

SD22 Assessment and Communicating Student Learning Guidelines

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MINISTRY OVERVIEW AND RATIONALE

From 1994 to 2016, the K - 12 Student Reporting Policy in B.C. remained largely unchanged. In 2016, the Ministry of Education and Child Care began implementing a redesigned provincial curriculum that is flexible, focuses on literacy, numeracy, and the First Peoples Principles of Learning. The revised curriculum supports deeper learning through concept-based and competency-driven education. This educational shift to how and what students learn in the classroom required a corresponding change to student reporting policies and practices.

The Student Reporting Policy Framework aligns with the redesigned curriculum, unifies existing policy options, and creates consistency across the province. Updated reporting practices also ensures alignment with B.C.'s provincial assessment system. The use of the Provincial Proficiency Scale views learning as ongoing. It also maintains high standards for students by focusing on helping all students attain proficiency in their learning.

The goal of communicating student learning (CSL) is to ensure that:

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- 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

Instruction, assessment, and communication of learning are interconnected in a cyclical or spiral educational relationship. Assessment takes place throughout the learning cycle. Information gathered through assessments informs instruction. Communicating this information to students through ongoing feedback encourages them to recognize their successes and set learning goals, further engaging them in the learning process.

Sources

MoECC K - 12 Student Reporting Policy Framework MoECC K - 12 Student Reporting Policy

ADDITIONAL INFORMATION

- K 12 Student Reporting Policy Information for Educators and School Leaders (www)
- K 12 Student Reporting Policy
 Communicating Student
 Learning Guidelines (PDF)
- <u>Unpacking the Proficiency</u>
 <u>Scale Support for Educators</u>
 (PDF)
- Criteria and Considerations for Written Reports – Considerations for Educators (PDF)
- <u>Classroom Assessment and Reporting (www)</u>
- Curriculum Overview (www)
- <u>Learning Pathways (www)</u>
- Brochure for families (PDF)
- Graduation Requirements (www)







ASSESSMENT & COMMUNICATING STUDENT LEARNING 2025.26 CHRONOLOGICAL

OPENS	CLOSES	ASSESSMENT	GR	ADES
Ongoing	Ongoing	CSL Informal Learning Updates	K123456	7 8 9 10 11 1:
Oct 22	Oct 23	Fall Conferences (2 week window of Oct 15 - 29)	K123456	7 8 9 10 11 1:
TBD	TBD	CHEQ & EDI (every 3-4 years)	K	
Nov 3	Nov 7	Graduation Literacy Assessment (GLA)		10 1
Nov 3	Nov 7	Graduation Numeracy Assessment (GNA)		10
Nov 3	Nov 7	Early Literacy Profile - Fall entry in EdPlan Insight	K123	
Oct 1	Nov 10	Foundation Skills Assessment (FSA)	4 7	7
Oct 6	Nov 12	MyEd available for Semester 1 Written Learning Update - Released Nov 14 - 17		8 9 10 11 1
Nov 3	Dec 16	MyEd available for December Written Learning Update - Released Dec 18	K123456	7
Jan 12	Jan 23	Graduation Literacy Assessment (GLA)		10 1:
Jan 12	Jan 23	Graduation Numeracy Assessment (GNA)		10
-	Jan 30	Numeracy Screeners - Mid-Year entry in EdPlan Insight	K123 56	
Jan 5	Feb 4	MyEd available for Semester 1 Summary of Learning - Released Feb 6 - 9		8 9 10 11 1:
Jan 5	Feb 27	Middle Years Development Instrument (MDI)	5	
Jan 5	Feb 27	Early Literacy Profile - Revise or update entry in EdPlan Insight	K123	
Jan 5	Feb 27	PM/F&P Benchmarks - all students (gr 1-5), only students below PM 30 (gr 6-7); entered in EdPlan Insight under Mid-Year	123456	7
Jan 5	Mar	Youth Development Instrument (YDI)		11
Feb 2	Mar 10	MyEd available for March Written Learning Update - Released Mar 12	K123456	7
Apr	Apr	Middle Years Transition Survey		8
Mar 30	Apr 16	MyEd available for Semester 2 Written Learning Update - Released April 16 - 2	21	8 9 10 11 1
April 16	April 17	Spring Conferences (2 week window of April 9 - 23)	K123456	7 8 9 10 11 1
Apr 20	Apr 24	Graduation Literacy Assessment (GLA)		10 1
Apr 20	Apr 24	Graduation Numeracy Assessment GNA)		10
Jan 5	Мау	Student Learning Surveys (SLS)	4 7	7 10 11 1
-	Jun 12	Early LIteracy Profile – Final entry in EdPlan Insight	K123	
-	Jun 12	PM/F&P Benchmarks - all students (gr 1-5), only students below PM 30 (gr 6-7)	123456	7
Jun 8	Jun 19	Graduation Literacy Assessment (GLA)		10 1
Jun 8	Jun 19	Graduation Numeracy Assessment (GNA)		10
-	Jun 19	Numeracy Screeners - Final entry in EdPlan Insight	K123 56	
May 1	Jun 23	MyEd available for June Summary of Learning - Released June 25	K123456	7
May 1	Jun 23	MyEd available for Semester 2 Summary of Learning - Released June 26		8 9 10 11 1:











ASSESSMENT & COMMUNICATING STUDENT LEARNING 2025.26 ELEMENTARY (K - 7) LISTED BY ASSESSMENT TYPE

	LOCAL ASSESSMENTS	
Assessment & Grade(s)	Schedule	Additional Information
MYED BC LEARNING UPDATES K-7	 K-7 MyEd closes for March Written Learning Update entry - March 10 K-7 MyEd March Written Learning Update released - March 12 MyEd Term 3 	 The K-7 CSL Tracking Form needs to be completed and submitted to the principal before the end of Term 1 reporting according to the principal's requested date Principals will provide further direction for when learning updates need to be completed on MyEd and submitted for review prior to being released to families See p. 13-20 for more information
CONFERENCES K - 7	Fall Conferences • Wednesday October 22 & Thursday October 23 • Two-week window from October 15 to October 29 Spring Conferences • Thursday April 16 & Friday April 17 • Two-week window from April 9 to April 23	 Busses dismiss 3 hours early for both days See p. 11-12 for more information
NUMERACY SCREENERS K, 1, 2, 3, 5, 6		 All data is entered into EdPlan Insight Some data must be entered in EdPlan Insight by the mid-year date to demonstrate the tool is being used to inform practice. K-7 teachers can access and use all grade level screeners to inform instruction See Numeracy Screeners for more information
EARLY LITERACY PROFILE K - 3	Final Entry	 NEW - Requirements for each grade level can be found on the 2025/2026 ELP Timeline. All data is entered into EdPlan Insight See ELP for more information
PM/F&P BENCHMARKS	 Mid-Year Entry Grades 1-7 (Grades 1-5: all students; Grades 6 & 7: only students below PM 30) Between January 5 to February 27 Final Entry Grades 1-7 (Grades 1-5: all students; Grades 6 & 7: only students below PM 30) June 12 	 All data is entered into EdPlan Insight November entry is still available on EdPlan but entry is determined at a school level F&P can be used for grades 6/7 instead of PM See PM and F&P for more information



ASSESSMENT & COMMUNICATING STUDENT LEARNING 2025.26 LISTED BY ASSESSMENT TYPE

	PROVINCIAL ASSESS	MENTS
Assessment & Grade(s)	Administrative Window	Additional Information
FOUNDATION SKILLS ASSESSMENT (FSA) 4,7	• October 1 - November 10, 2025	 Principals will organize the administration of this assessment in their schools, the District Learning Department will organize the scorin See FSA for more information
STUDENT LEARNING SURVEY (SLS) 4,7	January to May	 Principals will organize the administration of this assessment in their schools See SLS for more information
MIDDLE YEARS DEVELOPMENT INSTRUMENT (MDI) 5	January to March	 Principals will organize the administration of this assessment in their schools See MDI for more information
CHILDHOOD EXPERIENCES QUESTIONNAIRE (CHEQ)	• Every 3–4 years – TBD	 Principals with support from the Early Learning Department will organize the administration of this assessment in their schools See CHEQ for more information
EARLY DEVELOPMENT INSTRUMENT (EDI)	• Every 3-4 Years - TBD	 The Early Learning Department will organize the administration of this assessment in schools See <u>EDI</u> for more information

OTHER LOCAL ASSESSEMENTS AVAILABLE FOR SCHOOL USE WITH DATA ENTRY ON EDPLAN INSIGHT						
Assessment & Grade(s)	Additional Information					
NON-FICTION READING ASSESSMENT 4 - 7	<u>See NFRA</u> for more information					
WHOLE CLASS WRITES 4 - 7	<u>See WCW</u> for more information					
FOUNTAS & PINNELL BENCHMARK ASSESSMENT BAS 1: K - 2 BAS 2: 3 - 7	<u>See F&P</u> for more information					
SCHOOL SPECIFIC ASSESSMENTS THROUGH REQUEST						



ASSESSMENT & COMMUNICATING STUDENT LEARNING 2025.26 LISTED BY ASSESSMENT TYPE

SECONDARY (8-12)

	LOCAL ASSESSMENTS	
Assessment & Grade(s)	Schedule	Additional Information
MYED BC LEARNING UPDATES 8-12	MyEd Semester 1: Sept. 2 - Jan. 28 Term 1: Sept. 2 - Nov. 7 8-12 MyEd opens for entry - October 6 8-12 MyEd closes for November Written learning Update entry - November 12 8-12 MyEd November Written Learning Update released - November 14-17 Term 2: Nov. 12 - Jan. 28 8-12 MyEd opens for entry - January 5 8-12 MyEd closes for Semester 1 Summary of Learning entry - February 4 8-12 MyEd Semester 1 Summary of Learning released - February 6-9 MyEd Semester 2: Jan. 29 - June 25 Term 3: Jan. 29 - Apr. 17 8-12 MyEd opens for entry - March 30 8-12 MyEd closes for November Written learning Update entry - April 16 8-12 MyEd November Written Learning Update released - April 16-21 Term 4: Apr. 20 - June 25 8-12 MyEd opens for entry - May 1 8-12 MyEd closes for Semester 2 Summary of Learning entry - June 23 8-12 MyEd Semester 2 Summary of Learning released - June 26	 Principals will provide further direction for when learning updates need to be completed on MyEd and submitted for review prior to being released to families Linear Courses: Beyond frequent informal learning update, two (ie. November, February) Written Learning Updates must be completed on MyEd for all students in linear course. See p. 13-20 for more information
CONFERENCES 8-12	Fall Conferences Wednesday October 22 & Thursday October 23 Two-week window from October 15 to October 29 Spring Conferences Thursday April 16 & Friday April 17 Two-week window from April 9 to April 23	 Busses dismiss 3 hours early for both days See p. 11-12 for more information
MIDDLE YEARS TRANSITION SURVEY	• April	 Principals with support from the Learning Department will organize the administration of this assessment in their schools See Middle Years Survey for more information

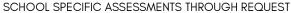


ASSESSMENT & COMMUNICATING STUDENT LEARNING 2025.26 LISTED BY ASSESSMENT TYPE

	PROVINCIAL ASSESS	SMENTS
Assessment & Grade(s)	Administrative Window	Additional Information
FOUNDATION SKILLS ASSESSMENT (FSA) 7	• October 1 - November 10, 2025	 Principals will organize the administration of this assessment in their schools, the District Learning Department will organize the scorin <u>See FSA</u> for more information
STUDENT LEARNING SURVEY (SLS) 10, 11, 12	January to May	 Principals will organize the administration of this assessment in their schools <u>See SLS</u> for more information
GRADUATION LITERACY ASSESSMENT 10, 12	November Administration November 3 to November 7 January Administration January 12 to January 23 April Administration April 20 to April 24 June Administration June 8 to June 19	 Principals will organize the administration of this assessment in their schools See <u>GLA</u> & <u>SD22Leanrs</u> for more information
GRADUATION NUMERACY ASSESSMENT	November Administration November 3 to November 7 January Administration January 12 to January 23 April Administration April 20 to April 24 June Administration June 8 to June 19	 Principals will organize the administration of this assessment in their schools See <u>GLA</u> & <u>SD22Leanrs</u> for more information
YOUTH DEVELOPMENT INSTRUMENT (YDI)	January to March	 Principals will organize the administration of this assessment in their schools See YDI for more information

OTHER LOCAL ASSESSEMENTS AVAILABLE FOR SCHOOL USE WITH DATA ENTRY ON EDPLAN INSIGHT

Assessment & Grade(s)	Additional Information
NON-FICTION READING ASSESSMENT 8, 9	<u>See NFRA</u> for more information
WHOLE CLASS WRITES 8,9	<u>See WCW</u> for more information
FOUNTAS & PINNELL BENCHMARK ASSESSMENT BAS 2: 8	<u>See F&P</u> for more information





CSL DISTRICT REQUIREMENTS K - 7

Meaningful and ongoing communication between home and school has a positive impact on student learning and engagement.

K-12 Student
Reporting
Policy

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FALL CONFERENCES INVOLVING STUDENTS/PARENTS/TEACHERS

Completed within the established 2-week window (1 week prior and 1 week post conference dates)

- Takes place in person in the school/classroom or virtually via Microsoft Teams if requested by the family
- Includes an opportunity to discuss/share students goal(s) for the year
 - o Seesaw may be used as a way to communicate reflections and goal(s) prior to or during conferences
- Minimum of 15 minutes for each family (including transition time); limited to one family in classroom at a time Note: Dismissal at schools will be 3-hours early



DECEMBER AND MARCH WRITTEN LEARNING UPDATES

Completed in MyEd BC

Must include:

- Communication of student learning in Literacy, Numeracy, Prep Release Subjects, and **all other areas of learning currently being studied**, in relation to the learning standards
 - o Indicates proficiency using the Provincial Proficiency Scale
 - Personalized strength-based comment that describes student strengths, areas for future growth, and opportunities for further development
- Student engagement and learning habits comment that is personalized and strength-based
- Information on how/when students reflected on Core Competencies, and how this information was provided to families
 - If captured in Seesaw, MyEd report may state, "Please visit your child's Seesaw portfolio to review their Core Competency reflection posted on (DATE(S))."
- Information on how/when students reflected on goal(s), and how this information was provided to families
 - If captured in Seesaw, MyEd report may state, "Please visit your child's Seesaw portfolio to review their goal reflection posted on (DATE(S))."
- Student attendance data generated by MyEd

Note: All areas of learning must be reported on at least once within the Written Learning Updates. Literacy and Numeracy must be communicated on both the December and March Written Learning Updates.



SPRING CONFERENCES INVOLVING STUDENTS/PARENTS/TEACHERS

Completed within the established 2-week window (1 week prior and 1 week post conference dates)

- Takes place in person in the school/classroom or virtually via Microsoft Teams if requested by the family
- Includes the goal(s) established in the fall or a new goal if the student was able to reach the previous goal and direct communication with the family about reaching that goal occurred before the scheduled conference
 - o Seesaw may be used as a way to communicate reflections and goal(s) prior to or during conferences
- Minimum of 15 minutes in length for each family (including transition time); may have multiple families in the classroom space at a time depending on the format chosen

Note: Dismissal at schools will be 3-hours early



SUMMARY OF LEARNING

Completed in MyEd BC

Must include:

- A summary of student learning in all areas of learning, in relation to the learning standards
 - o Indicates proficiency using the Provincial Proficiency Scale
 - Personalized strength-based comment that describes student strengths, areas for future growth, and opportunities for further development
- Student engagement and learning habits comment that is personalized and strength-based
- Information on how/when students reflected on Core Competencies and how this information was provided to families
 - If captured in Seesaw, MyEd report may state, "Please visit your child's Seesaw portfolio to review their Core Competency reflection posted on (DATE(S))."
- Information on how/when students reflected on goal(s) and how this information was provided to families
 - If captured in Seesaw, MyEd report may state, "Please visit your child's Seesaw portfolio to review their goal(s) reflection posted on (DATE(S))."
- Summary student attendance data generated by MyEd

Note: Interdisciplinary inquiry approaches to learning still require that all areas of learning have a proficiency and a related strength-based comment.



CSL DISTRICT REQUIREMENTS Gr. 8 - 12

Meaningful and ongoing communication between home and school has a positive impact on student learning and engagement.

<u>K - 12 Student</u> <u>Reporting</u> <u>Policy</u>

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FALL/SPRING CONFERENCES INVOLVING STUDENTS/PARENTS/TEACHERS

Administrators in consultation with teachers, will determine the schedule/format to best meet the needs of families

- Takes place in person in the school/classroom or virtually via Microsoft Teams if requested by the family
- Students are expected to participate during the conference with their parent(s)
- Will use proficiency language (Gr. 8 9), and have a strength-based focused on areas of strength, areas for future growth, and opportunities for further development
- myBlueprint must be used to communicate student goal(s) and reflections prior to or during conference
- Will provide opportunities during the conference (beyond the teacher meeting) for students to show evidence of/demonstrate their learning
- Administrators, in consultation with teachers, will determine how to reach out to families of vulnerable, Indigenous, or students whose proficiency is concerning, to ensure they are prioritized for conference times that work for them
 - o If families are unable or choose not to attend, teachers must connect with these families in alternate ways
 - Administrators will work with teachers to ensure the families of all students that meet these criteria are communicated with
- All other families who do not attend conferences will be formally communicated with through an e-mail/phone call encouraging parents to review their child's myBlueprint portfolio

Note: Dismissal at schools will be based on the 3-hour early dismissal at elementary to accommodate bussing



MID-COURSE WRITTEN LEARNING UPDATE

Completed in MyEd BC

Must include:

- Communication of student learning in relation to the learning standards
 - o Indicates proficiency using Provincial Proficiency Scale (Gr. 8 9), or Percentages (Gr. 10 12)
 - Personalized strength-based comment that describes student strengths, areas for future growth, and opportunities for further development
 - Student engagement and learning habits comment included within learning area comment that is personalized and strength-based
- Statement on how/when students reflected on Core Competencies in myBlueprint
 - MyEd report must state, "Please visit your child's myBlueprint portfolio to review their Core Competency reflection posted on (DATE(S))."
- Statement on how/when students reflected on goal(s) in myBlueprint
 - MyEd report must state, "Please visit your child's myBlueprint portfolio to review their goal(s) reflection posted on (DATE(S))."
- Student attendance data generated by MyEd



SUMMARY OF LEARNING

Completed in MyEd BC.

Must include:

- Summary of student learning in relation to the learning standards
 - o Indicates proficiency using Provincial Proficiency Scale (Gr. 8 9), or Percentages (Gr. 10 12)
 - Personalized strength-based comment that describes student strengths, areas for future growth, and opportunities for further development
 - Student engagement and learning habits comment included within learning area comment that is personalized and strength-based
- Statement on how/when students reflected on Core Competencies in myBlueprint
 - MyEd report must state, "Please visit your child's myBlueprint portfolio to review their Core Competency reflection posted on (DATE(S))."
- Statement on how/when students reflected on goal(s) in myBlueprint
 - MyEd report must state, "Please visit your child's myBlueprint portfolio to review their goal(s) reflection posted on (DATE(S))."
- Summary of student attendance data generated by MyEd
- For Gr. 10 12, graduation status update indicating student progress in relation to graduation program requirements published through MyEd DVR Report



CONFERENCES

The fall and spring conferences serve as two informal learning updates during the school year that provide an opportunity for students, parent(s), and teachers to collaboratively engage in strength-based conversations around student goal(s) that focuses on student strengths, and growth and progress.

<u>K - 12 Student</u> <u>Reporting</u> <u>Policy</u>

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Teachers should design conferences in a way that meets the requirements and best engages students and families, and is responsive to the developmental level of students and the needs of their families. Regardless of the format and structure, students must be at the centre of the conference and their participation is a requirement. Student participation should be meaningful and designed in a manner that builds capacity and honours their voice within the conversations. During the conference there should be an opportunity to share/discuss student goal(s).

A conference where the adults solely discuss the concerns they have about the child does not meet the purpose or criteria for a fall or spring conference. If there are specific concerns about a child's learning and social/emotional development that would shift the conference from a strength-based approach and consume the scheduled conference meeting time, another meeting should be scheduled between the teacher and the parent(s) to discuss these areas of concern. A strength-based approach and student voice are at the heart of these conferences.

COMBINING AN IEP MEETING WITH A CONFERENCE

In order to consider combining an IEP meeting with a conference, the following must be adhered to:

- Only applicable for category A and B students
- The decision must be approved through a school-based meeting including the school-based team, administration, and school psychologist
- Parents must have the option to choose a combined meeting or separate IEP and conference meeting
- For elementary, the combined meeting must be held with the IEP meeting occurring between 1:30 2:30 pm and the conference to follow directly from 2:30 2:45 pm

STUDENT SELF-REFLECTION ON GOAL(S)

The K - 12 Student Reporting Policy requires that student self-reflection on core competencies and goal setting be included in both Written Learning Updates and the Summary of Learning. The fall conference serves as a starting point for establishing and sharing the student goal(s), while the spring conference serves as a way for everyone to celebrate a student's growth and progress towards their goal(s). Teachers will indicate on the Written Learning Updates how/when the goal reflections were provided to families.

ADDITIONAL
INFORMATION CAN BE
FOUND ON PAGES 45 - 49
OF THE K - 12 STUDENT
REPORTING POLICY AND
IN THE WRITTEN LEARNING
UPDATE SECTION OF THIS
HANDBOOK



<u>K - 12 Student</u> <u>Reporting</u> <u>Policy</u>

ELEMENTARY CONFERENCES

Fall conferences provide an opportunity to establish and build relationships where the student, parent, and teacher collaboratively **develop a meaningful goal(s)** for student growth. This may be done as preparation before the conference and reviewed together during the conference or discussed and completed together at the conference.

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Spring Conferences provide an opportunity to **review and celebrate student growth and progress towards the student goal(s)** set at the fall conference. They provide students the opportunity to engage with their family and teacher about their success in learning.

FALL CONFERENCE FORMAT IDEAS

- A conference where together the student, teacher, and parent(s) co-create goal(s) during the conference.
- The growth plan is created in advance. Time during the conference is used for the student and parent(s) to explore the learning environment with stations for engagement. Time is set aside for the child, parent, and teacher to connect and review the goal/growth plan and check-in on the social/emotional well-being of students.
- The goal(s) are created in advance. Students
 prepare sharing with the teacher and parent
 through a Seesaw portfolio around learning
 experiences they have engaged in and how
 they are feeling about the year ahead.
 Questions are used to review/refine the
 goal(s) based on these student insights.

SPRING CONFERENCE FORMAT IDEAS

- A conference where together student, teacher, and parent(s) review the fall goal(s) and celebrate the successes and determine next steps.
- A celebration of learning where the learning environment is open to multiple families with stations and student portfolios available as students guide the activities and conversations with their parent(s). The teacher circulates and interacts with families taking time to celebrate the success of the goal(s) created in the fall or creates a specific station to meet with the student and parent(s).
- Students prepare their learning for sharing ahead of time with the support of the teacher to share at the conference. Students might present their Seesaw portfolio around learning they have engaged in throughout the year showing evidence of how they have demonstrated growth to reach their goals.

SECONDARY CONFERENCES

Conferences in secondary schools may be different both in time allocation and format than elementary schools to accommodate the student population and scheduling challenges at the secondary level. Conferences should be focused on student engagement, academic achievement, competency development and be used to share and celebrate goals. Schools and teachers can be creative with the format and can structure conferences as demonstrations of learning and sharing of digital portfolios. Conferences should act as an opportunity to build student agency and allow students to demonstrate evidence that shows their personal growth towards their goals.





UPDATED

LEARNING UPDATES

<u>K - 12 Student</u> <u>Reporting</u> <u>Policy</u>

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Learning updates should primarily consider evidence of learning that is recent, relevant, and consistent.

FOCUSING ON GROWTH AND PROGRESS

- 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
- Is inclusive of all students
- Maintains high provincial standards

DESCRIPTIVE FEEDBACK

- Focuses on what students can do now and what they are working toward
- Clearly and simply explains areas for future growth, as well as strategies to support them
- Describes student learning in their current areas of learning
- Provides feedback on student learning habits and engagement

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.

(K - 12 Student Reporting Policy, p. 6 - 7)

Learning Updates are the varied, and responsive ways in which teachers provide parents with information about how their child is progressing in relation to the learning standards and what the child can do to further their understanding. Teachers are encouraged to communicate with families frequently in formal and informal ways. Digital portfolios such as Seesaw, Spaces, and myBlueprint support students and teachers in capturing and communicating formative assessment, student reflections and self-assessments, and in gathering evidence of learning to support Written Learning Updates.

WRITTEN LEARNING UPDATES

Elementary (K-7):

 Linear Programming: Beyond frequent informal learning updates, a December and a March Written Learning Update must be completed for all K - 7 students.

Secondary (8-12):

- **Linear Courses:** Beyond frequent informal learning update, two (ie. November, February) Written Learning Updates must be completed on MyEd for all students in linear course.
- **Semester Courses:** A mid-Course Written Learning Update must be completed mid-course for all students on MyEd.

SUMMARY OF LEARNING

The Summary of Learning is a formal written report completed in MyEd on student progress in relation to the learning standards in all areas of learning. It is provided to parents at the end of the year in elementary and at the end of the course for secondary. This forms part of the student's permanent record. Interdisciplinary inquiry approaches to learning still require that all areas of learning have a proficiency and a related strength-based comment.

ELEMENTARY STUDENT TRANSFERS DURING THE ACADEMIC CALENDAR YEAR

When a student leaves a school to attend a different school during the academic calendar, follow the guidelines on the <u>Elementary</u> <u>Student Transfer Learning Update Form</u>.



Regardless of the schedule chosen, reporting should not be an isolated event. Classroom assessment and reporting should be formative and focus on student growth over time by providing feedback that helps students deepen their learning in the future.

(K - 12 Student Reporting Policy, p. 50)



<u>K - 12 Student</u> <u>Reporting</u> <u>Policy</u>

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PROVINCIAL PROFICIENCY SCALE (K - 9)

"Every student has a place on the scale at any given time." (K - 12 Student Reporting Policy, p. 28

"Because of the ongoing nature of learning, recent evidence of learning in the final term should be considered more deeply than initial evidence of learning." (K - 12 Student Reporting Policy, p. 32)

"A strengths-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates." (K - 12 Student Reporting Policy, p. 36)

"Student learning habits and engagement should not contribute to a student's overall mark." (K - 12 Student Reporting Policy, p. 37)

When students are informed, they are empowered to take responsibility for their future. (K - 12 Student Reporting Policy, p. 7)

The provincial proficiency scale is used K - 9 to assess and communicate student progress in relation to grade-level curricular standards or IEP/AIP Goals. It is not appropriate to average previous assessment tasks with current performance levels using the proficiency scale, or penalize a student for lower achievement, while the student is learning and developing a skill if the student has attained a higher level since the last assessment.

See <u>K - 12 Student Reporting Policy</u>, p. 32 for more information.

PERCENTAGES (Gr. 10 - 12)

Percentages are used in Grades 10 - 12 to indicate a student's learning in relation to the learning standards. The process for percentages and definitions are set out in the Provincial Letter Grades Order. Averaging marks over a term, semester, or year does not provide an accurate picture of student learning.

See <u>K - 12 Student Reporting Policy</u>, p. 32 for more information.

STRENGTH-BASED FEEDBACK

Using a strength-based approach, all written descriptive feedback should clearly describe a students strengths (what they know, can do, and understand), as well as areas of growth, and specific steps they can take to improve in relation to the learning standards.

Strength-based feedback should not state what was taught; Learning Updates are about the child and not an overview of classroom activities.



See <u>K - 12 Student Reporting Policy</u>, p. 36 - 40 for more information.

STUDENT ENGAGEMENT

Learning habits and engagement should be reported on separately from academic learning. This descriptive strength-based feedback provides parents with information about their child's engagement, contributions, relationships with others, and social and emotional well-being. It further identifies ways to support student growth.

See <u>K - 12 Student Reporting Policy</u>, p. 37 - 38 for more information.

GRADUATION STATUS UPDATE

A graduation status update is provided in Gr. 10 - 12 as part of a student's 3-year grad plan and the Summary of Learning. This ensures that students, parents, and caregivers have the information they need to plan for graduation and that all graduation requirements are being met. It further builds awareness of any areas that require attention.

See Graduation Requirements for more information.



INSUFFICIENT EVIDENCE (IE)

Pages 32 - 34 In select instances, Insufficient Evidence, IE, may be used within a Written Learning Update or Summary of Learning when students for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information (observations, conversations, and products) to adequately and accurately assess a student.

An IE is only appropriate when prior conversations have already occurred with administration, appropriate members of the school-based team, the student, and their family letting them know that not enough information to assess accurately exists, and if students and parents have an interest in demonstrating further evidence of learning and/or would like to have the student's IE eventually translated into a proficiency scale indicator or percentage. At Gr. 10 - 12, Standing Granted (SG) or Failed (F) may be more appropriate.

See <u>K - 12 Student Reporting Policy</u>, p. 32-34 for more information.

REQUIREMENTS K - 9

K - 9 students with insufficient evidence can be provided an IE in the applicable areas of learning on their Written Learning Update with a comment explaining the circumstances for insufficient evidence.

If an IE mark is given:

- Please follow the **Administrative Procedure**
- The IE must be converted to another proficiency scale indicator or letter grade "SG", "W", or "F" on the Summary of Learning
- An infographic Quick Guide for teachers has been provided

REQUIREMENTS Gr. 10 - 12

Gr. 10 - 12 students may be assigned an IE on the mid-course Written Learning Update if a student's current standing is below 50% and there is insufficient evidence to give the student a passing grade for the course they are taking.

If an IE mark is given:

- Please follow the Administrative Procedure
- The IE must be converted to a percentage or letter grade "SG", "W", "TS", or "F" on the Summary of Learning
 - An IE cannot be used on a student's transcript
- An infographic Quick Guide for teachers has been provided



- A student has recently moved to a new school or
- A student has been ill or away from school for a significant period of time
- A student has not demonstrated significant learning evidence (observations, conversations, and products) for the teacher to provide an accurate assessment











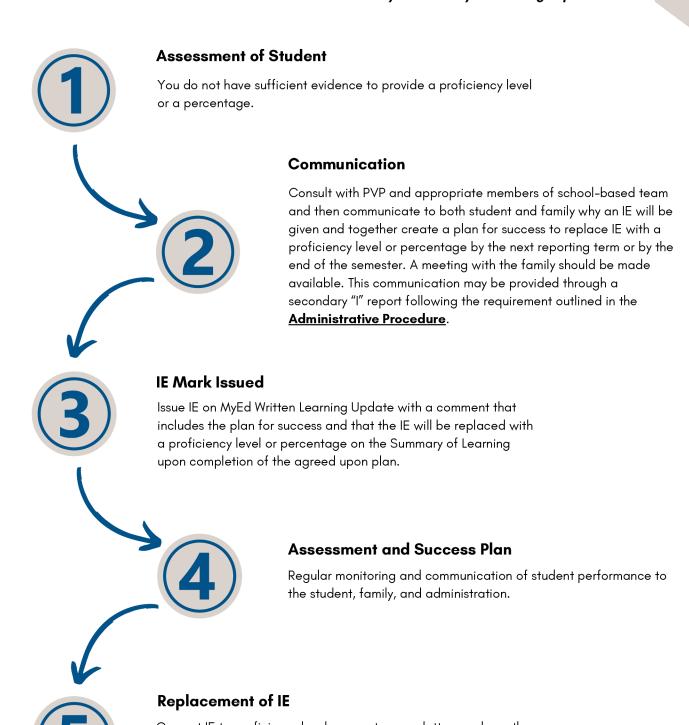


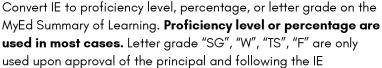


Pages 32 - 34

TEACHER QUICK GUIDE FOR IE MARK

An IE mark cannot remain on the MyEd Summary of Learning Report





Administrative Procedure.



INTERDISCIPLINARY COMMENTS

Meaningful interdisciplinary teaching and learning experiences can have a positive effect on students, teachers, and learning environments. Interdisciplinary inquiry approaches allow students to use knowledge domains creatively to foster new understanding and connections, develop mental flexibility that prepares students to be lifelong learners, promotes a holistic approach to the study of complex issues and ideas, and models the importance of collaboration and teamwork.

See <u>MyEd BC exemplars</u>, p. 21 -39 for formatting guidelines.

REQUIREMENTS K - 9

Strength-based interdisciplinary comments may be used in lieu of individual area of learning strength-based comments if the following guidelines are followed:

- Consultation with administration has occurred
- Parents have received direct communication prior to reporting informing them of this approach to learning
- The areas of learning covered within the interdisciplinary comment are clearly indicated
- Each individual area of learning is still assigned a proficiency level
- A singular strength-based comment can be used on the Written Learning Update but on the Summary of Learning all areas of learning must have a proficiency and a related strength-based comment.

Interdisciplinary comments should be placed alongside the Student Engagement comment in MyEd BC.

CORE COMPETENCIES AND GOAL SETTING

"Younger children are naturally poised to receive support in self-reflection on Core Competencies and goal setting, and it helps young students begin to build connection with self, community, and place. These integral processes in the early grades help children begin a journey of identity, discovery, and agency as they come to understand Core Competencies, and how they are the authors of their learning stories. In the early grades, students are building the foundation they need to communicate and assess their growth in the Core Competencies and set goals for authentic growth in the subsequent grades."

(K - 12 Student Reporting Policy, p. 43)

The core competencies are foundational and evident in all areas of learning. When teachers focus on developing the skills and processes outlined in the curricular competencies of a specific area of study, they are developing the core competencies within that area of learning. Through connections between the core competencies and learning experiences, students set goals and take increased responsibility for their learning. This process of connecting nurtures student ownership and voice.

In **elementary**, students, teachers, and schools have flexibility in the format of the core competency and goal self-assessments, however, the use of Seesaw as a tool that supports student agency and timely and ongoing communication with families to capture and communicate the reflections is highly encouraged.

In **secondary**, teachers must facilitate the completion and capture of the core competency and goal reflections for all students using myBlueprint as this tool also serves to support students in building their 3-year grad plan. Principals, in consultation with teachers, will determine the school approach.

In both elementary and secondary, teachers must indicate how/when the self-reflection on core competencies and goal setting occurred and how that information was shared with families in the Written Learning Updates and Summary of Learning in MyEd as per page 4.

See <u>K - 12 Student Reporting Policy</u>, p. 42 - 47 for more information.

FORMAT EXAMPLES

- Written reflection, goalsetting template
- Documented portfolio review and self-reflection
- Self-assessment transcribed by the teacher
- Mind Map or graphic organizer of student's strengths and goals
- Video of a teacher and student interview
- Student-created video outlining assessment of the core competencies



INCLUSIVE GUIDELINES

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). - First People's Principles of Learning

Pages 11 - 20

K - 12 Student Reporting

Policy

All students refers to everyone (including those with an IEP, safety plan, or behaviour plan in place). All students can receive universal Tier 1 assessment supports.

Some students refers to students who are experiencing difficulty meeting learning standards (students may or may not have an IEP, safety plan, or behaviour plan in place). These students need additional targeted Tier 2 assessment supports and are identified through screening and diagnostic tasks or progress monitoring in the classroom setting by the classroom teacher

Few students are those who are receiving Tier 3 supports in addition to Tier 1 and 2 supports. These are students who have complex needs or moderate to profound intellectual disabilities. These students are being assessed in relation to the Individualized learning goals as outlined in their IEP and have been identified by the SBT and Inclusive Education team.

All students are eligible to receive universal assessment supports and can be assessed according to their achievement of grade-level Curricular Competencies. Some students will achieve their grade-level competencies with more targeted assessment supports. Universal and targeted assessment supports do not alter provincial learning standards. Students accessing supports for learning should be assessed in relation to grade-level curricular standards. Teachers are expected to communicate targeted assessment supports when reporting.

Few students will require specific assessment supports and individualized curricular goals, referred to as replacement curricula.

- In K 9, these are students who are identified through their IEP in consultation with the Inclusive Education team.
- In Gr. 10 12, these are students who are working towards a School Completion Certificate rather than a Certificate of Graduation.

In consultation with the Inclusive Education team, the classroom teacher and the case manager from the School-Based Team, will support the design and communication of curricula. Students working with specific assessment supports may not necessarily be Emerging on the Provincial Proficiency Scale. If with the supports noted in their IEP/AIP they are showing grade-level proficiencies they should be assessed as 'proficient'. Teachers are expected to communicate targeted and specific assessment supports when reporting.

X Course Information Links

- Requirements for XSIEP, XSPBX, X Courses, and XAT
- Requirements for determining if a student should be on a reduced schedule, removed from a core subject or provided replacement curriculum
- Procedure for determining if a K-7 student should be removed from a core subject
- <u>Assessing an XSIEP course</u>
- K 12 Student Reporting Policy (p. 11 20) for more information

REQUIREMENTS

Reporting at the classroom level is done for ALL students, including those supported with an IEP (Individualized Education Plan) or an AIP (Annual Instructional Plan)

- Any instructional practices (targeted and specific) that have been supportive to a student's learning should be stated in the Written Learning Updates and the Summary of Learning within the specific area of learning strength-based comment
 - Communication of student learning for all students will be at established timelines following the district requirements
- For students on an IEP/AIP with specific assessment supports, teachers are expected to:
 - Collaborate with the Case Manager to complete/update the IEP for students with a ministry designation
 - Consult with the Case Manager in helping determine the growth and progress of their students on an IEP/AIP in relation to their goals
 - o Consult with the Case Manager to complete CSL requirements
 - The Written Learning Updates and Summary of Learning should contain strength-based comments that follow guidelines
 - Participate in regular IEP/AIP review with the Case Manager

ENGLISH LANGUAGE LEARNERS

K - 12 Student Reporting **Policy**

The reporting requirements for English language learners who are following the provincial curriculum for a course, subject or grade are the same as for other students. When communicating student learning, a student's English language proficiency must be considered before determining progress for a particular learning standard.

See ELL Policy Guidelines for additional information.

ENGLISH LANGUAGE PROFICIENCY LEVELS

There are five levels of English language proficiency:

Beginning (1)

Developing (2)

Expanding (3)

Consolidating (4)

Bridging (5)

Your student's level of proficiency is indicated on the Annual Instructional Plan (AIP). Please refer to the AIP or the ELL teacher to understand your student's current level of ELL proficiency.



REQUIREMENTS

When completing Written Learning Updates and the Summary of Learning, teachers should:

- Clearly indicate the student has been identified as an English Language Learner (ELL) and is receiving additional collaborative (small group or in-class) support from an ELL teacher
- Make reference to the Annual Instructional Plan (AIP) in MyEd for families to obtain more information on the student's English language proficiency
- Include a comment that is specific to the student's English language progress this comment can be placed in any area where it is applicable
- Consider each area of learning separately for example, it may be possible for a level 1 or level 2 student to demonstrate proficiency in areas where language proficiency isn't the main focus (e.g. art, music, numeracy)
 - Include strength-based feedback on the student's progress within all areas of learning
- An IE (Insufficient Evidence) for proficiency level may be used on a Written Learning Update for a student whose English language proficiency is Level 1, 2, or 3 only if they have been unable to demonstrate proficiency of the learning standard. However a proficiency or grade must be provided on the Summary of Learning.
 - Follow the guidelines for Insufficient Evidence
 - Make reference to the Annual Instructional Plan (AIP) in MyEd for families to obtain more information on the student's English language proficiency
 - Include a comment that is specific to the student's English language progress within that area of learning
- If a K-9 student comes from out of country in Term 3 (Elem) or Term 2&4(Sec) with no academic records, the proficiency level can be left blank as long as the strength-based comment explicitly states the
- If a grade 10-12 student comes from out of country in Term 2 or 4 with no academic records, a mark must be provided or an IE would need to be given and the student would then repeat/complete the course the following semester.



K-7 CSL TRACKING

Use this tracking sheet to record the areas of learning that you have included in the December and March Written Learning Updates. Shaded areas of learning are mandatory on both updates. Use "INT" to indicate Learning Updates for interdisciplinary areas of learning.

DATE:		
TEACHER NAME:		
GRADE:		
Area of Learning	December Written Learning Update	March Writen Learning Update
Literacy		
Literacy French (Fl Only)		
Numeracy		
Applied Design, Skills and Technologies		
Arts Education		
Career Education		
Physical and Health Education		
Science		
Social Studies		
Core French (Gr. 5 - 7 Only)		
TEACHER SIGNATURE:	PRINCIPAL/	VICE-PRINCIPAL SIGNATURE:



MyEd BC EXEMPLAR

GRADE 7 DECEMBER WRITTEN LEARNING UPDATE (INTERDISCIPLINARY)



Communicating Student Learning

Reporting Period: 06/09/2022 to 20/12/2022

Renie Rezialoppio

PEN: 140689290 Grade 07 Iiyomiya Jalalatighoshoon BX Elementary 6514 Romaniuk Dr. Rd Blind Bay,BC V4Z 5L7 250-275-9500

Student Plans And Programs		
Individual Education Plan	Indigenous Programs	French Immersion
Annual Instructional Plan		

Student Self Assessment of Core Competencies and Goal Setting

Please visit your child's Seesaw portfolio to review their Core Competency reflection posted on November 2.Please visit your child's Seesaw portfolio to review their goal reflection posted on November 23.

Performance Standard Descriptors

PROFICIENCY SCALE

EMERGING (EMG) - Student demonstrates an <u>Initial Understanding</u> of the concepts and competencies.

DEVELOPING (DEV) - Student demonstrates a <u>Partial Understanding</u> of the concepts and competencies.

PROFICIENT (PRF) - Student demonstrates a <u>Complete Understanding</u> of the concepts and competencies.

EXTENDING (EXT) - Student demonstrates a <u>Sophisticated Understanding</u> of the concepts and competencies.

Student Engagement

Danielle Calder

Social Responsibility

Renie participates fully in classroom activities, asks for help when she needs it, and puts her best effort into all work. Renie is kind, thoughtful, and inclusive of others in all settings - I appreciate how she purposely looks for other students that need a bit of help to join in. I would encourage Renie to continue to push and challenge herself by setting learning goals and continuing to look for opportunities where she can extend her learning beyond what is expected - remember the best growth comes working outside our comfort zone.

INTERDISCIPLINARY COMMENT:

In our interdisciplinary unit exploring the Big Idea on how economic specialization and trade networks can lead to conflict and cooperation between societies, Renie used circle and bar graphs effectively to communicate her knowledge and thinking when comparing the economics of indigenous culture with that of the European explorers. Renie demonstrated strong social studies inquiry skills to ask good questions, gather information, and create a first-person narrative that was creatively written as it explored the perspective of how an indigenous person might feel about the explorers' use of natural resources. Renie had the entire class in stitches during her dramatic representation of her narrative. I would encourage Renie to spend more time revising her writing by using more descriptive words and literary devices. See Renie's Seesaw portfolio for evidence of learning and descriptive feedback on her work.



MyEd BC EXEMPLAR

GRADE 7 DECEMBER WRITTEN LEARNING UPDATE (INTERDISCIPLINARY)

May 24, 2023 Renie Rezialoppio (DIV 01 BX)

Literacy 7 Term: DEVELOPING

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/english-language-arts/7

See interdisciplinary comment.

Numeracy 7 Term: PROFICIENT

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/mathematics/7

See interdisciplinary comment.

Arts Education 7 Term: EXTENDING

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/arts-education/7

See interdisciplinary comment.

Career Education 7 Term: PROFICIENT

Danielle Calder Erasou Injates

https://curriculum.gov.bc.ca/curriculum/career-education/7

Renie is learning the importance of having a growth mindset. Renie can identify personal values and how they contribute to career choice and teamwork. Through researching a few careers of interest, Renie was able to analyze the skills needed to be successful in her chosen field of being a lion tamer! Renie is encouraged to continue to self-reflect on personal values and goals through discussions with family, friends, and teachers.

Design Skills & Tech 7 Term: DEVELOPING

Danielle Calder Erasou Injates

https://curriculum.gov.bc.ca/curriculum/adst/7

With support, Renie exhibits an understanding of the importance of the planning and design process. She is beginning to understand how tools and technologies can extend her capability to complete a task. Renie exhibited a basic knowledge of online safety and digital citizenship and is starting to be able to identify the personal, social, and environmental impacts of the choices she makes about technology use. I would encourage Renie to continue to review media around the risks and consequences of inappropriate online behaviours.

French 7 Term: DEVELOPING

Danielle Calder

https://curriculum.gov.bc.ca/fr/curriculum/core-french/7

Renie's confidence as a French student is beginning to develop. She has demonstrated an increasing ability to ask simple questions, describe people, give directions, and use the verbs aller (to go) and être (to be). She is working on recognizing key vocabulary words when listening to French songs and conversations. I encourage Renie to continue to take risks with her French pronunciation and to continue to have fun learning a new language.



MyEd BC EXEMPLAR GRADE 7 DECEMBER WRITTEN LEARNING UPDATE (INTERDISCIPLINARY)

May 24, 2023

Renie Rezialoppio (DIV 01 BX)

Term: PROFICIENT

Term: PROFICIENT

PE & Health 7

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/physical-health-education/7

Renie has demonstrated fair play and leadership in PE. She willingly participates in all activities and can recognize the positive effect of being physically active. Renie is working on describing the impacts that personal choices, such as a balanced diet and vaping have on her health and well-being. Renie's next steps are to set and monitor progress towards her personal mental and physical health goals.

Science 7

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/science/7

Not currently being studied.

Social Studies 7

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/social-studies/7

See interdisciplinary comment.

ATTENDANCE RECORD FOR 2023													
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	0	1.0	2.0	0	0	0	0	0	0	0	0	0	3.0
LATE	0	0	0	0	0	0	0	0	0	0	0	0	0



MyEd BC EXEMPLAR GRADE 5 MARCH WRITTEN LEARNING UPDATE

April 24, 2023

Kaias Kitengiekaind (DIV 06 BX)



Communicating Student Learning

Reporting Period: 21/12/2022 to 23/04/2023

Kaias Kitengiekaind

PEN: 144312048

BX Elementary 6514 Romaniuk Dr. Rd Blind Bay,BC

2 Th	Grade 05 Vishmi Baars	V4Z 5Ĺ7 250-275-9500
Student Plans And Programs Individual Education Plan Annual Instructional Plan	Indigenous Programs	French Immersion
Student Engagement Danielle Calder Social Responsibility		
aware of how his actions and words impact uncomfortable situations with peers and he	interacting with others to share his ideas. He interacting with others to share his ideas. He is those around him. Kaias requires support where is working on using his strong communication social conflict. Overall, Kaias has developed in mmunity.	nen working through n skills to grow in
Literacy 5 Danielle Calder https://curriculum.gov.bc.ca/curriculum/english-langu	age-arts/5	Term: DEVELOPING
reading below grade level, when provided he is reading has helped him grow his rea	demonstrates good comprehension of what he with books at his level, his ability to engage ar ding skills. The next steps for Kaias would be to the st him and practice sounding out new and unfa	nd think about what to continue to spend
Numeracy 5 Danielle Calder https://curriculum.gov.bc.ca/curriculum/mathematics/	75	Term: PROFICIENT
and shows curiosity when solving problem	ing his mathematical reasoning. He is eager to is. Kaias is still building his understanding of th his strong problem-solving skills to continue to	e relationship
Arts Education 5 Danielle Calder https://curriculum.gov.bc.ca/curriculum/arts-educatio	n/5	Term: DEVELOPING
into the various regions of Canada, Kaias representing the region he was exploring.	is of art used among Indigenous communities. required support to create pieces of art (visual, He was a bit apprehensive when presenting hi ne more confident and prouder of his creativity	, dance, music) is creations, but with



MyEd BC EXEMPLAR GRADE 5 WRITTEN LEARNING UPDATE

April 24, 2023 Kaias Kitengiekaind (DIV 06 BX)

Term: PROFICIENT

Term: PROFICIENT

Career Education 5

Danielle Calder Erasou Injates

https://curriculum.gov.bc.ca/curriculum/career-education/5

Kaias can recognize his strengths and set a SMART goal. When he met his goal, he was able to reflect on his success and identify how support from others contributed to his accomplishments. Moving forward, Kaias can begin to work on how he can be a valuable support to others and help them reach their own goals.

Design Skills & Tech 5

Danielle Calder Erasou Injates

https://curriculum.gov.bc.ca/curriculum/adst/5

Kaias demonstrates proficiency through all stages of the design process, as evidenced in our science investigation on body systems. Kaias required support during the idea stage, due to at times wanting to rush and not take the time to explore a variety of ideas, which meant he didn't always select the strongest idea to try. However, Kaias is creative and generates ideas well, so with more opportunities to go through the design process, Kaias will be better able to think critically about which idea is the strongest.

French 5 Term: PROFICIENT

Danielle Calder

https://curriculum.gov.bc.ca/fr/curriculum/core-french/5

Kaias actively participates in our everyday French language routines. He can respond appropriately to simple commands and instructions and continues to develop in his comprehension of both written and spoken French language. Kaias has a strong vocabulary that he can use, along with more exposure and practice, to build his comprehension.

PE & Health 5 Term: DEVELOPING

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/physical-health-education/5

Kaias demonstrates fair play and leadership in all our physical activities. He actively participates and can recognize how personal choices surrounding physical activity and food choices impact health and well-being. Kaias continues to develop in some of his fundamental movement skills, especially when required to control an object such as a ball. With more practice and participation in sports opportunities, Kaias will become more confident and further develop his skills.

Science 5 Term: PROFICIENT

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/science/5

Kaias is curious and a hard worker. He makes keen observations and predictions and uses strong planning skills to design his own inquiry. Kaias continues to need support in understanding and evaluating information, such as comparing data from a variety of sources. Kaias is good at advocating for his own needs, and by continuing to ask for help and getting more experience interpreting graphs, he will begin to build his ability to evaluate information.



MyEd BC EXEMPLAR GRADE 5 WRITTEN LEARNING UPDATE

April 24, 2023

Kaias Kitengiekaind (DIV 06 BX)

Term: PROFICIENT

Social Studies 5

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/social-studies/5

Kaias asks great questions throughout our various inquiries so far this year. When looking at a variety of issues and perspectives he provides well-constructed arguments to defend his thinking. At times Kaias struggles to understand or consider other perspectives beyond his own, but he always took the time to ask questions along the way, which is an important skill.

Core Competencies

Danielle Calder

Work Habits

Please visit your child's Seesaw portfolio to review their Core Competency reflection posted on February 23.

Please visit your child's Seesaw portfolio to review their goal reflection posted on March 7.

	ATTE	NDA	NCE	REC	ORD I	FOR 2	2023						
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	0	3.0	1.0	2.0	0	0	0	0	0	0	0	0	6.0
LATE	0	0	0	0	0	0	0	0	0	0	0	0	0



MyEd BC EXEMPLAR KINDERGARTEN MARCH WRITTEN LEARNING UPDATE (INTERDISCIPLINARY)

April 24, 2023 Reif Payas (DIV 19 BX)



Communicating Student Learning

Reporting Period: 21/12/2022 to 23/04/2023

Reif Payas

DEN: 101186800

BX Elementary 6514 Romaniuk Dr. Rd

S. H. H.	Grade KF Raighan Derover	8514 Romaniuk Dr. Rd Blind Bay,BC V4Z 5L7 250-275-9500
Student Plans And Programs		
Individual Education Plan	Indigenous Programs	French Immersion
Annual Instructional Plan		
Student Engagement Danielle Calder Social Responsibility		
classmate. Reif puts pride into her work demonstrate her independence, checkin	n Kindergarten so far! She is a kind, thoughtfu and approaches things with enthusiasm. She og criteria, and advocating more for herself. It is with her classroom teacher and support staff	is working hard to s important for Reif to
INTERDISCIPLINARY COMMENT:		
experiments, Reif was proficiently able to there are clouds. Reif built an effective s picture in Seesaw). Reif created "Storm and she is able to express herself creation demonstrates a complete understanding Literacy, Science, Art and ADST. Next s	Reif asked the question, "Why are there clouds o explain the water cycle and answer her own sunshade structure out of plastic cups, Lego, p Art" using pastels and watercolours. Reif has evely through art. She is always willing to explor of the learning standards relevant to the expense for Reif are to continue to ask good questing the answers. She would also benefit from an expandal skills.	question about why aper and blocks (see strong fine motor skills, are art materials. Reif acted learning in tions about the world
Literacy K		Term: PROFICIENT
Danielle Calder https://curriculum.gov.bc.ca/curriculum/english-lan	guago arte/k	
See interdisciplinary comment.	guage-ai isin	
Numeracy K Danielle Calder https://curriculum.gov.bc.ca/curriculum/mathematic	cs/k	Term: EMERGING
comparing to her personal height or som that she is the tallest girl in our class! Ex often requires significant support to verb	g of estimating by comparing to something fam nething visual in the classroom, her estimates it planations of her mathematical ideas and deci- pally discuss how she arrived at a particular and problem will help develop these curricular comp	improve. Reif loves isions are limited. She swer. Practicing



MyEd BC EXEMPLAR KINDERGARTEN WRITTEN LEARNING UPDATE (INTERDISCIPLINARY)

April 24, 2023 Reif Payas (DIV 19 BX)

Arts Education K

Term: PROFICIENT

Term: PROFICIENT

Danielle Calder

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

See interdisciplinary comment.

Career Education K

Danielle Calder

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

Not currently being studied.

Design Skills & Tech K

Danielle Calder

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

See interdisciplinary comment.

PE & Health K Term: PROFICIENT

Danielle Calder Masaru Alatishe

https://curriculum.gov.bc.ca/curriculum/physical-health-education/k

Reif balances, bends, jumps, and runs without support and notices an increase in breathing and thirst while participating in these activities. With support, she bounces and throws and has a basic understanding of the parts of the used in these skills. Helping Reif practice catching and kicking will help her further develop these skills.

Science K Term: PROFICIENT

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/science/k

See interdisciplinary comment.

Social Studies K

Danielle Calder

https://curriculum.gov.bc.ca/curriculum/social-studies/k

Not currently being studied.

Core Competencies

Danielle Calder

Work Habits

Please visit your child's Seesaw portfolio to review their Core Competency reflection posted on February 23.

Please visit your child's Seesaw portfolio to review their goal reflection posted on March 7.



MyEd BC EXEMPLAR KINDERGARTEN WRITTEN LEARNING UPDATE (INTERDISCIPLINARY)

April 24, 2023 Reif Payas (DIV 19 BX)

ATTENDANCE RECORD FOR 2023													
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	1.0	1.0	0	1.0	0	0	0	0	0	0	0	0	3.0
LATE	0	0	0	0	0	0	0	0	0	0	0	0	0



Albin Heijittrevor	(DIV	05	BX)

Learning Update

Attendance Reported up to: June 26, 2024

Albin Heijittrevor PEN: 150921534

BX Elementary 1573 McCoomb Drive Rd WYNNDEL, BC

	Grade 05 Yongshen Aboye	V5Z 5L5 250-219-6268
School Message		
This Written Learning Update is on a form authorized by the Principal, Lance Johnson		d has been reviewed and
Student Plans And Programs		
Individual Education Plan	Indigenous Programs	French Immersion
Annual Instructional Plan X		
Term 3 Comments: Please visit your child on June 14. Please visit your child's Seesa		
Student Engagement		
Course Dates: 05/09/2023 to 27/06/2024		
Brendan Robertson		
Social Responsibility		



Literacy 5 Term 3: PROFICIENT
Course Dates: 05/09/2023 to 27/06/2024 Final: PROFICIENT

Brendan Robertson

https://curriculum.gov.bc.ca/curriculum/english-language-arts/5

Term 3 Comments: Albin is easily able to read grade level English texts with fluency and expression. He is currently able to read and comprehend text at the widely held expectations for the end of grade six. After reading, he is able to demonstrate his understanding by retelling the story in order, with good details. He has continued to demonstrate proficiency in his ability to determine the main idea and supporting details in a given grade level reading passage. Albin is a proficient writer in English. He has a good grasp of conventions, and his writing is clear and easy to follow. Albin uses a variety of transition words to create flow between his ideas and has focused on improving revising and improving his work considering his chosen audience. She tries to use precise vocabulary and add descriptive details to his work. Albin was able to use vocabulary choice, figurative language, and a personal view of the world to create a number of wonderful poems in various genres.

Numeracy 5 Term 3: PROFICIENT
Course Dates: 05/09/2023 to 27/06/2024 Final: PROFICIENT

Brendan Robertson

https://curriculum.gov.bc.ca/curriculum/mathematics/5

Term 3 Comments: Albin has worked hard to become proficient with his multiplication basic fact memorization. Albin consistently demonstrated the ability to apply a variety of multiplication strategies/algorithms to multi-digit multiplication. In our unit on one-step equations, Albin demonstrated proficiency preserving equality. Albin was able to demonstrate full understanding of our geometry work. In our unit on fractions, Albin was confident and could work independently to compare, add, and subtract proper and improper fractions. Bravo, Albin!

Design Skills & Tech 5Term 3: PROFICIENTCourse Dates: 05/09/2023 to 27/06/2024Final: PROFICIENT

Brendan Robertson

https://curriculum.gov.bc.ca/curriculum/adst/5

Term 3 Comments: All year, Albin was fully engaged throughout our ADST projects. Design and building as well as critical and creative thinking are areas of strength for him. He demonstrated proficiency through all stages of the design process using the curricular competencies of ideating, prototyping, testing, and tinkering from the Applied Design, Skills and Technology curriculum and was very keen to share and demonstrate his prototypes to his working partners, classmates, and teacher.

Arts Education 5

Course Dates: 05/09/2023 to 27/06/2024

Brendan Robertson Chrizaljur Wirick

https://curriculum.gov.bc.ca/curriculum/arts-education/5



Career Education 5

Course Dates: 05/09/2023 to 27/06/2024

Term 3: PROFICIENT

Final: PROFICIENT

Brendan Robertson Riddley Sabateferrer

https://curriculum.gov.bc.ca/curriculum/career-education/5

Term 3 Comments: During our Career Education time, Albin demonstrated his ability to recognize his strengths and set a personal goal related to a skill he wanted to improve. He was able to slowly improve toward his goal through weekly reflections and planning. Moving forward, one area Albin can continue to focus on when goal planning is to take more time to reflect a bit deeper on how to break down his goals into smaller, actionable items.

French 5

Course Dates: 05/09/2023 to 27/06/2024

Term 3: PROFICIENT

Final: PROFICIENT

Brendan Robertson

https://curriculum.gov.bc.ca/fr/curriculum/core-french/5

Term 3 Comments: Over the course of the year, Albin has demonstrated growth in all aspects of his French language learning including speaking, reading, and writing. Albin can comprehend key information and supporting details in simple texts and interactions and express himself both orally and in writing. The class loved the food and presentation flair of Albin's presentation on his learning about Francophone communities around the world. As Albin continues in French, he is encouraged to continue having fun and learning.

PE & Health 5

Course Dates: 05/09/2023 to 27/06/2024

Term 3: DEVELOPING
Final: DEVELOPING

Brendan Robertson

https://curriculum.gov.bc.ca/curriculum/physical-health-education/5

Term 3 Comments: Albin is becoming a capable athlete and has made efforts to grow in active listening, following instructions, and moving safely. She continued to develop skills in a variety of sports and has a good ability but should aim to show more fair play when playing group games. Albin is encouraged to work on consistently contributing to the social and community health of those around his using strategies to promote mental well-being and positive leadership. Keep on pursuing healthy living!



Science 5

Term 3: PROFICIENT

Course Dates: 05/09/2023 to 27/06/2024

Final: PROFICIENT

Brendan Robertson

https://curriculum.gov.bc.ca/curriculum/science/5

Term 3 Comments: Throughout all of our science learning this year, Albin has demonstrated curiosity and a sense of wonder about the world. Albin is confidently able to describe the processes and interconnectedness of the excretory, hormonal, and nervous systems. Albin demonstrated proficiency with the scientific competencies to observe, to reflect, to determine importance, when experimenting with Newton's three laws of motions and to make informed decisions when working with heterogeneous mixtures such as suspensions, emulsions, and colloids.

Social Studies 5

Term 3: PROFICIENT

Course Dates: 05/09/2023 to 27/06/2024

Final: PROFICIENT

Brendan Robertson

https://curriculum.gov.bc.ca/curriculum/social-studies/5

Term 3 Comments: In each of our Social Studies units, Albin has shown proficiency using the Social Studies inquiry processes and critical thinking to ask questions; to gather, interpret, and analyze ideas; to communicate findings and decisions, and to make ethical judgements of historic events based on evidence. Albin can draw meaningful conclusions from our classwork and can describe the importance of the events of people being discussed. He is able to understand multiple points of view and is able to articulate his own opinion clearly.

	ATTE	NDANO	E REC	ORD	OR 20	024							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Tota
AM ABSENT	2	2	0	2	2	2	1	0	0	0	0	0	11
AM LATE	0	0	0	0	0	0	0	0	0	0	0	0	0
PM ABSENT	2	2	0	2	2	2	1	0	0	0	0	0	11
PM LATE	0	0	0	0	0	0	0	0	0	0	0	0	0



THE WAY

Date Printed: July 15, 2024

Airu Pourzand (DIV 04 MH)

Learning Update

Attendance Reported up to: June 27, 2024

Airu Pourzand

PEN: 192066181

Grade 05

Sophiaallainamarie Thiffeault; Angelriejoy Rou

Mission Hill Elem 4753 Cochrane Cres St 2020503, BC V3Z 3L1 250-746-7423

School	Message
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This Written Learning Update is on a form ordered by the Minister of Education and has been reviewed and authorized by the Principal, Ms. Melissa Yurkowski.

Student Plans And Programs Individual Education Plan Indigenous Programs French Immers Annual Instructional Plan	sion 🗌
Student Self-Assessment of Core Competencies Please visit your child's Seesaw portfolio to review their Core Competency reflection posted on June 14. Please visit your child's Seesaw portfolio to review their goal reflection posted on June 7.	
Student Engagement Course Dates: 05/09/2023 to 27/06/2024 Kristin Beeby Social Responsibility	
It has been a pleasure teaching Airu this year. He has continued to push himself in all areas of learning t best work. He can always be counted on to work well with others and to get his work done on time and thigh standard. He always brings a smile and a positive attitude to class.	



Date Printed: July 15, 2024

Airu Pourzand (DIV 04 MH)

Term: DEVELOPING

Term: PROFICIENT

Term: PROFICIENT

Literacy 05

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/curriculum/english-language-arts/5

Over the course of the year students have explored Literacy, Social Studies and Physical and Health Education through an interdisciplinary inquiry-based approach to learning. Through these explorations Airu has demonstrated proficiency in reading and comprehending texts at grade level. He is eager to make connections with his reading and enjoys discussing themes and the big ideas of the text. Airu needs to continue to work on his expressive language when communicating through writing. His organization and lack of detail are areas he can focus on moving forward. Have a wonderful summer and I wish you all the best in grade 6 next year!

Numeracy 5

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/curriculum/mathematics/5

Airu has worked hard to become proficient with his multiplication basic fact memorization. Airu consistently demonstrated the ability to apply a variety of multiplication strategies/algorithms to multi-digit multiplication. In our unit on one-step equations, Airu demonstrated proficiency preserving equality. Airu was able to demonstrate full understanding of our geometry work. In our unit on fractions, Airu was confident and could work independently to compare, add, and subtract proper and improper fractions. Bravo, Airu!

Design Skills & Tech 5

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/curriculum/adst/5

All year, Airu was fully engaged throughout our ADST projects. Design and building as well as critical and creative thinking are areas of strength for him. He demonstrated proficiency through all stages of the design process using the curricular competencies of ideating, prototyping, testing, and tinkering from the Applied Design, Skills and Technology curriculum and was very keen to share and demonstrate his prototypes to his working partners, classmates, and teacher



Date Printed: July 15, 2024 Airu Pourzand (DIV 04 MH)

Arts Education 5 Term: PROFICIENT

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/curriculum/arts-education/5

In the visual arts, Airu used his wonderful imagination in his individual watercolour painting to represent his favourite place. He also used his imagination and creativity to collaborate in his group's dramatic role-play. In music, Airu enjoyed and respectfully participated in learning about the traditional and contemporary Aboriginal arts and arts-making processes during the Indigenous drumming and singing lesson lead by the Indigenous Lead Teacher. In all, Airu demonstrated proficient artistic skill and should continue to develop reflective skills to further refine and adapt his works.

Career Education 5 Term: PROFICIENT

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/curriculum/career-education/5

During our Career Education time, Airu demonstrated his ability to recognize his strengths and set a personal goal related to a skill he wanted to improve. He was able to slowly improve toward his goal through weekly reflections and planning. Moving forward, one area Airu can continue to focus on when goal planning is to take more time to reflect a bit deeper on how to break down his goals into smaller, actionable items.

French 5 Term: PROFICIENT

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/fr/curriculum/core-french/5

Over the course of the year, Airu has demonstrated growth in all aspects of his French language learning including speaking, reading, and writing. Airu can comprehend key information and supporting details in simple texts and interactions and express himself both orally and in writing. The class loved the food and presentation flair of Airu's presentation on his learning about Francophone communities around the world. As Airu continues in French, he is encouraged to continue having fun and learning.



Date Printed: July 15, 2024

Airu Pourzand (DIV 04 MH)

Term: PROFICIENT

Term: PROFICIENT

Term: PROFICIENT

PE & Health 5

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/curriculum/physical-health-education/5

Over the course of the year students have explored Literacy, Social Studies and Physical and Health Education through an interdisciplinary inquiry-based approach to learning. Through these explorations Airu has continued to demonstrate growth in being an active listener, following instructions and moving safely. He is proficient in his movement skills and is very inclusive ensuring everyone is welcome to participate in activities. Thank you Airu for always being considerate of others and providing space for everyone to feel a sense of belonging.

Science 5

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/curriculum/science/5

Throughout all of our science learning this year, Airu has demonstrated curiosity and a sense of wonder about the world. Albin is confidently able to describe the processes and interconnectedness of the excretory, hormonal, and nervous systems. Airu demonstrated proficiency with the scientific competencies to observe, to reflect, to determine importance, when experimenting with Newton's three laws of motions and to make informed decisions when working with heterogeneous mixtures such as suspensions, emulsions, and colloids.

Social Studies 5

Course Dates: 05/09/2023 to 27/06/2024

Kristin Beeby

https://curriculum.gov.bc.ca/curriculum/social-studies/5

Over the course of the year students have explored Literacy, Social Studies and Physical and Health Education through an interdisciplinary inquiry-based approach to learning. Through these explorations Airu has demonstrated proficiency through his critical thinking skills to ask questions, gather, interpret and analyze ideas. He is always an active participant in classroom discussions and enjoys challenging others to consider alternative view points. Sometimes he can get a little excited and interrupt or talk over others. I encourage him to continue to work on his active listening skills to ensure everyone has space to contribute. I have really enjoyed how he approaches social justice issues and encourage him to continue to engage and be involved.

	ATTEN	ATTENDANCE RECORD FOR 2024											
	Sep	Oct	Nov	Dec	Jan	Feb N	Иar	Apr	May	Jun	Jul	Aug 1	Гotal
AM ABSENT	0	0	0	0	0	0	1	3	1	0	0	0	5
AM LATE	0	0	0	0	0	1	0	0	0	0	0	0	1
PM ABSENT	0	0	0	0	0	0	1	3	1	0	0	0	5
PM LATE	0	0	0	1	0	0	0	0	0	0	0	0	1



MyEd BC EXEMPLAR GRADE 9 MID-COURSE WRITTEN LEARNING UPDATE

April 20, 2023 Blue Jacksibson (null)



problems on his own and recognizes when to seek help.

Communicating Student Learning

Reporting Period: 01/02/2023 to 23/04/2023

Q3

Blue Jacksibson

PEN: 137296497 Grade 09 Clarence Fulton Sec 8338 W. 57th Avenue Rd Bragg Cr,BC V8Z 1L4 250-143-7958

Student Plans And Programs		
Individual Education Plan	Indigenous Programs	French Immersion
Annual Instructional Plan		
Student Self-Assessment of Core Competer	encies	
Please visit your child's myBlueprint portfolio	to review their Core Competency reflection	posted on October 23.
Please visit your child's myBlueprint portfolio	to review their goal reflection posted on Oc	etober 25.
ENGLISH 9		Term: EMERGING
Clarence Fulton Sec		
Danielle Calder https://curriculum.gov.bc.ca/curriculum/english-language	-arte/Q	
When working with peers during an activity the motivated and engaged approach is needed in positive choices will help him be more success. Blue is beginning to show a basic understand written, oral, and visual texts. Over the cours background knowledge to help his understand	in all work. Setting a goal of maintaining fo esful. ling of how to apply appropriate strategies to see of our literacy exercises, he makes connecting. I appreciate his willingness to share I	cus and making to comprehend ections and uses his his humourous
stories with our class. Blue is beginning to sh recommend he uses note cards to help him s comprehension.		
SCIENCE 9		Term: DEVELOPING
Clarence Fulton Sec		
Danielle Calder https://curriculum.gov.bc.ca/curriculum/science/9		
Blue enjoys science, especially the labs, and respectful of his peers. He sets goals that will		



Blue is developing his understanding in how to construct, analyze and interpret models and diagrams of atoms and ions. His next steps are to try to transfer and apply his prior learning to new situations - for example - making connections to his experiences with atoms and ions as he works to name and write formulas for ionic and covalent compounds. Blue often independently considers social and environmental implications when collaboratively working in our hands-on labs. He has also demonstrated an ability to search for patterns and trends by organizing elements into categories using common characteristics.

REPORT CARD

FOR Apr 24, 2023 to Jun 29, 2023 Page 1 of 1

STUDENT NAME		GRADE	ATT	ENDA	NCE	REC	ORD	FOR	2023						
Berezowsky, Carrie		12	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
DIV NUMBER	TEACHER	ABSENT	0	0	3.5	0	0	0	0	0	0	0	0	0	3.5
ATTACHMENTS	STUDENT PEN 132190794	LATE	0	0	0	0	0	0	0	0	0	0	0	0	0

Clarence Fulton Sec 8338 W. 57th Avenue Rd Bragg Cr, BC V8Z 1L4 250-143-7958

This report describes the student's learning progress based on provincial learning expectations for each grade level. It is intended to inform about learning successes and to guide improvement efforts when needed.

Terms: 1 = Sep 06, 2022 2 = Nov 14, 2022 3 = Feb 01, 2023 4 = Apr 24, 2023 Legend: L.G. - Letter Grade, W.H. - Work Habits, Abs. - Class Absence, Late - Class Late

Course: ENGLISH STUDIES 12 School: Clarence Fulton Sec Teacher: Calder, Danielle

Comments/Ways to Support Learning:

Term	1	2	3	4	F
L.G.	Α			C+	
%	95			68	
W.H.	G				
Abs.	2	0	0	0	2
Late	1	0	0	0	1

Carrie works diligently and is a lively member of the classroom community particularly during debates. I'm pretty sure she could argue her way out of anything! Carrie's ability to refine texts for clarity and impact is showing more sophistication as she works to add more detail and uses more elevated words in the writing process. Carrie was one of the first ones to complete the novel we read, and she showed a strong ability to construct meaningful personal connections between herself and the text.

Course: PRE-CALCULUS 12 School: Clarence Fulton Sec Teacher: Calder, Danielle

Comments/Ways to Support Learning:

Term	1	2	3	4	F
L.G.	В			В	
%	76			80	
W.H.					
Abs.	2	1	0	0	3
Late	0	0	0	0	0

Carrie often takes advantage of support available to help develop a solid understanding of course concepts. Carrie demonstrated a proficient understanding of most course concepts and related competencies. More work could be done to further develop her understanding of the characteristics of families of functions as seen through the Trig Identities unit as her comprehension of this big idea is still developing. Carrie applies herself effectively during class time and I appreciate the care and attention she takes in completing the daily assignments. Carrie is a friendly, respectful, confident, and well-spoken young lady. I wish her the best in the Natural Resource program at TRU next year.

Course: Self-Assessment of Core Competencies/goal settings

School: Clarence Fulton Sec Teacher: Calder, Danielle

Comments/Ways to Support Learning:

Please visit your child's myBlueprint portfolio to review their Core Competency reflection posted on June 14.

Please visit your child's myBlueprint portfolio to review their goal reflection posted on June 8.

	PRINCIPAL'S SIGNATURE	PARENT/GUARDIAN: Keep this copy for your records.

