

COMMUNICATING STUDENT LEARNING

Background

The mission of School District No. 43 (Coquitlam) is to ensure quality learning for all students of all ages and its first strategic goal is to achieve student success. The core work and common goal of the School District is educational excellence that includes the following objectives:

- Developing in our students the attributes of the educated citizen: strong character and cultural identity, effective communicator, critical and creative thinker, contributor, collaborator, personally and socially responsible.
- Developing in our students the ability to assess their own learning in order to achieve their highest level of success.
- Fostering the early identification of learners' needs and offer an inter-disciplinary approach to increasing academic, social and emotional development.
- Pursuing and developing innovative and personalized learning experiences for all students.

Related to these objectives, effective assessment and the communication of student learning are integral to attaining educational excellence for all students of all ages.

Principles of Quality Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning.

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 students in their learning;
- promotes the development of student self-assessment and goal setting for the 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; and
- communicates clearly to the learner and parents where the student is, what they are working towards, and the ways that learning can be supported.

Formal Reporting

The formal reporting of student learning to parents and guardians is a process governed by The Ministry Reporting Order and is only one component of Communicating Student Learning. To this end principals are expected to ensure the following:

Student Reports

1. Requirements for the content and format of report cards shall be as outlined in the School Act, its Regulations, related Ministerial Orders, and approved by the Board.
 - Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
 - Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
 - Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)
 - Ministerial Order 295/95, the [Required Areas of Study Order \(PDF\)](#)
 - Regulation 265/89, the [School Regulation \(PDF\)](#)
2. All schools will provide at least five reports to parents or guardians on student learning per school year, of which three are to be formal - one of which is the year-end summative document clearly stating a learner's achievement in relation to the learning standards of the grade and subject.
3. Schools are expected to use the approved District reporting framework and follow Schedule 1 of the Student Progress Report Order.
4. Alternatively (to 3 above), schools may apply to follow Schedule 2 of the Student Progress Report Order. In this case, the school's formal reporting process must be approved by the Assistant Superintendent responsible for the school and mirror the expectations of the District reporting template and the Regulations and Ministerial Orders listed in 1 above.
5. Where formal reporting to parents/guardians is done in 3-way conferencing format there must be evidence of frequent and ongoing communication of student learning, a summary of the formal assessment must document date, those in attendance, topic or focus of the reporting conversation, follow-up actions determined, and assessment level attained – performance scale language or letter grades where applicable.
6. Informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, email reports and other means of communication. Schools and teachers determine how they will informally communicate with parents.
 - a. Informal reports shall be documented by the teacher, indicating the date of the informal report, the topic or focus, a summary of discussion and follow-up actions.
 - b. A parent must be informed when contact is considered an informal report and told that a record of the discussion is being kept.
7. A description of the student's behavior, including information about attitude, work habits, effort and social responsibility are included in each formal report.

8. A summative Core Competency Self-Assessment must be documented as having occurred prior to the end of each school year on the final formal reporting document.
9. A copy of the final formal report card is filed in the student G4 file or as outlined in the Administrative Procedure 320 Student Records.

Assessment and Communicating Student Learning

1. The District will provide professional learning opportunities to support assessment and reporting practices that enhance student learning, within available means.
2. Schools shall review their student assessment practices on a regular basis to ensure their fidelity to current research and to ensure their alignment with the provincial curriculum.
3. Schools will work with their parent communities to help ensure the use of clear and straight-forward language to communicate student learning.
4. Schools will establish procedures to review evidence of student learning, interpret information about student learning and engage the school community in the ongoing enhancement of student learning, as indicated in the Action Plan for Learning process.
5. Principals will coordinate the activities of departments in their interpretation of school-based and provincial assessment results and support staff in the development of follow-up plans for enhancing student learning in curricular areas.
6. Secondary school principals will provide an annual update and follow-up plans, based on Graduation Program Assessment results, to their zone assistant superintendent.
7. The Framework for Enhancing Student Learning will be applied at the District level and will include information regarding student achievement.

Students with Special Needs

Where students with special needs are expected to achieve or surpass the learning curriculum standards or learning outcomes 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 or learning outcomes or accommodation is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals of the courses in which the student is enrolled. It may not be appropriate to provide letter grades to all students in all courses.

Students on Modified Curricula

For students with special needs who are not working toward the learning standards or learning outcomes 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.

English Language Learners

Where an English language learner is following the learning standards or learning outcomes 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 or learning outcomes 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

References

- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 295/95, the [Required Areas of Study Order \(PDF\)](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)
- Interim Student Reporting Guidelines for Grade K-9 (July 2016)

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