

# Central Okanagan Public Schools

## Gr. 10-12 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**



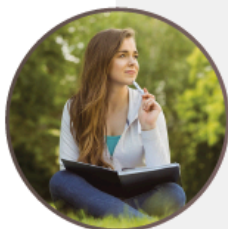
#### **Clear Learning Intentions**

- 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.

**GRADE 10-12 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 subject/curricular areas currently being studied** using **Letter Grades and Percentages**.
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.*
5. *An update on the student’s progress on their Graduation Plan (included automatically as part of printing/posting Written Learning Updates in MyEdBC).*

## **1. Letter Grades and Percentages:**

Grades 10-12 are required to use letter grades and percentages on all Written Learning Updates. Below is an overview description of each letter grade and percentage range:

<b><u>Letter Grade, Percentage Range, and Description (for Gr. 10-12)</u></b>		
<b>A</b>	<b>86-100%</b>	Excellent or outstanding learning in relation to Learning Standards.
<b>B</b>	<b>73-85%</b>	Very good learning in relation to Learning Standards.
<b>C+</b>	<b>67-72%</b>	Good learning in relation to Learning Standards.
<b>C</b>	<b>60-66%</b>	Satisfactory learning in relation to Learning Standards.
<b>C-</b>	<b>50-59%</b>	Minimally acceptable learning in relation to Learning Standards.
<b>IE</b>	<b>Temporary</b>	Insufficient Evidence (IE). Currently there is insufficient evidence of student learning to accurately assess their progress in relation to Learning Standards.
<b>F</b>	<b>0-49%</b>	Minimally acceptable learning has not been demonstrated in relation to Learning Standards.
<b>W</b>	<b>-----</b>	<b>Withdraw.</b> Student has withdrawn from the course.
<b>SG</b>	<b>-----</b>	<b>Standing Granted.</b> Although completion of normal requirements has not been met, a sufficient level of learning has been demonstrated to warrant the granting of standing for the course.
<b>TS</b>	<b>-----</b>	<b>Transfer Standing.</b> Standing is granted based on records from an institution other than a school.

## **Guidance on Assigning Letter Grades and Percentages**

Throughout the term, teachers document both informal and formal evidence of learning, collecting student assessment and evaluation data. Prior to reporting on student learning, the teacher reviews the evidence of learning. The teacher uses professional judgement to honor recent evidence and determine progress of the overall learner in relation to the learning standards. The teacher then determines the student's overall learning in relation to the learning standards for the unit or term and assigns a Ministry-approved letter grade and percentage that correspond to the learning demonstrated by the student.

At the end of the school year or at the completion of a course, teachers assign a letter grade and percentage to indicate each student's overall learning in each curricular learning area being studied. Due to the ongoing nature of learning, more recent evidence of learning may be honored over initial evidence, as it indicates a more accurate demonstration of a student's learning in relation to the Learning Standards.

### **Additional Considerations:**

- **learning is ongoing**, students may not demonstrate the same level of learning at the beginning of a course or unit as they do near the end.
- using a **standards based approach to assessment** supports student learning and reflects the competency-driven provincial curriculum.
- **averaging marks does not provide a true evaluation** of a student's learning.
- **student behavior and engagement should not contribute to a student's overall mark** (e.g., 10% of the grade for attendance or participation in class, 5% of the grade for handing in assignments on time, etc.).
- **a numerical value or letter mark, such as a G, S, or N, should not be placed on student behaviour, work ethic, and/or engagement**, but instead should be highlighted within the written descriptive feedback.

## **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 a student's letter grade or percentage provides minimal information to families to help students move forward in their learning (e.g., if a student has a 80% in a course such as Social Studies 11, descriptive feedback is needed to help us understand what the student can do and what their next steps are within that specific course).

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 Learning Standards**.
- 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*

### **Examples comments that meet the criteria for quality descriptive feedback:**

**Example A:** *Horace has successfully communicated an in-depth understanding of polynomial factoring, systems of linear equations, and functions and relations: connecting data, graphs and situations. I encourage continued practice with prime factorization and continuing to self advocate when confused with practice work. Horace has demonstrated strong work ethic and perseverance over the term.*

**Example B:** *Lily provides insightful thoughts during our class discussions and has demonstrated proficient questioning and investigating throughout our lab experiments in potential and kinetic energy and energy change during chemical reactions. Reminders are sometimes needed to allow classmates to process work at their own speed during collaboration. Lily could benefit from some organizational skills as practice work is often rushed and incomplete.*

**Example C:** *Monique works well in collaborative group activities and projects.*

- *Her writing skills show strong evidence of ideas, organization, and voice.*
- *Her critical and reflective thought is apparent and she is encouraged to continue to take risks in her writing.*

*Congratulations with the success on your consistent, dedicated work.*

### **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.”*



### **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-reflections 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."*

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*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.**

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# **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 secondary school teachers
  - Written Learning Update example - for secondary school teachers
  - One-pager for Parents - A Guide to your Child's Gr. 10-12 Written Learning Update
  - [Gr.10-12 Teacher – Written Learning Update MyEd Instructions](#)
  - [Gr.10-12 Teacher – Video Overview MyEd Instructions](#)

### **Considerations for Schedule of Written Learning Updates**

Each school year, secondary schools (Gr. 10-12) provide families **4 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:

<b>e.g., Semester System - Secondary</b>					
<b>October</b>	<b>November</b>	<b>January</b>	<b>March</b>	<b>April</b>	<b>June</b>
Informal Learning Update (conferences)	Written Learning Update (report card)	Written Learning Update (report card)	Informal Learning Update (conferences)	Written Learning Update (report card)	Final Written Learning Update (report card)

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### **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:**

Gr. 10-12 CB-IEP Scenario	Assessment using Letter Grades and Percentages	Comment for <b>each subject area</b> that applies in the student's CB-IEP
Student working on <b>grade-level Learning Standards</b> (i.e., student is working towards a Dogwood)	Student is <b>assessed on grade-level Learning Standards</b> using Letter Grades and Percentages	"This assessment reflects progress with access to the supports as noted in the student's Competency-Based Individualized Education Plan (CB-IEP). See CB-IEP for more details."
<b>Note:</b> some students who are supported by adapted CB-IEPs (including H or R designations) may prefer to have NO mention of the "adapted CB-IEP" on their Written Learning Update. In these circumstances, there is no legal requirement for this to be noted and we would therefore honour the student's request and not include the comment above.		
Student working on <b>modified Learning Standards</b> (i.e., student is working towards an Evergreen)	Student is assessed on the <b>modified Learning Standards</b> that they are working on using Letter Grades and Percentages	"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."

**\*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:** If a student is working with the supports on a CB-IEP they should not be assessed with a lower letter grade because they receive direct support. If with the supports noted in their CB-IEP, the student is able to demonstrate their learning they should be assessed the same as any other student who is not receiving that same direct support.

### **Considerations for Students on Learning Plans (LPs)**

A Learning Plan (LP) is a documented plan developed by the school that describes individualized 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.**

For each subject area that applies in the student's LP, the following comment should be provided:

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

**Reminder:** If a student is working with the supports on a Learning Plan (LP) they should not be assessed with a lower letter grade because they receive direct support. If with the supports noted in their Learning Plan (LP), the student is able to demonstrate their learning they should be assessed the same as any other student who is not receiving that same direct support.

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## **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” 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.**

**Reminder:** ELL students receiving direct support should not be assessed with a lower letter grade because they receive direct support. If with the ELL supports provided the student is able to demonstrate their learning they should be assessed the same as any other student who is not receiving that same direct support.

### **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. The “IE” symbol may be used on any Written Learning Update if a student has:

- (a) ***“insufficient evidence” to provide a passing grade at the time of a Written Learning Update (i.e., below 50%); or***
- (b) ***significant “insufficient evidence” that is currently greatly affecting their grade in the course (e.g., student’s current standing based on the learning evidence that has been collected is 90%, but they have missed an entire unit of learning that would drop them multiple letter grades if not accounted for).***

In either scenario, an “IE” is provided along with a comment that identifies the Action Plan in place that the teacher has connected with students and their families on.

- **Example comment:** ***“Your mark this term is an “IE” for “Insufficient Evidence”. As communicated on X date, student name is to complete their assigned “IE” Action Plan in order to demonstrate learning evidence in this curricular area that was not provided during this term.”***
- The Action Plan **must indicate** what learning evidence must be provided and by what date in order for the “IE” to be changed to a letter grade and percentage.
- Conversion of “IE” to a letter grade and percentage is done in MyEd by the teacher unless they no longer have access to make changes in the term in question. If that is the case, contact the office staff to make this update.
- Should there still be “insufficient evidence” after the date provided in the “IE” Action Plan, the “IE” will remain in place for the given term in question.
- If providing a final mark, and there is still “insufficient evidence” after the date provided in the “IE” Action Plan to provide a passing grade for the course, an “F” and corresponding percentage would then be assigned in the final term column (see example below).

Term	1	2	3	4	F
L.G	IE	IE			F
%					40%

- Note: **an “IE” must be given before an “F” is assigned at the end of a course.**

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 further evidence of learning is needed, 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 or the end of a course. In these cases, teacher(s), principal/vice-principal(s), and School-Based Teams work together to determine the best course of action such as a course withdrawal, course fail, standing granted, etc., with a comment explaining the circumstances for insufficient evidence.

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## **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](http://www.assessment.sd23.bc.ca/reporting)

Below are templates and example approaches depending on your context:

- 1) Written Learning Update template - for secondary school teachers
  - 2) Written Learning Update example - for secondary school teachers
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## Sample Secondary Written Learning Update

FOR Sep 6, 2021 to Jan 26, 2022

STUDENT NAME <b>Learner, Joe</b>	GRADE <b>11</b>	ATTENDANCE RECORD FOR 2021-2022										
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
PEN <b>123456789</b>	ABSENT	0	1.5	0	2.0	0	0	0	0	0	0	3.5
	LATE	0	0	1	1	0	0	0	0	0	0	2

### 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*

Terms: 1 = Sep 03, 2021    2 = Nov 09, 2021    3 = Jan 31, 2022    4 = Apr 10, 2022

Legend: **L.G.** - Letter Grade, **Abs.** - Class Absence

**Course:** ANATOMY AND PHYSIOLOGY 12

**School:** City High School

**Teacher:** Dali, Jackson

Term	1	2	3	4	F
L.G	C+	C			
%	70	63			

### Comments/Ways to Support Learning:

*These boxes includes descriptive feedback which:*

- 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).

**Course:** CHEMISTRY 11  
**School:** City High School  
**Teacher:** Dillon, Mirabelle

Term	1	2	3	4	F
L.G	C+	C			
%	70	63			

**Comments/Ways to Support Learning:**

**Course:** HUMAN GEOGRAPHY 11  
**School:** City High School  
**Teacher:** Farrow, Madeline

Term	1	2	3	4	F
L.G	B	B			
%	75	78			

**Comments/Ways to Support Learning:**

**Course:** FOUNDATIONS OF MATH 11  
**School:** City High School  
**Teacher:** Trellwood, Monique

Term	1	2	3	4	F
L.G	B	C+			
%	75	70			

**Comments/Ways to Support Learning:**

**Course:** PHYSICAL AND HEALTH EDUCATION 11  
**School:** City High School  
**Teacher:** Gerard, Dirk

Term	1	2	3	4	F
L.G	C-	IE			
%	54				

**Comments/Ways to Support Learning:**

**Course:** CAREER LIFE CONNECTIONS 12  
**School:** City High School  
**Teacher:** Swanton, Jen

Term	1	2	3	4	F
L.G	B	B			
%	82	78			

**Comments/Ways to Support Learning:**

**Course:** SOCIAL STUDIES 11  
**School:** City High School  
**Teacher:** Kanda, Taj

Term	1	2	3	4	F
L.G	A	A			
%	90	92			

**Comments/Ways to Support Learning:**

**Course:** NEW MEDIA 11  
**School:** City High School  
**Teacher:** Cress, Casey

Term	1	2	3	4	F
L.G	A	A			
%	90	92			

**Comments/Ways to Support Learning:**

## Sample Secondary Report Card

FOR Sep 6, 2021 to Jan 26, 2022

STUDENT NAME <b>Learner, Joe</b>	GRADE <b>11</b>	ATTENDANCE RECORD FOR 2021-2022										
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
PEN <b>123456789</b>	ABSENT	0	1.5	0	2.0	0	0	0	0	0	0	3.5
	LATE	0	0	1	1	0	0	0	0	0	0	2

### 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 where needed.

As part of BC's curriculum, all students K-12 complete ongoing self-reflection and goal setting around their Core Competencies. Please see your child's digital portfolio to learn more.

Terms: 1 = Sep 03, 2021    2 = Nov 09, 2021    3 = Jan 31, 2022    4 = Apr 10, 2022

Legend: **L.G.** - Letter Grade, **Abs.** - Class Absence

**Course:** ANATOMY AND PHYSIOLOGY 12

**School:** City High School

**Teacher:** Dali, Jackson

Term	1	2	3	4	F
L.G	B	C+			
%	75	70			

### Comments/Ways to Support Learning:

This term, Joe showed lots of growth in processing and analyzing big ideas such as homeostasis and gene expression. An area of growth for Joe moving forward would be to spend more time learning the various organ systems as this will continue to be a major focus for our class in the next term.

**Course:** CHEMISTRY 11

**School:** City High School

**Teacher:** Dillon, Mirabelle

Term	1	2	3	4	F
L.G	C+	C			
%	70	63			

### Comments/Ways to Support Learning:

Joe provides insightful thoughts during our class discussions and has demonstrated proficient questioning and investigating throughout our lab experiments on chemical reactions. Reminders are sometimes needed to allow classmates to process work at their own speed during collaboration. Joe could benefit from some organizational skills as practice work is often rushed and incomplete.

**Course:** FOUNDATIONS OF MATH 11

**School:** City High School

**Teacher:** Trellwood, Monique

Term	1	2	3	4	F
L.G	A	A			
%	90	92			

### Comments/Ways to Support Learning:

Joe has successfully communicated an in-depth understanding of polynomial factoring, systems of linear equations, and functions and relations: connecting data, graphs and situations. I encourage continued practice with prime factorization and continuing to self advocate when confused with practice work. Joe has demonstrated strong work ethic and perseverance over the term.

**Course:** CREATIVE WRITING 11

**School:** City High School

**Teacher:** Gerard, Dirk

Term	1	2	3	4	F
L.G	A	A			
%	90	92			

**Comments/Ways to Support Learning:**

Joe works well in collaborative group activities. Writing skills show strong evidence of ideas, organization, and voice. Critical and reflective thought is apparent and Joe is encouraged to continue to take risks in his writing. Your consistent and dedicated efforts continue to help you in excelling in your learning.

**Course:** CAREER LIFE CONNECTIONS 12

**School:** City High School

**Teacher:** Swanton, Jen

Term	1	2	3	4	F
L.G	B	B			
%	82	78			

**Comments/Ways to Support Learning:**

The following comment was co-constructed through conferencing with Joe:

This term, I enjoyed exploring my career-life decisions and how I can continually improve my well-being through career-life balance. Moving forward, a growth area for me is to broaden my understanding of career options and develop my ability to engage in effective financial planning.

**Course:** SOCIAL STUDIES 11

**School:** City High School

**Teacher:** Kanda, Taj

Term	1	2	3	4	F
L.G	B	B			
%	75	78			

**Comments/Ways to Support Learning:**

This term, Joe showed significant growth in his ability to compare and contrast big ideas in Social Studies, as well as assess the short- and long-term consequences of people's actions and events. Moving forward, an area of further development for Joe would be to improve his ability to infer and explain different perspectives on people, places, and events.

**Course:** NEW MEDIA 11

**School:** City High School

**Teacher:** Cress, Casey

Term	1	2	3	4	F
L.G	C-	IE			
%	54				

**Comments/Ways to Support Learning:**

Due to significant absences this term, there is insufficient evidence of learning (IE) to accurately assess Joe's progress in New Media 11. We have noticed that Joe struggles with his confidence, a problem that is compounded with continued absences. Joe has been provided an overview of learning activities that he can complete in order to provide evidence of learning for an accurate assessment.

**Achievement Indicators**

- A** Excellent or outstanding performance in relation to the learning standards
- B** Very good performance in relation to the learning standards
- C+** Good performance in relation to the learning standards
- C** Satisfactory performance in relation to the learning standards
- C-** Minimally acceptable performance in relation to the learning standards
- IE** Insufficient evidence to assess performance in relation to learning standards
- F** No demonstration of minimally acceptable performance in relation to learning standards



## A GUIDE TO YOUR CHILD'S GR. 10-12

# 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?

## LETTER GRADES & PERCENTAGES

Grades 10-12 are required to use letter grades and percentages on all Written Learning Updates. Below is an overview description of each letter grade and percentage range:

Letter Grade, Percentage Range, and Description (for Gr. 10-12)		
A	86-100%	Excellent or outstanding learning in relation to Learning Standards.
B	73-85%	Very good learning in relation to Learning Standards.
C+	67-72%	Good learning in relation to Learning Standards.
C	60-66%	Satisfactory learning in relation to Learning Standards.
C-	50-59%	Minimally acceptable learning in relation to Learning Standards.
IE	Temporary	Insufficient Evidence (IE). Currently there is insufficient evidence of student learning to accurately assess their progress in relation to Learning Standards.
F	0-49%	Minimally acceptable learning has not been demonstrated in relation to Learning Standards.

Throughout the term, teachers document both informal and formal evidence of learning, collecting student assessment and evaluation data. Prior to reporting on student learning, the teacher reviews the evidence of learning and uses professional judgement to determine progress of the overall learner in relation to the learning standards. The teacher then determines the student's Ministry-approved letter grade and percentage that correspond to the learning demonstrated by the student.

Note: when an "IE" reporting symbol has been assigned, teachers, students, and parents/caretakers work together to discuss the situation, including the subject areas where further evidence of learning is needed, the potential needs of the student, and possible solutions and supports.