

Communicating Student Learning K-7

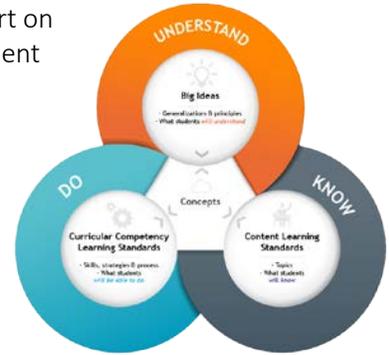
Parent Reference Guide

Reporting and Assessment in Nanaimo Ladysmith Public Schools (NLPS)

B.C. has a redesigned curriculum which means we are also redesigning how we assess and report on student progress. As a result, we are working to support new practices for communicating student learning.

This year, our district is participating as a pilot site for the Ministry of Education's draft K-9 Student Reporting Policy. This document outlines the new guidelines for the pilot.

The goal of reporting is to document student learning over time, using a collection of evidence that shows a student's progress including descriptive feedback on a student engagement and behaviors for success.



Changes for 2018/2019:

- ▶ Comments on Progress and Summative report card will include descriptive feedback on how learning is impacted by student engagement and behaviours for success.
- ▶ Students will reflect on their Core Competency development throughout the year and share student-selected evidence in February and complete a self-assessment that will be reported in June.
- ▶ The competency scale on K-7 report cards will change to: *Emerging, Developing, Proficient and Extending* (standardized provincial proficiency scale).

What is not changing?

- ▶ Communications will occur a minimum of 5 times in a year a [2 written reports with a **Record of Communication of Student Learning (ROCSL)** and 3 Ongoing Communications of Student Learning (OCSL)]
- ▶ Reporting of student's achievement is in relation to grade level learning standards.
- ▶ Communication about student learning can happen in a variety of ways including: in-person, electronically and written form.
- ▶ Communication will be ongoing, timely, responsive and will continue to adhere to NLPS reporting criteria.

Reporting Timeline 2018-2019 (Frequency of Reports):

Sept./Oct.	Nov./Dec.	Feb.	Mar./Apr.	June 27
<p>OCSL/Conference One or more communication in each core area and/ or a scheduled meeting to discuss a student's performance. *</p>	<p>OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).</p>	<p>Progress Report Written report including student current progress, summary of learning, ROCSL and student evidence of Core Competencies.</p>	<p>OCSL One or more communication in each core area (Language Arts, Math, Science, Socials).</p>	<p>Summative Report Written report including student summative progress, ROCSL and student self-assessment of the Core Competencies.</p>

* The Formative Assessment Conference meets OCSL criteria if it includes the learning standards, authentic evidence, descriptive feedback on BOTH student performance and behaviours for success.



1. Ongoing Communications of Student Learning

It is expected that in Kindergarten to Grade 7, timely Ongoing Communications of Student Learning throughout the year, will continue to reflect the following criteria.

These points of progress will include, but are not limited to: student-created learning samples, celebrations of success and/or paper or electronic portfolios.



2. Written Reports

It is expected that in Kindergarten to Grade 7, a Progress Report will occur in February and a Summative Report will occur in June.

The following **updated** strength-based **Provincial Proficiency Scale** will be used to describe student progress in relation to **grade-level expectations**:

Emerging	Developing	Proficient	Extending
in the acquisition of knowledge, skills, strategies and processes.	the ability to apply knowledge, skills, strategies and processes.	in knowledge, skills, strategies and processes .	knowledge, skills, strategies and processes creatively and strategically.
The student demonstrates an initial understanding of the concepts and competencies.	The student demonstrates a partial understanding of the concepts and competencies.	The student demonstrates a complete understanding of the concepts and competencies.	The student demonstrates a sophisticated understanding of the concepts and competencies.

Core Competencies:

During the school year, K-7 students will select evidence of and reflect on their Core Competency development and send home with Progress report in February. By the end of the school year, students should have completed a self-assessment of the Core Competencies. Both the Progress and Summative reports will indicate the student has accessed, developed and reflected on the Core Competencies.

NLPS Templates & Guides:

Schools may choose to their own templates (in written or digital form) or use the NLPS templates for Ongoing Communication of Student Learning and Student Self-Assessment of Core Competencies. They can be accessed on the [NLPS Learns Portal](#). These templates include area for student reflection and self-assessment of the core competencies.

Formative Assessment Conference:

The Formative Assessment Conferences are intended to share student performance on reading, writing and math with parents as well as student development of behaviours for success.

Unlike other OCSLs which include student voice, the Formative Assessment conference needs to include learning standards, authentic evidence, and descriptive feedback on student performance.

If students are not yet able to demonstrate their understanding within **grade-level expectations** then the scale will be intentionally left blank. Teachers will use descriptive, strength-based feedback to communicate individual progress and identity specific goals to support further growth.

Resources

Nanaimo Ladysmith Public Schools [“Reporting: Communicating Student Learning”](#)
BC Ministry of Education [“Assessment & Reporting”](#)
[Ministry of Education Reporting Order](#)

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