



August 30, 2019

Dear Parent(s), Guardians and/or other Family Members,

The last few years have been an exciting period of transformation in education in British-Columbia, both for teachers and school-aged children. The Ministry of Education has just K–12 Curriculum and has implemented a transition period for communicating student progress.

Since last year, the Conseil scolaire francophone has been part of a cohort of 13 school districts and two independent schools in the province that are piloting the new way of communicating student progress. This project involves all **students from Kindergarten to Grade 9**. Participating in the Ministry of Education's pilot project gives all participants a chance to share their views about the piloted practices. It also allows these school boards to have a voice in the development of the final K–9 Student Reporting Policy.

For the 2019–2020 school year, at the very least, student progress will be communicated as follows:

1. **Throughout the year, ongoing communication** will take place between the student, teachers and parents about student progress by way of an e-portfolio created using the FreshGrade reporting application.

At all times during the school year, the teacher is responsible for communicating with parents about any concerns regarding the student's academic results or behaviour, or any other worries.

2. **In the winter: a session of student-led conferences and the *Résumé de l'apprentissage de l'élève (Summary of Student Progress)*** (See Appendix A).

The *Résumé de l'apprentissage de l'élève (Summary of Student Progress)* will be sent to the parents one week after the winter session of conferences.

3. **In the spring: a session of student-led conferences and the *Résumé de l'apprentissage de l'élève (Summary of Student Progress)*** (See Appendix A).

The *Résumé de l'apprentissage de l'élève (Summary of Student Progress)* will be sent to the parents one week after the spring session of conferences.

4. **At the end of the school year**

Communication about the end-of-year student progress will include:


- the *Autoévaluation sommative des trois compétences essentielles (Summative Self-Assessment of the Three Core Competencies)*, which will be found in FreshGrade,
- the *Bulletin final officiel d'évaluation sommative (Final Summative Formal Report Card)*, which will be found in MyEducation BC (same format as last year).

Notes

The two sessions of student-led conferences will take place on a non-instructional day. During these conferences, the student will present their strengths and challenges to their parents, going beyond the evidence of learning posted in the FreshGrade e-portfolio.



The four-point provincial proficiency scale will be used to assess the progress of all students from Kindergarten to Grade 9.

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 in the portfolio and in the *Bulletin final officiel d'évaluation sommative (Final Summative Formal Report Card)*.

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.

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.

Sincerely,



Monica Monus
Directrice des Services pédagogiques / District Principal of Learning Services
Conseil scolaire francophone de la Colombie-Britannique



APPENDIX A


Résumé de l'apprentissage de l'élève

Student's first name and last name: _____

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

Last week, you participated in a conference led by your child, who presented what he/she has learned and the challenges that he/she is encountering.

The purpose of this document is to clearly indicate your child's achievement in relation to the Ministry expectations for their age group, or their achievement in relation to the goals and objectives set out in your child's *Individual Education Plan (IEP)*.

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.

Subjects	Proficiency Levels			
	Emerging	Developing	Proficient	Extending
Français langue première				
Mathematics				
Science				
Social Studies				
Arts Education				
English Language Arts (Grades 4 to 9)				
Applied Design, Skills and Technologies				



Career Education				
Physical and Health Education				
<ul style="list-style-type: none"> ○ The student has an Individual Education Plan (IEP). ○ The student follows an Adapted Program. 				

Other Information	Proficiency Levels	
	Satisfactory	Needs Improvement
Social competency: interactions with their peers, behaviour		
Personal responsibility: contributions to the group, the school, and/or the community.		

Comments on the student's work habits, their attitude towards the learning process, behaviour, and interactions with their peers.

Your child receives:

- Francization (*if this box is checked, see the attached report*).
- English Language Learning (ELL) (*if this box is checked, see the attached report*).
- Learning Assistance Services (*if this box is checked, a report will be sent at the end of the 2nd term*).
- Resource Room Services (*if this box is checked, a report will be sent at the end of the 2nd term*).
- Speech-Language Pathology Services

Principal's Signature

Teachers' Signatures



APPENDIX B

Frequently Asked Questions

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 2019–2020 school year, 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 is to encourage your child at all times. In the portfolio, your comments should always be addressed to him/her. Therefore make sure to always emphasize their successes. If you have any questions about your child's learning, please contact the teacher by email or by telephone.

At home, 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. If you signed consent form 1.0.0 last year, it will be valid throughout their years at the CSF. If you did not do so, or if your children are new students in the CSF, you will receive it in the upcoming weeks.



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.

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 reflects 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 21st-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.

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 his/her strengths and challenges, the teacher(s) will not necessarily be by your side, but they will be in the room. 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 and ask to have an appointment with them.

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.