K-12 DESCRIPTIVE FEEDBACK

FOR EACH AREA OF LEARNING BEING REPORTED ON, THE COMMENTS FOR THE FORMAL WRITTEN LEARNING UPDATES AND THE WRITTEN SUMMARY OF LEARNING MUST:

✓ Use plain, family friendly language

✓ Be concise:

- **Not a summary** of lesson plans, units, specific assignments, or all of the learning standards
- Does **not** communicate progress on **every** Learning Standard

✓ Include a reference to **at least one Learning Standard from each area of learning** that students have focused on this term. Learning Standards are the combination of **both** the Curricular Competencies and the Content.

✓ Include written strength-based comment(s) to indicate areas of significant **growth** (what the student can currently do) **in relation to the Learning Standards.**

✓ Include **next steps:**

- Identify a specific area for **future growth**
- Provide specific strategies, ways to support, or specific supports the student could receive, in order to **further their learning**

✓ Separate from academic reporting above, include a **description of student behaviour**, including:

- Information on attitudes, work habits, interests, and social responsibility
- Consider highlighting a student's overall strengths and/or growth in areas of social emotional learning

Plain language suggestions

Instead of:	Try using:
a majority of	most
a number of	many, several
as a means to	for, to
assist, facilitate	help
communicate	talk, write, call
constitutes	is, forms, makes up
due to the fact	because, since
endeavor	try
exhibit a tendency	tend
factor	reason, cause
for the purpose of	for
in the course of	during
in the near future	soon
it will be necessary	I/we/you must/could
exhibits	shows, demonstrates

IMPORTANT ADDITIONAL INFORMATION ABOUT K-12 DESCRIPTIVE FEEDBACK

- **Learning habits, behaviour, and engagement** should be reported on **separately** from academic learning and should not contribute to a student's overall level of proficiency or mark (for example: attendance, participation, or late assignments).

- **Behaviour** should ideally be communicated in "real-time" through informal ways such as: phone calls, emails, virtual or in-person meetings, or **Informal Learning Updates.**

- **Areas for Future Growth,** whether academic or behavioural, should ideally be communicated to parents through informal ways *before* they receive a formal written Learning Update .

- **All students** are entitled to receive **universal and targeted learning supports**, and therefore these do <u>not</u> need to be identified on student reports for any student, including those with IEPs.

- For **students working on their individualized IEP goals rather than the learning standards** outlined in the curriculum, teachers can refer to the IEP. This will only be a small number of students who are on a **Modified** program and working towards a School Completion Certificate (Evergreen), opposed to a Certification of Graduation (Dogwood Diploma). Example comment: "*Student* is currently being assessed on *their* individualized learning goals outlined in *their* IEP. These comments reflect *their* progress towards *their* IEP goals, rather than the learning standards outlined in the curriculum. See IEP for more details."

A student who uses universal and targeted assessment supports:

- Is assessed using the learning standards
- Is reported on in the same manner and timeline as their peers
- Receives full credit for completed courses
- Receives a Dogwood Diploma

Certificate of Graduation

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements. For more information on what courses are part of the graduation program, see Certificates of Graduation.

ASSIGNING PROFICIENCY SCALE INDICATORS & LETTER GRADES AND PERCENTAGES

- Evaluation of student learning is only based on the **Learning Standards** set out in the B.C. curriculum. Learning Standards are a combination of <u>both</u> the Curricular Competencies & the Content.

- **Evidence of learning** should be gathered from a variety of sources and include: observations, conversations, and products.

- **Assessment is most effective when it is**: formative, differentiated, collaborative, continuous, made visible for all learning partners, is strength-based, and includes goal setting.

- **Averaging marks over a term, semester, or year** does <u>not</u> provide an accurate picture of student learning. Learning demonstrated <u>closest</u> to the communication of student learning **will be the most reflective** of a student's overall learning and should be used as the **strongest evidence** of learning when deciding on a proficiency scale indicator or letter grade and percentage.

- **A student with an IEP or student learning plan** should <u>not</u> be automatically assessed as Emerging or Developing or at a lower letter grade and percentage because they use supports to access and demonstrate their learning. If, **with supports**, the student is demonstrating learning in relation to the learning standards, then they should be assessed according to the learning they have demonstrated. <u>The use of supports does not mean that students are not adequately meeting the learning standards.</u>

- **Students should not be penalized** through proficiency scales or letter grades and percentages for missing classes, late assignments, or displaying behaviours that impact their learning.

- If a student did not attend enough classes to provide sufficient evidence of learning, they can be assigned an **IE for Insufficient Evidence**, until the student has provided enough evidence to be assigned a proficiency scale indicator or letter grade & percentage.

Strategies for gathering assessment information

- Repeated practice assignments
- Projects or products
- Samples and artifacts of student work
- Tests and quizzes
- Posters, infographics, or visuals
- Multimedia projects and products
- Oral responses and reports
- Presentations and performances
- Portfolio assessment (paper or digital)
- Interviews and conferences
- Podcasts and audio recording
- Video

Strategies for evaluating assessment information

- Student self-assessments and/or self-reflections
- Observation
- Rubrics or frameworks
- Interviews
- Conferences
- Two-way conversations

Here are some examples of when IE might be used:

- A student has recently moved to a new school or district (arriving a few weeks before the end of term.)
- A student has been away from school for a significant period
- A student who is below 50% and needs to provide further evidence of learning to pass a course