

Student Reporting Pilot Project 2019-2020 - Parent Survey

In September 2016, the Ministry of Education introduced a redesigned concept-based, competency-driven Kindergarten to Grade 9 curriculum, designed to help students develop core and curricular competencies, build proficiencies in literacy and numeracy, and learn essential content required for success in our rapidly changing world.

In August 2018, the Ministry launched a K-9 Student Reporting Policy Pilot so that teachers and students around the province could explore new and more meaningful ways to communicate student progress with families. In the 2019/20 school year, thirteen school districts and two independent schools are continuing to pilot and provide feedback on a DRAFT Student Reporting Policy for grades K-9.

Informed by research on effective practices and developed following extensive engagement with parents and educators, the DRAFT K-9 Student Reporting Policy is supporting new approaches to reporting. The DRAFT policy places students at the centre, focuses on their personal strengths and goals, and ultimately, increases their ownership and success as lifelong learners. Key DRAFT policy features include:

- more timely and flexible communication
- strength-based, individualized feedback on student progress
- a standardized descriptive four-point provincial proficiency scale for K-9
- in addition to the end-of-year student self-assessment, student selected, evidence-based reflection of Core Competencies during the school year to increase student engagement and ownership

The Ministry will continue to gather feedback from all students, parents, and teachers involved in the K-9 Student Reporting Policy Pilot in the 2019/20 school year. To support a comprehensive pilot evaluation, piloting districts and independent schools will be administering surveys to stakeholders twice this school year. The first survey administration will take place in October 2019. The second will be released later in the school year to provide students, parents, and teachers with an additional opportunity to share their experiences and to evaluate the draft policy. The feedback gathered will help to inform a new K-9 Student Reporting Policy that aligns with and supports the implementation of the redesigned curriculum.

For more information on the Proficiency Scale please see the reverse of this letter. For more information on the Reporting Pilot in SD60 please visit https://www.prn.bc.ca/?page_id=3862

Parents are Invited to participate in the Ministry of Education Pre-Survey in October by visiting the link below.

Parent survey:

<https://www.surveymonkey.com/r/SRPPparentsurvey>



Understanding the PROFICIENCY SCALE

THE LEARNING JOURNEY TAKES TIME AND PATIENCE

For each individual student, learning moves through various stages. The goal is the same; there is a particular skill or understanding that needs to be learned and demonstrated. However, the time it takes for students to reach their destination and the route they take to get there varies. The proficiency scale is a way for teachers, students and parents to understand where each student is on their learning journey and what they need to work on to move towards proficiency. The following examples are adapted from our work with Canadian Assessment Educator, Katie White, who describes these stages of learning in the context of learning to drive.



EMERGING

When learners are emerging, they are in the process of building their readiness to learn. This includes elements such as becoming familiar with language, background context or foundational skills.

When we are learning to drive, before we get behind the wheel, we need to learn what the street signs mean, the basic rules of the road and what all the parts of the car do. We need a solid foundation before we move onto practicing the skill we're learning and move to being supported

DEVELOPING

When learners are developing, they are working with others to improve their skill and understanding. This is where students spend most of their time, practicing, refining, making wrong turns and correcting their processes and thinking.

This is when we actually turn on the car and try driving. We need opportunities with someone to guide us where we might need support and further practice with the process. It is this practice with a more experienced driver that allows us to move towards proficiency.

PROFICIENT

When learners are proficient, they are able to demonstrate the skills they have learned independently and with confidence. Students are able to show their proficiency in a number of ways.

Drivers demonstrate their proficiency by passing their driving test. Once they show that they have the skill to drive independently, they no longer need someone in the car with them; they can continue to develop their comfort and enjoyment independently.

EXTENDING

When learners are extending, they are free to explore the larger applications and possibilities of their learning. As they have deeper understanding, they have more opportunities to make thoughtful connections and to innovate

Once drivers are extending, they can try their hand at many new experiences. They can drive different sorts of vehicles and explore different terrain and weather. Their proficiency in the skill of driving allows them to explore the world in ways they previously weren't able to.

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.