



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. We use the information we gather through assessments to inform our 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 (.www)
- K – 12 Student Reporting Policy – Communicating Student Learning Guidelines (PDF)
- Changes to K – 12 Student Reporting Policy (.www)
- Unpacking the Proficiency Scale – Support for Educators (PDF)
- Criteria and Considerations for Written Reports – Considerations for Educators (PDF)
- Classroom Assessment and Reporting (.www)
- Curriculum Overview (.www)
- Learning Pathways (.www)
- Brochure for families (PDF)
- Graduation Requirements (.www)



ASSESSMENT & COMMUNICATING STUDENT LEARNING 2023.24

ONGOING

- K - 12, CSL informal learning updates - Local
- K - 1, Early Literacy Profile (ELP) (ongoing data entry in EdPlan Insight) - Local
- Gr. K/1/2/3/5/6, Numeracy Screener (ongoing data entry in EdPlan Insight) - Local

SEPTEMBER

- N/A K, CHEQ opens - Provincial (every 4 years)

OCTOBER

- 2 Gr. 4/7, FSA opens - Provincial
- 26.27 K - 12, Fall Conferences - Local
- 30 K - 12, MyEd BC opens for December/Mid-Course Learning Update entry - Local
- 30 Gr. 10/12, GLA and Gr. 10, GNA opens - Provincial
- N/A K, CHEQ closes - Provincial (every 4 years)

NOVEMBER

- 3 Gr. 10/12, GLA and Gr. 10, GNA closes - Provincial
- 10 Gr. 4/7, FSA closes - Provincial
- 15 Gr. 8 - 12, MyEd BC closes for Mid-Course Written Learning Update entry - Local
- 17/20 Gr. 8 - 12, MyEd BC Mid-Course Written Learning Update released - Local

DECEMBER

- 6 K - 7, MyEd BC closes for December Written Learning Update entry - Local
- 8 K - 7, MyEd BC December Written Learning Update released - Local
- 21 Gr. 2 - 5, PM Benchmarks (all students), Gr. 6/7 PM Benchmarks (students below PM 30 or F&P) entered into EdPlan Insight - Local

JANUARY

- N/A K, EDI opens - Provincial (every 4 years)
- 8 Gr. 4/7/10/12, Student Learning Survey opens - Provincial
- 8 Gr. 5, MDI opens - Provincial
- 8 Gr. 11, YDI opens - Provincial
- 22 Gr. 8 - 12, MyEd BC opens for Summary of Learning entry - Local
- 22 - 26 Gr. 10/12, GLA and Gr. 10, GNA administration - Provincial
- 31 K/1, Early Literacy Profile (ELP) entry in EdPlan Insight - Local
- 31 Gr. K/1/2/3/5/6, Numeracy Screener entry in EdPlan Insight - Local

FEBRUARY

- N/A K, EDI closes - Provincial (every 4 years)
- 6 Gr. 8 - 12, MyEd BC closes for Summary of Learning entry - Local
- 8/9 Gr. 8 - 12, MyEd BC Summary of Learning released - Local
- 19 K - 7, MyEd BC opens for March Written Learning Update entry - Local

MARCH

- 13 K - 7, MyEd BC closes for March Written Learning Update entry - Local
- 15 Gr. 5, MDI closes - Provincial
- 15 K - 7, MyEd BC March Written Learning Update released - Local
- 15 Gr. 2 - 5, PM Benchmarks (all students), Gr. 6/7 PM Benchmarks (students below PM 30 or F&P) entered into EdPlan Insight - Local
- 15 Gr. 11 YDI, closes - Provincial

APRIL

- 1 Gr. 8 - 12, MyEd BC opens for Mid-Course Written Learning Update entry - Local
- 15 - 19 Gr. 10/12, GLA and Gr. 10, GNA administration - Provincial
- 23 Gr. 8 - 12, MyEd BC closes for Mid-Course Written Learning Update entry - Local
- 25/26 Gr. 8 - 12, MyEd BC Mid-Course Written Learning Update released - Local
- 25/26 K - 12, Spring Conferences - Local
- 30 Gr. 4/7/10/12, Student Learning Survey closes - Prov.

MAY

- 27 K - 12, MyEd BC opens for Summary of Learning - Local

JUNE

- 10 - 14 Gr. 10/12, GLA and Gr. 10, GNA administration - Provincial
- 14 K/1, Early Literacy Profile (ELP) entry in EdPlan Insight - Local
- 21 Gr. K/1/2/3/5/6, all Numeracy Screener entry in EdPlan Insight - Local
- 21 Gr. 1 - 5, PM Benchmarks (all students), Gr. 6/7 PM Benchmarks (students below PM 30 or F&P) entered into EdPlan Insight - Local
- 25 K - 12, MyEd BC closes for Summary of Learning - Local
- 27 K - 7, MyEd BC Summary of Learning released - Local
- 28 Gr. 8 - 12, MyEd BC Summary of Learning released - Local



CSL DISTRICT REQUIREMENTS K - 7

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



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
 - 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
 - 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 BC 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 BC 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 BC

Note: All areas of learning must be reported on at least once within the 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
 - 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
 - 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 BC 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 BC 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 BC

CSL DISTRICT REQUIREMENTS Gr. 8 - 12

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



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
 - 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
 - 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 BC 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 BC 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 BC



SUMMARY OF LEARNING

Completed in MyEd BC.

Must include:

- Summary of student learning in relation to the learning standards
 - 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 BC 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 BC 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 BC
- For Gr. 10 - 12, graduation status update indicating student progress in relation to graduation program requirements published through MyEd BC 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.



Student participation in conferences provides engaging opportunities for students to grow in Core Competency development.

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**

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.

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.



LEARNING UPDATES

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. 5 - 6)

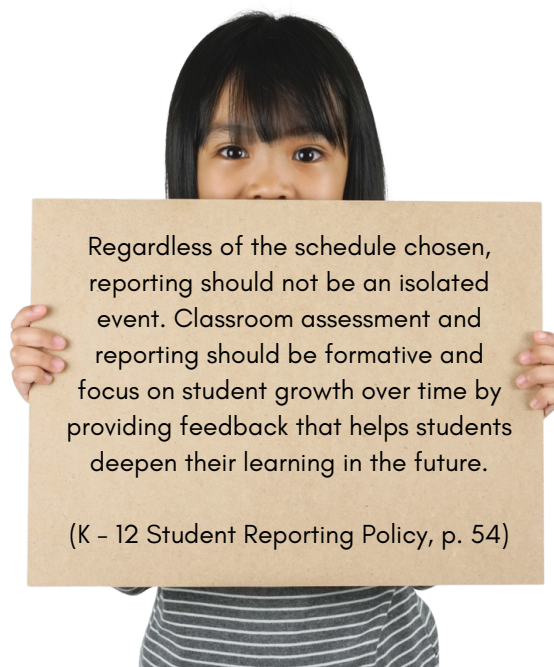
Learning Updates are the varied, and responsive ways in which teachers provide parents with information about how their child is progressing in relation to the learning standards and what the child can do to further their understanding. Teachers are encouraged to communicate with families frequently 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

Beyond frequent informal learning updates, a December and a March Written Learning Update must be completed for all K - 7 students. A Mid-Course Written Learning Update must be completed mid-course for all Gr. 8 - 12 students. All Written Learning Updates must be completed in MyEd BC.

SUMMARY OF LEARNING

The Summary of Learning is a written report completed in MyEd BC 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, at the end of the course for secondary, or when a student changes schools or districts. This forms part of the student's permanent record.



"Every student has a place on the scale at any given time." (K - 12 Student Reporting Policy, p. 31)

"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. 35)

"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. 39)

"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. 6)

PROVINCIAL PROFICIENCY SCALE (K - 9)

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 K - 12 Student Reporting Policy, p. 30 - 33 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 K - 12 Student Reporting Policy, p. 34 - 35 for more information.

STRENGTH-BASED FEEDBACK

Using a strength-based approach, all written descriptive feedback should clearly describe a student's 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 K - 12 Student Reporting Policy, p. 39 - 44 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 K - 12 Student Reporting Policy, 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)

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, 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 K - 12 Student Reporting Policy, p. 35 - 37 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

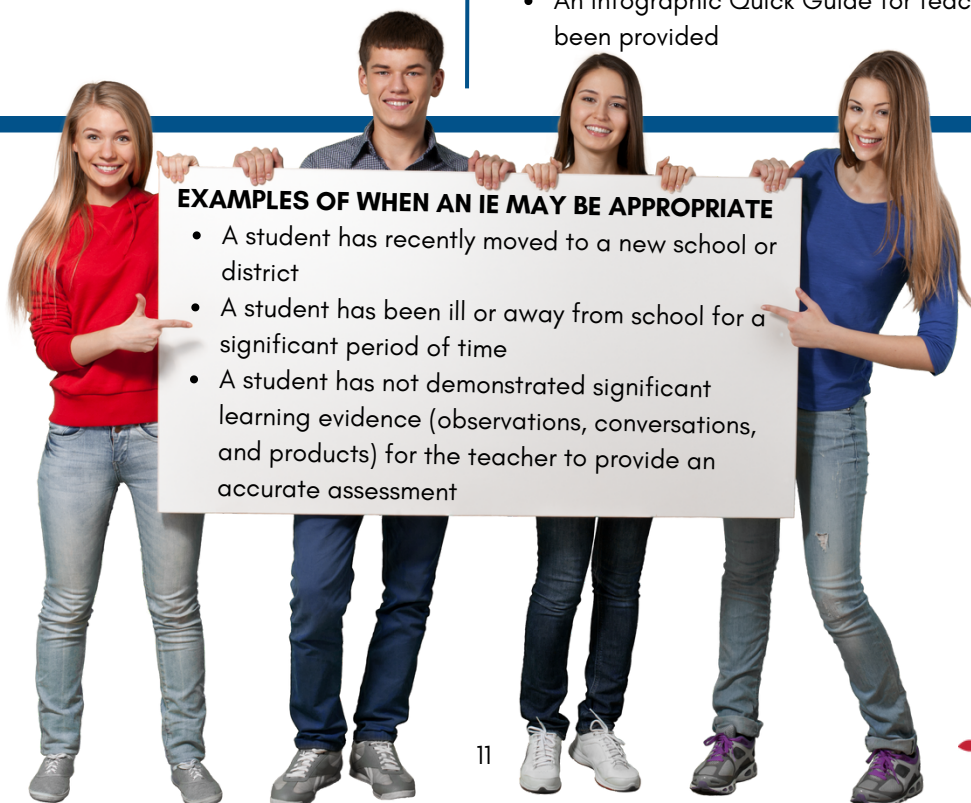
Gr. 10 - 12 students may be assigned an IE on a Written Learning Update if a student's current standing is below 50% and there is insufficient evidence to give the student a passing grade for the course they are taking.

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

EXAMPLES OF WHEN AN IE MAY BE APPROPRIATE

- A student has recently moved to a new school or district
- 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



SD22 Teacher Quick Guide for IE Mark

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



INTERDISCIPLINARY COMMENTS

Meaningful interdisciplinary teaching and learning experiences can have a positive effect on students, teachers, and learning environments. Interdisciplinary studies 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 [MyEd BC exemplars](#), p. 16 – 18, 22 – 24 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

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. 47)

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 BC as per page 4.

See [K – 12 Student Reporting Policy](#), p. 45 – 49 for more information.

FORMAT EXAMPLES

- Written reflection, goal-setting 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

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.

See [here](#) for reporting information on XSIEP, XSPBX, X Courses, and XAT.

See [K - 12 Student Reporting Policy](#), p. 8 - 25 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
 - 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



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.

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.

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 BC 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 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
 - Follow the guidelines for Insufficient Evidence
 - Make reference to the Annual Instructional Plan (AIP) in MyEd BC 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

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 Written Learning Update
Literacy		
Literacy French (FI 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

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 Initial Understanding of the concepts and competencies.

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

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

EXTENDING (EXT) - Student demonstrates a Sophisticated Understanding 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 Rezaiooppio (DIV 01 BA)

Literacy 7

Danielle Calder

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

Term: **DEVELOPING**

See interdisciplinary comment.

Numeracy 7

Danielle Calder

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

Term: **PROFICIENT**

See interdisciplinary comment.

Arts Education 7

Danielle Calder

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

Term: **EXTENDING**

See interdisciplinary comment.

Career Education 7

Danielle Calder Erasou Injates

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

Term: **PROFICIENT**

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

Danielle Calder Erasou Injates

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

Term: **DEVELOPING**

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

Danielle Calder

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

Term: **DEVELOPING**

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)

PE & Health 7

Danielle Calder

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

Term: **PROFICIENT**

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>

Term: **PROFICIENT**

See interdisciplinary comment.

Core Competencies

Danielle Calder

Work Habits

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.

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

Grade 05

Vishmi Baars

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 Engagement

Danielle Calder

Social Responsibility

Kaias is a great communicator and enjoys interacting with others to share his ideas. He is sensitive and is aware of how his actions and words impact those around him. Kaias requires support when working through uncomfortable situations with peers and he is working on using his strong communication skills to grow in better expressing his thoughts in times of social conflict. Overall, Kaias has developed important friendships and is a valued member our classroom community.

Literacy 5

Term: **DEVELOPING**

Danielle Calder

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

Kaias makes meaningful connections and demonstrates good comprehension of what he is reading. Although reading below grade level, when provided with books at his level, his ability to engage and think about what he is reading has helped him grow his reading skills. The next steps for Kaias would be to continue to spend time reading a variety of books that interest him and practice sounding out new and unfamiliar words.

Numeracy 5

Term: **PROFICIENT**

Danielle Calder

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

Kaias is proficient at explaining and justifying his mathematical reasoning. He is eager to try new concepts and shows curiosity when solving problems. Kaias is still building his understanding of the relationship between perimeter and area and can use his strong problem-solving skills to continue to build this skill.

Arts Education 5

Term: **DEVELOPING**

Danielle Calder

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

Kaias was able to identify various elements of art used among Indigenous communities. During our inquiry into the various regions of Canada, Kaias required support to create pieces of art (visual, dance, music) representing the region he was exploring. He was a bit apprehensive when presenting his creations, but with more time and opportunities, he will become more confident and prouder of his creativity.

MyEd BC EXEMPLAR

GRADE 5 MARCH WRITTEN LEARNING UPDATE

April 24, 2023

Kaias Kitengiekaind (DIV 06 BX)

Career Education 5

Term: **PROFICIENT**

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

Term: **PROFICIENT**

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 MARCH WRITTEN LEARNING UPDATE

April 24, 2023

Kaias Kitengiekaind (DIV 06 BX)

Social Studies 5

Danielle Calder

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

Term: **PROFICIENT**

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.

ATTENDANCE RECORD FOR 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

PEN: 191186899

Grade KF

Raighan Derover

*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 Engagement

Danielle Calder

Social Responsibility

Congratulations to Reif on her success in Kindergarten so far! She is a kind, thoughtful, friendly, and funny classmate. Reif puts pride into her work and approaches things with enthusiasm. She is working hard to demonstrate her independence, checking criteria, and advocating more for herself. It is important for Reif to continue to develop strong relationships with her classroom teacher and support staff so that she can feel comfortable speaking up when needed.

INTERDISCIPLINARY COMMENT:

At the beginning of our "Weather" unit, Reif asked the question, "Why are there clouds?" After many experiments, Reif was proficiently able to explain the water cycle and answer her own question about why there are clouds. Reif built an effective sunshade structure out of plastic cups, Lego, paper and blocks (see picture in Seesaw). Reif created "Storm Art" using pastels and watercolours. Reif has strong fine motor skills, and she is able to express herself creatively through art. She is always willing to explore art materials. Reif demonstrates a complete understanding of the learning standards relevant to the expected learning in Literacy, Science, Art and ADST. Next steps for Reif are to continue to ask good questions about the world and things that interest her and to explore the answers. She would also benefit from additional building and art experiences to further develop visual-spatial skills.

Literacy K

Danielle Calder

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

Term: **PROFICIENT**

See interdisciplinary comment.

Numeracy K

Danielle Calder

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

Term: **EMERGING**

Reif is starting to show an understanding of estimating by comparing to something familiar to her. If we are comparing to her personal height or something visual in the classroom, her estimates improve. Reif loves that she is the tallest girl in our class! Explanations of her mathematical ideas and decisions are limited. She often requires significant support to verbally discuss how she arrived at a particular answer. Practicing thinking aloud when working through a problem will help develop these curricular competencies.

MyEd BC EXEMPLAR

KINDERGARTEN MARCH WRITTEN LEARNING UPDATE (INTERDISCIPLINARY)

April 24, 2023

Reif Payas (DIV 19 BX)

Arts Education K

Danielle Calder

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

Term: **PROFICIENT**

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>

Term: **PROFICIENT**

See interdisciplinary comment.

PE & Health K

Danielle Calder Masaru Alatishe

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

Term: **PROFICIENT**

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

Danielle Calder

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

Term: **PROFICIENT**

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 MARCH 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

MyEd BC EXEMPLAR

GRADE 6 SUMMARY OF LEARNING

April 24, 2023

Jasminemari Mori (DIV 01 BX)



Communicating Student Learning
Reporting Period: 24/04/2023 to 29/06/2023

Jasminemari Mori

PEN: 142211408

Grade 06

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 Engagement

Danielle Calder

Social Responsibility

It has been a pleasure getting to know Jasmine this year. Jasmine is quick to help around the classroom and consistently demonstrates a kind, respectful and inclusive attitude in all settings. We have enjoyed her ability to clearly articulate her thoughts and feelings in classroom discussions, and her sense of humour. Jasmine values relationships and consistently asks how my day is going and thanks me at the end of the day. Jasmine is engaged in learning and her work is completed with care and to a good standard. We would encourage Jasmine to look for ways to deepen and challenge her learning by finding extension opportunities. We wish Jasmine the best in Grade 8.

Literacy 6

Term: **DEVELOPING**

Danielle Calder

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/6>

Jasmine demonstrates fair comprehension of text and a growing understanding of her thinking and how to respond to texts with some exploration of critical and reflective connections. Jasmine can recognize the role of story and oral tradition within First Peoples perspectives, values, beliefs, and points of view. Jasmine should be proud of the writing she can produce when she sticks with the process to plan, develop, and create purposeful texts. She can edit her writing and is working to use appropriate spelling, grammar, and punctuation more consistently. Jasmine is encouraged to continue to share her ideas with others and be open to the editing process.

Numeracy 6

Term: **DEVELOPING**

Danielle Calder

<https://curriculum.gov.bc.ca/curriculum/mathematics/6>

Jasmine demonstrates developing proficiency when explaining and justifying her mathematical reasoning. She is working on showing a variety of mathematical representations when she is confident in a concept. Jasmine is most interested and successful in financial literacy topics as she connects the work to her future goal of being a food truck entrepreneur - I am looking forward to the yummy tacos! Jasmine would benefit from opportunities to explore concepts in real-life settings - it might be fun for Jasmine to try to balance the books for one of the family businesses.

MyEd BC EXEMPLAR

GRADE 6 SUMMARY OF LEARNING

April 24, 2023

Jasminemari Mori (DIV 01 BX)

Arts Education 6

Term: **PROFICIENT**

Danielle Calder

<https://curriculum.gov.bc.ca/curriculum/arts-education/6>

Jasmine is a capable student who approaches complex tasks well. She has shown proficient skills to select artistic elements and generate creative works individually and collaboratively. Take time to refine your work and present your projects with confidence. Going forward, seek opportunities to bring your creative strengths into all areas of your schoolwork. Please view the fine arts folder on Seesaw to see Jasmine's work.

Career Education 6

Term: **PROFICIENT**

Danielle Calder Erasou Injates

<https://curriculum.gov.bc.ca/curriculum/career-education/6>

Jasmine reflected with some detail on her learning and interests and set and accomplished meaningful goals. I appreciated Jasmine's understanding of who she is now and what she wants to accomplish in life and what it will take to get there. We would encourage Jasmine to continue to use self-reflection and self-assessment to improve her overall work consistency. Next steps, continue to use your personal skills and interests to set goals.

Design Skills & Tech 6

Term: **PROFICIENT**

Danielle Calder Erasou Injates

<https://curriculum.gov.bc.ca/curriculum/adst/6>

Jasmine has demonstrated a proficient ability to continually build her design thinking and foundational skills. Jasmine understands that effective design is responsive to identified needs and that complex tasks require the acquisition of additional skills and may require multiple tools and technologies. I would encourage Jasmine to continue to build her frustration tolerance for when things are not working as expected. Next steps, take opportunities at home to design and create things to make your everyday better.

French 6

Term: **PROFICIENT**

Danielle Calder

<https://curriculum.gov.bc.ca/fr/curriculum/core-french/6>

Jasmine can comprehend key information and supporting details in simple texts and interactions and express herself both orally and in writing. The class loved the food and presentation flair of Jasmine's presentation on her learning about Francophone communities around the world. As Jasmine continues in French, she is encouraged to continue having fun with learning.

PE & Health 6

Term: **DEVELOPING**

Danielle Calder

<https://curriculum.gov.bc.ca/curriculum/physical-health-education/6>

Jasmine is a capable athlete and has made efforts to grow in active listening, following instructions, and moving safely over the year. She continued to develop skills in a variety of sports and has a good ability but should aim to show more sportsman-like play. Jasmine is encouraged to work on consistently contributing to the social and community health of those around her using strategies to promote mental well-being and positive leadership. Keep on pursuing healthy living.

MyEd BC EXEMPLAR

GRADE 6 SUMMARY OF LEARNING

April 24, 2023

Jasminemari Mori (DIV 01 BX)

Science 6

Term: **DEVELOPING**

Danielle Calder

<https://curriculum.gov.bc.ca/curriculum/science/6>

Jasmine has shown sustained intellectual curiosity in our class topics and areas of personal interest. She can problem solve through scientific inquiry, see patterns and connections in data and is growing in using her scientific understanding to identify relationships and draw evidence-based conclusions, showing awareness of some bias and sources of error. Jasmine can communicate findings and solutions to problems, but should work to consistently use appropriate scientific language, fully explain her thinking, and work to transfer learning to new situations independently. Keep on asking great questions and thinking deeply about ideas.

Social Studies 6

Term: **DEVELOPING**

Danielle Calder

<https://curriculum.gov.bc.ca/curriculum/social-studies/6>

Jasmine can explain some different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places with thoughtfulness, especially when connected to areas she cares about. She is encouraged to work towards greater depth with her thinking and to connect the significance of developments at particular times with the impacts of both short- and long-term consequences of historical events as she grows in her view of the world.

Core Competencies

Danielle Calder

Work Habits

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.

ATTENDANCE RECORD FOR 2023

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	0	0	1.5	1.0	0	0	0	0	0	0	0	0	2.5
LATE	0	0	0	0	0	0	0	0	0	0	0	0	0

MyEd BC EXEMPLAR

GRADE 9 MID-COURSE LEARNING UPDATE

April 20, 2023

Blue Jacksibson (null)



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 Competencies

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 October 25.

ENGLISH 9

Term: EMERGING

Clarence Fulton Sec

Danielle Calder

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/9>

When working with peers during an activity that he enjoys, Blue exhibits respectful behaviour, but a more motivated and engaged approach is needed in all work. Setting a goal of maintaining focus and making positive choices will help him be more successful.

Blue is beginning to show a basic understanding of how to apply appropriate strategies to comprehend written, oral, and visual texts. Over the course of our literacy exercises, he makes connections and uses his background knowledge to help his understanding. I appreciate his willingness to share his humorous stories with our class. Blue is beginning to show an understanding of literary elements and devices. I recommend he uses note cards to help him study and to improve his visualization skills as he increases 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 contributes positively to the classroom community and is respectful of his peers. He sets goals that will help him continue to progress his learning and he can solve problems on his own and recognizes when to seek help.

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.

MyEd BC EXEMPLAR

GRADE 12 SUMMARY OF LEARNING

REPORT CARD

FOR Apr 24, 2023 to Jun 29, 2023

Page 1 of 1

STUDENT NAME		GRADE	ATTENDANCE RECORD 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.	A			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.	B			B	
%	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.
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