

Public and Educator Feedback on Revised Assessment Guidelines for Yukon schools

2017 Survey Report

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A. Introduction

The Department of Education, Government of Yukon will be introducing new competency-based curriculum for Kindergarten through Grade Nine in September, 2017. From March 15 to April 12, 2017, the department conducted an open web survey to gather feedback from the public on the proposed changes to student assessment. At the same time, educators were surveyed to assess their level of support for the changes, the adequacy of the draft document outlining the changes, and their professional development needs. The department will use the results of these surveys to finalize the interim assessment guidelines.

The surveys were accompanied by a document entitled ***Communicating Student Learning: Assessment, Evaluation and Reporting***. The 83-page document outlines and provides rationale for the proposed changes to student assessment. The document aims to identify best practices in student assessment, as well as providing guidelines for effective communication with parents. Yukon First Nations' ways of knowing and doing are also integrated into these guidelines, as are resources and links for educators such as samples and instructional videos.

B. Methodology

The Department of Education designed two sets of survey questionnaires with the assistance of the Yukon Bureau of Statistics: one set for the general public, and a second set for educators. The questionnaire for the public had three modules, one each for:

- Parents and guardians,
- Other school community members, and
- Students.

Respondents to the public survey needed to self-identify as belonging to one of those three groups to access the questions that were designed for their group. The questionnaire for educators had only one module.

The Yukon Bureau of Statistics developed the online questionnaires in English and French, hosted them on the Bureau's server and provided the Department of Education with the links to each survey.

The Department of Education advertised the public survey link through local channels, including:

- Facebook ads
- Radio ads on CKRW and CHON-FM
- Newspaper ads in the print editions of the Whitehorse Star, Yukon News and l'Aurore Boréale
- Letters sent home to parents from schools
- Deputy's Update Newsletter to school communities, including School Councils

The educators' survey link was distributed to all principals and teachers in a memo. It was also promoted through internal newsletters and the department's internal network for teachers.

C. Response to the Survey

In total, the public survey was completed by 477 parents or guardians of students in Yukon public schools, 128 other school community members, and 33 students. The educators' survey was completed by 50 people.

Whitehorse residents were somewhat over-represented in both surveys. Eighty-seven percent of parent respondents to the public survey live in Whitehorse. Four percent live in Dawson City, 3% live in Watson Lake, and the remaining 6% live in other Yukon communities. Seventy-nine percent of school community member respondents live in Whitehorse, while 18% live in other Yukon communities, and 3% said they live outside Yukon or left the question blank. Ninety-one percent of the student respondents are Whitehorse residents. Eighty percent of the educators who responded to the survey said they work in Whitehorse schools. In comparison, seventy-seven percent of the Yukon population was living in Whitehorse in December 2016.¹

The results of the survey are weakened by a relatively low response rate. Response to the survey may have been dampened by the launch time of the survey (the last day of school before a two-week-long break).

Only 50 educators responded to the educators' survey, while there are over 600 full time and part time teachers employed by the Department of Education. This response rate is too low to provide valid estimates of the overall opinions and needs of educators regarding the interim guidelines. The department has planned to give teachers other opportunities to provide their feedback on the guidelines to augment the survey results.

As respondents were self-selected to participate in the survey, the response is biased towards those with a particular interest in the survey topic. The results must be interpreted with caution and are not generalizable beyond the survey respondents.

¹ Yukon Bureau of Statistics. Population Report, Fourth Quarter 2016.
http://www.eco.gov.yk.ca/stats/pdf/populationDec_2016.pdf

D. Results

This section of the report details responses to the closed-ended questions in the survey questionnaires. As there are three distinct groups of survey questions, the results are presented in three sections:

- Parents and community members,
- Students, and
- Educators.

Frequency tables can be found in Appendix A. All open-ended responses are included in Appendix B.

1. Parents and School Community Members

Yukon First Nations ways of knowing and doing

Parents and community members were asked if they are a member or citizen of a Yukon First Nation. If they answered 'Yes', they were asked if they are satisfied with the recognition and respect for Yukon First Nations ways of knowing and doing in the proposed assessment guidelines. In total, 32 parents (7%) and seven school community members (5%) self-identified as Yukon First Nations members or citizens. Forty-four percent of parents and 50% of school community members said they are 'Very Satisfied' or 'Satisfied'. See Figures 1 and 2.

Due to the small number of Yukon First Nation respondents and the non-random method of recruiting survey participants, these results must be interpreted with extreme caution and cannot be considered representative of other Yukon First Nations parents and school community members.

Figure 1. How satisfied are you with the recognition of and respect for Yukon First Nations ways of knowing and doing as described above and in the proposed assessment guidelines? Percent of Yukon First Nation parent respondents (n=32)

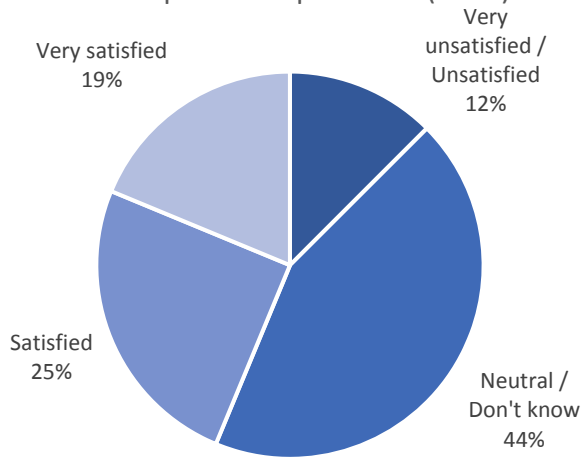
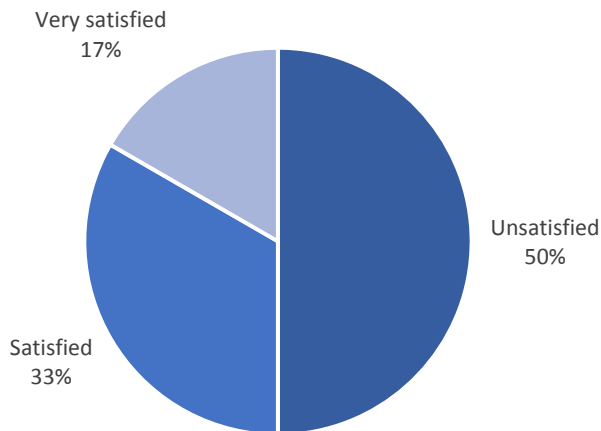


Figure 2. How satisfied are you with the recognition of and respect for Yukon First Nations ways of knowing and doing as described above and in the proposed assessment guidelines? Percent of Yukon First Nation school community respondents (n=6)



Feedback on student progress

All parent and school community respondents were asked a series of questions about the feedback parents receive from schools about student progress. The following chart was provided in advance of the survey questions.

CURRENTLY IN YUKON SCHOOLS	
Gathering and using evidence of learning	<ul style="list-style-type: none"> • Must provide parents with a minimum of two informal reports each school year (conference face-to-face or telephone, written interim report, portfolio review, etc.)
Parent and Student Conferences	<ul style="list-style-type: none"> • Teachers should meet with parents at least once per school year to discuss their children’s progress
Calculating Student Grades	<ul style="list-style-type: none"> • Averaging marks, which over the full term may not provide a true picture of a student’s overall performance in relation to the learning outcomes
Reporting Student Grades	<ul style="list-style-type: none"> • Grades K-3: no letter grades • Grades 4-9: must provide letter grades to parents • Grades 10-12: must provide letter grades and percent scores to parents
Communicating with Parents (Reporting Guidelines)	<ul style="list-style-type: none"> • Report by subject area
Frequency of Reports	<ul style="list-style-type: none"> • Reports shall be provided to parents a maximum of SIX times during the year, with 3 written reports (report cards), one of which shall be at the end of the school year, and 2 informal reports (one must be a conference)

Respondents were asked to evaluate the following statements:

- a. The school provides information about student progress that is clear and understandable.
- b. The school provides information about student progress that is specific about students’ strengths, needs and interests.
- c. I am satisfied with how often I receive communication from the school about my child’s progress. *(Parents only)*
- d. I am satisfied with the frequency and level of detail the school provides about student progress.
- e. Overall, I am satisfied with the information that schools provide about student progress.

The majority of respondents said they agree with each of those statements (see Figures 3 to 11).

Figure 3. "The school provides information about student progress that is clear and understandable." Percent of parent respondents (n=477)

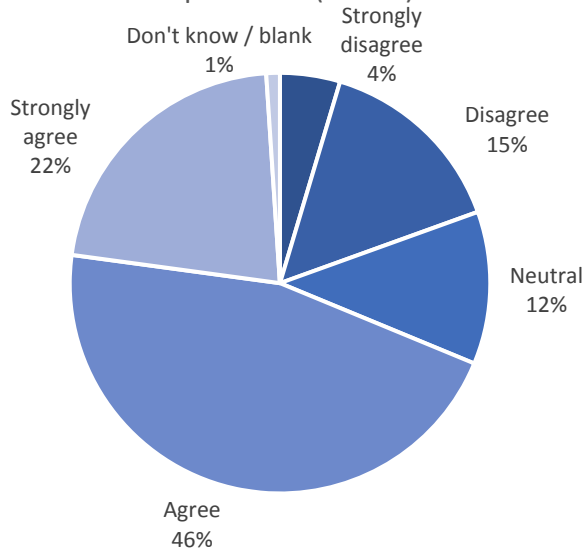


Figure 4. "The school provides information about student progress that is clear and understandable." Percent of school community respondents (n=128)

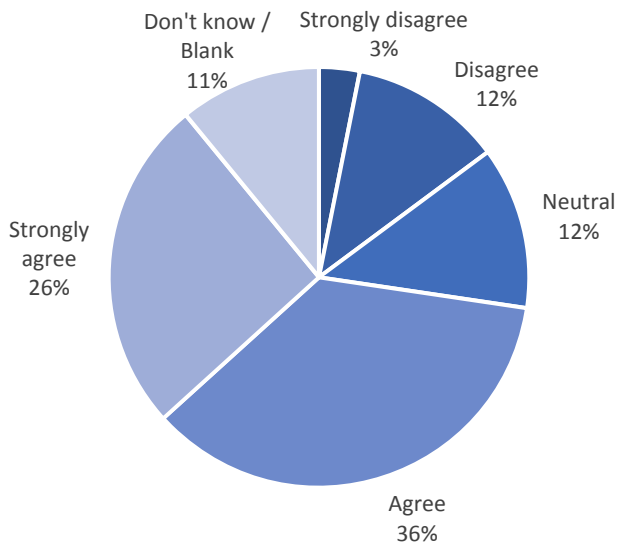


Figure 5. "The school provides information about student progress that is specific about students' strengths, needs and interests."

Percent of parent respondents (n=477)

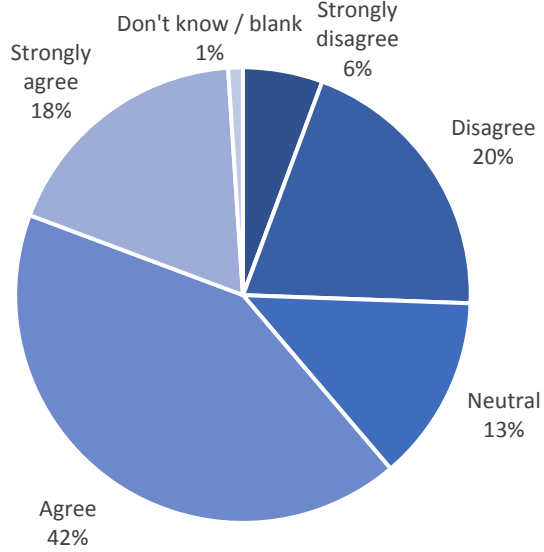


Figure 6. "The school provides information about student progress that is specific about students' strengths, needs and interests."

Percent of school community respondents (n=128)

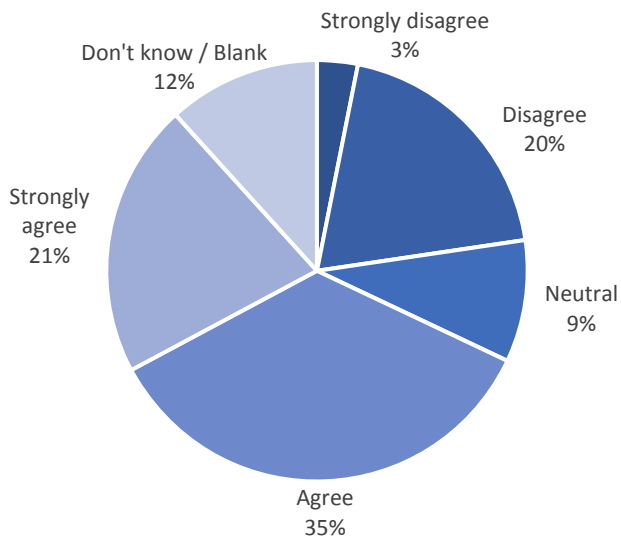


Figure 7. "I am satisfied with how often I receive communication from the school about my child's progress." Percent of parent respondents (n=477)

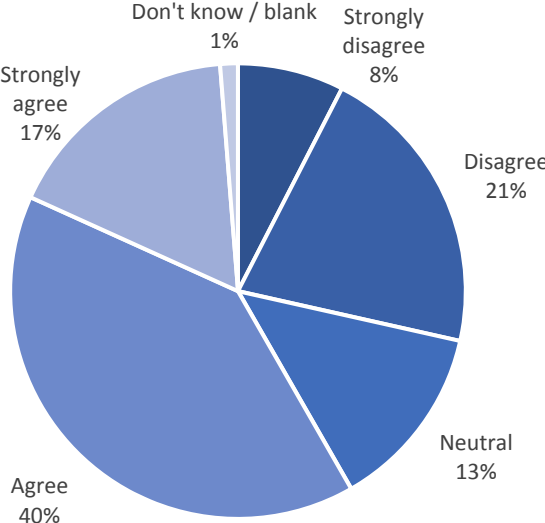


Figure 8. "I am satisfied with the frequency and level of detail the school provides about student progress." Percent of parent respondents (n=477)

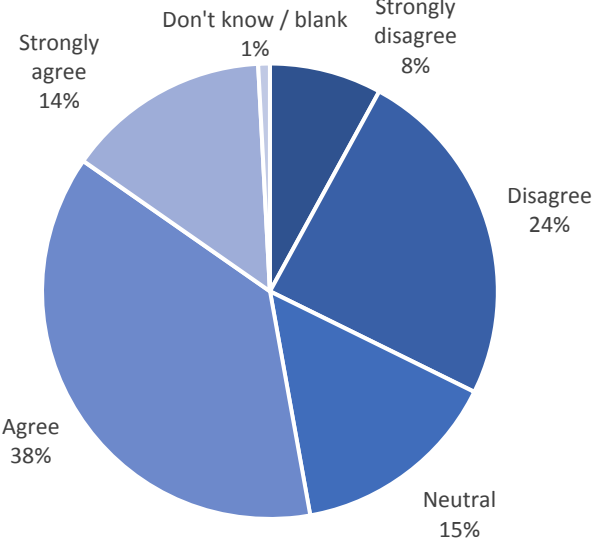


Figure 9. "I am satisfied with the frequency and level of detail the school provides about student progress." Percent of school community respondents (n=128)

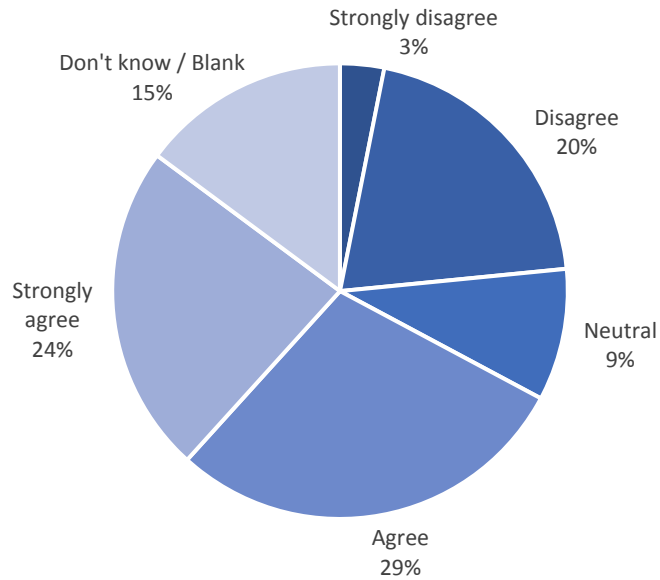


Figure 10. "Overall, I am satisfied with the information that schools provide about student progress." Percent of parent respondents (n=477)

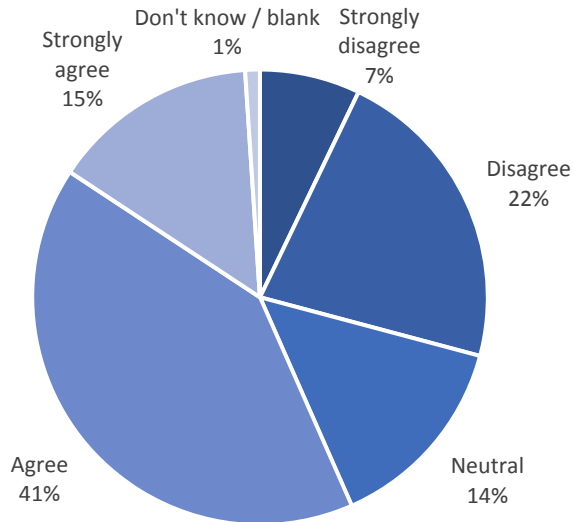
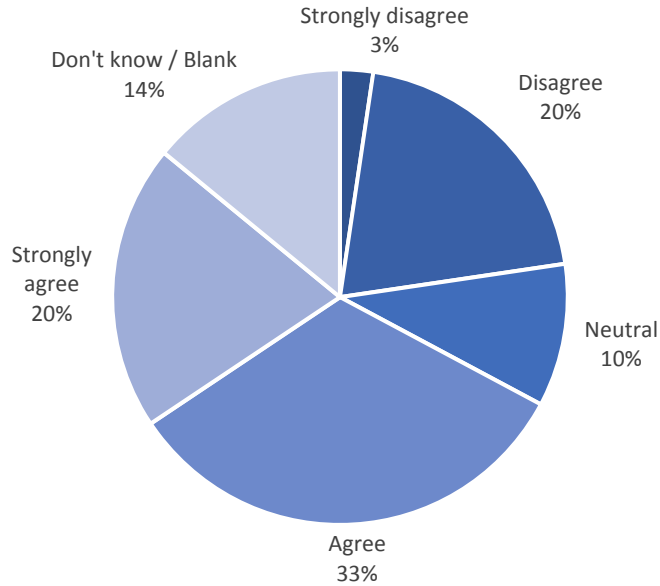


Figure 11. "Overall, I am satisfied with the information that schools provide about student progress." Percent of school community respondents (n=128)



Informal reporting

Parents and school community members were provided with the following information to contextualize the questions about informal reporting.

Informal reporting includes emails, letters, phone calls, meetings and conferences with parents about their student's progress at school, as well as how students, teachers and parents collect information about a student's learning and use this information to support their learning.

INFORMAL REPORTING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
Gathering and using evidence of learning	<ul style="list-style-type: none"> Must provide parents with a minimum of two informal reports each school year (conference face-to-face or telephone, written interim report, portfolio review, etc.) 	<ul style="list-style-type: none"> Would provide parents with 2-5 informal reports per year with option of using student portfolios Collect of evidence of student learning (for informal reports and to report on student’s development of core competencies) 	<ul style="list-style-type: none"> Recommends schools provide parents with 2-5 informal reports per year with option of using student portfolios Collect evidence of student learning (for informal reports and to report on student’s development of core competencies)

Number of informal reports: Currently, Yukon teachers are required to provide parents and guardians with two informal reports each school year or semester plus three formal report cards. Informal reports can be phone calls, meetings, emails, etc. The committee’s recommendations are for teachers to provide fewer formal report cards and more informal reports and ongoing feedback to support student learning (you will be asked about your thoughts on formal report cards later in this survey). Teachers would provide two to five informal reports, with evidence of student learning, and at least one of these reports would be a meeting with parents/guardians.

Collecting evidence of student learning: Currently, you may or may not know what kinds of work students are doing at school. The committee’s recommendations are for teachers and students to collect student work during the year that shows their work toward their learning goals, their learning progress and their strengths.

The following questions were asked in this section:

- How satisfied are you with the current informal reports you get from your child’s teachers? *(Parents only)*
- Do you agree with the idea of increasing the number of informal reports?
- Are you interested in seeing samples of your child’s work? *(Parents only)*
- Are you interested in seeing samples of student work? *(Community members only)*

Just over 50% of parents said they are satisfied with the informal reports they currently get from their child’s teachers. The majority of parents and community members responded positively to each of the

other questions as shown in Figures 12 to 16. There is a particularly high level of interest in seeing samples of student work, especially for parents.

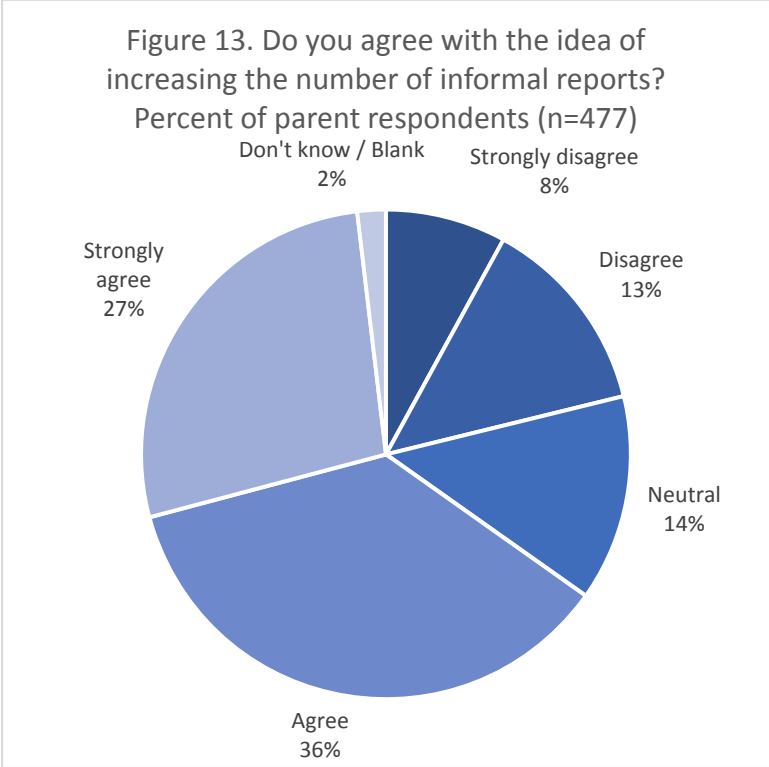
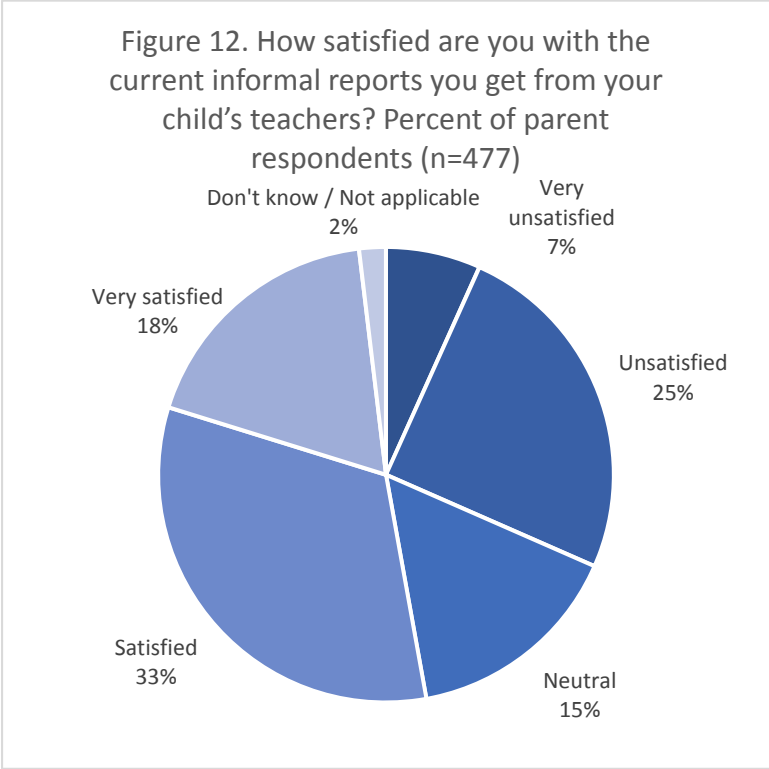


Figure 14. Do you agree with the idea of increasing the number of informal reports?
Percent of school community respondents
(n=128)

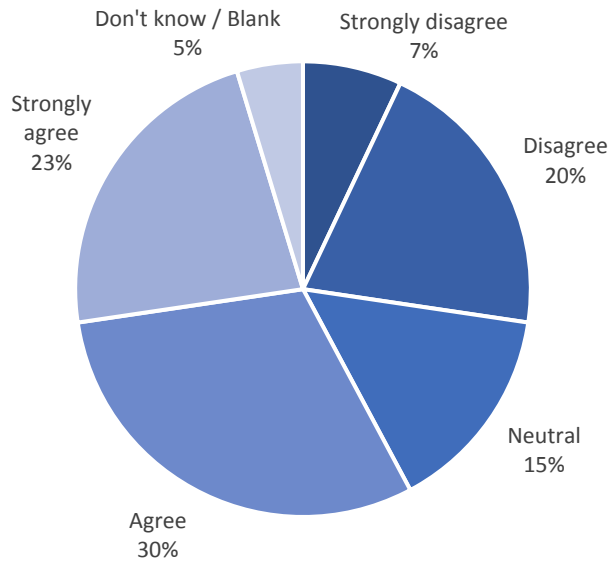


Figure 15. How interested are you in seeing samples of your child's work? Percent of parent respondents (n=477)

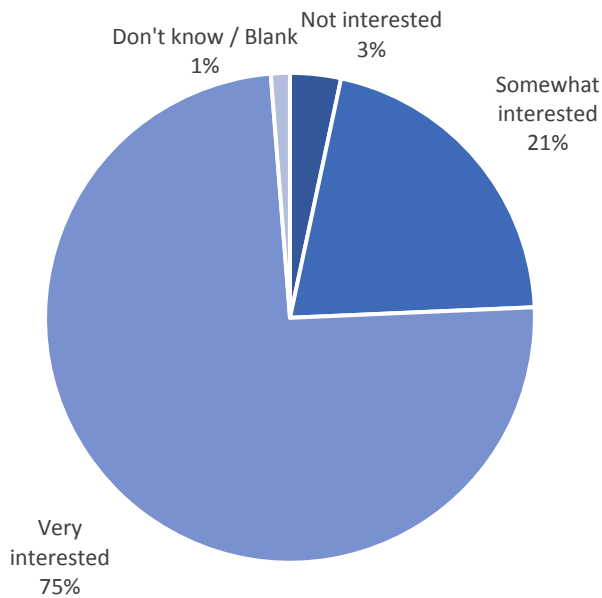
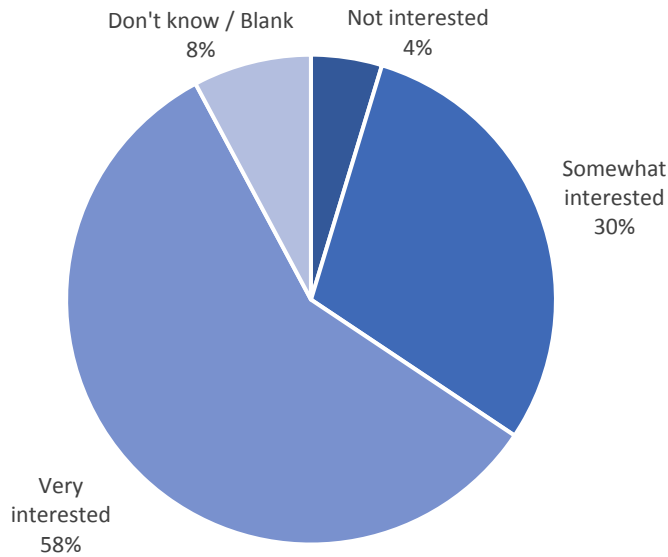


Figure 16. How interested are you in seeing samples of student work? Percent of school community respondents (n=128)



INFORMAL REPORTING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
Parent and Student Conferences	<ul style="list-style-type: none"> Teachers should meet with parents at least once per school year to discuss their children’s progress 	<ul style="list-style-type: none"> Teachers must meet with parents at least once per school year to discuss their children’s progress 	<ul style="list-style-type: none"> Meetings with parents is one of several options for informal reporting

Parent and student conferences: Currently, teachers are encouraged to meet with parents and guardians at least once per school year or semester to discuss each student’s progress. The proposed changes would make these meetings required.

The following questions were asked of parents and school community members:

- a. Do you agree that the parent-teacher meetings should be required?
- b. What location would you prefer these meetings to be held? (*Parents only*)

The vast majority of parents (81%) and school community members (74%) agreed that parent-teacher meetings should be required. Nearly all parents said they preferred to have the meetings at the school; see Figures 17 to 19.

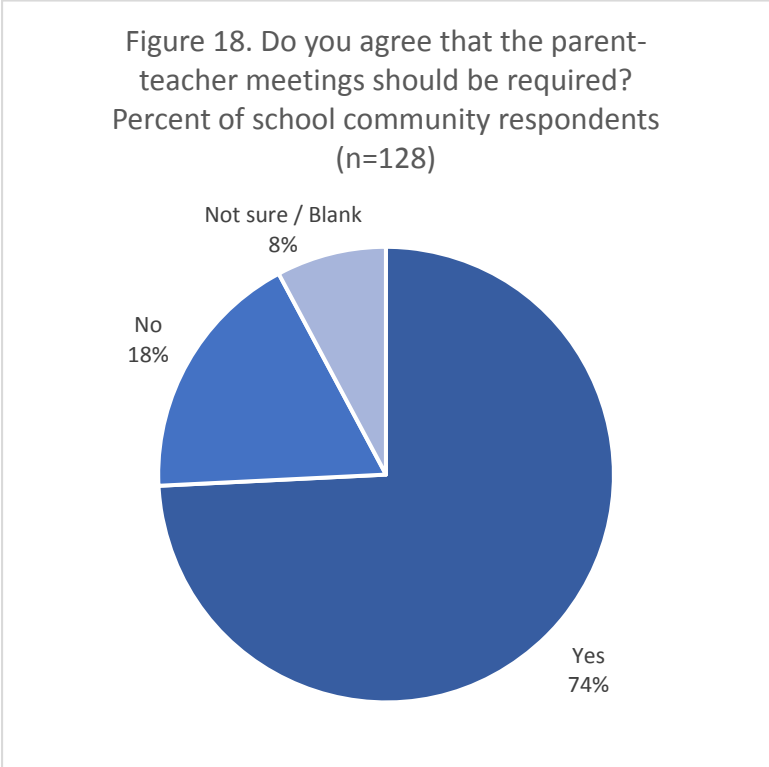
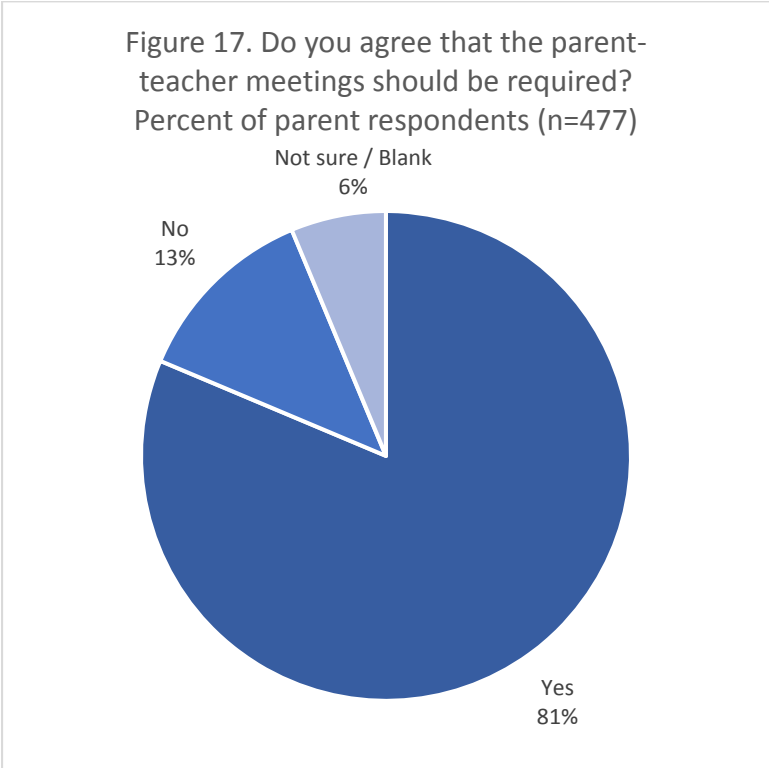
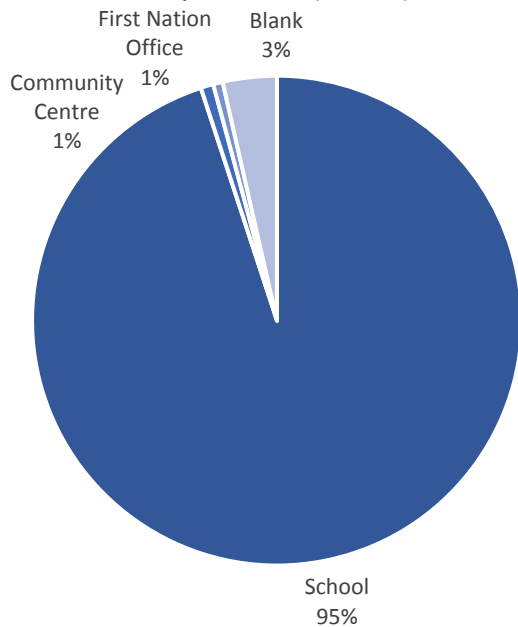


Figure 19. What location would you prefer for parent-teacher meetings? Percent of parent respondents (n=477)



The 59 parents or guardians of students in Yukon public schools who said they did not think parent-teacher meetings should be required were asked a follow-up question to find out why. See Figure 20.

Figure 20. Why don't you think parent-teacher meetings should be required? Percent of parent respondents (n=477)



Formal reporting

Parents and school community members were provided with the following information to contextualize the questions about formal reporting.

Formal reporting includes summaries of student performance, grades, report cards and other formal assessment results.

FORMAL REPORTING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
Calculating Student Grades	<ul style="list-style-type: none">• Averaging marks, which over the full term may not provide a true picture of a student’s overall performance in relation to the learning outcomes	<ul style="list-style-type: none">• Focuses on most recent and consistent marks instead of averaging all class marks• Give separate, informal reports for homework, attendance, behaviour, etc. rather than marks	<ul style="list-style-type: none">• Varies because it is decided by each school district

Calculating student grades: We learn from our mistakes. Students should be able to try and improve their learning without being penalized for their early attempts. The committee’s recommended changes will make the student’s most recent and consistent scores more important in determining the final grade. This will better reflect the student’s overall achievement toward the learning standards in each grade or course. Grades and marks would focus on learning expectations and parents would receive informal reports about student behaviour, homework and attendance, etc.

Parents and school community members were asked:

- a. Do you agree with the above change?

Less than half the parents (46%) and school community members (44%) agreed that the most recent and consistent marks should be used to determine grades instead of averaging marks; see Figures 21 and 22.

Figure 21. Do you agree with using most recent and consistent marks to determine grades instead of averaging marks? Percent of parent respondents (n=477)

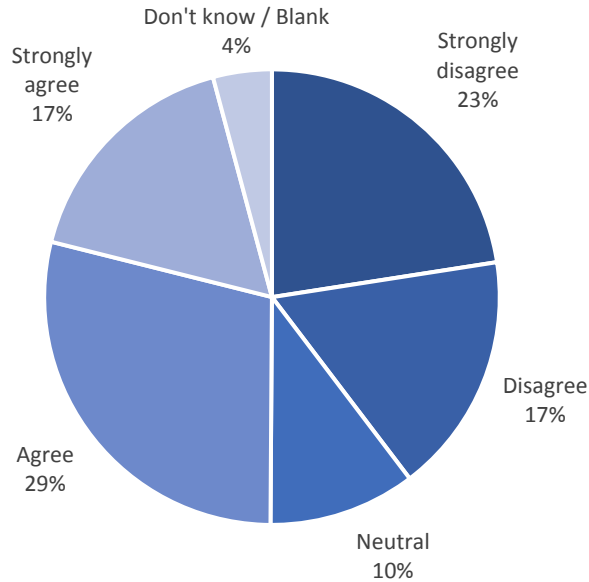
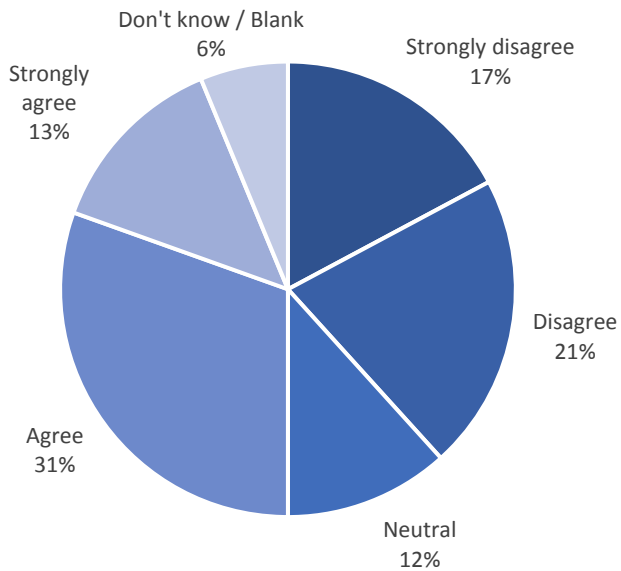


Figure 22. Do you agree with using most recent and consistent marks to determine grades instead of averaging marks? Percent of school community respondents (n=128)



FORMAL REPORTING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
Reporting Student Grades	<ul style="list-style-type: none"> Grades K-3: no letter grades Grades 4-9: must provide letter grades to parents Grades 10-12: must provide letter grades and percent scores to parents 	<ul style="list-style-type: none"> Grades K-3: No letter grades Grades 4-9: Performance reports on skills development (e.g. minimally meeting, fully meeting, exceeding) provided to parents No letter grades. Schools are required to provide parents with a chart that demonstrates the letter grades that correspond with the performance report descriptions. Grades 10-12: must provide letter grades and percent scores to parents All final report cards include student's self-assessment on their core competencies 	<ul style="list-style-type: none"> Grades K-3: No letter grades Grades 4-9: Decided by each school district If performance reports are used letter grades must be provided to parents on request Grades 10-12: must provide letter grades and percent scores to parents Requires that all final report cards include student's self-assessment on their core competencies

Reporting student grades: Currently, Yukon does not use letter grades in report cards for students in grades K-3; letter grades are currently used for Grades 4-12. Research has shown that using grades too early in a student's school years tends to lower students' interest in learning. We recognize an ongoing need for letter grades and percentages for secondary students, as universities and colleges currently use final marks as part of their entrance requirements and for some scholarships and awards.

The committee recommends not using letter grades for Grades 4-9 and instead providing descriptions about students' skills development and performance in class. Teachers would provide a chart that shows

the corresponding letter grades for the descriptions of student performance. Letter grades and percent scores would still be used on report cards for students in Grades 10-12.

Parents and school community members were asked the following questions:

- a. How helpful do you think letter grades are on your child's report cards? *(Parents only)*
- b. How helpful do you think letter grades are on report cards? *(Community members only)*
- c. How helpful do you think comments and other feedback are on your child's report cards? *(Parents only)*
- d. How helpful do you think comments and other feedback are on report cards? *(Community members only)*
- e. Do you agree with the idea of only using letter grades and percent scores for students in grades 10-12?

The vast majority of respondents said they think letter grades and comments on report cards are very helpful or somewhat helpful (Figures 23 to 26). Only 40% of parents and 38% of school community members agree with the idea of only using letter grades and percent scores for students in grades 10-12 (Figures 27 and 28). A large number of respondents strongly disagree with the idea.

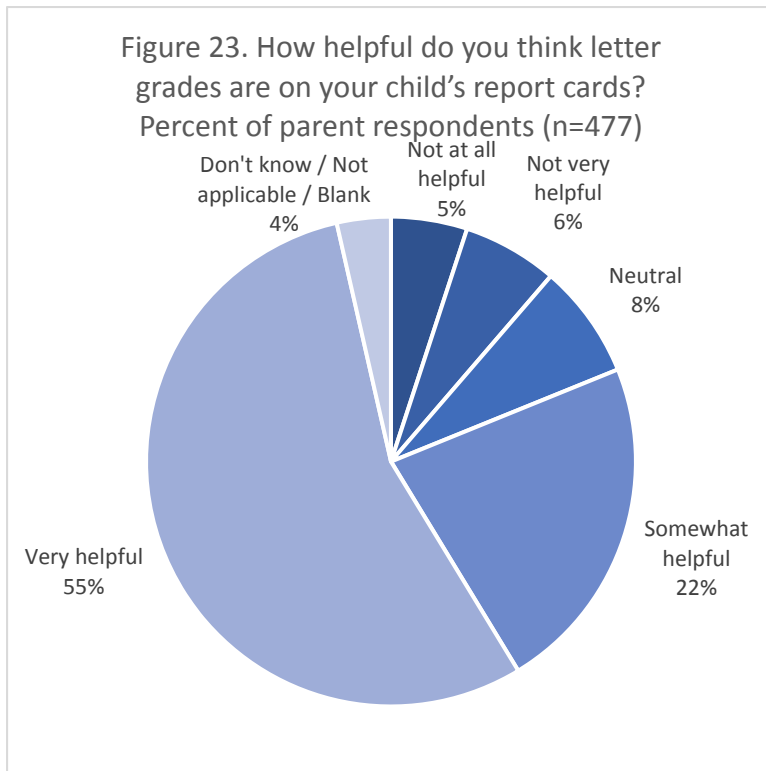


Figure 24. How helpful do you think letter grades are on report cards? Percent of school community respondents (n=128)

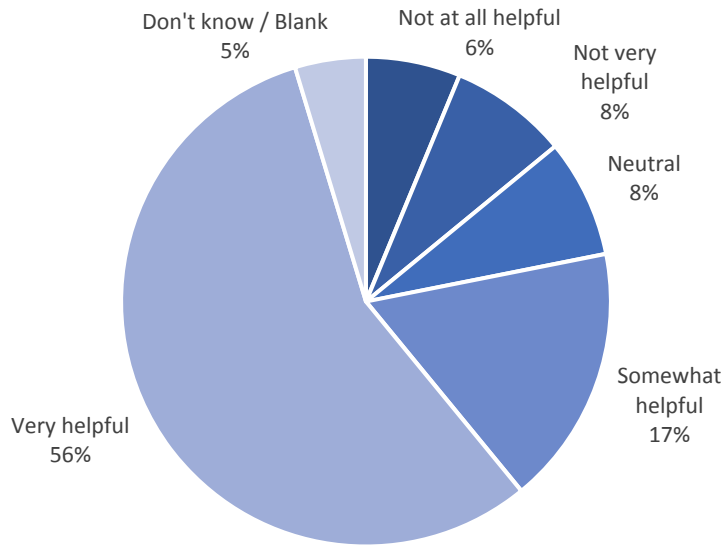


Figure 25. How helpful do you think comments and other feedback are on your child's report cards? Percent of parent respondents (n=477)

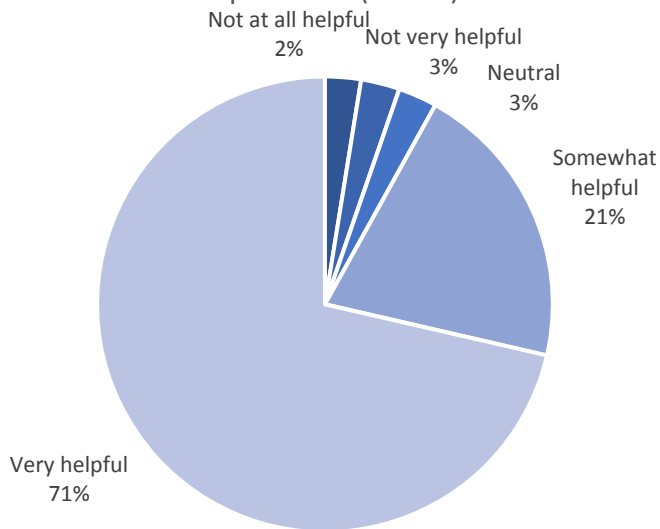


Figure 26. How helpful do you think comments and other feedback are on report cards? Percent of community member respondents (n=128)

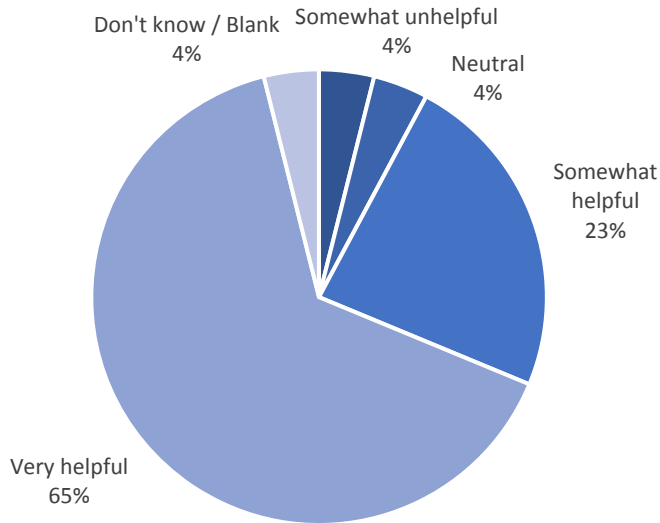


Figure 27. Do you agree with the idea of only using letter grades and percent scores for students in Grades 10-12? Percent of parent respondents (n=477)

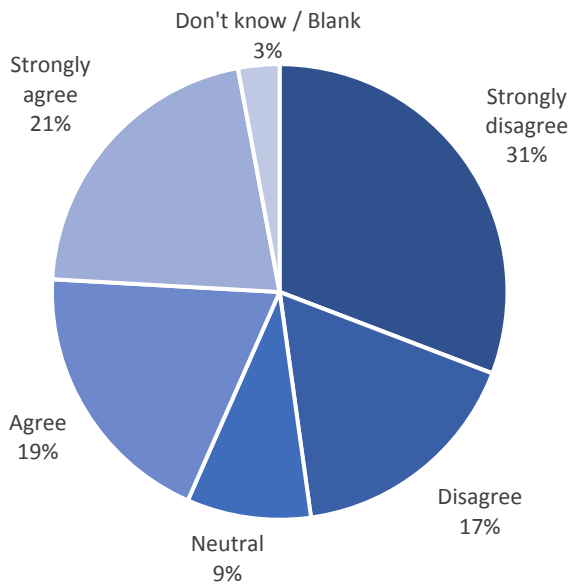
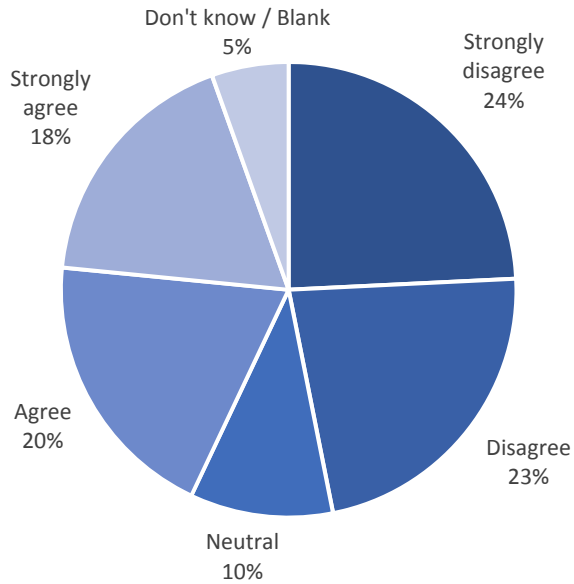


Figure 28. Do you agree with the idea of only using letter grades and percent scores for students in Grades 10-12? Percent of community member respondents (n=128)



Communication about Student Learning

Parents and school community members were provided with the following information to provide context for this section of the survey.

Communication about Student Learning includes the type and depth of information that parents and guardians receive about their child’s learning.

COMMUNICATION ABOUT STUDENT LEARNING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
<p>Communicating with Parents</p> <p>(Reporting Guidelines)</p>	<ul style="list-style-type: none"> Report by subject area 	<ul style="list-style-type: none"> All Yukon schools should report by curricular outcomes and learning standards by the end of the 2018/19 school year Principals will discuss feedback from this survey and options with their staff and then decide whether to introduce the “Communicating Student Learning” guidelines in the 2017/18 school year or the 2018/19 school year. 	<ul style="list-style-type: none"> Some B.C. schools still report by subject area. Others report using B.C.’s revised guidelines as outlined below: Reporting about student progress is ongoing throughout the year. Communications with parents shall be made at least 5 times during the year. A final written summative report provided at the end of the school year.

Currently, Yukon teachers report on how students are performing in each subject they study. The committee’s recommendation is for teachers to instead report by the curricular outcomes and learning standards (the key content and skills that students are expected to develop in each grade) and for students to describe their own progress each year for their core competencies in communication, thinking and personal-social skills.

We would like to know what kind of information you think is most important for parents and students to know about the student’s progress and overall achievement at school.

Parents and school community members were asked to rate the importance of each of the following report card topics:

- a. Areas in which students have shown growth.
- b. Areas in which students need improvement.
- c. Their work ethic.

- d. Their ability to work with others.
- e. Their ability to work independently.
- f. Their ability to follow classroom rules.
- g. Ideas on how to support the student.
- h. Attendance.

The topics were rated as 'very important' by the majority of respondents (Figures 29 and 30). The highest percentage (93%) of responding parents identified 'areas needing improvement' as very important, while only 57% identified 'attendance' as very important.

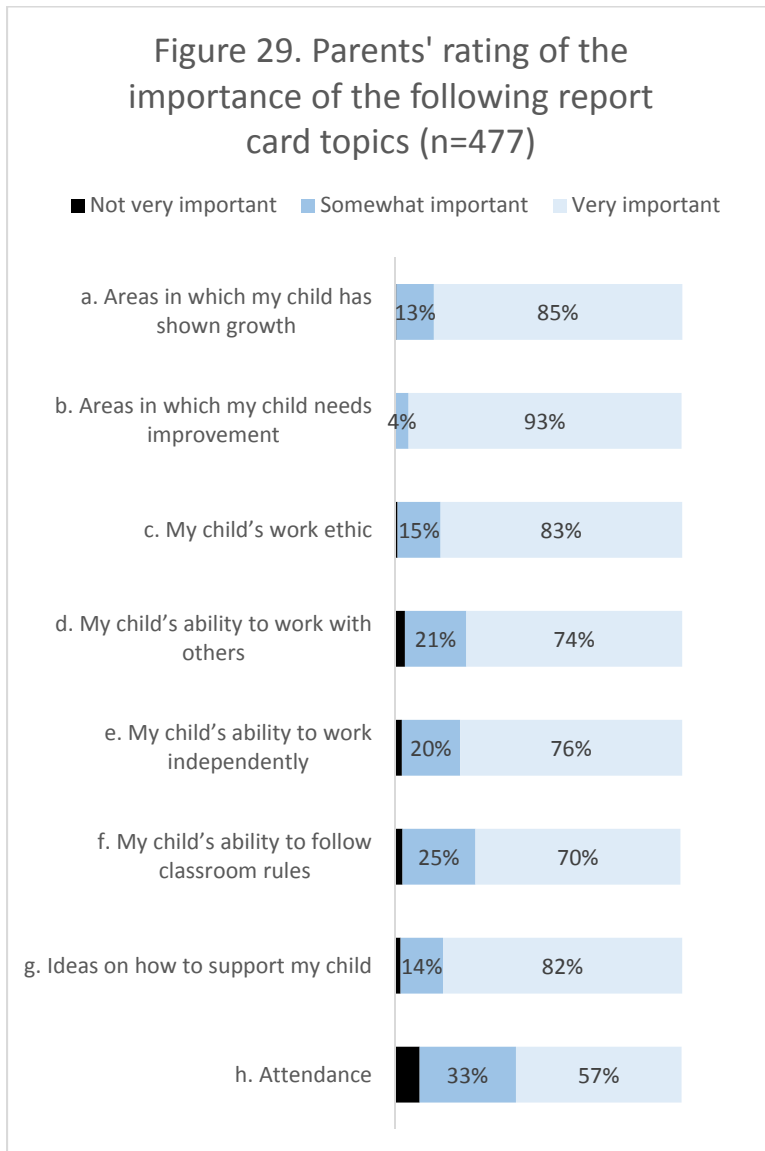
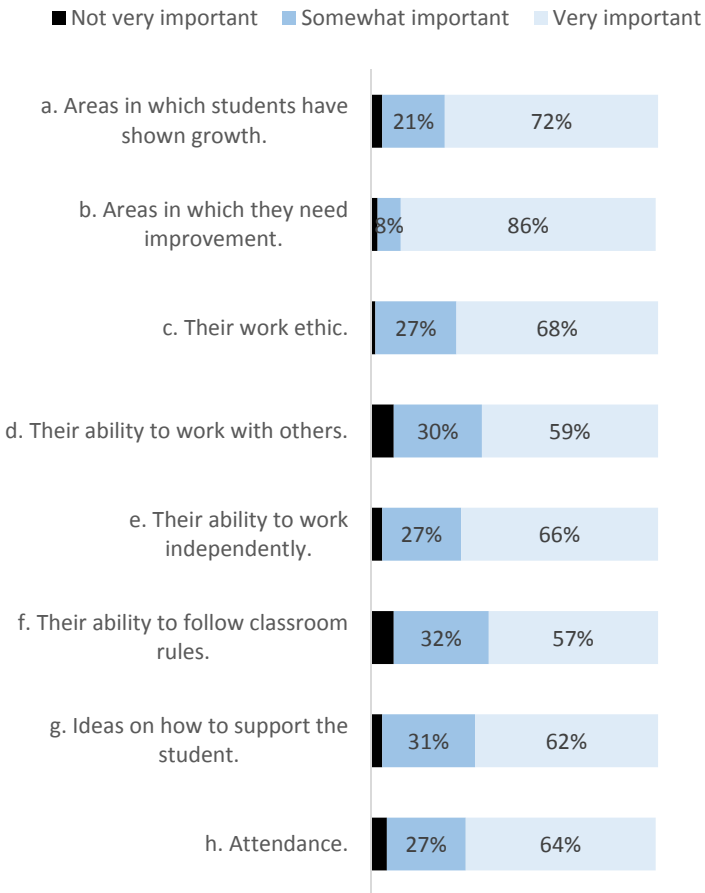


Figure 30. School community members' rating of the importance of the following report card topics (n=128)



2. Students

Thirty-three of the respondents to the public survey self-identified as students in Yukon public schools. Due to the low number of student respondents and the non-random method of recruiting survey participants, these results must be interpreted with extreme caution and cannot be generalized to the Yukon student population.

Twenty-four percent of student respondents (8 people) self-identified as members or citizens of a Yukon First Nation; this is the only group in which Yukon First Nation members and citizens were over-represented. Sixty-four percent said they are not Yukon First Nation members or citizens, and 12% declined to self-identify. Ninety-one percent of the student respondents live in Whitehorse.

Students were asked to appraise a set of statements about the kind of information they would find helpful from teachers about how well they are doing at school. These statements included:

- a. I want to know about where I am doing well.
- b. I want more ideas and suggestions on how I can improve my work.
- c. I want to know how well I work with others and how I could do better.
- d. I want to know how well I work on my own and how I could do better.
- e. I find it helpful when my classmates give me feedback on my work.
- f. It is easier for me to learn when the teacher tells us what we should be learning about that day.
- g. I find it helpful when my teachers let me show how and what I have learned in different ways.
- h. I can do a better job on my work if my teacher shows examples of what it should look like and describes what should be in it.

Students were also asked if there is any information that their teachers give them that is not helpful. If they answered 'Yes', they were prompted to explain their answer; their responses can be found in Appendix B.

The majority of students agreed or strongly agreed with each of the statements, with the exception of the 'how well I work with others' statement and the 'feedback from classmates' statement; see Figures 31 to 39.

Figure 31. "I want to know about where I am doing well." Percent of student respondents (n=33)

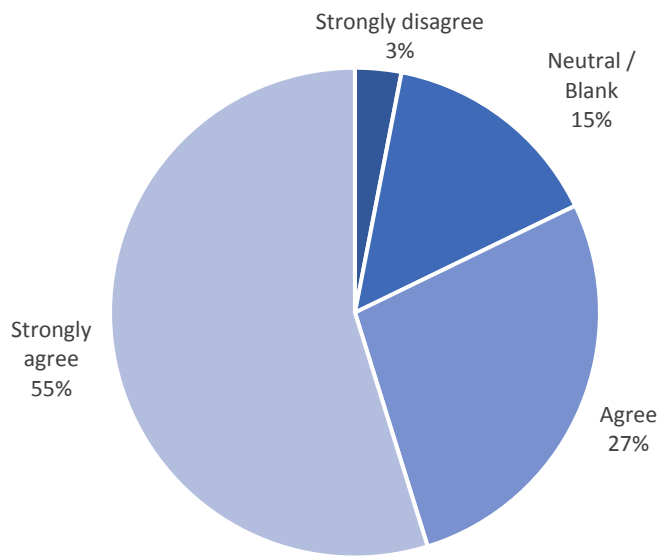


Figure 32. "I want more ideas and suggestions on how I can improve my work." Percent of student respondents (n=33)

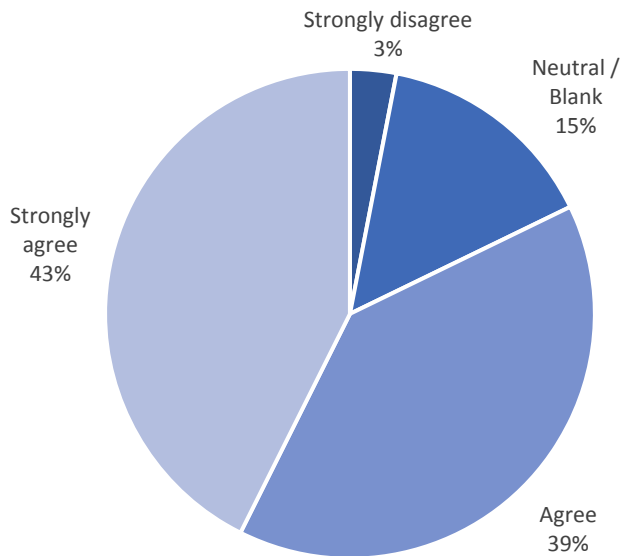


Figure 33. "I want to know how well I work with others and how I could do better."
Percent of student respondents (n=33)

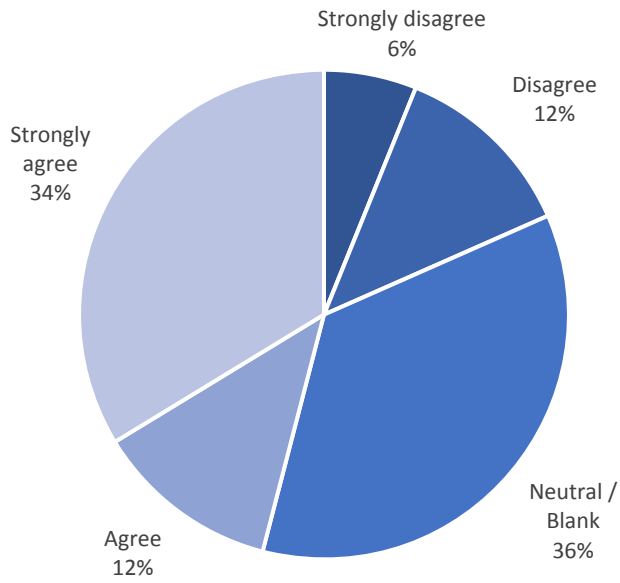


Figure 34. "I want to know how well I work on my own and how I could do better." Percent of student respondents (n=33)

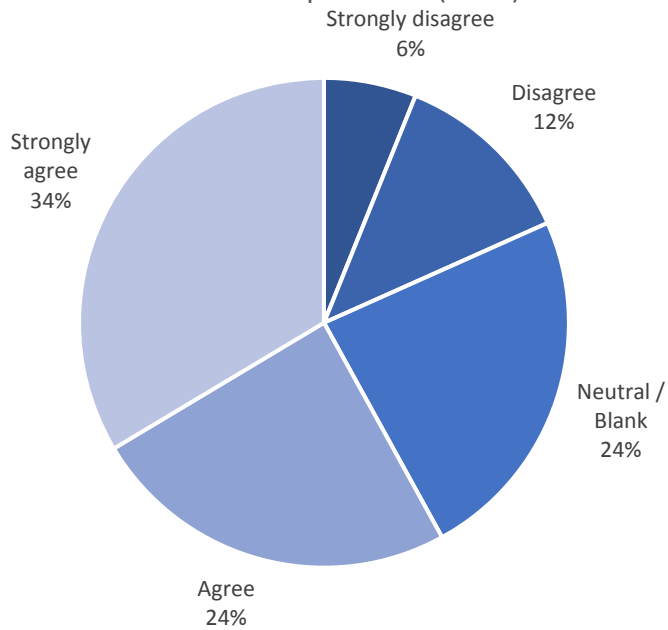


Figure 35. "I find it helpful when my classmates give me feedback on my work."
Percent of student respondents (n=33)

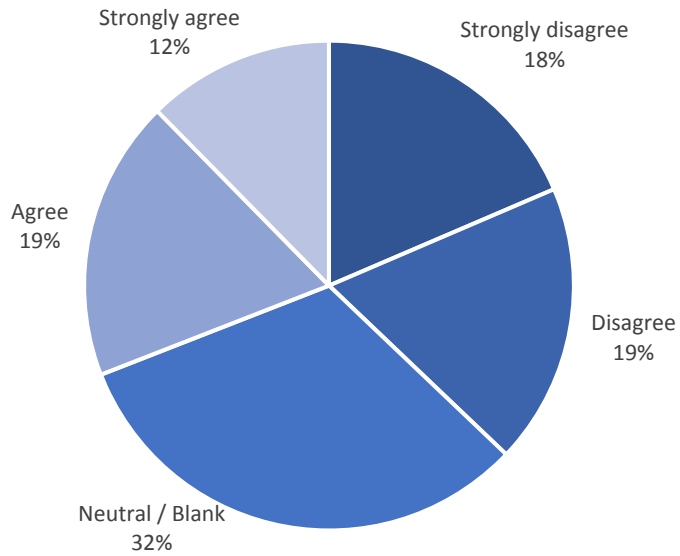


Figure 36. "It is easier for me to learn when the teacher tells us what we should be learning about that day." Percent of student respondents (n=33)

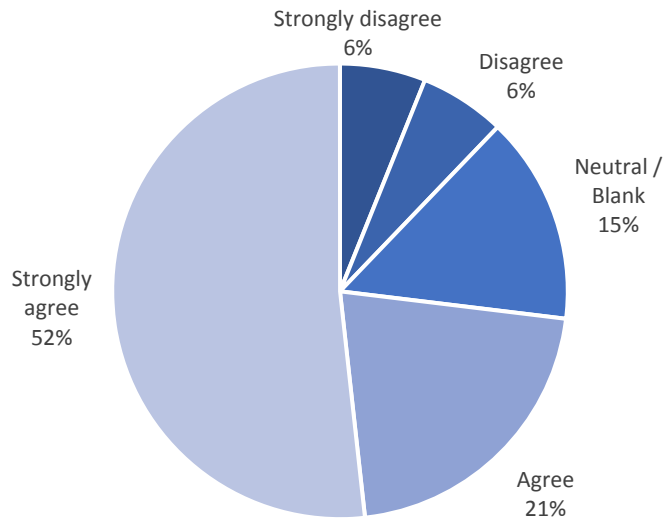


Figure 37. "I find it helpful when my teachers let me show how and what I have learned in different ways." Percent of student respondents (n=33)

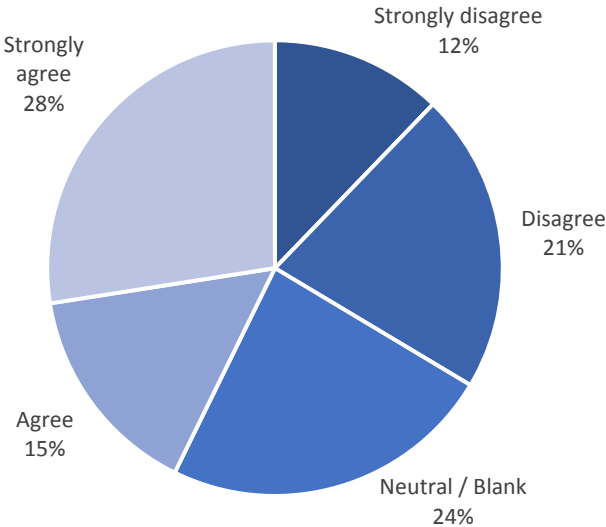


Figure 38. "I can do a better job on my work if my teacher shows examples of what it should look like and describes what should be in it." Percent of student respondents (n=33)

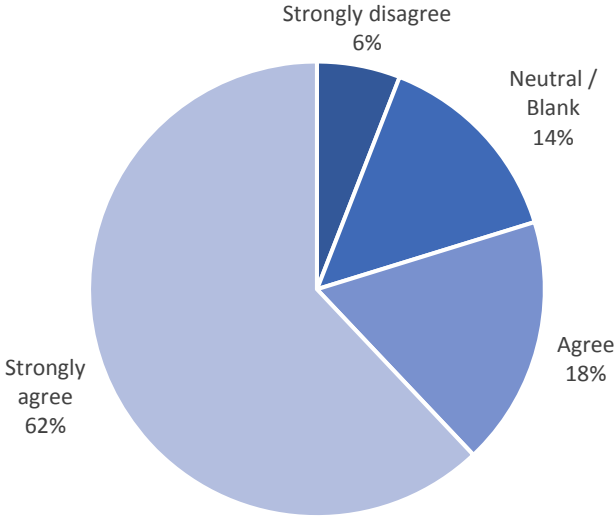
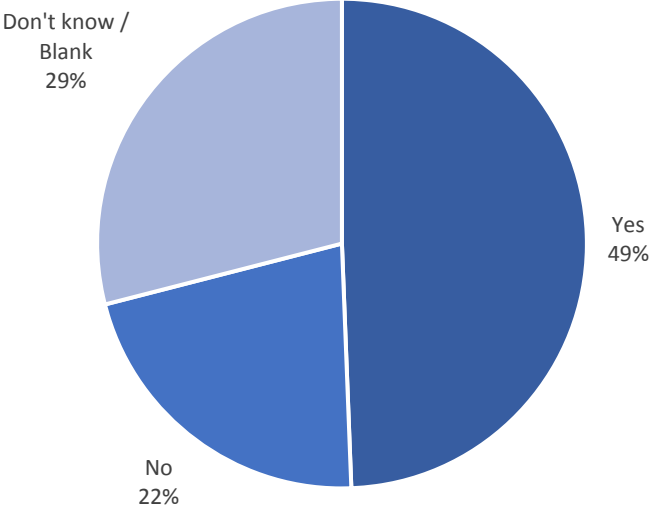


Figure 39. Is there any information that your teacher gives you that is not helpful? Percent of student respondents (n=33)



3. Educators

Educators were asked a series of questions about the guidelines to assess their level of support for the changes, the adequacy of the draft document outlining the changes, and their professional development needs.

As only 50 educators responded to the survey, and the Department of Education employs over 600 teachers, these results must be interpreted with extreme caution and cannot be generalized.

Planning for Formative and Summative Assessment

Educators were asked to respond to the following questions about the proposed guidelines.

- a. The proposed guidelines offer me enough flexibility in the timing and structure to transition my classroom assessments.
- b. The assessment information provided will help me to plan for instruction and assessment.
- c. The document clearly explains how the core competencies will be assessed over the course of a year.

In addition, they were given the opportunity to provide comments, and they were asked what training and professional development they will need in order to implement the proposed changes to assessment and evaluation. Responses to the open-ended questions can be found in Appendix B.

Approximately half the respondents (52%) agreed that the guidelines provide enough flexibility (Figure 40). Just over half (54%) agreed that the assessment information will help them plan for instruction and assessment (Figure 41). Fewer than half (45%) agreed that the document clearly explains how core competencies will be assessed (Figure 42).

Figure 40. "The proposed guidelines offer me enough flexibility in the timing and structure to transition my classroom assessments."

Percent of educator respondents (n=50)

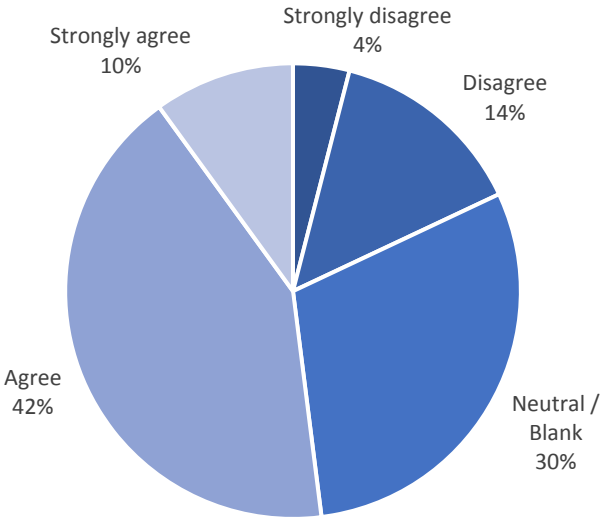


Figure 41. "The assessment information provided will help me to plan for instruction and assessment."

Percent of educator respondents (n=50)

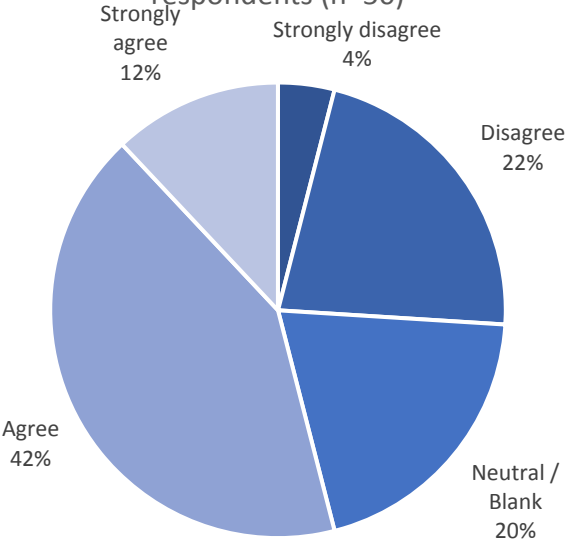
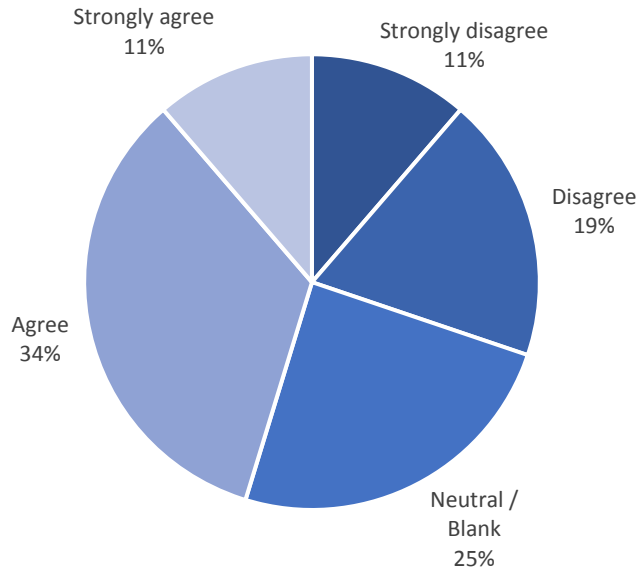
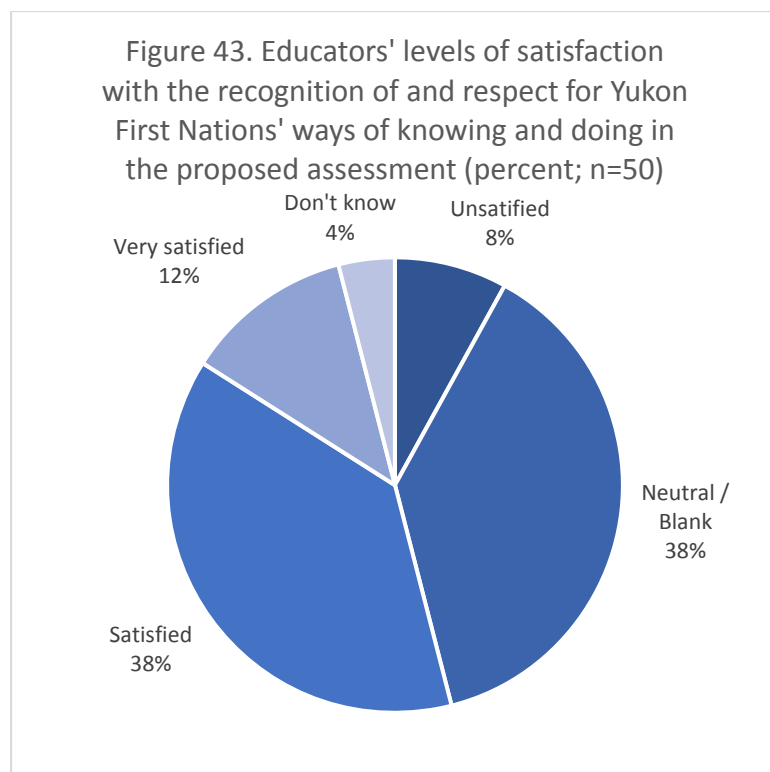


Figure 42. "The document clearly explains how the core competencies will be assessed over the course of a year." Percent of educator respondents (n=50)



Yukon First Nations content

Educators were asked how satisfied they are with the recognition of and respect for Yukon First Nations' ways of knowing and doing in the proposed assessment guidelines. Half the respondents (50%) said they are satisfied or very satisfied (Figure 43). Eight percent are unsatisfied; the rest said they don't know, are neutral, or left the question blank.



Communicating about student learning

Educators were asked how strongly they agree with the following statements:

- The proposed guidelines will help me to communicate to home and School Council about student-centred assessment practices.
- The Communicating Student Learning guidelines give parents a shared role in their child's learning.
- The use of most recent and consist assessment information is more accurate than cumulative scores to demonstrate a student's overall achievement.
- The use of evaluative assessments, such as letter grades, too early in the learning process has a negative impact on learning.

The majority of respondents (60%) said they agree that the guidelines will help them communicate with parents and School Council about student-centred assessment (Figure 44). Just over half (52%) agree that the guidelines give parents a shared role in their child's learning (Figure 45). A majority (62%) agree that the use of most recent and consist assessment information is more accurate than cumulative scores to demonstrate a student's overall achievement (Figure 46). Just over half (52%) agree that the use of evaluative assessments, such as letter grades, too early in the learning process has a negative impact on learning (Figure 47).

Educators were also asked what support, if any, they think teachers will need in order to properly use a portfolio to ensure that a student's best competency is reflected. Responses to this question can be found in Appendix B.

Figure 44. "The proposed guidelines will help me to communicate to home and School Council about student-centred assessment practices." Percent of educator respondents

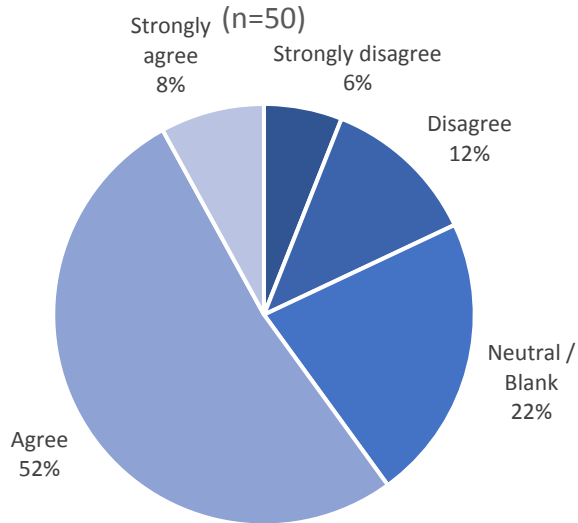


Figure 45. "The Communicating Student Learning guidelines give parents a shared role in their child's learning." Percent of educator respondents (n=50)

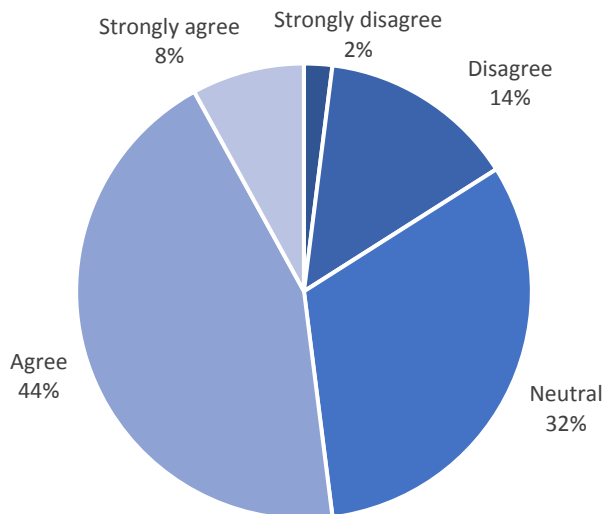


Figure 46. "The use of most recent and consistent assessment information is more accurate than cumulative scores to demonstrate a student's overall achievement." Percent of educator respondents (n=50)

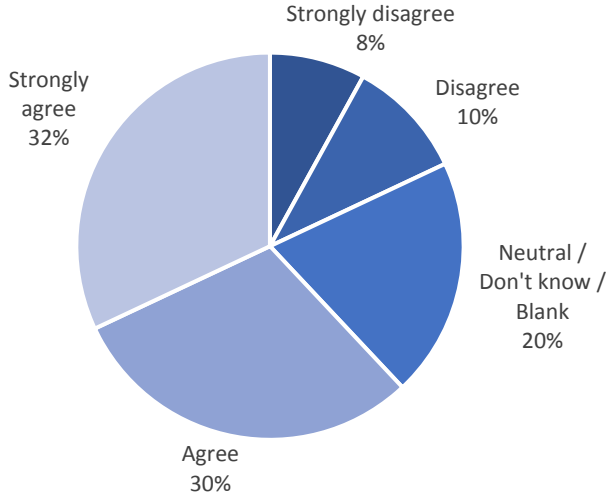
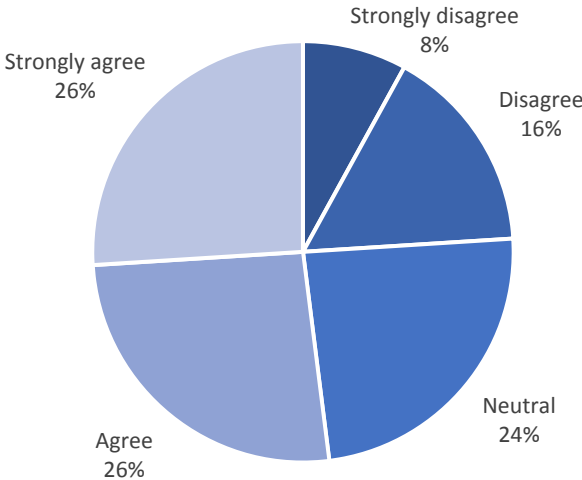


Figure 47. "The use of evaluative assessments, such as letter grades, too early in the learning process has a negative impact on learning." Percent of educator respondents (n=50)



Informal reporting

Teachers were provided with the following information to contextualize the questions on informal reporting.

Informal reporting includes emails, letters, phone calls, meetings and conferences with parents about their student’s progress at school, as well as how students, teachers and parents collect information about a student’s learning and use this information to support their learning.

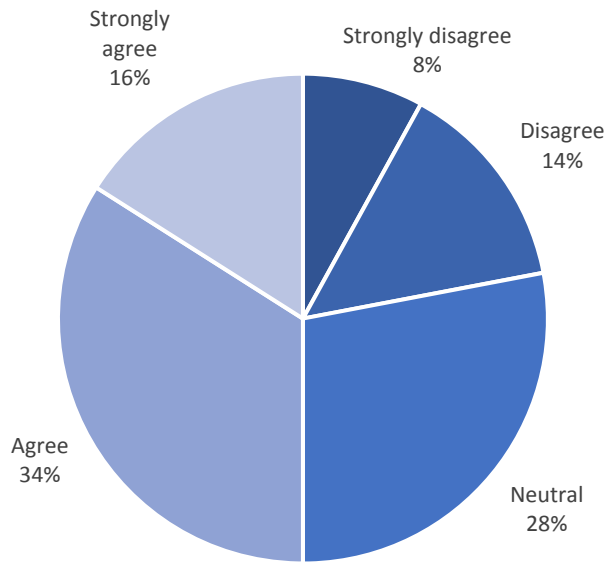
INFORMAL REPORTING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
<p>Gathering and using evidence of learning</p>	<ul style="list-style-type: none"> Must provide parents with a minimum of two informal reports each school year (conference face-to-face or telephone, written interim report, portfolio review, etc.) 	<ul style="list-style-type: none"> Would provide parents with 2-5 informal reports per year with option of using student portfolios Collect of evidence of student learning (for informal reports and to report on student’s development of core competencies) 	<ul style="list-style-type: none"> Recommends schools provide parents with 2-5 informal reports per year with option of using student portfolios Collect evidence of student learning (for informal reports and to report on student’s development of core competencies)

Number of informal reports: Currently, Yukon teachers are required to provide parents and guardians with two informal reports each school year or semester plus three formal report cards. Informal reports can be phone calls, meetings, emails, etc. The committee’s recommendations are for teachers to provide fewer formal report cards and more informal reports and ongoing feedback to support student learning (you will be asked about your thoughts on formal report cards later in this survey). Teachers would provide two to five informal reports, with evidence of student learning, and at least one of these reports would be a meeting with parents/guardians.

Collecting evidence of student learning: Currently, you may or may not know what kinds of work students are doing at school. The committee’s recommendations are for teachers and students to collect student work during the year that shows their work toward their learning goals, their learning progress and their strengths.

Educators were asked if they agree with the idea of increasing the number of informal reports; 50% of the responding educators said they agree (Figure 48).

Figure 48. Do you agree with the idea of increasing the number of formal reports?
Percent of educator respondents (n=50)

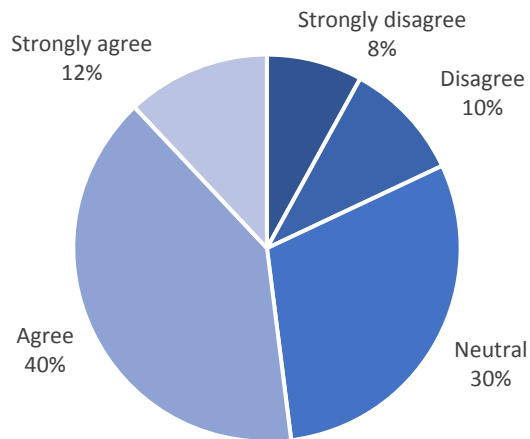


Collecting evidence of student learning

Currently, parents may or may not know what kinds of work your child is doing at school. The committee's recommendations are for teachers and students to collect student work during the year that shows their work toward their learning goals, their learning progress and their strengths.

Educators were asked if they agree that Communicating Student Learning guidelines clearly outline the teacher's role in supporting students to collect evidence to help them self-assess on the core competencies; 52% of the responding educators said they agree (Figure 49).

Figure 49. Do you agree that Communicating Student Learning guidelines clearly outline the teacher’s role in supporting students to collect evidence to help them self-assess on the core competencies? Percent of educator respondents (n=50)



Parent and Student Conferences

Currently, teachers are encouraged to meet with parents and guardians at least once per school year or semester to discuss each student’s progress. The proposed changes would make these meetings required.

Educators were asked if they agree that parent-teacher meetings should be required. If they said no, they were asked why not. Sixty percent of the responding educators agree that parent-teacher meetings should be required (Figures 50) and 22% identified parents’ unavailability as the reason for their negative response (Figure 51).

Figure 50. Do you agree that the parent-teacher meetings should be required?
Percent of educator respondents (n=50)

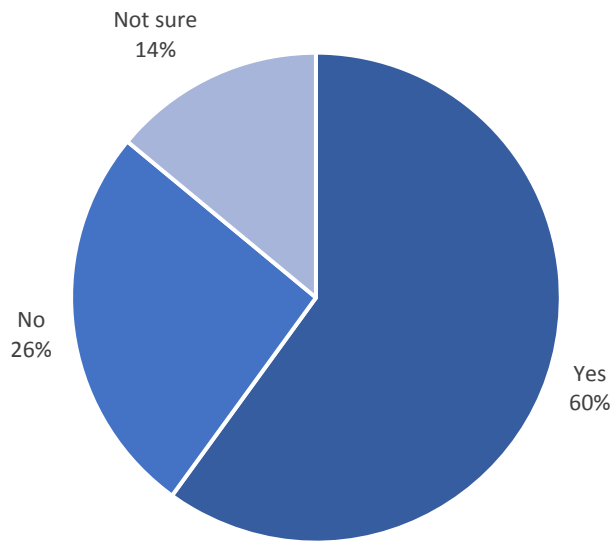
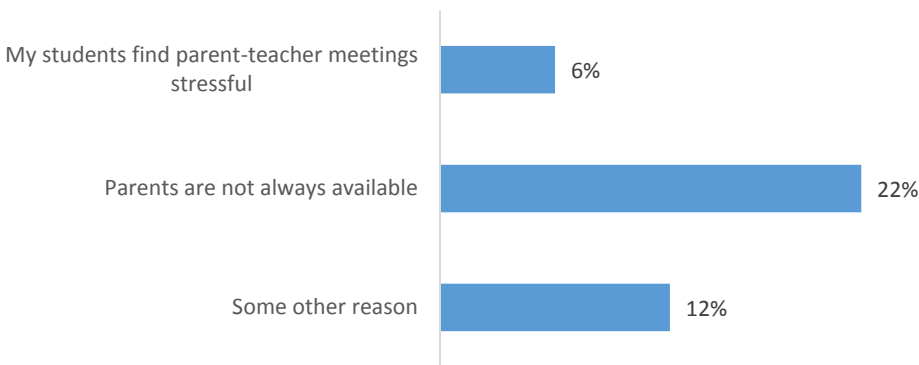


Figure 51. Why don't you think parent-teacher meetings should be required? Percent of educator respondents (n=50)



Formal Reporting

Educators were provided with the following information to contextualize the questions about formal reporting.

Formal reporting includes summaries of student performance, grades, report cards and other formal assessment results.

FORMAL REPORTING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
Calculating Student Grades	<ul style="list-style-type: none"> • Averaging marks, which over the full term may not provide a true picture of a student’s overall performance in relation to the learning outcomes 	<ul style="list-style-type: none"> • Focuses on most recent and consistent marks instead of averaging all class marks • Give separate, informal reports for homework, attendance, behaviour, etc. rather than marks 	<ul style="list-style-type: none"> • Varies because it is decided by each school district

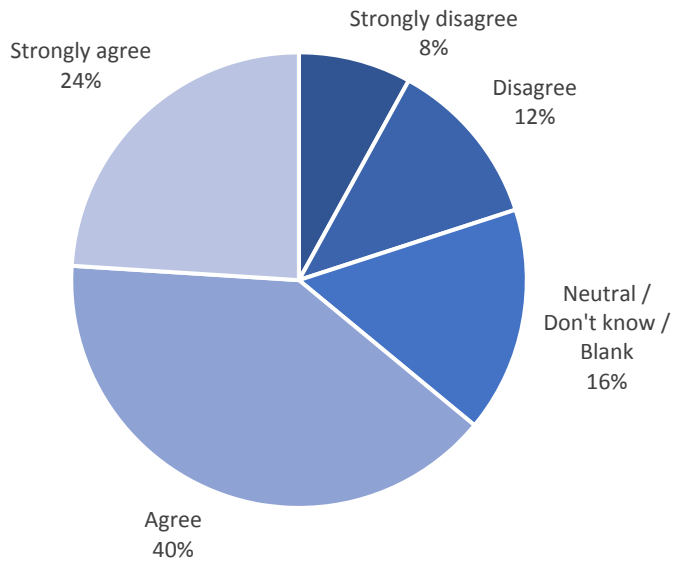
Calculating student grades

We learn from our mistakes. Students should be able to try and improve their learning without being penalized for their early attempts.

The committee’s recommended changes will make the student’s most recent and consistent scores more important in determining the final grade. This will better reflect the student’s overall achievement toward the learning standards in each grade or course. Grades and marks would focus on learning expectations and parents would receive informal reports about student behaviour, homework and attendance, etc.

Educators were asked if they agree with using students’ most recent and consistent marks to determine grades instead of averaging marks. Sixty-four percent of the responding educators said they agree with this approach (Figure 52).

Figure 52. Do you agree with using students' most recent and consistent marks to determine grades instead of averaging marks?
Percent of educator respondents (n=50)



FORMAL REPORTING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
Reporting Student Grades	<ul style="list-style-type: none"> Grades K-3: no letter grades Grades 4-9: must provide letter grades to parents Grades 10-12: must provide letter grades and percent scores to parents 	<ul style="list-style-type: none"> Grades K-3: No letter grades Grades 4-9: Performance reports on skills development (e.g. minimally meeting, fully meeting, exceeding) provided to parents No letter grades. Schools are required to provide parents with a chart that demonstrates the letter grades that correspond with the performance report descriptions. Grades 10-12: must provide letter grades and percent scores to parents All final report cards include student's self-assessment on their core competencies 	<ul style="list-style-type: none"> Grades K-3: No letter grades Grades 4-9: Decided by each school district If performance reports are used letter grades must be provided to parents on request Grades 10-12: must provide letter grades and percent scores to parents Requires that all final report cards include student's self-assessment on their core competencies

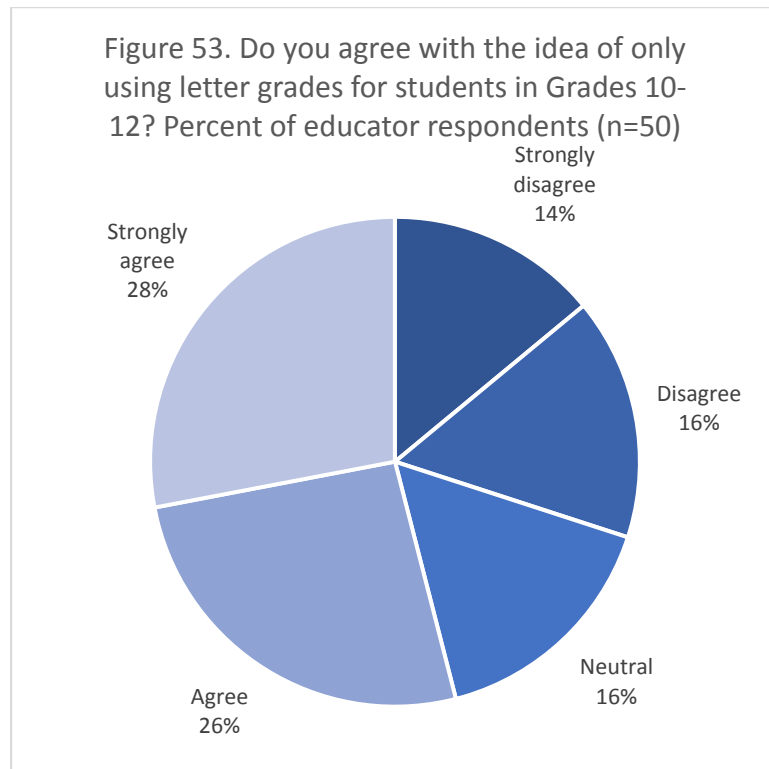
Reporting student grades

Currently, Yukon does not use letter grades in report cards for students in Grades K-3; letter grades are currently used for Grades 4-12. Research has shown that using grades too early in a student's school years tends to lower students' interest in learning. We recognize an ongoing need for letter grades and

percentages for secondary students, as universities and colleges currently use final marks as part of their entrance requirements and for some scholarships and awards.

The committee recommends not using letter grades for Grades 4-9 and instead providing descriptions about students' skills development and performance in class. Teachers would provide a chart that shows the corresponding letter grades for the descriptions of student performance. Letter grades and percent scores would still be used on report cards for students in Grades 10-12.

Educators were asked if they agree with the idea of only using letter grades for students in Grades 10-12. Fifty-four percent of the responding educators said they agree with this idea (Figure 53).



Communication about Student Learning

Communication about student learning includes the type and depth of information that parents and guardians receive about their child’s learning.

COMMUNICATION ABOUT STUDENT LEARNING	Current practice in Yukon	Proposed interim practice in Yukon	Current practice in B.C.
<p>Communicating with Parents</p> <p>(Reporting Guidelines)</p>	<ul style="list-style-type: none"> Report by subject area 	<ul style="list-style-type: none"> All Yukon schools should report by curricular outcomes and learning standards by the end of the 2018/19 school year Principals will discuss feedback from this survey and options with their staff and then decide whether to introduce the “Communicating Student Learning” guidelines in the 2017/18 school year or the 2018/19 school year. 	<ul style="list-style-type: none"> Some B.C. schools still report by subject area. Others report using B.C.’s revised guidelines as outlined below: Reporting about student progress is ongoing throughout the year. Communications with parents shall be made at least 5 times during the year. A final written summative report provided at the end of the school year.

Currently, Yukon teachers report on how students are performing in each subject they study. The committee’s recommendation is for teachers to instead report by the curricular outcomes and learning standards (the key content and skills that students are expected to develop in each grade) and for students to describe their own progress each year for their core competencies in communication, thinking and personal-social skills.

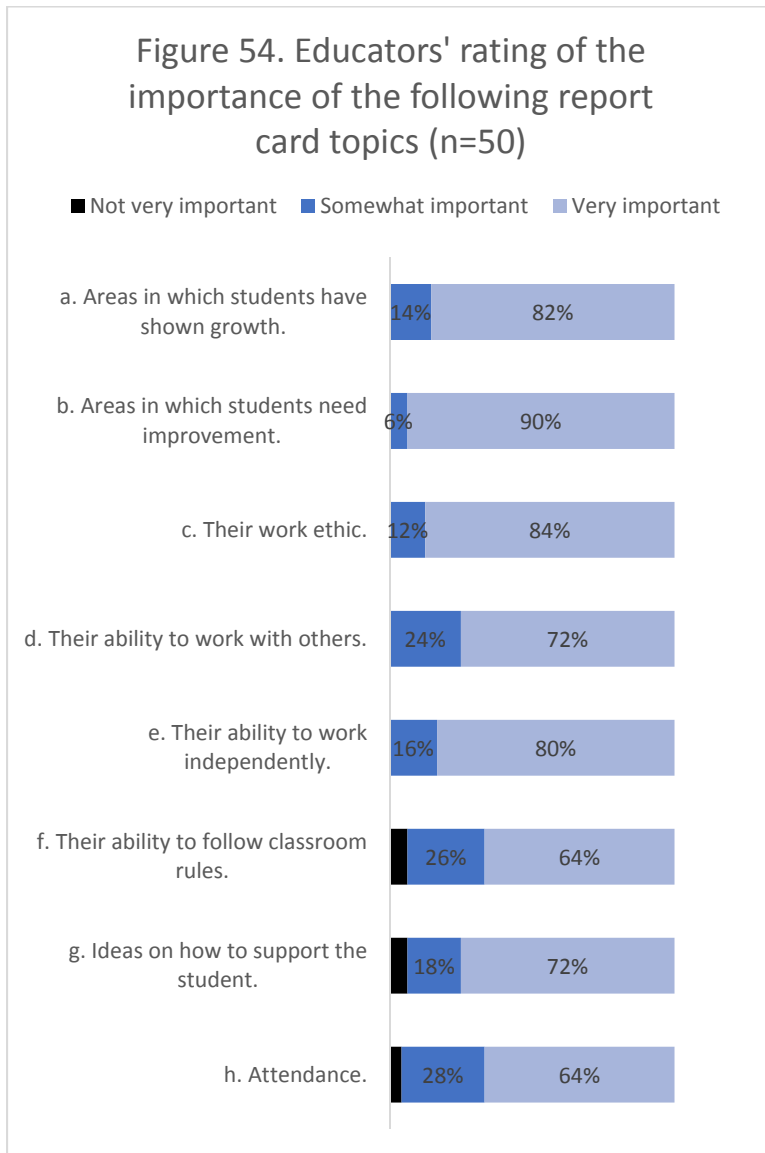
We would like to know what kind of information you think is most important for parents and students to know about the student’s progress and overall achievement at school.

Educators were asked to rate the importance of each of the following report card topics:

- a. Areas in which students have shown growth.
- b. Areas in which students need improvement.

- c. Their work ethic.
- d. Their ability to work with others.
- e. Their ability to work independently.
- f. Their ability to follow classroom rules.
- g. Ideas on how to support the student.
- h. Attendance.

The majority consider all of these topics to be 'very important' (Figure 54).



Appendix A. Frequency Tables

1. Parents

Q1. Are you a parent, student, or a school community member?

	Frequency	Percent
Parent	477	100

Q2. Are you a member or citizen of a Yukon First Nation?

	Frequency	Percent
Yes	32	6.71
No	407	85.32
Prefer not to say	38	7.97

Q3.1. How satisfied are you with the recognition of and respect for Yukon First Nations ways of knowing and doing as described above and in the proposed assessment guidelines? (n=32)

	Frequency	Percent
Very unsatisfied	3	9.38
Unsatisfied	1	3.13
Neutral	13	40.63
Satisfied	8	25
Very satisfied	6	18.75
Don't know	1	3.13

Q4. How strongly do you agree with the following statements:

a. The school provides information about student progress that is clear and understandable.

	Frequency	Percent
Strongly disagree	22	4.61
Disagree	71	14.88
Neutral	56	11.74
Agree	219	45.91
Strongly agree	104	21.80
Don't know / blank	5	1.05

Parents (continued)

b. The school provides information about student progress that is specific about students' strengths, needs and interests.

	Frequency	Percent
Strongly disagree	27	5.66
Disagree	95	19.92
Neutral	63	13.21
Agree	200	41.93
Strongly agree	87	18.24
Don't know / blank	5	1.05

c. I am satisfied with how often I receive communication from the school about my child's progress.

	Frequency	Percent
Strongly disagree	36	7.55
Disagree	100	20.96
Neutral	63	13.21
Agree	191	40.04
Strongly agree	81	16.98
Don't know / blank	6	1.26

d. I am satisfied with the frequency and level of detail the school provides about student progress.

	Frequency	Percent
Strongly disagree	38	7.97
Disagree	116	24.32
Neutral	71	14.88
Agree	179	37.53
Strongly agree	69	14.47
Don't know / blank	4	0.84

e. Overall, I am satisfied with the information that schools provide about student progress.

	Frequency	Percent
Strongly disagree	34	7.13
Disagree	105	22.01
Neutral	68	14.26
Agree	195	40.88
Strongly agree	70	14.68
Don't know / blank	5	1.05

Parents (continued)

Q5.1. How satisfied are you with the current informal reports you get from your child's teachers?

	Frequency	Percent
Very unsatisfied	32	6.71
Unsatisfied	118	24.74
Neutral	74	15.51
Satisfied	155	32.49
Very satisfied	87	18.24
Don't know / Not applicable	9	1.89

Q5.2. Do you agree with the idea of increasing the number of informal reports?

	Frequency	Percent
Strongly disagree	38	7.97
Disagree	63	13.21
Neutral	65	13.63
Agree	172	36.06
Strongly agree	130	27.25
Don't know / Blank	9	1.89

Q6.1. How interested are you in seeing samples of your child's work?

	Frequency	Percent
Not interested	16	3.35
Somewhat interested	100	20.96
Very interested	355	74.42
Don't know / Blank	6	1.26

Q7.1. Do you agree that the parent-teacher meetings should be required?

	Frequency	Percent
Yes	388	81.34
No	59	12.37
Not sure / Blank	30	6.29

Q7.2. Why not? Please check all that apply:

	Frequency	Percent
I don't find parent-teacher meetings helpful	18	3.77
I find parent-teacher meetings stressful	3	0.63
My child finds parent – teacher meetings stressful	6	1.26
I don't always have time to meet with my child's teachers	17	3.56
Some other reason	31	6.50

Parents (continued)

Q7.3. What location would you prefer these meetings to be held?

	Frequency	Percent
School	453	94.97
First Nation Office	4	0.84
Community Centre	3	0.63
Blank	17	3.56

Q8. Do you agree with using most recent and consistent marks to determine grades instead of averaging marks?

	Frequency	Percent
Strongly disagree	108	22.64
Disagree	82	17.19
Neutral	50	10.48
Agree	138	28.93
Strongly agree	81	16.98
Don't know / Blank	20	4.19

Q9.1. How helpful do you think letter grades are on your child's report cards?

	Frequency	Percent
Not at all helpful	24	5.03
Not very helpful	30	6.29
Neutral	36	7.55
Somewhat helpful	107	22.43
Very helpful	263	55.14
Don't know / Not applicable / Blank	17	3.56

Q9.2. How helpful do you think comments and other feedback are on your child's report cards?

	Frequency	Percent
Not at all helpful	12	2.52
Not very helpful	13	2.73
Neutral	13	2.73
Somewhat helpful	97	20.34
Very helpful	337	70.65
Not applicable	1	0.21

Parents (continued)

Q9.5. Do you agree with the idea of only using letter grades and percent scores for students in Grades 10-12?

	Frequency	Percent
Strongly disagree	147	30.82
Disagree	81	16.98
Neutral	42	8.81
Agree	92	19.29
Strongly agree	101	21.17
Don't know / Blank	14	2.94

Q10.1. Please rate the importance of each of the following report topics:

a. Areas in which my child has shown growth.

	Frequency	Percent
Not very important	3	0.63
Somewhat important	61	12.79
Very important	405	84.91

b. Areas in which my child needs improvement.

	Frequency	Percent
Not very important	2	0.42
Somewhat important	21	4.40
Very important	445	93.29

c. My child's work ethic.

	Frequency	Percent
Not very important	5	1.05
Somewhat important	70	14.68
Very important	394	82.60

d. My child's ability to work with others.

	Frequency	Percent
Not very important	17	3.56
Somewhat important	100	20.96
Very important	352	73.79

Parents (continued)

e. My child's ability to work independently.

	Frequency	Percent
Not very important	12	2.52
Somewhat important	95	19.92
Very important	362	75.89

f. My child's ability to follow classroom rules.

	Frequency	Percent
Not very important	13	2.73
Somewhat important	119	24.95
Very important	334	70.02

g. Ideas on how to support my child.

	Frequency	Percent
Not very important	10	2.10
Somewhat important	69	14.47
Very important	390	81.76

h. Attendance.

	Frequency	Percent
Not very important	41	8.60
Somewhat important	157	32.91
Very important	270	56.60

Q11. Which community do you live in?

	Frequency	Percent
Whitehorse	414	87.16
Dawson City	20	4.21
Watson Lake	12	2.53
Other	29	6.09

Parents (continued)

Q12. Which school does your child attend?

	Frequency	Percent
F.H. Collins Secondary	97	20.34
Whitehorse Elementary	55	11.53
Porter Creek Secondary	53	11.11
Christ the King Elementary	44	9.22
Jack Hulland Elementary	42	8.81
Elijah Smith Elementary	32	6.71
Vanier Catholic Secondary	28	5.87
Selkirk Elementary	27	5.66
Holy Family Elementary	25	5.24
École Émilie Tremblay	24	5.03
Robert Service School	21	4.4
Hidden Valley Elementary	13	2.73

2. School Community Members

Q1. Are you a parent, student, or a school community member?

	Frequency	Percent
School community member	128	100.00

Q2. Are you a member or citizen of a Yukon First Nation?

	Frequency	Percent
Yes	6	4.69
No	98	76.56
Prefer not to say	24	18.75

Q3.1. How satisfied are you with the recognition of and respect for Yukon First Nations ways of knowing and doing as described above and in the proposed assessment guidelines? (n=6)

	Frequency	Percent
Unsatisfied	3	50.00
Satisfied	2	33.33
Very satisfied	1	16.67

School community members (continued)

Q4. How strongly do you agree with the following statements:

a. The school provides information about student progress that is clear and understandable.

	Frequency	Percent
Strongly disagree	4	3.13
Disagree	15	11.72
Neutral	16	12.50
Agree	46	35.94
Strongly agree	33	25.78
Don't know / Blank	14	10.94

b. The school provides information about student progress that is specific about students' strengths, needs and interests.

	Frequency	Percent
Strongly disagree	4	3.13
Disagree	25	19.53
Neutral	12	9.38
Agree	45	35.16
Strongly agree	27	21.09
Don't know / Blank	15	11.72

c. I am satisfied with the frequency and level of detail the school provides about student progress.

	Frequency	Percent
Strongly disagree	4	3.13
Disagree	26	20.31
Neutral	12	9.38
Agree	37	28.91
Strongly agree	30	23.44
Don't know / Blank	19	14.84

School community members (continued)

d. Overall, I am satisfied with the information that schools provide about student progress.

	Frequency	Percent
Strongly disagree	3	2.34
Disagree	26	20.31
Neutral	13	10.16
Agree	42	32.81
Strongly agree	26	20.31
Don't know / Blank	18	14.06

Q5.2. Do you agree with the idea of increasing the number of informal reports?

	Frequency	Percent
Strongly disagree	9	7.03
Disagree	26	20.31
Neutral	19	14.84
Agree	39	30.47
Strongly agree	29	22.66
Don't know / Blank	6	4.69

Q6.2. How interested are you in seeing samples of student work?

	Frequency	Percent
Not interested	6	4.69
Somewhat interested	38	29.69
Very interested	74	57.81
Don't know / Blank	10	7.81

Q7.1. Do you agree that the parent-teacher meetings should be required?

	Frequency	Percent
Yes	95	74.22
No	23	17.97
Not sure / Blank	10	7.81

School community members (continued)

Q8. Do you agree with using most recent and consistent marks to determine grades instead of averaging marks?

	Frequency	Percent
Strongly disagree	22	17.19
Disagree	27	21.09
Neutral	15	11.72
Agree	39	30.47
Strongly agree	17	13.28
Don't know / Blank	8	6.25

Q9.3. How helpful do you think letter grades are on report cards?

	Frequency	Percent
Not at all helpful	8	6.25
Not very helpful	10	7.81
Neutral	10	7.81
Somewhat helpful	22	17.19
Very helpful	72	56.25
Don't know / Blank	6	4.69

Q9.4. How helpful do you think comments and other feedback are on report cards?

	Frequency	Percent
Somewhat unhelpful	5	3.91
Neutral	5	3.91
Somewhat helpful	30	23.44
Very helpful	83	64.84
Don't know / Blank	5	3.91

Q9.5. Do you agree with the idea of only using letter grades and percent scores for students in Grades 10-12?

	Frequency	Percent
Strongly disagree	31	24.22
Disagree	29	22.66
Neutral	13	10.16
Agree	25	19.53
Strongly agree	23	17.97
Don't know / Blank	7	5.47

School community members (continued)

Q10.2. Please rate the importance of each of the following topics:

a. Areas in which students have shown growth.

	Frequency	Percent
Not very important	5	3.91
Somewhat important	27	21.09
Very important	92	71.88

b. Areas in which they need improvement.

	Frequency	Percent
Not very important	3	2.34
Somewhat important	10	7.81
Very important	110	85.94

c. Their work ethic.

	Frequency	Percent
Not very important	2	1.56
Somewhat important	35	27.34
Very important	87	67.97

d. Their ability to work with others.

	Frequency	Percent
Not very important	10	7.81
Somewhat important	38	29.69
Very important	76	59.38

e. Their ability to work independently.

	Frequency	Percent
Not very important	5	3.91
Somewhat important	34	26.56
Very important	85	66.41

f. Their ability to follow classroom rules.

	Frequency	Percent
Not very important	10	7.81
Somewhat important	41	32.03
Very important	73	57.03

School community members (continued)

g. Ideas on how to support the student.

	Frequency	Percent
Not very important	5	3.91
Somewhat important	40	31.25
Very important	79	61.72

h. Attendance.

	Frequency	Percent
Not very important	7	5.47
Somewhat important	34	26.56
Very important	82	64.06

Q11. Which community do you live in?

	Frequency	Percent
Other Yukon	23	17.97
Whitehorse	101	78.91
Outside Yukon / Blank	4	3.13

3. Students

Q1. Are you a parent, student, or a school community member?

	Frequency	Percent
Student	33	100

Q2. Are you a member or citizen of a Yukon First Nation?

	Frequency	Percent
Yes	8	24.24
No	21	63.64
Prefer not to say	4	12.12

Q11. Which community do you live in?

	Frequency	Percent
Whitehorse	30	90.91
Outside Whitehorse	3	9.09

Students (continued)

Q14. What kind of information would you find helpful from your teachers about how well you are doing at school?

a. I want to know about where I am doing well

	Frequency	Percent
Strongly disagree	1	3.13
Disagree	0	0
Neutral / Blank	5	15.15
Agree	9	28.13
Strongly agree	18	56.25

b. I want more ideas and suggestions on how I can improve my work

	Frequency	Percent
Strongly disagree	1	3.13
Disagree	0	0
Neutral / Blank	5	15.15
Agree	13	40.63
Strongly agree	14	43.75

c. I want to know how well I work with others and how I could do better

	Frequency	Percent
Strongly disagree	2	6.25
Disagree	4	12.5
Neutral / Blank	12	36.36
Agree	4	12.5
Strongly agree	11	34.38

d. I want to know how well I work on my own and how I could do better

	Frequency	Percent
Strongly disagree	2	6.25
Disagree	4	12.5
Neutral / Blank	8	24.24
Agree	8	25
Strongly agree	11	34.38

Students (continued)

e. I find it helpful when my classmates give me feedback on my work

	Frequency	Percent
Strongly disagree	6	19.35
Disagree	6	19.35
Neutral / Blank	11	33.33
Agree	6	19.35
Strongly agree	4	12.9

f. It is easier for me to learn when the teacher tells us what we should be learning about that day

	Frequency	Percent
Strongly disagree	2	6.25
Disagree	2	6.25
Neutral / Blank	5	15.15
Agree	7	21.88
Strongly agree	17	53.13

g. I find it helpful when my teachers let me show how and what I have learned in different ways

	Frequency	Percent
Strongly disagree	4	12.5
Disagree	7	21.88
Neutral / Blank	8	24.24
Agree	5	15.63
Strongly agree	9	28.13

h. I can do a better job on my work if my teacher shows examples of what it should look like and describes what should be in it

	Frequency	Percent
Strongly disagree	2	6.25
Disagree	0	0
Neutral / Blank	5	15.15
Agree	6	18.75
Strongly agree	21	65.63

Q16. Is there any information that your teacher gives you that is not helpful?

	Frequency	Percent
Yes	16	51.61
No	7	22.58
Don't know / Blank	10	30.3

4. Educators

Educators' Survey

Total responses: 50

Q1a. The proposed guidelines offer me enough flexibility in the timing and structure to transition my classroom assessments.

	Frequency	Percent
Strongly disagree	2	4
Disagree	7	14
Neutral / Blank	15	30
Agree	21	42
Strongly agree	5	10

Q1b. The assessment information provided will help me to plan for instruction and assessment.

	Frequency	Percent
Strongly disagree	2	4
Disagree	11	22
Neutral / Blank	10	20
Agree	21	42
Strongly agree	6	12

Q1c. The document clearly explains how the core competencies will be assessed over the course of a year.

	Frequency	Percent
Strongly disagree	6	12
Disagree	10	20
Neutral / Blank	13	26
Agree	18	36
Strongly agree	6	12

Q3. How satisfied are you with the recognition of and respect for Yukon First Nations' ways of knowing and doing in the proposed assessment guidelines?

	Frequency	Percent
Unsatisfied	4	8
Neutral / Blank	19	38
Satisfied	19	38
Very satisfied	6	12
Don't know	2	4

Educators (Continued)

Q4. How strongly do you agree or disagree with the following statements:

a. The proposed guidelines will help me to communicate to home and School Council about student-centred assessment practices.

	Frequency	Percent
Strongly disagree	3	6
Disagree	6	12
Neutral / Blank	11	22
Agree	26	52
Strongly agree	4	8

b. The Communicating Student Learning guidelines give parents a shared role in their child's learning.

	Frequency	Percent
Strongly disagree	1	2
Disagree	7	14
Neutral / Blank	16	32
Agree	22	44
Strongly agree	4	8

c. The use of most recent and consistent assessment information is more accurate than cumulative scores to demonstrate a student's overall achievement.

	Frequency	Percent
Strongly disagree	4	8
Disagree	5	10
Neutral / Don't know / Blank	10	20
Agree	15	30
Strongly agree	16	32

d. The use of evaluative assessments, such as letter grades, too early in the learning process has a negative impact on learning.

	Frequency	Percent
Strongly disagree	4	8
Disagree	8	16
Neutral / Blank	12	24
Agree	13	26
Strongly agree	13	26

Educators (Continued)

Q6. Do you agree with the idea of increasing the number of informal reports?

	Frequency	Percent
Strongly disagree	4	8
Disagree	7	14
Neutral	14	28
Agree	17	34
Strongly agree	8	16

Q7. Do you agree that Communicating Student Learning guidelines clearly outline the teacher's role in supporting students to collect evidence to help them self-assess on the core competencies?

	Frequency	Percent
Strongly disagree	4	8
Disagree	5	10
Neutral	15	30
Agree	20	40
Strongly agree	6	12

Q8. Do you agree that the parent-teacher meetings should be required?

	Frequency	Percent
Yes	30	60
No	13	26
Not sure / Blank	7	14

Q8.1. If not, why not? Please check all that apply:

	Frequency	Percent
My students find parent-teacher meetings stressful	3	6
Parents are not always available	11	22
Some other reason	6	12

Q9. Do you agree with using most recent and consistent marks to determine grades instead of averaging marks?

	Frequency	Percent
Strongly disagree	4	8
Disagree	6	12
Neutral /Don't know / Blank	8	16
Agree	20	40
Strongly agree	12	24

Educators (Continued)

Q10. Do you agree with the idea of only using letter grades for students in Grades 10-12?

	Frequency	Percent
Strongly disagree	7	14
Disagree	8	16
Neutral / Blank	8	16
Agree	13	26
Strongly agree	14	28

Q11. Please rate the importance of each of the following report topics:

a. Areas in which students have shown growth.

	Frequency	Percent
Somewhat important	7	14
Very important	41	82

b. Areas in which students need improvement.

	Frequency	Percent
Somewhat important	3	6
Very important	45	90

c. Their work ethic.

	Frequency	Percent
Somewhat important	6	12
Very important	42	84

d. Their ability to work with others.

	Frequency	Percent
Somewhat important	12	24
Very important	36	72

e. Their ability to work independently.

	Frequency	Percent
Somewhat important	8	16
Very important	40	80

Educators (Continued)

f. Their ability to follow classroom rules.

	Frequency	Percent
Not very important	3	6
Somewhat important	13	26
Very important	32	64

g. Ideas on how to support the student.

	Frequency	Percent
Not very important	3	6
Somewhat important	9	18
Very important	36	72

h. Attendance.

	Frequency	Percent
Not very important	2	4
Somewhat important	14	28
Very important	32	64

Appendix B. Responses to Open-ended Questions

Q3. Yukon First Nation content: Comments (Parents)
How will we build the capacity to support educators in meeting these goals? I think this is too big of a job for First Nation Partnerships, the job is just too big. Will Dept of Ed be allocating additional funds to support community leaders and holders of traditional knowledge? The department should look at creating opportunities for community resources to be in the school and classrooms (look at eliminating red tape in regards to the union). Look at a detailed plan for PD to support educators in implementing these guidelines.
I believe culture should be taught at home. It isn't the job of the government to teach culture. Re-affirm and recognize yes but not to teach.
I believe tradition and culture should be taught at home. Although reflecting the tradition and culture in school is important, it is not the educational system that should be teaching our generations, that should be done by family and community.
I'd hoped there'd be a stronger influence and that it'd be a bit more hands on learning about the history of Canadian and Yukon first nations. What we went thru as a people & nation. Why we lost our languages and how important it is to regain. Our children need to know how to live on and off the land. It's a huge part of our healing and knowledge that'd bring so many children with behavioral problems calmness and peace.
In theory this will be a great concept! I would like to see how this is integrated and in the next year or two give you feedback on how it actually worked.
Most First Nations are hands on learners and visual learners. They are not auditory learners. This style of learning will also benefit students that are dyslexic as well, who just learn differently, they can tell you the answer verbally but cannot write down what is in their head as an answer because of their learning disability.
This is a great opportunity for non-First Nation teachers to work closely with First Nation teachers to collaborate ideas on how to bring and teach more Yukon First Nation's teachings in the classroom.
Q3. Yukon First Nation content: Comments (Community members)
Niece in kindergarten having difficulties...cultural

Q7.2. Other reason for not making parent-teacher meetings mandatory (Parents)
FH Collins parent-teacher interview set up is ridiculous. I hate their system!!
I always meet with the teacher each semester or when I have a concern. I enjoy and look forward to these sessions. However what works for me might not work for another parent
I believe it is helpful for teachers and parents to work together I don't agree it should be forced unless there are issues requiring such a meeting
I communicate with my child everyday about school
I go to meetings where the teacher reaffirms what I already know. They should NOT be required. I do go, but do not want to be required to go.
I like them, but I recognize that some parents may not.
I like to go to parent-teacher meetings but in high school I find I don't need to see all teachers. If it is required what happens to the teacher that can't get a parents cooperation to attend a required meeting? I think that would be stressful for the teacher.

If I know my child is doing well, there is not always a reason to meet
If it isn't needed, why must it be mandatory. I have had 3 kids in school, some needed more parental involvement whereas the other(s) haven't
Il faudrait donner de la flexibilité aux parents lors de circonstances exceptionnelles.
It should be at the request of the teacher and/or parent.
Meeting only of value if Parent willing to involve It can't be forced
My family looks forward to the parent teacher meetings, how are you going to mandate a parent to attend?
Not all students require parent-teacher meetings.
Parents should be able to determine for themselves whether they feel a meeting is necessary. Irritated parents forced to attend meetings will be unproductive.
Some people cannot or do not want to meet in person. Though it is preferable for most to meet with the teacher, to require it may not be practical or the place of Education to insist upon.
Teachers are already overburdened and are forced to 'volunteer' many hours each week. Teachers will need a significant increase to their prep hours if these supplementary demands are placed on them. My understanding is that this will not be granted to them and therefore I would feel complicit in the abuse of our educators if I supported placing more demands on their time.
The onus should be on the parent, not the teacher.
Thriving students do not always need a parent-teacher meeting.
Unnecessary unless there is an identified issue
Would be impossible to enforce. What happens if the parent doesn't show? Give them a detention?
You must respect every family's situation; I dislike the word MUST meet as it should be up to the parents
have exceptional good child
I support meeting with teachers through the year; some more than others. 'Mandatory' would impose constraints on flexibility
if there is an issue important but otherwise not really required. My child does well in school but I feel it is important to put a face to the people that teach my child and I like to have their feedback if they are on track and how I can help to keep it that way.
meeting should be on an as needed/wanted basis
never told anything helpful so feels like a waste of my time. I've even had a teacher NOT show up for my scheduled time
not necessary for all students
sometimes necessary, but should not be mandatory in all cases
sometimes they are not need and other times they are.
there may not always be a need to meet with a teacher (e.g. student doing well and there has been informal communication between teacher and parent

Q14. Student evaluation: Comments (Students)
I don't like auto evaluation because I don't know how to mark myself and I think that it is the teacher's job. They are the ones who should know whether I am learning what I need to learn.

I don't think anyone can tell you what you will learn from any particular situation. People learn and express their ideas very differently, verbal, visual etc. Helping students learn about how 'best' they learn and how to improve weaker areas. The difficulty I see with this is, teacher's competencies. I do not think the Yukon has enough highly qualified and dedicated teachers or counselors able to accomplish this task plus teach basic curriculum. - I would suggest creating a three year long test/study. Pick a community, invite researchers, academics and professionals to work directly with students for three years. Test them before and after.... then see. Guaranteed with more effort, skill & money students would do better no matter how you want to rate or write about it!!
I like to know how I am doing so I can do better.
Math, English and Science....experimental learning. Understanding the concepts of these are vital for academic success once a student graduates. How do we in First nation communities grasp this concept...parents also need to know what being learned in school so that they can assist their child.
My teacher didn't show me my progress
Presently, I see Moodle as the teacher for our children and it is not right, I understand that our children needs to be tech savvy but they also need examples and description been shown by the teachers. I see our children getting frustrated by being taught only by MOODLE, our children need HANDS ON LEARNING

Q15. If you could change one thing about what information is on your report card, what would you change? (Students)
Add accurate information about absences and tardies
Have something written if a student is in the principals list or not
I like the percentage mark, the letter grade and the teacher's comments. I would not change anything.
I would change the teacher comments to actually being helpful.
I would like more accurate information. There always seem to be many errors from copying and pasting.
I would say it is fine the way they do report cards currently
I would want to be able to see if, for example, I got an A letter grade, if I was at the top of the range or the bottom.
If I have a failing mark explain how I'm failing is it because my work is done poorly, I don't understand what's going on, sometimes I'm good at doing the work just not handing it in or doing it all the time but when I do I get full marks that should reflect on my report card.
Know what can be improved. Being honest with parents on what child/youth are struggling at...way before it is too late. How can I assist my child to succeed.
More adaptable
More comments on how we can improve our work
My grades
Not so much emphasis on the Final.
Put the letter grade and the percent your grade accumulates.
Talk less about what I struggled with, and more about what I succeeded at
Teachers comments

That the teachers be more descriptive in the comment boxes. The older you get the more you try to better yourself and prepare yourself for university but when teachers only write a one to two non-descriptive sentences about how we do in class it isn't useful.
There is a need to praise our children to find out their strengths. not only their weakness and help them to find out their career goals and to see what they are good at.....
What the teacher thought about the class in general, how the group dynamic is.
abolish letter grades, either only use percent or a pass/fail system
exam marks
experiment
no comments on the bottom
the principal's signature because it reminds me of the horrible principal.

Q16. Information the teacher gives you that is not helpful: Comments (Students)
A, B, C, D, F
Explain what to do but make it more confusing
I do not need to be told to raise my mark. If you show the mark to me then I know that I need to boost my mark.
I don't like vague information.
No information is passed to the parent, so how are they supposed to know what is missing like assignments, tests. It's known that youth don't tell their parents what is happening in the school. Parent find out later once they receive a poor report card. The system need to know that children cannot expect to sit all day and learn, there has to be some experimental learning. Half day academic/half day experimental learning - First Nation children do not learn. We also need to encourage families to be accountable to their children's learning. There need to be structure so that students succeed. Some parents are not invested in their children learning....they think it all up to the teachers.
Personal stories
Sometimes my teacher doesn't let me do my work in other ways that work better for me
They don't answer my questions in a way I can understand
When they go out on tangents about subjects unrelated to the curriculum at inconvenient times.
not explaining or demonstrating examples, using MOODLE as a teacher

Q1 Comments (Educators)
After reading it, I still have a hard time imagining how I'm going to run the student self-assessment for the specific grades and subject that I'm teaching...
I feel like more information needs to be provided on how the self-assessment of core competencies will be done. How we will help students with this.
I think it will be easier to assess with a new curriculum and reporting document.
I think that the whole assessment document is a bunch of idealistic monkey babble. How many of the people on the list of 'educators' that came up with this have actually taught in a classroom with real children in the last decade?

I would benefit from more concrete examples (e.g. a copy of what the report card will actually look like) and also more details and opportunity to explore "portfolio apps", etc.)
I would like more content specific examples
I'm not sure this whole process was even necessary. It may well have been handled with PD on how to more effectively differentiate in the classroom. It feels like "throwing the baby out with the bathwater".
If teachers have started to implement new strategies for assessment, then any additional changes shouldn't be too challenging. If they're still stuck in the 1980s, change is sure to be tough.
If this question refers to timing of assessments and quantity, then yes I agree. It would be great to see more sample rubrics in all core competency areas. Just a suggestion, clearly outline/define the core competencies at the beginning of the document.
More examples of how Core Competencies could be addressed would be helpful
The core competencies are assessed through the student product or output, if the students are 'stuck' because they do not think they fully understand what to do then they may not want to take the risk of being wrong and simply not hand in their product or avoid completing the product. At some point the class moves on to the next topic or concept and the student remains stuck or simply moves on with the group without ever showing what they know.
The document guidelines provide me with information about timing and possible structure. What will give me the structure, support and flexibility will be the time and support I receive to make the transition. Not the guidelines. They are too vague! My admin will have a lot of work to do to teach us/model what is expected. Besides telling me the core competencies will be a self-assessment. There is little less said about it.
The document in its current form is not user friendly: far too much text, impractical organization. There is a confusing error on page 50: in both 'option' charts, it is stated "...in Grades 4 and 9..." I assume the correct version is "...in Grades 4 to 9."
The document is so long it is hard to grasp the main ideas and changes other than what we do already.
Too wordy.
UUGGHH! Really?! Why are we inventing the wheel on this? The new curriculum should not be released until we know definitively how this is supposed to look and work. Nothing like tying a pork chop around our necks and sending us into the bear den. We already face so much scrutiny in the media, in the public eye, and now we are being asked to coat ourselves in gasoline and hand them the matches.
Vague is the key word.
We are missing information about how to include core competencies in our teaching, therefore it is a challenge to fully understand how they will be assessed.
We have been receiving a great deal of backlash from parents. They are concerned about universities and how our students will have the basic backgrounds to be able to compete for spots.
b. ... except for FN ways of assessing/evaluating/reporting
Will the department be supplying, and training teachers in the use of, an assessment tool that is aligned with assessing these competencies? How is one to assess competencies, and then translate that into a mark on Aspen????

Q2. What training and professional development / learning will you need in order to implement the proposed changes to assessment and evaluation? (Educators)
the training/explanation needs to be delivered BEFORE teachers are expected to implement it; BEFORE long range plans are made, not after!
none
I think just the regular professional development we are given will be enough, but it might have to be a two day session.
- Sessions where we can really plan for a whole unit in our subject area with the different types of assessment including the student self assessment on core competencies... Our PD sessions are usually too vague (trying to regroup too many different grade
What are the Yukon First Nations ways of knowing and how might teachers effectively address them.
A must attend PD during the summer academy.
better understanding of core competencies embedded in classroom practice - Training on how to use portfolios in the classroom - better understanding of how to embed Yukon First Nations ways of knowing and doing - better understanding of how to use portfolios
I would value the time to work with other teachers to discuss units and assessments that could be developed that reflect Yukon content.
It is the parents who are going to need the most training of this is really the direction we are going with touchy-feely, lack of results-based 'learning'. I'm not going to feel comfortable until I actually see a copy of the report card and the self-assessments, which, I'm hoping, will be created at the Dept. Or is it one more thing I'll have to do on top of the 25 formal and 125 informal reports for my class of 25 every year?,
Give us examples; complete units. Show us how this actually works. Don't waste our time with infomercials selling us an untested product but tell us it is the best product on the market. That is unfair.
I think more focused pd would be good. For example, all the Social Studies teachers could work together to help create different criteria that could be used for a variety of rubrics throughout the year.
Yukon First Nations ways of knowing and doing - what are these? how do they look in a school setting? - student-led conferences - parent education on how to make these most effective - Outcome-based reporting - use of student portfolios in a secondary setting - across subject areas
training on e-portfolios, time to complete formal assessments
Again I would like training and examples on how to assess senior mathematics in the classroom. It does seem like there is a lot of reporting which on the one hand is good but will be difficult to find time to do all of this. I would like training how to efficiently do this.
I understand the premise of the changes to assessment and evaluation, but it would be helpful to see examples of how this is implemented in the classroom or sample rubrics etc.
None but we will need extra bodies in the classroom to help.
Once the links to the document are active, having examples to use will be most helpful. I also look forward to the training days in the upcoming school year, put on by the department, to support my knowledge of the new curriculum, and to provide me the opportunity to collaborate with other educators.
Time. Lots of time

First Nation Integration if we are to teach specifics or over arching I will need PD so I know what to be teaching and how to teach it. Co constructed assessments with journals, etc for math and science
The document, although largely nothing new, is extremely long. I would benefit from actual person to person PD in regards to portfolios, new report card (not simply the technical, but detailed PD in writing them).
Collaboration with other teachers who are implementing the same courses.
I would like time to discuss changes with my staff and other teachers in the Yukon. I think it is important for people to know what changes are happening so there isn't overlap for students in classes. I was told that it isn't what we teach but how we teach that is changing. I'm probably more stuck in my ways than I think so specific example of changing the 'how' would be useful.
As I am teaching in the French Intensive program, training about how to integrate self-assessment and co-created criteria, as well as other strategies into our limited teaching time would be helpful.
I will need time for appropriate planning. I will need models and exemplars of best practices (e.g. how does one integrate teaching and modelling of core competencies to day to day activities to support student self-assessment). I will need feedback and support while I plan new units or when I teach them (observations, co-teaching with an expert). I will need access to resources that support new ways of teaching (e.g first nations way of knowing and doing)
I think we will need some sort of training where we get to sit with our peers and brainstorm ways to make this work.
I am thinking that for many teachers, expecting them to change all of their assessment strategies in all of their classes, may be unreasonable. However, a class or two every semester is doable. What about some folks who have 5-6 preps? And what if they've only got 5-6 years experience? They are just wrapping their heads around the most recent innovations, so to throw so much new business at them will only increase any frustrations.
Better understanding of the know, do, understand.
some exemplars on senior level portfolios would be nice. I don't feel I need a training session on it though.
ONGOING training and support, i.e., in addition to initial and direct training, ongoing and consistent follow up is required, along with 'quality time' for teachers to engage in self-assessment and collaboration with colleagues to determine the extent to which assessment changes are being implemented, and are effective
Time to explore and learn with online tutorials about FreshGrade. Time to consult other schools to make recommendations in our end of year report structure that we will have to build.

Q3. Yukon First Nation content: Comments (Educators)
I think the idea is great, but I don't find it clear how I'm actually going to do it in my subject area...
I appreciate that the ways of knowing and doing are being addressed, but I would also appreciate more clarity on what they are and how I can share that knowledge with my students in an effective and respectful way.
I think that the respect and recognition was always present in the schools but these new guidelines assure that everyone is on the same page.
It appears to be acknowledged but the inserts are not there so hard to evaluate ask me again when the inserts, videos etc are accessible and I am able to evaluate

I am fearful that there are broad stereotypes of the Yukon First Nations ways of knowing and doing. Teachers will need concrete examples of how to do so in our classrooms.
I'm satisfied it is there, but am still unsure of what these actually are and how to target them/ support their inclusion
I am hoping we will receive more funding in order to have Elders come into the schools. As it is, we do not have a CELC. We must pay honorariums of 200 or more dollars each time we ask someone to come in.
This is overemphasized to the point that it begins to feel artificial and forced. We are a multi-cultural territory and a recognition of the fact that there are a variety of different "ways of knowing and doing" would have been more appropriate.
I find that the Yukon First Nations' ways of knowing and doing are still misrepresented/underrepresented in the proposed assessment guidelines.
I am a first Nation Teacher I develop my own Curriculum for grade 9 - 12 and it is working out very good. I like the students they participate in all activities that is planned out for them.
I look forward to having Yukon based First Nations curriculum available to me. I am hopeful this curriculum will be available sooner, rather than later. As well, there is all this talk about FN ways of know and doing; I would like some explicit examples of what this means and looks like. Is it just learning by doing? Hands on learning? Connecting with the land?
I don't think quotes and fitting in education jargon into a medicine wheel quite cuts it. I think specific strategies and resources, such as sample assessments are necessary. I do like that different ways of learning were mentioned, such as observation rather than participation in class discussion. However, I think it needs to be further developed.
I appreciate the recognition and respect given. I will need support to implement it.
I appreciate it as a necessary and important part of our curriculums. But I am not sure that elevating it all to such a degree is needed. There are ways to respect the perspectives of people from all over the world; I am not sure if this integration is redundant and only going to add to all the other things we're supposed to draw on to influence what we do in the classroom. Isn't a strong FN influence already an important part of most Social Studies classes and many Language Arts courses? I think we're at a point now where people do recognize our mistakes as a nation, Church, and society. The healing has continued and we can continue to recognize this without needing to address these "ways" in our assessments.
Some of the descriptors allude to valuable concepts, but unless some of the mandatory components of evaluation and reporting (e.g., YFSAs, SWW, DART; Aspen format) change to TRULY reflect indigenous perspectives, I fear we will still be seeing the huge disparity between "First Nation" and "non-First Nation" scores and performance.
I would like the statements about First Nations ways of knowing and doing to be kept in the curriculum, and to see more about First Nations ways of Assessing, evaluating and reporting, and statements like the ones below to be defined/explained further

Q5. What support, if any, do you think teachers will need in order to properly use a portfolio to ensure that a student's best competency is reflected? (Educators)
better access to technology (colour printers, scanners, etc) - access to funds to allow students to create a portfolio that speaks to them

what is an effective portfolio - what is an effective portfolio post - why are portfolios an important part of student assessment * Portfolios don't seem to have a prominent place in this assessment handbook.
Ability to access online portfolio systems (of their choosing)
Another professional development session might be necessary.
Daily tech help with computer to save and organize student work and if pictures are being printed a financial budget.
Examples to base off of for new teachers
Examples, inservices, collaboration with other educators.
Extra help unless you plan to pay me extra for after hours work. I have kids of my own as well.
For Q.b and c, please see overall comments. I had the chance to talk to a BC teacher and see an example on how to use FreshGrade and got really excited and would like to see more. There are more than one approach/ways to structure them and work with the app. I think teachers will need many examples to choose the one they are most comfortable with.
I can't wait to spend my nights and weekends doing this! Once again...idealistic monkey babble.
I think teachers will need to share with each other to get a better understanding of what an effective portfolio might look like.
I think that there has to be subject specific training for portfolios.
Keep in touch with parent and all teachers and students on how well they are doing or you can meet with the parent and student on a regular basis may be 1 a week 2 week what ever works for all parties.
Learning more about portfolios and examples specific to subject areas to properly be able to see what should be included.
Lots of sample portfolios How to use technology to create portfolios or display portfolios for feedback from parents Suggested amount of time to spend on portfolios per week, perhaps drawn from particularly successful case studies
Many will need training in how to use a portfolio correctly.
Most teachers have been using portfolios to demonstrate to parents their child's learning. At our school, we have a portfolio night led by each student.
PD on how to create / teach portfolios for different grade levels.
Overall, the 'portfolio' section of this document is a strength. Effective use of the portfolio, however, requires staff collaboration, consistent follow through, and ongoing communication with parents.
Teachers will need actual person to person PD rather than emailed documents and weblinks to videos and online tutorials.
Support for setting up and monitoring assistive technology tools. Support for students in recognizing their role in their own learning.
Support on best method of delivery and involvement so that it is not simply a "scrapbook" but a continuum of learning.
Support to support parents to understand the rationale of portfolios and to help them be active participant in the process. Digital portfolio would be best, hence appropriate technology. Models and examples of best practices relevant to our teaching context.
Teachers need much more TIME in order to put these together, and to assess them. Yes, you can argue that the student is supposed to put this together, but we all know the reality is that unless the teacher is heavily involved in the process, the majority of students will not independently do this.

Teachers will need access to several exemplars of different student portfolios (both good and bad). Some PD around portfolio building may also be beneficial.
Training about possible ways of doing it; lots of samples to peruse; set of criteria for what counts in an effective portfolio; time to share and discuss; accountability in giving it a try and then reflecting on learning.
We will need support in guiding students to make choices for their portfolios.
You are counting on white, middle class parents in this. How about all those parents who are not attached to the school? To their child's learning? What is proposed will work in a perfect world. Now we are expected to teach parents too? How big does our job and the expectations of our job really have to be? While we tread water, why not throw us another rock?
a. I don't understand how to communicate the samples to parents. It seems like collecting samples is very difficult/time consuming/ hard to understand for parents sometimes. The amount of time to collect and organize all these samples seem unmanageable with 20+ students in the classroom for a full time teacher. All these changes are good I think, but we keep adding workload for teachers. It feels unreasonable to do a great job and stay sane. c. agree but from one chapter to a next, there are no links sometimes, so you can't just keep the last assessment, it won't accurately reflect the understanding for the previous chapters, so in the end (report cards) I don't see how to accurately reflect everything... The BC performance standards are very vague. There is a huge difference between an 86% student and a 99% student.
clear standards must be established and modelled
none
simple way of recording information

Other reason for not making parent-teacher meetings mandatory (Educators)
what do you do if the parent doesnt show up? Is the teacher held responsible for this? How many individual appointments is a teacher expected to make? May be reasonable in elementary, but not high school
Can be punitive for students depending on what is being reported
Although parent-teacher meetings are valuable tools, increasing the requirements in this area increases the burden on teachers which has a negative impact on actual instruction time.
some parents do not feel comfortable in the school.
Required as needed
Some parents don't care, which makes the meeting useless. Most of the time meetings are very helpful though.

Q12. Other comments on the recommended guidelines: (Educators)
I would like to see a section on the report card that includes suggestions as to how parents can help their child at home to do well at school. ie, inquire if they have homework, discuss aspects of getting along and working with peers
Attendance has never been enforced in the Yukon, therefore, other than as a safety issue to ensure students arrived at school or got home safely it should not be a factor in their learning. They may be at home or out on the land learning something their family feels they need to learn. Chronic non attendance is usually a sign that support of some sort is needed for the family or the student and

<p>punishing someone because they are struggling with a mental health or family issue will only further alienate them from attending school.</p>
<p>It is unclear to me what the report card will look like. Is it reporting by subject area? It is not clear in the document how evaluation, summative assessment and communicating student learning are different. The importance of portfolios as a tool to communicate student learning is lost in the document as it doesn't have a prominent place. It doesn't represent the true capacity of communicating student learning as it isn't an option with a lot of weight. When it is given as choice along side email and phone call, it isn't clear that students should have a voice in their learning. All other "informal" ways of communicating stem from the teacher. A digital portfolio is not one informal way of communicating student learning, it is the way to create ongoing communication with students at the centre. The image in the portfolio section needs to include the four elements of an effective post. That has been lost with the diagram as is. The core of the image can work, but the assessment words should be taken out and replaced with the 4 elements of a post. It is unclear in the reporting samples what the difference is between semester and single term (plus, I thought we were now going to do quarters?). How do we communicate learning when a student moves schools or out of territory if we aren't writing report cards 3 times a year? Appendix F - hard to read. Not clear if this is a sample of what a report card may look like or if it is the report card we are proposing we use. Appendix G - Is this the only way or are there multiple ways for students to self-assess? Is this just a helpful sample? Appendix H - I was surprised to see the letter F (failed)...</p>
<p>I don't agree that it keeps harping on 'students make mistakes and shouldn't be penalized' Getting a poor grade or grade lower than a student wants is not a penalty. A penalty is a punishment or imposed disadvantage; a grade is something you earn that reflects where a student is at. Poor grade can be improved on and shouldn't be looked at as a negative punishment. It's a snapshot of where kids are at based on performance standards. Teachers distribute the grades a student earns/demonstrates.</p>
<p>I assume the learning standards will still be categorized by subject area!??</p>
<p>The ability to work independently / with others are two sides of the same coin. We should not have to report on them separately as it will become redundant.</p>
<p>Other jurisdictions provide teachers with sub coverage to complete reports.</p>
<p>I find this survey to be quite limiting in giving constructive feedback. It feels as though the answer choices are worded in a leading manner and my feedback gets lost in this.</p>
<p>Rather than "ability to follow classroom rules", it might make more sense to talk about respectful behaviour, positive growth mind set, etc.</p>
<p>As a parent I would like to see some sort of accountability for teachers with keeping students up to date. Right now my child attends high school and only gets 2 updates from most teachers (at report card time)</p>

As a parent, I am more concerned with their behaviour, enjoyment of school, potential to improve, and overall demeanour in elementary school classes than reading and writing. I know how well my kid reads and writes, because I taught him! I want to know that socially they're doing okay. I also understand that we can't give marks for completing a cover page for the Roman Empire. However, I am not against giving zeros for students who don't get the work done, assuming that he/she is choosing to not be assessed. That's life. Their letter grade and percent will reflect their work ethic and learning. I have a student who does 25% of the work. He earns 75% on these assignments. I don't give homework but he misses 50% of my classes, and thus, doesn't get things in to me. What mark does he earn? Well, with 50% attendance, he really should be dismissed from my course; ergo, he gets a zero. However, since he did some of the work, he'll probably finish with a mark around 40%, which seems to be a fair reflection of what he's been able to accomplish, not just in terms of learning standards, but in terms of being a responsible, attentive, mature young person. A person who needs to learn that what you do isn't always enough; who you are as a person matters, which is why I teach and take pride in teaching to the "whole" child. Maybe I'm just old school. Maybe I am just willing to give kids a kick in the pants and if they've haven't done the work or showed some level of commitment, they are not deserving of a passing mark.

If a school chooses Option B (e.g., status quo), there should be some mandatory training/support to facilitate transition to Option A. Again, WHO is ultimately going to make this decision (e.g., small group of parents at a School Council meeting?).

(Part 1 of comment) Positive: - I believe the shift in language represents well the change: "communicating student learning". - I think it makes so much sense that the core competencies as self-assessed and then used for goal setting. - Collection of evidence: triangulation is so much richer and easier now to communicate with the possibility of the online student portfolio. -p.51 : I really like the interim report ideas and also the annex Tools for formative assessment 60 ideas. - I love that we are enhancing assessment in the classroom. Constructive: - In general, it feels like there is quite a bit of repetition/long document. Below are things I don't understand, suggestions, questions, reflections, hopefully useful... - Some sections in the beginning seems to be repeating the new curriculum rather than just addressing the assessment layer. It feels redundant for me, but might be there for parents at this point? - Conversations, providing multiple individual opportunities to demonstrate learning of expected learning standards, catching up hands on/experiential projects when students are not attending requires 1 on 1 or small group teacher time. How will this be supported? Less supervision and more valuable teaching time to offer to students? - P.4 :Not sure what the quote means?

(Part 2) Does it mean that "communication of learning" is only a small part of what schools should be about? - P.5 schema : Isn't this what is at the base of the curriculum, the planning of the learning and probably school calendar decisions? I would like to get more details about how the seasons affect our assessment practices? I think this schema should stay in the curriculum redesign documents. - P.6 Know/do/understand is already explained in curriculum. Repetition? - Should the links be available and classified only online instead where they could be constantly updated, links could be added and taken off as the years go by and there would be no old-printed-version ? There are already 2 links out of date, one on p.11 and one on page 14 I believe. - p.29 : same schema - p.37 : same schema - p. 40 : "Evaluation must reflect achievement and progress over time in relation to specific learning standards; evaluation is tied to learning, not behaviour and attitude." What about when students self-evaluate the core competencies? Isn't that where it has its place? - p.43 : I would like to see more consistency in the criteria throughout, like in a rubric: One bullet on grade-level expectations, one bullet on evidence of progress, one bullet on support. What does "Proficiently demonstrates academic performance" means? Or Superior performance : is this related to skills ? and in depth understanding : is this related to big ideas? - p.44 : About not evaluating too early Am I correct in thinking this: If I am assessing throughout a unit or a project towards certain learning outcomes, I will evaluate at the end of the project and consider the latest or most consistent demonstrations of learning for those specific learning outcomes, not the earliest assessment pieces. All those "summative" assessment pieces will be cumulative to represent where the student is at with the learning standards.

(Part 3) This does not mean that in the end of year formal "written reporting" piece to parents, I will only consider only the evaluation of the latest learning outcomes covered, right? I am not sure of this when I read the info here. - p.49 : - 3 of the following: weirdly bulleted ? - p.50 : When I first read : one (1) Written Interim Report on Learning Standards, it sounded like a report card. Could it be "written" and communicated by email or in an online portfolio? - - Would punctual summative assessment communicated in the portfolio count as that type of informal written report ? - p.51 and p.74 but really throughout the document : Should we change/drop everywhere the words and concepts of "behavior" and "work habits" for the core competencies' new terminology ? I feel like we are adding another classification/layer of skills, but they are already included in the core competencies? Students already self-assess, take ownership and set goals on those, and we will closely guide the process and teach how to along the way. There are already " I can" statements in kid friendly language to be used in the different profiles ! - p. 54 : will the year always be divided in 4 quarters or can schools decide ? - annexes : some document show up with weird font bugs, can't read Reflective: - I am not sure how to word this but I feel the need to address the responsibility/shared role of the learner's parent's/guardians in the document of where assessment communication is going. Has the question been raised? I feel there is only so much energy to be put into this, and I am wondering if we should shift the focus on enhancing classroom assessment and evaluation rather than reporting in order to impact growth, ownership of learning and independence. Who wants more communication? Is it coming from the parents? A majority of parents? The few parents who filled the survey? What are the average parent prepared to do to make this extra work valuable for the learners?

(Part 4) This is just a personal reflection. We are not only expected to provide learning opportunities to students and to use assessment to move the learning forward, but to also communicate this assessment and evaluation to parents/guardians. What is the goal in communicating all that information? If we truly believe that it will enhance the learning of the student, then shouldn't they also have the expectation of acknowledging reception, responding/sharing in what way they are actually using this information at home to enhance the learning of the student, so we can coordinate efforts in each informal report in order to make that a priority? If the information is not used, then should we focus our energy and time on in-school great quality all forms of assessment and communicate even less at home? As a personal experience comment, when students are learning through longer term projects, I often feel like I plan lessons/projects trying to include purposefully sequenced best assessment practices, but very often, student (/parents) choose to miss.