

Mr. Brett Cameron, Principal

Ms. Heather Larson, Trustee Liaison

October 5, 2020

Dear Parent(s) and/or Guardian(s):

We are pleased to announce that our school will be participating in the School District’s Innovation Grants for Communicating Student Learning 2020-21. This year we join over 30 schools in Richmond who will be engaged in communicating student learning through the Ministry of Education’s Option A Reporting Policy. The teachers and divisions participating from our school include: **Ms. Lam (Division 6), Ms. Miyazato and Ms. Clark (Division 4), Mrs. Leung (Division 3), Mr. Imagawa (Division 2), and Mr. Pooni (Division 1).**

Research has shown that good communication between home, school, and child is key to student success. This triangle of communication is designed to provide up-to-date information about student progress and involve the student, teacher, and family in meaningful dialogue throughout the school year.

Your child’s progress will be described using the Proficiency Scale provided to us by the Ministry of Education, which is the same scale used on the Grad Literacy Assessment and Grad Numeracy Assessment.

Proficiency Scale	➔			
	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.

Communicating student learning in this way requires us to provide timely and responsive feedback and updates on student progress throughout the school year and we will be doing this in a variety of ways, including:

- digital portfolio posts and reviews
- learning conference(s) (either by Zoom or in-Person, when possible)
- student reflection and self-assessment of the Core Competencies
- summary of progress (mid-year and end of year)

We hope that providing you with timely, flexible information about your child(ren)’s progress this year will help ensure that you will be well informed about their learning. Please see the following page for proficiency scale information.

We also recognize that as parent(s)/guardian(s) who may have more than one child at our school, you may receive feedback on your children in more than one way. This is because both Option A and Option B of the Ministry of Education’s Reporting Policy are being supported in the Richmond School District. We value your feedback as we continue to develop better ways to communicate student learning.

Therefore, we are inviting you to a meeting on **Wednesday, October 14 at 6:30 p.m.** to provide further information. We hope to see you there!

If you have questions, please contact us. Thank you for supporting your child’s learning and growth.

Sincerely,

Ms. Lam Ms. Miyazato Ms. Clark Mrs. Leung Mr. Imagawa Mr. Pooni Mr. Cameron
Teacher Teacher Teacher Teacher Teacher Teacher Principal

✂✂✂✂✂RETURN THIS BOTTOM PORTION TO SCHOOL BY TUESDAY, OCTOBER 13✂ ✂✂✂✂✂

Ministry of Education’s Option A Reporting Policy Parent Information Session 6:30 p.m. on OCTOBER 14 RSVP

My child(ren’s) name(s): _____

They are in Division(s): _____ Parent(s)/Guardian(s) Name(s): _____

- I will attend the Option A Reporting Policy Information Session by Zoom at 6:30 p.m. on Wednesday, October 14.
- I understand that this process is the same as last year’s pilot process and do not need to attend a meeting.
- Sorry, I am unable to attend the Option A Reporting Policy Information Session by Zoom at this time.

Understanding the PROFICIENCY SCALE

THE LEARNING JOURNEY TAKES TIME AND PATIENCE

For each individual student, learning moves through various stages. The goal is the same; there is a particular skill or understanding that needs to be learned and demonstrated. However, the time it takes for students to reach their destination and the route they take to get there varies. The proficiency scale is a way for teachers, students and parents to understand where each student is on their learning journey and what they need to work on to move towards proficiency. The following examples are adapted from our work with Canadian Assessment Educator, Katie White, who describes these stages of learning in the context of learning to drive.



EMERGING

When learners are emerging, they are in the process of building their readiness to learn. This includes elements such as becoming familiar with language, background context or foundational skills.

When we are learning to drive, before we get behind the wheel, we need to learn what the street signs mean, the basic rules of the road and what all the parts of the car do. We need a solid foundation before we move onto to practicing the skill we're learning and move to being supported.

DEVELOPING

When learners are developing, they are working with others to improve their skill and understanding. This is where students spend most of their time, practicing, refining, making wrong turns and correcting their processes and thinking.

This is when we actually turn on the car and try driving. We need opportunities with someone to guide us where we might need support and further practice with the process. It is this practice with a more experienced driver that allows us to move towards proficiency.

PROFICIENT

When learners are proficient, they are able to demonstrate the skills they have learned independently and with confidence. Students should be able to show their proficiency in a number of ways.

Drivers demonstrate their proficiency by passing their driving test. Once they show that they have the skill to drive independently, they no longer need someone in the car with them; they can continue to develop their comfort and enjoyment independently.

EXTENDING

When learners are extending, they are free to explore the larger applications and possibilities of their learning. As they develop deeper understanding, they have more opportunities to make thoughtful connections and to innovate.

Once drivers are extending, they can try their hand at many new experiences. They can drive different sorts of vehicles and explore different terrain and weather. Their proficiency in the skill of driving allows them to explore the world in ways they previously weren't able to.

Proficiency Scale	→			
	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.

Comprendre L'ÉCHELLE DE COMPÉTENCE

Apprendre prend du temps et de la patience

Pour chaque élève, l'acquisition se fait en plusieurs étapes. Le but reste le même : un apprentissage ou une compréhension spécifique doit être acquis pour passer à l'étape suivante. Cependant, le temps et le chemin qu'il faut pour atteindre la nouvelle étape varie selon chaque individu. Cette échelle de compétence permet aux enseignants, aux élèves et aux parents de savoir où se trouve l'apprenant sur ce continuum et ce dont il a besoin pour progresser jusqu'à la prochaine étape. Les exemples qui suivent sont adaptés de l'éducatrice canadienne, spécialiste en évaluation, Katie White. Elle décrit 4 étapes d'apprentissage comme pour le Code de la route.



ÉMERGENT

Quand les apprenants sont **ÉMERGENTS**, ils posent les bases de leur apprentissage. Ceci peut inclure des prémices de langage, des éléments de contexte ou des compétences fondamentales.

Avant d'être au volant, quand on apprend à conduire, on a besoin d'apprendre la signification des panneaux de circulation et comment fonctionne la voiture. On a besoin de comprendre et d'assimiler tous ces éléments fondamentaux avant de conduire.

EN VOIE D'ACQUISITION

Quand les apprenants sont **EN VOIE D'ACQUISITION**, ils s'améliorent, et souvent avec les autres. C'est à cette étape que les élèves passent la majorité de leur temps, car ils pratiquent, essayent, font des erreurs, se corrigent... et apprennent.

Quand on apprend à conduire de plus en plus, c'est à cette étape que l'on démarre la voiture et qu'on commence à conduire. On le fait souvent avec quelqu'un qui nous aide. C'est la maîtrise de la conduite avec un conducteur expérimenté qui nous fait progresser.

MAÎTRISÉ

Quand les apprenants sont au stade **MAÎTRISÉ**, ils sont capables d'utiliser leurs connaissances avec confiance. Les élèves à ce niveau sont capables de montrer leurs compétences dans beaucoup de domaines.

Quand on apprend à conduire, il faut passer son permis de conduire d'abord. Une fois que le conducteur a montré qu'il pouvait conduire tout seul, il n'a plus besoin d'aide. Le conducteur va continuer à se sentir de plus en plus confortable et va apprécier son indépendance.

APPROFONDI

Quand les apprenants sont au niveau **APPROFONDI**, ils sont libres d'explorer de nouveaux domaines. Au fur et à mesure qu'ils utilisent leurs nouvelles acquisitions, ils étendent leur savoir vers des sujets plus complexes, font de nombreuses nouvelles connections et innovent dans de nombreuses situations.

Quand on sait très bien conduire, on se sent bien. On peut conduire toutes sortes de véhicules sur des terrains très différents. On peut aussi aller de plus en plus loin et découvrir le monde.

Diagramme 3 : Échelle de compétences

Niveau de compétence	→			
	Émergent	En voie d'acquisition	Maîtrisé	Approfondi
	Selon les résultats d'apprentissage visés, l'élève démontre une compréhension initiale des concepts et des compétences.	Selon les résultats d'apprentissage visés, l'élève démontre une compréhension partielle des concepts et des compétences.	Selon les résultats d'apprentissage visés, l'élève démontre une solide compréhension des concepts et des compétences.	Selon les résultats d'apprentissage visés, l'élève démontre une compréhension approfondie des concepts et des compétences.