

## ***Guiding Parameters of Reporting***

### ***Competencies***

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

### ***Core Learning***

Reading, writing and math are key curricular areas and are evaluated on a continuum in order to ensure parents have a clear understanding about where their child is at in relation to broadly held grade level expectations. We recommend documentation of core learning 3 or more times per year.

### ***Authentic Evidence***

Photographs, audio, and video offer visible, authentic evidence of learning and bring a child's report to life. They are a means of conversation for parent and child often with 'celebration' being the result.

### ***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.

### ***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.

### ***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.