Communicating Student Learning

What does powerful communication of student learning look like for students, parents, and educators? How does a focus on communicating student learning foster increased student success and engagement? What role does technology play in promoting understanding of student learning and thinking?

This document provides an opportunity for parents and educators to consider the shifts in reporting and the movement towards communicating student learning as an ongoing window into student learning, thinking, and achievement over time.

It is worth noting, right from the start, that assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it, and however neatly quantifiable may be our "results", assessment is closer to an art than a science. It is, after all, an exercise in human communication. (Sutton, p.2)

Fundamental Principles of Assessment & Evaluation

The primary purpose of assessment & evaluation is to improve student learning, success & engagement.

The following principles lay the foundation for meaningful instruction and promote learning for all. Assessment, evaluation, reporting practices & procedures are:

- fair, transparent, and equitable for all learners;
- carefully planned to relate to curriculum and learning goals, and to the interests, learning styles & preferences, needs, and experiences of all learners;
- ongoing and varied in nature, occur over a period of time to provide multiple opportunity for learners to demonstrate the full range of their learning;
- timely, specific, meaningful, and provide ongoing descriptive feedback that supports learning and growth;
- enabling to students by promoting development of self-assessment skills and goal setting for next steps in learning
- communicated clearly to learners & parents at the outset of learning and throughout the learning process;

Making Learning Visible

Reporting	Report Cards & Conferencing	Portfolios, Conferencing & Demonstrations of Learning	Communicating Student Learning	Continuous Window Into Student Learning
- An event – occurs 3 times per year - Passive process where information is received - Parents wait for reporting time to know level of performance - Parents receive a written description, a letter grade or a performance scale to capture important aspects of learning - Intervention may be determined after the reporting date	- Report card may be presented prior to conference or shared at the conference with educators - Student-led approaches to conferences develop parent understanding of student progress - Students describe their success in learning and thinking about their learning to parents - Students set goals for the next level of learning with educators and parents	- Reflection is at the heart of the process - Students are invited to curate best samples of their learning, building self-awareness and metacognition of their success and growth in learning over time - Portfolios of learning can be shared with parents on a regular basis and can occur in between reporting periods - Student-led conferences along with presentation of portfolio allow parents to hear the student's learning stories and understand their growth/progression in learning over time - Parents see samples of learning that has taken place over time	- Ongoing, shows progress over time - Students become partners in the process and determine how best to express their ideas about their learning and thinking about learning - Parents see actual samples of learning as it is happening - Students develop critical higher order thinking & meta-cognitive skills as they reflect on their learning and articulate how they have been successful in relation to success criteria - Intervention can occur as soon as a learning need is identified	- Available in real time, as learning is taking place - Evidence of learning is captured routinely by students illustrating their growth in critical & creative thinking & meta-cognitive skills - Provides opportunity for student, parent and teacher to co-construct a learning plan for future success. - A variety of digital platforms can be used to capture & house learning stories, learning process for individual child or whole class - Parents can access updates & information on student growth/progress anytime - Parents have a 'window into the classroom' and can see learning taking place - Responsive to the needs of students and their individual progress. Supplemental learning materials are automatically generated/curated and matched to individual students, meeting specific learning needs

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