

Rethinking Reporting



Guiding Parameters

AUTHENTIC EVIDENCE

Work samples, photos, video and audio.

This is a simple photo of a year end sample of kindergarten writing about a class pet named Teddy.

CORE LEARNING

Represents the key curricular areas of Reading, Writing and Math.

In this sample, the core area of writing is reflected in the learning intentions, the child's self-reflection, and the teacher's comments.

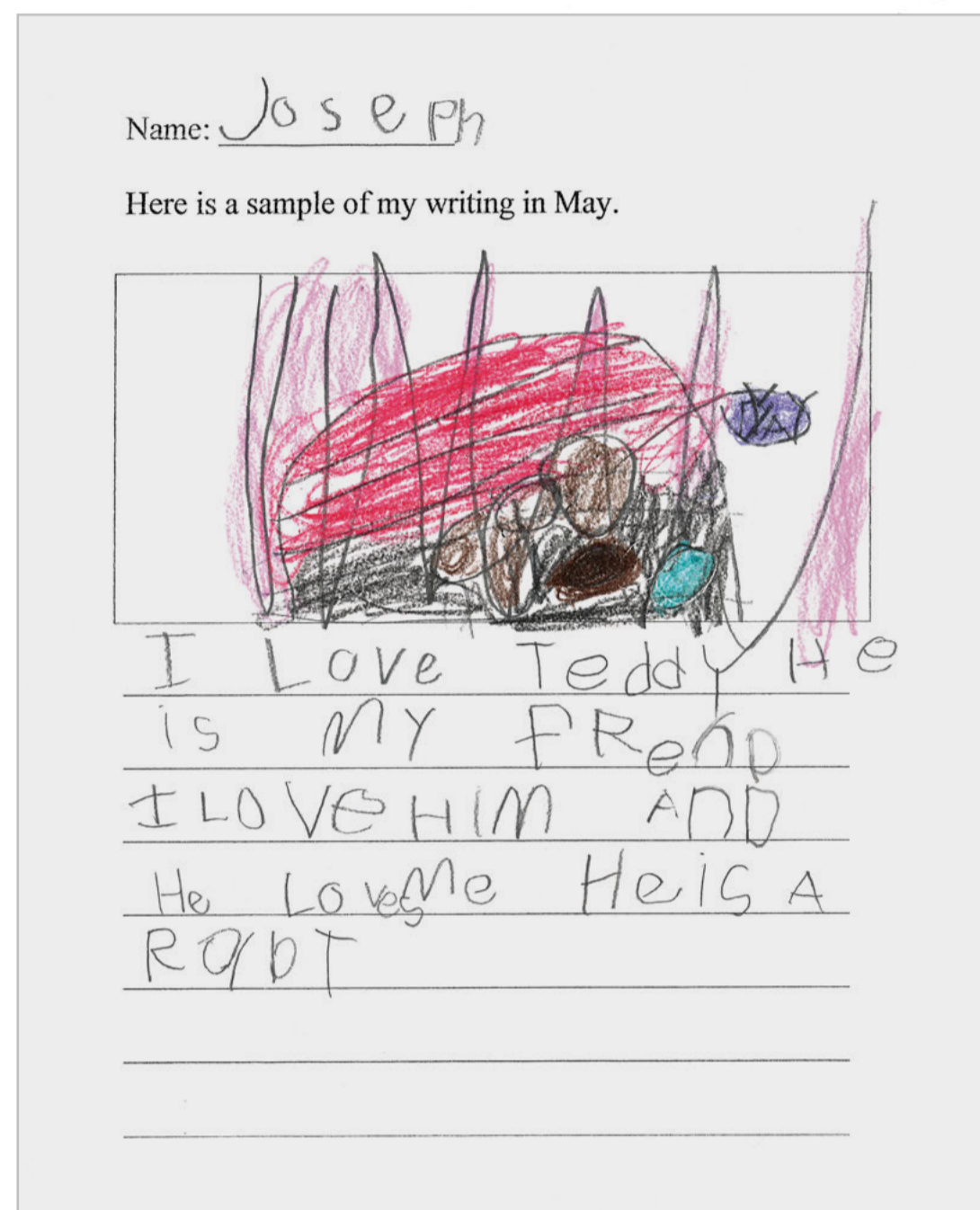
NEXT STEPS

May be written as a goal statement in relation to the Learning Intention. Next steps also describe how learning may be supported at school or at home.

The teacher has provided specific advice to improve with examples such as "you could add details about what Teddy likes to do, why he likes you, and why you like him."

Primary Writing - May Learning

Learning Intention: I can share personal experiences, feelings, ideas or information through writing/representing.



Student wrote: "I love Teddy. He is my friend. I love him and he loves me. He is a rabbit".

Student's Comments: Teddy was fun to play with. I am strategic because I listen carefully for the sounds when I am saying r - a - b - t. I would like to work on making longer sentences and trying bigger words.

Teacher's Comments: Joseph, you have grown so much as a writer this year. Your picture matches your story and you

have included some details to support your topic. The details will make your sentences longer, and using your sounding out strategy will help you to write interesting and descriptive words. I really like how you included feeling in your story (I love him and he loves me). I'm glad you had so much fun with our class pet, Teddy.

Next Steps: Joseph you made a good choice for a topic. You know a lot about Teddy. Remember to keep adding more details to your stories. For example you could write about what Teddy looks like and what Teddy likes to do, and why you love Teddy and Teddy loves you.

Joseph is meeting expectations in Writing:

with Direct Support	with Guided Support	Independently
		✓

STUDENT VOICE

A student's reflection about their learning in relation to learning intentions, competencies, or next steps.

The child refers to the learning intention of 'details' in his own five year old language. He is able to talk about his process of strategic learning using competency based language (Strategic: Successful Learner Traits).

COMPETENCIES

A set of intellectual, personal, social and emotional proficiencies that lead to successful lifelong learning. Competencies within our district: Successful Learner Traits, 7 Habits, and Ministry Competencies.

The teacher and student are using Successful Learner Trait-based language to describe the learning process. The competencies are evident in all aspects of the cycle of teaching and assessment including communicating student progress.

DESCRIPTIVE FEEDBACK

A description of significant learning progress related to learning intentions/outcomes & includes an evaluative statement.

The teacher's feedback is specifically addressed to the student acknowledging the child as the owner of the learning. The teacher clearly elaborates on the child's learning and responds to what the child has noted in his self-reflection. The language is positive and appreciative.

Rethinking Reporting in SD71

As teachers shift towards appreciative, growth-based and student-centered practices in the classroom, so must our process of communicating student progress to parents!

What to Expect

This learning curve takes TIME and PATIENCE: be sure to access the support you need.

SUPPORT: Ask a colleague! Ask an administrator!

GO to Assessment & Learning at www.learn71.ca

Communicating Student Learning

Guiding Parameters

AUTHENTIC EVIDENCE

Work samples, photos, video and audio.

In this sample, most of the post has been compiled by the student. The student was given the responsibility for providing the evidence; their photograph represents authentic learning and demonstrates ownership of learning.

Intermediate Mathematics - Identifying Angles

Learning Intention: I can identify angles in my surroundings and classify them as acute, obtuse and right.



Student Voice: I learned that an angle is formed by two rays that have a common endpoint called a vertex. They are everywhere around us! I never saw them before, but now I see them everywhere. The picture I chose to help represent my learning shows a right angle and two acute angles inside the right angle. Right angles are always 90° so the two angles inside have to be acute angles because all acute angle are less than 90° . Because of the way I took the picture, the outside angle actually looks like it could be an obtuse angle, which is greater than 90° , but it's not. This corner is one vertex of a square and all angles inside a square are 90° each.

Teacher Feedback: You've chosen a great image to help explain your understanding of angles. You are right – angles are always around us and you've been able to collect multiple examples to support your ability to classify them as acute, obtuse or right.

Next Steps: Now that you can identify these angle types, your next step is to verify your choice by accurately measuring the angle using its vertex and base. Pay careful attention to these as they will determine how precise your measurement is. Evidence of measurement will provide the proof you need to justify your future classifications of angles.

Jacqueline is meeting expectations in Mathematics:

with Direct Support	with Guided Support	Independently
		✓

STUDENT VOICE

A student's reflection about their learning in relation to learning intentions, competencies, or next steps.

The student gives very specific information and examples to demonstrate her understanding of each of the three types of angles.

DESCRIPTIVE FEEDBACK

A description of significant learning progress related to learning intentions/outcomes & includes an evaluative statement (refer to Communicating Student Learning Using Electronic or Paper Portfolios).

The teacher's feedback is positive, appreciative, and is addressed to the student. The feedback connects directly to the student's reflection and acknowledges ownership of their learning.

COMPETENCIES

A set of intellectual, personal, social and emotional proficiencies that lead to successful lifelong learning. Competencies within our district include: Successful Learner Traits, 7 Habits, and Ministry Competencies.

The student and teacher are focused on the learning intention in their comments. The learning competencies are embedded within the process of the learning and student's comments.

CORE LEARNING

Core Learning represents the key curricular areas of Reading, Writing and Math.

In this sample, the core area of geometry is reflected within in the learning intentions, the student's self-reflection, and the teacher's comments.

NEXT STEPS

May be written as a goal statement in relation to the Learning Intention. Next steps also describe how learning may be supported at school or at home.

The teacher has provided specific advice to help deepen the student's conceptual understanding of acute, obtuse, and right angles. The feedback also explains how to measure angles to justify their classification.

Working towards a minimum number of posts

CURRICULAR AREAS	Language Arts (reading, writing, listening, speaking)	Mathematics	Physical & Health Education	Arts Education	Science	Social Studies
MINIMUM # OF POSTS/YEAR	5	3	2	2	2	2

As portfolio development continues to grow in our district, teachers are working towards a minimum of 16 posts per year per student.

How will our efforts shift the culture of learning?

By effectively communicating learning we offer our students the possibility of becoming engaged and knowledgeable owners of their learning.