



COMMUNICATING STUDENT LEARNING In School District No.53

How will parents be informed
at the beginning of the school year?



All schools will inform families at
beginning of the school year on the
dates for written reports and when
and how they might expect informal
reports.

The 5 learning updates for Secondary

Dates – Written and Informal Reports

- ✓ *In SD 53, 1 informal and 1 written update each semester with a summative report at the end of each semester. Schools with quarter courses will work with staff to decide on best ways of communicating with parents for those courses. Linear courses will need 2 informal, 2 written, and summative at the end of the year and schools will determine these dates.*
- ✓ *Informal updates, These updates can take the form of interviews, phone calls, Spaces posts, or other. All updates must be recorded by the teacher.*
- ✓ *Written updates, All schools will do written reports for grade 8 & 9's at the same time they do the written reports for the 10-12's. Informal reporting will be organized and checked on at each school.*
- ✓ *All three secondary schools will utilize Spaces for grades 8 & 9 written and summative reports. For informal updates Spaces will be used along with a variety of other methods, as agreed upon at the school level, with the condition teachers keep records noting:
 - Date
 - Topic of focus of the communication
 - Summary of the discussion
 - Follow-up actions*

For grades 10-12, MyEd report cards will be used for written and summative reporting. For the written and summative reports on Spaces, the existing report card template in Spaces will be used to reflect information reported from all classes

The 5 learning updates for Elementary

- ✓ *Informal Updates, min. 2x for the year. For all schools and all students this will occur within 1 week of family interviews. These updates can take the form of interviews, phone calls, family interviews, Spaces posts, or other. All updates must be recorded by the teacher noting:*
 - Date
 - Topic of focus of the communication
 - Summary of the discussion
 - Follow-up actions
- ✓ *Written Updates, 2x for the year and will be communicated using Spaces. 1st update will be before the winter break and the second update will be before the end of April. Teachers will be able to post these updates sooner than these times, but these are the bookends.*
- ✓ *Summary of Learning*

Student reflections on core-competencies and goal setting

Elementary

Schools can set their own criteria around number of core-competencies that will be reflected on over the course of the year and structure of goal setting. Goal setting and core-competency reflections need to be evident at times of written update and summative report.

Secondary

Reflection on core-competencies and goal setting will happen in every high-school class. Students are responsible to add this to portfolios and teachers in each class will set time aside time for students to discuss and work on. Teachers will monitor that students have completed goal setting and core-competency reflections prior to written and summative reports.

Summary of Learning

SECONDARY

- The Summary of Learning will be in MyEd for grades 10-12's. For grades 8's and 9's, the Summary of Learning will be in Spaces on the provided reporting template, and each subject will need to have a final proficiency mark and a note to "see Spaces for detailed report", on a MyEd report card.

ELEMENTARY

- The summative report will be completed in Spaces using the provided template for the report card. Proficiency marks for each subject area will also be reflected on a MyEd report card with the comment "See Spaces for detailed report".
- Attendance information is required on written reports and the summative report for both Elementary and Secondary. The best way to accomplish this is still being explored.

The Provincial Proficiency Scale

Student reporting in Grades K-9 requires use of the Provincial Proficiency Scale to communicate students' learning in all areas of learning.

The Provincial Proficiency Scale	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Emerging

"Emerging" indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn't failing.

Students who are not yet demonstrating any learning in relation to the learning standards can be assessed as Emerging. If this is due to insufficient evidence of learning, the student can be assigned an IE.

Developing

"Developing" indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial understanding but is still in the process of developing their competency in relation to the learning standards.

Developing isn't failing. All students will be developing in some areas and at specific points in time.

Proficient

"Proficient" is the goal for all students. A student is Proficient when they demonstrate the expected learning in relation to the learning standards.

Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.

Extending

"Extending" is not synonymous with perfection. A student is Extending when they demonstrate learning, in relation to learning standards, with increasing depth and complexity.

Extending is not a bonus or a reward and does not necessarily require that students do a greater volume of work or work at a higher grade level.

Extending is not the goal for all students; Proficient is. Therefore, if a student turns in all their work and demonstrates evidence of learning in all learning standards for an area of learning, they are not automatically assigned Extending.

Insufficient evidence of learning (IE)

When an IE is assigned, teachers will connect with the student, parents, and caregivers to discuss the area of learning in question, the needs of the student, and solutions and supports to help move the student forward in their learning.

Every student has a place on the scale

Each student comes into each learning situation with their own experiences and background knowledge.

A student does not necessarily begin at Emerging or Developing at the beginning of the school year. Similarly, students do not reach Proficient only at the end of the school year.

Reaching Proficient is not the end of learning; if a student enters a learning experience as Proficient or achieves Proficient during the school year, the goal becomes to further enhance their learning.