

# Central Okanagan Public Schools

## K-9 Written Learning Updates Quick Guide



### Each Written Learning Updates in Central Okanagan Public Schools must include:

**(1)** Communication of progress of student learning **in all curricular areas currently being studied** using the **4-point Learning Progress Continuum (Emerging, Developing, Proficient, Extending)**.

### Elementary (K-5/6) Curricular Areas

*(to be reported on using the 4-point Learning Progress Continuum anytime the curricular area is being taught)*

English Program		French Immersion Program	
Course Code	Curricular Area	Course Code	Curricular Area
		FFRAL-RV	Français Langue (Reading, Viewing)
		FFRAL-WR	Français Langue (Writing, Representing)
		FFRAL-SL	Français Langue (Speaking, Listening)
MEN-LR	English (Reading, Listening, Viewing)	MEN-LR	English (Reading, Listening, Viewing) <b>(starting in Gr. 4)</b>
MEN-LW	English (Writing, Speaking, Representing)	MEN-LW	English (Writing, Speaking, Representing) <b>(starting in Gr. 4)</b>
MMA	Mathematics	FMTHF	Mathématiques
MSC	Science	FSCF	Sciences
MSS	Social Studies	FSCHF	Sciences Humaines
MPHE	Physical & Health Education	FEPSF	Éducation Physique et Santé
MFR	Core French <b>(starting in Gr. 5)</b>		
MAE	Arts Education	FEAF	Éducation Artistique
MCE	Career Education	FECF	Éducation à la Carrière
MADST	Applied Design, Skills, & Technologies	FCCPT	Conception Compétences Pratiques et Technologies
XTC	Term Comment (if using whole term comment)	XTC	Term Comment (if using whole term comment)

**\*Curricular Areas in light blue** to be reported **on every Written Learning Update**.

**\*Curricular Areas in light orange** must be reported on **at least one Written Learning Update**.

### Middle (Gr. 6-9) and Secondary (Gr. 9) Curricular Areas

*(to be reported on using the 4-point Learning Progress Continuum anytime the curricular area is being taught)*

English Program		French Immersion Program	
Course Code	Curricular Area	Course Code	Curricular Area
		FFRAL	Français Langue Seconde - Immersion
MEN	English Language Arts	MEN	English Language Arts
MMA	Mathematics	FMTHF	Mathématiques
MSC	Science	FSCF	Sciences
MSS	Social Studies	FSCHF	Sciences Humaines
MFR	Core French <b>(in Gr. 6-8)</b>		
MPHE	Physical & Health Education	OR	FEPSF
MAE	Arts Education (or Arts Electives)	OR	FEAF
MCE	Career Education	OR	FECF
MADST	Applied Design, Skills, & Technologies (or Applied Skills Electives)	OR	FCCPT
XTC	Term Comment (if using whole term comment)	XTC	Term Comment (if using whole term comment)

**\*All curricular areas currently being studied in a given term** must be reported using the **4-point Learning Progress Continuum** **on the Written Learning Update** for that term.

**\*Note: for any curricular areas not being reported on in a given term, include the following comment:**

**"This curricular area is not being reported on in this term."**

**(2)** Descriptive feedback helps families understand **where their children are in their learning, what their next steps are, and how we can work together to support** their children in their continued growth (for sample descriptive feedback, [see page 11 of the reporting guidelines](#)).

#### **Quality Descriptive Feedback Criteria:**

- highlights specific areas of **growth** and **next steps** in **relation to the Curriculum**.
- shares any **helpful strategies** and **ways to support** the student (including any additional supports the student may be receiving).
- describes student's **behaviour**, including **attitudes, work habits, effort, and/or social responsibility** as it relates to their learning.
- is **concise (does not communicate progress on every learning standard)**, rather provides a few notable strengths and next steps within the various curricular areas).
- **does not simply note what was taught** (note: Written Learning Updates are about the child and not an overview of the curriculum).
- uses **family-friendly, strength-based language** (as families may vary widely in their familiarity with educational terms and levels of English language proficiency).
- uses **pronouns and names as determined by the student** (see below for more details).

For K-9 teachers who are the primary teachers for a group of students across several cross-curricular areas (whole term comment):

- **descriptive feedback** is to be provided on the **whole child as a learner across the curriculum**, their progress on their **foundational skills (literacy and numeracy)**, as well as **any other areas of significant note** for the student in their learning.

Some examples of additional “areas of significant note”:

- a student is extending themselves significantly further in Art;
- a student is needing significant support to participate in Physical and Health Education;
- a student has been engaging in a large cross-curricular inquiry throughout the term;
- a student has conferred with the teacher and the teacher captured their reflection to be included in their descriptive feedback.

For K-9 teachers of individual curricular areas:

- **descriptive feedback** is to be provided for each student in relation to the Learning Standards in that individual curricular area on a Written Learning Update.

#### **Pronouns and Names on Written Learning Updates:**

When considering which names and pronouns on Written Learning Updates, it is important that the decision **is student-led** and that we determine **from the student** their desired approach.

- Note: avoid using the same pronoun for all students (e.g., “they”) as this does not reflect the pronouns a student may want on their Written Learning Updates.
- In cases where there is uncertainty, teachers are encouraged to connect with administrators and/or counsellors for further guidance.

**(3) Information on Student Self-Reflection of the Core Competencies and Student Goal setting**  
(including where families can learn more about their child's learning in this area).

*Note: Schools that are taking a school-wide approach to student reflection of Core Competencies and goal setting **are encouraged to use a comment in their "School Message" at the top of all Written Learning Updates** (to simplify the approach for teachers and provide consistent messaging to families).*

**Written Learning Updates requirements for students on CB-IEPs**

K-9 CB-IEP Scenario	Assessment on Learning Progress Continuum	Comment to be provided <b>within a whole term comment or within each subject area</b> that is supported by the CB-IEP.
Student working on <b>grade-level Learning Standards</b>	Student is <b>assessed on grade-level Learning Standards</b>	"This assessment reflects progress with the supports as noted in the student's Competency-Based Individualized Education Plan (CB-IEP). See CB-IEP for more details."
Student working on <b>below grade-level Learning Standards</b>	*Student is assessed on the <b>below grade-level Learning Standards</b> that they are working on	"This assessment reflects progress on personalized learning standards outlined in the student's CB-IEP, rather than grade level learning standards. See CB-IEP for more details."
Student working on <b>SEL Goals (H or R designation)</b>	Student is <b>assessed on grade-level Learning Standards</b>	Additional services are being provided to support the social emotional goals in the student's Competency-Based Individualized Education Plan (CB-IEP). See CB-IEP for more details.

**Written Learning Updates requirements for students on LPs**

**All students on LPs are to be assessed on grade-level Learning Standards**, even if they are working on below grade-level Learning Standards in their Learning Plan (LP), **as this is not a Ministry-designated IEP**.

The following comment should be provided **within a whole term comment or within each subject area** that is supported by the student's Learning Plan (LP):

**"This assessment reflects progress with the supports as noted in the student's Learning Plan (LP). See LP for more details."**

**Further Student Reporting Guidance for Classroom Teachers with ELL Students**

**All students receiving ELL supports are to be assessed on grade-level Learning Standards**, even if they are working on below grade-level Learning Standards, **as they do not have a Ministry-designated IEP**.

**Note:** A version of the following statement can be utilized when language limitations make it difficult to assess the student. The following opening statement could be used in one subject area or if it affects more than one subject, it could go in the Term Comment and be followed by a statement about areas of growth they have shown:

**"This student is an identified English Language Learner (ELL) and is not yet able to demonstrate grade-level learning in subject(s). (followed by a statement about areas of growth the student has shown and their next steps in learning).**

## **Considerations for Insufficient Evidence of Learning (IE)**

The "IE" symbol is used to alert parents/caretakers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards. This means that teachers do not have enough information (observations, conversations, and products) to adequately and accurately assess a student. The "IE" symbol may be used on any Written Learning Update.

Some examples of when an "IE" symbol might be required due to insufficient learning evidence:

- when a student has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term/semester).
- when a student has been ill or away from school for a significant period of time (e.g., prolonged student illness, travelling for several weeks, absent for the majority of a given term/semester, etc.).
- when a student has not demonstrated significant learning evidence (observations, conversations, and products) for the teacher to provide an accurate assessment.

Teachers and families work together when a potential assessment issue arises related to insufficient evidence of learning. When an "IE" reporting symbol has been assigned, teachers, students, and parents/caretakers work together to discuss the situation, including the subject areas where evidence of learning is unavailable, the potential needs of the student and possible solutions and supports. Where applicable, teachers should provide a clear timeline for resolution, student needs, and a specific plan of action to arrive at a possible solution.

At times, there may be insufficient evidence of learning **at the end of the school year**. In the new Ministry Reporting Policy, a final mark of "IE" at the end of a school year must be converted to a point on the 4-point Learning Progress Continuum. Therefore, instead of an "IE" for a final mark, the student would be provided an "**Emerging**" with the following comment:

**"The standing of "Emerging" has been provided as the student has not yet shown evidence of the expected learning outcomes."**

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## **MyEducationBC**

- [Written Learning Update example](#) - for elementary and middle school teachers who are the primary teachers for a group of students across several curricular areas
- [Written Learning Update example](#) - for middle schools with several teachers for each curricular area
- [One-pager for Parents - A Guide to your Child's K-9 Written Learning Update](#)
- [K-9 Teacher – Written Learning Update MyEd Instructions](#)
- [K-9 Teacher – Video Overview MyEd Instructions](#)