

**COMMUNICATING STUDENT LEARNING**

The goal of communicating student learning is to ensure that parents and caregivers are informed and involved in decisions and dialogue about their child's learning and understand ways to support their child's learning and development. It is also important that students are involved in meaningful conversations about their own learning to help them engage deeply and develop responsibility and ownership of their learning.

1. There will be a minimum of five (5) reporting times, which are set by the district reporting schedule, consisting of at least two (2) informal learning updates, at least two (2) written learning updates, and one (1) summary of learning at the end of the school year. Schools will inform students, staff, and parents / caregivers of the schedule for communicating student learning by Sept. 30 each year.
  
2. Written Learning Updates:
  - a) Written Learning Updates will be provided two (2) times during the school year, according to the district reporting schedule. For secondary schools running courses that do not last the entire year (i.e. semester, trimester, or quarterly courses), a Written Learning Update will be provided at the end of each course.
  
  - b) Written Learning Updates will be produced using a district-approved reporting template.
  
  - c) Each Written Learning Update will include:
    - i) Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP,
      - Using the Provincial Proficiency Scale in grades K-9
      - Using letter grades and percentages in grades 10-12
  
    - ii) Descriptive feedback, consisting of concise, simple, strengths-based comments that are aligned with provincial learning standards, that describe student strengths, areas for future growth, and opportunities for further development.
  
    - iii) Student-generated content, including self-assessment on one or more of the Core Competencies and goal-setting
  
    - iv) Information about student attendance

3. Informal Learning Updates:

- a) Informal Learning Updates will take place at least two (2) times during the school year, according to the district reporting schedule; because communicating student learning is ongoing, schools may schedule additional Informal Learning Updates. Informal Learning Updates can take a variety of forms, including student-led conferences, parent-teacher interviews, in-person or virtual discussion, or others formats as approved by the school principal.
  
- b) Informal Learning Updates will include each of the following elements:
  - i) reference to student progress in relation to the learning standards
  - ii) evidence of student learning
  - iii) descriptive feedback
  - iv) student voice

4. Summary of Learning:

- a) One (1) Summary of Learning will be provided in writing at the end of the school year. The summary of learning will include:
  - i) A summary of student learning in all areas of learning in which the student has studied during the school year,
    - Using the Provincial Proficiency Scale in grades K-9, or
    - Using letter grades and percentages in grades 10-12
  - ii) Descriptive feedback describing student strengths, areas for growth, and opportunities for future development,
  - iii) Summary information about student attendance,
  - iv) Student-generated content including self-assessment of the core competencies and goal-setting,
  - v) For students in grades 10-12 a graduation status update indicating student progress in relation to graduation program requirements

5. Separation of Learning Habits and Behaviour from Academic Reporting

- a) Academic reporting (i.e. student marks in curricular areas) should focus on student learning in relation to learning standards. Student learning habits and behaviour should not contribute towards a student's overall mark (e.g. 20% for participation, 5% for handing in assignments on time, 10% for attendance), but can be addressed separately in descriptive feedback if necessary.
  
- b) Because learning is continuous, the practice of averaging marks over the duration of a term is usually not an accurate reflection of student learning. In most cases, learning demonstrated close to the communication of student learning will be most reflective of the student's learning and should be considered the strongest evidence of that learning.

6. Communicating Student Learning for Students with Disabilities or Diverse Abilities:
- a) Most students with disabilities or diverse abilities will be assessed and receive communications of student learning in relation to the learning standards of the curriculum. In some rare cases, students with complex needs or profound disabilities may be assessed and receive communications of student learning in relation to their individualized learning goals. The decision to assesses student learning in relation to individualized learning goals will only be made through the School Based Team and with permission of the District.
  - b) A student with an Individualized Education Plan (IEP) should not be automatically assessed as Emerging or Developing or at a lower letter grade and percentage because they use supports to access and demonstrate their learning. If, with the supports, the student is demonstrating learning in relation to the learning standards, then they should be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated. The use of supports does not mean they are not adequately meeting the learning standards.
  - c) For students only working on individualized learning goals, if it is decided that a scale indicator or letter grade and percentage is going to be used, written Learning Updates and the Summary of Learning must note that the reporting is in relation to the individualized learning goals outlined in their IEP. If a student has an IEP and is assessed in relation to the learning standards of the curriculum, there is no requirement for the Written Learning Update or Summary of Learning to note that a student has an IEP.