



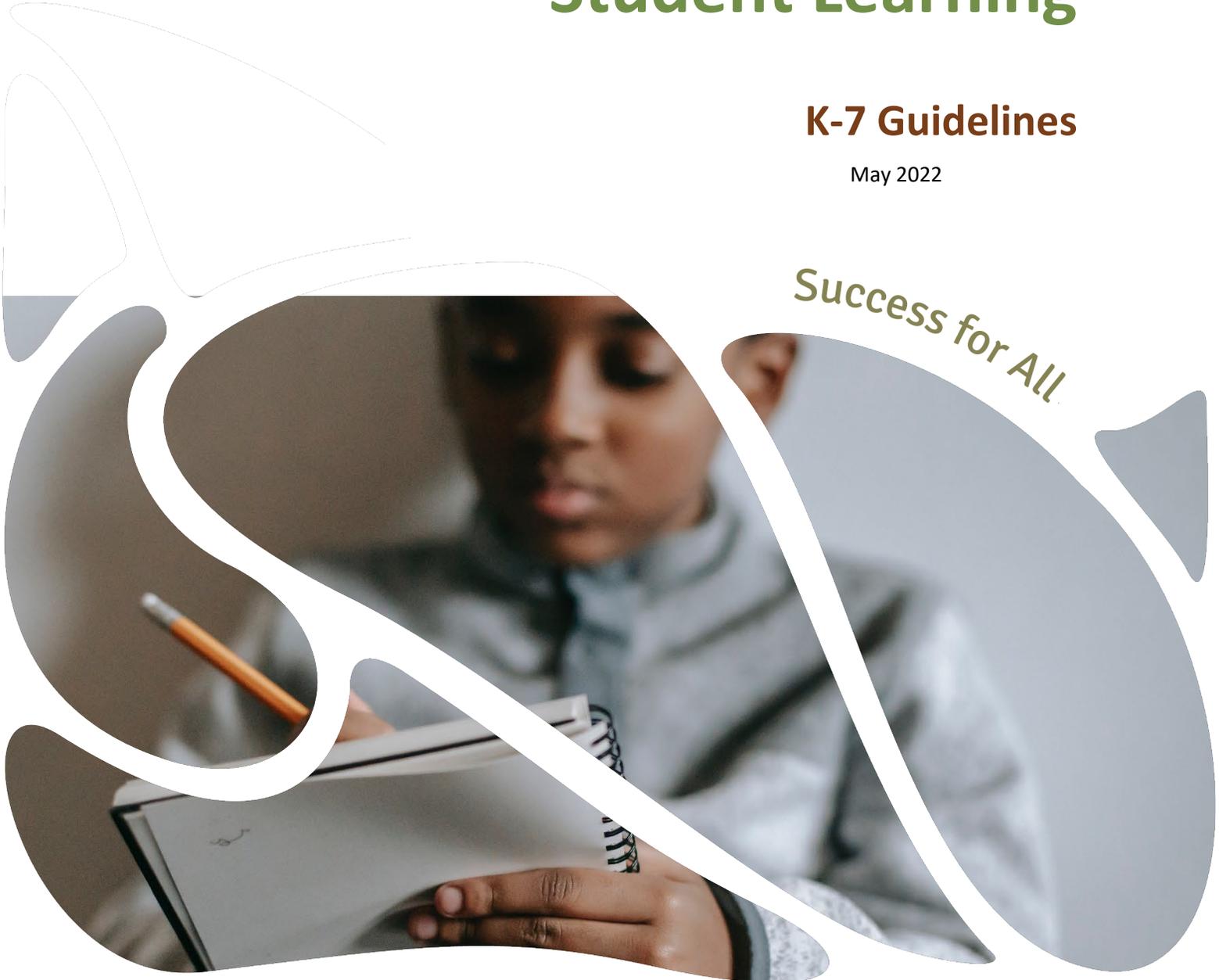
NANAIMO LADYSMITH
PUBLIC SCHOOLS

Communicating Student Learning

K-7 Guidelines

May 2022

Success for All





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Principles of Quality Assessment

- Is fair, transparent, meaningful, and responsive to all learners
- Focuses on all three components of the curriculum model – know, do, understand
- Provides ongoing descriptive feedback to students
- Is ongoing, timely, specific, and embedded in day-to-day instruction
- Provides varied and multiple opportunities for learners to demonstrate their learning
- Involves students in their learning and promotes development of student self-assessment and goal setting for next steps in learning
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- Communicates clearly to the learner and their family where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. The teacher creates rich tasks, engages with the students in setting criteria, establishes exemplars, and leverages the power of questioning to allow for ongoing, timely, descriptive feedback to the student. This process assists students in moving forward toward their learning targets and goals. Students are encouraged to reflect and self-assess to build important meta-cognitive skills.

Personalization lends itself to assessment as learning, where students participate in the setting of criteria and the design of inquiries, and self- and peer-assessment.

Teachers will document student learning over time using collections of student work and demonstrations to create a profile of their strengths, areas of growth, and areas for further development. Students, teachers, and families use criteria and rubrics to determine the standards met and the level of competency attained. Through multiple means and varied strategies, the student's learning is made visible, and their successes are celebrated. In this process, new learning goals and targets are established and ways to support the student's learning described.

Provincial Proficiency Scale

The proficiency scale is intended to reflect **student achievement in relation to widely held grade level standards for that point in the school year**. This assessment is based on achievement only. Factors such as behaviour are important and should be communicated through conversations and written descriptive comments on the report card. However, these factors should not be used to determine students' achievement in relation to the widely held grade level expectations.

The following table is intended to support teachers in determining students' level of competency in each area of study.

Emerging to acquire knowledge, skills, strategies and processes.	Developing the ability to apply knowledge, skills, strategies, and processes.	Proficient knowledge, skills, strategies, and processes.	Extending knowledge, skills, strategies, and processes creatively and strategically.
Student demonstrates an initial understanding of the concepts and competencies	Students are working to improve their skills and understanding	Student demonstrated a complete understanding of the concepts and competencies	Student demonstrates a sophisticated understanding of the concepts and competencies

The Analogy: Learning to Drive

Learning to drive is an analogy that can be used to explain the proficiency scale to families. Keep in mind that supports can be used in all levels of proficiency. A proficient driver may need glasses to see the road. For a student in a classroom, a child can be proficient in mathematics, but may require supports such as additional time or alternate seating.

Emerging	Developing	Proficient	Extending
			
When we are a new driver, before we get behind the wheel, we need to learn the basic rules of the road requiring significant support and supervision.	As a newly licenced driver, we can drive independently and more competently, but with some restrictions and further practice. Support can still be helpful.	Drivers demonstrate proficiency by showing an accumulation of skills that allows them to drive with ease and confidence in a variety of contexts. Sometimes we ask for guidance.	Some drivers use skills in a variety of increasingly more complex contexts, with different vehicles, and possibly exploring different terrain and weather. These contexts may require consultation.



Overview

In Nanaimo Ladysmith Public Schools, we have been moving towards ‘**communicating student learning**’ with families on an ongoing basis, as opposed to ‘reporting to’ families. We strive to provide timely and responsive communication throughout the year.

To ensure quality and consistency, the following local guidelines and procedures have been developed for Grades K-7 and apply for the 2021-2022 school year.

Reporting Timeline

October 18th - 21st	Formative Assessment Conference 1 Language Arts *, 1 Mathematics, Behaviours for Success
November- December	Ongoing Communication 1 Language Arts *, 1 Mathematics, 1 Science, Social Studies, 3 Core Competencies
February 11th	Written Report Includes: Learning at a Glance, Summary of Progress (Sliders), Written Descriptive Feedback, Record of Ongoing Communication
March - May	Ongoing Communication 1 Language Arts *, 1 Mathematics, 1 Science, Social Studies, 3 Core Competencies
June 29th	Written Report Includes: Learning at a Glance, Summary of Progress (Sliders), Written Descriptive Feedback, Record of Ongoing Communication

* In French Immersion, Language Arts is in French and depending on the grade, also in English. Please refer to the table [Minimum Number of Communications per Curricular Area](#) to see the number of communications specific to each language.

Reporting & Communicating Student Progress

1) Ongoing Communication of Student Learning (OCSL)

- Communication from a teacher to a student’s family about their child’s learning
- Is responsive throughout the year, at any stage of the learning process
- Adheres to the criteria outlined below
- Meets the Minimum Number of Communications per Curricular Area

Criteria for Each Communication



These ongoing communications of student learning **may reference a single or multiple** curricular area(s), as the curriculum is meant to be taught with an **integrated approach**. The remaining curricular areas are not included in the minimum requirements; however, in any curricular area, **all concerns must be communicated to the student’s family in a timely manner, prior to a written report.**

OCSL Samples

Downloadable Template	Template 1	Template 2	Template 3
Viewable Sample		Sample 2	



Ongoing Communication of Student Learning (cont.)

Minimum # of Communications per Curricular Area

	English Language Arts	Mathematics	Science	Social Studies	Française langue seconde - immersion
English K-7	3	3	2	2	
Immersion Française K-3 6 LFI & 7 LFI		3	2	2	3
Immersion Française 4-7	2	3	2	2	2

Formative Assessment Conferences (October)

These conferences are intended to strengthen relationships with families and support ongoing student learning. This is the first more formal opportunity to communicate with families, and functions as an OCSL. Therefore, this conference needs to include the **four components of an OCSL**: authentic evidence, learning standards, teacher voice and student voice.

During the conferences, classroom teachers need to provide formative information about their students' progress since September.

Goals of the Conference:

- Share what the student has been learning and how they are doing in specific areas of reading, writing and math according to widely held expectations
- Share the student's engagement
- Share the development of Behaviours of Success
- Share resources that families can use to support learning at home
- Share authentic assessments that inform the parent(s) of their child's progress

The following links may be helpful during preparation: Conference [Template](#) or Template [Guide](#).

2) Written Reports

Written Reports are written and distributed by teachers in the [Electronic Report Card System \(ERC\)](#). For the 2021- 2022 school year the:

- Progress report will be distributed on **February 11th, 2022**
- Summative report will be distributed on **June 29th, 2022**.

Tutorial: Key Components of the ERC

Tutorial: Emailing Written Reports

Written reports will include:

- A summary of student progress, according to widely held grade level expectations with reference to the Learning Standards (curricular competencies and content) as defined in the BC Curriculum. These are represented on the written report as sliding scales.
- Descriptive written comments that address the student's:
 - Strengths
 - Areas for improvement
 - Ways to support learning
- **Behaviours for Success** and student engagement comments need to be **embedded** in the descriptive comments
- An up-to-date Record of Ongoing Communications of Student Learning ([samples](#))
- [Learning at a Glance](#) (Formerly known as the Summary of Learning) is a summary of learning offered throughout the term and will be emailed to families from My Ed.

The image shows two overlapping screenshots of the Electronic Report Card System (ERC) interface. The top screenshot displays a grid for tracking student progress across various subject areas and competencies. The grid has columns for 'LEVEL OF PROFICIENCY' (Emerging, Developing, Proficient, Extending) and rows for different subject areas like English Language Arts, Science, and Social Studies. The bottom screenshot shows a section for 'Descriptive Written Comments', which includes a text area for teachers to provide detailed feedback on student learning.

****For the June 2022 Summative Report**, teachers will need to decide whether a student is Emerging, Developing, Proficient or Extending in each subject area. A level of proficiency between two parts of the scale will no longer be available as an option.

Are you in a **job share** or a prep coverage teacher trying to access the ERC?

- Check with your school secretary to confirm that you are listed as a “co-teacher” in MyEd
- Ask the school secretary to email is-sas@sd68.bc.ca (and cc: the principal) with your name, division(s) and subject(s) requested



Written Descriptive Comments

Using a strength-based approach, all written descriptive comments should **clearly describe students' strengths** first and foremost, as well as areas for improvement/ development in relation to grade level learning standards. If a student is not working within the widely held expectations for their grade, the comments should reference a Learning Plan or Inclusive Education Plan (IEP).

The following table is intended to support teachers in writing descriptive comments. Below are example sentence starters that are aligned with the student's level of competency.

Emerging to acquire knowledge, skills, strategies and processes	Developing the ability to apply knowledge, skills, strategies and processes.	Proficient knowledge, skills, strategies and processes.	Extending knowledge, skills, strategies and processes creatively and strategically.
Shows some understanding Is beginning to Requires support to	In familiar situations With support, shows an understanding Is working on Needs reminders to	Is able to Engages in Consistently demonstrates	Creatively and insightfully applies Is innovative when Is strategic when Confidently expends by

Additional Considerations

Ways to Support Learning

This category describes how the student will be supported to move their learning. These comments may describe individualized supports within the classroom and/or suggested ways to support student learning within the home environment.

Examples:

- In class, (Student) will have opportunities to...
- Is encouraged to ask for help when...
- Can practice...
- Will benefit from...
- Is encouraged to continue...



Behaviours for Success

‘Behaviours for Success’ replaces ‘Work Habits, Effort & Attitude’ and should be **embedded** within the written comments as they impact the learning process (strengths and areas for further development).

Career Education Curricular Competencies and Behaviours for Success

In the BC curriculum, Career Education has curricular competencies that align with both the Communication and Personal and Social core competencies. The Career Education curricular competencies are designed to address four themes, which closely reflect the areas that should be addressed as ‘Behaviours for Success’:

- Self-awareness
- Working with others (Collaboration & Communication core competency)
- Career knowledge and awareness

This is a sample of how the Career Education Curriculum language can be used to talk about Behaviours for Success. Remember to refer to the Curriculum for grade specific competencies. These curricular competencies may be combined with sentence starters on Page 8.

<p>Self-Awareness Ability to be personally aware and responsible</p>	<ul style="list-style-type: none"> • Identify and appreciate personal attributes, skills, interests, and accomplishments (and their growth over time) • Demonstrate effective work habits and organizational skills • Make connections between effective works habits and success
<p>Working with others Ability to cooperatively interact with peers</p>	<ul style="list-style-type: none"> • Recognize the need for others who can support their learning and growth • Share ideas, information, personal feelings and knowledge with others • Work respectfully and constructively with others to achieve common goals
<p>Career Knowledge and Awareness Contributions to the classroom and to their learning</p>	<ul style="list-style-type: none"> • Recognize the importance of learning in their lives and future careers • Demonstrate safe Behaviours in a variety of environments • Demonstrate leadership skills through collaborative activities • Examine the importance of service learning and the responsibility of individuals to contribute to the community
<p>Career Planning Ability to set and achieve personal goals</p>	<ul style="list-style-type: none"> • Set and achieve short and long-term realistic learning goals (define path and monitor progress)



Reporting on Arts Education

When reporting on Arts Education (K-7), one competency scale encompasses all four aspects of the ARTS: Drama, Dance, Music, Visual Arts.

When and how these aspects are delivered may vary throughout the year. Descriptive written comments should describe progress in the aspect(s) taught. Teachers may address the curricular competencies in a variety of ways, and it is expected that reporting will match the delivery approach. At the K–7 level, the Arts Education curriculum should be reported on in an integrated manner.

By June, all four aspects must be taught and reported on using the proficiency scale.

French Immersion

Written Progress and Summative Reports are formal communications to a student’s family about learning, and will therefore be communicated in the English language.

Ongoing Communication of Student Learning (OCSL) is a window into the student’s learning. Therefore, it is important that an Ongoing Communication of Student Learning is aligned with the language of instruction. When “Descriptive Feedback” is communicated in the language of instruction, it encourages authentic and educational discussions at home between the learner and their family. For the majority of the French Immersion Program, communication of the learning standards, descriptive feedback, and student voice, will be in French. In the emergent years, such as K/1 (EFI), Grade 6 (LFI), and Grade 5 to 8 (FSL), Ongoing Communications of Student Learning should be communicated in a way that students most clearly understand.

For English Language Arts in the French Immersion program, ongoing communications of student learning will be in English, the language of instruction.

Record of Ongoing Communication of Student Learning (ROCSL)

Record of Ongoing Communications of Student Learning		Student Name:		Grade:		Teacher:			
Date	Description	Method	Math	Science	PE	Other	Arts	General	Notes
2016-10-20	Journal Writing	Parent/Teacher Conference	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2017-01-16	Math-Numbers to 10	Parent/teacher conference	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2017-01-16	Self Portrait with writing	Sent Home	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

The Record of Ongoing Communications of Student Learning (ROCSL) records “what, how and when” communication was sent to a student’s family.

ROCL Samples

The record is maintained in the [Electronic Report Card System](#) and will therefore be sent home electronically with the written report.

When printing for files, it is not necessary to print ROCSL.

Acknowledgement of Core Competencies

The Core Competencies have been explicitly embedded within the curriculum to be reflected upon authentically and timely.



With teacher support, students should be encouraged to select evidence of and reflect on all 3 Core Competencies in the Fall and in the Spring. Student Self-Assessment of Core Competencies should be shared with families and acknowledged on both the Progress and Summative reports.



Learning at a Glance

A **Learning at a Glance** document, formerly ‘**Summary of Learning**’, should be [emailed to families](#) on the same day as the Written Report is distributed to inform parents about the specific topics that were covered within the past term. It is intended to provide a general overview of themes, concepts and topics covered over the term. Although each grade has the same curriculum, teachers may prioritize different concepts, topics etc. at different times of the year.

The ‘Learning at a Glance’ document should reflect the learning that happened in each classroom. For example, if a student is in the developing stage on the competency scale for math the parent will know that their child is developing their understanding of adding and subtracting fractions as mentioned in the overview.

Remember to:

- Keep it short (1 – 2 pages)
- Focus on the learning that occurred in your classroom during the reporting period
- Refer to the BC Curriculum, but **adapt language to be parent-friendly**

Learning at a Glance Samples

Downloadable Template	Template 1	Template 2
Viewable Sample	Primary Intermediate	Sample

Permanent Record (June only)

NLPS will be moving to electronic Permanent Records in June 2022. Details will be available in May of 2022.

Printing and Filing

Schools need to ensure that both February and June written reports printed from the [ERC](#) using the “Print Preview for Class” button in the ERC. Written reports need to be placed in student files. It is not necessary to print the Record of Ongoing Communication of Student Learning.

Request for Alternative Delivery

Refer to [AP 351](#) for families who choose to teach specific parts of the curriculum containing sensitive content (sexuality & reproduction) within the PHE curriculum at home. AP 351 - [Appendix D](#) will be filled out by the family in consultation with the principal.



Students Requiring Further Support

Today's classrooms are diverse and inclusive by nature. Differentiation of instruction and assessment, as well as the principles of universal design, are now recognized practices for teachers. Both differentiation and universal design provide systematic approaches to setting goals for ALL students and must be supported through sound assessment practices.

Differentiated assessment requires teachers to utilize a range of universal strategies and approaches to support student learning and progress over time. Some learners with diverse abilities and/or significant learning challenges may also require access to additional, targeted supports in order to access the learning outcomes for specific subjects or courses.

Universal supports do not alter assessment of the learning standards. Where universal and/or targeted supports are in place, students are graded in accordance with the performance standards that demonstrate progress toward the grade in which the student is currently enrolled. Targeted supports should be described in the report card comments.

A **modification** is a term primarily used in grades 10 & up. To better understand what a modification is and when / how the term is meant to be used, click to [Appendix A](#).

For students with diverse abilities and those who are learning a second or additional language, additional and individualized approaches to instruction or assessment methods may be necessary which should be reflected in their individualized plans.

- Designated students must have an **Inclusive Education Plan (IEP)**.
- English Language Learners must have an **Annual Instructional Plan (AIP)**.
- In Nanaimo Ladysmith Public School, **Learning Plans**, formerly Student Support Plans, are used for students of diverse abilities who require specific interventions or adaptations to their learning, beyond the use of universal classroom strategies

For students with an IEP or AIP, a report card is required. It is also a requirement to specifically report on progress **in relation to the goals of the IEP or AIP** in a **supplemental report**.

For students with a Learning Plan, progress **in relation to the goals** will be **embedded into the written report**.

The purpose of reviewing student progress according to the individualized **goals** is to ensure that there is alignment between how the student learns and the strategies used to differentiate instruction. **A plan for intervention must be clearly articulated to close the gap in achievement.**



Learning Plans

Learning Plans are created for a student that **does not meet the criteria for a ministry designation and is:**

- Working **outside the widely held expectations of grade level standards** in one or more area(s) of their learning ([Template](#)) ([Sample 1](#)) ([Sample 2](#))

OR

- Requires **specific individualized interventions to be successful working within** the widely held grade level expectations ([Template](#)) ([Sample 1](#))



NOTE: Learning Plans are rarely created for students in Kindergarten – Grade 2, as the student’s skills will generally fall within the widely held expectations for that grade.

Case Management:

Learning Plans are managed by the classroom teacher, in collaboration with parents and the appropriate members of the School Based Team (SBT).

The expectation is that the classroom teacher will have a clear understanding of the supports and interventions required and will maintain overall responsibility for the student’s program, while other professional and support staff will provide support and/or interventions, as appropriate.

The classroom teacher reports out on the goals of the Learning Plan through ongoing communication, including OCSLs with the family and by embedded comments in the February and June report cards.

Timelines:

- New Learning Plans are created at whatever point in the school year the SBT determines additional framework/support is required; This is not tied to reporting periods.
- Updates to Learning Plans should be completed along similar timelines to IEPs – revised goals/strategies by mid-November each fall, comments embedded into report cards during regular reporting periods.
- The decision to discontinue a Learning Plan should be made at a SBT meeting, in collaboration with all individuals who support the learner. They do not “expire” at the end of a school year.
- **SBT should maintain a current list of students on Learning Plans.** This list should be reviewed in the fall and spring of each year. In the fall, the SBT should alert classroom teachers regarding students who had a Learning Plan the previous year.

Documentation and Storage of records:

The teacher will email completed plans to the PVP, who will ask the school secretary to upload a PDF into the student’s record in My Ed (click here for directions).

Paper copies or emails of the plan must also be distributed to:

- The family
- Any individuals who are part of the supports/strategies described in the plan

Reporting for Students on an IEP, AIP or Learning Plan

The following section outlines the requirements in the Electronic Report Card System (**ERC**) for students with an IEP, AIP or Learning Plan.

IEP & AIP

1. If a student **IS NOT working** within the widely held expectations for a subject:
 - a. Leave the slider to the left of the scale.
 - b. Choose “IEP” or “AIP” for relevant subjects. The following comment will appear, “Please see additional report (IEP / AIP).”
 - c. Write about the child’s growth in the comment section.
 - d. An IEP / AIP progress report providing a snapshot of how student is progressing on educational goals will be emailed separately by the case manager.

Eg: Electronic Report Card - Teacher View

Eg: Report Card View

ENGLISH LANGUAGE ARTS				
Reading, Listening and Viewing		Please	see	additional report (IEP)

2. If a student **IS working** within the widely held expectations for a subject:
 - a. Move the slider.
 - b. Choose “IEP” or “AIP” for relevant subjects. The IEP / AIP will be noted on the slider.
 - c. Write about the child’s growth in the comment section.
 - d. An IEP / AIP progress report providing a snapshot of how student is progressing on educational goals will be emailed separately by the case manager.

Eg: Electronic Report Card - Teacher View

Eg: Report Card View

ENGLISH LANGUAGE ARTS				
Reading, Listening and Viewing		IEP		



For all students with IEPs, the following domains will appear under the sliders. Classroom teachers will need to check (☑)the domains in which the IEP applies.

- a. Academic/Intellectual: Literacy
- b. Academic/Intellectual: Numeracy
- c. Communication
- d. Physical Functioning
- e. Self Determination/Independence
- f. Social Emotional
- g. Transition

Eg: Electronic Report Card - Teacher View

... is designated in category 'K' and has an IEP which outlines the goals in the following domains:

- Academic/Intellectual: Literacy
- Academic/Intellectual: Numeracy
- Communication
- Physical Functioning
- Self Determination/Independence
- Social Emotional
- Transition

The following additional reports will be emailed separately:

- The AIP Progress Report will be emailed separately
- The IEP Progress Report will be emailed separately
- The Speech-Language Progress Report will be emailed separately

Eg: Report Card View

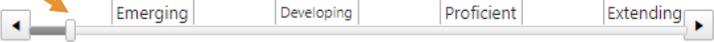
APPLIED DESIGN, SKILLS & TECHNOLOGY	Please see comments
SUPPORT	
... is designated in category 'K' and has an IEP which outlines the goals in the following domains: Literacy. The IEP Progress Report will be emailed separately.	

Learning Plan

1. If a student **IS NOT** working within the widely held expectations for a subject:

- Leave the slider to the left of the scale.
- Choose “LP” for relevant subjects. The following comment will appear, “Please see comment (LP).”
- Comments on the child’s growth / related progress should be embedded in the written comments of the report card, making clear reference to the learning plan and identify that the **“Student is working outside of the widely held grade level expectations.”**

Eg: Electronic Report Card - Teacher View

Subject	a. Levels of Competency	b. IEP/SSP/AIP
ELA - Reading, Listening and Viewing		<input type="text" value="LP"/>

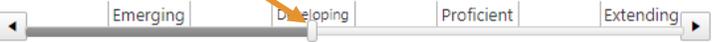
Eg: Report Card View

Reading, Listening and Viewing	b. Please see comments (LP)
--------------------------------	-----------------------------

2. If a student **IS** working within the widely held expectations for a subject:

- Move the slider.
- Choose “LP” for relevant subjects.
- Comments on the child’s growth / related progress should be embedded in the written comments of the report card and identify that **“As outlined in the learning plan, (Student) requires specific individualized interventions to work within the widely held grade level expectations.”**

Eg: Electronic Report Card - Teacher View

Subject	Levels of Competency	a.	b. IEP/AIP/LP
ELA - Reading, Listening and Viewing			<input type="text" value="LP"/>

Eg: Report Card View

Reading, Listening and Viewing	LP
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APPENDIX A: STUDENTS WITH MODIFICATIONS

Modifications refer to instructional and assessment-related decisions made to accommodate a student's educational needs. These consist of individualized learning goals and outcomes which are **different than learning standards of a course or subject**. Modifications are considered **only** for those students whose needs are such that they are **unable to access the curriculum** (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged). Determining modifications is rare in the elementary years, as most learning activities will fit under the broad umbrella of "widely held expectations".

Students with special needs who require **modifications** must have an IEP, as they are **not expected to achieve the learning standards outlined in the provincial curriculum**. The decision to remove a student from BC Learning Standards is determined through a School Completion Certificate (Evergreen) Program (SCCP) Review. The SCCP Review typically takes place in **the student's Grade 10 year**, as they begin working towards graduation requirements. This process involves significant consultation with the student's family, and thoughtful review of all programming opportunities. Students who graduate on this pathway do not qualify for a Dogwood Diploma, but will instead receive a School Leaving Certificate.