**Principles for Communicating Student Learning**

Communicating student learning (CSL) is interwoven with curriculum design, instructional strategies and formative assessment. CSL is a process by which teachers can provide a continuous window into student learning. Students, teachers, and parents design together meaningful samples and evidence of student learning over time to demonstrate progress aligned with learning standards.

The essential dimensions of communicating student learning include:

**Capturing Learning**

On an ongoing basis, teachers assist students to choose samples of work that demonstrate student learning within the curricular competencies, content and the core competencies. Meaningful samples of student progress encourage learning as a personalized process. Examples provide ongoing, authentic, specific, and descriptive evidence of the learning journey aligned with clear learning standards. Evidence may include documentation of conversations; observations and products around key areas of learning; and student and teacher reflections. These may be presented in digital or non-digital portfolios.

**Conferencing**

Conferencing involves students engaging in meaningful conversations with teachers and parents around setting criteria, acknowledging progress, and identifying next steps in their learning. Student choice, voice and ownership are central to conferencing. When parents, students and teachers conference together, learning is honoured as a shared experience and responsibility. It provides a forum for students to assess their own learning, identify needs for further support, and understand and plan steps toward improvement.

**Opening Doors**

Communicating student learning invites families to continuously engage in student learning. Learning intentions, and instructional strategies designed to support learning are transparent for the learner and parents. School communities host various experiences and events such as formal and informal conferences; open houses; learning fairs; and, digital and non-digital displays. These methods capture learning on an ongoing basis and provide opportunities for meaningful conversations about learning.

**Reporting**

Within communication of student learning, reporting provides context and a frame of reference for student development and success with respect to learning standards, and key areas of learning. It is reserved for those occasions when a snapshot of student performance / achievement is required or necessary. Summative assessments are used to gather evidence of student learning and may include performance-based tasks, rubrics, and observations. Teachers use such evidence to make professional judgments and provide evaluative feedback.

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| **Capturing Learning**   * Digital OR Non-Digital Portfolios * Blogs, newsletters, window displays * Documentation Panels * Learning Stories, anchor charts   **Focus on PROCESS not product**  **Student voice and choice**  **Growth over time**  **Observations + Conversations + Artefacts** | **Conferencing**  *To include students & parents in meaningful*  *conversations about the learning & next steps.*   * 3 way conference * Student & teacher * Student Led   **Make a collaborative plan**  **Develop common language and understanding**  **using *performance standards, rubrics, success***  ***criteria, developmental continuums etc.*** |
| **Open Doors**  *Inviting families to see learning in action.*  *Virtual and physical possibilities.*   * iPad café (students share their creative projects) * Math games night * Read with Me * Coffee mornings   **Purposeful sharing of learning**  **Engage parents in conversations about**  **the learning**  **Provide student ownership and encourage**  **students to guide and share reflection** | **Reporting/Summative Documents**   * Documentation that shows growth over time * Evidence of learning that invites reflection * A collaborative learning plan in relation to learning standards * Identifies next steps   **Flexibility in sending out**  **Dated and not intended to end learning**  **“learning at this time”**  **Please refer to local reporting policy & procedures** |

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