

Living Assessment & Communicating Student Learning

Jodie Sussex

St. Francis of Assisi Elementary, CISVA

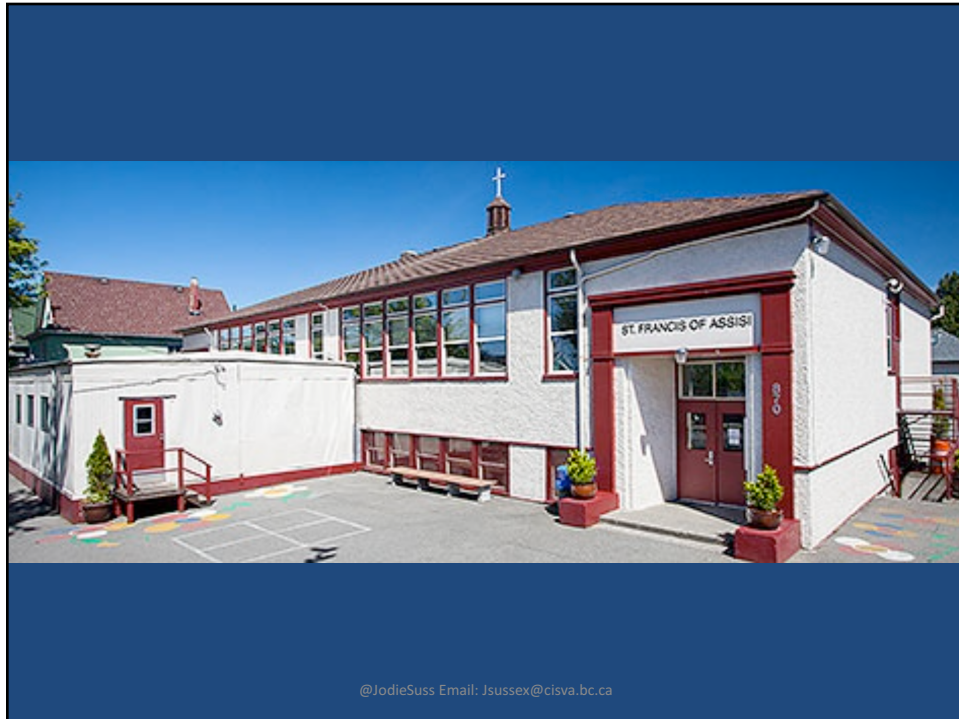
Email: jsussex@cisva.bc.ca

Twitter: [@JodieSuss](https://twitter.com/JodieSuss)

@JodieSuss Email: jsussex@cisva.bc.ca



@JodieSuss Email: jsussex@cisva.bc.ca



What is the purpose of your school?

@JodieSuss Email: Jsussex@cisva.bc.ca

What is the purpose of your school?



BULKLEY VALLEY CHRISTIAN SCHOOL
Mind. Heart. Service.



Mountain
CHRISTIAN SCHOOL
2 Timothy 2:15



 **Ebenezer Canadian Reformed School**



Thank you

THE PACIFIC ACADEMY ADVANTAGE
Educational excellence and Christian principles in the Pentecostal tradition





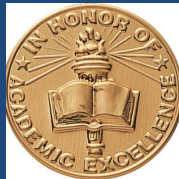
HISTORY & TRADITION OUTREACH OPPORTUNITIES ACADEMIC EXCELLENCE

@JodieSuss Email: Jsussex@cisva.bc.ca

With respect to students,
how do you define
success?

@JodieSuss Email: Jsussex@cisva.bc.ca

With respect to students,
how do you define
success?



@JodieSuss Email: Jsussex@cisva.bc.ca

CBCnews | British Columbia


Home World **Canada** Politics Business Health Arts & Entertainment Technology & Science

Canada BC Photo Galleries

Private schools top 2015 rankings of B.C. Secondary schools by Fraser Institute

West Vancouver and Revelstoke top list of public school districts in B.C.

CBC News Posted: May 14, 2015 8:48 AM PT | Last Updated: May 14, 2015 8:48 AM PT



York House Senior School in Vancouver was ranked as the number one secondary school in B.C., along with Little Flower Academy, in the 2015 Fraser Institute rankings. (Michael Elkin/Fast+Epp)

Image: <http://www.cbc.ca/news/canada/bc/private-schools-top-2015-rankings-1.3184444>



SAINT FRANCIS
of ASSISI SCHOOL

**One of the top rated schools
in the Lower Mainland**

Open to all

Mrs. Jodie Sussex, Principal
604 253 7311, Email: office@sfaschool.ca
www.sfaschool.ca



Academic “Excellence” At what cost?

@JodieSuss Email: jsussex@ciswa.bc.ca

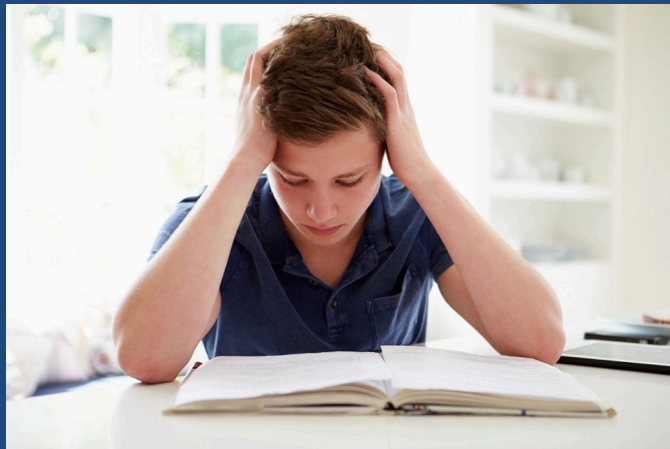
Image: <http://www.startofhappiness.com/change-your-life/>

At What Cost?

Anxiety
Fear of failure
Cheating

@JodieSuss Email: Jsussex@cisva.bc.ca

At What Cost?



<http://www.tenneyschool.com/how-to-help-your-struggling-student/>

@JodieSuss Email: Jsussex@cisva.bc.ca

What structures could we change to improve the educational experience and love of learning for **ALL** students?



@JodieSuss Email: Jsussex@cisva.bc.ca

St. Francis of Assisi Elementary School					
870 Victoria Drive, Vancouver, BC V6L 4E7					
Phone: 604.253.7311 Website: www.sfschool.ca					
INTERMEDIATE PROGRESS REPORT – TERM THREE					
<p>Claudia has a sparkling personality that is hard to come by. She is positive, cheerful, and uplifting to be around. Claudia is well liked by her peers, and is a kind, caring friend to many students. She does well to avoid drama that happens around the school, and is more than willing to help students with academics or other social issues. Claudia's work habits are inconsistent, and she is often disorganized. Her desk contains many loose papers, and she does not always have the proper supplies for class; for example, a calculator for Math and a recorder for Music. It has been a pleasure to have Claudia in class, and we wish her all the best in Grade 7!</p>					
<p>Religion: Letter Grade: A</p> <ul style="list-style-type: none"> Exhibits, through word and action, a genuine desire to live our school theme, "Open Wide the Door of Faith" Actively and willingly participates in leading school wide Liturgies (i.e., Rosary, Mass) Recognizes and explains God's Covenant in the Old and New Testaments <p>Claudia She participates in class prayers with a loud, clear voice.</p>					
<p>Language Arts: Letter Grade: B</p> <ul style="list-style-type: none"> Reads fluently and demonstrates comprehension of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques Checks written work against established criteria, (edit, revises, reads aloud and listens for fluency) Writes a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade Uses writing and representing to express personal responses and relevant opinions about experiences and issues, reflections, biographies, novel study responses, and summaries <p>Claudia is to be commended for placing a good amount of creativity and expression into her assignments. She needs to continue editing and ensuring all criteria are met for all future assignments.</p>					
<p>Math: Letter Grade: C+</p> <ul style="list-style-type: none"> Represents and describes patterns and relationships using graphs and tables Graphs contextual data and analyzes the graph to solve problems Demonstrates an understanding of integers, exponents, pictorially, and symbolically Explains and applies the order of operations, excluding exponents, with and without technology 					



Muddy reporting practices

"Johnny lost marks for handing in assignments late."

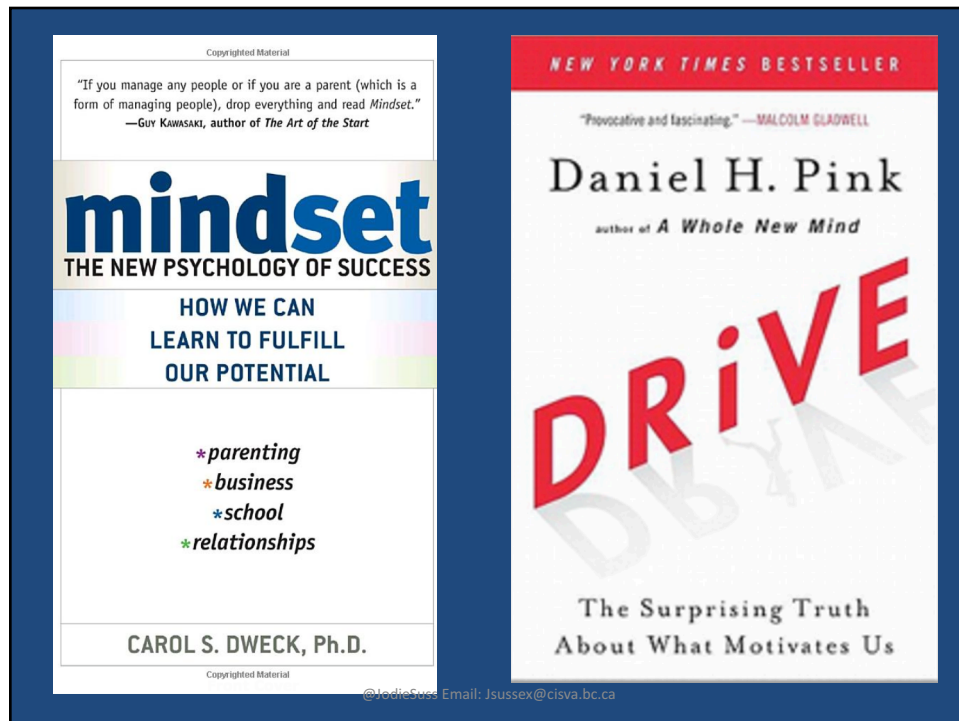
"Missing assignments affected Jenny's grade."

B

Exceeds expectations

C+

Email: Jsussex@cisva.bc.ca



educators

"If ~~parents~~ want to give their children a gift, the best thing they can do is to teach them to love challenges, be intrigued by mistakes, enjoy effort and keep on learning."

- Dr. Carol Dweck f

@JodieSuss Email: Jsussex@cisva.bc.ca

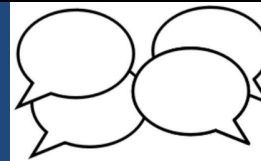


Rick Wormeli - You Tube
Gradebooks
Standards Based Grading
Redos, Retakes, and Do-overs

Don't average the scores. The new score should replace the old one. Mastery is mastery. It shouldn't matter if it took the student one or three attempts to master the essentials.

<http://2.bp.blogspot.com/-5VHHfmry73U/U0U1cQq6OLU/AAAAAAAAAAE/TYIBKTRbttM/s1600/dontaverage.jpg>

@JodieSuss Email: Jsussex@cisva.bc.ca




Dr. Justin Tarte @justintarte · Mar 4

10 questions to ask to start the grading/assessment conversation at your school: [#edchat](#) [#sbchat](#) [#education](#)
pic.twitter.com/D2fEE8roei

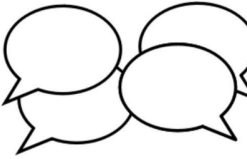
Does our practice
 match our philosophy?

@JodieSuss Email: Jsussex@cisva.bc.ca




Dr. Justin Tarte @justintarte · Mar 4

10 questions to ask to start the grading/assessment conversation at your school: [#edchat](#) [#sblchat](#) [#education](#)
pic.twitter.com/D2fEE8roei



1. Do you include student behaviours (effort, participation, adherence to class rules, etc..) in student grades?
2. Do you believe in grade reduction for work turned in late?
3. Should group work be graded/assessed on a group basis or on an individual basis?
4. Do you believe every activity or assignment that is completed should be graded and recorded in the gradebook?
5. Do you average all of a student's scores throughout the course of the semester?
6. Do you believe all students should be doing the same assessments for it to be fair?
7. Do you believe there is a place for zeros in grade reporting?

@JodieSuss Email: jsussex@cisva.bc.ca

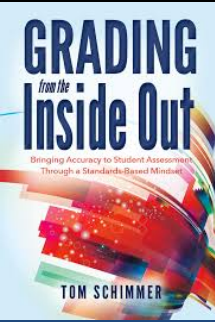


From BC's new curriculum website:

"Assessment (and the subsequent descriptive feedback) can move learning forward, lead to greater student engagement, and allow teachers to make pinpoint decisions about what comes next."

- Tom Schimmer

@JodieSuss Email: jsussex@cisva.bc.ca



Video here:
https://www.youtube.com/embed/J_-1YbvjY5g?autoplay=0&rel=0&enablejsapi=1&wmode=opaque



Joining Gradeless at Holy Cross Regional High School

At Holy Cross, students in gradeless classes are still provided a final percentage grade according to provincial requirements, but these numbers are determined through consultations between teachers and students.

@JodieSuss Email: Jsussex@cisva.bc.ca

@JillKitch

Name: _____

Exponents SHOW YOU KNOW

I can identify the coefficient, base, exponent and power

SELF ASSESSMENT

beginning > developing > accomplished > exemplary

TEACHER ASSESSMENT

beginning > developing > accomplished > exemplary

- In the equation $-(-2)^5 = -32$, which number represents the base of the power?
A -32 **B** -2 **C** -1 **D** 2
- Are the powers $(-5)^6$ and -5^6 the same? Explain. Your explanation should include "base" and "coefficient" and include the answer to each power.
- Which expression is equivalent to $(-2) \times (-2) \times (-2) \times (-2) \times (-2)$?
A 2^5 **B** 32 **C** $(-2)^5$ **D** $-(-2)^5$
- Arrange the powers in order from smallest to largest value. $(-4)^2, (2)^3, -(4)^3, (-1)^5$

@JodieSuss Email: Jsussex@cisva.bc.ca

@JillKitch

How I did on the SHOW YOU KNOW:

Using the "TEACHER Assessment" please fill in your learning arrows:

I can compare fractions	beginning	developing	accomplished	exemplary
I can multiply fractions	beginning	developing	accomplished	exemplary
I can divide fractions	beginning	developing	accomplished	exemplary
I can add/subtract fractions	beginning	developing	accomplished	exemplary
I can use BEDMAS	beginning	developing	accomplished	exemplary
I can solve word problems	beginning	developing	accomplished	exemplary

What fraction skills are you the most proud of?

What fraction skills did you do better on than expected?

What fraction skills did you not perform as well as expected or are disappointed in?

@JodieSuss Email: Jsussex@cisva.bc.ca

@JillKitch

NOTE: If you would like to improve any of your learning arrows in fractions the following must be completed and shown to Mrs. Kitching

- ☐ corrections from the SHOW YOU KNOW
- ☐ all questions in the review booklet
- ☐ all fraction practice worksheets completed in your binder
- ☐ extra practice booklets for Spring Break

What am I most proud of in the fraction unit?

How can you improve on your learning in our next unit?

PARENT SIGNATURE: _____

TEACHER SIGNATURE: _____ @JodieSuss Email: Jsussex@cisva.bc.ca

Show What You Know- **Grade 4** Whole Numbers

Types of Errors made:

Rounding	Adding with regrouping	Subtracting with regrouping	Standard form
4	0	2	0

Rate your skill level for the following:

Rounding:	Not yet	Getting started	Got it	Wow!
Add w Regrouping:	Not yet	Getting started	Got it	Wow!
Subt. w Regrouping:	Not yet	Getting started	Got it	Wow!
Standard Form:	Not yet	Getting started	Got it	Wow!

What will you do next to improve your learning?

Teacher's comments during conference:

@JodieSuss Email: Jsussex@cisva.bc.ca

Show What You Know- **Grade 4** Whole Numbers

Types of Errors made:

Rounding	Adding with regrouping	Subtracting with regrouping	Standard form
4	0	2	0

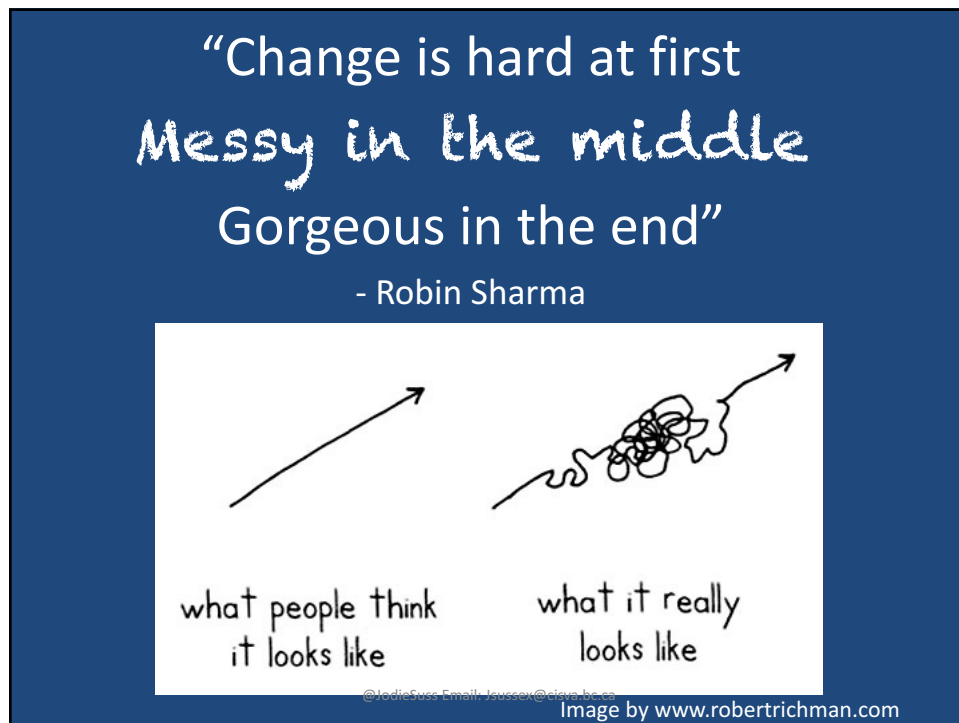
Rate your skill level for the following:

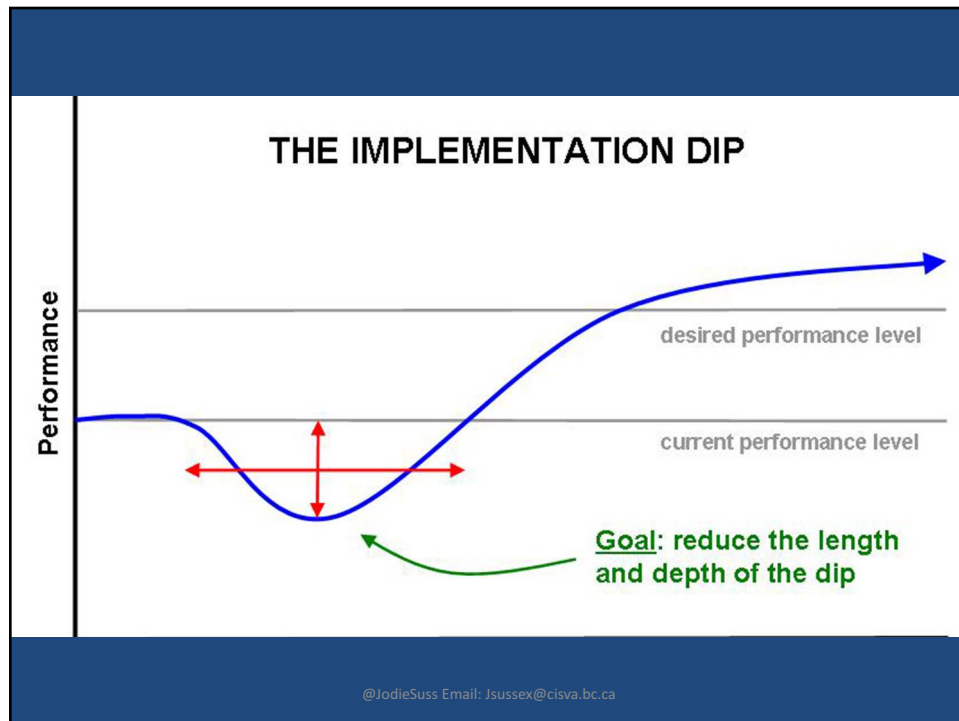
Rounding:	Not yet	Getting started	Got it	Wow!
Add w Regrouping:	Not yet	Getting started	Got it	Wow!
Subt. w Regrouping:	Not yet	Getting started	Got it	Wow!
Standard Form:	Not yet	Getting started	Got it	Wow!

What will you do next to improve your learning?

Teacher's comments during conference:

@JodieSuss Email: Jsussex@cisva.bc.ca

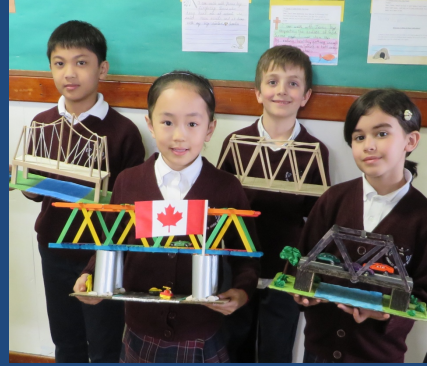




Grades Vocabulary	No Grades Vocabulary
Grading	Assessing
Score	Assess
"What grade did I get?"	"What did I learn?"
Problem	Challenge, opportunity
Judgment or criticism	Feedback
Get good grades	Achieve proficiency or mastery

@JodieSuss Email: Jsussex@cisva.bc.ca

Capturing Learning: Evidence & Portfolios



- Students actively engaged in learning
- Increased student confidence
- Focused on improvement

@JodieSuss Email: Jsussex@cisva.bc.ca

Communicating Student Learning: 3 Way Conferences & Student Led Conferences



@JodieSuss Email: Jsussex@cisva.bc.ca

Communicating Student Learning: Opening Doors: Celebration of Learning

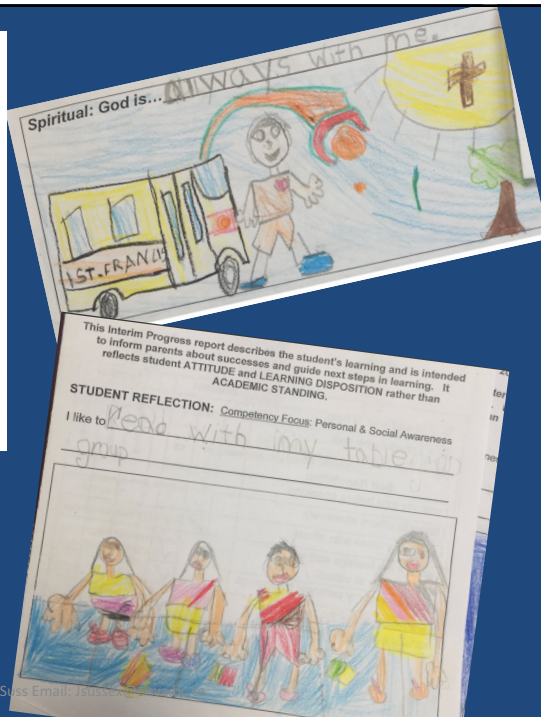
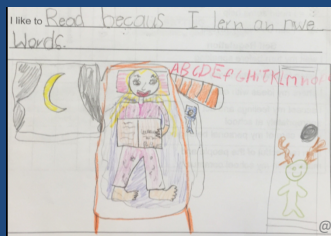



St. Francis of Assisi Elementary School
INTERIM PROGRESS REPORT OF LEARNER
 STUDENT'S NAME: _____ GRADE: _____
 TEACHER: _____ OCTOBER 20, 2016

This Interim Progress report describes the student's learning and is intended to inform parents about successes and guide next steps in learning. It reflects student ATTITUDE and LEARNING DISPOSITION rather than ACADEMIC STANDING.


STUDENT REFLECTION: Competency Focus: Personal & Social Awareness
 What are you most proud of learning since school started? Why?

Complete: "I contribute to the classroom community by..."




BC's New Curriculum
English Français

HOME
CORE COMPETENCIES
CURRICULUM
ASSESSMENT
GRADUATION



Classroom Assessment and Reporting

Classroom assessment means assessing learner to goals. Given its profile in

Reporting Student Progress (Grades K–9): Guidelines for School Districts

Highlights

The purpose of this document is to clarify changes to the Student Reporting Policy.

Here are some highlights:

- The Province is firmly committed to improving and ensuring effective practices for reporting and communicating student learning with educators and parents.
- In Grades 10–12, there are no significant changes to the reporting order at this time. Changes to policy for these grades will occur as the Ministry finalizes the draft curriculum and establishes the Graduation Requirements.
- In Grades K–9, districts have two options to consider: Option A (Schedule 2) – develop and follow a local reporting policy that

@JodieSuss Email: jsussex@ciswa.bc.ca

Note:

Communicating Student Learning: Reporting

Reporting Student Progress (Grades K–9): Guidelines for School Districts

Highlights


The purpose of this document is to clarify changes to the Student Reporting Policy.

Here are some highlights:

- The Province is firmly committed to improving and ensuring effective practices for reporting and communicating student learning with educators and parents.
- In Grades 10–12, there are no significant changes to the reporting order at this time. Changes to policy for these grades will occur as the Ministry finalizes the draft curriculum and establishes the Graduation Requirements.
- In Grades K–9, districts have two options to consider: Option A (Schedule 2) – develop and follow a local reporting policy that allows more flexibility for those that have developed or are in the process of developing new practices for communicating student progress to parents and students; and Option B (Schedule 1) – follow the newly revised Student Reporting Order.
- Parental engagement about the student reporting process will provide feedback that will assist in refining both provincial and local reporting policies and practices.
- Through changes in reporting practices, parents will receive information

@JodieSuss Email: jsussex@ciswa.bc.ca

Note:
Option A within this document refers to Schedule 2 of the Reporting Order and Option B refers to Schedule 1 of the Reporting Order.


 **BC's New Curriculum** English Français

HOME CORE COMPETENCIES CURRICULUM ASSESSMENT GRADUATION

Key Points to Remember about Options A and B


	Option A: (Schedule 2) Interim Student Reporting Guidelines for Grades K–9	Option B: (Schedule 1) Student Reporting Policy (revised)
Frequency of reports	<ul style="list-style-type: none"> Reporting is timely and responsive throughout the year. Communications with parents shall be made at least 5 times during the year. A <i>final written summative report</i> shall be provided at the end of the school year. 	<p>Reports shall be provided to parents 5 times during the year, as follows:</p> <ol style="list-style-type: none"> 3 <i>written reports</i>, one of which shall be at the end of the school year 2 <i>informal reports</i>.
Letter grades	<ul style="list-style-type: none"> Letter grades are not provided in Grades K–3. For Grades 4–9, local district policies and procedures will determine the use of letter grades on summary reports. In Grades 4–9, letter grades must be provided to parents on request. 	<ul style="list-style-type: none"> Letter grades are not provided in Grades K–3. In Grades 4 and 5, letter grades may be provided in ways other than on a written report, but must be provided to parents on request. In Grades 6–9, letter grades are required on all written reports.

@JodieSuss Email: Jsussex@ciswa.bc.ca

 **BC's New Curriculum** English Français

HOME CORE COMPETENCIES CURRICULUM ASSESSMENT GRADUATION

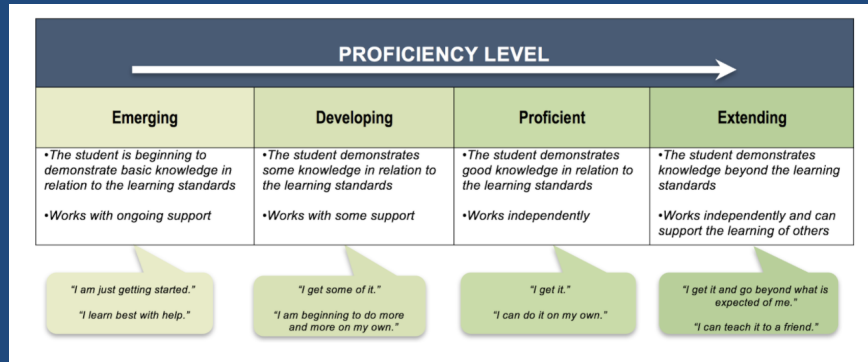
Reporting on Core Competencies	<p>The final written summative report includes the requirement for a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate.</p>	<p>The final written summative report includes the requirement for a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate.</p>
---------------------------------------	--	--



@JodieSuss Email: Jsussex@ciswa.bc.ca

Communicating Student Learning:

New Language: Levels of Proficiency

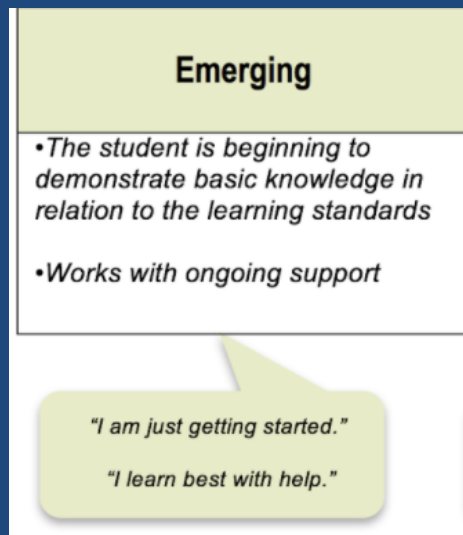


From Surrey Schools CSL team

@JodieSuss Email: Jsussex@cisva.bc.ca

New Language: Levels of Proficiency

From Surrey Schools



@JodieSuss Email: Jsussex@cisva.bc.ca

New Language: Levels of Proficiency

From Surrey Schools

Developing

- *The student demonstrates some knowledge in relation to the learning standards*
- *Works with some support*

"I get some of it."

"I am beginning to do more and more on my own."

@JodieSuss Email: Jsussex@cisva.bc.ca

New Language: Levels of Proficiency

From Surrey Schools

Proficient

- *The student demonstrates good knowledge in relation to the learning standards*
- *Works independently*

"I get it."

"I can do it on my own."

@JodieSuss Email: Jsussex@cisva.bc.ca

New Language: Levels of Proficiency

From Surrey Schools

Extending

•The student demonstrates knowledge beyond the learning standards

•Works independently and can support the learning of others

"I get it and go beyond what is expected of me."

"I can teach it to a friend."

@JodieSuss Email: Jsussex@cisva.bc.ca

Science 3 'Design a Forest Habitat Poster'

C. Martin, Nukko Lake

Student Name: _____

Curricular Comp.	Emerging	Beginning	Developed	Applying
Questioning and Predicting: Demonstrate curiosity about the natural world (Planning)				
-shows three levels of the forest habitat on poster	- Partially complete; may be missing one or two layers; may focus on only one layer	- Partially complete; may be missing one layer completely	-generally complete; may be weak with description of one layer of forest	- accurate and precise; makes no errors or omissions in showing forest levels
-2-3 different animals and plants in each layer of the forest habitat	-may have one animal and plant in each layer of forest habitat	-shows 2 animals and plants in layers but may omit one layer	-shows 2-3 animals and plants in each layer of the habitat	-shows 3 animals and plants in each layer and may add more
Applying and Innovating: Transfer and apply learning to new situation (Creating)				
-Use several materials to build forest habitat -The way the materials are presented is effective at demonstrating forest habitat	-tends to stick to only one material -needs more materials to show elements of forest habitat	-uses more than one material when prompted -the materials chosen show some aspects of forest habitat	-uses different materials -the materials chosen show most aspects of forest habitat	-brings materials from home or asks for specific material -the materials show all aspects of forest environment and are effective
Communicating: Represent and communicate ideas in a variety of ways; diagrams/labelling;				
-label plants clearly with correct spelling	-labels are hard to read	-labels are somewhat clear	-all labels are clear	-all labels are clear and attractive
-label animals clearly with correct spelling	-doesn't use draft versions	-with ongoing assistance will create drafts	-creates drafts; will make improvements	-independently creates draft versions

T My Creative Thinking
My best new idea was:

C My Communication
Others can learn from my poster because:

@MorozJennifer

@MorozJennifer SD57

@JodieSuss Email: Jsussex@cisva.bc.ca

New Language: Areas of Learning

Interdisciplinary – clustering of areas

Language and Literacy

Numeracy and Problem Solving

Inquiry/Integrated (SS/Sci)

Design and Create (Arts/ADST)

Inquiry/Integrated Studies (includes Social Studies and Science)	
Demonstrates questioning, curiosity and reflection	Mastering
Assembles and applies knowledge to support understanding	Mastering
Uses subject-based processes (i.e. scientific method) to navigate learning	Mastering
Design and Create (includes the Arts and ADST -- Applied Design, Skills and Technology)	
Generates and develops ideas and designs for problem solving or expression	Mastering
Applies materials, tools and techniques appropriate to their goal	Mastering
Reflects and adapts to fit the purpose	Mastering
Health and Physical Education	

@JodieSuss Email: Jsussex@cisva.bc.ca

Communicating Learning to Parents samples



St. Francis of Assisi Elementary School

870 Victoria Drive, Vancouver, BC V5L 4E7
Phone: 604.253.7311 Email: office@sfaschool.ca Website: www.sfaschool.ca

COMMUNICATING YOUR CHILD'S LEARNING

November 9, 2016

Dear Parents/Guardians,

At St. Francis of Assisi School, we strongly believe that effective communication between the home and the school is central to student success. This year, we will continue to ensure that:

- parents are well informed about their child's progress
- parents are involved as partners in a dialogue about their child's progress to support and improve learning
- students are provided with meaningful feedback to help them take ownership of their education

As the curriculum changes here in BC, so must the assessment and reporting of student progress. We are excited to note that the Ministry of Education has recently revised its [Reporting Policy Guidelines](#) to allow for variations and flexibility in how individual schools and districts improve communication with parents/guardians.

Here at St. Francis of Assisi, we have shifted the way we will communicate your child's learning. We will be:

Increasing the Frequency of Reports and Communications

Oct. 20	Written interim progress report include student self-assessment with respect to learning skills as well as comments which focus on the core competency of Personal and Social Responsibility.
---------	---

@JodieSuss Email: Jsussex@cisva.bc.ca

Communicating Learning to Parents samples

Grade 3-7

Performance Scale definitions:

- Beginning- The student requires teacher direction and support to acquire skills
- Developing- The student is learning to apply skills with some support
- Refining- The student is refining skills with increasing confidence, consistency, & independence
- Mastering- The student consistently demonstrates competence and sophistication in applying skills

Removing Use of Letter Grades

No letter grades will be assigned. Due to present policy, they are available upon request; however, providing letter grades is not congruent with our school philosophy.

Over the past three years, we have worked hard at creating a strengths-based approach to learning with a focus on positive mindset. Our focus has been to minimize letter grades because of research, mentioned in Mrs. Sussex's EdTalk "[Motivating Students to Learn, Not Earn](#)," and highlighted through [Alfie Kohn's work](#):

- Grades tend to reduce students' interest in the learning itself
- Grades tend to reduce students' preference for challenging tasks
- Grades tend to reduce the quality of students' thinking and may encourage cheating

By removing letter grades, the goal is to provide a greater emphasis on communicating individual student learning relative to specific curricular skills. Students will now have more personalized opportunities to demonstrate improvements in their learning. It moves the focus away from what a student has produced (product), to how a student is learning (the process).

Teachers are proud to see the learning that is happening in their classrooms. Students are motivated to learn by using effective feedback to improve their learning. Students are not afraid to make mistakes because they know that they will have more opportunities to demonstrate growth and improvements in their learning related to the curricular competencies.

@JodieSuss Email: Jsussex@cisva.bc.ca

Communicating Learning to Parents samples

INTERMEDIATE PROGRESS REPORT 2016-2017

STUDENT: _____

GRADE: _____

TEACHER: _____

TERM: _____

This form was completed due to a parental/guardian request for letter grades, as St. Francis of Assisi report cards do not contain letter grades. Please refer to the official report card with the opening comments, criteria and evaluative statements for a more comprehensive understanding of the student.

Subject	Letter Grade
Language Arts	
Math	
Social Studies	
Science	

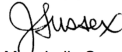
@JodieSuss Email: Jsussex@cisva.bc.ca

Communicating Learning to Parents samples

- include feedback from multiple sources, as appropriate, including the student, teacher, peers, and parents
- encourage students to work toward their goals, build student ownership, and make clear their role in the communication process
- encourage students to use this information to make necessary revisions to their work and set learning goals

We appreciate your support as we explore this new way to communicate your child's learning and very much look forward to your feedback throughout the year as we work to refine the process. During the 2016-2017 school year, the Ministry of Education is also looking for input from parents (see [here](#)). If you have any questions or concerns about how SFA will be communicating your child's learning, I have reserved time on Wednesday, November 23rd to be able to answer any questions (please see below). As always, feel free to contact your child's teacher to discuss your child's progress.

Sincerely yours,



Mrs. Jodie Sussex
Principal

If you are interested in attending a **parent information session** to learn more about SFA's current philosophies in communicating learning and effective assessment, please RSVP to Mrs. Mackay at office@sfaschool.ca. Please let us know which session you are available to attend (in the school library):

- ☐ **November 23rd** 9:00 a.m. - 9:30 a.m.
- ☐ **November 23rd** (PAC meeting 6:45 & info session 7:30-8:00)

@JodieSuss Email: Jsussex@cisva.bc.ca

Communicating Learning to Parents samples



St. Francis of Assisi Elementary School

870 Victoria Drive, Vancouver, BC V5L 4E7
Phone: 604.253.7311 Email: office@sfaschool.ca Website: www.sfaschool.ca

STUDENTS SHARING THEIR STRENGTHS AS LEARNERS

June 6, 2017

Dear Parents/Guardians,

Reporting on Core Competencies

The Core Competencies, along with literacy and numeracy foundations, are at the center of the redesign of curriculum and assessment. Core Competencies are sets of intellectual, personal, social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. For more information about Core Competencies, go to <https://curriculum.gov.bc.ca/competencies>

Core Competencies start in the home and are evident in every area of learning. They come into play when children are engaged in "doing" in any area of learning (not just what happens in school). This includes activities where children use thinking, collaboration and communication to solve problems, address issues, or make decisions. The ultimate goal is for our children to employ the core competencies every day in school and in life.

All year, St. Francis of Assisi School has been embedding opportunities for students to demonstrate and develop their Core Competencies, including opportunities for self-assessment. Self-assessment allows them to develop the ability to describe themselves as unique individuals in relation to the Core Competencies. They set goals and gain greater ownership of their learning when they have the opportunity to self-assess and describe who they are as learners, document their progress, and share their accomplishments in an ongoing and holistic manner.

Communicating Learning to Parents samples

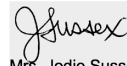
Please note that a final report card will be sent home on June 29th where teachers will provide detailed information on your child's progress relative to the specific and required curricular skills and content as well as detailed comments and suggestions for future growth.

Celebration of Learning

As a staff, we are very proud of the growth and development the students have demonstrated throughout the year in the areas of Communication, Creative and Critical Thinking, and Personal and Social Awareness. On June 13 and 14th, each classroom will open it's doors to parents from 3:00-4:00 p.m. to provide an opportunity to showcase your child's strengths. Your child will take this time to share stories of their strengths and growth related to the Core Competencies.

We hope you will enjoy this special time with your child as they **present WHO they are as LEARNERS rather than WHAT they are LEARNING.**

Sincerely yours,



Mrs. Jodie Sussex
Principal

"We must constantly remind ourselves that the ultimate purpose of evaluation is to have students become self-evaluating. If students graduate from our schools still dependent upon others to tell them when they are adequate, good, or excellent, then we've missed the whole point of what education is about."

- Costa and Kallick (1992)

@JodieSuss Email: Jsussex@cisva.bc.ca

Change Agent

The only way to help people move forward is by building relationships and understanding where their journey begins, not focusing solely on where you want them to be.

@gcouros

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

Robert John Meehan



A key to growing as a teacher is to keep company mainly with teachers who **uplift** You, whose presence **inspire** You and whose dedication **drives** You.

- Robert John Meehan

@JodieSuss Email: Jsussex@cisva.bc.ca

Research has shown that when teachers work together and learn from each other, this collaboration results in rising student achievement.

BBC Sign in News Sport Weather Shop Earth Travel More

NEWS

Home Video World US & Canada UK Business Tech Science Magazine Entertainment

Why high-flying Singapore wants more than grades


<http://www.bbc.com/news/business-39142030>




Singapore is in top place in the international rankings for education. But it wants the next upgrade of its school system to focus on keeping students positive and resilient.


Dr Lim Lai Cheng, former head of the prestigious Raffles Institution school in Singapore and director at the Singapore Management University, explains the push for character as well as qualifications.

Singapore is top of education rankings - but now wants to focus on well-being. @JodieSuss Email: Jsussex@cisva.bc.ca

 Pinned Tweet

 **Joe Bower** @joe_bower - 15 Dec 2015

Want to collect data on how children are learning? Know them. Watch them. Listen to them. Talk *with* them. Sit with them. Be with them.



@JodieSuss Email: Jsussex@cisva.bc.ca

What structures WILL YOU change to improve the educational experience and love of learning for ALL students?



Jodie Sussex

Email: jsussex@cisva.bc.ca Twitter: [@JodieSuss](https://twitter.com/JodieSuss)

@JodieSuss Email: Jsussex@cisva.bc.ca