



Why We Are Moving From “Reporting” To Communicating Student Learning

This is what we know:

- “Involving students in assessment and increasing the amount of descriptive feedback, while decreasing evaluative feedback (letter grades) increases student learning significantly.”(Black and Wiliam, 1998)
- “The more students are involved in the assessment process (co-creating criteria, self-assessing, finding evidence, goal setting and communicating their learning, they learn more, achieve at higher levels, and are more motivated. They are also better able to set appropriate learning goals to further improve their learning.” (Crooks 1988, Black and Wiliam 1988, Davies, 2004 and Stiggins, 2007))
- Evidence to be valid and reliable needs to be triangulated and come from a variety of sources ... what students produce (projects and tests), what they are able to do (observations) and what they say or communicate (conversations). In doing this... ”we can tell a little more of the truth... we can avoid pretending that a student’s whole performance or intelligence can be summed up in one number.” (Peter Elbow, 1986.)
- “When students communicate with others about what they have learned, they come to understand what they have learned, what they need to learn, and what kind of support may be available to them. They receive feedback and recognition from themselves and from others that guide and support their learning. This teaches them to self-monitor; an essential skill for self-directed, independent, lifelong learners. “(Davies, 2004.)
- How we communicate student learning in our district needs to be more closely aligned with our District’s Assessment Policy. (District Educational Leadership Team, 2012.)