

Communicating Student Learning

According to the K-12 Student Reporting Policy Framework, there are a **minimum of 5 communication events** required:
2 written Learning Updates, 2 flexible Learning Updates, and 1 written Summary of Learning.

Teachers can provide additional communications about student progress as needed in support of continuous learning, such as informal portfolio posts, student samples with descriptive feedback, Zoom meetings, phone calls, email, newsletters, meetings.

[Student Reporting Resources](#)

The goal of Communicating Student Learning is to ensure that:

- Students take part in meaningful conversations that help them develop responsibility for their learning and engage deeply with their learning.
- Parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning.

THE THREE STEPS OF COMMUNICATING STUDENT LEARNING

1 Written Learning Updates - September - June	2 Flexible Learning Updates (Informal updates)	3 Written Summary of Learning - June
<p>Portfolio posts (min. 13) that include:</p> <ul style="list-style-type: none">• Proficiency scale assessment, descriptive feedback, and next steps• Core Competencies Self-Assessment• Learning Goals (1 Academic and 1 Core Competency)• Student engagement and work habits <p>SAMPLE Post - Seesaw</p>	<p>Meaningful and flexible communications to students and parents/guardians about student growth in relation to the Curricular Competencies of the Provincial Curriculum via:</p> <p>Nov/Dec</p> <ul style="list-style-type: none">• Zoom/Phone/Email/Other <p>Jan</p> <ul style="list-style-type: none">• Student Learning Plan Review Meeting	<ul style="list-style-type: none">• Proficiency scale assessment for all areas for learning. Can refer to recent posts (March-June) made about these areas to address descriptive feedback (see generic comment at top of scale) .• Descriptive feedback• Core Competencies - student self reflection• Learning goals

Written Learning Updates Guidelines:

Please see the chart below for expectations on communicating about each area of learning throughout the year for portfolios. Written updates are snapshots that refer to the student's progress in current areas of learning.

*Alternative to Portfolio Learning Updates: two written learning updates (**December/March**)- [Sample](#)

***Insufficient Evidence of Learning:**

In select instances, Insufficient Evidence (IE) is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student.

If you do not have sufficient evidence of learning by November - please ensure that you complete a written learning update for those students to notify parents. Please submit these to your admin for review by December 12th.

[Sample written learning update](#)

[Sample written learning update - insufficient evidence](#) (HLC)

[Template -Written Learning Update](#)

[Sample written learning update - insufficient evidence \(NIDES\)](#)

[Sample - Summary of Learning - insufficient evidence \(NIDES\)](#)

Portfolio Posts:

Areas of Learning	Minimum # of learning updates during the year	Posts must include:
English Language Arts/Literacy	3	<ul style="list-style-type: none">• Proficiency scale assessment and descriptive feedback.• Core Competencies Self-Assessment• Learning Goals (1 Academic and 1 Core Competencies)
Mathematics/Numeracy	3	
Physical and Health Education	1	

Arts Education	1	<ul style="list-style-type: none"> Student engagement and work habits* <p>*Note that student engagement and work habits can be reported through a combination of the teacher's descriptive feedback and student self-assessment of the Core Competencies. Student behaviour or attendance should not be reflected in the proficiency scale.</p> <p>Sample Timeline - ePortfolio Reporting</p>
Science	1	
Social Studies	1	
Core French or Languages (Grade 5 and up)	1	
ADST	1	
Career Education	1	

Number of portfolio posts: For portfolios, **13 is the minimum** number of posts during the school year. You will have more than 13 towards the end of the year as you will consistently provide formative assessment. Reminder: Areas of learning can be integrated into a single post and be considered as more than one post.

Summary of Learning Guidelines:

Summary of Learning must include proficiency scale assessment for **all** areas for learning. Can refer to recent posts made about these areas to address descriptive feedback of Curricular Competencies in key areas (literacy/numeracy), Core Competencies assessment, and learning goals.

Feedback/Teacher Comment:

- Refers specifically to the student's strengths and areas for future growth
- A comment for any areas of learning that **do not** have a summative post in Seesaw
- A **numeracy comment** linked to curricular competencies
- A **literacy comment** linked to curricular competencies
- Includes information on goals a student can work toward, both at school and at home
- Provides information on specific supports a student is receiving to move them forward in their learning
- Uses plain language
- Includes learning habits and engagement
- Does NOT require elaboration of the learning context/activities

Proficiency Scale:

Students come into learning situations with their own experiences and background knowledge. Students do not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not always reach Proficient at the end of the school year. It is also important to recognize that obtaining Proficient is not the end of learning; if a student enters a learning experience with Proficient understanding or achieves Proficient during the school year, the aim becomes to dig deeper and to reach toward Extending their understanding.

Proficiency Scale	→			
	Emerging	Developing	Proficient	Extending
	Initial Understanding	Partial Understanding	Complete Understanding	Sophisticated Understanding
	<ul style="list-style-type: none"> Shows some understanding... Is beginning to... May be able to... Starting to... Requires support to... 	<ul style="list-style-type: none"> Is able to... at a basic level With support, shows an understanding... Sometimes I am able to... Is working on... 	<ul style="list-style-type: none"> Is able to show... Engages in... Self-corrects by... Identifies strategies when... Consistently demonstrates the ability to... 	<ul style="list-style-type: none"> Creatively/Insightfully applies... Shows in-depth understanding of... Can independently... Is strategic... Extends learning...
	<i>"I am just getting started."</i>	<i>"I get some of it."</i>	<i>"I get it."</i>	<i>"I get it and go beyond what is expected."-</i>

Descriptive Feedback:

When writing comments, please consider the following:

- what does the student know-do-understand
- use language that parents/caregivers will understand
- provide feedback that is clear and meaningful
- provide information to parents/caregivers so they can support learning at home

DO	DO NOT
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- Maintain a focus on the student
- Write directly in parent friendly language
- Connect comments to curricular competencies/learning standards
- Provide evidence by connecting feedback to examples demonstrated in the classroom or through shared learning samples
- Identify strengths & challenges
- Connect strengths & challenges to next steps
- Anticipate questions that may be asked about the student's growth and progress
- Focus on Literacy and Numeracy

- List what was taught
- Use teacher jargon
- Over emphasize the negative
- Use hollow praise like “Good job” or “Bravo” unless it’s paired with descriptive language
- State what the class focus will be during next term
- Focus on work habits

Please [click here](#) for some sentence starter ideas.

Self-Reflection of Core Competencies and Goal Setting:

The K-12 Student Reporting Policy requires that student [self-reflection on Core Competencies](#) and goal setting be included in at least two written Learning Updates and the Summary of Learning (this can be included directly in the updates/SOL or linked to) - [Core Competency Self Reflection Options](#)

Inclusive Reporting Practices:

A student with an IEP or student learning plan should not be automatically assessed as Emerging or Developing or at a lower letter grade and percentage because they use support to access and demonstrate their learning. If, with the supports, the student is demonstrating learning in relation to the Curricular Competencies, then they should be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated. The use of supports does not mean they are not adequately meeting the learning standards.

Provincial Proficiency Scale indicator or letter grades and percentages may not be appropriate. In this case, reports on student learning must contain written comments describing what the student can do, areas that require further attention or development, and ways of supporting their learning. If it is decided that a Provincial Proficiency Scale indicator or letter grades and percentages are appropriate, a

statement must be included on the written Learning Update/SOL stating that the child is being assessed in relation to their IEP goals, and not the Learning Standards of the curriculum.

Insufficient Evidence of Learning:

In select instances, Insufficient Evidence (IE) is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student.

For the final summary of learning Insufficient Evidence is an option, however in MyEd, please use EMG with a [comment](#).

Exemplars:

[Kindergarten SOL Exemplar](#)

[Grade 2 SOL Exemplar](#)

[Grade 4 SOL Exemplar](#)

[Grade 6 SOL Exemplar](#)

[Grade 8 SOL Exemplar](#)

Templates:

[June SOL Primary Template - Compass](#)

[June SOL Intermediate Template - Compass](#)

[June SOL Primary Template - OL](#)

[June SOL Intermediate Template - OL](#)

[June SOL Primary Template - HLC](#)

[June SOL Intermediate Template - HLC](#)

[June SOL Primary Template - FAe](#)

[June SOL Intermediate Template - FAe](#)