

DRAFT

**Communicating
Student Learning
Handbook**

2018 – 2019



Johnson Elementary School

Box 367, Watson Lake, Yukon Y0A 1C0

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Acknowledgements

At this time, we are thankful to the Administration and staff of Whitehorse Elementary School and the many other school and school districts in BC who willingly shared their curriculum redesign resources online for others to utilize and benefit from. Much of what is included in the next two sections of the handbook, especially the Elementary School Educational Program K to 7 and Reporting Student Learning, have been taken, adopted, modified, and revised from the shared online resources. We also anticipate some future change and evolution.

Elementary School Educational Program K to 7

Yukon’s Curriculum Redesign believes that ‘deeper learning’ is best achieved through ‘doing’ rather than through passive listening and learning. By integrating these features in your planning and teaching, you will be engaging students in authentic tasks that connect learning to the real world. The curriculum presents what the students are expected to know, to do and to understand for each grade level and area of learning. How students meet these expectations is not prescribed. It is up to the teacher to shape how the ‘learning standards’ are met and the ‘big ideas’ are understood in the classroom. The curriculum is an enabling framework to use when planning program instruction and assessment. It allows direction for designing unique learning opportunities that are specific to student learning needs and interest and that capitalize on your specific location. You will be planning instruction and assessment using the three components of the curriculum model – content, curricular competencies and Big Ideas. Used alone or in any combination, they are what students are expected to know, to do and to understand. The connection between these components is what will drive deep learning in the classroom.

Finally, parents also want to be involved in their child’s education and to know more about how their child is progressing in school. The changes to assessment and reporting enhance parent communication by moving towards more effective practices for reporting and communicating student learning. This means involving students and parents as users of classroom assessment in order to support the learning process and by developing more responsive forms of communicating student learning that are timely, ongoing and inclusive of teachers, students and parents. Classroom assessment is the systematic gathering of information about what the students know, are able to do, and are working toward. Research confirms that if teachers evaluate too early in a learning cycle, they limit descriptive feedback and risk interrupting learning. Assessment during the learning and evaluation at the end of the learning, gives students time to practice and improve before teachers evaluate; therefore, communicating student learning involves both formal and informal processes.

Informal Communications with Parents and Students: Conferences, Conversations, Evidence of Learning

Informal communication of learning is used by students, teachers and parents to access information about students' learning, highlight students' strengths, interests and areas for further development. It empowers students to personally monitor their own learning, making adjustments and changes that enable growth.

Informal communication will:

- support meaningful communication between teachers, parents, and students
- parents as partners in dialogue on their child's progress
- provide meaningful, relevant description, concrete evidence, and/or demonstrations of student learning related to learning standards
- articulate next steps of learning
- ensure learners have the opportunity to self-assess and peer-assess using criteria
- reinforce the importance of self-assessment and goal setting
- provide ongoing communication of core competencies through student self-assessments
- focus on the learner's work and not on the learner
- ensure that assessment and reporting practices and procedures support all students
- ensure learners understand learning expectations, such as co-constructing criteria, rubrics, check lists, samples and exemplars

Formal Communication with Parents and Students: Report Cards

Formal communication of learning occurs at or near the end of a period of learning. It serves to document the achievement levels of the students at a set point in time relative to age/grade expectations.

A Written Summative Report (report card) will include the following:

- Yukon First Nation traditional territory recognition
- information about absences and lates
- a performance scale indicating student progress with description/rationale connected to the learning standards for each required area of learning
- Grade 4-9 report cards will include comparative table demonstrating alignment of letter grades and performance scale terminology
- an additional comment box may be provided for personalized comments, for example: work habits, social responsibility, attendance, etc.
- a student self-assessment of core competencies
- final report cards include specific recommendations about student placement for the following year

Core Competency Student Self-Assessment

The core competencies are Thinking, Communicating and Personal and Social Awareness. These competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. Teachers do not report on core competencies. Students are expected to complete a self-assessment on each core competency based on self-reflection of evidence gathered. The communication of student learning progress on core competencies will happen at key times of the year. Core competencies are embedded in instruction through all curricular learning standards.

Reporting Student Learning

In September 2017, Yukon schools began implementation of the new K-9 competency or skills based curriculum. As the curriculum changes, so must the assessment and reporting of student progress. The purpose of the revisions is to align how students are assessed with how and what they learn as well as to ensure that parents are well informed of their child’s progress. Options for a gradual transition are in place and JES will follow Option “A” which requires full implementation by 2020. Communication on student learning with parents will be made at least SIX times during the school year, as follows:

Frequency and Types of reports	<p>A. A final written summative report (report card) shall be provided at the end of the school year (by curricular outcomes and learning standards).</p> <p>B. 5 informal reports</p> <ul style="list-style-type: none"> - one (1) Written Interim Report on Learning Standards - one (1) in-person meeting (either Parent/Teacher/Student Interview, Parent/Teacher Conference, or Student-Led Conference) <p>and</p> <ul style="list-style-type: none"> - three (3) of any of the following: <ul style="list-style-type: none"> - i. phone call - ii. electronic communication - iii. home visit - iv. another means of communication appropriate to your school community
Letter Grades	<p>Letter grades are not provided in K-3.</p> <p>In Grades 4-7, letter grades are not provided, however, parents must be provided with a chart that demonstrates the letter grades that correspond with the performance report descriptions.</p>
Reporting on the Core Competencies	<p>The final written summative report includes the requirement for a student self-assessment of the core competencies (Communication, Thinking, and Personal and Social) completed with the support and guidance of the teacher when needed or appropriate.</p>
Final Report Card	<p>A final written summative report shall be provided at the end of the school year.</p>

JOHNSON ELEMENTARY SCHOOL

2018-2019

Guidelines for Communicating Student Learning

1. Parent Teacher Conference – October 26
2. 1st informal communication by November 30
3. Midpoint written report – February 1 due to Ralph
-- February 8 sent home
4. 2nd informal communication by March 8
5. 3rd informal communication Student Led Conference – April 25 & 26

Student Self-Assessment of Core Competencies

1 copy for cumulative file 1 copy for report card

6. Final Summative Report – June 7 due to Ralph
-- June 14 sent home

** Informal communications – teacher providing your student's learning through: phone call; email; DOJO; digital portfolios; written portfolios; home visit; personal meeting.

Plan for Communicating Student Learning 2018-2019

What Parents Can Expect	How It Will Be Communicated
<p>September: Kindergarten Intake Meetings</p> <ul style="list-style-type: none"> Each Kindergarten family is invited to an intake meeting with the K team. 	<p>On the first day of Kindergarten, each family will sign up for an intake meeting for parents to share any pertinent information with the teaching team.</p>
<p>September – November: Curriculum Overview – 1st informal communication by Nov. 30</p> <ul style="list-style-type: none"> Each teacher will provide an overview to parents of the curriculum redesign. 	<p>Some teachers choose to communicate about their program during the first informal communication. Other teachers may choose to provide this overview at the Parent/Teacher Conference.</p>
<p>October 26 – Parent/Teacher Conference</p> <ul style="list-style-type: none"> For K – Grade 7 students, the conference is a parent-teacher dialogue on student learning. 	<p>During this Parent/Teacher Conference, parents have an opportunity to ask questions and to determine how they can support their child’s learning. Teacher will discuss student’s learning goals with parents or guardians.</p>
<p>February 8: Interim Report</p> <ul style="list-style-type: none"> K to 7 students are assessed on learning standards using the following descriptors: Not Yet Meeting Expectations, Approaching Expectations, Meeting Expectations, and Exceeding Expectations. Kindergarten, Grade 1 and Grade 2 students reflect on their experience of school. Grades 3 to 7 students self-assess and reflect on their development in core competencies. 	<p>A paper-based report is issued for each child. The report is a snapshot of the student’s progress to date towards learning goals and their current performance and achievement level in Literacy, Numeracy and Inquiry/Integrated Studies.</p> <p>An example of this report will be posted on the school website shortly.</p>
<p>March: 2nd informal communication by March 8 – phone call, email, DOJO, digital portfolio, written portfolio, home visit or personal meeting</p>	<p>This is an opportunity to review your child’s learning profile, the progress your child has made and to establish further learning goals and next steps. Parents will receive a copy of their child’s revised learning goals.</p>

<p>April: 3rd informal communication (Student Led Conferences) by April 25 & 26 – phone call, email, DOJO, digital portfolio, written portfolio, home visit or personal meeting</p>	<p>Teacher and student worked together purposefully throughout the year and now select meaningful/learning samples that demonstrate progress across subject areas to share with family.</p>
<p>June 14: Final Summative Report Card</p> <ul style="list-style-type: none"> • K to 7 students are assessed on learning standards using the following descriptors: Not Yet Meeting Expectations, Approaching Expectations, Meeting Expectations, and Exceeding Expectations. 	<p>A final based report will include:</p> <ul style="list-style-type: none"> • Comments and rating scale in all curricular areas (Literacy – English Language Arts, Numeracy – Mathematics, Science, Social Studies, Applied Design Skills, and Technologies, Career Education, Arts Education, and a second language if applicable and depending on grade level). • A student self-assessment of core competencies
<p>On-going Communication</p>	<p>Communication between home and school is essential for student success. While we have highlighted some formal and informal means of communication, we encourage parents to also communicate with teachers and school staff at any time during the year if they would like to discuss their child’s progress.</p>

Communicating Student Learning Teacher Guidelines 2018 - 2019

December: Learning Goals Established

The purpose of setting learning goals is to identify ways to move students' learning forward and to have a written record that can be referenced as the school year progresses.

Before Setting Learning Goals:

Learning, reflection, discussion and feedback needs to happen before setting student learning goals. Teachers play an important role in directing the conversation and shaping the goals. Before the goal setting conference, there should be several teacher-led opportunities to discuss what learning goals are, share examples of specific learning goals and reflect on and connect these to observations of and feedback on student learning in context. Students should participate in the conference with ideas for goals that have been guided by their teacher.

During the Learning Goal Setting Conference:

The goal setting conference is a collaborative effort between the student and teacher. During the conference, areas for growth related to specific core competencies, literacy and numeracy will be discussed and the teacher will then facilitate a conversation that leads to three goals: one for literacy, one for numeracy, and one related to any of the core competencies. The teacher will draw on knowledge about the student as a learner and educational expertise to design goals that are specific and appropriate for the student. Parents will also be later involved and asked to provide support and assistance in their child's learning goals.

Learning Goal (student voice)	What it Looks Like (teacher directed)
I want to understand fractions.	I will be able to question when I don't understand parts of the math lesson.
I need to write more.	I will make a plan for my writing to organize it and will be able to add details about who, what, why, where and when. I will be able to use describing words.
I want to read chapter books.	I will be able to ask myself questions to make sure that I understand what I am reading.
I want to do a cool project.	I will use the app <i>ExplainEverything</i> to be able to share what I have learned about Ancient Egypt. I will meet with my teacher to discuss my plan of what content to include.
I will be a better listener.	I will be able to sit away from students who distract me.

Learning Goal Setting Conference Checklist:

For the goals to be meaningful, it is critical that they are visible, shared and that student, parents and teacher check in to assess progress.

- A copy of a completed goal setting conference form will be sent home by November 30, the first informal communication.
- The goals outlined in the October goal setting conference will be discussed, reviewed and revised at the second informal communication by March 8.
- Evidence of learning in support of student goals should be made explicit and visible in the student portfolios with reflection, comment and/or feedback from student and teacher.
- A yellow copy of the goal setting conference form (November and March informal communications) will be placed in the student’s cumulative record at the end of the year.

February: Interim Report

The purpose of the Interim Report in early February is to provide a snapshot of student progress and achievement levels in Literacy and Numeracy. Teachers may also include a section on Integrated Studies to communicate student performance related to a specific inquiry or project that incorporates any or all of: Language Arts; Math; Science; Social Studies; Applied Design, Skills and Technology; Career Education; and Arts Education. It is recommended that teachers also include a section to comment on Work Habits and/or Social Responsibility. The Interim Report will also include the first student self-assessment of core competencies. A copy of the Goal Setting Conference from December will be sent home with the Interim Report.

English Language Arts

- Reads fluently at grade level and demonstrates understanding of text (Gr. 1 -7)
NY AE ME EE

Comprehend and Connect (Reading, Listening and Viewing)

- Teachers choose 2 learning standards to add to their checklist as bullets; each bullet (learning standard) will be rated using the performance scale.
- Each bullet must include the following statement: « as demonstrated through...» (content area or project associated with the learning standard).

Create and Communicate (Writing, Speaking, Representing)

- Teacher chooses 2 learning standards to add to their checklist as bullets; each bullet (learning standard) will be rated using the performance scale.
- Each bullet must have the following statement: « as demonstrated through... » (content area or project associated with the learning standard).

Creating and Communicating

- Teacher chooses 2 other learning standards to add to their checklist as bullets; each bullet (learning standard) will be rated using the performance scale.
- Each bullet will have the following statement: « as demonstrated through... » (content area or project associated with the learning standard).

Numeracy

Reasoning and Analyzing

- Teacher chooses 1 learning standard to add to their checklist as a bullet; each bullet (learning standard) will be rated using the performance scale.
- Each bullet will have the following statement: « as demonstrated through... » (content area or project associated with the learning standard).

Understanding and Solving

- Teacher chooses 1 learning standard to add to their checklist as a bullet; each bullet (learning standard) will be rated using the performance scale.
- Each bullet will have the following statement: « as demonstrated through... » (content area or project associated with the learning standard).

Communicating and Representing

- Teacher chooses 1 learning standard to add to their checklist as a bullet; each bullet (learning standard) will be rated using the performance scale.
- Each bullet will have the following statement: « as demonstrated through... » (content area or project associated with the learning standard).

Integrated Studies (optional)

- Teacher chooses learning standards from Science; Social Studies; Applied Design, Skills and Technology; Career Education; and Arts Education to add to their checklist as bullets; each bullet (learning standard) will be rated using the performance scale.
- Each bullet will have the following statement: « as demonstrated through... » (content area or project associated with the learning standard).

Work Habits/Social Responsibility (optional)

- Anecdotal comments are provided from the teacher.

Interim Report Checklist for Classroom Teachers:

- The Interim Report communicates progress related to learning standards for English Language Arts (1-7) and Mathematics. Teachers may also include a section on Integrated Studies and/or Work Habits, Social Responsibility etc.
- A paper copy of the Midpoint Report is sent home to parents; a yellow copy is made and saved by the teacher to be filed in the student cumulative record at the end of the year.
- The first student self-assessment of core competencies is sent home with the Interim Report.
- A copy of the completed goal setting conference form from November is sent home with the Interim Report.

	<p style="text-align: right; margin: 0;">Student Interim Report 2018-2019</p> <p style="text-align: center; margin: 10px 0;">Johnson Elementary School 801 Ravenhill Dr. Box 367 Watson Lake, YT Y0A 1C0 867-536-7333</p> <p style="text-align: center; margin: 10px 0;">Principal: Ralph Pilz</p>
Student Name:	
Grade:	Teacher:

This assessment describes the student’s learning progress based on teacher’s professional judgement according to widely held expectations for this time of the year and this age group.

Curricular Competencies – English Language Arts				
	Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Reads fluently at grade level with understanding of text				
Speaks and communicates at grade level in English				
Comprehend and Connect (reading, listening and viewing)				
Create and Communicate (writing, speaking and representing)				

Curricular Competencies - Mathematics					
		Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Reasoning and Analyzing					
Understanding and Solving					
Communicating and Representing					

Curricular Competencies – Physical Education					
		Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Goal:					

Curricular Competencies – Fine Arts					
		Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Goal:					

Curricular Competencies- Integrated Studies				
	Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Project or Inquiry:				

Curricular Competencies- Kaska/French Language				
	Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Goal:				

Works Habits/Social Responsibility

Areas to Celebrate and Areas to Strengthen

Attendance Data This term, # was absent # days and was late # times.
--

Student's Signature

Parent's Signature

Teacher's Signature

Principal's Signature

	<p style="text-align: right; margin: 0;">Student Interim Report 2018-2019</p> <p style="text-align: center; margin: 10px 0;">Johnson Elementary School 801 Ravenhill Dr. Box 367 Watson Lake, YT Y0A 1C0 867-536-7333</p> <p style="text-align: center; margin: 10px 0;">Principal: Ralph Pilz</p>
Student Name:	
Grade:	Teacher:

This assessment describes the student’s learning progress based on teacher’s professional judgement according to widely held expectations for this time of the year and this age group.

Curricular Competencies – English Language Arts					
		Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Reads fluently at grade level with understanding of text					<input checked="" type="checkbox"/>
Comprehend and Connect (reading, listening and viewing)	Thinks critically, creatively and reflectively to explore ideas within, between, and beyond texts as demonstrated throughout our poetry unit.			<input checked="" type="checkbox"/>	
	Responds to text in personal, creative and critical ways as demonstrated through response journals.				<input checked="" type="checkbox"/>
Create and Communicate (writing, speaking and representing)	Uses writing and design process to plan, develop, and create engaging and meaningful literary and informational texts as demonstrated through our poetry unit.		<input checked="" type="checkbox"/>		
	Transforms ideas and information to create original texts as demonstrated through story writing.			<input checked="" type="checkbox"/>	

Curricular Competencies - Mathematics					
		Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Reasoning and Analyzing	Estimates reasonably as demonstrated through multiplication of large numbers.			<input checked="" type="checkbox"/>	
Understanding and Solving	Applies multiple strategies to solve problems in both abstract and contextualized situations as demonstrated through weekly word problems.		<input checked="" type="checkbox"/>		
Communicating and Representing	Explains and justifies mathematic ideas and decisions as demonstrated through unit test and quizzes on patterning.			<input checked="" type="checkbox"/>	

Curricular Competencies – Physical Education					
		Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Goal:					

Curricular Competencies – Fine Arts					
		Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Goal:					

Curricular Competencies – Kaska/French Language

	Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Goal:				

Curricular Competencies- Integrated Studies

	Not Yet Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Project or Inquiry:				

Works Habits/Social Responsibility

Julie is a self-disciplined, independent worker who is able to work cooperatively with others. She is consistently focused on learning tasks and is an active listener. Julie models good classroom behaviour and manages her time effectively and efficiently.

Julie interacts with others respectfully and thoughtfully. She considers others' views and is able to express a different opinion in a peaceful way. Julie contributes to group activities that make the classroom a better place by demonstrating respectful and inclusive behaviour.

Areas to Celebrate and Areas to Strengthen

Attendance Data

This term, Julie was absent 10 days and was late 4 times.

Student's Signature

Parent's Signature

Teacher's Signature

Principal's Signature

Portfolios and Student-Parent-Teacher Conferences

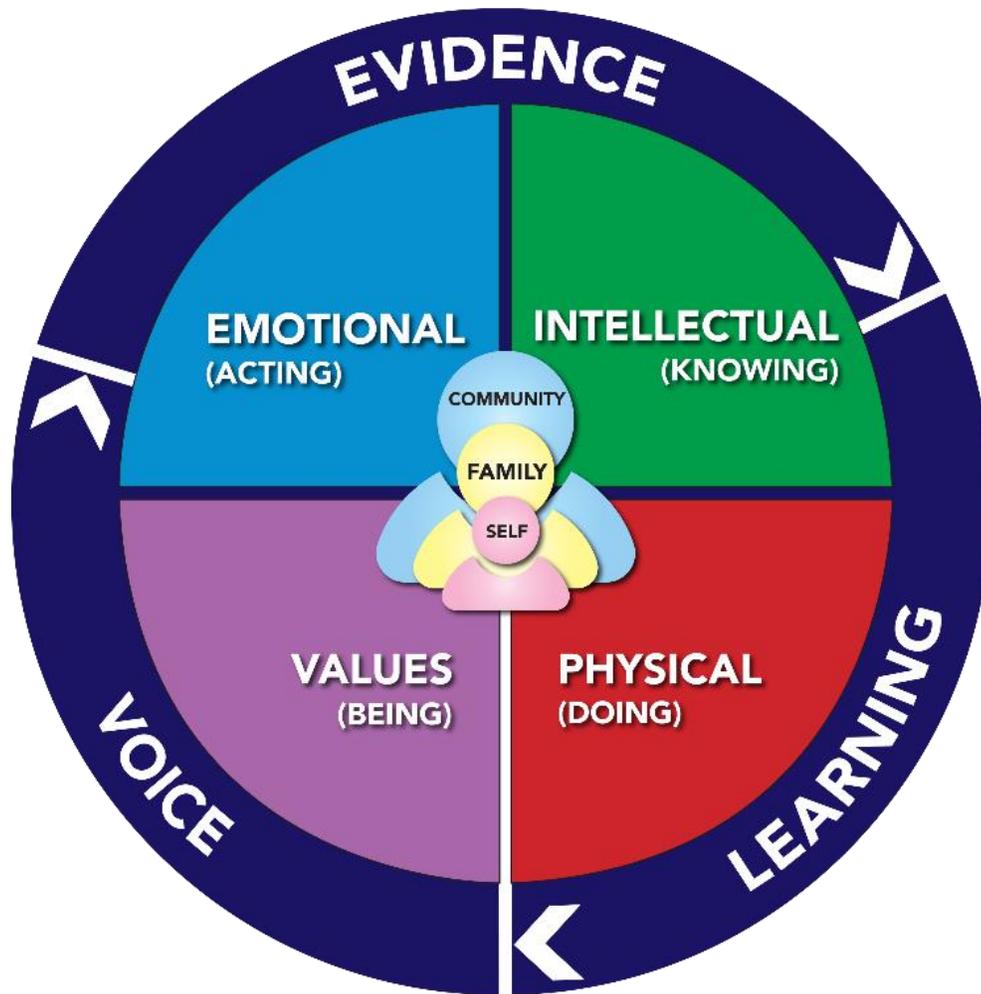
Portfolios are more than a collection of student work; they are a purposeful selection of work that features a student’s effort, progress and achievement over time. The purpose of portfolios is to engage students in reflecting on and assessing their own learning. The goal of using portfolios is to communicate student learning and to share evidence of growth with an authentic audience.

Conferences involve students engaging in meaningful conversations with teacher and parents by acknowledging progress and determining next steps in their learning. The purpose of a student-parent-teacher conference is to share the portfolio, to communicate student learning with families and to engage them in a better understanding of strengths and areas of growth. The goal of the conference is to provide an opportunity for student, parents and teacher to collaborate together and plan for future success related to core and curricular competencies.

Criteria for Successful Portfolios and Conferences:

- ✓ Purposeful by meeting the goals outlined above;
- ✓ Reflections, comments, feedback and assessments are worded positively in language that is understood by student, parents and teachers;
- ✓ Demonstrate learning in Language Arts;
- ✓ Integration of Science; Social Studies; Applied Design, Skills and Technology; Career Education; and Arts Education;
- ✓ Provide evidence of student AND teacher reflection, comment, feedback and assessment attached to samples in the portfolio, by:
 - Showing learning over time (e.g., 2 of the same; I used to... now I...);
 - Explaining the thinking (e.g., process, steps, problem solving, strategies, reflections);
 - Celebrating the learning (e.g., I understand...; I can do...; I know...; summative assessments using established criteria or rubrics completed as self, peer or teacher assessment).
- ✓ A reflection form is used to document the conversation between student-parent-teacher as part of the portfolios. This form should be kept as part of the portfolio; a yellow copy should be made and filed in the student cumulative record at the end of the year.

- ✓ Each portfolio post should include the elements found on the outside of the image below:



EVIDENCE: Evidence of what the learner **knows**, what they can **do**, and/or what they **understand**. This includes photos, videos or documents.

LEARNING: Meaningful descriptions of the **learning task**, **learning standards** or an **assessment** of student progress gives evidence of learning. Over time, this evidence will demonstrate growth and shift learning to **shared ownership**.

VOICE: With the inclusion of student and parent voices, **ownership of learning** shifts from teacher focused to shared ownership by students, parents and teachers.

Johnson Elementary School

Portfolio Recording Form

Student Name:	Grade:	Teacher:
Date of Conference:	In Attendance:	

What needs to be done...
Share 6-10 purposeful samples or entries from the portfolio with comments, reflection or feedback from student and/or teacher: - - - - - -
Discuss (or comment online) about strengths (3) - - -
Discuss (or comment online) about areas of growth (3) - - -
<input type="checkbox"/> Discuss, review and revise my goal setting conference/plan from _____.

Student Signature

Parent signature (or online comment)

Teacher Signature

Examples of Prompts for Self-Reflection:

Observations On My Learning Journey (ATTACHED TO SAMPLES)

- I chose to post this because it shows...
- An area that I can improve here is...
- My teacher liked this because...
- This meets the criteria because...
- This exceeds the criteria because...
- Comments from others about this work include...
- The part that was most difficult was...
- An important thing I learned when working on this is...
- I would describe my progress on this as...
- My work here shows growth because...

Examples of Prompts for Self-Reflection: How I Feel About This Sample (ATTACHED TO SAMPLES)

- This is my favorite piece of work because...
- This is my best example of...because...
- One of my strengths is...it shows here because...
- This represents my personality because...
- My favorite part of this assignment was...
- My least favorite part of this assignment was...
- I found this challenging because...
- I got help on...because...
- If I could do this again, I would change...
- I will remember this in the future because...

Paper Portfolio Exemplars for Evidence of Reflection, Feedback and Comments:

- *Making Classroom Assessment Work*, Anne Davies.
- *Knowing What Counts* (4 Jelly Bean books): English and French – downloadable pdf here: <http://connect2learning.com/members/free-resources/>
 - o Setting and Using Criteria
 - o Self-Assessment and Goal Setting
 - o Conferencing and Reporting
 - o Collecting Evidence and Portfolios

Online Portfolios Exemplars:

- Surrey Schools - Digital Portfolio Samples for Primary, Intermediate and Secondary: <https://surreylearningbydesign.ca/demos/digital-portfolios/>
- Two of the Same - Video by Kelli Vogstad <https://vimeo.com/214266758>
- Documenting meaningful learning experiences using digital portfolios
Video: <https://surreylearningbydesign.ca/2017/02/documenting-meaningful-learning-experiences-with-digital-portfolios/>

Prompts for Parent-Student Dialogue During Conferencing

These are possible sentence starters to help begin and maintain conversations around what you see in your child’s learning portfolio...

<p>Pose a question to deepen the thinking...</p>	<ul style="list-style-type: none"> • Why did you choose to post_____? • Why do you think your teacher posted _____? • When you look at these two pieces of work, what do you notice? • Can you explain your thinking about this...? • What do you like most of this work?
<p>Compliment the work...</p>	<ul style="list-style-type: none"> • I notice how you....(be specific, focusing more on perseverance and less on ability) • I am so proud that you are now able to... • I can see you tried really hard to... • I was pleased with how you did this work because... • I can see that you are doing better at... • What I like about this work is... • I am impressed with this work because...
<p>Focus your comment on the evidence of learning (growth)...</p>	<ul style="list-style-type: none"> • Look, now you can... • You have improved in... • I can see evidence of growth...You used to...but now you... • When I compare these two pieces of work, I notice... • I know you found this work challenging, but look at how you... • Before you had trouble with...but now you can... • At the beginning of the year you did not know...but now... • I can see evidence growth toward your goal because... • One way at home that we can try to help you is...

Student Self-Assessment of Core Competencies: November (Goal Setting), February (Interim Report) and June (Report Card)

The purpose of this section is to provide support for teachers in meeting the requirements of the student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social) in the new curriculum. The Core Competencies are the sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and lifelong learning.

Criteria for Reporting

While students and teachers become familiar with the self-assessment of the Core Competencies this year, it is recommended that students begin by self-assessing at least one of the three broad Core Competencies this school year. In subsequent years, students and teachers will include other Core Competencies with the goal of self-assessing on all three broad Core Competencies. Self-assessment can take many forms and may focus on one, a few, or all of the core competencies.

Goal Setting Conference – November

One of the areas for goal setting includes reflection for growth related to the core competencies. Student-parent-teacher will discuss a goal related to one core competency and record as an *I can* or *I will* statement.

Interim Report - February

Attached to the February Interim Report will be the first student self-assessment of the core-competency.

Summative Report Card – June

For the final summative report card, a final year-end student-self assessment will be completed related to progress and development of the core-competency goal and should be connected to evidence or samples of learning.

Although there are many exemplars available on how to self-assess the core competencies, when reflecting or reporting on core competencies, the following 5 aspects must be included in whatever reporting form a teacher may select or develop:

- 1) Identify the core competency being self-assessed;
- 2) State the student’s goal(s) for the core competency;
- 3) Student reflection, ideas, strengths related to the core-competency and goal using *I can* statement (K/1: pictures, words, with teacher scribe)
- 4) Examples and/or evidence to support the *I can* statement;
- 5) Plan on ways to reach the goal and to move core competency development forward.

Samples, Exemplars, Prompts and Information for Reflecting on Core Competencies:

<http://blogs.sd41.bc.ca/literacy/files/2017/04/SD36CoreCompetencies-ELEMENTARY.pdf>

<https://learn.sd61.bc.ca/curric-assessment/core-competencies/>

<http://learningcommons62.sd62.bc.ca/knowledge-building-centre-2/core-competencies/>

<http://nvsd44curriculumhub.ca/core-competencies/>

<https://sd75curriculum.com/resources/competencies/>



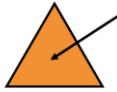
Self-Assessment of Core Competencies

Name: _____ Date: _____

I chose _____ to show my growth this year:

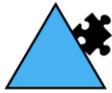


Sending



Receiving

It shows my growing **COMMUNICATION** skills because:



Critical

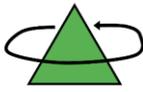


Creative

It shows my growing **THINKING** skills because:



Personal



Social

It shows my growing **PERSONAL/SOCIAL** skills because:

One thing that I would do differently next time is

because _____

Yukon Department of Education Assessment Alignment Table

Grade	Percentage (%)	Yukon Performance Guidelines	BC Performance Standards
A	86% - 100% Excellent or outstanding performance in relation to learning outcomes	Mostly exceeding expectations	Exceeding Expectations
B	73% - 85% Very good performance in relation to learning outcomes	Mostly meeting and some exceeding expectations	Meeting Expectations
C+	67% - 72% Good performance in relation to learning outcomes	Mostly meeting and some approaching expectations	
C	60% - 66% Satisfactory performance in relation to learning outcomes	Mostly approaching and some meeting expectations	Approaching Expectations
C-	50% - 59% Minimally acceptable performance in relation to learning outcomes	Mostly approaching and some not yet meeting expectations	
I In progress (during)	No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period	Mostly not yet meeting and some approaching expectations The student, for a variety of reasons, <u>is not demonstrating</u> minimally acceptable performance	Not Yet Meeting Expectations
F Failed (final)	No demonstration of minimally acceptable performance in relation to learning outcomes for the course	Mostly not yet meeting expectations The student, for a variety of reasons, <u>is not demonstrating</u> minimally acceptable performance	

Communication Tracking Log 2018-2019

Student: _____

Teacher: _____

Grade: ____ STLP RR IEP Behaviour Plan

Informal Communication:

- | | |
|---|-------------|
| <input type="checkbox"/> Phone Call | Date: _____ |
| <input type="checkbox"/> E-mail | Date: _____ |
| <input type="checkbox"/> DOJO | Date: _____ |
| <input type="checkbox"/> Letter Home | Date: _____ |
| <input type="checkbox"/> Personal Meeting (Interview) | Date: _____ |
| <input type="checkbox"/> Digital Portfolio | Date: _____ |
| <input type="checkbox"/> Written Portfolio | Date: _____ |
| <input type="checkbox"/> Home Visit | Date: _____ |
| <input type="checkbox"/> Other _____ | Date: _____ |

Focus of Communication:

Parent/Guardian Contacted: _____

Address: Box _____, Watson Lake, YT Y0A 1C0

Verified: Yes No

Please place in student's yellow cumulative file at school year end.

Communication Tracking Log 2018-2019

Student: _____

Teacher: _____

Grade: ____ STLP RR IEP Behaviour Plan

Interim Written Report Date Sent: _____

Parent/Teacher Conferen Date Sent: _____

OR

Student Led Conference Date Sent: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Comments:

Final Written Summative Report

Date Sent: _____

Please place in student’s yellow cumulative file at school year end.