



School District No. 8 (Kootenay Lake)  
Slocan Valley Family of Schools  
W.E. Graham Elementary Secondary  
Winlaw Elementary  
Brent Kennedy Elementary  
Mount Sentinel Elementary Secondary

November 7, 2018

Dear Parents and Guardians,

Province wide, educators are working towards shifting traditional reporting practices to reflect the ongoing changes connected to the renewed and redesigned BC curriculum. The goal is to transform the process of **reporting** to **communicating student learning (CSL)** by shifting the ownership from teachers to a shared ownership among students, parents and teachers.

The process of **communicating student learning** allows teachers to provide a continuous window into student learning. Communication is intended to be meaningful, varied and responsive by providing parents with information about how their child is progressing in relation to the learning standards and what the child can do to extend their learning.

This year, report cards in a number of schools and Districts throughout the province will be aligned with the Ministry Draft K-9 Reporting Policy. The Slocan Valley Family of Schools are working together to pilot this new policy and will gather feedback from students, parents, and staff to share with the District and Ministry prior to the policy being finalized for full implementation, province wide, in September 2019.

### Proficiency Scale

The Slocan Valley schools and a number of other schools in the District will use the four point provincial proficiency scale to report student progress in grades K-9. This will replace all previously used performance scales, letter grades, and other descriptors used by schools doing “comment only” reporting.

The four-point provincial proficiency scale will be used to communicate student progress in all areas of learning. It describes levels of proficiency in relation to the learning standards of the provincial curricula.

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.

## From Summative (*the end result*) to Formative Assessment

Based on current assessment research we know that personalized feedback that is timely and part of daily teaching and learning, along with examples of student work, are more impactful on student learning than simply reporting on student results. The communication of student learning to parents is based on clear standards and expectations, and is intended to make learning visible. Students are encouraged to think of the questions:

- *Where am I now?*
- *Where am I going?*
- *What do I need to do to get there?*

## What to Expect?

### Points of Progress – Throughout The Year

Points of progress are the meaningful, varied, and responsive ways in which teachers provide parents with information about how their child is progressing in relation to the learning standards and what the child can do to extend their understanding. Points of progress:

- Must be provided **at least four times** during the school year.
- Communicate progress, **at least once**, in each area of learning using the standard four-point provincial proficiency scale and descriptive feedback.
- Provide written descriptive feedback (paper or digital), **at least twice**, on student engagement and behaviour (e.g., growth in personal and social responsibility).
- Will include, **at least once**, student-selected evidence of and reflection on Core Competency development.

### Summary of Progress – At The End of the Year (Semester)

The summary of progress is a written report (digital or paper) about student progress in relation to the learning standards in all areas of learning using strength-based descriptive feedback, next steps for learning, and the four-point provincial proficiency scale. The summary of progress also includes:

- descriptive feedback on student engagement and behaviour (e.g., personal and social responsibility) and information on ways to support the student at school and at home
- student self-assessment of the Core Competencies.
- This renewed process of **Communicating Student Learning** will provide students with meaningful information so they can monitor their progress towards their learning goals and parents the opportunity to become more involved as partners in a dialogue about their child's learning.

Each school will outline site specific information about important dates, points of progress formats, and parent-teacher nights. Please contact your school's Principal with any questions or concerns.

On behalf of our Family of Schools, thank you for supporting our work and learning together.

Kind regards,



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Kootenay Lake

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