



COMMUNICATION OF STUDENT LEARNING

K-9 PARENT GUIDE TO REAL-TIME REPORTING



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Working Together Teamwork Puzzle Concept
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Communication of Student Learning (CoSL)

RVS has a comprehensive Communication of Student Learning strategy that is based on current assessment research. CoSL encourages ongoing communication between you, your child, and your child's teacher about your child's progress as a learner. These four elements work in concert to provide a complete picture of your child's learning journey.

CoSL is comprised of four pieces:

- Goal-Setting
- Three-Way/Triad Conferences
- Portfolios
- Real-Time Reporting

Goal-Setting:

Learner goal-setting is a shared activity between students, teachers and parents. Goal-setting helps students understand where they are in their learning and envision where they'd like to be. From there, they map out strategies to achieve their goal. Studies show that this type of goal-setting boosts both achievement and a student's confidence in their ability.

Three-Way/Triad Conferences:

Parent/teacher/student conferences are scheduled periodically throughout the year. The frequency and format for scheduled conferences varies depending on grade level and community. Parents are encouraged to request a meeting with teachers whenever they would like more information or have questions and concerns.

Portfolios:

Learner portfolios gather evidence of student learning in one physical and/or online space. It is a place for students to select, organize and reflect on their learning. This gives students, teachers, and parents numerous examples of the learning that has taken place and helps them determine what next steps are needed to further skill development.

Real-Time Reporting:

Real-Time Reporting provides up-to-date assessment information which assists teachers in their lesson planning to improve student learning. As students learn concepts, teachers are providing regular feedback for students and parents through an online system called the PowerSchool Public Portal (often referred to as the Parent Portal). The feedback will show students where they currently are in the learning process and may give suggestions for improvement. Parents and students have access to this feedback at any time.

Children Need Champions

Children learn best when the significant adults in their lives – parents, teachers, family and friends – work together to support them.



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Teachers can use early assessment results to improve instruction strategies and ultimately improve student learning.

What is Real-Time Reporting?

In business, real-time reporting (RTR) is a practice where up-to-the-minute data is gathered and relayed to users as it happens, so decisions can be made to improve results. Data is available at any time, rather than on periodically scheduled annual or bi-annual reports. Some examples of real-time reporting include news updates, smart phone notifications, live traffic reports, weather reports, stock market tickers, and cell phone usage reports.

Why is RVS moving to Real-Time Reporting?

In education, real-time reporting (RTR) is not that different than in the business world. Data/feedback is relayed to users (teacher, parent, student) so decisions can be made to improve student learning. It allows the users to adjust course to determine what comes next in the learning. Parents and students can access assessment information through the PowerSchool Public Portal.

All outcomes in a year are intended to be achieved by the end of the school year, not in increments or terms.

Real-Time Reporting:

- gives parents and students timely information, rather than information a few times per year.
- informs teacher practice to improve student learning and student understanding of the curricular outcomes.
- gives students the entire year to learn the curricular outcomes which supports the long-range development of a learner.
- aligns with RVS assessment policy and vision of the 4-Year Plan.

Rocky View spent many years refining RTR. The process began with eleven prototype schools, and then added additional cohorts each year. Invaluable feedback was gathered from parents and teachers, adjustments were made, and RTR evolved into what it is today. All RVS K-8/9 schools successfully implemented it in the 2020/21 school year.

Outcomes-based assessment is when a teacher examines the evidence of learning for the outcome to determine a student's proficiency with the outcome. Often, the most recent evidence replaces old evidence.

What does Real-Time Reporting look like?

As learning is happening, teachers will be assessing a student's level of understanding of curricular learning outcomes and entering the information in PowerSchool's Public Portal. You no longer have to wait 60 days (traditional reporting periods) to find out how your child is doing in the various subject areas. **The information is available anytime.** If you already have a parent account in the PowerSchool Public Portal, you have previously seen lists of activities that students have completed. With RTR, you will also see a list of the curricular outcomes that have been attached to the activities, and your child's proficiency with those outcomes.



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How do teachers design learning for Real-Time reporting?

When designing learning opportunities for students, teachers consider the learning that needs to happen, and try to create rich, engaging activities to teach the intended learner outcomes. Teachers de-construct concepts to create clear learning targets for students and manageable, attainable goals. These targets are called learner outcomes, and this method is referred to as outcomes-based learning. An activity or project may include one or many learner outcomes.

By using learner outcomes and “I Can Statements,” teachers can purposefully create learning progressions for students.

What is outcomes-based assessment?

Outcomes-based assessment is when a teacher examines the evidence of learning for the outcome to determine a student’s proficiency (level of understanding) with the outcome. Often, the most recent evidence replaces old evidence. For example, if Jonny only knew 3/10 numbers in September, but knows 10/10 numbers in December, what does he know? Should the teacher average the scores, or use the most recent evidence to determine what he knows? In this example, the most recent evidence is a more accurate measure.

What will assignments look like?

Assignment Names will be specific and clear (Divisibility Rules Game, Fur Trade Simulation, Confederation Presentation, Wetlands Project) to the activity, rather than vague or cryptic (WS 8, p. 31, quiz 5, BLM 22).

The assignment descriptions will describe the activity or task. The description may also contain an external link to a rubric or more information on the assignment. Some teachers may also include details of the curricular outcomes and other ‘I Can statements’ that help students understand what they need to do to demonstrate proficiency toward the outcome.

What are ‘I Can statements’?

Teachers have de-constructed curricular concepts by breaking them down and making the language easier for students to understand. These statements make it very clear what the student needs to be able to demonstrate in each subject area. ‘I Can statements’ may or may not appear in assignment descriptions to provide further clarification of what a student is expected to do to demonstrate an understanding of the learner outcomes.

I Can Statements help students focus on what they CAN do.

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"I Can Statements" are user-friendly and build a student's confidence by clearly describing what students need to accomplish to reach proficiency. They also help parents know what their children should practice at home.

If your child says they don't know it, add the word "yet". This builds confidence that they will be able to accomplish it at some point in the future.

Grade Level Examples:

Assignment Name (Kindergarten): Number Game 1-10

Attached Learner Outcomes:

- N1 Name numbers in sequence from 1-10
- N3 Relate a numeral (1-10) to its quantity

Assignment Description:

Students played a game with each other at centers while teacher observed progress with number fluency. Evidence of proficiency includes:

- I can name the number that comes after a given number, one to nine
- I can name the number that comes before a given number, two to ten
- I can match numerals with their pictorial representations

Assignment Name (Grade 4): Favorite "Thing" Class Survey

Attached Learner Outcomes:

- PR1 Identify/describe patterns in tables & charts
- SP1 Understand many-to-one correspondence
- SP2 Construct and use pictographs and bar graphs

Assignment Description:

Students surveyed their classmates to find out what was their favorite "anything". They chose everything from favorite chocolate bars to types of shoes to pizza toppings. Then, they constructed both a pictograph and a bar graph to depict results. Students explained which graph was a better representation of the data and why.

- I can identify an interval and correspondence for displaying a set of data in a graph and justify my choices
- I can create and label a pictograph and a bar graph to display a set of data, using many-to-one correspondence and justify the choice
- I can answer a question using a graph in which data is displayed using many-to-one correspondence

Assignment Name (Grade 7): Professional Player Stats Presentation

Attached Learner Outcomes:

- PR2 Create, graph & analyze a table of values
- SP1 Understand mean, median, mode and range
- SP2 Determine the effect of outliers on a data set
- SP6 Explore theoretical & experimental probability

Assignment Description:

Students had to choose a professional athlete and present their stats in a clear format (graph, table). They needed to be able to summarize their findings, and make predictions about the athlete's performance in subsequent years.

- I can describe, using everyday language in spoken or written form, the relationship shown on a graph to solve problems
- I can provide a context in which the mean, median or mode is the most appropriate measure of central tendency to use when reporting findings
- I can solve a probability problem involving two independent events

“Learning is not linear; the process includes progress, stagnation, regression, and celebration.”

– Schimmer et al. p. 63

Teachers, parents, and students need to focus on growth, and accept setbacks as a natural part of learning.

Support the concept of risk-taking and mistake making at home by asking questions like:

- What mistakes did you make today? How did you grow from them?
 - What learning targets are you currently struggling with? What support do you need to be successful with those targets?
 - What would you do differently if you were to complete that project (or assignment or assessment) again?
 - Where are you now? How will you improve?
- From Standards-Based Learning in Action p.123

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How will teachers determine my child’s grades?

Course grades will be determined by taking the mean (average) of the learner outcomes of the course. For example, if there are 20 learner outcomes in math, the overall course grade will be determined by averaging the achieved grades for each of the 20 outcomes in the course. In this example, each outcome is worth 5% of the total course grade. **This calculation is set at the Division Level and creates consistency from school to school within the jurisdiction.** Grades are no longer affected by differing category weights or assignment point values. A student’s proficiency with the outcomes is what’s important.

Your child will have many opportunities to demonstrate their understanding of the learning outcomes over the course of the year. Throughout the year, teachers (and students) will gather examples of your child demonstrating understanding of the learning outlined in the curriculum. These examples may include various activities, presentations, projects, and performances. As much as possible, this evidence of learning is collected in student portfolios, often digital, so students can share their learning with family and friends.

Rocky View has a six-point scale (MAS, ADV, PRG, EMG, BEG, LIM) that teachers use to assess the student’s level of understanding of the learner outcomes.

Grade	Descriptor	Description
MAS	Mastering	Evidence indicates in-depth understanding, demonstration, and/or application of the outcome.
ADV	Advancing	Evidence indicates comprehensive understanding, demonstration, and/or application of the outcome.
PRG	Progressing	Evidence indicates required understanding, demonstration, and/or application of the outcome.
EMG	Emerging	Evidence indicates development toward understanding, demonstration, and/or application of the outcome.
BEG	Beginning	Evidence indicates initial understanding, demonstration and/or application of the outcome.
LIM	Limited	Evidence indicates limited or incomplete level of understanding, demonstration and/or application of the outcome.
IE	Insufficient Evidence	Insufficient evidence submitted to accurately assess the outcome.

Students learn at different rates; therefore, they will often have an opportunity to replace old evidence of learning with new evidence of learning. Grades will be updated when students demonstrate a new level of understanding of the target. Fluctuations in progress are normal, and expected, as children develop their understanding of concepts.

It's also normal for parents to see different grades for different outcomes on the same assignment. For example, a student may be able to create, graph & analyze a table of values, but have more difficulty

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understanding mean, median, mode and range. Teachers will give separate and often, different proficiency grades for the outcomes that have been attached to the activity.

Students deserve full credit for what they know, regardless of how long it took them to learn it.

Assignments									
Due Date	Category	Assignment	Flags			Score	Grade	View	
06/18/2019	Summative	Professional Player Stats				--/3		View	
		MA.7.72 - PR2 Create, graph & analyze a table of values					ADV		
		MA.7.91 - SP1 Understand mean, median, mode and range					PRG		
		MA.7.92 - SP2 Determine the effect of outliers on a data set					EMG		
		MA.7.96 - SP6 Explore theoretical & experimental probability					EMG		

Teachers will record observations of your child in class and talk with them about their learning to gather as much information as possible before assigning a grade.

With a growth mindset, learners believe they will achieve more and gain confidence as they practice and learn. When learners come from a fixed mindset, they believe that any effort they put into something is futile and will not increase their achievement or success. (Dweck, 2006)

As courses are no longer separated into terms, the grade does not become “final” until the end of June, when the report card is issued. The process of continuing assessment and feedback throughout the year improves their chances of success. It also helps students build awareness of themselves as learners and helps them become increasingly self-directed.

All students (K-9) will receive an overall course grade (MAS, ADV, PRG, etc.). They will also receive a grade for the strands/topics in the course, and a grade for each learner outcome. This helps you and your child more clearly identify any areas within that subject that need attention. At grades 7-8 (9), students also receive an overall percentage grade for courses in June. Again, this is determined by looking at a student’s proficiency in all the learning targets/outcomes for the course.

Grade	Descriptor	Description
MAS	Mastering	The student demonstrates in-depth understanding and/or application of the concepts/skills in relation to expected learning outcomes for the course.
ADV	Advancing	The student demonstrates comprehensive understanding, and/or application of the concepts/skills in relation to expected learning outcomes for the course.
PRG	Progressing	The student demonstrates required understanding and/or application of the concepts/skills in relation to expected learning outcomes for the course.
EMG	Emerging	The student demonstrates development toward understanding and/or application of the concepts/skills in relation to expected learning outcomes for the course.
BEG	Beginning	The student demonstrates initial understanding and/or application of the concepts/skills in relation to expected learning outcomes for the course.
LIM	Limited	The student demonstrates limited and/or incomplete level of understanding of the concepts/skills in relation to expected learning outcomes for the course.
IE	Insufficient Evidence	Insufficient evidence submitted to accurately assess progress for the course.

Remember, a student’s current progress is always available at any time throughout the year by viewing the PowerSchool Public Portal.

Please see Navigating the Public Portal [K-6](#), or [7-9](#) for specific screenshots on how to look up student specific information.

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Use these prompts with your children:

- What did you *LEARN* today? (rather than What did you *DO* today?)
 - How do you know that you learned it?
 - Tell me about an activity you did during... [insert subject area].
 - Do you have any work to show me?
 - Tell me one example of something your teacher said that helped you learn more about the topic.
- From Standards-Based Learning in Action p.67



How will I know if my child is making the effort?

By reviewing your child's learning regularly, through their portfolio and the Public Portal, you will have a sense of what learning outcomes are being completed and how much effort the child is putting into the work. You should speak to your child's teacher any time you have concerns.

A grade of IE (insufficient evidence) often indicates assignments are not being completed and should prompt a conversation with your child's teacher.

What should I do to support my child?

The best support you can give your child is a loving home, healthy meals, a daily dose of nature and plenty of physical activity. After that, your positive, supportive interest in your child's learning will result in positive mental health and resiliency.

Consider your child's teacher and school as partners with you in supporting your child's health, well-being, and growth as a learner. Share expertise and knowledge to bring real-life experience to the curriculum. Stay involved through school activities, attend meetings, and contact your child's teacher any time you have questions. Your strong partnership with the school will provide your child with an integrated team supporting his or her success.

Frequently Asked Questions:

Where did Report Cards go?

Traditionally, report cards are an "event" that occurs approximately every sixty days which show a small snapshot in time of your child's learning. With RTR, you have access to a much larger story of your child's learning. Assessment information is available 24/7. Your child's learning story has more details than it ever has!

Even though a physical report card is no longer issued three times per year, a student's real-time assessment summary is always available online. To get to the digital version of the report card, go to the PowerSchool Public Portal and click on the "Standards Grades" Tab. This view is very similar to the traditional report card and is available anytime, not just three times per year. Printed report cards are issued once a year, at the end of June.



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Portfolios allow students to select, organize, and reflect on their learning. They are a space for students to demonstrate the process of learning and may be used to show progression in a skill or competency over time.

What is myBlueprint?

All RTR schools use myBlueprint as their online portfolio platform. myBlueprint is a visual student-driven portfolio that supports the work happening in classrooms and beyond the classroom. The portfolio lets students explore visual paths that encourage the discovery of interests, abilities, passions, and goals.

Students can develop skills and competencies by capturing their learning process. Journals, media, and reflections allow students to showcase their learning on their terms with built-in drawing tools, video/audio recordings, and more.

Children get access to a variety of tools that introduce them to the world of work and broaden their knowledge of future possibilities.

A stream of posts allows family members to view their child's classroom activity and comment on their work. Teachers will invite parents to take part so they can easily stay involved in their child's growth and progress.

How do I sign up and login to these online platforms?

PowerSchool Public Portal:

Many parents already have a PowerSchool login from a previous school year. If so, you already have access to the PowerSchool Public Portal. Click [here](#) to login with your current credentials.

If you do not have a PowerSchool login, your school will be sending home a letter that explains the process of how to create an account, add your students, and how to login to view assessment information. For more information and step-by-step instructions, click on the following links. **How to Navigate the Public Portal [K-6 document](#), [7-8\(9\) document](#) and How to View Student Progress in the Public Portal [video](#).

myBlueprint:

Your child's teacher will send home information about myBlueprint. If your child is in K-6, you will be sent an account invitation via email. If your child is in Grade 7 or 8(9), you will receive directions on how to [create a parent account](#). The family account will allow you to view student artifacts and reflections, including the goals they are setting, occupations they are interested in, and what they are learning in school. You can also log into your account to comment directly on your child's work! Encourage your child to talk about their portfolio with you.

If you have any difficulty accessing either online platform, please contact your school office staff.

Check the public portal and myBlueprint regularly to remain informed on your child's progress throughout the year.



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