Sharing the Story of Learning

Crafting a System of Reporting



Session Outcomes



- •Engage in the criteria for effective communication and partnership through reporting
- Explore multiple approaches for creating a reporting system that communicates a robust story of learning

Who is Katie White?



- Coordinator of Learning (NESD)
- Author (Softening the Edges: Assessment Practices that Honour K-12 Teachers and Learners)
- Assessment Associate (Assessment Center, Solution Tree)
- Educational Consultant
- Art Teacher
- Principal K-6; Vice Principal 6-12
- Differentiated Instruction Facilitator (coach)
- Teacher Pre-K adult

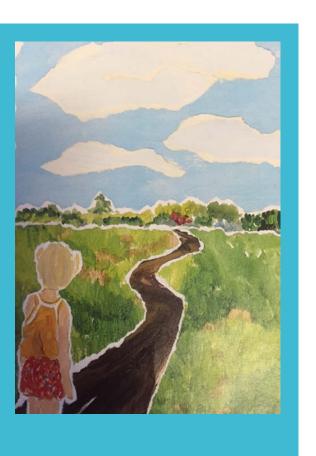
Reporting System



Reporting systems

communicate achievement, progress, engagement, and behaviour within learning contexts; reporting systems communicate the learning stories of students.

Softening the Edges (2017), p. 170



Supporting a student's **story of learning** through:

- Transparent, robust and effective communication
- A mutually beneficial partnership between home and school

Engaging in the QFT

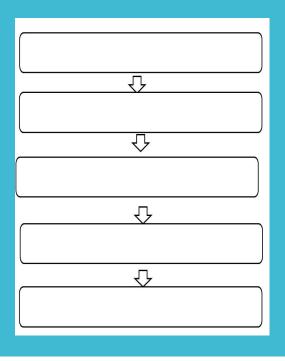


Rules for producing questions:

- Ask as many questions as you can.
- Do not stop to discuss, judge or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a question.

What might be difficult about following these rules?

Process



- Divide into two groups
- Identify a scribe, who will record your groups' questions.
- •Be sure the scribe has a chance to offer questions as well.
- Write the Q Focus at the top of your sheet.
- Follow the rules.
- Number your questions.

Q Focus:

These tell us everything we need to know...

Social Studies 4						Teacher:				
Focus Areas		Term				Personal and Social Development	Term			
		1	2	3	4		1	2	3	4
Interactions and Interdependence						Attitude contributes to learning	FM			
Dynamic Relationships		FM				Follows directions and classroom routines	FM			
Power and Authority						Coursework completed on time	FM			
Resources and Wealth		FM				Organizes work and workspace	FM			
Works effectively in groups						FM				
Comment Michaela has consistently shown her ability to represent how and why Europeans settled the West(Sask.). She also demonstrated knowledge of FN/Metis and European relationships, climate and geographical challenges facing European settlers.										

Workplace and Ap	pprenticeship Math 10	Teacher:									
Absences:	3	Late:				0	Overall Grade:	98	98		
Focus Areas		Term				Personal and Social Development		Term			
		1	2	3	4			1	2	3	4
Measurement		96	97			Attitude contributes to learning			FM		
Geometry			98			Follows directions and classroom routines			FM		
Number		99	100			Coursework completed on time			FM		
						Organizes work and wo	orkspace	FM	FM		
						Works effectively in gro	oups	FM	FM		



As a group, identify your three most important questions, based on the Q Focus and the purpose of this session.

Share



Share your three most important questions and your rationale for choosing those questions.

The challenge of clarity



Reporting Method

B+

67%

FM

Billy is progressing in Social Studies

Building a System



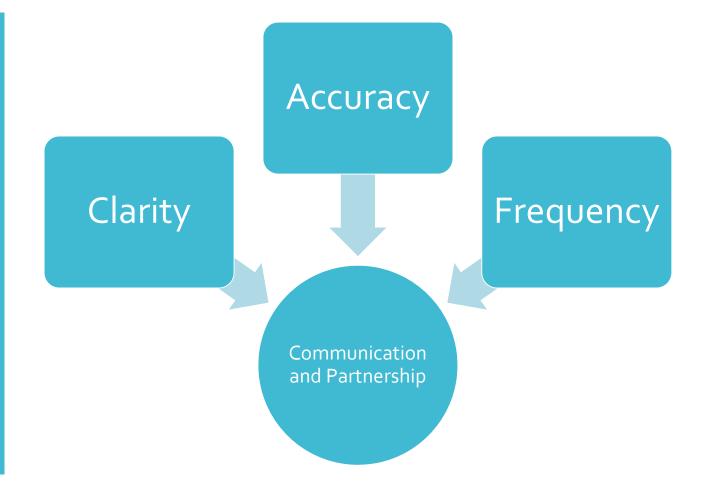
How can we expand on the story, enhance communication and facilitate partnership?

Artifacts of Student Learning Carousel



Social Media, Portfolios, Family Engagement, Conferences, Communication Tools

Building the System Output Description: Description:



Criteria for Effective Reporting Systems

What do we need to learn from a reporting system?

How can we meet those needs?

Reflection



How has your understanding of reporting shifted today?



