PROPOSED PRINCIPLES FOR CLASSROOM ASSESSMENT

- Classroom assessment provides information to support personalization of learning, to improve learning, and to communicate with parents.

- Classroom assessment happens in an ongoing fashion and should be seamlessly intertwined with instruction. Assessment is designed to give timely feedback.

- Classroom assessments should be based on clear criteria and examples so that students know what is expected.

- Students should be part of the assessment process and involved in setting criteria, setting their own learning goals and designing demonstrations.

- Classroom assessments should include a wide variety of opportunities for students to demonstrate their learning.

- Performance tasks should be substantial and get at deeper learning and understanding.

- Support materials developed for classroom assessment should provide teachers with a good understanding of how skills or processes develop (to make clear what "is next").

- Classroom assessment is not an event. Assessment is a natural outflow of the instruction-assessment-evaluation-learning cycle.

- Assessment is tied to the learning, not behaviours. It is important to separate out unrelated elements from the learning standards.

COMMUNICATING STUDENT LEARNING

- Shift from "reporting" to "communicating student learning"
- Support meaningful communication between teachers, parents and learners
- Report on core competencies and key areas of learning
- Focus on learning standards (curricular competencies and content/concepts) in areas of learning (subjects)
- Enable ongoing communication (with provincial guidelines and supports)
- Maintain formal, written summative reports at key times in the year
- Use clear performance standards-based language
- Move toward meaningful descriptions, collections and/or demonstrations of student learning.

SD71 – COMOX VALLEY

Communicating Learning: Rethinking Reporting

an overview for
teachers, administrators & parents
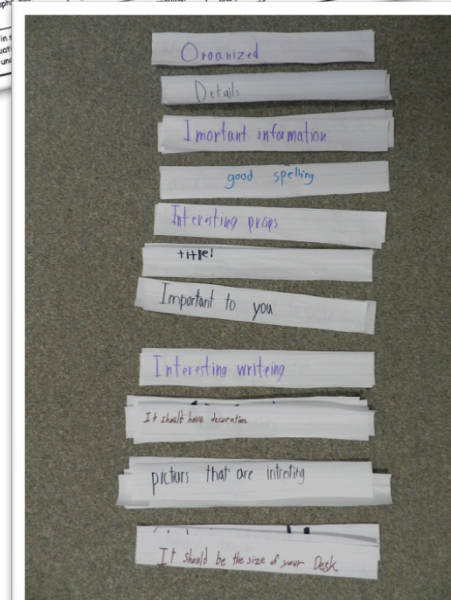
WHAT'S INSIDE

NEXT STEPS

Next steps clearly describe what the next learning priorities are for the child. These are specific descriptions to individual students in order for learning to progress further.

*Rubrics &
Performance Standards*

*Co-constructed
Criteria*

STUDENT VOICE

As students are increasingly involved in classroom assessment and evaluation, it is a natural extension for their own reflections and insights to become a part of reporting. Teachers are explicitly teaching children how to reflect, think about their work as it corresponds to shared learning intentions or performance rubrics. 'Ownership of learning' becomes that much more authentic when a child's voice becomes a part of communicating to parents.

A Taxonomy of Reflection

Creating: What should I do next?

Evaluating: How well did I do?

Analyzing: Do I see any patterns in what I did?

Applying: Where could I use this again?

Understanding: What was important about it?

Remembering: What did I do?

Model developed by Peter Pappas
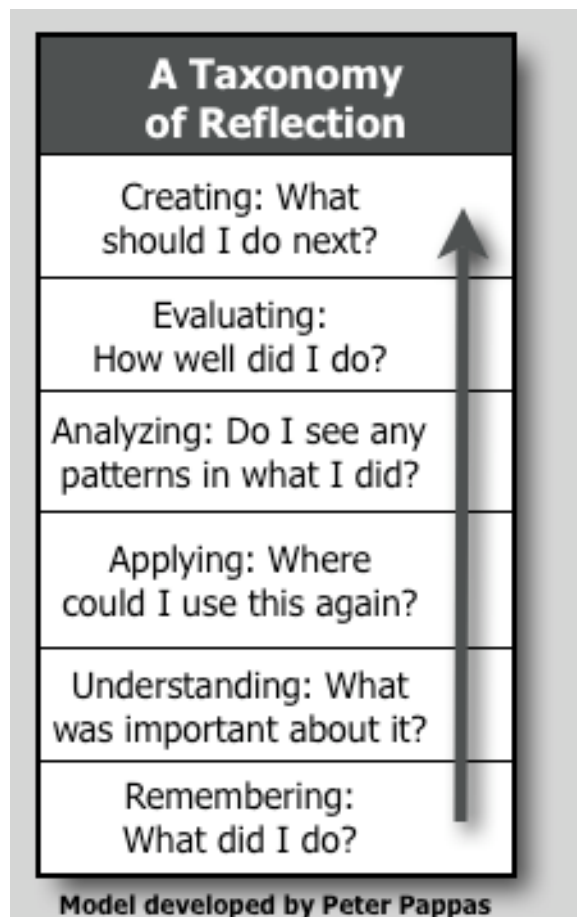
RETHINKING REPORTING

As educators continue to shift towards student-centered practices, such as *Assessment for Learning; Play-Based Learning; and Personalized Learning* in their classrooms, both students and teachers are identifying a disconnect between these classroom practices and their experiences with reporting. The purpose of re-thinking reporting in SD71 has been to develop a process of reporting that would ideally bring greater alignment between educational practices and improve how we communicate student progress to students and parents.

MOVING TOWARDS A NEW MODEL

- **Growth Based**
- **Descriptive – Qualitative**
- **Student Voice**
- **Linking Practice & Assessment**
- **Process & Capacity Based**
- **Responsive & Dynamic**
- **Cultivating Empowerment**
- **Appreciative & Celebratory**

RETHINK:

"assess what you value, and value what you assess…"

~ Grant Wiggins

GUIDING PARAMETERS

Whether communicated via paper document or through an electronic ePortfolio, the following 6 parameters are used to report student progress:

☆ **Competencies**
☆ **Core Learning**
☆ **Authentic Evidence**
☆ **Descriptive Feedback**
☆ **Student Voice**
☆ **Next Steps**

COMPETENCIES

The BC Ministry of Education competencies include: Thinking (critical, creative, reflective); Communication (language and symbols, digital literacy); Personal and Social (personal identity, personal awareness/responsibility; social awareness & responsibility). Other competency type programs currently used in our district are the 6 Pillars, Habits of Mind, 7 Habits, Virtues and the Successful Learners Traits (SLTs).

DESCRIPTIVE FEEDBACK

Teachers describe learning progress as it reflects a student's learning experiences in the class; this may or may not be done according to traditional curricular areas. For example, if play or inquiry-based learning is the way a child's learning progress is fostered, then this is how it would be described. This is a deliberate means of ensuring congruency between reporting and a child's learning experiences. Triangulated assessment also includes listening to students, watching what they do and gathering evidence of learning through work samples .... observing + listening + products.

- **Comments need to reflect learning experiences in the context they happen**

- **Focus on progress - where students started and where they've gotten to**

- **Assessment for Learning: ongoing and inseparable from the instructional, assessment and learning cycle.**

AUTHENTIC EVIDENCE

Work samples, assessments, photographs, audio, and video offer visible, authentic evidence of learning and bring a child's report to life. Over time, this offers insight into individual growth. Three variations of authentic evidence can be categorized as experiential (child + process), celebratory (child + product) and sample (product +/- teacher/student assessment). These are a means of conversation for parent and child often with 'celebration' being the result.
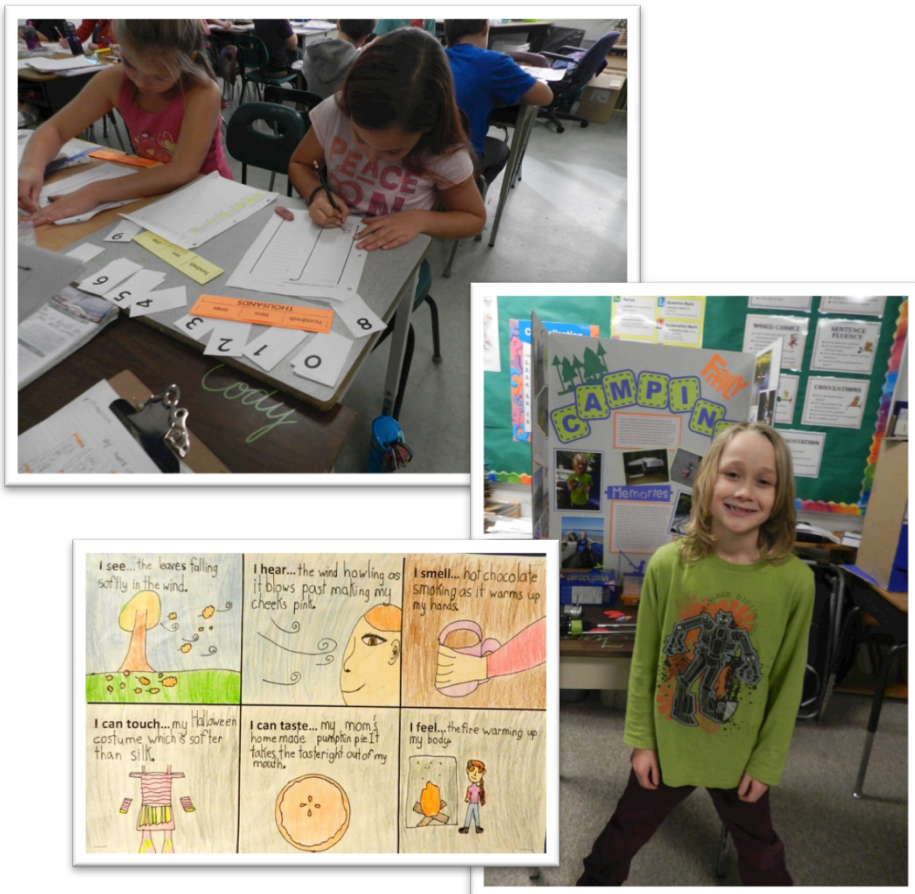
Thinking Competency—The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.

Communication Competency—The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.

Personal and Social Competency—Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

SUCCESSFUL LEARNER TRAITS

COMPASSIONATE
I encourage others !

CONFIDENCE
I can do it !

CREATIVE
I have my own way !

ENTHUSIASTIC
I love to learn !

INDUSTRIOUS
I take action !

RISK TAKING
I will try !

STRATEGIC
I work smart !

THINKER
I am a thinker !

Successful Learners Posters and BC Education Competencies

S Bannister, Successful Learners
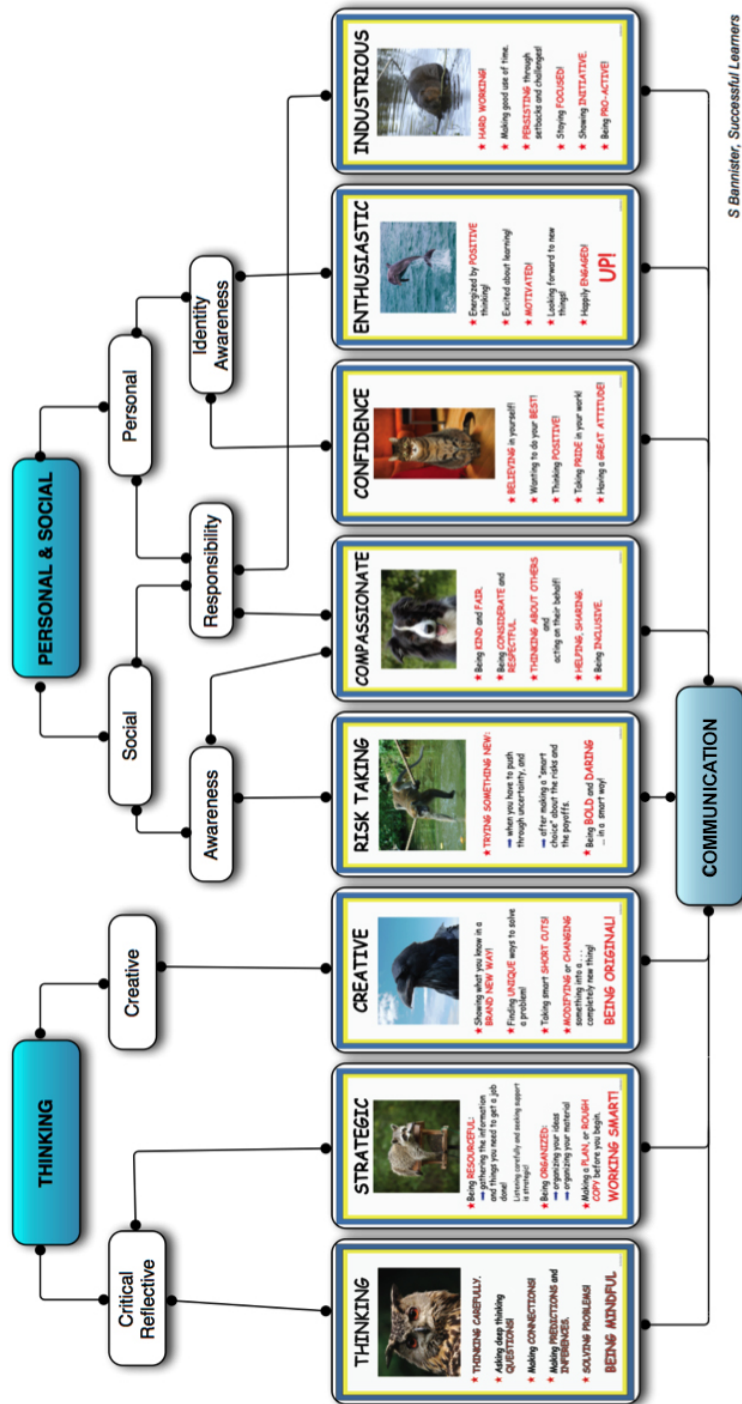
Reading, writing, math and social responsibility are key curricular areas and are evaluated on a continuum in order to ensure parents have a clear understanding about where there child is at in relation to broadly held grade level expectations. We recommend documentation of core learning 3 or more times per year to summarize progress formatively. A formal written report card will be completed in June.

Meets grade level expectations with:	Direct Support	Guided Support	Independently
Reading		✓	
Writing		✓	
Math			✓
Social Responsibility			✓