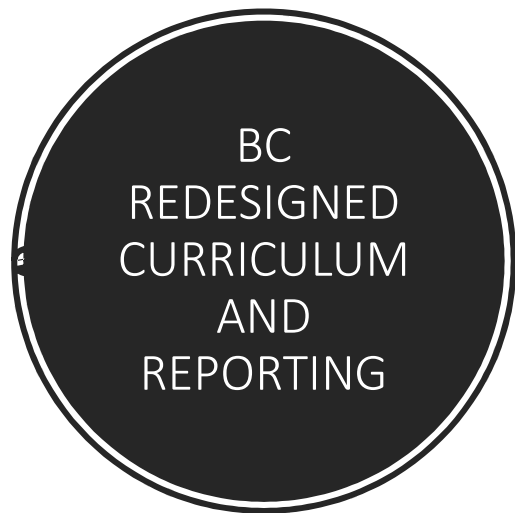


CSL Presentation for Parents





Reporting practices are changing to align with the redesigned curriculum.



This is a focus on doing rather than knowing.



This is learning focused not achievement based.

The Learning Process

Teachers create rich learning tasks based on BC curricular competencies and student interests

Together teachers and students set criteria

Powerful questioning/learning conversations allow for ongoing, timely descriptive feedback to the student

Teachers and students intentionally gather evidence over time to inform teaching and learning

Metacognitive skills are developed through student reflection and self-assessment

Learning can be process, inquiry, and/or project based



The goal is to create a reporting process that is more timely and responsive with increased student ownership and parent involvement.

We have the opportunity to report to parents in more flexible ways while providing clear and understandable information about their child.



***Communicating student learning
(CSL)***

Answers these Questions

Where am I now?

Where am I going?

What do I need to get there?

Ongoing Communication with Parents includes the following:

- Authentic evidence of student learning from a variety of sources (examples of student work, audio, photos, video, portfolios)
- Clear standards and expectations based on the BC Curriculum with the intention of making learning visible

Formats for Communication include: 3-way conferences, electronic portfolio reviews, parent-teacher conferences, reflections on student work, Fresh Grade or other on-line platforms, telephone conversations, Individual Education Plan meetings, Celebrations of Learning

Growth vs Fixed Mind Sets – Carol Dweck



No letter grades?

- Letter grades tend to foster a **Fixed Mindset** in students.
 “I always get a C+ in Math.”
 “I got a C in Science. I’m no good at it.”
- A letter grade on a written composition or project gives the student no information about how to improve.

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	48		
	Absent	0		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student: _____ Grade: _____ Year: _____				

- Students with a **Growth Mindset** are much more likely to continue learning. They see themselves as learners with potential.
- Feedback for learning promotes a **Growth Mindset**. Providing a student with feedback about *what’s working* and *what to focus on next* provides students with the tools they need to improve.

“Turn left at the corner.”



Feedback for Learning

Imagine that during a driving test you are asked to turn left. After you complete the turn the Examiner says, “You got a C- on that turn.” Do you know what you need to do to pass the driving test the next time?

If the Examiner tells you that you turned the steering wheel correctly but forgot to make a visual check in both directions before making the turn, will this help you next time you take the test?

MID-YEAR WRITTEN PROGRESS REPORT

January , 2018

Student Name:

This report is a summary of the student's progress, according to widely held grade level expectations, in relation to the learning standards of the BC Curriculum. The student's level of learning has been assessed through a variety of learning opportunities to determine what the student knows, understands, and is able to do.

Descriptive Written Comments

STUDENT'S LEARNING STRENGTHS:
Christina is a cooperative, considerate, and helpful member of our class and school. She shows great perseverance in learning tasks as demonstrated in her willingness to continually solve problems in her scale model clubhouse math project with her partner. Christina reports enjoying designing her own investigations about human senses. She shows responsibility to the school community by volunteering as a library monitor.
Christina also shows strengths in the following areas:
- makes predictions and asks questions before reading based on previewing text features
- uses strategies, such as 5Ws, effectively to generate ideas before writing across subjects
- accurately estimates and measures in mm, cm, and m
- independently uses strategies to gather information, including for her diorama on the fur trade in Churchill
- works to develop her skills on a variety of Orff instruments and uses these skills to create imaginative works, such as a soundscape to match her diorama
For specific examples of Christina's learning activities, please see her eportfolio on Freshgrade.

AREAS for GROWTH:	WAYS to SUPPORT LEARNING:
- develop consistency in organizing her ideas in complete paragraphs in her Journal and Friday Book	- at school – Christina will continue to receive direct instruction during writing groups on writing effective topic sentences and will continue using graphic organizers to gather like ideas together prior to writing
- build strategies for basic facts of addition and subtraction	- at home – have her identify the topic sentence in each paragraph to a family member as part of her revision process
- continue to develop skills to calm herself when worried about school work or new situations	- at school – strategies will be reviewed with the whole class and one-on-one and students will be taught games to apply these strategies
	- at home – Christina should play math games with family members four to five times per week
	- at school – will continue to participate in FRIENDS for Life lessons which include practice with strategies
	- at home – complete bi-weekly FRIENDS activities as a family

Christina W, Grade 4

Student's Learning Strengths:

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Areas For Growth

- develop consistency in organizing her ideas in complete paragraphs in her Journal and Friday Book

- build strategies for basic facts of addition and subtraction

- continue to develop skills to calm herself when worried about school work or new situations

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Ways to Support Learning

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STUDENT COMPETENCY SCALE	BEGINNING	DEVELOPING	APPLYING	EXTENDING
Science			Applying	
	<ul style="list-style-type: none"> Please refer to comments in the Descriptive Written Comments and feedback given during ongoing communications of student learning (e.g., conferences, myBlueprint). 			
Social Studies		Developing/Applying		
	<ul style="list-style-type: none"> Please refer to comments in the Descriptive Written Comments and feedback given during ongoing communications of student learning (e.g., conferences, myBlueprint). 			
Physical and Health Education			Applying	
	<ul style="list-style-type: none"> This will be reported on in June. 			
Arts Education		Developing		
	<ul style="list-style-type: none"> Please refer to comments in the Descriptive Written Comments and feedback given during ongoing communications of student learning (e.g., conferences, myBlueprint). 			
Applied Design, Skills, and				

Student Competency Scale on the Written Report

Student Competency Scale – in relation to the grade level expectations

Beginning to acquire knowledge, skills, strategies and processes <i>“I am just getting started and I learn best with help”</i>	Developing the ability to apply knowledge, skills and processes <i>“I am getting there and I am beginning to do more and more on my own”</i>	Applying knowledge, skills, strategies and processes consistently <i>“I get it and I can do it on my own”</i>	Extending knowledge, skills, strategies and processes creatively and strategically <i>“I get it and go beyond what is expected of me”</i>
<ul style="list-style-type: none"> • Student is beginning to understand at grade level expectations. 	<ul style="list-style-type: none"> • Student is developing understanding at grade level expectations 	<ul style="list-style-type: none"> • Student is applying understanding at grade level expectations 	<ul style="list-style-type: none"> • Student is extending understanding at grade level expectations
<ul style="list-style-type: none"> • Shows evidence that learner can demonstrate some progress toward the learning standards 	<ul style="list-style-type: none"> • Shows evidence that the learner can understand the learning standards in basic or familiar situations 	<ul style="list-style-type: none"> • Shows evidence that learner can transfer understanding of learning standards to both predictable and new situations 	<ul style="list-style-type: none"> • Shows evidence that learner can insightfully and creatively apply an in-depth understanding of learning standards in complex situations.