COMMUNICATING STUDENT LEARNING USING
ELECTRONIC OR PAPER PORTFOLIOS

For the 2015/2016 year, teachers were given the following options to communicate student progress: Electronic Portfolios (My Site), Paper-Based Portfolios, or MyEd BC. As of the end of November 2015, 70% of our teachers were using either electronic or paper portfolios to communicate student learning. To allow teacher's autonomy, yet ensure quality and consistency across the district, the reporting committee has fine-tuned the guidelines below (2019-2020).

Both electronic and paper portfolios are created and communicated <u>continuously throughout the year</u> and need to <u>convey significant learning progress</u>. Each post or entry should be titled, and clearly identify a learning outcome or big idea from one or more curricular areas. It would be desirable in the Reading, Writing, and Math posts to have all Six Guiding Parameters represented, however this is not necessary. <u>Not every Guiding Parameter needs to be represented in every single post</u>, the effort is to include those that naturally best fit the post.

Six Guiding Parameters for Communicating Student Progress

1. **Authentic Evidence** - work sample, photo, video, audio

2. **Student Voice -** a student's self-reflection about their learning in relationship to learning targets, competencies, or next steps.

3. **Teacher's Comments/Descriptive Feedback** - describes significant aspects of the student's learning progress and includes an evaluative statement or references to a rubric, or performance standard. The common language used for evaluative statements is either:

   *Student is **emerging, developing, proficient, extending** grade level expectations.*

4. **Competencies -** defined by MOE as a set of intellectual, personal, social and emotional proficiencies; our district also uses corresponding frameworks such as Successful Learner Traits & the 7 Habits. The competencies demonstrated by the student are described (not rated on a scale) and may stand alone as a part of a post, or be embedded within the teachers' comments, student voice, or next steps

5. **Next Steps** - may be written as a goal statement (from student or teacher) in relation to the Learning Intention and authentic evidence. This may also describe how the next steps may be supported either at home or at school.

6. **Core Learning** – refers to the key curricular areas of Reading, Writing and Math which need to be prioritized in the number of posts teachers do. This is outlined in the table below.

Minimum Number of Portfolio Posts/Year

Curricular Areas	Minimum # of Posts/Year
Language Arts (reading, writing, listening, speaking)	5
Mathematics	3
Physical and Health Education	2
Arts Education	2
Science	2
Social Studies	2
Core French or Languages (Grade 5 and up)	2
ADST	1
Career Education	1

*Subjects can be integrated so a single post may contain more than one subject and can count as more than one post. For example: A Social Studies post containing student Myth Writing could count as 1 Social Studies post and 1 Language Arts post.

Teachers are working towards **16 posts per year as a minimum expectation.**

Learning Summaries - Required 2 per year

Learning summaries communicate student progress in the core learning areas of Reading, Writing and Mathematics as well as in the Competencies. Teachers will use their discretion as to when to send out the first learning summary to parents. The second learning summary is done at the end of June and is sent home as a paper copy which is duplicated for student files. It is recommended that both Learning Summaries are signed by the Principal. Teachers may wish to send additional learning summaries home if they feel it is necessary.

Celebrations of Learning

Celebrations of Learning may also be included in paper or electronic portfolios if they represent significant progress and can be tied to a learning outcome or intention. (Note – portfolios are not a scrapbook, but rather a formal collection of significant progress for a child; teachers are encouraged to use email for the lighter, fun moments they may wish to simply share with parents). Celebration of Learning posts may include: receiving a certificate, a fieldtrip highlight, a classroom or sporting event highlight, a social/emotional highlight, or an extra-curricular activity.

For more information, explanation and samples go to Learn71: Go to **learn71.ca**, click on **Assessment and Reporting**, then click on **ePortfolios** and then click on **What are Portfolios** and look at the featured links on the right of the page (or click here - http://learn71.ca/communicating-student-learning/).

Also see the Posters: Rethinking Reporting → Communicating Student Learning.