



September, 2018

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

This is an exciting period for education and learning in British Columbia. Major changes have been announced in the last two years by the Ministry of Education. In the same vein, the Conseil scolaire francophone aims to ensure that students acquire 21<sup>st</sup>-century skills, considered essential for them to become engaged learners, collaborators, innovators and contributors.

With a redesigned curriculum, the British Columbia Ministry of Education has updated the way student learning is assessed and communicated to parents. New practices for reporting on student progress are being put forward at the provincial level.

Recognized as an innovator, the Conseil scolaire francophone was chosen by the Ministry of Education to be part of a cohort of 14 school boards that are piloting a new way of communicating student progress. This project involves all students from Kindergarten to Grade 9.


Research has shown that good communication between the school and the home is key to student success. The Conseil scolaire francophone is committed to communicating up-to-date information about a student's progress via a digital portfolio, and inviting the student, teacher and parents together to establish a constructive dialogue throughout the school year.

This school year, at the very least, student progress will be communicated as follows:

1. Throughout the year, ongoing communication takes place between the student, teachers and parents about student progress by way of a e-portfolio created using the FreshGrade reporting application.
2. In the winter, a session of student-led conferences will be organized by the school. During this conference, your child will show you evidence of learning in their e-portfolio.
3. One week after this conference, the *Résumé de l'apprentissage de l'élève (Summary of Student Progress)* will be sent to the parents. It tells you how your child is doing in relation to the expectations set out for their age group or grade.
4. In the spring, a second session of student-led conferences will be organized by the school. During this conference, your child will show you evidence of learning in their e-portfolio.
5. At the end of the school year, the *Bulletin final officiel d'évaluation sommative (Final Summative Formal Report Card)* will be sent to you. This report is accompanied by your child's self-assessment on core competencies: the Communication Competency, the Thinking Competency, and the Personal and Social Competency. These competencies are at the heart of the curriculum and assessment transformation, on a par with the foundations of literacy and numeracy.
6. Throughout the school year, any concerns regarding your child's results must be communicated to you by the teacher. This communication does not form part of the portfolio. It may take a variety of forms, such as in person, by email or any other form agreed to by the school principal.



The four-point provincial proficiency scale will be used to assess your child's progress.

Proficiency Level				
	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.

The four-point provincial proficiency scale will be used both in the portfolio of all students from 4 years of age to Grade 9, and in the *Bulletin final officiel d'évaluation sommative (Final Summative Formal Report Card)* from Kindergarten to Grade 7. For the *Bulletin final officiel d'évaluation sommative (Final Summative Formal Report Card)* of students in Grades 8 and 9, we will continue to use letter grades.

The Ministry of Education has not yet provided directives for communicating the school progress of students in Grades 10 to 12. While we await new directives, no changes will be implemented.

By providing you with evidence of your child's learning in real time, we hope to keep you well informed about your child's progress.

If you have any questions, please do not hesitate to contact your child's teacher or the school principal. Thank you for supporting your child's learning and growth.

Cordially,

Bertrand Dupain  
Direction Générale

Monica Monus  
Direction des Services pédagogiques



## Frequently Asked Questions

### ***What is the value of the CSF participating in the Ministry of Education's pilot project?***

Participating in this pilot project gives students and parents a chance to share their views about the piloted practices. It also allows school boards to have a voice in the development of the final K–9 Student Reporting Policy, and provides educators with more time and opportunities to find how best to support student learning by trialing the draft policy and guidelines.

### ***Where does the four-point provincial proficiency scale come from?***

This scale focusing on strengths is based on research in the field of assessment carried out by postsecondary institutions in the province, consultations with education partners and school board practices. The same scale is used for the new numeracy assessment and will be used for the future literacy assessment for Grades 10 to 12 as a graduation requirement. It is also aligned with the scale used for the provincial Foundation Skills Assessment. The harmonization of the entire provincial assessment system was one of the first recommendations of the Ministry of Education's provincial partners, including the Classroom Assessment and Reporting Advisory Group. Throughout the school year that is beginning, all of the school boards that are participating in the Ministry of Education's pilot project will use this proficiency scale.

### ***What is the role of parents with regard to the portfolio?***

Your role as parents is to encourage your child at all times and therefore, in your comments, to always emphasize their strengths. Your comments are addressed to your child. If you have any questions for the teacher, please contact him or her by email or by telephone.

The e-portfolio also makes it possible for you to have conversations with your child about the evidence of learning posted. Please remain positive in your conversations and try to be supportive in the challenges that are to be met.

You also have an important role to play during the presentation of your child's portfolio. This will be an opportunity for you to learn more about their learning and above all to show your child that you are partners in their education.

### ***What will happen with my child's data if he or she uses the FreshGrade collaboration system for the portfolio?***

As a public institution, we are subject to BC's Freedom of Information and Protection of Privacy Act (FIPPA). In accordance with this Act, we must at all times protect the privacy of the students who are in our care.

The Conseil scolaire francophone provides access to a collaboration system between the students, parents and teachers on behalf of FreshGrade. We believe that this project, which is a priority for our school board, will help to overcome many of the traditional challenges that we face when teachers communicate about learning with parents, guardians and students. Our intention is to use this tool to be able to communicate more effectively with you about your child's work, learning and assessment, in a manner that is simple, efficient and transparent.



FreshGrade is a product hosted on a server in Vancouver, British Columbia, at [Cogeco Peer1](#). The students' personal data (namely, the students' portfolio identified by their first name and last name, the name of their school, and their personal student number) will be stored there. All of the data is made available and transmitted in a secure manner. It is not disclosed to anyone without the permission of the user.

We will not be able to create a FreshGrade account for your child if the consent form is not signed. For more information on this subject, please refer to agreement form 1.0.0, which was sent to you last week by the Conseil scolaire francophone.

***What is evidence of learning?***

In your child's portfolio, you will see several examples of evidence of learning. Evidence of learning is not simply a photo, a video or a written assignment. These items must always be accompanied:

- a) During the project: by formal comments from the teacher referring to the assessment criteria of the project. A formal comment from the teacher must include: strengths, areas to be improved, short-term objectives, the teacher's assessment based on the four-point provincial proficiency scale.
  - b) At the end of each project: the attribution of a proficiency level that reflects the student's learning.
- And/or
- c) The student's reflections and/or self-assessment about their learning, referring to the assessment criteria or the four-point provincial proficiency scale.

***How many examples of evidence of learning should I see in my child's portfolio?***

Before the session of student-led conferences, you should receive, at a minimum, the following.

<b>Subject</b>	<b>Minimum number per semester</b>	<b>Minimum number per school year or at the end of a semester</b>
French	3	9
Mathematics	2	6
Social Studies	1	3
Science	1	3
Physical and Health Education	1	3
Arts Education	1 or 2	4 (1 for each component)
Career Education	K to Gr. 5 : at the teacher's discretion Gr. 6 to 9: 1	K to Gr. 5: 1 (at the end of the school year) Gr. 6 to 9: 3
Applied Design, Skills and Technologies	Gr. 6 to 9: 1 K to Gr. 5 : at the teacher's discretion Gr. 6 to 9: 1	Gr. 6 to 9: 3 K to Gr. 5: 1 (at the end of the school year) Gr. 6 to 9: 3



English Language Arts	Gr. 4 to 6: 1 Gr. 7 to 9: 3	Gr. 4 to 9: 3 Gr. 7 to 9: 9
Core Competencies	At the teacher's discretion	During the school year: at least one example of learning evidence chosen by the student and accompanied by a self-assessment for each of the three Core Competencies (these are not included in the final report card).
Francisation : students in the Francization program who follow the provincial curriculum (In addition to evidence in the other subjects)	1	3
Francisation : students who are not able to follow the provincial curriculum (In addition to evidence in the other subjects)	3	9
English Language Learning (ELL): students who follow the provincial curriculum (In addition to evidence in the other subjects)	Gr. 4 to 9: 1	Gr. 4 to 9: 3
English Language Learning (ELL): students who are not able to follow the provincial curriculum (In addition to evidence in the other subjects)	Gr. 4 to 9: 1 Gr. 7 to 9: 3	Gr. 4 to 6: 3 Gr. 7 to 9: 9
<p>In addition, at least twice per school year, the teacher will write descriptive comments about your child's engagement and behaviour.</p> <p>Examples: information about contributions to the group, the school and the community, about interactions with their peers, about the student's attitude towards work, and their social and personal responsibility, etc.</p>		

The curriculum encourages interdisciplinary learning. When the evidence of learning combines several subjects, the examples of evidence of learning must be accompanied by assessment criteria that explicitly show what was assessed per subject. One example of evidence that combines two subjects is the equivalent of two examples of evidence, one per subject assessed.



***What are the educational benefits of this way of communicating my child's progress?***

The Ministry of Education has redesigned the curriculum, and the assessment and reporting of student progress as a result of in-depth academic research, national and worldwide outcomes, and consultation with parents and educators.

The B.C. Ministry of Education mandated the University of British Columbia, the University of Victoria and Vancouver Island University to conduct a study on academic research and the current literature on assessment and the reporting of student progress.

The main conclusions are as follows:

- Frequent communication with parents about learning: the researchers emphasized that communication in real time about a child's learning has a positive impact on the student's learning, engagement and motivation.
- Assessment using proficiency levels: the researchers found that traditional report cards (with letter grades A, B, C-, C+, etc.) have a negative impact on students' motivation and therefore on their learning. Assessment using proficiency levels based on the learning standards of the curriculum is more reliable and increases the students' level of motivation.
- Self-assessment and peer evaluation: researchers have shown that self-assessment and peer evaluation increase students' confidence in their abilities, improve performance, make students more independent and responsible for their learning, and create positive and productive learning environments.
- Students at the centre of the assessment process: researchers affirm that students who have the opportunity to be engaged in the assessment process are better able to describe what and how they are learning, and they experience a greater sense of ownership of their learning.

***Will students be responsible for assessing themselves?***

Students will be more involved in the assessment process—from co-creating criteria for learning to reflecting on their learning to engaging in self-assessment, etc. However, teachers will continue to organize learning, provide descriptive feedback, and evaluate student progress.

***I'm used to receiving report cards with letter grades (A, B, C+, C-, etc.). The new way of communicating my child's progress is very different from what I was accustomed to. What are the options?***

Letter grades have always been subjective and targeted one subject at a time. The new way of reporting students' results fosters a conversation about progress, the wealth of learning, social skills and communication, and therefore provides an overall picture of the child.

However, if you consider it necessary to receive letter grades, you can make a request by email sent to your child's teacher and copied to the school principal. The letter grades will be sent to you by email, for information purposes, and will not be part of your child's formal assessment. Please note that students must meet the expectations for their age group only at the end of the school year. According to the ministerial directives, this request can be made only by the parents of children from Grade 4 to Grade 9.



***What will happen if we decide not to sign the FreshGrade consent form?***

The CSF is aware of the importance of having its students acquire 21<sup>st</sup>-century skills, including numeracy skills. Communicating student progress is crucial for our school board, and we strongly believe that FreshGrade will make it possible to communicate your child's progress in real time, in a manner that is simple, efficient and transparent.

However, if you decide not to sign the form, your child will prepare a portfolio in paper format that will be presented to you at the conference led by your child.

***If I receive evidence of my child's learning during the semester, why should I attend the conference led by my child?***

Research has shown that your child's motivation at school depends a lot on the interest that you take in their education. During this conference, your child will not just show you the evidence of learning accompanied by comments from the teacher. Your child will take the time to tell you about the challenges encountered, their strengths, the work that they are proud of, the objectives that they set with the teacher, and other useful information.

***During the conference led by my child, will I have the chance to meet all of the teachers?***

The conference will be led by your child, and during the presentation of the portfolio, the teacher will not necessarily be by your side. However, the classroom teacher (if there is one) will be present in the conference room. Afterwards, you will be able to ask the teachers questions. You might not have the opportunity to meet all of your child's teachers, but if you have concerns, you can always contact them by email or arrange to have a conference by telephone or in-person.

***I am not able to participate in the conference led by my child. What options are available?***

The advantage of this way of communicating your child's progress is that the presentation time is flexible. Even though your attendance at these conferences is essential for the motivation and success of your child, we understand that parents have a busy schedule. For this reason, in the event that it is impossible for you to attend, your child can make the presentation to you at home. If you still have questions after the presentation, don't hesitate to make an appointment with your child's teacher.