

Dear QEA Families:

This year your child's teacher will be participating in a Vancouver School District pilot project designed to align reporting practices with the redesigned BC curriculum. This will result in three significant changes to reporting for the 2017-2018 school year in your child's class.

1. A shift from primarily focussing on summative assessment to a primarily focussing on formative assessment

These changes in communicating with parents are part of the redesigned BC Curriculum. Based on current assessment research, ongoing personal feedback which is embedded in daily instruction, along with examples of student work are more beneficial in supporting student learning than simply reporting on student results. Thus, the shift in practice. 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?

2. 5 required communications with parents within a calendar year:

- a minimum of three ongoing communications of student learning throughout the school year
- one written progress report at the end of January
- one written summative report at the end of June

A. Ongoing Communication with Parents (a minimum of three times a year, timing at the teacher's discretion)

- based on authentic evidence of student learning from a variety of sources (examples of student work, photographs, audio, video, portfolios)
- based on clear standards and expectations with the intention of making learning visible
- can occur in different ways (three-way conferences, electronic portfolio reviews, parent-teacher meetings, reflections on student work, Fresh Grade or other on-line platforms, telephone conversations, interim written reports)

B. Written Progress Reports – end of January and end of June

- a written progress report will be sent to parents by the end of January. This report will indicate where the child is in relation to the age/grade expectations at the mid-year point
- a written summative report will be sent to parents by the end of June. This report will indicate where the child is in relation to the age/grade expectations

and a student self-assessment of the Core Competencies (Communication, Thinking and Personal and Social)

- where applicable, a summary of the progress toward the goals in the child's Individual Education Plan (IEP) will be provided
- letter grades will not be included on the written reports but will be provided to parents on request

All 5 communications with parents can include:

- descriptive information about the child's learning
- the learning goals the child is working towards
- ways to further support the child's learning at school and at home
- the child's contributions to the classroom, school and community
- how the child interacts with others

3. Student Self-Assessment of the Core Competencies with the written summative report in June

- began June 2017

By participating in this process, students are provided with meaningful information about their learning so that they can monitor their progress towards the learning goals they have set. Parents are involved as partners in a dialogue about their child's progress and the best ways to support and improve learning. At QEA, we have chosen the week of **December 11** for our next non-written reporting session. Each Division will be sharing Student Learning slightly differently during this week.

Divisions 1 & 3 are using FreshGrade™ to communicate with parents so during the week of December 11th, parents will have access to their child's digital portfolio online

Division 2 is doing student lead conferences where parents attend with their children at pre-set times to view the projects that have been done in class.

Division 4 is doing a combination of the two above scenarios, with both student led conferences and digital portfolios via FreshGrade™

We look forward to working with you as we continue to focus on your child's learning.

If you have any further questions, please do not hesitate to contact your child's teacher or me.

Sincerely,

Teresa Wells, VP
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