

DRAFT OPERATING REGULATIONS

Paper or Electronic Portfolios

Teachers implementing paper or E-portfolios are encouraged to Communicate Student Learning (CSL) on a continuous basis through out the year. The Continuous protocol is seen as a more fluid and developmental way of showing student growth over time when we communicate to parents and students. It closely aligns with the new curriculum and assessment framework that the Ministry of Education is implementing. CSL more closely meets the needs of our increasing numbers of digitally literate students and parents as well.

Guiding Parameters of Communicating Student Learning

The overall framework for CSL follows the guiding parameters established by SD71 teachers previously and listed below:

- Focus on Competencies which may reflect school initiated programs like Pillars, Habits of Mind or 7 Habits
- Core Learning is Reading, Writing and Numeracy
- Authentic Evidence is a key component as it acts as a conversation starter between parent and child
- Descriptive Feedback is individualized for each child and reflects the child's experience in the class
- Student Voice is essential to allow a child to share their own reflection of their learning
- Next Steps clearly describe what the next learning priorities are for the child

Portfolio Posts

It is understood that different times of the year will have different focus areas so portfolio posts/entries will not be linear but happen throughout the year. Posts/entries are expected to have Competencies embedded in the categories below so additional posts for these are not required. The goal is for teachers to have a minimum number of posts/entries as stated below. These posts/entries need to contain authentic evidence, performance scale, Big Ideas, student voice and next steps, although not all guiding parameters need to be in every post. Over time, all parameters must be featured in the portfolio.

- Language Arts – 5 posts
- Mathematics– 3 posts
- Physical Health and Education, Science, Social Studies, Arts Education and French (grade 5 up) - 2 posts each
- Career Education and Applied Design, Skills and Technology – 1 post at some point in the year

Summary of Learning

A summary of learning post, issued in January or February and at the end of June, will include all core curriculum areas. The June summary will inform parents of the summative growth in their child's learning in all curricular areas. The mid year summary of learning will include performance scales for each curricular area, as well as teacher comments using core competency language, descriptive personalized feedback and next steps for student growth. These summaries of learning will be saved in the portfolio, sent home by paper, and stored in the student file.

IEP Requirements:

In the case of students with and Individual Education Plan, Learning Plan, or English Language Learners with an Annual Instructional Plan, the portfolio will include information about student progress in relation to established individual goals.

Self Assessment of Core Competencies

- Post/entry in June only
- Include self assessment of at least one competency this year
- School wide model recommended, but not required