

Ongoing Communication of Student Learning



NANAIMO LADYSMITH
PUBLIC SCHOOLS

In Nanaimo-Ladysmith Public Schools, we will be moving from a model of **reporting to parents** to **communicating student learning with parents** on an ongoing basis. Ongoing Communication of Student Learning are timely and responsive throughout the year.

4 Criteria: Communicating Student Learning

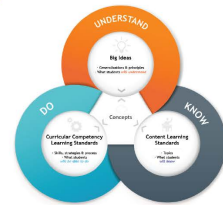
INCLUDES AUTHENTIC EVIDENCE OF LEARNING



Work samples, photographs, audio, and video offer visible, authentic evidence of learning. These may be observed at any time during the learning process.

EXPLICITLY REFERENCES the LEARNING STANDARDS

Learning Standards include the Curricular competencies and content as identified in the BC Redesigned Curriculum. They describe what the students are expected to know, understand, and be able to do.



INCLUDES DESCRIPTIVE FEEDBACK

Descriptive feedback is ongoing, specific and timely. The primary purpose of descriptive feedback is to help the student understand:

- what they are doing well,
- what needs improvement,
- what are the next steps for learning?

INCLUDES STUDENT VOICE

Ownership of learning becomes more authentic when students use their own voice to communicate about their learning. Student voice is when the student can self-reflect and articulate what they are learning, why they are learning it and identify where they are in the learning process.



Minimum Requirements for Curricular Areas

CURRICULAR AREA	Language Arts	Mathematics	Sciences	Social Studies
MINIMUM # OF COMMUNICATIONS (2017-18)	3	3	2+	2+