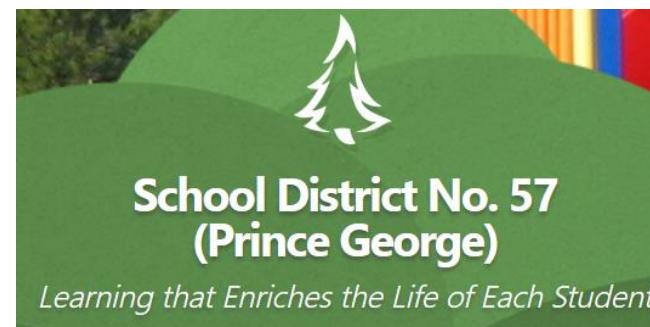
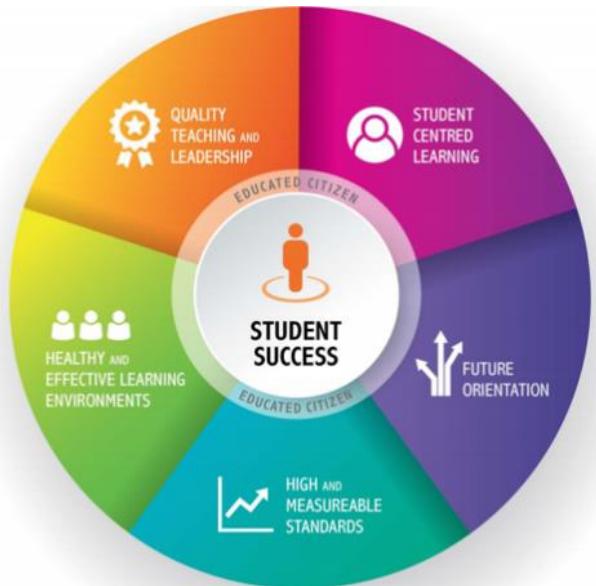


# Communicating Student Learning



2021.2022



# CSL is...

- interwoven with the curriculum design, instructional strategies and formative assessment
- a process by which teachers provide a continuous window into student learning, providing timely feedback, meaningful samples and evidence of student learning overtime to demonstrate progress in relation to the Learning Standards

Check the [SD57 Curriculum Hub Assessment tab](#) for useful links and examples.

Click [here](#) to access CSL Elementary support documents, including step-by-step videos.

MyEd Report Card and Grade Input documentation is available [here](#) and includes CSL Secondary support documents.

- **Standard Based Rubrics:**
  - Available for Grades K-12 in MYEDBC.

# CSL is intended to...

- be meaningful, varied, timely and responsive communication throughout the school year;
- use authentic evidence, demonstrating growth over time in what the learner knows, can do and understands;
- reflect where the student is at in their learning and not necessarily be summative in nature;
- provide evidence that demonstrates growth in relation to the BC Curriculum Learning Standards;
- provide value, not only in communicating student progress to parents, but also in feedback for student to inform, deepen and improve learning;
- use principles of quality assessment that informs both learning and teaching, shifting ownership to shared ownership between learner, teacher, and parent ([SD57 Curriculum Hub Assessment tab](#)).

Grades K-7 CSL Points of Progress (performance progress updates) are communicated a minimum of four times throughout the school year for reading, writing and numeracy and at least once throughout the year for each of the other Required Areas of Study (Socials, Science, PE, and Fine Arts, Applied Designs Skills and Technology, Core Competencies).

Points of progress include descriptive information to the parents on what the student is able to do, areas for further development, ways to support student learning, how the student approaches learning, and describes the student's personal and social development.

# Teacher Checklist

Communication of Student Learning Plan  
Teacher Checklist

CSL- "timely and responsive"			
When	What	How	Check if done
Winter	<b>Student Point of Progress</b>	<b>Three-Way Conferences</b>	✓
Between November and May			
	<b>Math</b>		
	<b>Language Arts</b>		
	<b>Science</b>		
	<b>Socials</b>		
	<b>Physical Education and Health</b>		
	<b>Arts Education</b>		
	<b>Applied Designs, Skills, and Technologies</b>		
	<b>Career Education</b>		
	<b>Core French (5-7)</b>		
	<b>Core Competencies self-assessment</b>		
	<b>Social Emotional</b> the learner- peer interactions, personal awareness and responsibility, contributions to class, school, community		
June	<b>All Subjects</b>	<b>Summative Report</b>	

# *Grades K-7 communication to parents / guardians “Wise CSL Practice”*

- A minimum of 4 Points of Progress (performance progress updates), including 1 required written mid-year report approved by School or by District (Dec–Feb school discretion for timelines) with a copy placed in student file. Note that a mid-year report is available on MyEdBC.
- At least 1 CSL Core Competency Point of Progress during the year or semester, including student-selected evidence of and reflection on Core Competency development.
- MyEdBC Summative Report to parent(s) / guardian(s) summarizing the learning of the curriculum in all areas of study as set out in the Required Areas of study Ministerial Order at the end of the school year, semester, or when a child moves.
- Grades 4-7 will use the *SD57 Proficiency Scale*
- The focus for CSL will be on communicating learning progress in relation to the Learning Standard (Content and Curricular Competencies) in the BC Curriculum.
- Parent (s) / Guardians (s) may request letter grades following a progress update for Gr. 4-7)

SD57 Proficiency Scale Descriptions K-7	
<b>Emerging (EM)</b>	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
<b>Beginning (BG)</b>	The student demonstrates a basic understanding of the concepts and competencies relevant to the expected learning.
<b>Developing (DG)</b>	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.
<b>Applying (AG)</b>	The student demonstrates a complete, proficient, understanding of the concepts and competencies relevant to the expected learning.
<b>Extending (EX)</b>	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

## **Summative Reporting Grades K-3 Primary**

- 1 summary of student’s progress to date using the SD57 Proficiency Scale for all required areas of study including Applied Design Skills Technology and Careers (ADSTC) – must include student final self-assessment report of core competencies

## **Summative reporting Grades 4-7**

- 1 summary of student’s progress to date using the SD57 Proficiency Scale for all required areas of study including French as a Second Language (FSL) and ADSTC – must include student final self-assessment report of core competencies
- Letter grades will be used for final marks unless school Principals have engaged in SD57 process of building understanding for parents and have established support to use Proficiency Scale for the final mark. Approval required by the Director of Curriculum and Innovation.

# *Grades 8-12 Communication to parents / guardians “Wise CSL Practice”*

## **Grades 8-9 Classrooms**

- Ongoing regular interim CSL (telephone calls, emails, progress updates, etc.) – at least 2 Learning Updates per semester
- Parent – Teacher Interviews (1 hour early dismissal for each of these events)
  - 1 held between September and October
  - 1 held between February and March
- Parents / guardians of any student at 60% or below are informed in a timely manner to respond and support – “I” plan
- MyEd mid-term reporting (1 per semester)
- MyEd Summative Reporting (1 at the end of each semester):
- 4-point Provincial Proficiency Scale\*\* or / and letter grades and written comments, where deemed appropriate indicate student’s level of performance in relation to the BC Curriculum Learning Standards for each grade, course of subject.
- Include student self-assessment of Core-Competencies.
- Description of student personal and social, including information on attitudes, work habits, effort and social responsibility.

## **Grades 10-12 Classrooms**

- Ongoing regular interim CSL (telephone calls, emails, progress updates, etc.) - at least 2 Learning Updates per semester
- Parent – Teacher Interviews (1 hour early dismissal for each of these events)
  - 1 held between September and October
  - 1 held between February and March
- Parents / guardians of any student at 60% or below are informed in a timely manner to respond and support – “I” plan
- MyEd mid-term reporting (1 per semester)
- MyEd Summative Reporting (1 at the end of each semester):
- Letter grades, percentages and written comments, where deemed appropriate indicate student’s level of performance in relation to the BC Curriculum Learning Standards for each grade, course of subject. The Summary of Learning may also include the Provincial Proficiency Scale.
- Include student self-assessment of Core-Competencies.
- Description of student personal and social, including information on attitudes, work habits, effort and social responsibility.

\*\*Using the 4-point scale as the final mark requires School Principal to have engaged in SD57 process of building understanding for parents, students and staff. Final approval provided by the Director of Curriculum Innovation.

Four Point Provincial Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	<i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning</i>	<i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning</i>	<i>The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning</i>	<i>The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning</i>

# Communication of Student Learning Plan

## Teacher Checklist – template adapted from Lana Rudolph

CSL “Timely and Responsive”		
When?	What?	Date and check when done!
September - January	Parent-Teacher Interviews	
October	Interim Learning Update	
November	MyEd mid-term	
December	Interim Learning Update	
January	MyEd Summative	
February-June	Parent-Teacher Interviews	
March	Interim Learning Update	
April	MyEd mid-term	
May	Interim Learning Update	
June	MyEd Summative	
Parents / guardians of any student at 60% or below are informed in a timely manner to respond and support – “I” plan (see page 9)		

### CSL criteria

- what student is able to do
- areas requiring further attention – (learning concerns should be clearly identified) – areas for student extension
- ways to support (supports and interventions at school and meaningful ways home can help)
- how child approaches learning (strategies they use)
- extent to which student is meeting age/grade expectations - use of proficiency scale to inform about level of performance (see policy)

Please use clear, straight forward language that is jargon free, is personalized and meaningful.

# Letter grades and definitions are as follows:

"A" = (86-100%) Excellent or Outstanding Performance in relation to the learning standards.

"B" = (73-85%) Very Good Performance in relation to the learning standards.

"C+" = 67-72%) Good Performance in relation to the learning standards.

"C" = (60-66%) Satisfactory Performance in relation to the learning standards.

"C-" = (60-59%) Minimally Acceptable Performance in relation to the learning standards.

"W" = Student has withdrawn from the course.

"SG" = Standing Granted. Acceptable level of performance through normal requirements not completed.

"TS" = Transfer Granted. Standing is granted based on records from an institution other than a school.

"RM" = Requirements Met (for use with Graduation Transitions only).

"F" = No demonstration of minimally acceptable performance in relation to the learning standards for the course.

- An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned.

"I" = No demonstration of minimally acceptable performance in relation to the learning standards in this reporting period.

- An "I" may be used at any time during the school year to alert parent/guardian(s) that a student is having problems meeting the expected learning standards. The reporting symbol "I" may be used on informal and formal Communication of Student Learning (CSL) documents.

When an "I" has been assigned:

- The student and parent/guardian(s) must be informed and must be provided with an opportunity to consult with teachers about the problems the student is having and possible solutions.
- Teachers must be prepared to identify what the problems are and specify plans of action to address the problems that give the student opportunities to achieve the learning standards.

The "I" letter grade must be converted to another letter grade:

- Before a student's records are transferred to another school, unless there is an agreement between the principals of the two schools to defer conversion of the "I" reporting symbol.
- When letter grades are recorded on the permanent student record card.
- Before submission of Grade 10, 11 and 12 marks.

# Insufficient Evidence of Learning Requirements... the how

"IE" reporting symbol:

As per the Provincial Letter Grades Order, the "IE" reporting symbol will be used on Learning Updates to alert parents/ caregivers in a timely manner when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. The "IE" symbol is temporary and indicates that further information is required before students can be assessed.

The symbol may be given for a variety of reasons; examples include:

- the student may be making progress but requires additional time and/or support;
- the student has not completed important learning assignments rendering the teacher unable to adequately assess progress;
- the student has not been attending class

When an "I" reporting symbol has been assigned, teachers must:

- identify the subject areas there is insufficient evidence of learning;
- develop a plan of action to support students in meeting the Learning Standards of the Provincial Curriculum; and
- inform students and parents / caregivers and provide an opportunity to discuss the plan of action, including the insufficient evidence of learning, any problems the

student is having, possible solutions, suggested supports and a timeline for resolution.

**NOTE:**

"IE Action Plan" outlines a date of completion for required action and signed off by teacher, parents, the student, and Principal or VP.

An "IE" may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The symbol may be used at any time during the school year, including on written reports; with the exception of the final summative report.

An "F" letter grade can only be assigned if an "IE" reporting symbol has been previously assigned.

The "IE" letter grade must be converted to another letter grade or percentage: before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "IE" reporting symbol; when letter grades are recorded on the permanent student record card; and, before submission of Grades 12 marks to the Ministry for inclusion on students' transcripts of grades.

## In Progress or Incomplete IE Plan Framework

Date

Student

Course/Subject/Gr

Teacher

Required Learning Standards

Student Learning Plan

Assessment Review Date

Note indicating "I" progress has been changed to \_\_\_\_\_  
(proficiency level/letter grade)  
effective date.

Important EQUITY considerations... students will need the support at and from school. Sending learning assignments home for completion may not be the best support method.



## **Students with Special Needs (all grades)**

Where students with special needs are expected to achieve or surpass the learning curriculum standards of their learning program, regular reporting procedures will be used to indicate progress.

Where it is determined that a student with special needs is not capable of achieving the learning standards of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP).

Reporting to parent/guardian(s) will be in relation to these specific individual goals as they relate to each XSIEP or LD (locally developed non-credit) course in which the student may be enrolled – Secondary Schools only. It may not be appropriate to provide letter grades to all students.

## **Students on Modified Curricula (all grades)**

For students with special needs who are not working toward the learning standards of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

## **ELL and FLL Students (all grades)**

Where an English language learner, or a French language learner in a Francophone program, is following the learning standards of the provincial curriculum or a local program, regular reporting procedures are used to show progress.

Where these students are not following the learning standards of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

## **When an IEP is provided (all grades)**

The principal is required by the Board to offer to a parent of the student, or, where appropriate, the student, the opportunity to be consulted about the preparation of the IEP.

A student progress and summative report for a student on a modified program must contain written reporting comments in relation to the learning standards (curricular competencies and content) set out in that student's IEP. **Teachers must ensure they follow these IEPs (as posted in MyEdBC for each student with an IEP) and report accordingly.**

Example: the letter grade is based on achievement of expectations in the IEP that vary from the grade expectations (and/or) (increase/decrease) in the number (and/or) complexity of curriculum expectations.

## Insufficient Information to Report on Student Progress

In **exceptional** circumstances, where there is insufficient information to make a sound judgement on student's progress to date, it is necessary to communicate this to parents/guardians on the Progress and Summative Report.

These exceptional circumstances may be due to a new student entering a class mid-year, an extended vacation, medical reasons, unexcused absences, or attending partial days.

Report on learning that has occurred when / while present at school. Embedded comments would be used:

*Julie has attended 31 out of 96 days. While in attendance (describe skills achieved and steps to support learning)*

*Although John arrived mid-term he has demonstrated skills in (describe skills achieved and steps to support learning)*

*John attends a reduced day educational program 9am-11am M-F for medical reasons. While in attendance he is... constructing and deconstructing numbers to 10; he is making progress in his accuracy using manipulatives.*

**Classroom Teachers are required to communicate a 'plan of action' to support achievement in the affected area(s) of learning.**

This 'plan of action' must include clearly defined goals and timelines needed to demonstrate achievement in the subject area(s).

The expectation is that there has already been communication (written is preferable) with the parent/guardian and student prior to this written report; ultimately this plan is already in place in order to complete the required work necessary to report on progress.

The timeline for communicating progress to parents/guardians will be determined by the plan that is set out.

If after considerable effort to implement 'plans of action', and the student is still unable to demonstrate a minimal level of achievement in the subject area(s), a final comment will be provided by the teacher in collaboration with the school-based administrator.

# Roles & Responsibilities Best Practice

Effective communication of student learning is centered around taking an active role, inclusive of students, parents, teacher(s), PVPs.

## **Principals and Vice Principals are encouraged to...**

- establish a Communicating Student Learning timeline and schedule for your school;
- support teachers in understanding current best practice around assessment and instruction;
- support parents to have a clear understanding on how their child's learning will be communicated through supervision of learning, support students to have knowledge and understanding of where they are on the learning continuum of the learning standards;
- use current best practice language in all of our interactions with our learning community;
- work with the families at the schools to build relationships and understanding of their child as a learner;
- be familiar with the curriculum, facilitate change and organize communication effectively;
- structure opportunities for teachers to share ideas, templates etc.; including how they are reporting out in the year plan;
- read and know what is being sent home for students CSL.

## **Teachers:**

- find what works well such that CSL is timely, ongoing and responsive;
- provide steps for future growth ie. student learning portfolios;
- move from "5 events/reports" to regular learning progress communication;
- set up systems to ensure knowledge of where students are at any given time; supported by evidence and assessing each child on their Know-Do-Understand;
- use straightforward language (avoid educational terminology);
- provide families with information about the child contributions and relationships with others;
- outline how the child approaches the learning process;
- ensure that families have timely information about any area of concern;
- provide information about specific interventions and additional supports the child is receiving;
- focus on the child's growth, performance, and achievement levels;
- describe further ways in which the child's learning will be supported by the teacher, school and how the families/home can help.

## **Students are taught to:**

- set personal learning goals;
- grow a learning mind-set;
- ask questions & take opportunities to share their learning;
- be reflective, take learning risks, stretch their thinking;
- be active participants in sharing their learning;
- check that parents receive written communication about learning.

## **Parents:**

- ask questions about learning and how to support at home;
- maintain regular contact with the teacher;
- know their child's strengths as a learner and areas for growth;
- stay involved and connected throughout their child's schooling-kindergarten to grade 12;
- engage in regular conversations with your child about what they are learning in school;
- ensure the school has up to date contact information.

# Creating environments that support Student Self-Assessment of Core Competencies



## Knowing your students

- feeling safe, respected & valued as a learner
- student voice is heard
- strong sense of belonging
- inclusive learning environment
- nurturing in sincere ways
- find strengths in each learner

## Building a Community of Learners

- build in respectful listening, honouring of ideas, effective communication skills
- Choice, voice and time
- engaged in rich learning tasks
- meaningful opportunities with purpose
- making decisions, solving problems, collaborating, communicating, thinking creatively and critically evolves in process oriented tasks
- students living & doing (core competencies) to be able to reflect and assess

## Explicit Teaching of Language

- conversations about the process and product are natural
- the learning opportunities must be diverse and offer entry points for all
- language of reflection is embedded in the learning process
- start in September as you build relationships and learn about each learner
- provide opportunities for students to be reflective and model language of Core Competencies
- seize opportunities when you see them to “notice and name”
- students need time to make thoughtful observations and assessments as well as identify and collect evidence of their skills and abilities

## The Teacher's Role

know the Core Competencies

- understand how they “show themselves” as students process and collaborate and problem solve
- be able to name – use the language in everyday conversations and moments – MODEL and identify continually
- ask questions to probe deeper reflection
- help students identify and collect evidence so they can reflect and assess

### **What we know – The Research**

self-reflection and assessment are the most powerful instructional strategies that lead to new learning

- when students use own words to explain their thinking and ah-ha’s they become motivated and confident and own the learning
- when conditions are right – learners can do this!

*“It’s not about filling in a template .....*  
*-Sharon Jeroski*

- provide opportunities to make connections to what they know to what they do
- allow time for students to communicate their understandings as well as show concrete examples and evidence



National &

Resource contributed by  
Surrey educator, [Kelli Vogstad](#)



## What we can do

provide learning environments where students: talk, share and listen to each other

**Acknowledging Surrey School District (Adapted)**

# BCTC PROFESSIONAL STANDARDS

## BC Educators 1-9

### 1 | **Educators value the success of all students. Educators care for students and act in their best interests.**

Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students' positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

### 2 | **Educators act ethically and maintain the integrity, credibility and reputation of the profession.**

Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators' individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.

### 3 | **Educators understand and apply knowledge of student growth and development.**

Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.

### 4 | **Educators value the involvement and support of parents, guardians, families and communities in schools.**

Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.

### 5 | **Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.**

Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.

### 6 | **Educators demonstrate a broad knowledge base and an understanding of areas they teach.**

Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.

### 7 | **Educators engage in professional learning.**

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

### 8 | **Educators contribute to the profession.**

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

### 9 | **Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.**

Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.

Teachers work collaboratively with their Principals/Vice-Principals to make decisions about student evaluation, assessment and reporting to parents.

Expect to see that CSL assessment tools and templates will/may vary from teacher to teacher within a school and from school to school.

SD.No.57 K-7 runs a single-term year long reporting model rather than three individual terms and uses the MyedBC summative single-term report card for K-7. Teachers look at a child's progress based on a year of learning.

Performance based proficiency levels look at growth on a developmental progression of Understand-Know-Do in relation to the BC learning standards

Primary students receive a single-term and final standards based proficiency level.

Intermediate students will receive a single-term proficiency level and final letter grade on the final summative report in June.

For schools who have demonstrated meaningful parent consultation moving away from letter grades to standards based performance assessment, intermediate students receive a proficiency level on the summative report. These schools do require district approval to further proceed.

**Note: Letter Grades** ...Ministry documents, Reporting Student Progress (Grades K-9): letter grades must be provided to parents if they request them. It is also a requirement that final marks be added to MyEdBC at year end or **if/when a CHILD MOVES from the school.**

### School Act

- (7) The principal of a school is responsible for administering and supervising the school including
  - (d) the program of teaching and learning activities,
  - (e) the program of student evaluation and assessment and reporting to parents,
  - (f) the maintenance of school records

### Resources:

Ministry of Education videos

Tom Schimmer Webinars