Slide 1

Provincial Outreach Program for the Early Years
www.popey.ca

Communicating Student Learning: A Focus on Descriptive Feedback

Wednesday, Feb. 14th   3:15-4:15 pm

∗Handouts available at – popey.ca/workshop-resources

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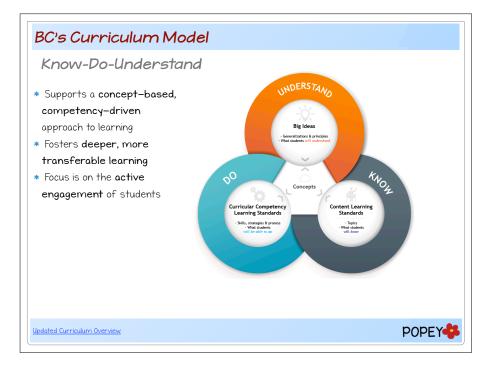
◎ @popeybc

Presenter:
Jen Kelly

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Slide 2

Today's learning objectives

In this workshop, we will explore:

- how to create descriptive feedback for reporting purposes using strength-based language connecting descriptions of learning to the curriculum and plan for future learning

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BC's Curriculum Model

Know-Do-Understand

∗ Supports a **concept-based, competency-driven** approach to learning

∗ Fosters **deeper, more transferable learning**

∗ Focus is on the **active engagement** of students

UNDERSTAND — Big Ideas — · Generalizations & principles · What students *will understand*

DO — Curricular Competency Learning Standards — · Skills, strategies & process · What students *will be able to do*

KNOW — Content Learning Standards — · Topics · What students *will know*

Concepts

Updated Curriculum Overview

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Slide 4

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Key Ideas

Assessment is…

* formative and differentiated

* infused in the learning cycle

* co-constructed

* strength-based and includes goal setting

Infusing formative assessment into the learning cycle

enables responsive teaching.

We differentiate instruction and assessment to 'ensure that we are

providing access points for all students in our schools' - Jo Chrona

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Why the Change?

Why are report cards changing?

Student learning today is more complex than ever. British Columbia redesigned the provincial curriculum to respond to the needs of today's learners. The curriculum continues to give students a strong foundation in reading, writing, and math. But it also teaches students how to think, communicate, solve problems, and use their knowledge in ways that both matter in school and will matter in a rapidly changing future.

The new curriculum has been in place in all grades since 2019, but report cards haven't really changed since 1994. Report cards are now changing to align with the curriculum and to help ensure that every student in the province is set up for success in their learning.

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Assessment in Play-Based Learning Opportunities

Effective methods for gathering and evaluating assessment information in play-based learning opportunities include:

* **Oral responses** during play
* **Visual responses** by looking at what a child drew, painted, or created
* **Physical responses** by looking at what a child built

* **Pedagogical narration**, where an educator observes, records, and shares out areas of significance that occurred during play
* **Discussions** and **two-way communication**
* **Self-assessment** using **pictures** and **co-constructed criteria**

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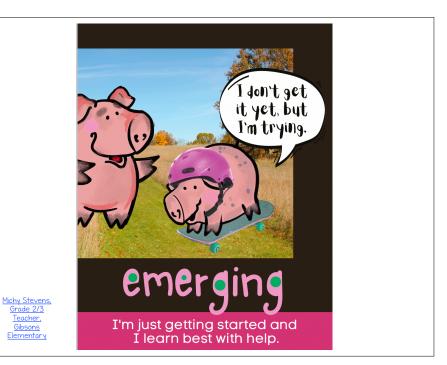_____
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The Provincial Proficiency Scale

Literacy definition: the ability to make meaning from text and express oneself in a variety of modes. This includes comprehending, making connections, critically analyzing, and creating and communication for a variety of purposes.

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.
I am beginning in my learning.	I am learning more on my own and need more practice.	I get it and can show you how much I understand.	I get it and go beyond what is expected of me.

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Literacy and Numeracy Performance Standards – Ministry of Education and Child Care

Michy Stevens, Grade 2/3 Teacher, Gibsons Elementary

What is Descriptive Feedback?

"Descriptive feedback includes strength-based written comments or documented conversations that are aligned to the learning standards and describe student learning, as well as identify specific areas for student growth. Feedback is based on what the student can do and what they are working towards."
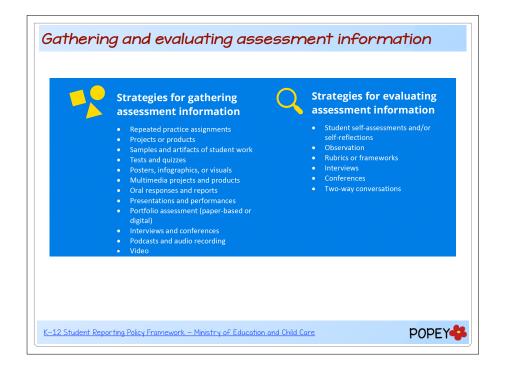
K-12 Student Reporting Policy

K–12 Student Reporting Policy Framework – Ministry of Education and Child Care

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The importance of using plain language

Plain language suggestions

Instead of:	Try using:
a majority of	most
a number of	many, several
as a means to	for, to
assist, facilitate	help
communicate	talk, write, call
constitutes	is, forms, makes up
due to the fact	because, since
endeavor	try
exhibit a tendency	tend
factor	reason, cause
for the purpose of	for
in the course of	during
in the near future	soon
it will be necessary	I/we/you must/could
exhibits	shows, demonstrates

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Communicating Student Learning

Possible Sentence Starters...

Strengths:
- Consistently demonstrates
- Often uses
- Identifies strategies when
- Is skilled at
- Confidently
- Has successfully
- Understands how
- Displays strong understanding
- Has learned
- Recognizes that
- Improved tremendously

Areas for Improvement:
- Is beginning to
- With significant support is able to
- Is learning to
- Attempts
- Has trouble with
- Has not yet demonstrated
- Demonstrates limited understanding
- Starting to
- Is encouraged to
- Is working on
- With support shows an understanding of

Ways to Support Learning:
- Should continue to
- Needs more time to develop
- Will continue to work on
- Needs reinforcement doing
- Will have further opportunities to
- Is working to be able to
- The goal moving forward is
- Moving forward needs to
- Moving forward they could
- Will continue to have opportunities to practice

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Optional Sentence Starters

Emerging
- Is beginning to...
- Is working to be able to...
- Needs to...
- Moving forward, the goal is to...

Developing
- Is almost able to...
- Is working on...
- Continues to...
- Moving forward, needs to continue to...

Proficient
- Is able to...
- Can...
- Is ready to move on to...
- Moving forward, they could...

Extending
- Is creatively able to...
- In a unique way can...
- Can continue to...
- Moving forward, their goal will be...

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Gathering and evaluating assessment information

Strategies for gathering assessment information

- Repeated practice assignments
- Projects or products
- Samples and artifacts of student work
- Tests and quizzes
- Posters, infographics, or visuals
- Multimedia projects and products
- Oral responses and reports
- Presentations and performances
- Portfolio assessment (paper-based or digital)
- Interviews and conferences
- Podcasts and audio recording
- Video

Strategies for evaluating assessment information

- Student self-assessments and/or self-reflections
- Observation
- Rubrics or frameworks
- Interviews
- Conferences
- Two-way conversations

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Checklist

Teacher Checklist

Learning Area:		Unit of Study:	
Student Name	Learning Goal: Student is able to	Learning Goal: Student is able to	Feedback: Strengths/Next Steps
			Conversation
	Student language: I can	Student language: I can	Product Observation

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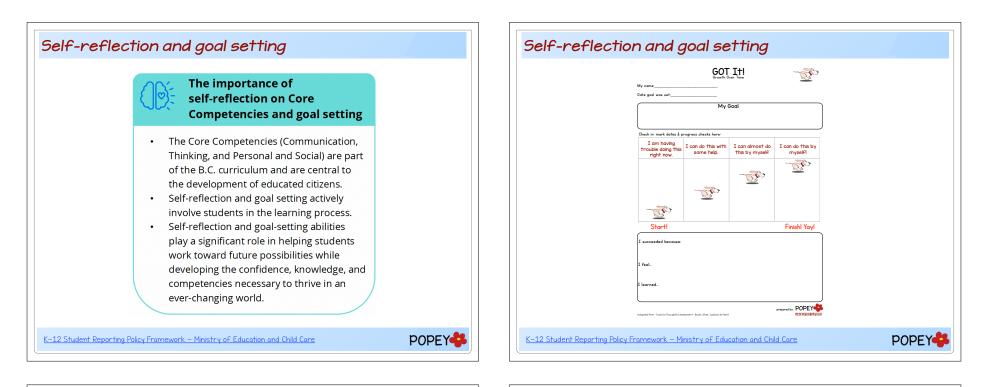

Assessment and Reporting

A process that makes use of the *curriculum* and *proficiency scale*:

1. Identify learning standards for students to explore (curricular competency and content)

2. Develop learning goals in teacher and student–friendly language

3. Develop a plan for teaching

4. Students participate in learning opportunities and experiences that provide them a variety of ways to demonstrate their learning

5. Collect, document, and reflect on evidence of learning

6. Provide students with ongoing descriptive feedback

7. Make recommendations to support their next steps in learning

8. Provide students with opportunities to self–reflect

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Self-reflection and goal setting

The importance of self-reflection on Core Competencies and goal setting

- The Core Competencies (Communication, Thinking, and Personal and Social) are part of the B.C. curriculum and are central to the development of educated citizens.
- Self-reflection and goal setting actively involve students in the learning process.
- Self-reflection and goal-setting abilities play a significant role in helping students work toward future possibilities while developing the confidence, knowledge, and competencies necessary to thrive in an ever-changing world.

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Self-reflection and goal setting

GOT It!
Growth Over Time

My name:_____

Date goal was set:_____

My Goal

Check in: mark dates & progress checks here:

I am having trouble doing this right now.	I can do this with some help.	I can almost do this by myself.	I can do this by myself!

Start!   Finish! Yay!

I succeeded because:

I feel...

I learned...

Adapted from – Tools for Thoughtful Assessment - Boutz, Silver, Jackson & Perini

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Self-reflection and goal setting

Exploring Student Work   Teacher:_____

Assessment(s) Examined:_____

To consider/notate – How was the assessment administered? Note where there were differences in directions, support, prompting, scribing, etc.

Student	Strengths: What does the student have an understanding of, based on his/her work?	Areas for Growth What does the student need to work on? What is the student using, but confusing?

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Unit of Study: _____

Learning Standards (competencies & content)

Learning Goals (what will you be assessing?)

Collecting Evidence (documenting evidence of learning)
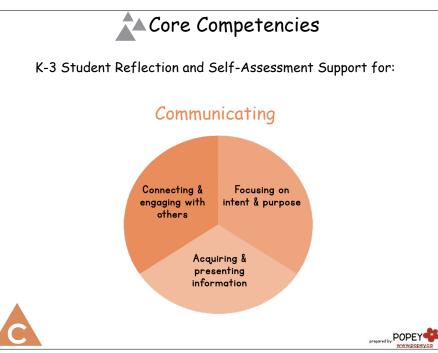
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Representation of learning (what different choices will students have to represent learning?)

Communication of Learning (how will students communicate their learning?)

<u>Other Considerations:</u>
First Peoples' Principles of Learning:

Core Competencies:

Adaptations, modifications, extensions:

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Developing Indicators of Proficiency

Teacher language

1. Students will be able to identify and describe setting, characters, and events using a few details.

2. Students will be able to use personal experience and knowledge to make connections and ask questions while reading texts.

3. Students will be able to communicate using letters and words and applying some conventions .

Student-friendly language

1. I can tell you about setting, characters, and events using some details.

2. I can make connections and ask questions while reading.

3. I can write using some letters and words.
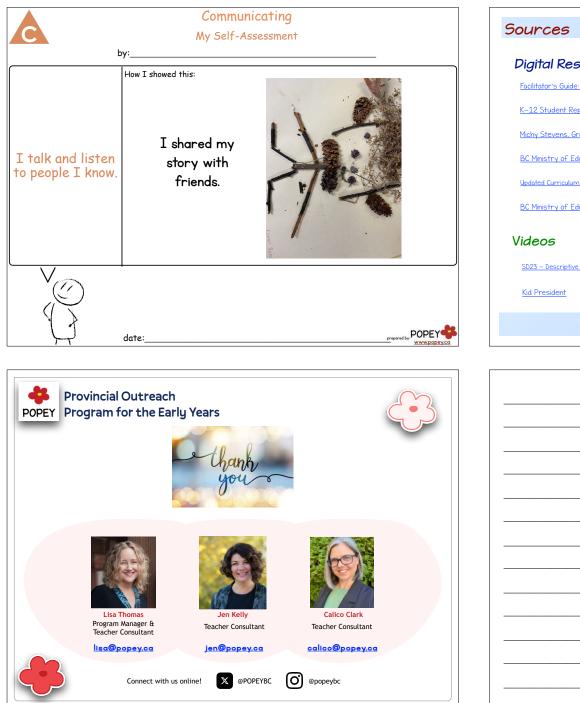
BC Curriculum

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Example report card based on learning goals

Clea - Grade One Student
ELA - Developing

Legend - parts of a strength-based comment
Areas of strength   Areas for growth   Next steps

Clea is interested in reading stories about animals in our classroom.

She makes meaningful connections when discussing her reading with educators and other students.

She is able to read basic books and that has helped her progress her reading ability to move towards more complex texts.

She is able to discuss characters, setting, and events in detail.

When writing words, Clea can usually write the first sounds and last sounds correctly.

Both at school and home, the next steps for Clea would be to practice saying words slowly and matching the words in books with the words she is saying.

She can also practice trying to write vowel sounds in her words.

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Core Competencies

K-3 Student Reflection and Self-Assessment Support for:

Communicating

Connecting & engaging with others

Focusing on intent & purpose

Acquiring & presenting information

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Core Competencies

K-3 Student Reflection and Self-Assessment

Connecting & engaging with others
Focusing on intent & purpose
Acquiring & presenting information

This document:

- is designed to **support student self-assessment** of the sub-competency - Communicating

- the POPEY team **simplified some** of the **language** from the Ministry of Education's profiles for Communicating

- contains **K-3 student** and **educator friendly I Statements** to **assist** in **reflection** and **self-assessment** opportunities

    · the I Statements grow from simpler to more detailed statements throughout the document

- can be included in **activities** and **experiences** planned by **educators**
    that provide opportunities for students to reflect on and self-assess their learning and progress

⭐
- draw
- write
- embed or paste an image   → as part of the documentation of reflections and self-assessment activities/experiences
- embed a video
- paste a link

⭐with support - as needed

For additional information see: Core Competencies Overview & Developing and Supporting K-12 Student Reflection and Self-Assessment of the Core Competencies

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Communicating
My Self-Assessment

by:_____

I talk and listen to people I know.	How I showed this:
	I shared my story with friends.

date:_____

Sources

Digital Resources

Facilitator's Guide: Assessment Literacy in BC – Ministry of Education and Child Care

K–12 Student Reporting Policy Guidelines – Ministry of Education and Child Care

Michy Stevens, Grade 2/3 Teacher, Gibsons Elementary

BC Ministry of Education – ELA Curriculum

Updated Curriculum Overview

BC Ministry of Education – Learning Pathways

Videos

SD23 – Descriptive Feedback

Kid President

POPEY

Provincial Outreach Program for the Early Years

thank you

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