

Communicating Student Learning 8/9

Quick 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 reporting and 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.

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 student engagement and behaviours for success.



Changes for 2018/2019:

- ▶ Comments on Progress and Summative report cards 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 will complete a self-assessment that will be reported in June.
- ▶ The competency scale on grade 8 & 9 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 each 4 credit course (2 written reports 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, electronic and written forms.
- ▶ Communication will be ongoing, timely, responsive and will continue to reflect NLPS reporting criteria.

Reporting Timeline 2018/2019 (Frequency of Reports):

Sept./Oct.	Nov./Dec.	Feb.	Mar./Apr.	June
○	○	○	○	○
OCSL/Conference: Parent and/or student led conference.	OCSL/Conference: One or more communication that reflect the guidelines of Ongoing Communications	Progress Report: Written Progress Report to parents that include a summary of student progress.	OCSL: One or more communication that reflect the guidelines of Ongoing Communications	Summative Report: Written Summative Report to parents that includes a summary of student progress <u>and</u> Student Self-Assessment of the Core Competencies.

*This timeline reflects reporting for a year-long course. Semester courses will report within the dates of the semester (either Sept-Jan or Feb – June).

1. Ongoing Communications of Student Learning

Parents can expect timely Ongoing Communications of Student Learning twice per course, which will reflect the following features.

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

Parents will receive a Written Progress Report once mid-course, and a Summative Report at the end of the course. These reports will occur at different times for year-long and semester courses.

The following 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 the consistent application of 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.

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 to identify specific goals to support further growth.

Resources

Websites

Nanaimo Ladysmith Public Schools [“Reporting: Communicating Student Learning”](#)

BC Ministry of Education [“Assessment & Reporting”](#)
[Ministry of Education Reporting Order](#)

VISIT US ONLINE FOR MORE INFORMATION



| sd68.bc.ca

Core Competencies:

During the school year, K-9 students will select evidence of and reflect on their Core Competency development. By the end of the school year, students should have completed a summative self-assessment of the Core Competencies in each course. The Summative report card will indicate that the student has accessed, developed and reflected on the Core Competencies.

Supporting students to reflect on Core Competencies:

The Core competencies are embedded and connected into the curricular competencies within all areas of the new curriculum. Opportunities for purposeful engagement in Core Competencies can be integrated in instructional design .

NLPS Ongoing Communication templates:



If you choose to use the NLPS templates for Ongoing Communication of Student Learning, they can be accessed on the [NLPS Learns Portal](#). These templates include an area for student reflection and self-assessment of the core competencies.