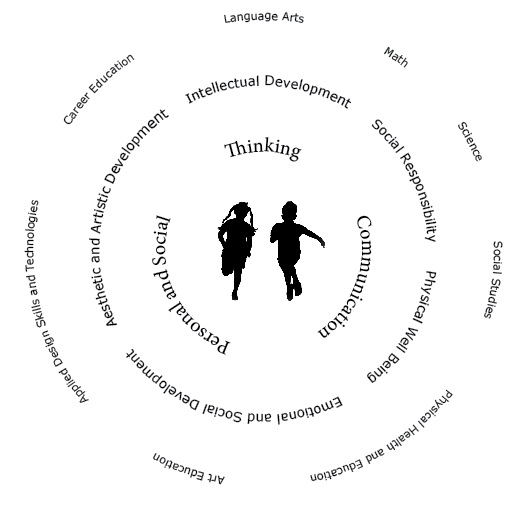
**Communicating Student Learning:**

**Grey Mountain Primary School**

**Reporting and Assessment Plan 2017-2018**



***Children learn with their whole bodies, their minds, and their hearts***

***Latest Version: Nov 21, 2017***

Thank you to our colleagues at École Whitehorse Elementary School for sharing their thoughtful work with us. The following people dedicated much time in conversation, reflection, and research to develop the criteria, samples and exemplars for communicating student learning:

**Carolyne Duval**

**Marie-Maude Allard**

**Julie Bourdeau**

**Val Long**

**Sabrina Bouayad**

**Valérie Théorêt**

**Sofie Maurice**

**Darcy LeBlanc**

**Sharon MacCoubrey**

We are also thankful to the many 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 are responsive to feedback and innovation from students, teachers, parents and school community partners.

# PART A: Summary of Big Ideas from 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: Conferences, Conversations, Evidence of Learning

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. Informal communication 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;
* encourage parents to partner in dialogue about 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;
* provide 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 judgments 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/grade expectations.

A Written Summative Report (report card) will be provided in June and 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 - Kindergartens will not have "Not Yet Meeting Expectations") indicating student progress with description/rationale connected to the learning standards;
* 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;
* specific recommendations about student placement for the following year.

## Core Competency: Student Self-Assessment

The three core competencies are:

1. Thinking (Critical and Creative)
2. Communicating
3. Personal and 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 occur at key times of the year. These core competencies are embedded in instruction through all curricular learning standards.

## Guidelines for Communicating Student Learning

Option A: 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.

## Option A: Communicating Student Learning Guidelines

|  |  |
| --- | --- |
| **Frequency and Types of reports** | Communication with parents shall be made at **least SIX times during the year, as follows:**  ***A) A final written summative report*** *(report card)* shall be provided at the end of the school year (by curricular competencies and learning standards).  ***B)*** 5 informal reports  - one (1) Written Interim Report on Learning Standards;  - one (1) in-person meeting (either Parent/ Teacher/ Student interview, parent/teacher conference, or student-led conferences); and  - three (3) of any of the following:  i. digital or paper student portfolio;  ii. phone call;  iii. electronic communication;  iv. home visit;  v. another means of communication appropriate to your school community |
| **Letter Grades** | Letter grades are not provided in Grades K–3. |
| **Reporting on the Core Competencies** | 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. |
| **Final Report Cards** | A final written summative report shall be provided at the end of the school year. |

# PART B: Plan for Communicating Student Learning 2017-2018

|  |  |
| --- | --- |
| **What Parents Can Expect** | **How It Will Be Communicated** |
| **September 22, 2017 11:30am-1:00pm:**  **Assembly, BBQ and Open House**   * Communication about school-level priorities for teaching, learning, assessment and reporting happens with all families in the school gym. Families are invited to enjoy lunch together. Families then move to individual classrooms to meet teachers and learn about teaching, learning and assessment in their children’s classes. | Within the first 2 weeks of school, the school will communicate with families through email, school newsletters and the school websites to inform them of the open house date and times. |
| **Oct 17, 2017: Goal Setting Conference**   * The conference is a three-way dialogue with student, parents, and teacher. | Prior to the goal setting conference, teachers and students determine goals for the child.  At the conference, parents have an opportunity to ask questions, provide input, and determine how they can support their child’s learning.  These goals will be included as part of the Interim Report. |
| **December 8, 2017: Interim Report**   * Kindergarten students are assessed on learning standards (curricular competencies) using the following descriptors: Approaching Expectations, Meeting Expectations and Exceeding Expectations. * Grade 1-3 students are assessed on learning standards (curricular competencies) using the following descriptors: Not Yet Meeting Expectations, Approaching Expectations, Meeting Expectations and Exceeding Expectations. * All students self-assess and reflect on their development in 1 or more core competencies. | A paper-based report is issued for each child. The report is a snapshot of the student’s progress and achievement levels in Literacy and Numeracy. Some teachers may also include a section on Integrated Studies to communicate student performance in other subject areas related to a specific inquiry or project. |
| **February 1-2, 2018: Student-led Portfolios and Teacher Conferences**   * Teacher and student work together throughout the year to purposefully select meaningful learning samples that demonstrate progress and achievement across subject areas. * A variety of student and teacher reflection, feedback and assessment is included with learning samples. | This is an opportunity for parents to view their child’s learning, the progress that their child has made and to establish further goals and next steps for their child’s learning in conference with the teacher.  Parents will receive a copy of their child’s revised goals (either paper or in a digital portfolio). |
| **April 26, 2018: Student-led Portfolios**   * Teacher and student work together throughout the year to purposefully select meaningful learning samples that demonstrate progress and achievement across subject areas. * A variety of student and teacher reflection, comment and feedback is included with learning samples. | The school sends out invitations to parents and families to attend a celebration of student learning as student-led portfolios. Students share their learning for families to see and to ask questions in the afternoon. |
| **June 8, 2018: Final Summative Report Card**   * Kindergarten students are assessed on learning standards using the following descriptors: Approaching Expectations, Meeting Expectations and Exceeding Expectations. * Grade 1-3 students are assessed on learning standards using the following descriptors: Not Yet Meeting Expectations, Approaching Expectations, Meeting Expectations and Exceeding Expectations. | A final paper-based report will include:   * Comments and rating scale in all curricular areas: English Language Arts; Mathematics; Science; Social Studies; Applied Design, Skills and Technology; Career Education; and Arts Education. * A student self-assessment of core competencies. |
| **On-Going Communication** | Communication between home and school is the cornerstone for student success. 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 important information, observations, or to address specific concerns that may occur. 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. |

# PART C: Communicating Student Learning Teacher Guidelines 2017-2018

**Communicating Student Learning - Holistically**

**Grey Mountain Primary 2017-18**

|  |  |
| --- | --- |
| During Learning   * Porfolios   + Evidence of learning in Reading, Writing, Math   + Evidence of Growth Over Time   + Opportunities for students to self-assess core competencies | Opening Doors   * Monthly assemblies (PBIS) * Welcome back BBQ/Open House - Sept 22 * Terry Fox Walk - Sept 15 * Math Night - Sept 18 * Christmas Concert * French Play   Class Events   * Field Trip participation |
| Conferencing   * Informal conferencing, phone calls, emails as needed * **Goal Setting Conference - October** * Student Led - February * Celebration of Learning - April | Reporting   * Interim Report - December * Summative - June |

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.

## Core Competency Student Self-Assessment

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## 

## October: Goal Setting Conference

The purposeof settings goals is to identify ways to move students’ learning forward and to have a written record that can be referenced as the school year progresses.

### **Before the Goal Setting Conference:**

Learning, reflection, discussion and feedback needs to happen before the actual goal setting conference. Although the student and/or parent may come to the conference with learning goals in mind, **teachers play an important role in directing the conversation and shaping the goals.**

Before the goal setting conference with student, parents and teacher, there should be several **teacher-led opportunities** to discuss with students:

* what learning goals are,
* share examples of specific learning goals
* reflect on and connect these to observations of and feedback on student learning in context.

**Students should come to the conference with ideas for goals that have been guided by their teacher.** Release time will be provided to teachers to facilitate these discussions in pre-conferences with students.

Parents should receive information in advance about the goal setting conference date, time, purpose and how they can prepare ahead of time to engage meaningfully in the conversation.

### **During the Goal Setting Conference:**

* The goal setting conference is a collaborative effort between the student, parent and teacher.
* During the conference, areas for growth related to specific core competencies, literacy and numeracy will be discussed and the teacher will then facilitate a conversation that leads to three goals:
  + one for literacy
  + one for numeracy
  + one related to any of the core competencies.
* The teacher will draw on knowledge about the student as a learner and educational expertise to design goals that are specific and appropriate for the student.

Examples:

|  |  |
| --- | --- |
| **Learning Goal (student voice)** | **What it Looks Like (teacher directed)** |
| I want to understand fractions. | I will be able to questions when I don’t understand parts of the math lesson. |
| I need to write more. | I will make a plan for my writing to organize it and will be able to add details about who, what, why, where and when. I will be able to use describing words. |
| I want to read chapter books. | I will be able to ask myself questions to make sure that I understand what I am reading. |
| I want to do a cool project. | I will use the app *ExplainEverything* to be able to share what I have learned about Ancient Egypt. I will meet with my teacher to discuss my plan of what content to include. |
| I will be a better listener. | I will be able to sit away from students who distract me. |

### **Goal Setting Conference Checklist:**

For the goals to be meaningful, it is critical that they are visible, shared and that student, parents and teacher check in to assess progress.

* A copy of a completed goal setting conference form will be sent home with the Interim Report in **December**.
* The goals outlined in the October goal setting conference will be discussed, reviewed and revised at the **February** Portfolio and Student-Parent-Teacher Conference.
* Evidence of learning in support of student goals should be made explicit and visible in the student portfolios (February and April) with reflection, comment and/or feedback from student and teacher.
* A yellow copy of the goal setting conference form (October and February meetings) will be placed in the student’s **cumulative record** at the end of the year.

### 

### Specialist Teachers (French, Gym) Goal Setting Checklist:

It is not practical for specialist teachers to have a goal setting conference with each student and their parents; however, specialist teachers are expected to take time in their teaching to help students reflect on and set a goal for growth and improvement and to document it in some way (e.g., the teacher may record it on a checklist; students may write a short goal statement and reflection that they revisit throughout the year; etc.). It may be that the specialist teacher will establish a class or grade-level goal, which will be shared with the class. Alternatively, the specialist teacher may guide and support students to develop individual goals.

* The learning goal for specialist areas will be discussed and documented by the end of October. The goal will be communicated with parents as part of the Interim Report in December.
* The goals can be discussed, reviewed and revised at the February Portfolio and Student-Parent-Teacher Conference if parents choose to meet with specialist teachers.
* Evidence of learning in support of student goals should be made explicit and visible in the student portfolios (February and April) with reflection, comment and/or feedback from student and teacher.

**Grey Mountain Primary School**

#### Goal Setting Conference

|  |  |  |
| --- | --- | --- |
| Student Name: | Grade: | Teacher: |
| Date of Conference: | In Attendance: | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Learning Area*** | ***Learning Goal (student voice)*** | ***What it Looks Like***  ***in My Classroom and at School*** | ***What I Need to Help Me as I Work Toward my Goal*** |
| Literacy | Kids print/type here or you scribe … | I will be able to … | Teacher:  Family:  Self: |
| Numeracy | Kids print/type here or you scribe … | I will be able to … | Teacher:  Family:  Self: |
| Core Competencies | Kids print/type here or you scribe … | I will be able to … | Teacher:  Family:  Self: |

**Grey Mountain Primary School**

#### Goal Setting Conference Review

|  |  |  |
| --- | --- | --- |
| Student Name: | Grade: | Teacher: |
| Date of Conference: | In Attendance: | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Learning Area*** | ***Learning Goal (student voice)*** | ***What it Looks Like***  ***in My Classroom and at School*** | ***Next Steps*** |
| Literacy | Copy/paste goal from October | I am able to…  The evidence that demonstrates this… | Do I still need to work on this goal or set a new one? |
| Numeracy | Copy/paste goal from October | I am able to…  The evidence that demonstrates this… | Do I still need to work on this goal or set a new one? |
| Core Competencies | Copy/paste goal from October | I am able to…  The evidence that demonstrates this… | Do I still need to work on this goal or set a new one? |

**Student Self-Assessment of Core Competencies: October (Goal Setting)**,

The purpose of this section is 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.

Criteria for Reporting:

While students and teachers become familiar with the self-assessment of the Core Competencies this year, it is recommended that students begin by self-assessing at least one of the three broad Core Competencies this school year. In subsequent years, students and teachers will include other Core Competencies with the goal of self-assessing on all three broad Core Competencies. Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

### Goal Setting Conference (October)

One of the areas for goal setting includes reflection for growth related to the core competencies. Student-parent-teacher will discuss a goal related to one core competency and record as an *I can* or *I will* statement. This goal will be revisited at the February portfolio and student-parent-teacher conference.

### Interim Report (December)

Attached to the December Interim Report may be the first student self-assessment of core-competency(ies).

Although there are many exemplars available on how to self-assess the core competencies, when reflecting or reporting on core competencies, the following 5 aspects must be included in whatever reporting form a teacher may select or develop:

1. Identify the core competency being self-assessed;
2. State the student’s goal(s) for the core competency;
3. Student reflection, ideas, strengths related to the core-competency and goal using *I can* statement (K/1: or pictures, words, with teacher scribe)
4. Examples and/or evidence to support the *I can* statement;
5. Plan or ways to reach the goal and to move core competency development forward.

Samples, Exemplars, Prompts and Information for Reflecting on Core Competencies**:**

Surrey:<http://blogs.sd41.bc.ca/literacy/files/2017/04/SD36CoreCompetencies-ELEMENTARY.pdf>

VIctoria:<https://learn.sd61.bc.ca/curric-assessment/core-competencies/>

Sooke:<http://learningcommons62.sd62.bc.ca/knowledge-building-centre-2/core-competencies/>

<http://nvsd44curriculumhub.ca/core-competencies/>

Mission: <https://sd75curriculum.com/resources/competencies/>

**Requesting Parent Feedback (email to parents)**

Good evening parents! There’s been an exciting buzz throughout our school today and this evening as we’ve had our first formal Goal Setting Conference! Thank you for your participation.

We believe communication between home and school is the cornerstone for student success. One of our professional **goals** **as educators** this year, is to **communicate student learning** in a way that is

* Meaningful
* Visible
* Clear

In order to help us in our professional learning journey **we invite your feedback** about how the goal setting conferences went for you today. We want to be responsive to your feedback.

* What did you like?
* What needs to be improved?
* What needs clarification?
* Do you have suggestions to improve the goal setting conferences?
* What are you still wondering about?

Please reply to this email with your feedback, or feel free to give me a call or drop in at the school if you’d like to talk about it with me.

Thank you in advance, for any feedback that you can provide.

Have a great evening,

c: Grey Mountain Primary

**Reflection: Goal Setting Conferences at GMP: October 17, 2017**

What I appreciated:

* The **positive attitude** and willingness to take a risk and try Option 1
* The efforts that were put into **pre-conferencing** 1-1 with students
* The **common language** being used and introduced - core competencies, curricular competencies, goal setting, literacy, numeracy
* The **vulnerability** to share your work with each other and our Yukon colleagues
* Allowing me to **learn alongside you** and sit in on your conferences
* Quick, timely **feedback** from (some) parents
* All of us **moving** **forward** in our learning journey

What did you notice about the conferences?

*-some parents may have acted differently when Kim was in the meeting*

*-most parents liked it, gave good feedback*

*-some parents liked that we had reflection with the kids ahead of time*

*-all teachers appreciated the release time to meet with students 1-1*

*-for ELL parents: it was a lot of information that they didn’t understand, some of these parents asked to have it written in a simplified format*

*-younger students (grade 1) don’t have the language to participate*

*-parents were directly asked “what are you going to do at home?”*

*-teachers were guiding families – can you think of something? And teachers providing suggestions on the spot*

*-some parents were asked to email their input to the teacher – we wonder if they will or not?*

*-some teachers gave a run-down of the core competencies – harder to identify in a tangible way – how can we make it visible for parents?*

*-some parents wanted to choose a different core competency goal than what had been identified – this was unexpected and noticed in 1 class*

*-some parents looked at the “core competencies for parents” at the meeting and then chose an area of need*

*-some parents were given the “core competencies for parents” to take home and read*

*-some teachers linked visuals/posters in the classroom to the goal setting discussion*

*-some teachers reviewed Option one and what was coming next - Interims, Student led conferences, final summative report, etc.*

*-Many students participated in the conference with their parents*

*-some teachers captured student voice in column 1*

*- all teachers used the template - Some had a paper copy; some had digital*

*-Some teachers took notes during the conference*

**Co-Constructing Criteria:**

What's important, what counts in a successful goal setting conference?

a) What's important – strips of paper

b) Sort into categories – as a group

|  |  |
| --- | --- |
| What’s important, what counts in  a successful goal setting conference? | |
| **CLEAR GOALS** | * Measurable * Observable * Simple * Students are aware of their goal * Determine what kind of evidence will be collected |
| **COMMUNICATION WITH PARENTS** | * Explain the process – (ex. email/newsletter/meeting) before the conference * Parents are made aware of core competencies * Parents are made aware of goal areas (numeracy, literacy, core competency) * Hard copy of Goal Setting Sheet (provided prior or shortly after) * Encourage/facilitate parent input * Use simple visuals in the conference |
| **PREPARATION -BEFORE THE CONFERENCE** | * Pre-teach goal setting with students as a whole class * Set goals in a pre-conference with students, 1-1 * Show evidence of learning (ex. SWW, journal, book box, etc.) to the student to determine the goals * Send the completed goal-setting template home * Generate ideas about how parent & teacher & student can help achieve the goal * Goal setting template is mainly completed |
| **STUDENT VOICE** | * Encourage/facilitate student voice * Discussion between teacher-student-parent * Student input sought about ways to collect the evidence |
| **COMMUNITY BUILDING** | * Team approach - Each (parent-student-teacher) has a voice and a role to support the goals * 3 way discussion between parent-student-teacher * Accountability * Clear, common understanding of the steps needed to reach the goal |
| **ADMINISTRATION TASKS** | * Provide release time for pre-conferencing * Provide refreshments |

In looking at the criteria, what is your own goal about **moving along** in your learning journey with goal setting?

|  |
| --- |
| **What I appreciated:** |
| **My goal for next time:**  **Next time, please notice:** |

What would you like me to notice about your February conference or the one that you'll do next October?

**Please submit to Kim by Oct 30**

**Reflecting on Goal Setting Conference (debrief with WES – Nov 10)**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| 1. Can you name two people in our school that have helped and supported you to be successful with goal setting conferences as part of communicating student learning this year? |
| 1. What are you learning/have you learned about goal setting as part of communicating student learning? Why is it important? |
| 1. How is it going with your learning about goal setting conferences and communicating student learning? |
| 1. What are your next steps in moving your learning forward for successful goal setting conferences as part of communicating student learning? |

## December: Interim Report

The purpose of the Interim report in early December is to provide a snapshot of student progress and achievement levels in Literacy and Numeracy. Teachers may also 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 Arts Education. It is recommended that teachers also include a comment in the “Teacher Comment” section to comment on work habits and/or social responsibility.

A copy of the Goal Setting Conference from October will be sent home with the Interim Report.

### Language Arts

Mandatory bullet:

* Reads at grade level and demonstrates understanding of text (Gr. 1-3)

NY AE ME EE

Comprehend and Connect (Reading, Listening and Viewing)

* Teacher chooses 2 learning standards to add to their checklist as bullets;

each bullet (learning standard) will be rated using the performance scale.

* Each bullet must include the following statement: "**as demonstrated through**..." (content area or project associated with the learning standard).

Create and Communicate (Writing, Speaking, Representing)

* Teacher chooses 2 learning standards to add to their checklist as bullets;

each bullet (learning standard) will be rated using the performance scale.

* Each bullet must have the following statement: "**as demonstrated through**..." (content area or project associated with the learning standard).

### Numeracy

Reasoning and Analyzing

* Teacher chooses 1 learning standard to add to their checklist as a bullet;

each bullet (learning standard) will be rated using the performance scale.

* Each bullet will have the following statement: "**as demonstrated through**..." (content area or project associated with the learning standard).

Understanding and Solving

* Teacher chooses 1 learning standard to add to their checklist as a bullet;

each bullet (learning standard) will be rated using the performance scale.

* Each bullet will have the following statement: "**as demonstrated through**…" (content area or project associated with the learning standard).

Communicating and Representing

* Teacher chooses 1 learning standard to add to their checklist as a bullet;

each bullet (learning standard) will be rated using the performance scale.

* Each bullet will have the following statement: "**as demonstrated through**… " (content area or project associated with the learning standard).

### Integrated Studies **(optional)**

* Teacher chooses learning standards from Science; Social Studies; Applied Design, Skills and Technology; Career Education; and Arts Education to add to their checklist as bullets; each bullet (learning standard) will be rated using the performance scale.
* Each bullet will have the following statement: "**as demonstrated through**… " (content area or project associated with the learning standard).

### Teacher Comments Section

* Anecdotal comments are provided from the teacher regarding work habits/social responsibility.

### Interim Report Checklist for Classroom Teachers**:**

* The Interim Report communicates progress related to learning standards for Language Arts and Mathematics. Teachers may also include a section on Integrated Studies and teachers will make a comment in Teacher’s Comment section (re: Work Habits, Social Responsibility)
* A paper copy of the Interim Report is sent home to parents; a copy is made and saved by the teacher to be filed in the student cumulative record at the end of the year.
* A copy of the completed goal setting conference form from October is sent home with the Interim Report.

### Interim Report Checklist for Specialist Teachers (Physical Education, French):

* The Interim Report communicates progress related to learning standards for specialist areas subjects.
* Teacher chooses 1-2 learning standards to add to their checklist as bullets; each bullet (learning standard) will be rated using the performance scale.
* Each bullet must include the following statement: "**as demonstrated through**" (content area, skill or project associated with the learning standard).
* A statement with the student/class goal from the October goal setting must be included at the top of each student’s specialist Interim Report
* An electronic copy of each class set of interim reports must be sent to the classroom teacher one week 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.

**GMP - Interim Report Criteria for Classroom Teachers:**

The Interim Report communicates progress related to learning standards for Language Arts, Mathematics and Teacher Comments (on work habits and social responsibility). Teachers may also include a section on Integrated Studies to report on other subject areas if an inquiry, special project or theme has been a focus of the term.

\*\*\* All teachers - Please hand in **your interim template** to Kim **ASAP** and **before November 20** for review, editing and feedback.

Tips:

1. Complete the top portion of the report with the student’s first and last name.
2. Complete the sentence stem under *Attendance Data*: This term, #NAME was absent # days and was late # times.
3. 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).
4. **\*I have removed the headings under Learning Standard**, however - you are expected to select a learning standard (curricular competency and content comment) **from each section** when possible
5. Type in your comment in the section on *Teacher Comment (it is expected that you will make a comment that will touch on* ***work habits or social responsibility*** *– parents want to know about how their child is doing in this domain).*
6. If the student is on an IEP or StLP, right click on the corresponding box.
7. Alison will send you French/Gym reports for your class by email by **November 27**, **2017**. Save a copy of the document onto your desktop.
8. Open Alison's file. *Copy* the appropriate section for the student whose report you are completing.
9. In the student’s Interim Report highlight the entire box that says *\*Copy/paste #subject here* for the specialist subject that you are working with. Select *Paste*.
10. Repeat steps 7-9 for each specialist subject.
11. Your reports should now be complete.

**Interim Report Checklist for 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.
* 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 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 Kim by **Monday, December 4, 2017**. I will provide feedback for revisions and sign reports.
* Make any necessary changes to reports based on feedback from Kim. Re-print, sign and re-submit any copies for admin signature.
* Make copies of the Goal Setting Conference Form (October) and the Interim Report (December). Staple these together and store them at the front of your class cum files - to be filed in the student cumulative record at the end of the year.
* Staple the final Goal Setting Conference Form (October) to the completed Interim Report (December). Send home to parents on **Friday, December 8**. 2017.

**Formatting Tips for Completing Interim Reports**

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 17-18 (e.g. Ramsay Interim Reports 17-18).
3. Download a copy of the Interim Report template that you need onto your computer (from the folder on *First Class*; or from the attachments sent by email)
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*** as descriptors under each domain (visit <https://curriculum.gov.bc.ca/curriculum> to view your grade level curriculum for learning standards in each area).
6. For each learning standard descriptor, you must also add the stem ***as demonstrated by,*** followed by a supporting statement (e.g. content learning standard, process, skill or project associated with the curricular competency).
7. If you are not reporting on Integrated Studies, highlight the box and click *Delete*.
8. Click *Save As*, and name the document Interim Report Framework; save the file in the folder that you created on your desktop for Interim Reports (#Teachername Interim Reports 17-18).
9. Click *Save As* and name the document for your first student (first name only); save the file in the folder that you created on your desktop for Interim Reports. (#Teachername Interim Reports 17-18).
10. Repeat steps 8-9 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 17-18 that is on your desktop.
12. Review the Interim Report Criteria Checklist below for next steps.

**Formatting Tips and Criteria for Completing Interim Reports for**

**Physical Education and Core French**

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
3. Open the Interim Report template.
4. Add 2 ***learning standards*** 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. content learning standard, process, skill or project associated with the curricular competency).
6. In the box that says *Goal*, type in the goal statement for the class that was created together with the class in October.
7. Click *Save As*, and name the document Grade# Interim Report Framework (e.g., Kindergarten Interim Report Framework); save the file to your desktop.
8. *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 Specialistsubject Interim Reports 17-18 (e.g. Hyde Gym Interim Reports 17-18).
10. In each table, type a student’s name and indicate the student’s performance for each curricular competency 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*.

1. You should now have a class set of reports saved as a file #Classroomteacher Specialistsubject Interim Reports 17-18 (e.g. Hyde Gym Interim Reports 17-18).
2. Open the file Grade# Interim Report Framework (e.g., Kindergarten Interim Report Framework).
3. Repeat steps 9-12 for other classes at the same grade level.

**Interim Report Checklist for 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 Sharon 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 by Monday, November 27, 2017**. 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

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| **Student Interim Report 2017-2018**  From August 25 - December 1, 2017  Grey Mountain Primary School  186 Alsek Road, Whitehorse, Yukon Y1A 4N9 • 867-667-5189  *Principal*: Kim Ramsay | |
| **Student Name:** | |
| **Grade:**  Kindergarten | **Teacher:** |
| **Attendance Data:** This term, #NAME was absent # days and was late # times. | |

*We acknowledge, recognize, and respect that we teach and learn within the traditional territory of*

*Kwanlin Dün First Nation and the Ta’an Kwäch’än Council.*

**This assessment describes the student’s learning progress based on**

**expectations for this time of the year.**

**AE**: Approaching Expectations **ME**: Meeting Expectations **EE**: Exceeding Expectations

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| **English Language Arts** | | | |
| **Learning Standards** | **AE** | **ME** | **EE** |
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| **Mathematics** | | | |
| **Learning Standards** | **AE** | **ME** | **EE** |
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| **Integrated Studies** | | | |
| **Project or Inquiry:** | | | |
| **Learning Standards** | **AE** | **ME** | **EE** |
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\*Copy/Paste Physical Education report here.

#Name has/is an: *(Delete this section if not applicable)*

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| **✔** | Individual Education Plan |
|  | Student Learning Plan |
|  | English Language Learner |

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| **Teacher’s Comment:** |
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Teacher’s Signature Principal’s Signature

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| **Student Interim Report 2017-2018**  From August 25 - December 1, 2017  Grey Mountain Primary School  186 Alsek Road, Whitehorse, Yukon Y1A 4N9 • 867-667-5189  *Principal*: Kim Ramsay | |
| **Student Name:** | |
| **Grade:** | **Teacher:** |
| **Attendance Data:** This term, #NAME was absent # days and was late # times. | |

*We acknowledge, recognize, and respect that we teach and learn within the traditional territory of*

*Kwanlin Dün First Nation and the Ta’an Kwäch’än Council.*

**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

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| **English Language Arts** | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Individual Education Plan  in : |  |  | Student Learning Plan | | | | | |
| **Learning Standards** | | **NY** | **AE** | **ME** | **EE** |
| Reads at grade level with understanding of text | |  |  | **✔** |  |
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| **Mathematics** | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Individual Education Plan  in : |  |  | Student Learning Plan | | | | | |
| **Learning Standards** | | **NY** | **AE** | **ME** | **EE** |
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| **Integrated Studies** | | | | |
| **Project or Inquiry:** | | | | |
| **Learning Standards** | **NY** | **AE** | **ME** | **EE** |
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| **\*\*Cut and Paste Physical Education here** | | | | |
| **Goal:** | | | | |
| **Learning Standards** | **NY** | **AE** | **ME** | **EE** |
|  |  |  | **✔** |  |
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| **\*\*Cut and paste Core French here** | | | | |
| **Goal:** | | | | |
| **Learning Standards** | **NY** | **AE** | **ME** | **EE** |
|  |  |  | **✔** |  |
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#Name has/is an: *(Delete this section if not applicable)*

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| --- | --- |
| **✔** | Individual Education Plan |
|  | Student Learning Plan |
|  | English Language Learner |

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| **Teacher’s Comment:** |
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Teacher’s Signature Principal’s Signature

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| **Physical Education** | | | |
| **Goal:** | | | |
| **Learning Standards** | **AE** | **ME** | **EE** |
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**Kindergarten PE**

**Grade 1-3 PE**

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| **Physical Education** | | | | |
| **Goal:** | | | | |
| **Learning Standards** | **NY** | **AE** | **ME** | **EE** |
|  |  |  | **✔** |  |
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**Grade 1-3 Core French**

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| **Core French** | | | | |
| **Goal:** | | | | |
| **Learning Standards** | **NY** | **AE** | **ME** | **EE** |
|  |  |  | **✔** |  |
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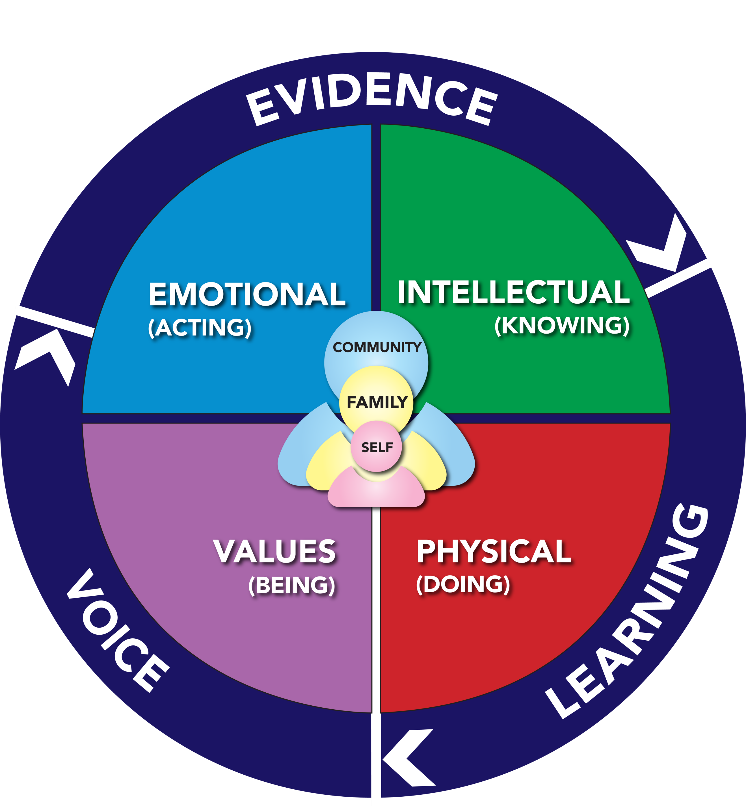
## February and April: Portfolios and Student-Parent-Teacher Conferences

Portfolios are more than a collection of student work; they are a purposeful selection of work that features a student’s effort, progress and achievement over time. The purpose of portfolios is toengage students in reflecting on and assessing their own learning. The goal of using portfolios is to communicate student learning and toshare evidence of growth with an authentic audience.

Conferences involve students engaging in meaningful conversations with teacher and parents by acknowledging progress and determining next steps in their learning. The purpose of a student-parent-teacher conference is toshare the portfolio, to communicate student learning 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 core and curricular competencies.

Criteria for Successful Portfolios and Conferences:

* Purposeful by meeting the goals outlined above;
* Reflections, comments, feedback and assessments are worded positively in language that is understood by student, parents and teachers;
* Demonstrate learning in Language Arts and Mathematics in both February and April;
* Integration of Science; Social Studies; Applied Design, Skills and Technology; Career Education; and Arts Education once each in February **or** April.
* Include a student-self assessment of core-competency(ies), which is connected to evidence or samples of learning.
* Provide evidence of student AND teacher reflection, comment, feedback and assessment attached to samples in the portfolio, by:
  + Showing learning 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…; summative assessments using established criteria or rubrics completed as self, peer or teacher assessment.)
* A reflection form is used to document the conversation between student-parent-teacher as part of the portfolios. This form should be kept as part of the portfolio; a yellow copy should be made and filed in the student cumulative record at the end of the year.
* Each portfolio post should include the elements found on the outside of the image below:



**EVIDENCE:** Evidence of what the learner **knows**, what they can **do**, and/or what they **understand.** This includes photos, videos or documents.

**LEARNING:** Meaningful descriptions of the **learning task**, **learning standards** or an **assessment** of student progress gives evidence of learning. Over time, this evidence will demonstrate growth and shift learning to **shared** **ownership**.

**VOICE**: With the inclusion of student and parent voices, **ownership of learning** shifts from teacher focused to shared ownership by students, parents and teachers.

**Grey Mountain Primary School**

#### Portfolio Recording Form

|  |  |  |
| --- | --- | --- |
| Student Name: | Grade: | Teacher: |
| Date of Conference: | In Attendance: | |

|  |
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| **What needs to be done…** |
| Share 6-10 purposeful samples or entries from the portfolio with comments, reflection or feedback from student and/or teacher:  -  -  -  -  -  - |
| Discuss (or comment online) about strengths (3)  -  -  - |
| Discuss (or comment online) about areas of growth (3)  -  -  - |
| ☐ Discuss, review and revise my goal setting conference/plan from October. |

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Student Name Parent signature (or online comment ☐)

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Teacher Signature

Examples of Prompts for Self-Reflection: Observations On My Learning Journey

(ATTACHED TO SAMPLES)

* I chose to post this because it shows…
* An area that I can improve here is…
* My teacher liked 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…

Examples of Prompts for Self-Reflection: How I Feel About This Sample

(ATTACHED TO SAMPLES)

* 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…

Paper Portfolio Exemplars for Evidence of Reflection, Feedback and Comments**:**

- *Making Classroom Assessment Work*, Anne Davies.

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

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

* Setting and Using Criteria
* Self-Assessment and Goal Setting
* Conferencing and Reporting
* Collecting Evidence and Portfolios

Online Portfolios Exemplars:

*-* [Surrey Schools - Digital Portfolio Samples for Primary, Intermediate and Secondary](https://surreylearningbydesign.ca/demos/digital-portfolios/) :

<https://surreylearningbydesign.ca/demos/digital-portfolios/>

*-* [Two of the Same - Video by Kelli Vogstad](https://vimeo.com/214266758) <https://vimeo.com/214266758>

*-* [Documenting meaningful learning experiences using digital portfolios - Video](https://surreylearningbydesign.ca/2017/02/documenting-meaningful-learning-experiences-with-digital-portfolios/) :

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

### Prompts for Parent-Student Dialogue During Conferencing

These are possible sentence starters to help begin and maintain conversations around what you see in your child’s learning portfolio…

|  |  |
| --- | --- |
| Pose a question to deepen the thinking… | * Why did you choose to post\_\_\_\_\_\_\_\_\_\_? * Why do you think your teacher posted \_\_\_\_\_\_\_? * 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… | * 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)… | * 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… |

There are two ways that specialist teachers will make student learning from specialist areas visible in portfolios and conferences:

1) by planning for and guiding students to include evidence of learning and reflection in their classroom portfolio related to their goal in specialist classes;

2) by providing authentic opportunities for students to demonstrate their learning and growth in specialist classes through practical experiences that specialist teachers develop for portfolio and conference time (i.e., grade level specific tasks that students can do in the gym or French class to show their parents what they are learning).

|  |  |
| --- | --- |
| Physical Education | French |
| Feb: Practical  April: Portfolio | Feb: Portfolio  April: Practical |

Criteria for Specialist Teachers (Physical Education, French) for Portfolios and Conferences:

* Portfolio samples and activities should be purposeful and meet the goals for portfolios
* Reflections, comments and feedback should be worded positively in language that is understood by student, parents and teachers;
* Portfolio samples and activities should reflect learning standards;
* Portfolio samples must provide evidence of progress related to the goal setting from October;
* Portfolio samples must provide evidence of student AND teacher reflection, comment, feedback and/or assessment attached to the sample that is to be included in the portfolio, by:
  + Showing learning 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…; summative assessments using established criteria or rubrics completed as self, peer or teacher assessment.)

## Student Self-Assessment of Core Competencies: October (Goal Setting), December (Interim Report); February & April (Portfolios) and June (Report Card)

The purpose of this section is 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.

Criteria for Reporting:

While students and teachers become familiar with the self-assessment of the Core Competencies this year, it is recommended that students begin by self-assessing at least one of the three broad Core Competencies this school year. In subsequent years, students and teachers will include other Core Competencies with the goal of self-assessing on all three broad Core Competencies. Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

### Goal Setting Conference (October)

One of the areas for goal setting includes reflection for growth related to the core competencies. Student-parent-teacher will discuss a goal related to one core competency and record as an *I can* or *I will* statement. This goal will be revisited at the February portfolio and student-parent-teacher conference.

### Interim Report (December)

Attached to the December Interim Report may be the first student self-assessment of core-competency(ies) (\*optional).

Portfolios (February and April):

For each portfolio conference, a student-self assessment will be completed and included in the student portfolio and should be connected to evidence or samples of learning.

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-competency goal and should be connected to evidence or samples of learning.

Although there are many exemplars available on how to self-assess the core competencies, when reflecting or reporting on core competencies, the following 5 aspects must be included in whatever reporting form a teacher may select or develop:

1. Identify the core competency being self-assessed;
2. State the student’s goal(s) for the core competency;
3. Student reflection, ideas, strengths related to the core-competency and goal using *I can* statement (K/1: or pictures, words, with teacher scribe)
4. Examples and/or evidence to support the *I can* statement;
5. Plan or ways to reach the goal and to move core competency development forward.

Samples, Exemplars, Prompts and Information for Reflecting on Core Competencies**:**

<http://blogs.sd41.bc.ca/literacy/files/2017/04/SD36CoreCompetencies-ELEMENTARY.pdf>

<https://learn.sd61.bc.ca/curric-assessment/core-competencies/>

<http://learningcommons62.sd62.bc.ca/knowledge-building-centre-2/core-competencies/>

<http://nvsd44curriculumhub.ca/core-competencies/>

<https://sd75curriculum.com/resources/competencies/>

### Primary Samples and Exemplars

