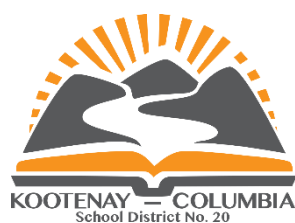




K-7 COMMUNICATING STUDENT LEARNING GUIDELINES



September 2025

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KOOTENAY-COLUMBIA SCHOOL DISTRICT 20 (KCSO)

K-7 STUDENT REPORTING GUIDELINES

Context:

Since 2016, the province as been exploring alternate ways to communicate student learning to families. In 2023, the BC Ministry of Education and Child Care released a new K-12 Reporting Policy Framework. The new framework provides Kootenay-Columbia School District (KCSO) with the opportunity to build upon current reporting practices and create more consistency across all schools.

BC’s Redesigned Curriculum:

As explained in the BC redesigned curriculum, all areas of learning are on based on a “Know-Do-Understand” model to support a concept-based competency driven approach to learning.

Three elements, the content (know), the curricular competencies (do) and big ideas (understand) work together to support deeper learning.

Content (Know)	Detail the essential topics and knowledge at each grade
Curricular Competencies (Do)	The skills, strategies, and processes that students develop over time. While curricular competencies are more subject-specific, they are connected to the Core Competencies
Big Ideas (Understand)	The Big Ideas consist of generalizations, principles, and key concepts important in an area of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade.

Concept-based, competency-driven curriculum

BC’s redesigned curriculum is flexible and focuses on **literacy, numeracy and the First Peoples Principles of Learning**. It blends two features that are essential for 21st century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper more transferable learning. The two approaches complement each other because of their focus on **active engagement of students**. Deeper learning is better achieved through “doing” than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.

Flexible Learning Environments

Learning can take place anywhere, not just in classrooms. Many schools and teachers create learning environments that explore the **use of time and space** in creative ways. The integration of areas of learning and technology have opened the door for teachers and schools to approach the use of time and space in creative ways – ways that adapt to the students’ needs and interests. The Ministry of Education defines the “what” to teach but not the “how to organize the time, space or methods to teach it.

The curriculum website will continue to evolve in ways that support planning for learning. Check out the following search engine that allows teachers to search for key words or select key elements from specific grades or areas of learning. See: <https://curriculum.gov.bc.ca/curriculum>

Purpose

The 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 school staff can work together to support students in their ongoing learning journey.

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, hosting open houses or celebrations of learning, having in-person or virtual discussions, sharing digital or paper-based portfolios, etc.

Student Reporting:

The goal of communicating student learning is:

- To ensure students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning.
- To ensure parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning and understand ways to support and further their child's learning.

What is Quality Classroom Assessment?

- Is responsive to all learners
- Embeds Content, Curricular Competencies and Big Ideas (Know, Do, Understand)
- Provides ongoing descriptive feedback
- Provides opportunity for learners to demonstrate learning in a variety of ways and multiple times
- Provides students, parents and caregivers with a clear understanding of where the student is in their learning
- Has student setting goals for future learning
- Involves students in their learning and promotes self-assessment and goal setting for next steps in learning
- Allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- Communicates clearly where the learner is, what they are working towards, and the ways learning can be supported
- [Click here](#) to read the ministries [Classroom Assessment & Reporting Guide](#)

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.

** K-9 Student Reporting Guidelines, Central Okanagan Public Schools*

Examples of Informal Learning Update may include:

The intention of an informal learning update is to provide parents/guardians with responsive and timely information about where their child is in their learning, heighten their awareness of their child's abilities and learn about way they can support their child's progress.

KCSD learns invites teachers to consider the following [Informal Learning Update Template](#) when planning to provide families with an informal learning update. Check in with PVP who also have templates available.

Please let your PVP know how you have completed your informal learning update (Nov. and May) and keep all evidence.

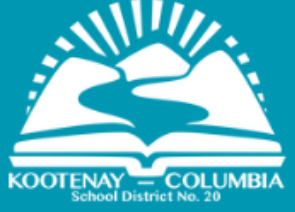
When creating Formal Written Learning Updates for families:

- 5

Formal Learning Updates- 2 per year

Written Formal Learning Updates and the Summary of Learning (formerly called report cards) are ministry required learning updates that are provided to families throughout the school year as a way of communicating student progress.

FORMAL WRITTEN UPDATES



EACH WRITTEN LEARNING UPDATE INCLUDES:

- **Communication of student learning in all areas of learning currently being studied, using the 4 point Proficiency Scale (scale can be referenced below).**
- **Descriptive Feedback describing strengths, areas for future growth, and opportunities for further development in all areas of learning currently being studied.**
- **Student-generated content, including student self-reflection on the Core Competencies and goal setting.**
- **Information about student attendance.**

Please note: In all elementary schools, **English Language Arts and Français Langue**, “Reading, Listening, & Viewing” and “Writing, Speaking, & Representing” are reported on separately using the Proficiency Scale.

Ways to Support Learning

Written Learning Updates and Summary of Learning must include how the student will be supported to further their learning. KCSD Learns invites staff to comment about individualized supports within the classroom and suggested ways to support student learning at home.

The communication could be framed like - In class,

- ... will have opportunities to...
- ... is encouraged to ask for help when ...
- ... can practice
- ... will benefit from...
- ... is encouraged to continue...

When creating Summary of Learning in June, teachers **MUST** enter **term proficiency AND final proficiency** in MyED BC. Final Proficiency column needs to be completed to generate the permanent student record card.

Provincial Proficiency Scale

The proficiency scale is intended to reflect student achievement in relation to the widely held grade level standards for that point in the school year. This assessment is based on **achievement only**. Factors such as behaviour are important and should be communicated through conversations and written descriptive comments on the report card. **Behaviour should not be used to determine student's achievement in relation to the widely held grade level expectations.**



Focusing on proficiency:

- Supports lifelong learning by shifting the focus from marks to learning
- Values most recent evidence of learning when providing student marks, rather than averaging over a term
- Views learning as ongoing, rather than signalling that learning is done
- Is inclusive of all students
- Maintains high provincial standards

PROFICIENCY SCALE K-9



EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. • Demonstrates some understanding • Is beginning to • Requires support to	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. • In familiar situations • With support, demonstrates an understanding • Is working on • Needs reminders to	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. • Is able to • Engages in • Consistently demonstrates	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. • Creatively applies • Is innovative when • Confidently

NIVEAU DE COMPÉTENCES M-9



ÉMERGENTE	EN VOIE D'ACQUISITION	MAÎTRISÉE	APPROFONDIE
L'élève commence à démontrer et/ou n'a pas encore démontré l'apprentissage attendu. "J'apprends le mieux avec de l'aide."	L'élève démontre l'apprentissage attendu avec une cohérence croissante. "Je commence à comprendre"	L'élève démontre l'apprentissage attendu de façon cohérente. "Je comprends"	L'élève démontre l'apprentissage attendu de façon cohérente et avec de plus en plus de complexité. "Je comprends et je vais au-delà des attentes"

Provincial Proficiency Scale Indicators

Students come into learning situations with their own experiences and background knowledge. Students do not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not always reach Proficient at the end of the school year. It is also important to recognize that obtaining Proficient is not the end of learning; if a student enters a learning experience with Proficient understanding or achieves Proficient during the school year, the aim becomes to dig deeper and to reach toward Extending their understanding. Every student has a place on the scale at any given time! **As stated in the Reporting Guidelines:**

“Emerging” indicates that a student is just beginning to demonstrate learning in relation to the learning standards, but is not yet doing so consistently. Emerging isn’t failing.

Students who are not yet demonstrating learning in relation to the learning standards can be assessed as Emerging. **Note:** If this is due to insufficient evidence of learning, the student can be assigned an IE (Insufficient Evidence). (For more information, see [Insufficient Evidence of Learning](#).)



Emerging



Emerging

Teachers can support students who are **Emerging** to move toward **Developing** through a variety of strategies, including but not limited to:

- Connecting with a student to understand what they know, do, and understand in the area of learning to identify any knowledge gaps that need to be addressed before they are able to fully engage in their learning (e.g., a student who is struggling to decode may still be working to build the sound-symbol connections they need)
- Conferencing with a student to collaboratively decide how to move them forward in their learning in a way that is meaningful to them
- Differentiating their instruction
- Providing opportunities for a student to show their learning in a variety of ways
- Using assessment supports such as:
 - Being transparent about learning intentions
 - Setting goals and expectations and clearly communicating them
 - Building community and relationships
 - Co-constructing criteria with the student
 - Setting all students up for success by considering student context and needs
 - Using digital and/or audio texts or peer or adult helpers to assist with reading
 - Ensuring that the workspace is set up appropriately and is conducive to their needs (e.g., choice of chairs, augmented keyboard or mouse, screen magnifier, slant boards, alternate writing tools)
 - Presenting information in various formats (e.g., pictures, videos, print, audio)
 - Providing templates and graphic organizers
 - Using assistive tools and technology (e.g., word processor, calculator, text to speech/voice to text software, magnifier, FM system, video-recording answers, audio-recording answers)
 - Providing alternative ways of demonstrating knowledge (e.g., oral exams, projects instead of tests, podcasts or videos instead of presentations)
 - Extending time to complete assignments or tests
 - Taking breaks
 - Providing options for self and/or peer assessment
 - Offering feedback to inform revisions and improvements for reassessment
 - Collaborating with school supports, such as inclusive education, if a student is routinely emerging in an area of learning



Developing

"Developing" indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial understanding but is still in the process of developing their competency in relation to the learning standards.

Developing isn't failing. All students will be developing in some areas and at specific points in time.



Developing

Teachers can support students who are **Developing** to move toward **Proficient** through a variety of strategies, including but not limited to:

- Connecting with a student to understand what they know, do, and understand in all areas of learning and using those strengths to further their learning (e.g., a student who has a strong interest in art but is struggling with symmetry in math could demonstrate their learning by creating a butterfly with symmetrical wings)
- Conferencing with a student to collaboratively decide how to move them forward in their learning in a way that is meaningful to them
- Providing students with strategies and tools that can help them in their areas for future growth
- Providing students with more opportunities to practise their learning to develop greater consistency and independence

"Proficient" is the goal for students. A student is Proficient when they demonstrate the expected learning in relation to the learning standards.

Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.



Proficient



Proficient

Teachers support all learners with their ongoing growth, including supporting students who are **Proficient** in moving toward **Extending**.

Teachers can support students in **Extending** in many ways. Here are some examples of how students can demonstrate their learning with greater depth and complexity:

- Demonstrating their learning in a variety of ways (e.g., a student can demonstrate several different ways of analyzing and interpreting data)
- Applying their thinking further (e.g., a student who is comparing two eras in history adds an in-depth comparison of both historical eras with the current era)
- Applying their learning to other curricular areas (e.g., a student incorporates mathematical concepts in their artwork)
- Exploring more complex learning standards (e.g., the class is learning about patterns, and a student is exploring more advanced concepts, such as quadratic equations)
- Connecting their learning with their local and/or global community (e.g., a student who is learning about the environment takes on environmental activism in their community)
- Supporting the learning of others (e.g., a student takes a lead role in teaching other students dance concepts in Physical Education)

Extending

"Extending" is not synonymous with perfection. Extending means a student is demonstrating learning in relation to the learning standards with increasing depth and complexity.

Extending is not a bonus or a reward, and it does not necessarily require that students do a greater volume of work or work at a higher grade level.

Extending is not the goal for all students; Proficient is. Therefore, if students turn in all their work and demonstrates evidence of learning in all learning standards for the given area of learning, they are not automatically assigned Extending.

Extending

Teachers can support students in extending in many ways:

- By demonstrating their learning in multiple ways (student is able to demonstrate multiple ways of analyzing and interpreting data).
- By applying their thinking further (student comparing two eras in history adds an in-depth comparison of both the historical eras with our current era)
- By applying their learning into other curricular areas (student incorporates mathematical concepts in their artwork)
- By exploring more complex learning standards (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 (student learning about the environment takes on environmental activism in their community).
- By supporting the learning of others (student takes a lead role in teaching other students dance concepts in Physical Education).

Guidance for Curricular Areas to Report on and Provide Feedback in Elementary K-5

* Language Arts, Math, Science, Social Studies, Arts Education and Physical Health Education are taught consistently throughout the year. A Proficiency Scale Indicator and descriptive feedback are required for these subject areas on **both Formal Learning Updates (Dec. and March) and the Summary of Learning (June).***

English		French	
Course Code	Curricular Area	Course Code	Curricular Area
MEN	English (Reading, Listening, Viewing)	FFRAL	Français Langue (Reading, Viewing)
MEN	English (Writing, Speaking, Representing)	FFRAL	Français Langue (Writing, Representing)
MMA	Mathematics	MEN	English (Reading, Listening, Viewing) (gr. 4 & up)
MSC	Science	MEN	English (Writing, Speaking, Representing) (gr. 4 & up)
MSS	Social Studies	MMA	Mathematics
MPHE	Physical Health Education	FMTHF	Mathématiques
MAE	Arts Education	FEAF	Éducation Artistique
		FSCF	Sciences
		FSCHF	Sciences Humaines
		FEPSF	Éducation Physique et Santé

Guidance for Curricular Areas to Report on in Elementary K-5 (cont.)

* Core French (beginning in grade 5), Career Education and Applied Design Skills & Technology are taught at various times of the year. A Proficiency Scale Indicator and descriptive feedback are required for these subject areas on **on at least one Written Learning Update (Dec. or March) and the Summary of Learning (June).***

English		French	
Course Code	Curricular Area	Course Code	Curricular Area
MFR	Core French (gr. 5 & up)	FEAF	Éducation Artistique
		FECF	Éducation à la Carrière
MCE	Career Education	FCCPT	Conception Compétences Pratiques et Tech.
MADST	Applied Design, Skills & Tech.		

For any curricular areas not being reported on in a given term, include the following comment: **This curricular area is not being reported on this term.**

Guidance for Curricular Areas to Report on in Elementary 6+7

*All subject areas are taught consistently throughout the year in grade 6 and 7. A Proficiency Scale Indicator and descriptive feedback are required for these subject areas on **both Formal Learning Updates (Dec. and March) and the Summary of Learning (June).***

English		French	
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		
MPHE	Physical Health Education	OR FEPSF	Éducation Physique et Santé
MAE	Arts Education	OR FEAF	Éducation Artistique
MCE	Career Education	OR FECF	Éducation à la Carrière
MADST	Applied Design, Skills & Tech.	OR FCCPT	Conception Compétences Pratiques et Tech.

*In the Gr. 6-7 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.

Guidance to Support Ongoing Student Learning and Reporting



* K-9 Student Reporting Guidelines, Central Okanagan Public Schools

Descriptive Feedback

All written descriptive comments should use a strength-based approach and clearly describe students’ strengths as well as areas for improvement in relation to grade level learning standards. As shared in the K-12 Student Reporting Policy, teachers are invited to use the following guidelines for the creation of comprehensive feedback:

- Write meaningful feedback that refers specifically to the student’s strengths and areas for future growth.
- Include information on goals a student can work toward, both at school and at home.
- When commenting on areas for future growth, focus on what the student can do at that point in time (e.g., “Frances has a good grasp of sentence structure but continues to work on using punctuation correctly”).
- Provide information on specific supports a student is receiving or could receive to move them forward in their learning.
- Describe ways in which the student’s learning will be further supported by the teacher, and how parents and caregivers might help.
- Provide evidence by connecting feedback with examples from the classroom.
- Explain how the student approaches the learning process.
- Anticipate questions parents and caregivers may ask about their child’s growth and learning.
- Use plain language, since parents and caregivers may vary widely in their educational experiences, familiarity with educational terms, and levels of English language proficiency.



Plain language suggestions

Instead of:	Try using:
a majority of	most
a number of	many, several
as a means to	for, to
assist, facilitate	help
communicate	talk, write, call
constitutes	is, forms, makes up
due to the fact	because, since
endeavor	try
exhibit a tendency	tend
factor	reason, cause
for the purpose of	for
in the course of	during
in the near future	soon
it will be necessary	I/we/you must/could
exhibits	shows, demonstrates

Teacher feedback on areas for future growth

Teachers should provide written feedback that communicates areas for future growth, provides specific examples, and describes ways to support further development. Written feedback on areas for future growth should be accompanied by feedback on student strengths, and how these strengths can be used to support the student in their areas for future growth.

“When directing attention to areas for future growth, a student’s self-reflection on Core Competencies and Goal Setting becomes important. Involving students in the process of setting goals in areas where they need further development and working toward those goals is an important part of the learning process and development of the whole child.” (Reporting Policy Guide pg. 40).

Separation of learning habits and engagement from academic reporting

Assessment feedback should be in relation to the learning standards alone. Learning habits and engagement should be reported on separately and should not contribute to a student's overall mark. Feedback on learning habits and engagement should be addressed in descriptive feedback where necessary.

Please note: assessment and reporting are not disciplinary tools. Students should not be penalized for missing classes or any other behaviour they demonstrate. Behaviour that impacts student learning is best reported to families informally when it occurs, as opposed to waiting for a learning update.

When a student's lack of attendance begins to affect learning and the ability to provide sufficient evidence of learning, then the IE process should be utilized (see page 17).

Communicating about learning habits and engagement

The purpose of British Columbia's education system is to develop the "educated citizen." The concept of a well-educated citizen can provide a guiding framework when thinking about student learning habits and engagement, since we aim to develop well-educated citizens who:

- Have a lifelong appreciation of learning
- Demonstrate curiosity about the world around them
- Have a sense of self-worth and personal initiative
- Have a sense of social responsibility
- Are flexible and able to deal with change
- Can make independent decisions
- Demonstrate acceptance and respect for the ideas and beliefs of others
- Have cultivated effective work habits to prepare them to achieve their career and occupational objectives



The Student Progress Order mandates that

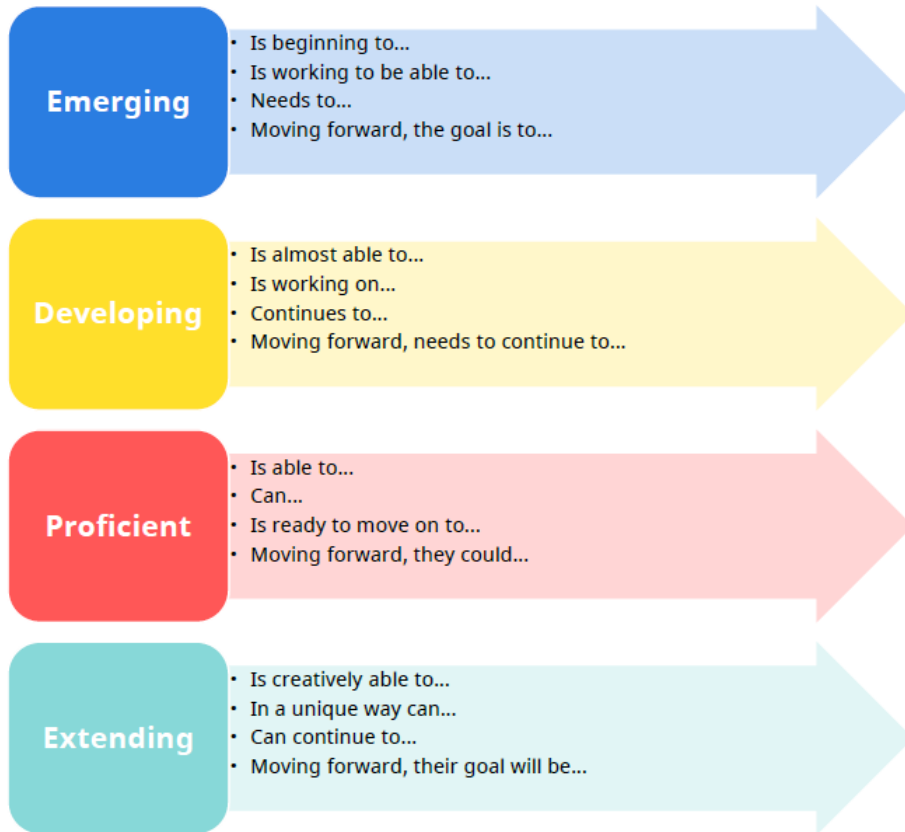
reporting includes "a **description** of the student's behaviour, including information on attitudes, work habits, effort and social responsibility."

Therefore, teachers can communicate this information to parents and caregivers in their descriptive feedback.

Student qualities and attributes that teachers may wish to comment on include but are not limited to:

- | | | |
|-------------------|----------------------|---------------------------------|
| • self-awareness | • goal setting | • task completion |
| • participation | • leadership | • growth mindset |
| • collaboration | • acting on feedback | • independence and autonomy |
| • citizenship | • creativity | • self-motivation and ownership |
| • self-regulation | • risk taking | • co-operation |
| • self-reflection | • initiative | • respect for self and others |
| • self-evaluation | • organization | • inclusivity |
| • communication | • time management | |
| • self-advocacy | | |

Optional sentence stems for descriptive feedback:



Example of descriptive feedback

Strength-based, positive language

Description of work habits, attitudes, student behaviour and/or social responsibility

Family-friendly language: additional elements instead of extraneous variables

It has been a pleasure getting to know Grady this term. He always brings such a kind and humorous outlook with him and **he continues to share and connect** with his peers in a compassionate and respectful way. When reflecting on himself as a learner, Grady describes himself as **helpful, caring and hardworking**.

Grady **is proficient** in his writing and has interesting **writing pieces** that include descriptive words. He matches most sounds in most words with the appropriate letter and his pictures are always full of detail. For next term, some goals for Grady are to work on writing more than 2-3 sentences per story. He can accomplish this by writing about what happens in the beginning, middle and end.

Grady **is emerging** in reading. He is **developing independence** to use **reading strategies** (saying the first sound, picture cues, and stretching out words) in less predictable books. Grady has **shown significant growth** as he continues to **work toward the expected learning standards** for grade 1. His next steps in reading will be to continue building a knowledge bank of **sight words at school and home**, which will in turn build his stamina as he learns to read more difficult books.

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

Uses terminology from the Proficiency Scale

Shares helpful ways to support the student's learning at school and at home

Focuses on what the student showed growth in .

Does not simply note what was taught and instead focuses on what the student showed growth in that term

Example of descriptive feedback (cont.)

Strength-based, positive language

Description of work habits, attitudes, student behaviour and/or social responsibility

Family-friendly language: additional elements instead of extraneous variables

This term, Eva 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 Teresa 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 the solar system.

Shares helpful ways to support the student's learning at school and at home.

Does not simply note what was taught and instead focuses on what the student showed growth in that term

Core Competencies & Goal Setting

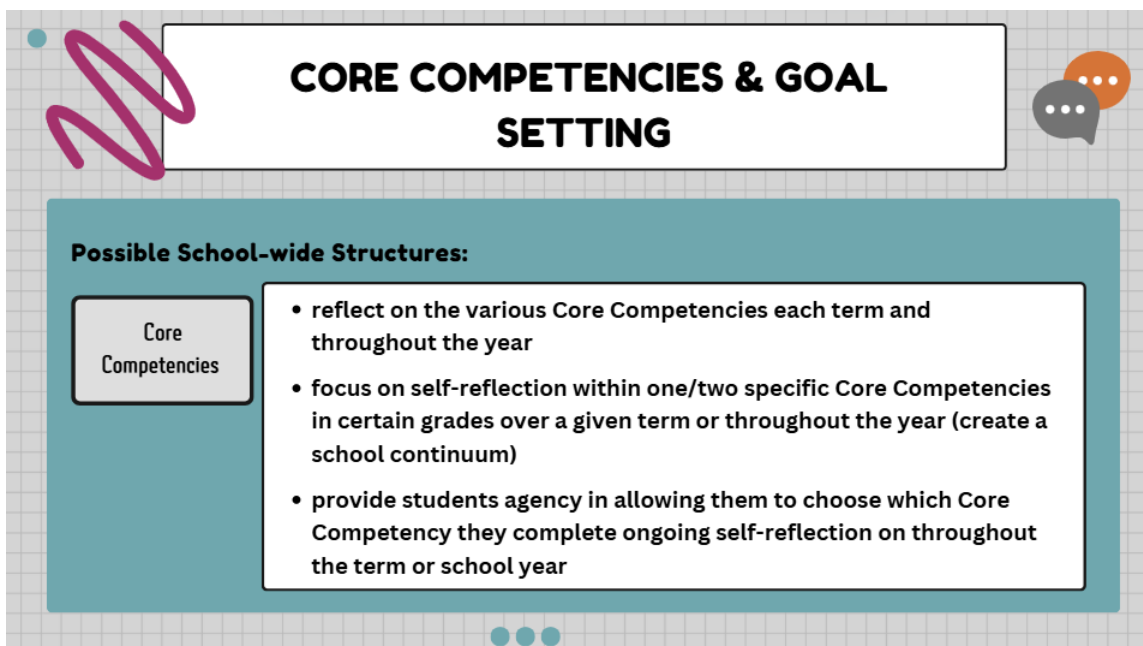
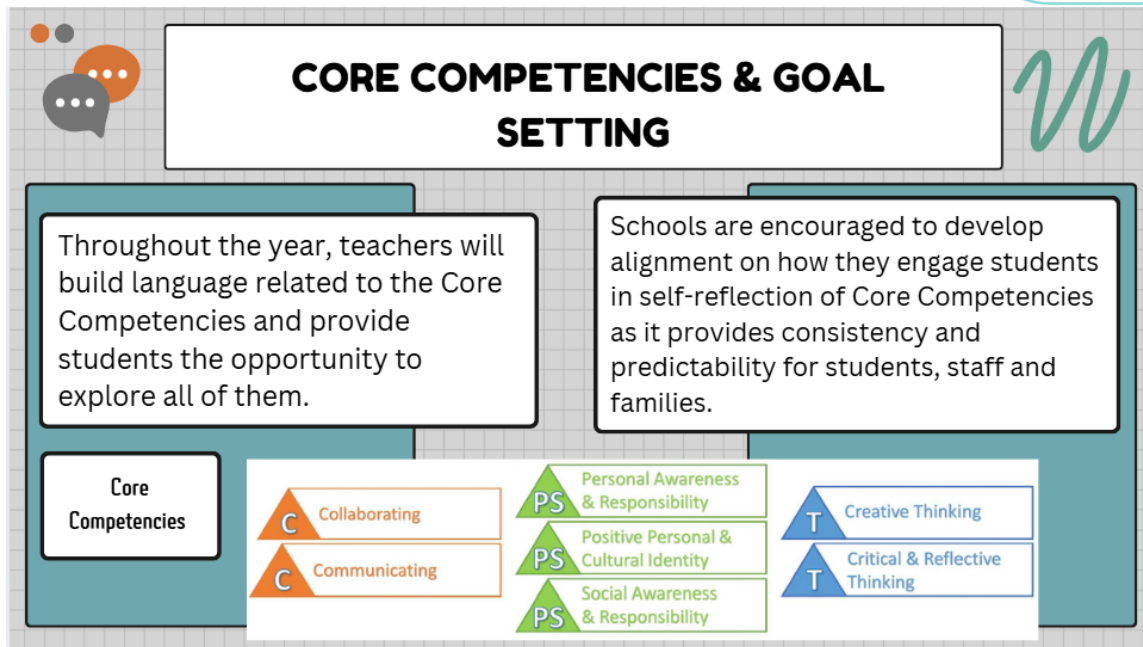
Self-reflection and goal setting are important parts of learning and development during K-12 years and beyond. Student self reflections on Core Competencies and student goal setting meaningfully involves students in the assessment process, amplifying **student voice**. Research shows student self-reflection leads to an increase in student confidence, abilities, and satisfaction.

We invite staff to use the [SD20 Learns Goalsetting and Core Competencies Reflection Supports](#)



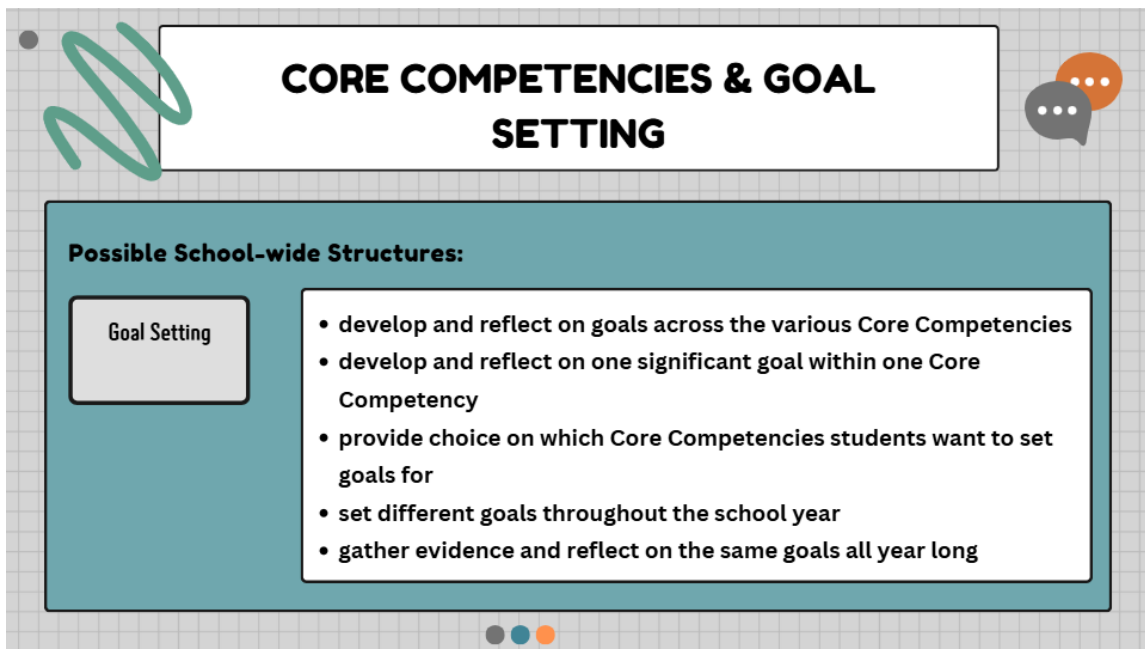
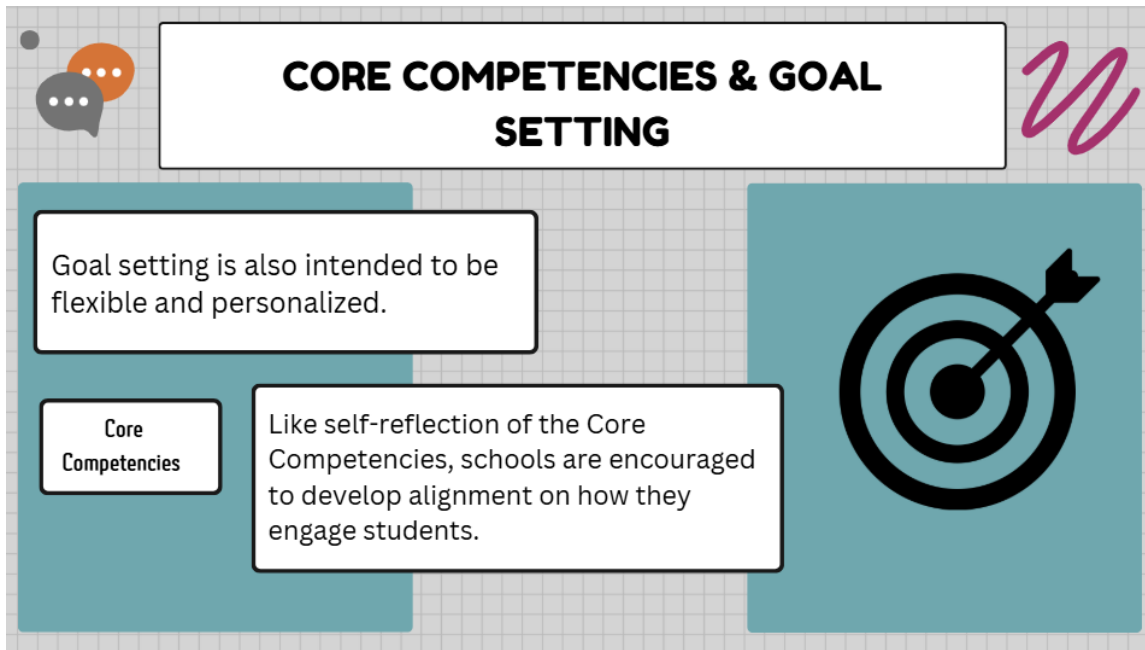
The importance of self-reflection on Core Competencies and goal setting

- The Core Competencies (Communication, Thinking, and Personal and Social) are part of the B.C. curriculum and are central to the development of educated citizens.
- Self-reflection and goal setting actively involve students in the learning process.
- Self-reflection and goal-setting abilities play a significant role in helping students work toward future possibilities while developing the confidence, knowledge, and competencies necessary to thrive in an ever-changing world.



KCSD Learns invites teachers to [click here to access templates](#) for student reflections on Core Competencies.

Core Competencies & Goal Setting (cont.)



Engagement for Success

Noticing a students “Engagement for Success” is a way to inform parents about a student’s behaviours and efforts during learning.

Career Education has curricular competencies that align with the Communication and Personal and Social Core Competencies and we can utilize them to talk about “Engagement for Success.” For example, here is a snapshot of grade 4 level:

Curricular Competency Learning Standards	Content Learning Standards
<i>Students are expected to be able to do the following:</i> ◆ Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time ◆ Recognize the need for others who can support their learning and personal growth ◆ Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences ◆ Demonstrate respect for differences in the classroom ◆ Use innovative thinking when solving problems ◆ Set realistic short- and longer-term learning goals, define a path, and monitor progress ◆ Make connections between effective work habits and success ◆ Demonstrate safe behaviours in a variety of environments ◆ Question self and others about the role of technology in the changing workplace ◆ Appreciate the influence of peer relationships, family, and community on personal choices and goals	<i>Students are expected to know the following:</i> ◆ Personal Development • goal-setting strategies • problem-solving and decision-making strategies • emergent leadership skills ◆ Connections to Community • cultural and social awareness • generational roles and responsibilities • safety hazards and rules at school, at home, and in the community

SD20 learns invites staff to [click here](#) to explore how the Career Education Language can be used to share Engagement for Success with parents/caregivers.

Considerations for Students on Individualized Education Plans (IEPs)

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

A copy of the IEP **does not** need to go home with the Written Learning Update, given that a copy of a student's 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 IEP.

Written Learning Update requirements for learners with Disabilities or Diverse Abilities with an IEP:

Most Learners:			
K-9 IEP Scenarios	Assessment on Proficiency Scale	In addition to teacher generated comments, please include the comments below as they pertain to the specific K-9 I.E.P. scenario.	EXAMPLE
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 Individualize Education Plan (IEP). See IEP for more details." Please add this comment in the specific subject area box.	If a student receives supports outlined in their IEP to access learning, 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
Student working on Core Competency Goals	Student is assessed on grade-level learning standards.	Inclusive supports are being provided for core competency goals, as outlined in the students' Individualized Education Plan (IEP). See IEP for more details. Please add this comment in the descriptive feedback box.	If a student receives inclusive supports to achieve the learning outcomes established for them in their IEP, and they accomplish them, thought would be assessed as proficient. Achieving goals with support is not less than!

Reminder: Students working with the supports of an IEP may not necessarily be 'emerging' on the Proficiency Scale. If, with the supports noted in their IEP, they are showing grade-level proficiency they should be assessed as 'proficient'.

Considerations for Students on IEPs cont.

Few Learners:

K-12 IEP Scenarios	Assessment on Proficiency Scale	In addition to teacher generated comments, please include the comments below as they pertain to the specific K-9 I.E.P. scenario.	★ Please note: ★
★ Student working on individualized learning standards This requires approval from Admin./SST	Student is assessed on individualized learning standards they are working on.	"This assessment reflects progress towards individualized learning standards outlined in the student's Individualize Education Plan (IEP). See IEP for more details." Please add this comment in the specific subject area box.	For students with IEPs working on Individualized Curricular Competencies, we are required by the Ministry to assess them based on the Learning Standards they are working on, not by the Learning Standards of the grade they are in. This needs to be stated on the learning update. • K-9: please provide a Proficiency Indicator that reflects achievement in relation to individualized learning standards. • 10-12: no letter grade or proficiency indicator is given unless requested by parents.
WHY? British Columbia promotes an inclusive education system in which all students, regardless of needs or abilities, are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of their educational programs. Assessment and reporting practices must be inclusive of all students. Inclusive assessment practices allows students multiple opportunities to practice and demonstrate competencies, which are assessed through observations, conversations, and multi-model demonstrations of learning.			

Considerations for English Language Learners

Students on an Annual Instruction Plan (AIP):

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 who are receiving ELL supports will receive an ELL Report uploaded into MyEd BC for each reporting period.
- Descriptive feedback should include:
 - the language development services the student is receiving
 - the student's progress on their language goals
 - ways that families can support their child in their learning

Considerations for English Language Learners cont.

Classroom Teachers:

All students on AIPs are to be assessed on **grade-level Learning Standards**, but their current language proficiency level must be considered when planning instruction and assessing learning.

Students whose language proficiency level does not allow them to fully access grade level curricular competencies may be assessed as **‘emerging’** on the Proficiency Scale.

As with all other students, each Written Learning Update for 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.

A version of the following statement can be utilized when language limitations make it difficult to assess the student:

"This student accesses ELL supports and is not yet able to demonstrate grade-level learning in: (list subject(s))."

Follow up with a statement about areas of growth the student has shown and their next steps in learning.

***Absolutely unable to assess - referral to the SST to put a plan in place**

MORE INFO

Considerations for Insufficient Evidence

It is rare to use the IE at the Elementary level.

When teachers do not have sufficient evidence of student learning due to special circumstances such as extended absences or personal challenges, the following procedure must be followed:

Collaboration	• Teacher(s), Admin. School-based Team and families must collaborate to decide whether to use IE or convert it to a proficiency scale indicator. • Progress should be reviewed each term to determine if the IE can be converted.
Support Plan	If an IE is decided upon, a plan for support must be created so the IE can be converted to another proficiency scale within one year. The plan should include: • Areas of Strength: Identify what the student does well • Areas of Growth: Pinpoint where the student needs improvement • Action Plan: Outline strategies and actions to help the student meet the learning standards. • Ongoing communication between teachers, parents, and the student is crucial to monitor progress and adjust the plan as needed
Reporting	• Proficiency Scale Indicator: Leave the proficiency scale unmarked. • Descriptive Comment: "There is currently insufficient evidence to accurately assess [student name]’s proficiency in [subject]. A support plan has been put in place to support [student name]’s learning over the next year so a proficiency level can be provided."

Formal Learning Update Guidelines:

SCHOOL LOGO GOES HERE	Communicating Student Learning Report Period: 02/12/2021 to 14/03/2022 Student Name Here PEN: Grade 1 Teacher #1: <u>Teacher</u> #2*: Teacher #3* (*if applicable)	School Name School Address School Phone Number
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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 K-5 teachers who are the primary teacher for students across several curricular areas, this box would include descriptive feedback on the whole child as a learner, their progress in Language Arts, Mathematics, Science, Social Studies, Physical Health Education and Arts Education. It may also include descriptive feedback on Core French (grade 5), Career Education, and Applied Design Skills & Technology.

For 6-7 teachers who are the primary teacher for students across several curricular areas, this box would include descriptive feedback on the whole child as a learner, and their progress in all subject areas.

This box would also include information on student self-reflection on the 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											
	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

Formal Learning Update Example 1:

Learning Update

Reporting up to: January 10, 2024

Student

PEN:

Grade

School Message

This is your child's first formal written learning update. These updates are what we used to call 'Report Cards' and are one of many ways that we communicate learning with families during the school year. As you read your child's Written Learning Update, we encourage you to focus on the descriptive feedback. This information will provide key insights into your child's growth as a learner and their progress in relation to curriculum learning standards.

Teachers and students will be engaging in a goal setting process as a follow up to this update. Students will work with their teachers to reflect on their learning and set goals for the remainder of the semester and/ or year. Students will be sharing their goal setting planning sheets with parents/ caregivers in the coming weeks.

Please reach out and connect if you have any questions or wonders regarding your child's formal learning update.

Student Plans And Programs

Individual Education Plan ☐

Teacher Overall Comment

XXX has demonstrated a great start to the grade 1 year and I am enjoying getting to know him. XXX participates in class activities, listens and contributes to class discussions. He is adjusting to our class routines and can be counted on to help a classmate or help out around the classroom. He is able to regulate his emotions and apply self-regulation strategies and displays empathy and kindness towards others.

APPLIED DESIGN SKILLS AND TECHNOLOGIES 1

Term: PROFICIENT

demonstrated proficiency in using technology to create art with Pixel Art.

SOCIAL STUDIES 1

<https://curriculum.gov.bc.ca/curriculum/social-studies/1>

Term: PROFICIENT

XXX displays respectful behaviour towards himself and others plus the immediate environment. He contributes to a positive classroom community and follows through with classroom rules and responsibilities. Through the Incredible Flexible You social thinking curriculum he is building skills to play with others, learn in a group and consider his own and others' thoughts and feelings.

ARTS EDUCATION 1

Term: PROFICIENT

<https://curriculum.gov.bc.ca/curriculum/arts-education/1>

XXX is proficient in exploring artistic expression, demonstrated by engaging in visual arts, dance, music and drama (singing, creating actions, movement breaks...). He explored elements of design such as line, shape, texture, colour and pattern and used a variety of materials to create art (paint, crayon, pastels, markers, water colours, etc).

ENG LANG ARTS 1 - Reading, Listening, Viewing

Term: DEVELOPING

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/1>

XXX is developing in reading and has shown growth since September and is nearing the expected learning standard for grade one. He is developing independence in applying reading strategies - he looks at the picture for clues, attempts to sound out and monitors to make sure it makes sense. Moving forward he will develop fluency instead of reading word by word and will apply phonetic knowledge so that he is trying all the sounds a letter can make when solving an unknown word. Please continue with the words of the week and the home reading program. Great jobXXX.

ENG LANG ARTS 1 - Writing, Speaking, Representing

Term: PROFICIENT

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/1>

XXXX is working towards correct letter formation (small, tall or descending letters) (no reversals) with a focus on legibility, spacing and the correct use of upper case and lower case letters. XXXX can copy simple words and sentences with increasing accuracy (agenda message, printing practice, research facts). He is working on writing from experience to communicate connections, feelings and ideas (journals).

MATHEMATICS 1

Term: DEVELOPING

<https://curriculum.gov.bc.ca/curriculum/mathematics/1>

XXXX is able to identify, create, extend and translate patterns from one form to another (using colour, size and shape) (eg. AB, AAB, ABC). He is practicing correct number formation and is able to write numbers to 12, with some reversals (3,7,9). He is working towards being able to subitize/recognize numbers at a glance from dot cards.

PHYSICAL AND HEALTH EDUCATION 1

Term: PROFICIENT

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/1>

XXXX is proficient in physical education, as demonstrated in his participation in a variety of games for pleasure, fitness and to develop good sportsmanship. He is able to learn rules and expectations during games and activities in the gym (personal space, sharing, taking turns, fair play). Lane is exploring the connection between physical activity and healthy living. He used a variety of equipment to develop large muscle control and coordination.

SCIENCE 1

Term: PROFICIENT

<https://curriculum.gov.bc.ca/curriculum/science/1>

XXX has demonstrated proficiency with his curiosity and a sense of wonder about the world. He participates respectfully in our Talking Circles by listening to others and sharing ideas that extend our collective understanding. He makes safe decisions in Outdoor Classroom and participates fully in caring for this space.

[illegible]

Formal Learning Update Example 2:

January 12, 2024

Student Name

Learning Update

Reporting up to: January 12, 2024

Student Name

PEN: 123456789

Grade KF

School Name



School Message

Student Plans And Programs

Individual Education Plan

☐

The Provincial Proficiency Scale

EMERGING DEVELOPING PROFICIENT EXTENDING

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

APPLIED DESIGN SKILLS AND TECHNOLOGIES K

<https://curriculum.gov.bc.ca/curriculum/adst/k>

PROFICIENT

ARTS EDUCATION K

<https://curriculum.gov.bc.ca/curriculum/arts-education/k>

PROFICIENT

CAREER EDUCATION K

<https://curriculum.gov.bc.ca/curriculum/career-education/k>

PROFICIENT

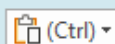
ENG LANG ARTS K – Reading, Listening, Viewing

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k>

PROFICIENT

PHYSICAL AND HEALTH EDUCATION K<https://curriculum.gov.bc.ca/curriculum/physical-health-education/k>**PROFICIENT****SOCIAL STUDIES K**<https://curriculum.gov.bc.ca/curriculum/social-studies/k>**PROFICIENT****ENG LANG ARTS K - Writing, Speaking, Representing**<https://curriculum.gov.bc.ca/curriculum/english-language-arts/k>**PROFICIENT****MATHEMATICS K**<https://curriculum.gov.bc.ca/curriculum/mathematics/k>**PROFICIENT****SCIENCE K**<https://curriculum.gov.bc.ca/curriculum/science/k>**PROFICIENT****Descriptive Feedback:****CORE Competencies:**

This term, 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 evidence that was sent home on _____ for details on goal setting and reflection on this Core Competency.

**ATTENDANCE RECORD FOR 2024**

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	1.0	6.0	7.0	9.0	0	0	0	0	0	0	0	0	23.0
LATE	0	0	1	0	0	0	0	0	0	0	0	0	1