feast will bring the school together as part of a new school year to promote a sense of belonging and community. Following supper, there will be communication about the changes to communicating student learning and school-level priorities for teaching, learning, and assessment. Families then move to individual classrooms to meet teachers and learn about teaching, learning and assessment in their children’s classes.</p>	<p>Within the first week of school, classroom teachers will communicate with families through email, class newsletters and/or class websites to inform them of the school and class open house on learning date and time.</p> <p>The school will communicate with families through the school newsletter and school website.</p>
<p>Student-Parent-Teacher Conference #1</p> <p>Thursday, October 11, 2018 (3:30 p.m. – 7:30 p.m.) OR Friday, October 12, 2018 (8:30 a.m. – 3:00 p.m.) <i>*No regular classes on Friday, October 12.</i></p> <p>The conference is a three-way dialogue with student, parents, and teacher. Parents will first have an opportunity to view evidence of student learning, growth and achievement prior to meeting with the teacher.</p> <p>The meeting with the teacher will focus on literacy, numeracy and an area of core competency. The guiding questions in each area will be: <i>How is your child doing in this area? Where to next for their learning?</i> Parents will have an opportunity to ask questions and to determine how they can support their child’s learning at home. Parents and students should also visit the Music Room and Gym to see practical application of skills in these areas and to discuss progress with specialist teachers.</p>	<p>The classroom teacher and school administrative assistant will communicate with parents to schedule a time for the conference.</p> <p>Parents will receive a copy of the conference reflection form from the meeting (either paper or in a digital portfolio) as part of the Interim Report.</p>
<p>Interim Report #1 Monday, December 03, 2018</p> <p>The report is a snapshot of the student’s progress and achievement levels in Literacy, Numeracy, Integrated Studies (other subject areas related to a specific inquiry or project), as well as specialist areas like Physical Education and Music.</p> <p>A student self-assessment of core competency(ies) may also be included.</p>	<p>A paper-based report is issued for each child. Kindergarten to Grade 7 students are assessed on learning standards using the following descriptors:</p> <ul style="list-style-type: none"> - <i>Not Yet Meeting Expectations (*not for K)</i> - <i>Approaching Expectations</i> - <i>Meeting Expectations</i> - <i>Exceeding Expectations.</i> <p>An example of this report will be shared at our Open House in September and an example will be posted on our school website.</p>

<p align="center">Student-Parent-Teacher Conference #2</p> <p>Thursday, February 28, 2019 (3:30 p.m. – 7:30 p.m.) OR Friday, March 01, 2019 (8:30 a.m. – 3:00 p.m.) <i>*No regular classes on Friday, March 01.</i></p>	<p>*See description above.</p>
<p align="center">Interim Report #2 Thursday, March 07, 2019</p>	<p>*See description above.</p>
<p align="center">Student-led Portfolios or Celebration of Learning Wednesday, May 01, 2019</p> <p>Teachers and students will work together throughout the year to purposefully select meaningful learning samples that demonstrate progress and growth across subject areas. A variety of student and teacher reflection, feedback and assessment is included with learning samples.</p>	<p>Each Kindergarten to Grade 7 class will send out their own invitation to parents and families to attend a celebration of student learning.</p>
<p align="center">Final Summative Report Card Friday, June 14, 2019</p> <p>Kindergarten to Grade 7 students are assessed on learning standards in all subject areas: English Language Arts, Mathematics, Science, Social Studies, Applied Design, Skills and Technology, Career Education, Arts Education, and Physical and Health Education. Each subject will include a comment that provides rationale for student achievement in that area.</p> <p>A student self-assessment of core competencies will also be included.</p>	<p>A paper-based report is issued for each child. Kindergarten to Grade 7 students are assessed on learning standards using the following descriptors:</p> <ul style="list-style-type: none"> - <i>Not Yet Meeting Expectations (*not for K)</i> - <i>Approaching Expectations</i> - <i>Meeting Expectations</i> - <i>Exceeding Expectations.</i>
<p align="center">On-Going Communication</p> <p>Communication between home and school is the cornerstone for student success. Parents are encouraged to communicate with teachers and school staff at any time during the year if they would like to discuss their child's progress.</p>	<p>While we have highlighted the more formal ways that teachers will share information with families, phone calls, e-mails, and other face-to-face interactions will also be used to communicate student learning or to address specific concerns that may occur.</p>

For more information, please visit:

Golden Horn Elementary School: <http://ghe.yukonschools.ca/>

Yukon Education Learning Branch: <http://lss.yukonschools.ca/>

British Columbia's Curriculum Re-Design (the curriculum that is used in Yukon schools):
<https://curriculum.gov.bc.ca/>

GHES School Closed Days & Communicating Student Learning Events 2018-2019

DATE	EVENT
Tuesday, August 21, 2018	First Day of School for 2018-2019 Start Bell at 8:38 a.m. (*supervision begins at 8:10 a.m.) End Bell at 3:10 p.m. (*supervision ends at 3:30 p.m.)
Friday, August 31, 2018	School-Based Professional Development Day SCHOOL CLOSED
Monday, September 03, 2018	Labour Day Holiday SCHOOL CLOSED
Thursday, September 06, 2018	Community Feast and Open House on Learning 5:00 p.m. – 8:00 p.m.
Thursday, September 27, 2018 & Friday, September 28, 2018	PD Days: Yukon Teacher's Association Conference SCHOOL CLOSED
Monday, October 08, 2018	Thanksgiving Day Holiday SCHOOL CLOSED
Thursday, October 11, 2018	Student-Parent-Teacher Conferences 3:30 p.m. – 7:30 p.m. *Students and parents attend during a scheduled appointment time.
Friday, October 12, 2018	Student-Parent-Teacher Conferences 8:30 a.m. – 3:00 p.m. NO REGULAR CLASSES *Students and parents attend during a scheduled appointment time.
Friday, November 02, 2018	School-Based Professional Development Day SCHOOL CLOSED
Monday, November 12, 2018	Remembrance Day Holiday SCHOOL CLOSED
Monday, December 03, 2018	Interim Report #1 Sent Home
Thursday, December 20, 2018	Last Day of School Before Christmas Break Early Dismissal at 2:10 p.m.
Friday, December 21, 2018- Friday, January 04, 2019	Christmas Holiday SCHOOL CLOSED
Monday, January 07, 2019	First Day of School After Christmas Break
Friday, January 25, 2019	School-Based Professional Development Day SCHOOL CLOSED

Friday, February 22, 2019	Heritage Day Holiday SCHOOL CLOSED
Thursday, February 28, 2019	Student-Parent-Teacher Conferences 3:30 p.m. – 7:30 p.m. *Students and parents attend during a scheduled appointment time.
Friday, March 01, 2019	Student-Parent-Teacher Conferences 8:30 a.m. – 3:00 p.m. NO REGULAR CLASSES *Students and parents attend during a scheduled appointment time.
Thursday, March 07, 2019	Interim Report #2 Sent Home
Monday, March 11, 2019 – Friday, March 22, 2019	Spring Break SCHOOL CLOSED
Friday, April 19, 2019 Monday, April 22, 2019	Good Friday Holiday Easter Monday Holiday SCHOOL CLOSED
Wednesday, May 01, 2019	Celebration of Learning
Friday, May 17, 2019	School-Based Professional Development Day SCHOOL CLOSED
Monday, May 20, 2019	Victoria Day Holiday SCHOOL CLOSED
Friday, June 14, 2019	Summative Report Card Sent Home Last Day of School for 2018-2019
Monday, June 17, 2019- Friday, August 16, 2019	Summer Break SCHOOL CLOSED
Monday, August 19, 2019	Discovery Day Holiday SCHOOL CLOSED
Tuesday, August 20, 2019	First Day of School for 2019-2020

****Other important dates for school and class events will be communicated via our school newsletter, on the school website, and through communication from classroom teachers.***

GHES Professional Learning Plan 2018-2019

Day 1: Friday, August 31, 2018

Big Idea: Assessment and Reporting

How will a renewed consideration of assessment and reporting support the curriculum redesign?

- ✓ New Assessment and Reporting Guidelines for Communicating Student Learning
- ✓ Collecting quality and diverse sources of evidence
- ✓ Using specific and descriptive feedback
- ✓ Gradebook and Aspen (Yukon Education)

- ❖ ACTION ITEM: As part of long range planning, develop an assessment and learning plan based on topics, inquiries, themes, big ideas and/or learning standards that explicitly embeds the use of criteria, samples/exemplars, quality and diverse sources of evidence, formative assessment, and the use of specific and descriptive feedback. How does this support the new assessment and reporting guidelines for communicating student learning?

Day 2: Thursday, September 27, 2018

Big Idea: Yukon Teacher's Association

Day 3: Friday, September 28, 2018

Conference

Day 4: Friday, November 02, 2018

Big Idea: Inquiry-focused Curriculum

How do inquiry-focused and competency-based practices support deeper learning as part of the curriculum redesign?

- ✓ Explore the Applied Design Skills and Technology curriculum and new resources that support the Science and Math curriculum. How does this curriculum and these resources support modern pedagogies and the development of core competencies?

- ❖ PRACTICAL APPLICATION: Consultants from the Department of Education will facilitate the day (*to be confirmed) and support teachers to go deeper with learning and to scaffold inquiry as part of teaching and learning.

Perspective

Why is there a need to consider Yukon First Nations perspectives and embed traditional ways of knowing and doing as part of the curriculum?

- ✓ Blanket Exercise
- ✓ Cultural Inclusion Standards
- ✓ Priority for the year: Cultural Awareness

- ❖ **PRACTICAL APPLICATION:** Support teachers to go deeper in making authentic connections to Yukon First Nations ways of knowing and doing as part of day-to-day teaching and learning. Plan a topic or specific learning outcome(s) in Science or Social Studies that embeds authentic Yukon First Nations ways of knowing and doing. Who do you need to contact and/or connect with? Who will you collaborate with?

How can using inquiry in our school growth and individual professional learning support the transfer of authentic inquiry to classrooms?

- ✓ Engage staff and school community in a spiral of inquiry model for school growth and to move system learning forward. (SCHOOL LEVEL)
- ✓ Continue to use an inquiry-approach to individual staff professional learning as part of professional learning communities and personal professional growth plans. (STAFF LEVEL)
- ✓ What does true inquiry look like in the classroom? (CLASSROOM LEVEL)
What is it and what is it not? How and where do we start?
- ✓ *IQ : A practical guide to inquiry-based learning*, Watt & Colyer (2016), Oxford University Press.

- ❖ **PRACTICAL APPLICATION:** Support teachers to go deeper in using inquiry as part of day-to-day teaching and learning. Plan a topic or specific learning outcome(s) in Science that embeds authentic inquiry. What question(s) will act as a provocation to learning? How will you support the personalized questions of students and facilitate experiences for them to self-direct their learning? What resources or support will you need?

How will reconsidering the physical space and learning environment of classrooms and schools support personal, flexible, and self-directed learning for students as part of the curriculum redesign?

- ✓ What are personalized and flexible learning environments?
 - ✓ What might this look like in a primary class? Intermediate class?
 - ✓ Share staff inquiry, anecdotes and visible learning on flexible learning environments, open-ended materials etc. How did they explore it? Where are they at now? What's next?
 - ✓ How does this connect with the personal/social core competency?
-
- ❖ PRACTICAL APPLICATION: Brainstorm ideas for evolving the physical space and environment of your learning area into one that better promotes personalized and flexible learning. Establish a goal of something you are prepared to put into action.

Staff Meetings & Professional Learning Communities

The first Tuesday of each month from 3:30-5:00 p.m. is our regular staff meeting with a focus on organizational items. **All staff are expected to attend and are asked to please not schedule appointments, activities, commitments, coaching etc. during these times.**

All staff have dedicated time in their weekly schedule to meet with grade-level colleagues to engage in inquiry-focused professional learning as part of a professional learning community (horizontal).

The third Tuesday of each month from 3:30-5:00 p.m. is our staff meeting for whole-school professional learning communities (vertical). This time is used as collaborative staff meeting time for staff to make their professional learning visible, to reflect on and discuss specific action items from previous professional learning days.

Establish and communicate accountability measures for professional learning:

- Clearly communicate action items
- Collaborate and communicate progress (PLC)
- Make learning and growth visible

GHES Strategic Plan: Curriculum Redesign and Communicating Student Learning

Big Idea	Year 1: 2018/2019 Plant Firm Roots: Go Deeper with the Known	Year 2: 2019/2020 Branch Out: Grow into New Areas	Year 3: 2020/2021 Flower and Bloom: Expand In all Directions	Year 4: 2021/2022 Cross Pollinate: Integrate and Embed Throughout
GOES (Outdoor Experiential Learning)	<ul style="list-style-type: none"> -Dedicated time for GOES in weekly teacher schedule -Dedicated coordinator role and support person for GOES -GOES coordinator co-teaching K-7 -Integration of GOES with other curricular areas -Curricular mapping core competencies, YFN connections and GOES -Dedicated space for GOES equipment -Collaborate, plan and build outdoor classroom space -Collaboration with K teachers and Yukon Education on inquiry Forest Kindergarten 	<ul style="list-style-type: none"> -Dedicated time for GOES in weekly teacher schedule -Dedicated coordinator role and support person for GOES -GOES coordinator co-teaching K-7 -Integration of GOES with other curricular areas -Use curricular mapping to direct teacher long-range planning, self-assessment of core-competencies -Increased cross-curricular integration of GOES across curriculum and use of outdoor classroom -Collaboration with K teachers and Yukon Education to explore integrating Forest Kindergarten 	<ul style="list-style-type: none"> -Dedicated time for GOES in weekly teacher schedule -Dedicated coordinator role and support person for GOES -GOES coordinator co-teaching K-7 -Integration of GOES with other curricular areas -Use curricular mapping to direct teacher long-range planning, self-assessment of core-competencies -Increased cross-curricular integration of GOES across curriculum and use of outdoor classroom -Connect GOES to second language learning instruction -Determine next steps for Forest Kindergarten program 	<ul style="list-style-type: none"> -Maintain, monitor, assess and support growth of GOES and begin new cycle of appreciative inquiry, strategic planning and school growth
Assessment and Reporting	<ul style="list-style-type: none"> -Develop and implement school assessment plan and guidelines for Communicating Student Learning -Collecting evidence from a variety of sources -Collecting quality evidence -Assessing quality samples -Giving specific/descriptive feedback 	<ul style="list-style-type: none"> -Revise school assessment plan for Communicating Student Learning based on stakeholder feedback -Collecting evidence from a variety of sources -Collecting quality evidence -Assessing quality samples -Giving specific/descriptive feedback 	<ul style="list-style-type: none"> -Maintain, monitor, assess and revise school assessment plan for Communicating Student Learning -Collecting evidence from a variety of sources -Collecting quality evidence -Assessing quality samples -Giving specific/descriptive feedback -Setting specific individual student goals and collecting evidence 	<ul style="list-style-type: none"> -Begin new cycle of appreciative inquiry, strategic planning and school growth for school assessment plan and Communicating Student Learning -Giving specific/descriptive feedback -Setting specific individual student goals and collecting evidence -Using specific and descriptive feedback for self and others (self and peer assessment)

<p>New Curriculum</p>	<p>-Inquiry-focused school growth planning (school-level) -Spirals of Inquiry to support teachers in PLC and annual professional growth plans (teacher-level)</p>	<p>-Inquiry-focused school growth planning (school-level) -Spirals of Inquiry to support teachers in PLC and annual professional growth plans (teacher-level) -Grow authentic inquiry pedagogies that are consistent and explicit in teaching, learning and assessment practices -Focus on Science and Social Studies to build capacity</p>	<p>-Inquiry-focused school growth planning (school-level) -Spirals of Inquiry to support teachers in PLC and annual professional growth plans (teacher-level) -Grow authentic inquiry pedagogies that are consistent and explicit in teaching, learning and assessment practices -Continue focus on Science and Social Studies and expand to include Math</p>	<p>-Maintain, monitor, assess and support growth and begin new cycle of appreciative inquiry, strategic planning and school growth -Expand and deepen authentic inquiry pedagogies so that they are clearly visible in all aspects teaching, learning and assessment practices in the school</p>
<p>Personal and Flexible Learning</p>	<p>Consider the role of the physical space and environment -Flexibility that allows for personalization and choice</p>	<p>-More choice in what, how, when students learn -Maker space, open-ended and flexible materials</p>	<p>-Students take increasingly greater control of their learning -Focus on challenge and Destination Imagination type provocations to learning</p>	<p>-Expand the role and influence of the classroom environment, materials and provocations to learning that promote inquiry</p>
<p>Yukon First Nations Language and Ways of Knowing and Doing</p>	<p>- Yukon First Nations Cultural Inclusion Standards (Cultural Awareness) -Local Yukon First Nation connections to outcomes in curriculum -Increase YFN language in school (announcements, acknowledgement of traditional territory -Formalize request for Yukon First Nations Language Teacher</p>	<p>-Cultural Standards (Relationships) e.g., connecting with local and traditional FN, elders, CELCs, to foster greater relationship with school. -Continue to increase presence of YFN language in and around school -Part-time language teacher/mentor to work with classroom teachers and during GOES</p>	<p>-Cultural Standards (Access to Knowledge) e.g., based on local connections and perspectives, collaborate with YFN partners to interpret learning outcomes -First year for YFN language teacher and classes -Outdoor classroom used in connection with YFN language and culture</p>	<p>-Cultural Standards (Language) e.g., YFN key vocabulary and language frames taught in conjunction with curriculum and language of instruction -Integrate YFN language classes with dedicated GOES opportunities</p>
<p>French Language and Intensive French</p>	<p>-Survey parents regarding interest for Intensive French -Collaborate with Yukon Education regarding considerations for staffing, program, resources, timeline.</p>	<p>-Increase frequency and time of French classes -Consistent use of neurolinguistic model in teaching French</p>	<p>-Introduce pre-intensive French in Grade 4 -Connect French to gym and GOES programming</p>	<p>-First Intensive French cohort</p>

PART C: GHES Communicating Student Learning Teacher Guidelines 2018-2019

Student-Parent-Teacher Conferences (October and February/March) ***Celebration of Learning*** (May)

Evidence of Learning is more than a collection of student work; it is a *purposeful selection of work* that features a student's effort, progress and achievement over time. The purpose of evidence of learning is to engage students in reflecting on and assessing their own learning. The goal of using evidence of learning prior to a meeting with the teacher is to contextualize student learning and to share evidence of growth with an authentic audience (e.g., parents, family etc.).

Conferences involve students engaging in meaningful conversations with teacher and parents or caregivers by acknowledging progress and determining next steps in their learning. The purpose of a student-parent-teacher conference is to share evidence of learning, to communicate progress of learning and growth over time with families, and to engage them in a better understanding of strengths and areas of growth. The goal of the conference is to provide an opportunity for student, parents and teacher to collaborate together and plan for future success related to learning standards and core competencies.

Guidelines for Successful Conferences and Celebration of Learning:

- Purposeful by meeting the big ideas outlined above;
- Reflections, comments, feedback and assessments are worded positively in language that is understood by student, parents and teachers;
- Demonstrate learning and growth over time in Language Arts and Mathematics;
- Integration of Science, Social Studies, Applied Design, Skills and Technology, Career Education, and/or Arts Education at least once during the year;
- Provide evidence of student AND teacher reflection, comment, feedback or assessment attached to samples by:
 - Showing growth over time (e.g., 2 of the same; I used to... now I...);
 - Explaining the thinking (e.g., process, steps, problem solving, strategies, reflections);
 - Celebrating the learning (e.g., I understand...; I can do...; I know...), and/or summative assessments using established criteria or rubrics completed as self, peer or teacher assessment.).
- A conference reflection form is used to document the conversation between student-parent-teacher as part of the student-parent-teacher conference. This form should be attached to the interim report; a yellow copy should be made and filed in the student cumulative record at the end of the year along with the interim report.

Evidence of Learning (immediately prior to a student-parent-teacher conference)

- demonstrates starting points and growth;
- demonstrates a learning continuum;
- demonstrates student and teacher voice.

Examples of Evidence of Learning:

- practical application or demonstrations (e.g., “watch me as I...”)
- digital portfolios that may include videos, pictures, documents etc.
- paper portfolios that may include samples, pictures, documents etc.

Criteria for Evidence of Learning (Classroom Teachers)

- ✓ shared prior to the student-parent-teacher conference;
- ✓ styles/formats are chosen by teachers (e.g., portfolios, practical demonstration of learning, etc.);
- ✓ include a baseline sample for literacy and numeracy (possibly conference #1), a similar activity/sample demonstrating growth (possibly conference #2), and finally a similar activity/sample to demonstrate achievement (celebration of learning);
- ✓ samples should include reflective statements (e.g., “at first it was hard to ...”, “now I can ...”, “watch me as I...”);
- ✓ include samples from the areas that teachers will report on in the interim report for Integrated Studies (e.g., G.O.E.S., ADST, Science, Social Studies, Career Education, Arts Education);
- ✓ every subject area must be reported on in some format over the year either through evidence of learning or interim reports;
- ✓ samples, self-assessments and goal statements related to core competencies.

Evidence of Learning Checklist (Sample)

Name:			
	Base Line	Growth	Achievement
	At first it was hard to ...	Now I can ...	Watch me as I ...
Literacy Sample	<ul style="list-style-type: none"> • I'm struggling with • I know I can get better at ... • I need to work on this because ... 	<ul style="list-style-type: none"> • I know I have improved because ... • My work used to ___ but now it ___. • I think I'm starting to ..., please notice .. 	<ul style="list-style-type: none"> • ___ shows evidence that I ... • Look at how _____ has changed! • I know I have improved because ...
Numeracy Sample	•	•	•
Core Competency Sample	•	•	•

Evidence of Learning Parent Script (Sample)

These are possible sentence starters to help begin and maintain conversations around what you see in your child's evidence of learning portfolio:

Pose a question to deepen the thinking...	<ul style="list-style-type: none">• Why did you choose to include...?• Why do you think your teacher included...?• When you look at these two pieces of work, what do you notice?• Can you explain your thinking about this...?• What do you like most of this work?
Compliment the work...	<ul style="list-style-type: none">• I notice how you....(be specific, focusing more on perseverance and less on ability)• I am so proud that you are now able to...• I can see you tried really hard to...• I was pleased with how you did this work because...• I can see that you are doing better at...• What I like about this work is...• I am impressed with this work because...
Focus your comment on the evidence of learning (growth)...	<ul style="list-style-type: none">• Look, now you can...• You have improved in...• I can see evidence of growth...You used to...but now you...• When I compare these two pieces of work, I notice...• I know you found this work challenging, but look at how you...• Before you had trouble with...but now you can...• At the beginning of the year you did not know...but now...• I can see evidence growth toward your goal because...• One way at home that we can try to help you is...

Evidence of Learning Student Reflection Prompts (Sample)

- I chose to include this because it shows...
- An area that I can improve here is...
- My teacher selected this because...
- This meets the criteria because...
- This exceeds the criteria because...
- Comments from others about this work include...
- The part that was most difficult was...
- An important thing I learned when working on this is...
- I would describe my progress on this as...
- My work here shows growth because...
- This is my favorite piece of work because...
- This is my best example of...because...
- One of my strengths is...it shows here because...
- This represents my personality because...
- My favorite part of this assignment was...
- My least favorite part of this assignment was...
- I found this challenging because...
- I got help on...because...
- If I could do this again, I would change...
- I will remember this in the future because...

Professional Resources for Conferences and Evidence of Learning

- *Making Classroom Assessment Work*

- *Knowing What Counts* (4 Jelly Bean books)

- Setting and Using Criteria (a copy in every classroom)
- Self-Assessment and Goal Setting (a copy in every classroom)
- Conferencing and Reporting (a copy in every classroom)
- Collecting Evidence and Portfolios

(downloadable pdfs here: <http://connect2learning.com/members/free-resources/>)

- Surrey Schools - Digital Portfolio Samples for Primary, Intermediate and Secondary :
<https://surreylearningbydesign.ca/demos/digital-portfolios/>

- Two of the Same - Video by Kelli Vogstad <https://vimeo.com/214266758>

- Documenting meaningful learning experiences using digital portfolios - Video :
<https://surreylearningbydesign.ca/2017/02/documenting-meaningful-learning-experiences-with-digital-portfolios/>

Criteria for Evidence of Learning (Specialist Teachers):

- ✓ Evidence of learning samples and activities should be purposeful and respond to the big ideas that are outlined on page 12;
- ✓ Reflections, comments and feedback should be worded positively in language that is understood by student, parents and teachers;
- ✓ Evidence of learning samples and activities should reflect learning standards;
- ✓ Evidence of learning samples must provide evidence of student AND teacher reflection, comment, feedback and/or assessment attached to the sample that is to be included, by:
 - Showing growth over time (e.g., 2 of the same; I used to... now I...);
 - Explaining the thinking (e.g., process, steps, problem solving, strategies, reflections);
 - Celebrating the learning (e.g., I understand...; I can do...; I know...), and/or summative assessments using established criteria or rubrics completed as self, peer or teacher assessment.)

There are two ways that specialist teachers could make student learning from specialist areas visible and provide evidence of learning:

- 1) by planning for and guiding students to include evidence of learning and reflection from specialist classes directly in their classroom portfolio (e.g., photo and reflection, a video etc.);
- 2) by providing authentic opportunities for students to demonstrate their learning and growth in specialist classes through practical experiences that specialist teachers develop for evidence of learning and conference time (i.e., grade level specific tasks that students can do in the gym, music room, for art etc. to show their parents what they are learning).

Conferences (student-parent-teacher)

- Focus on literacy, numeracy and an area of core competency;
- Specifically address two questions: *How's it going? Where to next?*
- Students present their self-assessment of core competency(ies); teachers present information on literacy and numeracy.

Criteria for Conferences (Classroom Teachers)

In the month leading up to the conference, teachers complete the conference reflection form by making observations during authentic learning experiences in the classroom: taking anecdotal notes, recording feedback given to students, data from DARTs or SWWs, reading conferences, math activities, conversations with students, checklists, etc.

Teachers should include students and their voice in the process as much as possible. Students need support to learn to self-assess and to learn the language of formative assessment. Teachers may request release time (1 day) to meet individually with their students prior to conferences in order to discuss the conference reflection form and to gain student perspective.

The conference reflection form is used by teachers during the student-parent-teacher interview to guide the dialogue and to provide a consistent school structure for what is discussed during student-parent-teacher conferences.

The conference reflection form:

- ✓ should be used by teachers as a planning tool to prepare for conferences;
- ✓ should guide conversation during the student-parent-teacher conference;
- ✓ capture student voice prior to the conference;
- ✓ capture student and parent voice during the conference;
- ✓ focus on big ideas of learning and growth (the interim reports that come after the evidence of learning and conferences will be more specific);
- ✓ must be attached to the interim reports that are sent home.

Conference Reflection Form

Golden Horn Elementary School
Student-Parent-Teacher Conference Reflection Form

Student Name:		
Grade:		Teacher:
Present at Conference:		
	Where am I at with my learning?	Where to next with my learning?
Literacy		
Numeracy		
Core Competency	*Student self-assessment	

Celebration of Learning

- demonstrates summative achievement
- 1-hour afternoon visit or 1-hour evening visit
- multiple families at once
- student led (with checklist or script)
- each classroom or learning space

Criteria for Celebration of Learning

- ✓ presentation of evidence of student learning;
- ✓ demonstrates progress and growth over time, as well as final achievement;
- ✓ teachers direct what types of artifacts or samples are used for evidence of learning (e.g. for portfolios); students choose samples from evidence of learning or portfolios to showcase in celebration of learning event;
- ✓ include three student-selected samples that demonstrate growth over time: one from literacy, one from numeracy and one from the integrated studies;
- ✓ teachers develop a checklist or script to guide celebration of learning presentations and focus the conversations.

Celebration of Learning Checklist (Sample)

	TASK	<input checked="" type="checkbox"/>
1	Welcome your family.	
2	Introduce your portfolio: What is it? Why do you have it? How has it helped you?	
3	Explain your literacy base line, growth sample and achievement sample.	
4	Complete any needed demonstrations.	
5	Answer questions from your family.	
6	Explain your numeracy base line, growth sample and achievement sample.	
7	Complete any needed demonstrations.	
8	Answer questions from your family.	
9	Explain your core competencies base line, growth sample and achievement sample.	
10	Complete any needed demonstrations.	
11	Answer questions from your family.	
12	Thank your family for coming.	

Evidence of Learning and Conferences Checklist (Classroom Teachers)

- baseline samples/evidence should be collected in August/September
- growth samples/evidence should be collected October-February
- achievement samples/evidence should be collected in March/April
- samples include student self-reflections and teacher reflections

SAMPLE	BASE-LINE Due before Oct.11/12	GROWTH Due before Feb.28/Mar.1	ACHIEVEMENT Due before May 1st
Literacy			
Numeracy			
Core Competencies			

Interim Reports (December & March)

The purpose of the interim report is to provide a snapshot of student progress and achievement levels in Literacy and Numeracy. Teachers are expected to include a section on Integrated Studies to communicate student performance related to a specific inquiry or project that incorporates any or all of: Language Arts, Math, Science, Social Studies, Applied Design, Skills and Technology, Career Education, and/or Arts Education. Teachers will also include a section for a personalized student comment in areas such as work habits and/or social responsibility.

The Interim Report will include:

- a student self-assessment of the core competency(ies);
- a copy of the student-parent-teacher conference reflection form.

English Language Arts

Grades 1-7 all begin with the following descriptor:

- Reads fluently at grade level with understanding of text

Teachers must then develop learning standards (a blend of curricular competencies and content) as descriptors that capture the essence of teaching, learning and assessment that has happened in their classroom prior to the reporting event.

Comprehend and Connect (Reading, Listening and Viewing)

- Teacher develops 2 learning standards to add to their interim report as descriptors. Each descriptor must include the following statement: as demonstrated through/by... (e.g., activity, product, conversation, evidence of learning, project, inquiry, etc. associated with the learning standard).
- Each descriptor (learning standard) will be rated using the performance scale.

Create and Communicate (Writing, Speaking, Representing)

- Teacher develops 2 learning standards to add to their interim report as descriptors. Each descriptor must include the following statement: as demonstrated through/by... (e.g., activity, product, conversation, evidence of learning, project, inquiry, etc. associated with the learning standard).
- Each descriptor (learning standard) will be rated using the performance scale.

Numeracy

Reasoning and Analyzing

- Teacher develops 1 learning standard to add to their interim report as a descriptor. Each descriptor must include the following statement: as demonstrated through/by... (e.g., activity, product, conversation, evidence of learning, project, inquiry, etc. associated with the learning standard).
- Each descriptor (learning standard) will be rated using the performance scale.

Understanding and Solving

- Teacher develops 1 learning standards to add to their interim report as a descriptor. Each descriptor must include the following statement: as demonstrated through/by... (e.g., activity, product, conversation, evidence of learning, project, inquiry, etc. associated with the learning standard).
- Each descriptor (learning standard) will be rated using the performance scale.

Communicating and Representing

- Teacher develops 1 learning standards to add to their interim report as a descriptor. Each descriptor must include the following statement: as demonstrated through/by... (e.g., activity, product, conversation, evidence of learning, project, inquiry, etc. associated with the learning standard).
- Each descriptor (learning standard) will be rated using the performance scale.

Integrated Studies

- Teacher develops learning standards from Science, Social Studies, Applied Design, Skills and Technology, Career Education, and/or Arts Education to add to their interim report as descriptors. Each descriptor must include the following statement: as demonstrated through/by... (e.g., activity, product, conversation, evidence of learning, project, inquiry, etc. associated with the learning standard).
- Each descriptor (learning standard) will be rated using the performance scale.

Teacher's Comment

- Personalized student comment in areas such as work habits and/or social responsibility are provided from the teacher.

Interim Report Template



Student Interim Report 2018-2019

Golden Horn Elementary School

Duncan Drive, Whitehorse, Yukon Y1A 7A1 • 867-667-8130

Principal: Darcy LeBlanc Vice-Principal: Jesse Ward

We respectfully acknowledge that we teach and learn within the traditional territories of Kwanlin Dün First Nation, Ta'an Kwäch'än Council and Carcross Tagish First Nation.

Student Name:

Grade:

Teacher:

Date:

Attendance Data: #NAME was absent #days and was late #times.

This assessment describes the student's learning progress based on expectations for this time of the year.

NY: Not Yet Meeting Expectations

ME: Meeting Expectations

AE: Approaching Expectations

EE: Exceeding Expectations

English Language Arts	<input type="checkbox"/> Individual Education Plan		<input type="checkbox"/> Student Learning Plan			
	NY	AE	ME	EE		
Learning Standards						
Reads fluently at grade level with understanding of text.			✓			

Mathematics	<input type="checkbox"/> Individual Education Plan		<input type="checkbox"/> Student Learning Plan			
	NY	AE	ME	EE		
Learning Standards						
			✓			

Integrated Studies				
Learning Standards	NY	AE	ME	EE
			✓	

Physical Education				
Learning Standards	NY	AE	ME	EE
			✓	

Music				
Learning Standards	NY	AE	ME	EE
			✓	

Teacher's Comment:

Teacher's Signature

Principal's Signature

Assessment Alignment Chart (Grades 4-7)

Yukon Department of Education Assessment Alignment Table

Grade	Percentage (%)	Yukon Performance Guidelines	BC Performance Standards
A	86%-100% Excellent or outstanding performance in relation to learning outcomes	Mostly exceeding expectations	Exceeding Expectations
B	73%-85% Very good performance in relation to learning outcomes	Mostly meeting and some exceeding expectations	Meeting Expectations
C+	67%-72% Good performance in relation to learning outcomes	Mostly meeting and some approaching expectations	
C	60%-66% Satisfactory performance in relation to learning outcomes	Mostly approaching and some meeting expectations	Approaching Expectations
C-	50%-59% Minimally acceptable performance in relation to learning outcomes	Mostly approaching and some not yet meeting expectations	
I- In progress (during)	No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period	Mostly not yet meeting and some approaching The student, for a variety of reasons, <u>is not demonstrating</u> minimally acceptable performance.	Not Yet Meeting Expectations
F- Failed (final)	No demonstration of minimally acceptable performance in relation to learning outcomes for the course	Mostly not yet meeting expectations The student, for a variety of reasons, <u>has not demonstrated</u> minimally acceptable performance.	

Preparing Templates for Interim Reports (Classroom Teachers)

1. Check that you have a recent version of Microsoft Word on your computer.
2. Create a new folder on your desktop; name it #Teachername Interim Reports 18-19 (e.g. Darcy Interim Reports 18-19).
3. Download a copy of the Interim Report template that you need onto your computer (from the attachments sent by email, school website or school server).
4. Open the Interim Report template. At the top of page 1, complete the boxes for *Grade* and *Teacher*.
5. For each subject, add **learning standards (curricular competencies and content)** as descriptors that are written in parent-friendly language (visit <https://curriculum.gov.bc.ca/curriculum> to view your grade level curriculum for learning standards in each area).
6. For each descriptor you must also add the stem **as demonstrated by**, followed by a supporting statement (e.g. process, skill or project associated with the learning standards).
7. Click *Save As*, and name the document Interim Report Template; save the file in the folder that you created on your desktop for Interim Reports (#Teachername Interim Reports 18-19).
8. **Submit your Interim Report Template to Admin for review and feedback BEFORE continuing.**
9. Open your Interim Report Template. Click *Save As* and name the document for your first student; save the file in the folder that you created on your desktop for Interim Reports (#Teachername Interim Reports 18-19).
10. Repeat step 7 for every student in your class.
11. You should now have a report template ready for each student in your class in the folder #Teachername Interim Reports 18-19 that is on your desktop.
12. Continue below for next steps.

Creating Student Interim Reports (Classroom Teachers)

- a) Complete the top portion of the report with the student's first and last name.
- b) Complete the sentence stem under *Attendance Data*: #NAME was absent #days and was late #times. The school administrative assistant will provide you with the attendance information that you need to complete this section.
- c) Indicate the student's performance for each learning standard (there is already a checkmark icon in the first box that you can *highlight, copy* and *paste* to report on each learning standard descriptor).
- d) If the student is on an IEP or StLP in a subject area, copy/paste a checkmark in the designated box. If needed, adapt or modify the learning standards to reflect the student's IEP or StLP goals.
- e) Type in your personalized student comment in the section *Teacher's Comment*.
- f) Specialist teachers (e.g., Physical Education, Music, Art etc.) will send you reports for your class by email. Save a copy of the document sent by each specialist onto your desktop.
- g) Open the specialist's file. Highlight and *Copy* the appropriate section for the student whose report you are completing.
- h) In the student's Interim Report highlight the entire specialist subject table and then click *Paste*. The original empty table should now be replaced with a completed one.
- i) Repeat steps g, h, and i for each specialist subject.
- j) Click *Save* after completing each report.
- k) Your reports should now be complete.

Completing Interim Reports (Classroom Teachers)

- Be sure to save your work often. It is recommended that you use a USB, external drive and/or school server to back up your work.
- **Please use Arial Font, Size 11 (or 10 if needed for organization on page).**
- Please DO NOT change the formatting of the report.
- Use spell check to ensure that spelling and grammar are correct.
- Check the formatting of each report so that sections are continuous and readable. Please ask Darcy for help if you need support.
- Re-read and review your reports for name, gender, pronoun agreement, spelling etc.
- Save any revisions that you have made.
- Print your reports **DOUBLE-SIDED**. Do not staple them yet.
- Sign your reports.
- Submit reports to admin. Admin will provide feedback for any necessary edits or revisions and sign reports.
- Make any necessary changes to reports based on feedback from admin. Re-print, sign and re-submit any copies for admin signature.
- Make yellow copies and save them in a secure file in your classroom to be filed in the student cumulative record at the end of the year.
- Attach the student-parent-teacher conference reflection form.
- Attach a student self-assessment of core competency(ies).
- Send home to parents.
- Grade 4-7 teachers must also send home a copy of the Assessment Alignment Chart.

Interim Report Checklist (Classroom Teachers):

- The Interim Report communicates progress related to learning standards for English Language Arts and Mathematics. Teachers will also include Integrated Studies and a Teacher's Comment in the report card.
- A paper copy of the Interim Report, Student-Parent-Teacher Conference Reflection Form and a student self-assessment of core-competency(ies) is sent home to parents; yellow copies are made and saved by the teacher to be filed in the student cumulative record at the end of the year.

Preparing Templates and Creating Student Interim Reports (Specialist Teachers)

- 1) Check that you have a recent version of Microsoft Word on your computer.
- 2) Download a copy of the Interim Report template that you need onto your computer (from the attachments sent by email, school website or school server).
- 3) Open the Interim Report template.
- 4) Add 2-3 **learning standards (curricular competencies and content)** written in parent-friendly language as descriptors for your subject. (Go to <https://curriculum.gov.bc.ca/curriculum> to view grade level curriculum).
- 5) For each learning standard descriptor you must also add the stem **as demonstrated by**, followed by a supporting statement (e.g. process, skill or project associated with the learning standards).
- 6) Click *Save As*, and name the document Grade# Subject Interim Report Template (e.g., Kindergarten Music Interim Report Template); save the file to your desktop.
- 7) **Submit your Interim Report Template to Admin for review and feedback BEFORE continuing.**
- 8) Open your Interim Report Template. *Copy* the completed table and *Paste* it in the document for the number of students in the class that you will be reporting on.
- 9) Click *Save As* and name the document #Classroomteacher Subject Interim Reports 17-18 (e.g., Grade 2 Leigh Music Interim Reports 17-18).
- 10) Above each table, type a student's name and in the table indicate the student's performance for each learning standard (there is already a checkmark icon in the first box that you can *highlight*, *copy* and *paste* to report on each curricular competency descriptor). Click *Save*.
- 11) You should now have a class set of reports saved as a file #Classroomteacher Subject Interim Reports 17-18 (e.g., Grade 2 Leigh Music Interim Reports 17-18).
- 12) Repeat steps 8-11 for other classes.

Completing Interim Reports (Specialist Teachers)

- Be sure to save your work often. It is recommended that you use a USB, external drive and/or school server to back up your work. Please speak to Jesse if you need support accessing the school server.
- Use spell check to ensure that spelling and grammar are correct.
- Review your class reports for correct names, spelling, etc.
- Save any revisions that you make.
- **Submit file by email to classroom teachers (10 days before Interim Reports go home).** This is necessary to allow time for classroom teachers to copy/paste specialist reports as part of the Interim Report that is sent home to parents.

Interim Report Checklist (Specialist Teachers)

- The Interim Report communicates progress related to learning standards for specialist areas subjects.
- Teacher chooses 2 learning standards to add to reports as descriptors. Each descriptor must include the following statement: as demonstrated through/by... (process, skill or project associated with the learning standard).
- Each descriptor (learning standard) will be rated using the performance scale.
- An electronic copy of each class set of interim reports must be sent to the classroom teacher 10 days prior to the date for Interim Reports being sent home to parents. This is necessary to allow time for classroom teachers to copy/paste specialist reports as part of the Interim Report that is sent home to parents.

Final Summative Report (June)

The final summative report is what students, parents and teachers know as a traditional report card. Formal communication of learning occurs at or near the end of a period of learning to make judgements about the quality of students' learning based required areas of learning in the curriculum. It serves to document the achievement levels of the students at a set point in time relative to age and grade expectations.

A final summative report (report card) will include the following information:

- Yukon First Nation traditional territory recognition;
- information about absences and lates;
- for each required area of learning (subject), a performance scale (Not Yet Meeting Expectations, Approaching Expectations, Meeting Expectations, Exceeding Expectations) indicating student progress with description/rationale connected to the learning standards;
- grade 4-7 report cards will include comparative table demonstrating alignment of letter grades and performance scale terminology;
- an additional comment box may be provided for personalized comments, for example: work habits, social responsibility, attendance etc.;
- a student self-assessment of core competencies;
- final report cards include specific recommendations about student placement for the following year.

Reporting on Progress

- Report cards are a form of summative assessment. Evaluation of student performance is based on standards. Teachers set specific criteria to evaluate student's learning based on learning standards and expected levels of performance.
- Report cards should celebrate success and validate the student.
- A report card should be honest and precise. A report card must **not** include language that would shame or discourage the student. You are expected to clearly communicate the essentials of the student's progress using language that captures hope, potential and success. One should talk about the challenges, strategies and solutions.

- Report card comments will clearly describe in relation to the learning standards:
 - **what the student is able to do;**
 - **areas in which the student requires further attention or development;**
 - **ways of supporting the student in his /her learning.**

- Performance Standards enable us to show a student's achievement according to criteria and the assessment measures used during the reporting term; it should reflect the assessment and the progress made by the end of that term in respect to the performance standards.

- There shouldn't be any surprises for the parents in the report cards. Do not wait for report cards to share academic or behavioural concerns.

- Language should be clear and simple. Avoid edu-babble, figurative language, metaphors, complex sentences, nuances, etc. – anything that can be confusing or misunderstood by a parent. If in doubt, keep vocabulary and sentence structures simple and clear.

- Proofread your reports before handing them in. Use spell check with Canadian English, watch for he/she confounds, wrong names and errors made during cut and paste.

- Include encouraging comments made directly to the student.

- Exceptional Needs:
 - Adapted and modified programs must be reflected in the report;
 - One of the following comments must be used when supporting a student who is on an IEP or StLP:
 - (student's name) is on an IEP that includes adaptations in this subject.
 - (student's name) is on an IEP that includes modifications in this subject.
 - (student's name) is on an IEP that includes enrichment in this subject.
 - (student's name) has a Student Learning Plan that includes adaptations in this subject.

- Avoid "I" comments such as: "I encourage X to...". Please use the passive voice: "X is encouraged to...".

- Personalized comments are expected as much as possible.

Summative Report Checklist

The summative reports that I have written:

- Clearly describe in relation to the learning standards for each subject:
 - what the student is able to do;
 - areas in which the student requires further attention or development;
 - ways of supporting the student in his/her learning

- Use clear and simple language that parents will understand by:
 - avoiding pedagogical or curriculum document terms or phrases;
 - keeping vocabulary and sentence structures simple.

Before completing my summative reports I have...

- sent admin generic comments or comment stems that I plan to use in most reports BEFORE copying and pasting them into Aspen. (* Consider making a gender specific version for each achievement comment of not yet meeting, minimally meeting, fully meeting and exceeding);
- made the requested revisions to my comment stems based on feedback from admin;
- thoroughly proofread the reports myself checking for gender/pronoun agreement, names, spelling mistakes, spacing and punctuation OR exchanged my reports with a valued colleague for collaborative peer editing and feedback;
- made all necessary corrections and revisions from the proofreading stage;
- read over the reports in their entirety;
- printed and submitted my reports to admin for signing and to act as the final set of eyes to catch only the smallest of details that may have been overlooked;
- made a yellow copy of the reports for the student cumulative file.

Preparing Summative Reports

- 1) When printing, please make sure to:
 1. Click on box to use LEGAL name;
 2. Click on box to print **both sides**;
 3. Click on Performance Scales (Description must be included).

- 2) Each report card package must include:
 - a. Tag Paper Folder with name tag attached;
 - b. Classroom teacher's report card;
 - c. Student self-assessment of core-competency(ies);
 - d. Summative report parent information;
 - e. Assessment alignment chart (Grade 4-7);

Summative Report (Sample)

Grades 1-9 SAMPLE
Explanation • Grade 7

REPORT CARD
FOR Mar 13, 2017 to Jun 20, 2017
Page 1 of 3



Christ the King Elementary
20 Neuhil Dr
Whitehorse, YT
Y1A 3S5
867-667-0527

STUDENT NAME Joe Staked		GRADE 07	ATTENDANCE RECORD FOR 2017												
			Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
DIV NUMBER HS05	TEACHER Jane Teacher	ABSENT	0.5	1	1	0	2	2	0	0	1	0	0	0	7.5
ATTACHMENTS	STUDENT PEN 0673028	LATE	1	0	0	0	0	1	0	0	0	0	0	0	2

ADDITIONAL TEACHERS: **Barry Allen, Arthur Curcio, Cassa Pilawa**

This report describes the student's learning progress based on provincial learning expectations for each grade level. It is intended to inform about learning successes and to guide improvement efforts when needed.

We acknowledge, recognize and respect that we live, work and learn within the traditional territories of the people of Kwanlin Dün and the Ts'an Kw'áan Council.

PERFORMANCE SCALE			
NOT YET MEETING EXPECTATIONS	APPROACHING EXPECTATIONS	MEETING EXPECTATIONS	EXCEEDING EXPECTATIONS
<ul style="list-style-type: none"> ◦ work does not meet grade-level expectations ◦ may be evidence of progress toward relevant learning outcomes ◦ requires ongoing support 	<ul style="list-style-type: none"> ◦ work may be inconsistent, but meets grade-level expectations at minimal level ◦ evidence of progress toward relevant learning outcomes ◦ needs support in some areas 	<ul style="list-style-type: none"> ◦ work meets grade-level expectations ◦ evidence that relevant learning outcomes have been met ◦ demonstrates proficient academic performance 	<ul style="list-style-type: none"> ◦ work exceeds grade-level expectations ◦ demonstrates superior performance and in-depth understanding of learning outcomes

ENGLISH LANGUAGE ARTS 7

Joe is NOT YET MEETING APPROACHING MEETING EXCEEDING expectations

		X	
--	--	---	--

Comments:

- teacher's notes;
- This comment area may contain a general overview of recent work in the class.
- This comment area will highlight the student's strengths in the class, with respect to the curricular competencies.
- (An optional statement) Joe's FreshGrade digital portfolio for Language Arts may be viewed at: <insert link here>

Next Steps in Learning

This area highlights a few curricular competencies that the student is not yet meeting.

Other courses go here.

FINAL COMMENT 7

Comments:

- (An optional statement) Joe's Final Self-Assessment of Core Competencies has been uploaded into the Student/Family Portal for viewing.
- A promotional statement to the next grade level/home/room/teacher.

Summative Report Parent Information

 <p>Golden Horn Elementary School</p>	<p>Parent Information Communicating Student Learning 2018-19 Summative Report</p>
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The following information is included to explain your child's final report card.

First Page: Three Boxes

1. School Message: Acknowledgement of Yukon First Nation traditional territories.
2. Student Self-Assessment of Core Competencies
 - Each student is required to complete a self-assessment with respect to the core competencies: Thinking, Communicating, Personal/Social Awareness.
 - This box will let you know where you can find that self-assessment.
3. Teacher Overall Comment
 - Personalized comments from your child's teacher in areas such as work habits, social responsibility etc.
 - Your child's grade placement for next year.

Next – Subject Areas – Shaded Boxes

1. Within the shaded box, you will find:
 - Subject title (e.g., Applied Design Skills and Technologies, Science, etc.).
 - Name of the teacher responsible for teaching this class.
 - Website link to the BC Curriculum (which the Yukon follows).
 - A Performance Scale.

2. Performance Scales – What are they?

- A performance scale is used to indicate your child’s progress in relation to grade-level expectations.

NOT YET MEETING (not for Kindergarten; Grades 1-7)

- work does not meet grade-level expectations
- may be limited evidence of progress toward relevant learning standards
- requires ongoing support

APPROACHING (all grades)

- work may be inconsistent, but meets grade-level expectations at the minimal level
- evidence of progress toward relevant learning standards
- needs support in some areas

MEETING (all grades)

- work meets grade-level expectations
- evidence that relevant learning standards have been met
- demonstrates proficient academic performance

EXCEEDING (all grades)

- work exceeds grade-level expectations
- demonstrates superior performance and in-depth understanding of learning standards

3. The section after each shaded box for each subject will have comments that may include:

- What your child is able to do in relation to big ideas and/or learning standards
- Your child’s strengths in the subject area
- Suggested areas for growth or next steps in learning

Last Section

- **Attendance** record for the 2018-19 school year
- Staff **signatures**

Student Self-Assessment of Core Competencies

The purpose of this section is to provide information to parents and to provide support for teachers in meeting the requirements of the student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social) in the new curriculum. The Core Competencies are the sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and lifelong learning.

While students and teachers become familiar with the self-assessment of the Core Competencies, it is recommended that students begin by self-assessing one of the three Core Competencies first and then build capacity with the goal of self-assessing on all three Core Competencies. Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

Each student self-assessment of the core-competencies should include:

- Clear identification of the core-competency being assessed;
- Student reflection using *I can* statement and evidence to support the *I can* statement.

Conferences (October and February/March)

One of the areas for discussion at the student-parent-teacher conference is student reflection and self-assessment related to the core competencies. The student will present and discuss a self-assessment of the core-competency(ies); student-parent-teacher will discuss a goal, or where to next, for the learning related to the core competency(ies).

Interim Report (December and March)

Attached to the Interim Report will be a student self-assessment of the core-competency(ies).

Summative Report Card (June):

For the final summative report card, a final year-end student self-assessment will be completed related to progress and development of the core-competencies and should be connected to evidence or samples of learning.

Yukon Education's Learning Branch have templates available on-line that can be used for self-assessing the core competencies: <http://lss.yukonschools.ca>

Core-Competency Self-Assessment (Sample Templates)

Yukon **Self-Assessment of Core Competencies**

Name: _____ Date: _____

I chose _____ to show my growth this year:

 
Sending Receiving

It shows my growing **COMMUNICATION** skills because:

 
Critical Creative

It shows my growing **THINKING** skills because:

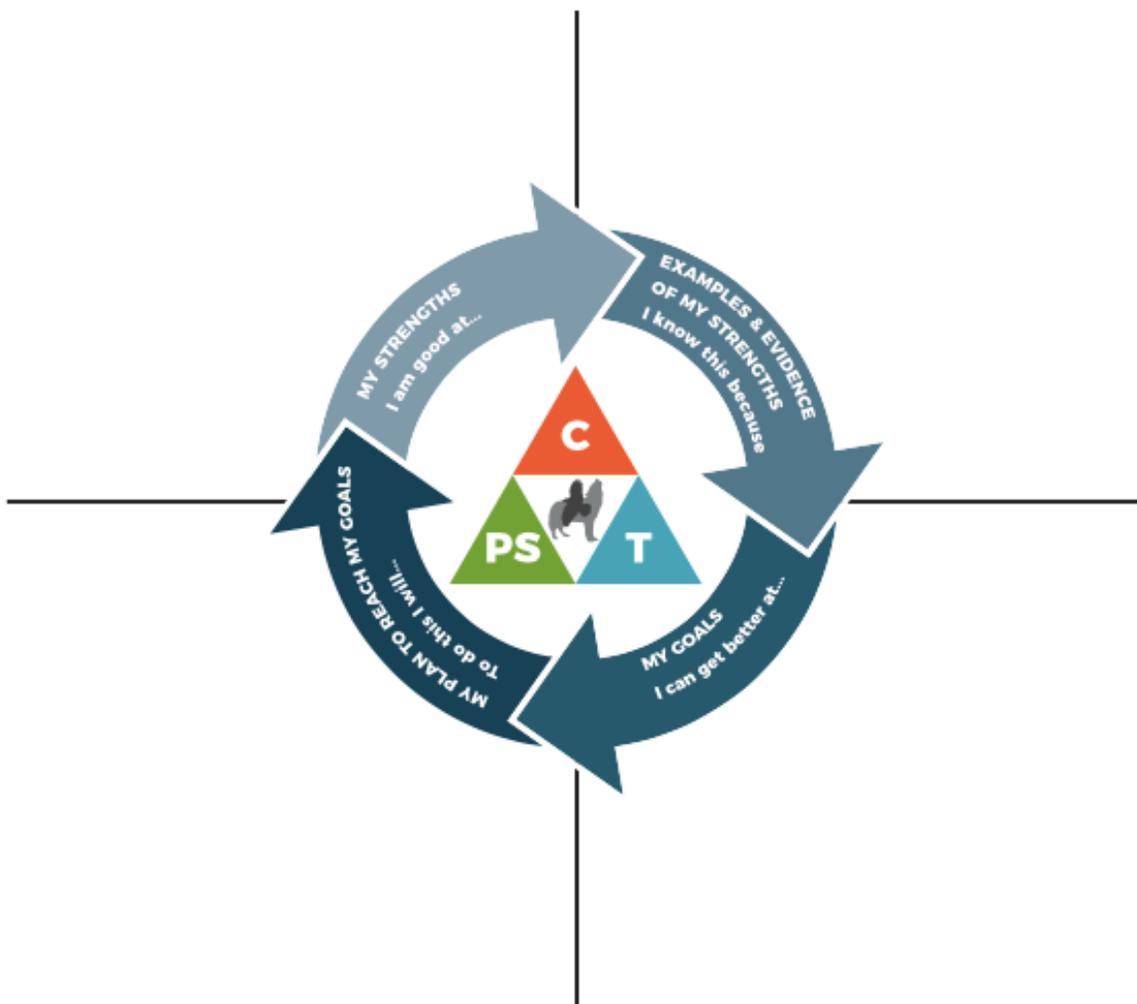
 
Personal Social

It shows my growing **PERSONAL/SOCIAL** skills because:

One thing that I would do differently next time is _____
because _____



Name: _____ School: _____ Date: _____



Student signature: _____

The core competencies are a set of skills and abilities that are the foundation of our new curriculum. These skills are embedded in every area of learning and developed over a student's entire education. Teachers help guide and support the development of the core competencies; they do not report on this aspect of the curriculum. As shown in this self-assessment, students take ownership of learning by reflecting on and assessing their growth in the core competencies.

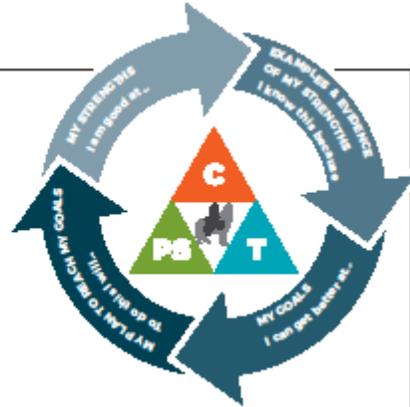


Student Self-Assessment of Core Competencies
Communication, Thinking, Personal & Social



Name: _____ School: _____ Date: _____

Think about your learning this year and use this box (e.g., description, drawing, photo, video link, etc.) to show how you have demonstrated or developed your core competencies.



Student signature: _____

The core competencies are a set of skills and abilities that are the foundation of our new curriculum. These skills are embedded in every area of learning and developed over a student's entire education. Teachers help guide and support the development of the core competencies; they do not report on this aspect of the curriculum. As shown in this self-assessment, students take ownership of learning by reflecting on and assessing their growth in the core competencies.

Adapted (with thanks) from Surrey School District.

Student Self-Assessment of Core Competencies



Name: _____

Date: _____

The Core Competency I am reflecting on is...

- | | |
|--|---|
| <input type="checkbox"/> Communication. | <input type="checkbox"/> Personal & Cultural Identity |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Personal Responsibility |
| <input type="checkbox"/> Critical Thinking | <input type="checkbox"/> Social Responsibility |

I can...

I showed this when...

My next step is...

Students have been accessing all three Core Competencies within each area of learning in the New BC Curriculum. For the 2016-2017 year-end report, students are required to reflect on one Core Competency to meet the Ministry of Education requirements.

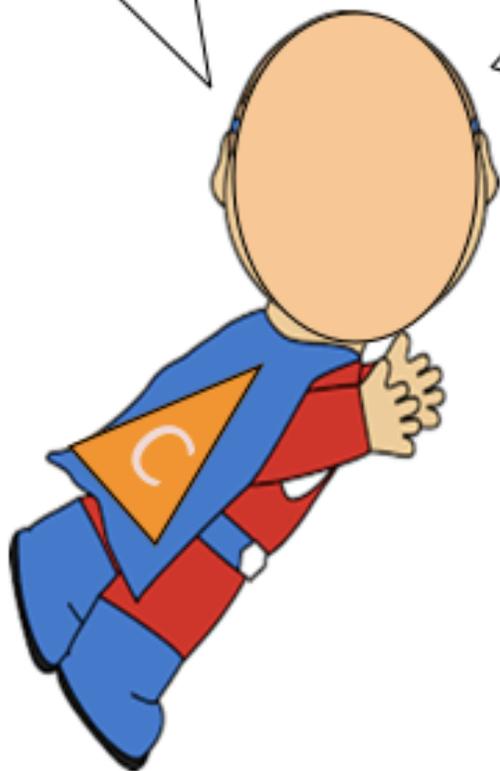
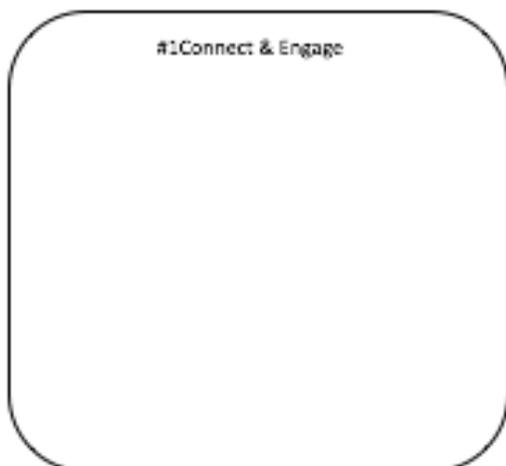
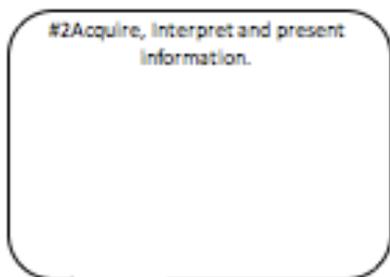
Please print or attach Page 2



_____ 'S Communication



Self- Assessment (DRAFT)

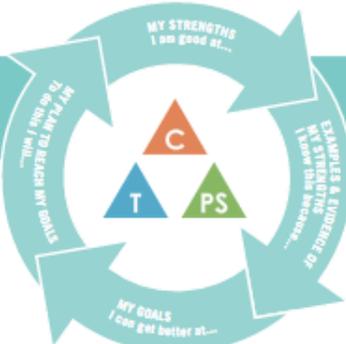


Core-Competency Self-Assessment (Exemplars)

Name: David, Kindergarten

Date: April 3, 2017

THINK ABOUT YOUR LEARNING THIS YEAR AND DESCRIBE OR DRAW HOW YOU HAVE DEMONSTRATED OR DEVELOPED YOUR CORE COMPETENCIES.



 VIDEO: TO LEARN MORE, WATCH "Behind the Scenes Thinking" <http://bit.ly/SSACC>



"I was going to go down the slide but nobody let me."



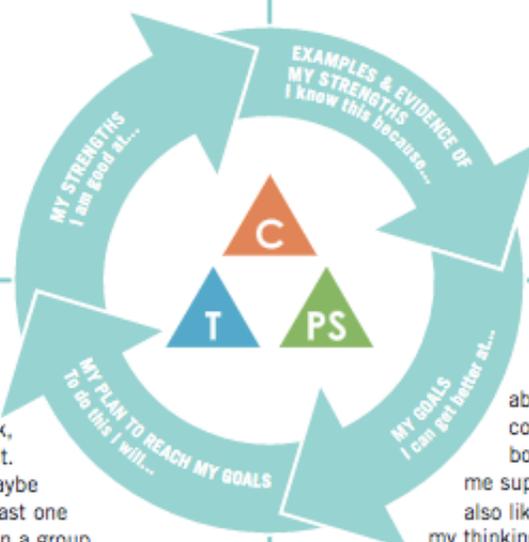
"I went down to the ground and talked to him."



 Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

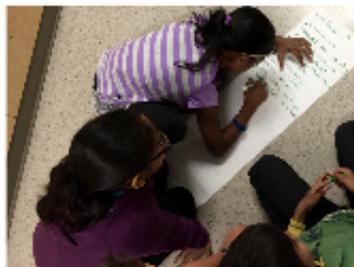
My strengths are in reading, deep thinking, and making connections while reading. I can make questions in my head and I can predict things that I think are going to happen in stories I am interested in.

I can share my thinking with people in my blog posts. I feel more comfortable posting my ideas online than talking in a small group. Sharing through my blog gives me time to think about my ideas before I share them with others.



I have to convince myself each time I am working in a group to add something I think, or know or wonder about. I will start small and maybe set a goal to share at least one thing each time I work in a group.

My goals are to read slowly so that I am able to remember, make connections and explain the books I read. That will help me support my opinions. I would also like to be more brave to share my thinking in a group. Sometimes I am not sure of my thoughts and what others will think of me but like everything, things get easier with practice.



Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

PART D: Teacher Long Range Planning

Curriculum Mapping demonstrates the progression of big ideas, curricular competencies, content, topics, themes and/or inquiry questions in **all subject areas** from September-June. It should be a general plan that demonstrates when things will be covered during the school year. It should then be responsive to teaching and updated and revised throughout the year. Curriculum mapping can be done in any format or style.
***Submit by the beginning of October**

NOTE:

- The Health curriculum is now included as part of *Physical and Health Education*. *Arts Education* includes visual arts, music, movement, performance etc. Each teacher/grade group will need to collaborate with physical education and music specialists to determine what learning standards will be addressed by the classroom teacher and what learning standards will be addressed by specialists.
- *Applied Design, Skills and Technologies* is a new curricular area that all classroom teachers need to plan for.

Learning and Assessment Plans expand on curriculum mapping to add information about pedagogy, instruction, and assessment **in a responsive way that is on-going as teaching and learning occurs**. In other words, it expands on the curriculum mapping plan to describe the actual context of teaching, learning and assessment from month to month AFTER it has occurred. It records and makes visible what has actually taken place in the classroom.

***Revision 1 for Aug-Dec should be submitted in early January**

***Revision 2 for Jan-June should be submitted in early June.**

You will find valuable information and templates that will support you in long range planning with curriculum mapping and learning and assessment plans at:

<http://lss.yukonschools.ca/elementary.html>.

- Planning: Grids with Big Ideas, Content, and Curricular Competencies
- Planning: Built around Curricular Competencies and Big Ideas
- Planning: Core Competencies

For teachers that have a mixed-grade assignment, go to:

<http://nvds44curriculumhub.ca/wp-content/uploads/2017/09/Combined-Grades-Big-Ideas-Revised-09-20-2017.pdf>

Curriculum Mapping for Long Range Planning (Sample)



Year-Plan: Grade 4/5

	September/October	November/December	January/February	March /April	May/June
BIG IDEA:	Canada's growth and identity has been shaped by economic opportunity.	Living things have systems to keep them healthy and safe.	Relations between cultures can result in conflict or cooperation. Matter interacts with the world around it.	The use of natural resources have intended and unintended consequences.	Relationships exist among communities. Energy can be transformed.
Community Connections/Field Trips	Fort Langley Squamish Train Museum		Vancouver Museum	ODS	Science of Fun - Playland
Celebration of Learning	Curriculum Night	Systems Fair (Classes welcome)	Share student made picture books with another class. Perform class play in front of audience.	Student action projects (students choose a variety of audiences)	Toy car racing (parents welcome)
Math	Growth in Numbers: addition/subtraction (to 10 000 (4) to 1 000 000 (5), multiplication/division (facts)(4/5)	Number Systems: place value (hundredths to 10 000 (4), thousandths to 1 000 000 (5))	Financial Interactions: financial decision making(4), financial plans (5), making change (4), calculation with money, fractions (comparing and ordering(4), finding equivalent fractions (5)), addition & subtraction of decimals (to hundredths (4), to thousandths (5)	Consequences in Math (outcomes): probability & multiplication/division (5)/time(4),	Pattern Relationships: patterns, pattern rules, algebraic relationships
Reading	Canada's Growth & Identity: Genre - Historical fiction reading groups focused on novels around pre-confederation (4) & post confederation (5) focus on reading summaries	Systems for Enhancing Meaning: vocabulary development through reading	Conflict and Interactions in Story: learn about story elements, historical fiction reading groups focused on novels around Canadian conflicts,	Consequences and Natural Resources: non-fiction reading about natural resources, comprehension of non-fiction	Relationships Between Characters: fiction reading, comprehension of fiction, poetry
Writing	Growth in Writing Skills: creating and communicating - Journal writing & idea generation	Systems for Enhancing Meaning: literary elements & organization & word choice	Conflict and Interactions in Story writing: learn about the elements of story and practice writing stories with conflict	Consequences of Poor Punctuation: written conventions	Relationships Between Sentences: sentence fluency and using linking/transition words

Year-Plan: Grade 4/5

Speaking/Listening	Growth in Speaking Skills: Introduce aspects of speaking and listening skills & set personal goals	Systems for Engaging an Audience: public speaking	Conflict and Cooperation in Story: students to practice and perform a play <u>centred</u> around a conflict or cooperation in Canada's past.	Consequences of Poor Listening: listening skills	Rhythm Relationships: Speaking skills using rhythm in poetry
Core French	Growth in French: goal setting, dispositions needed to be successful in <u>french</u> . French Identity: <u>french</u> culture (locations)	Linguist Systems: alphabet, phonetics,	Conflict and Cooperation in Language: expressing basic wants and needs in <u>french</u> .	Consequences of Poor Listening: asking for clarification	Relationships Between People: Cultural celebrations & festivals
Science	None	Sensory (4) and Human Body (5) Systems: Communicating ideas about - sensory systems (4): humans, plants, other. Human body (5): digestive, <u>musculo</u> -skeletal, circulatory	Matter Interactions: phases of matter and the effects of temperature on mater, (4), solutions and solubility (5)	None	Transforming Energy - forms of energy, conserving energy (4), simple machines, force effects, machines, power (5)
Social Studies	Canada's Growth & Identity: changing nature of migration/immigration in post confederation Canada(4/5), Fur trade & pre-confederation Canada (4),	None	Conflict and Cooperation in Canada's past: early contact and trade (4), past discriminatory practices and policies (5)	Consequences and Natural Resources: natural resources(4), resources and economic development (5), inquiry process skills (4/5)	Relationships: between people and the land - physiographic feature (4), between people - levels of government, representation (5)
Fine Arts	Canada's Growth & Identity: regional and national works of art	Art Systems: Elements and principles of design	Cooperation: <u>Métis</u> weaving techniques	Consequences of Self-Reflection in art: explore and create using material and processes	Relationships Between Elements and Meaning: symbolism and metaphor/reasoning and reflecting
Physical & Health Ed.	Growth in Physical Health: monitoring physical exertion, types of different physical activities, health components of fitness (5)	Healthy Body Systems: physical health, social health, mental health	Cooperation & Conflict: social health -	Consequences of Poor Physical health: healthy eating, illness prevention, substance abuse prevention	Relationships and Mental Health: body image, social media
Career Ed.	Personal Growth: Goal-setting, changes during puberty,	Problem Solving & Safety Systems: decision making,	Cooperation and Interaction: Leadership skills	Consequences: digital identities	Relationships: generational roles
Applied Design Skills & Tech.	Design Growth: introduction to the design cycle	Systems for Understanding a Context: gathering information - survey, questionnaire, ...	Ideas from Conflict & Cooperation: defining ideas generated from conflicts, constraints, ideating & building on the ideas of others	Consequences of Change: Prototyping, testing,	Relationships and transformation in Design: Making and sharing designs

Completed Curriculum Mapping and Learning and Assessment Plan (Sample)

CURRICULUM MAPPING

LEARNING AND ASSESSMENT PLAN

Grade 2 Social Studies

Big Ideas	Curricular Competencies	Content	Instructional Strategies/Assessments
<p>Term 1</p> <p>Canada is made up of many diverse regions and communities</p>	<p>Explain why people, events, and places are significant to various individuals and groups</p>	<p>Knowing our local community</p> <ul style="list-style-type: none"> - Diverse characteristics of communities and cultures - How people’s needs and wants are met in communities 	<p>Making decisions in the classroom (intro to government)...pick a mayor, make rules, etc.</p> <p>Syilx First Nation stories...tied to environmental features</p>
<p>FPPL</p> <p>Learning involves a sense of place.</p> <p>Learning is embedded in memory, history, and story.</p>	<p>Sequence objects, images, and events and explain why some aspects change and others stay the same</p>	<ul style="list-style-type: none"> - Relationships between people and the environment - Diverse features of our environment - Roles and responsibilities of regional governments 	<p>Significant events and places in OK Falls</p> <p>Services of OK Falls (needs and wants)</p> <p>Letter to our Mayor (4 sentences)</p> <p>I would vote for ____ because ____ in the classroom.</p> <p>Create a pictorial map of OK Falls showing the significant locations...attach reasons why they chose those locations</p> <p>Wanted poster: New Service in OK Falls (include reasons why it is needed)</p>
<p>Term 2</p>	<p>Ask questions, make inferences, and draw conclusions about the</p>	<p>Comparing communities</p>	<p>Flat Stanley</p>

<p>Canada is made up of many diverse regions and communities</p>	<p>content and features of different types of evidence</p> <p>Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives</p> <p>Use social studies inquiry processes and skills</p>	<ul style="list-style-type: none"> - Diverse characteristics of communities and cultures - Relationships between people and the environment - Diverse features of our environment 	<p>Post a map and pin up Stanley visits</p> <p>Create a table showing differences between different communities (natural environment, activities of people, significant places/events)</p> <p>Students come up with two of their own questions for their Flat Stanley (separate from the 3 – 5 the class came up with)</p> <p>Compare and contrast between OK Falls and their Flat community</p> <p>Complete a journal entry of where they would like to visit and why (after the Flats are back)</p>
<p>Term 3</p> <p>Local actions have global consequences, and global actions have local consequences</p> <p>Individuals have rights and responsibilities as global citizens</p>	<p>Recognize the causes and consequences of events, decisions, and developments</p> <p>Make value judgments about events, decisions, and actions and suggest lessons that can be learned</p>	<p>Roles and responsibilities of individuals regionally and globally</p>	<p>Taking care of the environment</p> <p>Reduce, Reuse, and Recycle</p> <p>Taking care of our local natural environment</p> <p>Wanted poster: Responsible Citizen</p> <p>Table of actions as a responsible citizen (evidence of themselves as responsible citizens)</p>