

Central Okanagan Public Schools

K-9 Student Reporting Guidelines



Central Okanagan
Public Schools

Together We Learn

Background & History

Over the past 5+ years, teachers across Central Okanagan Public Schools have been exploring alternate, more timely, and more meaningful ways to communicate student learning to families. Recently, the BC Ministry of Education released a new K - 12 Student Reporting Policy Framework. This new Framework provides our district an opportunity to build off our collective learning on student reporting and to create more alignment and consistency across all our schools.

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Purpose & Overview

Our primary purpose of ongoing student reporting is to effectively communicate learning with families to highlight where students are at in their learning, what their next steps are, and how families and teachers can work together to support students in their ongoing learning journeys.

As we learned in our district's [Communicating Student Learning Guidelines](#) over the past 5 years, assessment and communicating student learning are interrelated, and the principles that provide the foundation for quality assessment also guide the development of quality communication of student learning.

Criteria for Quality Communication of Student Learning



Clear Learning Intentions

- are derived from the learning standards.
- are constructed from curricular competencies and content.
- clearly describe what students are expected to understand, know, and do.



Meaningful Learning Experiences

- are derived from the learning standards.
- will support learners' development of the core and curricular competencies.
- will facilitate learners' deep understanding of the curricular concepts.



Student Ownership of Learning

- empowers learners to select evidence that best represents their growth over time.
- enables learners to develop their own voice as they determine how to best communicate their learning.
- encourages learners to self-reflect, and to clearly articulate what they are learning, why they are learning it, and where they are going with their learning.



Authentic Evidence of Learning

- Is triangulated from sources and represents learners' growth over time.
- is linked to meaningful learning experiences.
- clearly represents what learner understands, what they know, and what they can do.



Thoughtful, Descriptive Feedback of Learning

- is ongoing, specific, and helpful to learners.
- helps learners understand their strengths and growth areas in relation to the learning standards as they develop their unique profile as learners.

Teachers and students communicate student learning with families throughout the school year through a variety of formats. Some examples include: sending home learning evidence, providing progress reports, emailing/calling families, hosting student-led and/or parent-teacher conferences, hosting open houses or celebrations of learning, having in-person or virtual discussions, sharing digital or paper-based portfolios, etc.

Written Learning Updates (formerly called report cards) are Ministry-required learning updates that are provided to families throughout the school year as another way that teachers inform families around student learning progress.

In Central Okanagan Public Schools, there are several guiding principles that were co-constructed with teachers, principals, and vice-principals across all schools that we use to guide our approach to Written Learning Updates.

We believe that Written Learning Updates should:

- Be **clear and concise**.
- **Empower students** in taking ownership of their learning.
- Be written in **family-friendly** language.
- Be **strength-based** and focus on each unique student as a **whole learner**.
- Provide an overview of **areas of growth** and **next steps** in learning.
- Be **consistent and aligned** across classrooms, grades, and schools.

K-9 WRITTEN LEARNING UPDATES

Consistent, concise, and meaningful Written Learning Updates that are in clear and accessible language enable parents/caregivers, students, and teachers to work together to support each student in their ongoing learning journey.

Each Written Learning Update must include:

1. Communication of progress of student learning **in all curricular areas currently being studied** using the **4-point Learning Progress Continuum** (see section 1 for more guidance on curricular areas to report on).
2. Descriptive Feedback on **areas of growth** and **next steps** in learning.
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).
4. An update on student attendance.

Note: In Elementary Schools [K-5/6], English Language Arts and Français Langue, "Reading, Listening, Viewing" [Comprehend and Connect] and "Writing, Speaking, Representing" [Create and Communicate] are to be reported on separately using the Learning Progress Continuum.

1. Learning Progress Continuum:

The **4-point Learning Progress Continuum** is a Ministry requirement in K-9. Along with descriptive feedback, it is used to support learning throughout the school year.

The four stages on this continuum are ***Emerging, Developing, Proficient, and Extending.***

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.

Continuum de progrès d'apprentissage (par rapport aux normes d'apprentissage contenues dans le curriculum)			
Compétence émergente	Compétence en voie d'acquisition	Compétence acquise	Compétence approfondie
L'élève commence à démontrer et/ou n'a pas encore démontré l'apprentissage attendu.	L'élève démontre l'apprentissage attendu avec une cohérence croissante.	L'élève démontre l'apprentissage attendu de façon cohérente.	L'élève démontre l'apprentissage attendu de façon cohérente et avec de plus en plus de complexité.

Further considerations to clarify the stages on the Learning Progress Continuum

Emerging:

- 'Emerging' may indicate that a student is just beginning to demonstrate learning in relation to the expected Learning Standards, **or** that a student is not yet able to demonstrate learning in relation to the expected Learning Standards.
 - If a student is not yet able to demonstrate their learning due to insufficient evidence, the student can be assigned an "IE" (see 'Insufficient Evidence' section below for more details).
- **Note:** If a student is working with an IEP or LP they should **not** be assessed automatically as 'emerging' because they receive support. If with the supports laid out in their learning plan they are consistently demonstrating learning in relation to the expected Learning Standards, then they should be assessed as 'proficient'.
 - e.g., If in a student's learning plan they get support from an adult in writing, the student might be 'emerging' in their writing. However, if they receive that same writing support in science, and for example can demonstrate their learning consistently in relation to the expected Learning Standards in science, then they should be assessed as 'proficient' in that curricular area.

Developing:

- ‘Developing’ indicates that a student is demonstrating learning in relation to the expected Learning Standards with growing consistency.
- As students encounter new learning they often progress in their ability to demonstrate their learning over time. When students are provided with **ongoing learning experiences, they work their way through the ‘developing’ stage** on the Learning Progress Continuum and begin to show greater consistency in their ability to demonstrate the expected learning.
- Students assessed as ‘developing’ may require occasional ongoing support to demonstrate their learning (e.g., a student can estimate reasonably with teacher guidance, but is still growing in their ability to estimate reasonably on their own).
- Many students can be ‘developing’ in their learning. This stage of the scale encompasses students who are beginning to show some consistency in demonstrating the expected learning, as well as those who have shown growing consistency but may still not quite be at the ‘proficient’ stage.

Proficient:

- Students assessed as ‘proficient’ are able to demonstrate their learning consistently in relation to the expected Learning Standards.
- ‘Proficient’ **is not** a ‘B’ and is also not synonymous with perfection. Students may still require support at times to demonstrate the expected learning, but primarily they are able to demonstrate the expected learning most of the time.
- If at the time of the Written Learning Update a student is demonstrating their learning consistently, they should be assessed as ‘proficient’, even if they required support all throughout the term to get to where they are now. **It’s important that students are encouraged to ask for support in order to grow in their learning.**

Extending:

- ‘Extending’ is a student demonstrating learning (in relation to the expected Learning Standards) with consistency and **increasing depth and complexity**.
- ‘Extending’ **is not** an ‘A’, a bonus, or a reward, and does not necessarily require that students do a greater volume of work or work at a higher grade level.
- Teachers support all learners with their ongoing growth, including **supporting students who are ‘proficient’ in progressing towards ‘extending’**.
- Teachers can support students in ‘extending’ in many ways. Below are just some examples on how students can demonstrate their learning with greater depth and complexity:
 - By demonstrating their **learning in multiple ways** (e.g., student is able to demonstrate multiple ways of analyzing and interpreting data).
 - By applying their **thinking further** (e.g., student comparing two eras in history adds an in-depth comparison of both the historical eras with our current era).
 - By applying their learning to **other curricular areas** (e.g., student incorporates mathematical concepts in their artwork).
 - By exploring **more complex Learning Standards** (e.g., the class is learning about increasing patterns and a student explores patterns that grow in more complex ways).
 - By connecting their learning to their **local and/or global community** (e.g., student learning about the environment takes on environmental activism in their community).
 - By **supporting the learning of others** (e.g., student takes a lead role in teaching other students dance concepts in Physical Education).

Guidance for Curricular Areas to Report on in Elementary (K-5/6) and Middle/Secondary (Gr. 6-9)

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) (starting in Gr. 4)
MEN-LW	English (Writing, Speaking, Representing)	MEN-LW	English (Writing, Speaking, Representing) (starting in Gr. 4)
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 (starting in Gr. 5)		
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)

*Core Academics (in light blue) to be reported using the **4-point Learning Progress Continuum on every Written Learning Update**.

*Areas such as Arts Education, Career Education, Core French, and ADST (in light orange) must be reported on using the **4-point Learning Progress Continuum 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 (in Gr. 6-8)			
MPHE	Physical & Health Education	OR	FEPSF	Éducation Physique et Santé
MAE	Arts Education (or Arts Electives)	OR	FEAF	Éducation Artistique (ou Arts Électifs)
MCE	Career Education	OR	FECF	Éducation à la Carrière
MADST	Applied Design, Skills, & Technologies (or Applied Skills Electives)	OR	FCCPT	Conception Compétences Pratiques et Technologies (ou Options de Compétences Appliquées)
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.

*In the **Gr. 6-9 French Immersion**, Physical & Health Education, Arts Education Courses, Career Education, and/or ADST courses may be taught in English or French depending on available staffing/offerings.

*Core French could be another non-English language where applicable.

*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."

*If not using a whole term comment on a Written Learning Update, descriptive feedback is to be provided for each curricular area that is being reported on (see section 2 on descriptive feedback for more details).

Guidance on Using the Learning Progress Continuum to Support Learning, Assessment, and Communication of Student Learning with Families

Teachers use the Learning Progress Continuum and descriptive feedback to communicate ongoing student learning during the school year (both through informal learning updates and formal Written Learning Updates).

Note: student behavior and engagement should not contribute to a student's assessment on the Learning Progress Continuum but instead should be highlighted within the written descriptive feedback.

While students can show “**growth**” (in general) in their learning, the Learning Progress Continuum is used to specifically evaluate “**progress**” (which is growth in relation to the expected Curriculum Learning Standards - i.e., where they are in relation to where we expect them to be in their learning).

*For example, on a Written Learning Update for a Gr. 5 student, you might highlight their **growth** in the descriptive feedback that notes their ability to use strategies to solve 2-digit multiplication equations, however when evaluating their **progress** (i.e., growth in relation to Curriculum Learning Standards) they would be assessed as ‘emerging’ on the Learning Progress Continuum (as they are not yet able to use strategies to solve 3-digit multiplication equations - an expectation in the Gr. 5 Learning Standards).*

The following steps outline a recommended process that teachers can use to support ongoing student learning and reporting that makes use of the Learning Progress Continuum:

1. Teacher identifies **Learning Standards** (Curricular Competencies using the content) for students to explore.
2. Teacher **develops and/or co-creates criteria** relevant to the Learning Standards, **including students in the process** whenever possible.
3. Teacher **models and/or provides examples** of learning in relation to the Learning Standards.
4. Students participate in learning opportunities and experiences that provide them **multiple opportunities** to demonstrate their learning in relation to the Learning Standards.
5. Teacher and students **collect, document, and reflect** on evidence of learning.
6. Teacher assesses and provides students with **ongoing descriptive feedback**.
7. Teacher **collects both formal and informal evidence** on how students demonstrated their learning **to inform their assessment in relation to the Learning Progress Continuum** and to make recommendations to support their next steps in learning.
8. Students are provided with opportunities to **self-reflect and respond to ongoing feedback** to demonstrate their growth and progress over time.

Supporting Students in the Shift From Letter Grades to the Learning Progress Continuum

Teachers can support students who were previously familiar with letter grades in understanding the Learning Progress Continuum by:

- using the language of the Learning Progress Continuum with their students through their instruction and real-time feedback;
- verbally giving students descriptive feedback in real time in class so they become familiar with the format of identifying their strengths and their next steps in learning;
- co-constructing assessment criteria with students so they come to understand what “Emerging”, “Developing”, “Proficient”, and “Extending” look like;
- providing students with opportunities to self-assess their own learning using the Learning Progress Continuum; and
- as a learning task, having students design their own learning activity with assessment criteria.

2. Descriptive Feedback:

Descriptive feedback is the most important part of all assessments (formative and summative).

Descriptive feedback empowers students to adjust what they are doing to continue developing their knowledge, skills, and understandings. Knowing where a student is on a scale provides minimal information to families to help students move forward in their learning (e.g., if a student is “developing” in Math, descriptive feedback is needed to help us understand what the student can do and what their next steps are within that curricular area and/or Learning Standard).

Descriptive feedback helps families understand **where their children are in their learning, what their next steps are, and how we can work together to best support** their children in their continued growth.

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).

**Note: paragraphs and/or point form can be used for descriptive feedback*

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

- **descriptive feedback** (see criteria above) 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” to consider providing descriptive feedback on for a student within a Written Learning Update:

- 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 requested that specific learning they are proud of be shared with their family;
- 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** (see criteria above) is to be provided for each student in relation to the Learning Standards in that individual curricular area on a Written Learning Update.

A consideration for K-9 prep teachers with a large number of students across the whole school:

- as noted above, teachers of individual curricular area are required to provide descriptive feedback for each student on a Written Learning Update, therefore, a consideration for prep teachers with a large number of students is to **create a standard comment that applies to many of their students who are proficient** and then generate individual comments for students who are not proficient (i.e., *Emerging, Developing, or Extending*).
- for example, a more standard comment for students who are proficient in a Foods prep class may read, *"This term, we explored basic food handling and simple preparation techniques. Through design thinking, we generated, tested, and shared our ideas for dishes with each other, and reflected on our overall process to determine how to improve our dishes in the future. Your food creations and your ability to reflect and improve your cooking process demonstrated your proficiency in Foods this term."*
- note: when entering descriptive feedback into MyEd, teachers can **enter the standard proficient comment for the first student listed and then use the Ctrl+D shortcut and it will copy that comment for all students in the roster** (and then the teacher can go into the individual students who require a unique comment and update it accordingly).

Pronouns and Names on Written Learning Updates:

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

- In alignment with the Human Rights Code of BC, students have the right to self-identification, and to decide the name(s) and pronoun(s) by which they are addressed. This includes students who have not made official changes to their name and gender identity in MyEdBC.
- While graduation diplomas and transcripts from the Ministry of Education require legal name, Written Learning Updates use the **"usual name"** as listed in MyEdBC (note: changes to usual name in MyEdBC can be made by administrators, counsellors, and/or school office staff).
- Using the same pronoun for all students (e.g., "they") does not always reflect the pronouns a student may want on their Written Learning Updates, and in cases where there is uncertainty, teachers are encouraged to connect with administrators and/or counsellors for further guidance.
- Note: Some students may not be "out" beyond the school community, and may choose to express their name and/or gender differently outside of school. When communicating with a parent/guardian, be sure to determine from the student which name and pronouns to use before writing and sending home a Written Learning Update (as well as other items such as progress updates, digital portfolios, yearbooks, etc.).

Board Policy - 452 - Discrimination as it Pertains to Sexual Orientation and Gender Identity

"The Board of Education is committed to a safe, positive and inclusive learning and working environment for all students and employees regardless of their sexual orientation or gender identity... [where] all members of the school community learn and work together in an atmosphere of respect and safety, free from discrimination, harassment and/or exclusion."

Example descriptive feedback for a group of students across several curricular areas

Strength-based, positive language (e.g., "developing independence", "shown growth", "she can").	Description of work habits, attitudes, student behaviour, and/or social responsibility	Family-friendly language: - "reading strategies" instead of "decoding strategies". - "writing pieces" instead of "compositions".	Descriptive feedback on the <u>whole child</u> , their progress on literacy and numeracy), and any other areas of significant note.
<p>It has been an absolute joy getting to know Sarah this term. She always brings such a warm and compassionate outlook with her, and <u>she continues to share and connect</u> with her peers in a kind and respectful way. When reflecting on herself as a learner, Sarah describes herself as <u>thoughtful, hardworking, and caring</u>.</p>			
<p>Sarah is <u>proficient</u> in her writing and has interesting <u>writing pieces</u> that include descriptive words. She matches most sounds in most words with the appropriate letter and her pictures are always full of detail. For next term, some goals for Sarah are to work on writing more than 2-3 sentences per story. One way to do that is to make her writing more sequential by asking her what happened at the beginning, middle, and end.</p>			
<p>Sarah is <u>emerging</u> in reading. She is <u>developing independence</u> to use <u>reading strategies</u> (saying the first sound, picture cues, and stretching out the sounds) in less predictable books. Sarah has <u>shown significant growth</u> as she continues to <u>work towards demonstrated the expected learning standards</u> for grade 1. Her next steps in reading will be to continue building a knowledge bank of <u>sight words at school and at home</u>, which will in turn build her stamina as she learns to read more difficult books. See enclosed package.</p>			
<p>In math, <u>Sarah can profICIENTLY count up to 39 and can clearly explain her thinking</u> when solving a math problem. An area of further development for Sarah is her number printing. She can print all of her numbers up to 19 but struggles with numbers above 20. Practicing making lists that include <u>numbers at school and at home</u> will support Sarah in her ongoing math development.</p>			
Uses terminology from the Learning Progress Continuum.	Shares helpful strategies/ ways to support the student's learning at school and at home.	Highlights specifically where the student is in relation to the learning standards.	Does not simply note what was taught and instead focuses on what the student showed growth in that term (e.g., "She can count up to 39 and clearly explain her thinking..." vs. "This term we explored counting and thinking strategies in math").

Example descriptive feedback for teachers of individual curricular areas

Shares helpful strategies to support the student	Describes work habits, attitudes, student behaviour, etc...	Strength-based, positive language (e.g., "consistently demonstrates her ability..."
<p>This term, Joyce once again <u>showed her passion as a scientist and consistently extended her thinking</u> and learning as we explored a variety of physics concepts. She <u>consistently demonstrates her ability</u> to <u>plan, conduct, and evaluate</u> experiments and often <u>adds additional elements</u> to analyze in her experiments to develop a deeper and more complex understanding of how physics works all around us. We will continue to support Joyce in her next steps by <u>challenging her with more complex concepts</u> and providing her opportunities to innovate and generate new ideas as we begin to explore our solar system.</p>		
Does not simply note what was taught and instead focuses on what the student showed growth in that term (e.g., "demonstrates her ability to plan, conduct, and evaluate...")		Uses family-friendly language (e.g., "adds additional elements" instead of "includes extraneous variables")

3. Student Self-Reflection of the Core Competencies and Goal Setting:

In the new K-12 Student Reporting Policy, each Written Learning Update **must include 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).

Process is significantly more important than product when it comes to this requirement. Through ongoing self-reflection and goal setting within the Core Competencies, students gain greater ownership and agency in their learning. In BC's curriculum, Curricular Competencies are all built from Core Competencies. Therefore, by designing learning through Curricular Competencies, Big Ideas, and Content, teachers are already providing students opportunities to learn about and develop their Core Competencies. The key is to **notice, name, and nurture the various Core Competencies** throughout all the learning experiences that teachers design for their students.

Teachers can support goal setting and self-reflection of the Core Competencies by:

- explicitly developing the language of Core Competencies through authentic experiences and learning opportunities within the various Curricular Competencies.
- providing ongoing support and repeated opportunities for students to set goals and reflect on their learning and progress towards their goals.
- designing reflection opportunities that are integrated across the whole curriculum (and not a separate reflection activity that is disconnected from the learning going on in classrooms).

Format and process of the self-reflection and goal setting are determined at the school level.

Schools are encouraged to develop alignment on how they engage students in self-reflection of Core Competencies and goal setting, as it provides consistency and predictability for students, staff, and families.

Throughout the school year, teachers are to build the language and provide students the opportunity to explore all the Core Competencies (Communication, Collaboration, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility).



When it comes to student self-reflection of the Core Competencies there are a variety of approaches teachers and/or schools might take:

- they might support students in reflecting on the various Core Competencies each term or throughout the school year;
- they might choose to support their class or whole school in focusing on self-reflection within one specific Core Competency in a given term or throughout the school year,
- they might also provide students agency in allowing them to choose which Core Competency they complete ongoing self-reflection on throughout the term or school year.

Note: this requirement is intentionally noted as a self-**reflection** and not as a self-assessment. Students are engaging in reflection on the Core Competencies to identify growth and next steps, rather than assessing or evaluating where they are on a scale.

Goal setting is also intended to be flexible and personalized. Like student self-reflection of Core Competencies, there are a variety of approaches schools and teachers might take to goal setting with their students:

- they might support students in developing and reflecting on goals across the various Core Competencies;
- they might choose to support students in going deeper in developing and reflecting on one significant goal within one Core Competency,
- they might provide students choice on which Core Competencies they set goals for;
- they might have students set different goals throughout the school year or support students in gathering evidence and reflecting on the same goals all year long.

Example comment for this requirement on a Written Learning Update:

"We continue to explore Thinking, Communicating, and Personal/Social Core Competencies throughout all of the curriculum. Please see the attached reflection portfolio that your child completed on their Core Competency growth and the individual goals they set for themselves."

Another example comment for this requirement on a Written Learning Update:

"This term, the students were introduced to the "Positive Personal and Cultural Identity Competency" which is the awareness and understanding of the facets that contribute to a healthy sense of oneself. Please see your child's portfolio for details on your child's goal setting and reflection on this Core Competency."

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

Note: there is no requirement to put copies of any artifacts of student self-reflection of Core Competencies and goal setting in a student's file.

ADDITIONAL GUIDELINES

- Considerations for Schedule of Written Learning Updates
- Considerations Prior to Written Learning Updates going home
- Considerations for Students on Individualized Education Plans (IEPs)
- Considerations for Students on Learning Plans (LPs)
- Considerations for English Language Learning (ELL) Students
- Considerations for Insufficient Evidence of Learning (IE)
- MyEducationBC
 - Written Learning Update template - 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 elementary and middle school teachers who are the primary teachers for a group of students across several curricular areas
 - Written Learning Update template - for middle schools with several teachers for each curricular area
 - 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 Office Staff – Written Learning Update MyEd Setup Instructions](#)
 - [K-9 Teacher – Written Learning Update MyEd Instructions](#)
 - [K-9 Teacher – Video Overview MyEd Instructions](#)

Considerations for Schedule of Written Learning Updates

In the K-12 Student Reporting Policy Framework, schools must provide a minimum of 5 student Learning Updates during the school year: at least **3 Written Learning Updates** (i.e., report cards) and at least **2 informal Learning Updates** (e.g., student-led conferences, parent-teacher conferences, open house, celebrations of learning).

A consideration for schools is that their first Learning Update occurs early on in the school year, semester, or term in order to inform families of their child's initial progress in their learning. Below is an example schedule that would meet this requirement:

Fall	Fall/Winter	Winter/Spring	Spring	End of School Year
Informal Learning Update *see examples above	Written Learning Update (report card)	Informal Learning Update *see examples above	Written Learning Update (report card)	Final Written Learning Update (report card)

Considerations Prior to Written Learning Updates Going Home

Teachers and students communicate student learning with families throughout the school year so that families are well-informed about their children's learning progress prior to Written Learning Updates going home.

Written Learning Updates can be supported by (optional):

- sending families a separate learning overview (e.g., course outline or term overview) prior to Written Learning Updates being sent home.
- communicating student learning with families throughout the year through a variety of formats such as: sending home learning evidence, providing progress reports, sharing digital or paper-based portfolios, etc.
- informing families about the Learning Standards and experiences that their children are engaging in throughout the term (note: Written Learning Updates are about the child and not an overview of the curriculum).
- having conversations with families prior to Written Learning Updates going home, particularly if there is insufficient evidence of learning for the teacher to accurately assess a student and/or there are significant concerns about a student's learning progress.

Considerations for Students on Competency-Based Individualized Education Plans (CB-IEPs)

A Competency-Based Individual Education Plan (CB-IEP) is a documented plan developed for Ministry-designated students with special needs that describes individualized goals, adaptations, modifications, services to be provided, and measures for assessing achievement.

As with all other students, each Written Learning Update for a student on a CB-IEP should describe the student's **growth** and **next steps**, as well as **strategies/supports** provided to the student to support their ongoing learning.

*A copy of the CB-IEP **does not need to go home** with the Written Learning Update, given that a copy of a student's CB-IEP is sent home at the beginning and at the end of the school year, and any time significant changes or updates are made to the goals/objectives in their CB-IEP.*

Written Learning Updates requirements for students on CB-IEPs:

K-9 CB-IEP Scenario	Assessment on Learning Progress Continuum	Comment to be provided within a whole term comment or within each subject area that is supported by the CB-IEP.
Student working on grade-level Learning Standards	Student is assessed on grade-level Learning Standards	"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 below grade-level Learning Standards	*Student is assessed on the below grade-level Learning Standards 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 Social and Emotional Learning Goals (H or R designation)	Student is assessed on grade-level Learning Standards	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.

***Note:** for students on CB-IEPs working on different or below grade-level Learning Standards, **we are required by the Ministry to assess them based on the Learning Standards they are working on** (and not by the Learning Standards of the grade they are in).

Reminder: Students working with the supports of a CB-IEP may not necessarily be 'emerging' on the Learning Progress Continuum. If with the supports noted in their CB-IEP they are showing grade-level proficiency they should be assessed as 'proficient'.

Example: If a student receives direct support in their CB-IEP to support their classroom interactions, they may at the same time be able to consistently demonstrate the expected Learning Standards in Math, and would therefore be assessed as 'proficient' in Math.

Example: If a student receives direct support in writing in their CB-IEP, they may be 'emerging' in their writing, but with that same writing support they may be demonstrating the expected Learning Standards in Science with growing consistency and would therefore be assessed as 'developing' in Science.

***Note: for students on a CB-IEP who are not taking certain courses/curricular areas, they should be removed from those courses in MyEd so they don't show up on the Written Learning Update.**

Considerations for Students on Learning Plans (LPs)

A Learning Plan (LP) is a documented plan developed by the school that describes individualized goals, strategies, supports, and services to be provided.

As with all other students, each Written Learning Update for a student on an LP should describe the student's **growth** and **next steps**, as well as **strategies/supports** provided to the student to support their ongoing learning.

*A copy of the LP **does not need to go home** with the Written Learning Update, given that a copy of a student's LP is sent home at the beginning and at the end of the school year, and any time significant changes or updates are made to the goals/objectives in their LP.*

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**. Students working on below-grade level Learning Standards in their Learning Plan (LP) would be assessed as '**emerging**' on the **Learning Progress Continuum** as they are not yet demonstrating learning in relation to the Learning Standards for their grade. The descriptive feedback within the Written Learning Update is where teachers can provide more details on the student's growth and next steps in relation to the Learning Standards that the student is exploring in their Learning Plan (LP).

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."

Reminder: Students working with the supports of an LP may not necessarily be 'emerging' on the Learning Progress Continuum. If with the supports noted in their Learning Plan (LP) they are showing grade-level proficiency they should be assessed as 'proficient'.

Example: If a student receives direct support in their LP to support their classroom interactions, they may at the same time be able to consistently demonstrate the expected Learning Standards in Math, and would therefore be assessed as 'proficient' in Math.

Example: If a student receives direct support in writing in their LP, they may be 'emerging' in their writing, but with that same writing support they may be demonstrating the expected Learning Standards in Science with growing consistency and would therefore be assessed as 'developing' in Science.

Considerations for English Language Learning (ELL) Students

The following are student reporting guidelines for students who are accessing English Language Learning (ELL) supports. At each reporting period:

- **ELL teachers:** all students on an AIP (Annual Instruction Plan) who are receiving ELL supports will have an **“ELL Support”** course attached to them in MyEdBC for ELL teachers to provide a comment which should include descriptive feedback on:
 - the language development services the student is receiving
 - the student’s progress on their literacy goals
 - ways that families can support the student in their learning
 - **note:** a copy of the student’s AIP **does not go home** with the Written Learning Update
- **Classroom teachers:** as with all other students, each Written Learning Update for any ELL students should describe the student’s **growth** and **next steps**, as well as **strategies/supports** provided to the student to support their ongoing learning (note: *no specific comment needs to be added on the student being an ELL learner as there is a specific “ELL” course on the Written Learning Update with comments from the ELL teacher*).

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**.

For ELL students working on below-grade level Learning Standards in a given subject area, they would be assessed as ‘**emerging**’ on their Written Learning Update as they are not yet demonstrating learning in relation to the Learning Standards for the given grade and subject area.

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).

Reminder: ELL students receiving direct support may not necessarily be ‘emerging’ on the Learning Progress Continuum. If with the ELL supports provided a student is showing grade-level proficiency they would be assessed as ‘proficient’.

Example: If a student receives direct support from their ELL teacher or other support staff, they may at the same time be able to consistently demonstrate the expected Learning Standards in Math, and would therefore be assessed as ‘proficient’ in Math.

Example: If a student receives direct ELL support in reading, they may be ‘emerging’ in their reading, but with that same reading support they may be demonstrating the expected Learning Standards in Science with growing consistency and would therefore be assessed as ‘developing’ in Science.

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".

MyEducationBC

As we adopt the new K-12 Student Reporting Policy Framework, and create alignment and consistency with student reporting across all our schools, we require a centralized location for student reporting, student attendance, and student tracking. MyEducationBC (MyEdBC) is the Student Information System used by the Ministry of Education and all districts in British Columbia, and is the centralized location for student reporting in Central Okanagan Public Schools.

While all schools in this new reporting framework will use MyEdBC, there are a variety of approaches and considerations for schools to consider. For some overview guidance on using MyEdBC for student reporting, please visit the following page on our district's Assessment & Reporting website: www.assessment.sd23.bc.ca/reporting

Below are templates and example approaches depending on your context:

- 1) Written Learning Update template - for elementary and middle school teachers who are the primary teachers for a group of students across several curricular areas
- 2) Written Learning Update example - for elementary and middle school teachers who are the primary teachers for a group of students across several curricular areas
- 3) Written Learning Update template - for middle schools with several teachers for each curricular area
- 4) Written Learning Update example - for middle schools with several teachers for each curricular area

Note: A one-pager in MyEd (below) will be available to provide to all families receiving K-9 report cards to provide parents with more information on how to understand and have conversations with their child about their Written Learning Update.

Written Learning Update template for elementary and middle school teachers who are the primary teachers for a group of students across several curricular areas

	<p>Communicating Student Learning Report Period: 02/12/2021 to 14/03/2022</p> <p>Student Name Here</p> <p>PEN: xxx xxx xxx Grade 1</p> <p>Teacher #1; Teacher #2*; Teacher #3* (*if applicable)</p>	<p>SCHOOL LOGO GOES HERE</p> <p>School Name School Address School Phone Number</p>
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School Message

This box may include:

- purpose of the Written Learning Update, curriculum overview / details, school learning focus, etc.
- information on Student Self-Reflection of the Core Competencies and Goal setting (including where families can learn more about their child's work in this area) - if school is taking school-wide approach.

Term Comments

For elementary and middle school teachers who are the primary teachers for a group of students across several curricular areas, this box would include:

- **Descriptive feedback on the whole child as a learner**, their progress on their **foundational skills (literacy and numeracy)**, as well as any other **areas of significant note** for the child within the overall curriculum.

Note: This box would also include information on Student Self-Reflection of the Core Competencies and Goal setting (including where families can learn more about their child's work in this area) - **if this is not included in the school message above.**

Criteria for quality descriptive feedback:

- highlights specific areas of growth and **next steps in relation to Learning Standards**.
- shares any **helpful strategies and ways to support** the student.
- 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).

English Language Arts 1 Teacher:	Proficiency Level (Term): PROFICIENT
<i>*Boxes below each subject will show up blank like this if you are using a whole term comment and are not entering comments underneath each subject area*</i>	
Mathematics 1 Teacher:	Proficiency Level (Term): DEVELOPING
Science 1 Teacher:	Proficiency Level (Term): PROFICIENT
Social Studies 1 Teacher:	Proficiency Level (Term): PROFICIENT
Arts Education 1 Teacher:	Proficiency Level (Term): EXTENDING
Physical and Health Education 1 Teacher:	Proficiency Level (Term): PROFICIENT
<i>This box can be used for subject specific feedback for teachers of individual subjects (i.e., prep teachers)</i>	
Career Education 1 Teacher:	Proficiency Level (Term): PROFICIENT
Applied Design Skills & Technologies 1 Teacher:	Proficiency Level (Term): PROFICIENT

ATTENDANCE RECORD FOR 2022-2023												Principal Signature
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	
Absent	-	1.0	-	-	2.0	-	1.0	-	-	-	4.0	
Late	-	-	-	2.0	-	-	-	-	-	-	2.0	

Sample Written Learning Update for elementary and middle school teachers who are the primary teachers for a group of students across several curricular areas

	<p>Written Learning Update Report Period: 02/12/2021 to 14/03/2022 Sarah Radley PEN: xxx xxx xxx Grade 1 Luca Yandley</p>	<p>SCHOOL LOGO GOES HERE School Phone Number School Name School Address</p>
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School Message

The purpose of this Written Learning Update is to describe students' learning progress to their parents and others, based on curriculum learning standards for each grade level. It is intended to inform parents about learning successes and to guide improvements when needed.

This term, the students were introduced to the "Positive Personal and Cultural Identity Competency" which is the awareness of the facets that contribute to a healthy sense of self. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Please see your child's portfolio for details on your child's goal setting and reflection on this Core Competency.

Term Comments

It has been an absolute joy getting to know Sarah this term. She always brings such a warm and compassionate outlook with her, and she continues to share and connect with her peers in a kind and respectful way. When reflecting on herself as a learner, Sarah describes herself as thoughtful, hardworking, and caring.

In writing, Sarah has interesting writing pieces that include descriptive words. She matches sounds in most words with the appropriate letter and her pictures are always full of detail. For next term, some goals for Sarah are to work on writing more than 2-3 sentences per story. One way to do that is to make her writing more sequential by asking her what happened at the beginning, middle, and end.

Sarah is emerging in reading. She is developing independence to use reading strategies (saying the first sound, picture cues, and stretching out the sounds) in less predictable books. Although Sarah is not yet demonstrating progress in relation to mid-grade 1 level learning standards in reading, she has shown significant growth this term. Her next steps in reading will be to continue building a knowledge bank of sight words at school and at home, which will in turn build her stamina as she learns to read more difficult books. See enclosed package.

In math, Sarah can proficiently count up to 39 and can clearly explain her thinking when solving a math problem. An area of further development for Sarah is her number printing. She can print all of her numbers up to 19 but struggles with numbers above 20. Practicing making lists that include numbers at school and at home will support Sarah in her ongoing math development.

In other curricular areas, Sarah always puts her best foot forward in her learning. Of note, Sarah has really taken to art this term. She goes well beyond what is expected and often uses her free time to create new pieces of artwork. Her multi-coloured vase that she made from molding clay is something she was really proud of and enjoyed sharing with the whole class.

English Language Arts 1 Teacher: Luca Yandley	Proficiency Level (Term): PROFICIENT
Mathematics 1 Teacher: Luca Yandley	Proficiency Level (Term): DEVELOPING
Science 1 Teacher: Luca Yandley	Proficiency Level (Term): PROFICIENT
Social Studies 1 Teacher: Luca Yandley	Proficiency Level (Term): PROFICIENT
Arts Education 1 Teacher: Luca Yandley	Proficiency Level (Term): EXTENDING
Physical and Health Education 1 Teacher: Mateo Johnson	Proficiency Level (Term): PROFICIENT
<p>Sarah can safely participate as we explore movement skills and activity breaks such as dance, games, and outdoor play. Next term, I encourage Sarah to continue taking risks and partnering up with another student if she ever needs a hand to better understand a new activity that we are exploring together.</p>	
Career Education 1 Teacher: Luca Yandley	Proficiency Level (Term): PROFICIENT
Applied Design Skills & Technologies 1 Teacher: Luca Yandley	Proficiency Level (Term): PROFICIENT

ATTENDANCE RECORD FOR 2022-2023												Principal Signature
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Absent	-	1.0	-	-	2.0	-	1.0	-	-	-	4.0	
Late	-	-	-	2.0	-	-	-	-	-	-	2.0	

**Written Learning Update template for middle schools
with several teachers across all curricular areas**

	<p>Communicating Student Learning Report Period: 02/12/2021 to 14/03/2022</p> <p align="center">Student Name Here</p> <p align="center">PEN: xxx xxx xxx Grade 6 Homeroom Teacher* (*can be turned off)</p>	<p>SCHOOL LOGO GOES HERE</p> <p align="center">School Name School Address School Phone Number</p>
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School Message

This box may include:

- Purpose of the Written Learning Update, curriculum overview / details, school learning focus, etc...
- Information on Student Self-Reflection of the Core Competencies and Goal setting (including where families can learn more about their child's work in this area) - if school is taking school-wide approach

<p>English Language Arts 6 Teacher:</p>	<p>Proficiency Level (Term): PROFICIENT Proficiency Level (Final): PROFICIENT</p>
<p><u>For teachers of individual subjects, each of these boxes would include:</u></p>	
<ul style="list-style-type: none"> • Descriptive feedback in relation to the learning standards in the individual curricular area. <p>Criteria for quality descriptive feedback:</p> <ul style="list-style-type: none"> • highlights specific areas of growth and next steps in relation to Learning Standards • shares any helpful strategies and ways to support the student • 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) 	
<p>Mathematics 6 Teacher:</p>	<p>Proficiency Level (Term): DEVELOPING Proficiency Level (Final): DEVELOPING</p>
<p>Comment Here</p>	
<p>Science 6 Teacher:</p>	<p>Proficiency Level (Term): EXTENDING Proficiency Level (Final): EXTENDING</p>
<p>Comment Here</p>	

Social Studies 6 Teacher:	Proficiency Level (Term): PROFICIENT Proficiency Level (Final): PROFICIENT
Comment Here	
Physical and Health Education 6 Teacher:	Proficiency Level (Term): PROFICIENT Proficiency Level (Final): PROFICIENT
Comment Here	
Arts Education 6 Teacher:	Proficiency Level (Term): PROFICIENT Proficiency Level (Final): PROFICIENT
Comment Here	
Career Education 6 Teacher:	Proficiency Level (Term): PROFICIENT Proficiency Level (Final): PROFICIENT
Comment Here	

ATTENDANCE RECORD FOR 2022-2023												Principal Signature
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Absent	-	1.0	-	-	2.0	-	1.0	-	-	-	4.0	
Late	-	-	-	2.0	-	-	-	-	-	-	2.0	

**Sample Written Learning Update for middle schools
with several teachers across all curricular areas**

	<p>Communicating Student Learning Report Period: 02/12/2021 to 14/03/2022 Joyce Yarow PEN: xxx xxx xxx Grade 6</p>	<p>SCHOOL LOGO GOES HERE</p> <p>School Name School Address School Phone Number</p>
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School Message

The purpose of this Written Learning Update is to describe students' learning progress to their parents and others, based on curriculum learning expectations for each grade level.

As a school, we continue to explore Thinking, Communicating, and Personal/Social Core Competencies throughout all of the curriculum. Please see the attached reflection that your child completed on their Core Competency growth and the individual goals they set for themselves.

<p>English Language Arts 6 Teacher: Casey Cress</p>	Proficiency Level (Term): PROFICIENT
This term, Joyce continued to improve her English language conventions, such as spelling, grammar, and punctuation, and she can now consistently produce clear and logical writing pieces. In reflecting on the term, Joyce was most proud of her growth in this area. The next steps we will work on together in Joyce's learning are to develop her literary techniques such as using imagery and metaphors in her writing, as well as develop her strategies to comprehend various reading passages.	
<p>Mathematics 6 Teacher: Taj Kanda</p>	Proficiency Level (Term): DEVELOPING
Joyce is developing and has shown great growth this term in math. She is often able to use estimation to analyze area and volume, and requires support to consistently and accurately solve multiplication and division facts to 100 (a grade 6 expectation). Looking ahead to next term, we will support Joyce with opportunities to practice and develop math strategies as we explore improper fractions and order of operations. We will continue to provide additional support whenever Joyce needs a hand and as we introduce new concepts.	
<p>Science 6 Teacher: Jen Swanton</p>	Proficiency Level (Term): EXTENDING
This term, Joyce once again showed her passion as a scientist and consistently extended her thinking and learning as we explored a variety of physics concepts. She consistently demonstrates her ability to plan, conduct, and evaluate experiments and often adds additional elements to analyze in her experiments to develop a deeper and more complex understanding of how physics works all around us. We will continue to support Joyce in her next steps by challenging her with more complex concepts and providing her opportunities to innovate and generate new ideas as we begin to explore our solar system.	

Social Studies 6 Teacher: Dirk Gerard	Proficiency Level (Term): PROFICIENT
<p>This term, Joyce showed significant growth and can now proficiently interpret and analyze concepts. She demonstrated this quite well this term when we explored global poverty and inequities issues, a topic she is quite passionate about. The next steps that we will support Joyce with in her learning are to construct arguments and develop plans of actions around various global and economic issues. Joyce would also benefit from taking her time when reviewing criteria for the various assignments we explore together.</p>	
Physical and Health Education 6 Teacher: Monique Trellwood	Proficiency Level (Term): EXTENDING
<p>Joyce continues to be a confident learner and actively participates in all class activities. She consistently demonstrates fair play and contributes to a positive class culture through her leadership. Frequently Joyce extends herself and goes out of her way to support other students, and she has also on several occasions led activities with our whole class. Next steps for Joyce will be to continue developing her already many strategies to pursue personal healthy-living goals and we will continue to provide her leadership opportunities throughout all our class activities.</p>	
Arts Education 6 Teacher: Madeline Farrow	Proficiency Level (Term): PROFICIENT
<p>This term, Joyce consistently demonstrated her ability to create art using a variety of media. As we explored colour theory, she documented her ideas and experience through her art creations. Next steps for Joyce in her learning would be to continue developing her ability to self-reflect and use feedback to improve the art that she creates in class.</p>	
Career Education 6 Teacher: Mirabelle Dillon	Proficiency Level (Term): PROFICIENT
<p>Joyce continues to be a positive contributor in our classroom and this term she consistently demonstrated her ability to recognize her interests, skills, and strengths as we explored possible future career choices. The next steps for Joyce in her learning will be to develop her leadership skills as we explore global citizenship and volunteering opportunities in our local community.</p>	

ATTENDANCE RECORD FOR 2022-2023												Principal Signature
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Absent	-	1.0	-	-	2.0	-	1.0	-	-	-	4.0	
Late	-	-	-	2.0	-	-	-	-	-	-	2.0	



WRITTEN LEARNING UPDATE



Written Learning Updates are one of many ways that teachers and students communicate learning with families all throughout the school year. As you read your child's Written Learning Update, we encourage you to **first focus on the written feedback comments**. This information will provide key insights into your child's growth and next steps in learning, and their progress in relation to curriculum learning standards.

We encourage you to discuss the Written Learning Update with your child. **Some prompts to consider:**

- What are you most proud of in your learning this term?
- Where did you show the greatest growth in your learning?
- What next steps are you working on in your learning?
- How can we continue to work together to support you in your learning journey?

LEARNING PROGRESS CONTINUUM

The Learning Progress Continuum, along with written feedback, is used to support and communicate learning. Students continually encounter new learning, and through practice and ongoing learning experiences, they gain more confidence, consistency and independence in demonstrating their learning to others.

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.

Further to the descriptions above, it's important to note that **Extending** is not an "A" and that **Proficient** is not a "B". Rather, **Proficient** on the continuum represents that a student is consistently demonstrating the expected learning for a given grade and curricular area.

As students encounter new learning and start to demonstrate their learning with more consistency, they move from **Emerging** to **Developing**. Once a student can demonstrate the expected learning consistently, they are assessed as **Proficient**.

Teachers support all learners with their ongoing growth, including supporting students who are **Proficient** in progressing towards **Extending**, and if a student consistently demonstrates more complex and in-depth learning than what is expected, they are assessed as **Extending**.