Chilliwack School District

# Moving Beyond Letter Grades

## Communicating Student Learning Reporting Guidelines

## *A Parent Guide*

### THE PROVINCIAL CONTEXT: IMPROVING ASSESSMENT AND REPORTING PRACTICES

*As the curriculum evolves, so must the assessment and reporting of student progress. The goal of reporting and communicating student learning is to ensure that parents are well informed about their children's progress, while being aligned with the directions of the revised curriculum.*

*Effective communication between the home and the school is central to student success. The goal of communicating student learning is to ensure that communication between home and school is effective and ongoing, so that:*

- *parents are well informed about their child's progress*
- *parents are involved as partners in a dialogue about their child's progress and the best ways to support and improve learning*
- *students are provided with information that is meaningful to them and helps them to improve their own learning*

*-BC Ministry of Education, October 2016*

The Chilliwack School District is committed to supporting the provincial directions of communicating ***with all parents and guardians*** through ongoing and responsive forms of reporting. We continue to identify better and more effective assessment and evaluation processes that align with the redesigned curriculum.

The redesigned curriculum reflects a continuum of learning and emphasizes a fundamental shift in how we design engaging learning environments and how we communicate the process of learning to students and parents. With the implementation of the redesigned curriculum, it is difficult to align the historical use of letter grades to effectively report on a learning framework that is based on a learning continuum and a competency–driven approach to learning.

To effectively communicate students' accomplishments and their progress towards the learning standards; teachers will use a reporting template that places an emphasis on learning as a continuum, that celebrates students' successes and describes learning in relation to the learning standards.

IN 2018-2019, CHILLIWACK SCHOOL DISTRICT REPORT CARDS MOVED AWAY FROM REPORTING WITH LETTER GRADES AT THE ELEMENTARY LEVEL AND FOCUSED ON COMMUNICATING THE CONTINUUM OF LEARNING WITH SPECIFIC PERSONALIZED COMMENTS. DURING THE 2019-2020 SCHOOL YEAR, WE WILL CONTINUE THE TRANSITION AWAY FROM LETTER GRADES FOR GRADE 6 STUDENTS. THIS ALLOWS TEACHERS TO FOCUS ON COMMUNICATING THE CONTINUUM OF LEARNING WITH PERSONALIZED COMMENTS*. THE INTENTION IS TO CONTINUE THIS PRACTICE FOR GRADE 7 IN 2020-2021 AND GRADE 8 IN 2021-2022.

## Assessment

Classroom assessment is an integral part of the instructional process and can serve as a meaningful source of information about student learning. Feedback from ongoing assessment in the classroom should be immediate and personal for a learner in order to further guide the learner to reflect on their current level of understanding and to set new personalized learning goals. Assessment *"for"* learning is central within the redesigned curriculum and assessment framework. Assessment is ongoing and inseparable from the instructional, assessment and the learning cycle.

> *Given its many benefits for learning, classroom assessment is being given a much higher profile in B.C. than in the past. The province will be providing new supports for this program over the next two years. These tools and resources will be aligned to B.C.'s Know-Do-Understand curriculum model - what students are expected to know, be able to do, and understand.*
>
> *-BC Ministry of Education, October 2016*

*Letter grades will be provided to parents/guardians upon request.

| Beginning | Developing | Applying | Extending |
|---|---|---|---|
| to acquire knowledge, skills, strategies and processes. With support, student is beginning to understand grade level concepts and competencies. | the ability to apply knowledge, skills, strategies and processes. Student is further developing their understanding of grade level concepts and competencies, but still requires support. | knowledge, skills, strategies and processes consistently. Student is working independently and is meeting grade level concepts and competencies. | knowledge, skills, strategies and processes creatively and strategically. Student can apply concepts and competencies innovatively in another context. |

## Ongoing Communication

Communicating student learning that is focused on ongoing formative assessment provides students and families with: clear learning intentions, criteria for success and descriptive feedback in order to guide further learning.

Communication requires ongoing interactions and dialogue about student progress throughout the school year, involving the teacher, the student, and the parent, to provide up-to-date information about the student's learning. This information should:

- *be descriptive, and include suggestions regarding ways that parents can support their child*
- *reinforce the importance of self-assessment and goal setting*
- *include feedback from multiple sources, as appropriate, including the student, teacher, peers, and parents*
- *encourage students to work toward their goals, build student ownership, and make clear their role in the communication process*
- *encourage students to use this information to make necessary revisions to their work and set new learning goals*
- *where appropriate, take advantage of current technological tools to promote and support communicating student learning*
- *Communication can happen in a variety of ways, including in: person, electronically, or in written form.*

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