

Communicating Student Learning: École Whitehorse Elementary School Reporting and Assessment Plan 2018-2019



Thank you to the following people who dedicated time in conversation, reflection, and research to develop the criteria, samples and exemplars for communicating student learning at École Whitehorse Elementary School:

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It is important to remember that this document represents our thinking up until now. It has changed and evolved as we responded to feedback and innovation from students, teachers, parents and school community partners.

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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. 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 selfassessments;
- 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 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 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 4-9 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.

Core Competency Student Self-Assessment

The core competencies are Thinking, Communicating and 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 lifelong 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.

Option A: Interim 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 outcomes 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: digital or paper student portfolio; i. phone call; ii. electronic communication; iii. home visit; iv. another means of communication appropriate to your school
Letter Grades	 Letter grades are not provided in Grades K–7 Performance descriptors will be used to describe progress using learning standards.
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 2018-2019

What Parents Can Expect	How It Will Be Communicated
August 30th, 2018 6:30 – 8:30 p.m.: Open House on Learning	
Communication about school-level priorities for teaching, learning, assessment and reporting happens first with all families in the school gym. Families then move to individual classrooms to meet teachers and learn about teaching, learning and assessment in their children's classes.	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 date and times. The school will communicate with families through the school newsletter and school website.
October, Thursday October 18 th and Friday October 19 th , 2018 all day: Goal Setting Conference	During the goal setting conference, joint goals are determined for the child.
 For Kindergarten and Grade 1, the conference is a parent-teacher dialogue. No children attend. For grades 2 to 7, the conference is a three- 	Parents have an opportunity to ask questions and to determine how they can support their child's learning.
way dialogue with student, parents, and teacher.	Parents receive a copy of their child's goals (either paper or in a digital portfolio) as part of the Interim Report.
December 14, 2018: Interim Report	
 K to 7 students are assessed on learning standards using the following descriptors: Not Yet Meeting Expectations, Approaching Expectations, Meeting Expectations and Exceeding Expectations. Kindergarten, Grade 1 and Grade 2 students reflect on their experience of school. Grades 3 to 7 students self-assess and reflect on their development in 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 (English and French), 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. The Interim Report will also include the first student self-assessment of core competencies.
	An example of this report will be shared at our Open House in September and an example will be posted on our school website.

February 28 (evening) and March 1, 2018 – all day: 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) by the end of January at the latest.

June: Final Summative Report Card

 K to 7 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; French Language Arts; Mathematics; Science; Social Studies; Applied Design, Skills and Technology; Career Education; and Arts Education.
- A student self-assessment of core competencies.

Once during the year: K to 7 Celebration of Learning/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.

Each K to 7 learning community sends out their own invitation to parents and families to attend a celebration of student learning as student-led portfolios. Students share their learning for family to see and to ask questions.

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 2018-2019

October: Goal Setting Conference

The purpose of 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 what learning goals are, share examples of specific learning goals and 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. 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 or numeracy will be discussed and the teacher will then facilitate a conversation that leads to minimally two goals: one for literacy or numeracy, and 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. To support teachers, a ½ day release will be permitted to be used to conference with students in advance.

Expectations: **Kindergarten and Grade 1 teachers** will be expected to have one core competency goal for each student by October. This goal will be communicated in the same manner as outlined below. In February/March three-way conference, an academic goal will be added to the students' profiles. This will be communicated in the conference and the goal setting conference sheet with be shared with parents at this time. **Grades 2-7 teachers** are expected to support their students to have set a minimum of one core competency and one academic goal by October. These goals will be reviewed and revised consistently throughout the school year and revisited during the three-way conferences. The older grades may wish to add a number of academic goals. These goals will be set to the performance standards, which enables parents and students to see how they are doing and what the logical next steps will be to improve.

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 <i>ExplainEverything</i> 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 weekly time is set aside in the class schedule to reflect on goals and show evidence
A copy of a completed goal setting conference form will be sent home prior to the Goal Setting Conference to prepare parents
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 March Portfolio and Student-Parent-Teacher Conference.
Evidence of learning in support of student goals should be made explicit and visible in the student portfolios (March) with reflection, comment and/or feedback from student and teacher.
A yellow copy of the goal setting conference form (October and March meetings) will be placed in the student's cumulative record at the end of the year.

Specialist Teachers (Music, Gym, Southern Tutchone) 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 for certain grades, the teacher will establish a class or grade-level goal,

which will be shared with the class. In other grades, the teacher will guide and support students to develop individual goals.
 The learning goal for specialist areas will be discussed and documented anytime in the month 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 March 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 (March) with reflection, comment and/or feedback

Learning Assistance Teachers

from student and teacher.

It is not practical for Learning Assistance 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.).

Learning Assistance Teachers are expected to **contact the parent of each child** who is receiving LAT time directly by the time of the Goal Setting Conference. This will be in the way of a phone call or face to face meeting. This communication will introduce parents to the LAT, outline the amount of time and purpose for the LATs involvement in the students' academic programming and goal for student during this intervention. A record of the phone call/ meeting shall be included in the students' working file for future reference. This communication will help support the interim report card comments to be shared in December.

École Whitehorse Elementary 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	
Numeracy	Kids print/type here or you scribe	I will be able to	
Core Competencies	Kids print/type here or you scribe	I will be able to	

École Whitehorse Elementary 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	Do I still need to work on this goal or set a new one?
		The evidence that demonstrates this	
Numeracy	Copy/paste goal from October	I am able to	Do I still need to work on this goal or set a new one?
		The evidence that demonstrates this	
Core Competencies	Copy/paste goal from October	I am able to	Do I still need to work on this goal or set a new one?
		The evidence that demonstrates this	

December: Interim Report

The purpose of the interim report in late November is to provide a snapshot of student progress and achievement levels in Literacy (English and French) 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 Arts Education. Teachers will also include a section to comment on Work Habits and/or Social Responsibility. The Interim Report will also include the first student self-assessment of core competencies. A copy of the Goal Setting Conference from October will be sent home with the Interim Report.

English Language Arts

Grades 1-3

 Reads fluently at grade level and demonstrates understanding of text NY AE ME EE

Grades 4-7

 Reads fluently and demonstrates understanding of a grade-level text NY AE ME EE

Comprehend and Connect (Reading, Listening and Viewing)

- Teachers choose 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/by...» (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/by... » (content area or project associated with the learning standard).

French Language Arts

- Reads fluently and demonstrates understanding of grade level text (Gr. 3 -7)
 NY AE ME EE
- Speaks and communicates at grade level in French (all Grades)
 NY AE ME EE

Exploring and Reflecting

- 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 will have the following statement: « as demonstrated through/by... » (content area or project associated with the learning standard).

Creating and Communicating

- Teacher chooses 2 other learning standards 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/by... » (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/by... » (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/by... » (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/by... » (content area or project associated with the learning standard).

Integrated Studies (mandatory this year)

- 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).

Work Habits/Social Responsibility - required

Anecdotal comments are provided from the teacher.

 □ The Interim Report communicates progress related to learning standards for English Language Arts (1-7), French Language Arts (3-7) and Mathematics. Teachers will also include Integrated Studies and Work Habits, Social Responsibility in the report card. □ A paper copy of the Interim Report is sent home to parents; a yellow copy is made and saved by the teacher to be filed in the student cumulative record at the end of the year. □ The first student self-assessment of core competencies is sent home with the Interim Report. □ 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, Music, Southern Tutchone, Options Teachers): □ 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/by» (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 bottom 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 Report sbeing 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. □ The Interim Report communicates progress related to the targeted intervention and goals for this intervention as communicated with parents in October (phone or in person) □ Teacher will communicate the number of sessions in a week, length of time for these	Interin	n Report Checklist for Classroom Teachers:
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Student Interim Report 2017-2018 École Whitehorse Elementary School

	hitehorse, Yukon Y1A 1J7 • 867-667-8083 facCoubrey Vice-Principal: Céline Roy				
Student Name:					
Grade:	Teacher:				
Attendance DataL August 28- Nas late # times.	November 23, 2017#NAME was absent # days ar	nd			
We respectfully acknowledge that we to Nation and the Ta'an Kwachan Council	each and learn within the traditional territory of Kwanlin Dur	า Firs	it		
This assessment describes the stud of the year.	ent's learning progress based on expectations for this	time			
NY: Not Yet Meeting Expectations ME: Meeting Expectations AE: Approaching Expectations EE: Exceeding Expectations					
French Language Arts	Individual Education Plan Stude	ent Le	earnir	ng Pl	lan
Learning Standards		NY	AE	ME	EE
Reads with understanding of grade lev	el texts				/
English Language Arts Individual Education Plan Student Learning Pla					lan
Learning Standards		NY	AE	ME	EE
Reads at grade level with understandir	g of text (Grade 1-3)				
	understanding of grade-level texts (gr 4-7)				
Mathematics	Individual Education Plan Stude	ent L	earni	ng P	lan
Learning Standards		NY	AE	ME	EE
		1 7		i	

Integrated Studies				
Learning Standards	NY	ΑE	ME	EE

Kindergarten

Physical Education			
Goal :			
Learning Standards	ΑE	ME	EE
		/	

Grade 1-7

Physical Education				
Goal:				
Learning Standards	NY	ΑE	ME	EE
			1	

Kindergarten

Music			
Goal:			
Learning Standards	AE	ME	EE
		~	

Grade 1-7

Music				
Goal:				
Learning Standards	NY	AE	ME	EE
			~	

Kindergarten

Southern Tutchone Language			
Goal:			
Learning Standards	ΑE	ME	EE
		~	

Grade 1-7

Southern Tutchone Language				
Goal:				
Learning Standards	NY	AE	ME	EE
			/	

Options 7

Grade 7 Options – Band, Technology, Southern Tutchone				
Goal:				
Learning Standards	NY	ΑE	ME	EE
			>	

Curricular Competencies- Integrated Studies						
	Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations		
Project or Inquiry:						
Works Habits/Social Responsibility						
Areas to Celebrate and Areas to Strength	nen					
Teacher's Comment:						
Student's Signature	_	D	arent's Signature			
otadent 5 dignature		·	arent o orginature			
Teacher's Signature	_	Pri	incipal's Signature	<u>.</u>		
. Sastro. 3 Signature				-		
Teacher's Signature	 Principal':	s Signature				

Formatting Tips and Criteria for Completing Interim Reports for Specialist Teachers (Physical Education, Music, Southern Tutchone Language, Learning Assistance 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 folder on *First Class*; or from the attachments sent by email)
- 3. Open the Interim Report template.
- 4. Add 2 *curricular competencies* as descriptors for your subject. (Go to https://curriculum.gov.bc.ca/curriculum to view grade level curriculum).
- 5. For each curricular competency 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 (or grade level) that was created and communicated during the month of October as part of Goal Setting requirements.
- 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. Mme Lucille Music 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).
 - a. Click Save.
- 11. You should now have a class set of reports saved as a file #Classroomteacher Specialistsubject Interim Reports 17-18 (e.g. Mme Lucille Music Interim Reports 17-18).
- 12. Open the file Grade# Interim Report Framework (e.g., Kindergarten Interim Report Framework).
- 13. Repeat steps 8-11 for other classes at the same grade level.

14. Interim Report Checklist for Specialist Teachers:

- 15. 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.
- 16. Use spell check to ensure that spelling and grammar are correct.
- 17. Review your class reports for correct names, spelling etc.
- 18. Save any revisions that you make.

Feb/March: Portfolios and Student-Parent-Teacher Conferences

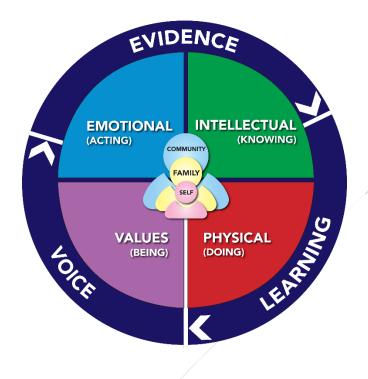
<u>Portfolios</u> are more than a collection of student work; they are a *purposeful selection of work* that features a student's effort, progress and achievement over time. The purpose of portfolios is to engage students in reflecting on and assessing their own learning. The goal of using portfolios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

<u>Conferences</u> 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 to share 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.

<u>Criteria for Successful Portfolios and Conferences:</u>

- ✓ 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 (French and English) and Mathematics;
- ✓ Integration of Science; Social Studies; Applied Design, Skills and Technology; Career Education; and Arts Education.
- ✓ 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-parentteacher 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.

Portfolio Conference Form

Na	ame:	Date: Areas for Growth
Student	Strengths	
Teacher	Strengths	Areas for Growth
Goa	ls:	
Ϋ́		
X		

Portfolio Goal Setting Form

Controllo Accorcement 1

École Whitehorse Elementary School Portfolio Recording Form

Student Name:		Grade:	Teacher:
Date of Conference:		In Attenda	nce:
Areas of strength/progress	5 :		
-			
Areas of growth/improvem	ent:		
-			
-			
Goal Review			
	A.I		
Literacy:	Numeracy:		Core Competency:
☐ Continue with same goal	☐ Continue with sa		☐ Continue with same goal
- Choose a new goal	Onloose a new g		_ Onloose a new goal
Goal Review Literacy: Continue with same goal Choose a new goal	Numeracy: Continue with sa Choose a new g	ame goal	Core Competency: ☐ Continue with same goal ☐ Choose a new goal

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):

Eng and Fr (downloadable pdfs here: http://connect2learning.com/members/free-resources/)

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

Online Portfolios Exemplars:

- 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/

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	Look, now you can
on the evidence of	 You have improved in
learning (growth)	I can see evidence of growthYou used tobut 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 withbut now you can
	At the beginning of the year you did not knowbut now
	I can see evidence growth toward your goal
	because One way at home that we can try to help
	 One way at home that we can try to help you is

Specialist Teachers:

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, music room, or southern Tutchone class to show their parents what they are learning).

<u>Criteria for Specialist Teachers (Physical Education, Music, Southern Tutchone Language) for Portfolios and Conferences:</u>

- ✓ Portfolio samples and activities should be purposeful and meet the goals for portfolios outlined on page 23;
- ✓ 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.)

Criteria for Learning Assistance Teachers for Portfolios and Conferences:

- ✓ Portfolio samples and activities should be purposeful and meet the goals for portfolios outlined on page 23;
- ✓ Reflections, comments and feedback should be worded positively in language that is understood by student, parents and teachers;
- ✓ Portfolio samples and activities should reflect specific intervention learning goals;
- ✓ Conference with parents to communicate strengths and on-going focus for the intervention in the coming months

Student Self-Assessment of Core Competencies: October (Goal Setting), December (Interim Report); March (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 <u>at least one</u> 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 January portfolio and student-parent-teacher conference.

Interim Report (December)

Attached to the November Interim Report will be the first student self-assessment of the core-competency.

Portfolios (March):

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. The official reporting form from the Learning Branch http://lss.yukonschools.ca/ will be used for this purpose. Each self-assessment must include: Clear identification of the core-competency being assessed; state the student's goal for the core competency; student reflection, strengths using an *I can* statement; provide evidence to support the *I can* statement.

Cumulative Files Year-End Checklist 2018-2019

O Goals from Goal Setting Conferences in October
O Interim Report Card – yellow copy - December
O Goal revision sheet – shared @ three way conferences – March
O Portfolio/ Three-way conference record - March
O Final Summative Report Card - End of June
O Student Self-Assessment of Core Competencies with Final Report Card



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



Name:	School:	Date:
		N. H.
Think about your learning this year drawing, photo, video link, etc.) to s developed your core competencies.	how how you have demonstrated or	
I am reflecting on my	_ competency. I am good at	PSVT
		PS T
I demonstrate this by		

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

Communication, Thinking, Personal & Social



Name:	School:	Date:
Think about your learning the drawing, photo, video link, of developed your core compe		
	4	AVA Y
	`	
		The same
	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

Adapted (with thanks) from Surrey School District.

and assessing their growth in the core competencies.



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

Student Self-Assessment of Core Competencies







Name:_		Date:	_		
The Core	The Core Competency I am reflecting on is Communication. Personal & Cultural Identity Creative Thinking Personal Responsibility Critical Thinking Social Responsibility				
I can					
			_		
I showed	this when		_		
			_		
			١		
			١		
			١		
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.

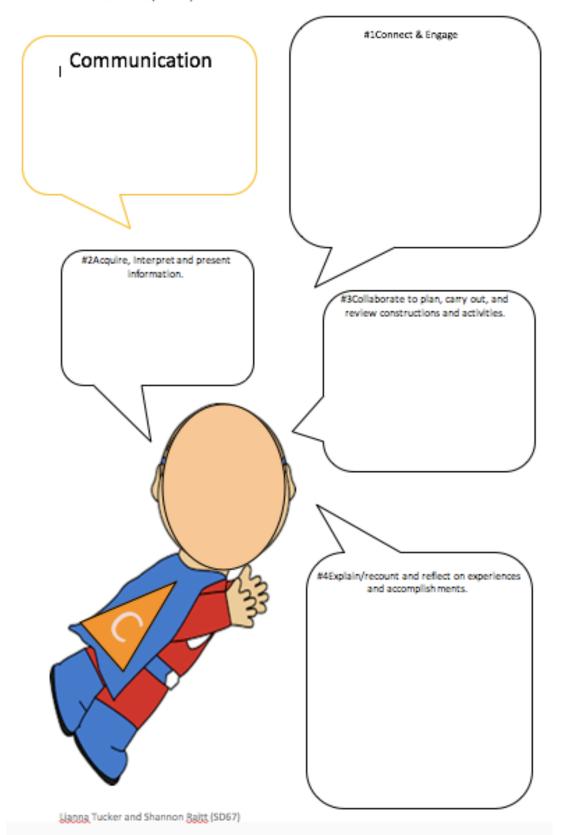


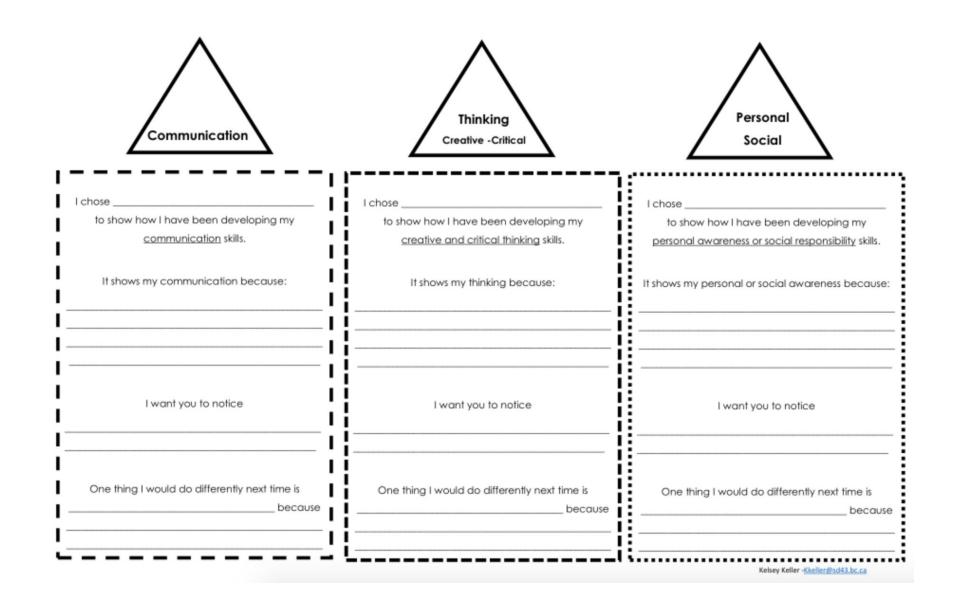
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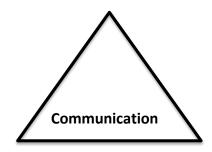
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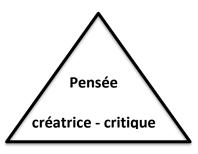


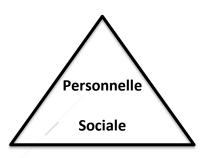
Self- Assessment (DRAFT)











J'ai choisi pour montrer le développement de mes habiletés en <u>communication</u> .	J'ai choisi pour montrer le développement de mes habiletés en <u>pensée créatrice et critique</u> .	J'ai choisi pour montrer le développement de mes habiletés en <u>conscience personnelle et</u> <u>responsabilité sociale</u> .
Cela en fait preuve car :	Cela en fait preuve car :	Cela en fait preuve car :
Je veux que tu notes	Je veux que tu notes	Je veux que tu notes
Une chose que je ferais différemment la prochaine fois est	Une chose que je ferais différemment la prochaine fois est	Une chose que je ferais différemment la prochaine fois est
car	car	car

created by Kelsev Keller - kkeller@sd43.bc.ca

Auto-évaluation sommative des compétences essentielles



Nom	Date	
Enseignant	Anné	
Communication	Réflexion: pensée créatice et critique	<u>Personnelle</u> et <u>sociale</u>
J'ai choisi pour <u>démontrer</u> comment je me <u>suis</u>	J'ai choisi pour démontrer mes habiletées en pensée	J'ai choisi pour démontrer l'ensemble de mes habiletés
amélioré en communication.	critique <u>ou créatrice</u> .	personelles et sociales.
Ce travail <u>démontre mes habiletées en</u> communication <u>parce</u> que:	Ce travail <u>démontre mes habiletées en</u> <u>pensée</u> critique <u>ou créatice parce</u> que:	Ce travail <u>démontre mes habiletés en</u> responsabilité sociale et <u>individuelle parce</u> que:
J'aimerais que tu remarques	L'aimerais que tu remaraues	<u>J'aimerais</u> que <u>tu remarques</u>
Une chose que <u>i'aimerais améliorer</u> la prochaine fois est	Une chose que <u>j'aimerais améliorer</u> la prochaine fois est	Une chose que <u>i'aimerais améliorer</u> la
parce que	parce que	prochaine fois est parce que
Pour y arriver, je vais	Pour y arriver, je vais	Pour y arriver, je <u>vais</u>

Appendix A: Goal Setting Exemplars

Student Name:	Grade: 4	Teacher:
Date of Conference: October 18th, 2017	in Attendance	Notes:

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	I want to read more books in French and English.	I will be able to read a variety of texts. I will be able to organize my writing in paragraphs and add more detail.	-More opportunities to write in classUse graphic organizers -Letters to pen pal -Checklist -Create a word dictionary at home -More books in class to choose from -Share my work at home
Numeracy	I want to learn to multiply bigger numbers.	I will be able to multiply and divide. I will use different strategies to problem solve.	-Use math programs at home (Reflex, Math Frog) -Flashcards -Play crib at home -Use my interactive math notebook in class
Core Competencies	I want to get better at working in a group.	I will be able to work cooperatively and share my ideas in a group.	-Start by working in small groups, then larger groups in class

Student Name:	Grade: 3 Teacher:
Date of Conference:	In Attendance:

		3% 3	
Learning	Learning Goal (student voice)	What it Looks Like	What I Need to Help Me as I Work
Area		in My Classroom and at School	Toward my Goal
Literacy	Kids print/type here or you scribe	I will be able to	Teacher: Check journal
Literacy	Writing		Sometimes for underly
'		use different words for my	Sentances
	I want to have more	Sentences and change the order	Student: reread, underline
	variety in my sentences.	. use the coup de Pouce to help	Tock at interesting word la
	·		Farents : remind her to look
Numeracy	Kids print/type here or you scribe	I will be able to	Teacher: provide
Numeracy		· ask my friends to help me,	worksheet / wk.
	telling time	1 to a basis may !!	Workshier / SCD
	J	but not give me the answer	Student show I counted
		o use my drawing and time	Student show how I counted the minutes and refer to drawing.
	-	Telling rules to help me	term to drawing.
		Tenny 1110 It lich me.	Parent: tost student with
Core	Kids print/type here or you scribe	I will be able to	Teacher: Print to the red
Competencies	Communication	· tap the person who is talking	Card .
	Listening to the person who's	I I am Man Din Hell Supposes	Student: remember to
	falking	to be talking and put my finger	do/ Gill in chart
	1 1 1 1	over my lips.	
		o turn my body to the person	Parent: Start Spelling tests
		that is falking and bave	and testing listening
		my eyes on the person.	%ill's. 12
		· looking immediately at the person when I hear "Cheatch, c	lseekils"
		person when I hear chertante	helo inco
		' ex "1,2,3, ecoute?"	he la men

Student Name:	Grade 5	Teacher:
Date of conference: October 16th 2017	In Attendance:	

Learning Area	Learning Goal (Student) Voice)	. What it looks like at schoo (teacher voice)	il: What I need to help me as I
Literacy	Mon but est d'améliorer mon volume de lecture en français à la maison pour comprendre les mots plus difficiles.	I will be able to	Workstoward:my.goal Select French and English novels or magazines I enjoy while still providing a challenge to read. When writing, try and include varied descriptive words and ensure I fully develop my sentences.
Numeracy	Mon but est de lire plus attentivement les mots d'un problème pour réduire les erreurs.	I will be able to Locate key instruction words in a text to help guide my reasoning.	I can use my math word problem solving rubric to help me out: Read the problem twice. Find relevant or important words and numbers. Construct meaning of the problem. Choose an operation Solve the problem. Review my answer and write. Seek help if I don't understand.
Core Competencies	autres et pas juste à moi.	I will be able to Become a resource and a leader in my workgroups and the class.	When at school, I need to ask myself what I can do to help others, either teachers or students. When no one raises their hand, I should. When no one helps, I should. I need to be an example for others to follow and be humble about it too.

Student Name:	Grade: 2	Teacher:
Date of Conference: Oct 18 2017	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 READ IN ENGLISH	Read with confidence at grade level	I will be able to read in English up to level 16 by holiday break with fluency and expression.	Nightly reading level 13+ using Chunky Monkey strategy and reading finger.
Numeracy SKIP COUNTING ADD/SUB	Skip counting by 2, 5 and 10 to help with basic addition/subtracting up to 100	I will be able to skip count by 2, 5, 10 backward and forward starting from any point using a hundreds grid or mental math strategies (1-100)	100's grid French number names Help teacher in class
Core Competencies ORAL FRENCH	I will consistently speak French in class using complete sentences.	I will be able to spontaneously ask questions, tell simple stories, describe myself, my family, my weekend activities, and make connections with my identity in French and in complete sentences	Hand or voice signal to "stop speaking English", willingness to start over in French, participation in group discussions in class in French

dent Name:		Grade: 2	Teacher:	
Date of Confere	nce: Oct 18 2017	In Attendance:		
Learning Area	Learning Goal (student voice)	What it Looks Like in My Classroom a	nd at School	What I Need to Help Me as I Worl Toward my Goal
Literacy READ IN ENGLISH	Read with confidence at grade level	I will be able to re by holiday break v expression.	ad in English up to level 16 vith fluency and	Nightly reading level 13+ using Chunky Monkey strategy and reading finger.
Numeracy SKIP COUNTING ADD/SUB	Skip counting by 2, 5 and 10 to help with basic addition/subtracting up to 100	backward and for	ip count by 2, 5, 10 ward starting from any dreds grid or mental math	100's grid French number names Help teacher in class
Core Competencies ORAL FRENCH	I will consistently speak French in class using complete sentences.	myself, my family,	ple stories, describe my weekend activities, ions with my identity in	Hand or voice signal to "stop speaking English", willingness to start over in French, participatio in group discussions in class in French

École Whitehorse Elementary School **Goal Setting Conference**

Student Na	ame:	Grade: 2 Tea	cher:
	nference: January 2018	In Attendance:	
Learning Area	Learning Goal (student voice)	What it Looks Like in My Classroom-and at Scho	Next Steps
Literacy	Copy/paste goal from October	The evidence that demonstra	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 demonstr	to 100.
Core Competencies	Copy/paste goal from October	I am able to The evidence that demonstr	ates this Do I still need to work on this goal ones to work on this goal ones to work on this goal ones to work on the goal of the ones to work on the goal of the ones to work on the goal of the ones to work on this goal ones to work on the goal ones to work on this goal ones to work on the goal ones to work ones to work on the goal of the g

strength: being positive trespectful.

to work on: time management. {Ready} Blue purple given.

Student Name:	Grade: 4	Teacher: M
Student Name.	In Attendance	
Date of Conference: October 16, 2017	111711101711111111111111111111111111111	

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 want to improve my vocabulary in French	I will be able to - Read French chapter books and understand it (unknown new words)	 Think of connections Skip over work and think of what it can mean Look at the pictures Dictionary/online translator
Numeracy	Kids print/type here or you scribe - I want to know my multiplications quickly to then move on to divisions - I want to make my responses more accurate	I will be able to Get my math work done more efficiently Try different ways of solving the problem I will use math words, numbers and drawings	 Practice @ home Flashcards Online multiplication games Go over my responses to make sure I have all three (words, numbers and drawings)
Core Competencies Communication	Kids print/type here or you scribe - I want to give more feedback to others	i will be able to - Help others find the answer without giving it to them	I can tell them what they did right and help guide them to find the right answers

Student Name:	Grade: 6	Teacher:
Date of Conference:October 26 th 2017	In Attendance	

Learning Area			What I Need to Support Me
Literacy	I want to work on my writing form.	I will be able to add connecting words and phrases and vary my sentence length to make my writing smoother. I will avoid run on sentences.	I will proofread my work in class and compare it with the criteria to change anything that is missing. I will write at home on a topic of my choice and finish a text every two weeks to do a self-assessment checklist and have the teacher give feedback. Parent will assist with writing prompts and review with the goals in mind.

Numeracy	I will work on my communication skills in math.	I will be able to explain and show my math thinking using words, symbols and drawings.	I will practice math every day at school and write down my thinking. If I succeed at the end of the week, I could put a rock in the jar.
			Parent will review homework and do exercises together.
Core Competencies	I will work on my personal and social skills.	I will be able to respect others by waiting my turn to speak.	I will wait with my hand up until I am chosen. I will have a post-it on my desk to tally my blurt outs with the goal to reduce these. Parent: Isaac will practice this at home by waiting for natural pauses in the conversations to step in.

Grade 6 process – self assessment of skills – then SWW and then goal setting with teacher guidance

Name: Oct 10 2017			Nom:	· .	Date: <u>レムップといる</u>	d <u>, 19 Octobia</u>	2017
Math Unit: Comprender des nombrés		n		e année évaluation mpétence essentielle	Partois (2) Rarement (1)	Toulours (4)	Evaluati professe
Grade 6 Math Assessment	All of the time Most of the times		(Communica	tion, pensée, personnelle et sociale)	t(I)	(4) u temps (3)	on du
	times		Respect	Je peux attendre mon tour pour parler en classe.			4
Concept Comprehension:				Je peux écouter les autres.			4
I can show my understanding and apply	1 10/		Coopération	Je peux garder mes espaces personnels organisés.		V	
a strategy that makes sense to solve the problem.	4		Cooperation	Je peux participer d'une façon positive dans un travail de groupe.			3
Accuracy: I can solve a problem accurately with no		•		Je peux communiquer effectivement (j'écoute et je partage).			3
errors. Problem Solving: I can use strategies to solve multi-step				Je peux faire le travail demandé dans le temps demandé.		V	3
word problems.			Effort	Je peux parler en français.		V	3 4
Communication:		,		Je peux participer activement dans les discussions de classe.	「レ		2 maintens Zeco
I can explain and show my math thinking to others in my own words.				Je peux travailler indépendamment et me pousser dans mes apprentissages.			3
My Numeracy Goal:							
Sometimes that the House to be well to what I can do to help me work towards my goal:	ploblem 5 hinking Offt Of learn m 5 tratage	ratagits +	Non but de compé Par le ri de de gue je peux faire	pour travailler vers mon but:		eybe w	Coup Hus
I can askothers if they man	any outter	goals.	7	parjour quana	DOUR PO Lonfal Likvet	reun p	celcarine rogette
	1,000-2,1-2	<u> </u>	alre una	behrouth.	M(Y T. / (francis je	AIG UHIDE

Grade 6 Writing Assessment	NY	M	FM	EX
Ay writing flows smoothly, makes sense, nd engages the reader.		V.	>	
support an idea with details, examples, and eelings.		V-	>	
use more complex sentence structures and rite sentences of varying lengths.		/-	>	
use a variety of interesting, descriptive vords.	1/-	⇒ .		
write complete sentences with few pelling/grammar errors.			/	
separate my writing into paragraphs. elated ideas together)			V	
Ny text has an introduction and a conclusion.			V	
My Writing Goal: My GTOAL 16:40-468 MORE INTEREST		de		

Student	Name:	Grade: (Teacher: Um	e. Val
Date of	Conference:	In Attendance:	
Area	Kids printlype here or you scribe Twant to Dreak or my Serkenee down into Swaller parts (no run-ons) and choose more inkersing words for my writing than to with your reading my writing was reading my writing. Kids printlype here or you scribe I reblem Solving T want to warm more and bitter makajie to help me solve	the reader with my thouse of words. I also will be have sankness that are shorter and broken up in the right places. I will be able to - finish my work more guzekly	The sould use a tribusting sopromy the motors of the second word sheet to like this mere had not succeed putter of the second putter of
Jure Competencies	Problems. Kids printrype here or you scribe	I will be able to	ractice my own strategies work on - walk to others to see what strategies - "Uni" invistible used to solve the problem. It to me

Appendix B: Interim Report Examples



Student Interim Report 2017-2018 École Whitehorse Elementary School

4181- 4th Avenue, Whitehorse, Yukon Y1A 1J7 • 867-667-8083

Principal: Sharon MacCoubrey Vice-Principal: Darcy LeBlanc

Student Name:		
Grade: 2	Teacher:	
Attendance DataL Aug was late 0 times.	ust 28- November 23, 2017 Charlotte was abser	t 1 day and

We respectfully acknowledge that we teach and learn within the traditional territory of Kwanlin Dun First Nation and the Ta'an Kwachan Council.

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

NY: Not Yet Meeting Expectations AE: Approaching Expectations

ME: Meeting Expectations EE: Exceeding Expectations

French Language Arts	Individual Education Plan Stud	ent L	earni	ng P	lan -
Learning Standards		NΥ	AE	ME	EE.
Reads at grade level with understanding	of text			M	
Guided Reading centers, intentional voca coding strategies.	itic vocabulary when reading as demonstrated by bulary instruction, acquisition of French sounds and de-			Ø	
messages and themed projects.	ed by the teacher as demonstrated by journals, daily			Ø	
Expresses ideas and experiences as den taught sentences, expressions of courtes	nonstrated by in-class participation, use of previously y and greetings.			図	

English Language Arts	Individual Education Plan Stude	ent L	earn	ing P	lan
Learning Standards		NY .	ΑE	ME	EE
Reads at grade level with understanding of	text			121	
Reading centers including making connection retelling stories, locating main ideas, decoding	re comprehension as demonstrated by Guided ons, using prior knowledge, asking questions, ing words, identifying sight words and self-correcting.			Ø	
Engages actively in class to develop unders demonstrated by asking questions, express turns, and connecting with audience.	standing of personal identity and community as sing opinions, speaking with expression, taking			囡	
Creates texts to deepen awareness of self, f personal writing (texts that express connecti dislikes).	family and community as demonstrated through ions to personal experiences, ideas, likes, and			図	
Communicates using sentences as demons printing, appropriate spacing between words	strated by journals and projects using legible s, correct use of punctuation and capitalization.			Ø	

52

Mathematics	Individual Education Plan Stud	ent L	earn	ing P	laı.
		NY	AE	ME	EE
Learning Standards	- trated by greating	+		1	-
patterns using manipulatives, art and act	increasing patterns as desmonstrated by creating ions, identifying the core of repeating patterns, using technology such as Ozobots and projects.			Ø	
Demonstrates and applies mathematical	understanding of numbers 1-100 as demonstrated ng by using manipulatives such as loose parts, Base rids, number lines, ten frames and various math games.			Ø	
Uses mathematical vocabulary and language mathematical discussions, journals and t	uage as demonstrated by daily contributions to projects.			Ø	
Makes connection between patterns and	numbers as demonstrated by skip counting by 2, 5, ng numbers (1-100), understanding place value (10s			Ø	

Integrated Studies- The Mystery Box

Students used the Scientific Method (Predict, Observe and Explain) to determine the content of a sealed box.

Learning Standards	NY	AE	ME	EE
Science: Makea simple predictions about familiar objects and record observations as demonstrated through drawings, written outputs and exploration.			Ø	
French: Interacts spontaneously with peers using complete sentences as demonstrated through participation.			Ø	

Integrated Studies- Medal Project

Tied to the theme of Remembrance Day, students created a medal to honour a special person in their lives and to celebrate this person's achievements.

Learning Standards	NY	AE:	ME	EE,
Art: Creates artistic works using ideas inspired by imagination, inquiry and history as demonstrated by designing and crafting a polymer clay medal.			Ø	
Career Education: Recognizes the importance of positive relationships in their lives as demonstrated by selecting and writing about an important person in their lives.			図	
English: Exchanges ideas and perspectives as demonstrated through the descriptive text accompanying the medal.			Ø	

Physical Education				
Goals:				
Learning Standards	NY	ΑE	ME	EE
Due to M. Dan Girouard's extended absence, there will be no physical education progress report at this time.				

Music			**	
Class Goal: Play music in unison and on tempo as part of a group.			<u></u>	
Learning Standards	NY	ΑE	ME	EE
Creates artistic works collaboratively and as an individual as demonstrated by using notation and experimentation to represent sounds in a purposeful way.			2	

Southern Tutchone Language	+		·	
Class Goal: To be able to introduce themselves, their parents and grandparents in Sou	thern 1	utcl	one	
Learning Standards	NY	AE	ME	EE
Interacts using complete sentences as demonstrated through class activities and games.			1 21	\vdash

Teacher's Comment: Commen



Student Interim Report 2017-2018 École Whitehorse Elementary School

4181- 4th Avenue, Whitehorse, Yukon Y1A 1J7 • 867-667-8083 *Principal: Sharon MacCoubrey Vice-Principal: Darcy LeBlanc*

We acknowledge, recognize, and respect that we live and work within the traditional territory of Kwanlin Dun First Nation and the Ta'an Kwäch'än Council.

Student Name:	
Grade: 5	Teacher: Mme
Attendance for August was late 5 times.	t 28- November 23, 2017: was absent 2 days and

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

NY: Not Yet Meeting Expectations AE: Approaching Expectations

ME: Meeting Expectations EE: Exceeding Expectations

French Language Arts	Individual Education Plan Stude	ent L	earni	ng P	lan
Learning Standards		NY	AE	ME	EE
Reads at grade level with understanding	of text.			~	
Identifies the main idea and important det responses.	ails in a text as demonstrated through written				
Writes informative texts while respecting t writing assignments.	he studied structure as demonstrated by a sequence of			v	
Expresses and considers the opinions of group work.	others as demonstrated through class discussions and			~	
Makes use of grammar and spelling patte writing assignments.	rns taught in class as demonstrated through classroom			,	

	dent L			
Learning Standards	NY	AE	ME	
Reads at grade level with understanding of text.	T		~	
Responds to text in personal and creative ways as demonstrated though the class novel study.			~	
Uses a variety of comprehension strategies before, during and after reading as demonstrated through small-group and independent reading.				
Exchanges ideas and perspectives to build shared understanding as demonstrated through clas discussions and group work.	s		v	

Mathematics	Individual Education Plan	Student Learning Plan			'lan	
Learning Standards			NY	ΑE	ME	EE
Develops and uses mental math strategies to mak numbers up to 1 000 000 as demonstrated though	re sense of large numbers and when explo quizzes and classroom activities.	oring				
Develops and uses multiple strategies to problem word problems.	solve as demonstrated though daily math	and			~	<u> </u>
Explains and justifies thinking using mathematical assesments, quizzes and word problems.	reasoning as demonstrated through self				~	

Physical Education			
II Hydloui Ladoudon a santa a			
Due to M. Dan Girouard's extended absence, there will be no physical education progress report			
Due to W. Dall Chicago a Contract about the First		1	
at this time.	- 1	1	1
at this time.			

Music				
Class Goal: Explore the sounds of many different instruments as a tool for personal expre	SSIOI	٦.		
Learning Standards	NY	AE	ME	EE
Creates artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play as demonstrated by creating a musical phrase with a musical instrument in a small group.			~	

Southern Tutchone Language				
Goal : Class Goal: To be able to connect Southern Tutchone vocabulary and language to Y culture.	'uko	n Fir	st Na	ition
Learning Standards	NY:	AE	ME	EE
Identifies important people in their family circle and connects these to Southern Tutchone vocabulary as demonstrated through active participation during lessons and activities, such as Aghàáłan (Relatives) bracelets and Łu Kwändür (Fish stories).	<i>'</i>		•	
Understands and uses short or simple sentences from each theme taught in Southern Tutchone.			~	

Teacher's Comment: It is adjusting well to the demands of grade five. She is a kind and considerate student, who has a positive attitude towards her learning. It is putting forth more effort to speak French, and actively participates in class discussions. It is should continue to build on her math skills by completing her daily math each week. She has good organizational skills, and works hard to produce well written work. It is encouraged to continue to work on her goals, checking in and self reflecting on a weekly basis. Bon travail.



Principal's Signature

Appendix C: Portfolio Examples

Portfolio Conference Form

	Name:	Date: <u>OI / 24 </u> Grade:
	Students Comments	Teacher's Comments
	My strengths are:	1'egiture
/	taidan happy your progress	= beaucoup didees.
	= style	- paragraphes bien
	paragraphs	défini3
	min very neat	- Conclusion pertinentes.
		Tes maths 1 a 12V
	Student's Comments	Teacher's Comments
	I need to work on:	l'écrèture a vs. a l'ai faire
7	able to use	a us. a j'ai faire
	paragraphs	a us. a j'ai faire value passé composé ja fait
Δ4.4	100 4	rarbacion peus de range
140	Keep working on airistory multip	Tes maths
	connection.	- Continuer arec (a communication
	Reflex	-plus de pratique en class 2
į	Student's Comments	X à deux d'illres Teacher's Comments
	My plan is:	Work habits / Core competencies.
		- Becoming more independent - more practice in cass.
		- Role model - helping gr. 4 students
		- beginning to problem solve ind.
j		-
!_		

École Whitehorse Elementary School Portfolio and Celebration of Learning Recording Form

Student Name:

Grade: U

Teacher: \ Lan

Da	te of Conference: Jan 29/18 In A	ittendance:
L	U f	
Student	Strengths Math-understanding + explaining Out-drawing + coloring English- stonywiting	Areas for Growth Flench writing - Speling (3) gramman Atructures.
Teac	Strengths - Efficient of fine. - So helpful to others. - Land working > work is - done well. - Math - wery good unde. - always wants to share. (hand is always up). - cursive witing now.	Areas for Growth - reed more challenge in math - better or samining w standing paragraphs
14 July 1	to - Keep (reading > add paragraph	expand words) ing => better or janize tron. clely. es, anumbers + drawings

Portfolio Goal Setting Form

École Whitehorse Elementary School Portfolio and Celebration of Learning Recording Form

Grade: 2

Teacher:

Date of Conference: 29/01/2018							+	In Attendance:														
My Goals:								,]	Still Working On						Met							
Reading Strategies								\top	7													
Place Value ,																/						
Self-Regulation									/						,							
Reading:	Reading:																					
French Rea																						
1 2	3 T1	4	5	6 N	7	8	9	10	11	1	2	13	14	1	15	16	17	7	18	15		20
Bolded is de:		ding	ovolo		and of		d arad	L													\perp	
English Re							u grau	e yea					_									_
ABI	СГ				ТН	ΤΤ.	ΤJ	ĸ	ΤL	М	ΙN		5 1	P	Γα	R	15	3	T	Τü	Τv	,
		_	-	+		T1	ļ	N			+	-			 	┿	+			-	+	\dashv
Bolded is de	sired rea	ding l	evel fo	or the e	nd of s	econd	grade	year.		L		_L			<u> </u>	l	L_	_		<u></u>	Ш.	
Strengths	s:																	_				
	s creat																					
accuracy i when reac																						
identify str understan	_									-	-					ress	ed \	vith	n hei	Г		
Areas of																						
,	is enco		ed to	keer	work	ina o	n rea	ıdina	com	pref	ien:	sion	stra	itea	ies.	She	can	als	so w	ork	on	
writing cor	nplete	sente	ence	s (car	oital, s	ubje	ct, ac	tion,	end :	mar	k).			/	ill off	en c	mit	pu	nctu			nd
create run-on sentences. She is encouraged to limit herself to one idea in each sentence.																						
Revised C	Goals:									-												
	I would recommend we continue to work on the literacy and core competency goals. For numeracy,																					
	could w	ork (on us	sing n	nental	math	stra	tegie	s to l	help	he	r solv	/e a	addi	ition	and	sub	tra	ction	ı pr	oble	ms.
			- 1		7					\rightarrow			П				`					ľ
				4	7		-													_		ŗ
Student si	gnatur	<u> </u>								'Par	ent	sign	atu	re								

Feacher signature

Appendix D: Core Competencies Exemplars

Name: Jaya, Grade 5

Date: April 14, 2017

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.



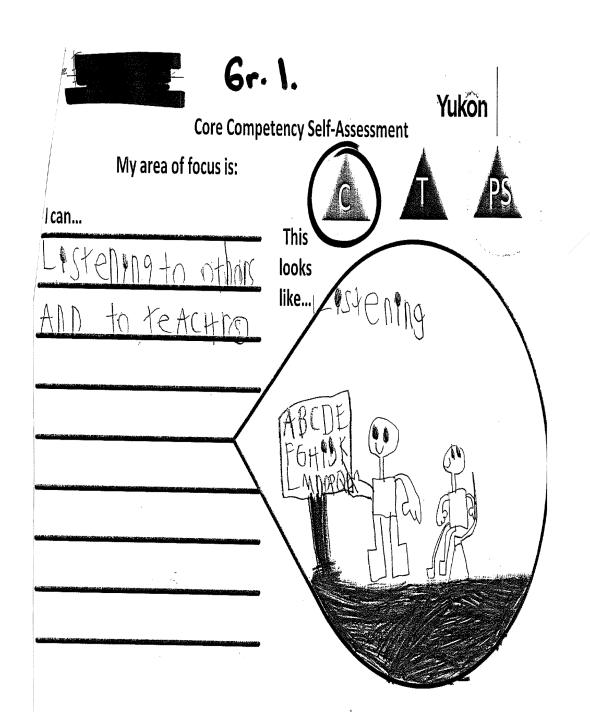
Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

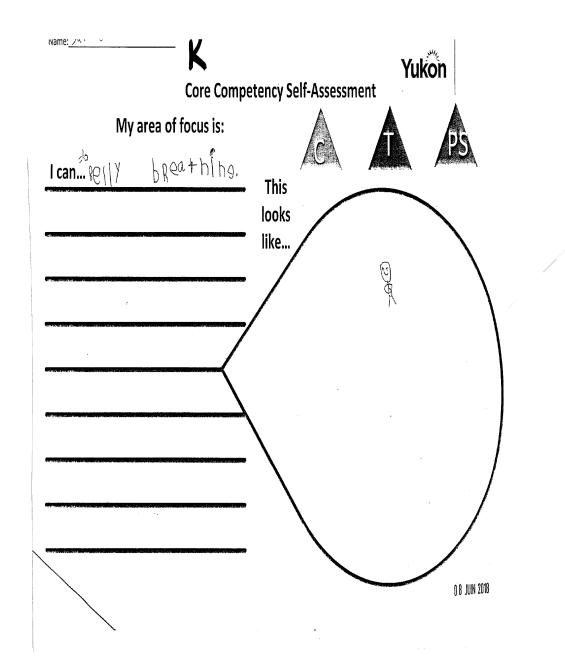


Student Self-Assessment of Core Competencies Communication, Thinking, Personal & Social



10		(Grade Z		
	THINK ABOUT YOUR DRAW HOW YOU HAY GORE COMPETENCIE	LE DEMONSTRATI	YEAR AND DESCR ED OR DEVELOPED	BE OR YOUR	A
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Student Self-Assessment of Core Competencies

Communication, Thinking, Personal & Social



Name

School: WES

_ Date: June 5,

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.

of view.

My evidence is when we were making our persuasive texts, I asked people what they thought about their topic and I so saw how they see it even though I clon't agree.

I make my ideas work or I change what I'm doing.

My evidence was when I was doing my science fair project, it wasn't working so I changed techniques for my observations.

I can participate in activities to improve the short matural world.

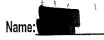
My evidence is when I picked up garbage in the school yard because I wanted to and for the french game. It made the school a better place to play.

Student signature: Koly hlueller

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.

LMS - Core Competencies Self Assessment



Circle or highlight the points that you are able to do. Star or use another colour highlighter to mark the points you are still working on.



COMMUNICATION

Connect and Engage with Others	Acquire, Interpret, and Present Information	Collaborate	Explain/recount and reflect
I am an active listener; I support and encourage the person speaking. I can recognize different points of view.	I can present information clearly and in an organized way. I can present information and ideas to an audience.	I can work with others to achieve a common goal; I do my share. I can take on roles and responsibilities in a group.	I give, receive and act on feedback. I can recount experiences and activities and tell something I learned.

Give evidence of your ability to do one of the above by completing the following sentences:

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Yukon

Student Self-Assessment of Core Competencies

Communication, Thinking, Personal & Social



School: Whitehorse Flementag Date: June 5th 2

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.

Communication

· I give, receive and act on feedback, My evidence was when Brooke gave me feed back on one part of my essay. I changed words to make it sound nicer and make sense. Then, I gave feedback to Brooke.

Thinking
I can experiment with different ways of doing things. My evidence is when I was designing my pages of megman, I tried different colors, words, pictures to see if my pages would look more interesting.

Personal and Social

· I can participate in activities to improve the classroom, School community, or natural world. My evidence is when we went around the school and picked up garbage. Also, our class raised money to improve our school garden and planted vegetables in the green house. I felt happy to be improving are natural world.

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Student signature:



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



me

School: EWES

Date: May 31 20

Thinking

6,7

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.

I can build on other peoples ideas, and make my own. I like creating new ideas from inspiration. Like for

the poetry project. I used examples, and built off of them.
Whenever I do research I can generate new ideas from an old idea. example: When I did the short story, I didn't enjoy my topic, so I used my main idea, and added more action.

When I did the livre enfant, I built on my drawing skills, and practiced before I did the Final copy.

Student signature:

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Yukon

Student Self-Assessment of Core Competencies

Communication, Thinking, Personal & Social



Communication Gr. 3 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. Working My propores so far: I have Been doing a let better at speaking slower and clearer for a wile after I han an talk with n spoench

Student signature: __

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





School: Wes

Date: Jeudi 7 Jain

6r.5

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.

This year I improved my critical thinking Competency



At the beginning of the year I wouldn't be able to answer complicated maths questions.

In January and February, I was starting to understand more French so I would answer questions more efficiently.

Now I can answer questions way better than

before.
I showed this on tests and in the

math book-

Student signature: _____

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