Ministry Requirements for Student Reporting and Communicating Student Learning in the VSB

Committee III Report

January 4, 2017

The Principles of Quality Assessment:

Quality Assessment:

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- 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 the student in their learning
- 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 parents where the student is, what they are working towards and the ways that learning can be supported

From the Ministry of Education Website (www.curriculum.gov.bc.ca)

The Principles of Quality Assessment:

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

From the Ministry of Education Website (www.curriculum.gov.bc.ca)

Ministry Reporting Order, August 2016

There are two paths that school districts can choose from when deciding on a reporting format for students in Grades K-9:

- **Option A: Develop local student reporting policies and procedures which meet the *Interim Student Reporting Guidelines for Grades K-9*** or

- **Option B: follow the *revised Student Reporting Policy*.**

These two options are <u>only</u> available for Kindergarten through Grade 9.

For the Graduation Years (Grades 10-12), Districts must follow the Student Reporting Policy (Option B).

Ministry Reporting Order

Vancouver School district will be following option B while preparing for new district reporting policies and processes in 2017-2018 (Option A)

Option B: Following the revised Student Reporting Policy:

- School districts must provide parents with a minimum of five reports describing students' school progress. Three of the reports will be formal written reports.

- The two informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, e-mails, and other means. Schools and teachers determine how they will informally communicate with parents. (existing system)

- Some schools have already moved away from existing reporting practices and templates

- New requests to change existing reporting practices at the school level:
  - Parents must be consulted/informed in advance of any changes, asked to provide feedback
  - Must provide information from old report cards (letter grades, etc.) if requested
  - Must be vetted by Director, Associate Superintendent before implementing

Plans for Next Year

Option A: Following locally-developed student reporting policies and procedures:

- During the school year, school districts must provide parents with a minimum of five reports describing students' school progress. Rather than focusing on formal and informal reporting to parents, reporting will be timely and responsive throughout the year, following district policies and procedures.

- Reporting must include a written summative report at the end of the school year or semester.

- Summative reporting will also include student self-assessment of core competencies, with teacher support.

- For Grades 4-9: Board policies and procedures will determine the use of letter grades on summary reports. Boards will provide letter grades to parents upon request.

- The policy requires that districts implementing new practices in reporting submit their local policy to the Ministry before moving forward.

Preparation for next year

- Continued discussion and planning at Educational Change Committee meetings

- Participation in provincial and local opportunities regarding communicating student learning

- Continued opportunities for school teams to participate in Communicating Student Learning District Inquiry Project

- Creation of a "Communicating Student Learning" (CSL) Working Group comprised of various stakeholder representatives

- Revision of current Board policies and regulations relating to student reporting.

CSL Steering Committee and Working Groups

Objective:

To revise VBE policy and implement new District practices and tools for assessing and communicating student learning at the Kindergarten through Grade 9 levels. Graduation Years to be considered as well, but after completion of K-9 process.

Timeline:

January to October 2017 for implementation in first term 2017

CSL Steering Committee and Working Groups

Structure:

A Steering Committee comprised of:

- Associate Superintendent of Learning Services and 2 Directors of Instruction

- District Principals of Learning Technologies and Field Services

- District Teacher of Literacy and Assessment and District Resource Teacher

- 3 VESTA And 3 VSTA Representatives

- 2 VEPVPA and 2 VASSA Representatives

- Education Coordinator and other area experts as required

2 working groups (K-5, 6-9?) led by members of the above group and assisted by other teacher and admin reps as well as necessary district staff.

CSL Timeline

- 1ˢᵗ session: Facilitated discussion (Wednesday, January 11, 2017)

    What do we believe about assessment and reporting?

    What do we want to share with parents about their students' learning?

    How do we want to convey that information?

- 2ⁿᵈ session: Facilitated discussion (Thursday, February 2, 2017)

    Analysis of what is working in other districts, templates

    Planning for next steps

CSL Timeline (cont'd)

- ## February – June, 2017

  Working groups begin to meet on a regular basis, monthly meetings of Steering Committee to review progress

  Student Self Assessment of Core Competencies created

  Ongoing participation in Lower Mainland CSL Network as well as CSL District Inquiry Projects

  Policy work

- ## September – October, 2017

  Policy approval

  Introduction to schools and required training

- ## October 2017 to June 2018

  Steering committee meets regularly to review implementation, plan for graduation years reporting, etc.

  Implementation of new reporting policies, processes and templates

Communicating Student Learning
District Inquiry Project

Intent of the District Inquiry Project:

An opportunity for school teams to work together at the school level to explore a variety of methods for documenting knowledge, skills and attitudes (and helping our students to document their learning), and then to come together at the District level to discuss the myriad of opportunities and possibilities around Communicating Student Learning.

- 38 schools teams (160 teachers and administrators) participating this year, 4 afterschool sessions at Churchill

- Hope to be able to offer the same project next year with 40 new schools

Regular updates will be provided to Committee III throughout the process.

Thank you and questions