



**Yukon**

# **Del Van Gorder**

## **Communicating Student Learning**

**For the 2019-2020 School Year**

## How we report to parents/guardians will change next year.

Next year, Del Van Gorder will be changing how we communicate students' learning to parents. As Yukon's curriculum changes, so must the assessment and reporting of student progress. The purpose of the revisions to Yukon's assessment guidelines is to align how students are assessed with how and what they learn in the redesigned curriculum, as well as to ensure that parents are well informed of their child's progress.

### Why are we doing this?

Parents want to be involved in their children's education and want to know more about how their child is progressing in school. The changes to assessment and reporting enhance parent communication by moving towards more effective practices for reporting and communicating student learning that involve students and parents as users of classroom assessment in order to support the learning process and by developing more responsive forms of communicating student

learning that are timely, ongoing and inclusive of teachers, students, and parents.

### What Will It Look Like?

For a semester course, all parents/guardians will receive at least two interim reports from teachers in addition to a parent teacher conference, a student led conference, and a summative report card. Parents/guardians of Grade 8 and 12 students in semester courses will have a parent-teacher conference, receive an interim report midway

through the course, a student led conference, and a formal written summative report card. The main expectation we have for teachers is that students and/or parents are never surprised by a poor or declining grade at the end of a course. If a student is underperforming or their performance is declining, parents should expect that teachers will contact them directly by email or telephone with a detailed summary of performance and suggested improvement strategies.



### Core Competency Student Self-Assessment

The core competencies are Thinking, Communicating and Personal and Social Awareness. These competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. Teachers do not report on the core competencies. Students are expected to complete a self-assessment on each core competency based on self-reflection of evidence gathered. The communication of student learning progress on core competencies will happen at key times of the year. These core competencies are embedded in instruction through all curricular learning standards.

## Portfolios and Student-Led Conferences

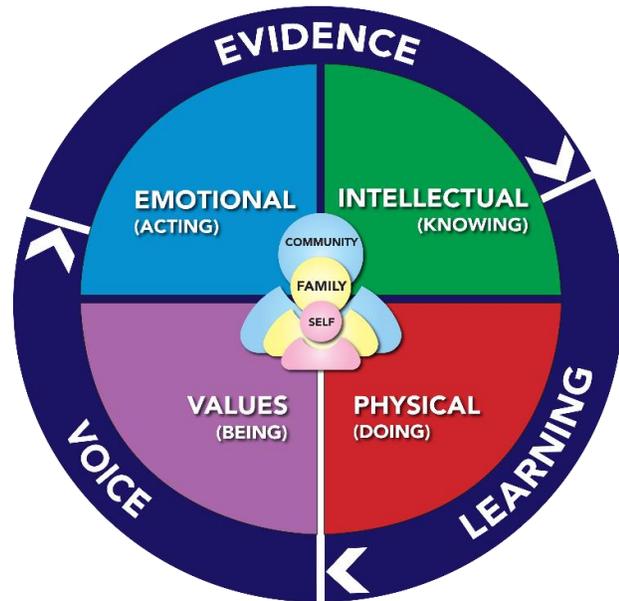
Portfolios are more than a collection of student work; they are a purposeful selection of work that features a student's effort, progress and achievement over time. The purpose of portfolios is to engage students in reflecting on and assessing their own learning. The goal of using portfolios is to communicate student learning and to share evidence of growth with an authentic audience, such as parents/guardians.

## Student – Parent – Teacher Conferences

Involve students engaging in meaningful conversations with teacher and parents by acknowledging progress and determining next steps in their learning. The purpose of a student-parent-teacher conference is to share the portfolio, to communicate student learning with families and to engage them in a better understanding of strengths and areas of growth. The goal of the conference is to provide an opportunity for student, parents and teacher to collaborate together and plan for future success related to core and curricular competencies.

## Interim Reports

The purpose of the interim report in late November is to provide a snapshot of student progress and achievement levels in Literacy and Numeracy. Teachers may also include a section on Integrated Studies to communicate student performance related to a specific inquiry or project that incorporates any or all of : Language Arts ; Math ; Science ; Social Studies ; Applied Design, Skills and Technology ; Career Education ; and Arts Education. It is recommended that teachers also include a section to comment on Work Habits and/or Social Responsibility.



### Goal Setting Conference

The purpose of settings goals is to identify ways to move students' learning forward and to have a written record that can be referenced as the school year progresses. The goal setting conference is a collaborative effort between the student, parent and teacher. During the conference, areas for growth related to specific core competencies, literacy and numeracy will be discussed and the teacher will then facilitate a conversation that leads to three goals: one for literacy, one for numeracy, and one related to any of the core competencies. The teacher will draw on knowledge about the student as a learner and educational expertise to design goals that are specific and appropriate for the student



## When can we expect to have something sent from the school?

Our schedule for reporting to parents for the 2019-2020 school year is as follows:



K-12 Report Schedule	Dates
Progress Report #1	November 14, 2019
Parent –Teacher	November 21, 2019
Students Led /Portfolio	March 11 <sup>th</sup> , 2020
Follow up phone call or e-mail to update and address any concerns	April 20-24, 2020
Summative Report	June 5 <sup>th</sup> , 2020

### How else can I get updates or information on how my child is doing?

Of course, parents/guardians are always welcome to contact teachers to receive an update on their child's performance at any time.

A phone call or email is the best way to contact our teachers – all can be contacted at [First.Last@yesnet.yk.ca](mailto:First.Last@yesnet.yk.ca) using the teacher names that are printed on the student timetables. In person meeting can be arranged anytime through the school year.

We realize this is a significant change from how we have been reporting to parents for the last number of years.

Parents who have questions or concerns are encouraged to contact the school at their convenience for more information.

Any feedback on how to improve our reporting practices is most welcome and appreciated.

**FOR MORE INFORMATION, PLEASE CONTACT**

Del Van Gorder School (867) 994-2760