

A GUIDE TO YOUR CHILD'S WRITTEN LEARNING UPDATE



Central Okanagan Public Schools is committed to providing quality communication of student learning that will ensure families are informed about their child's growth and progress. The intent of this document is to provide guidance on how to interpret your child's Written Learning Update.

Understanding Your Child's Written Learning Update

Written Learning Updates are one of many ways that teachers and students communicate learning with families all throughout the school year. The goal of Written Learning Updates is to highlight where students have grown in their learning, what their next steps are, and how families and teachers can work together to support students in their ongoing learning journeys.

As you read your child's Written Learning Update, **we strongly encourage you first focus on the written feedback comments** as this is where the most valuable information lies within the document. This information will provide key insights into your child's growth and next steps in learning, and their progress in relation to curriculum learning standards.

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

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



Learning Progress Continuum

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

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is beginning to demonstrate learning and/or requires direct support to access learning. <i>"I am beginning in my learning."</i>	Student is demonstrating learning with growing consistency and independence and may require some direct support. <i>"I am learning more on my own and need more practice."</i>	Student demonstrates learning with consistency and independence. <i>"I am learning fully on my own."</i>	Student demonstrates learning with consistency, independence, and increasing depth and complexity. <i>"I am learning fully on my own and applying myself further."</i>

Understanding My Child's Learning Update—Example 1

- * The sample learning update below is for a fictional student.
- * The purpose of this sample is to help families become familiar with the redesign as well as the language of the Learning Progress Continuum.

Written Learning Updates

In this box, you will find information about the focus for CREW this term, the term's learning update, as well as where families can find information on their child's self-reflection of their goal setting and core competencies.

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

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

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

English Language Arts 6 Teacher: Casey Cress

Proficiency Level (Term): **PROFICIENT**

This term, Joyce continued to improve her English language conventions, such as spelling, grammar, and punctuation, and she can now consistently produce clear and logical writing pieces. In reflecting on the term, Joyce was most proud of her growth in this area. The next steps we will work on together in Joyce's learning are to develop her literary techniques such as using imagery and metaphors in her writing, as well as develop her strategies to comprehend various reading passages.

Mathematics 6 Teacher: Taj Kanda

Proficiency Level (Term): **DEVELOPING**

Joyce is developing and has shown great growth this term in math. She is often able to use estimation to analyze area and volume, and requires support to consistently and accurately solve multiplication and division facts to 100 (a grade 6 expectation). Looking ahead to next term, we will support Joyce with opportunities to practice and develop math strategies as we explore improper fractions and order of operations. We will continue to provide additional support whenever Joyce needs a hand and as we introduce new concepts.

Science 6 Teacher: Jen Swanton

Proficiency Level (Term): **EXTENDING**

This term, Joyce once again showed her passion as a scientist and consistently extended her thinking and learning as we explored a variety of physics concepts. She consistently demonstrates her ability to plan, conduct, and evaluate experiments and often adds additional elements to analyze in her experiments to develop a deeper and more complex understanding of how physics works all around us. We will continue to support Joyce in her next steps by challenging her with more complex concepts and providing her opportunities to innovate and generate new ideas as we begin to explore our solar system.

In each curricular area, you will find written descriptive feedback on your child's growth and next steps in their learning.



Written Learning Updates

Your child's progress for each part of BC's Curriculum will be described using the language of:

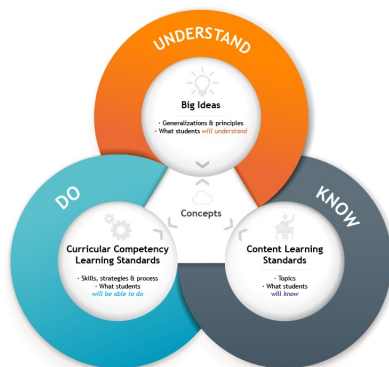
Emerging, Developing, Proficient, or Extending.

The language helps describe what your child can understand, know, and do, and "Proficient" represents where we would expect a student to be for a given grade and curricular area.

This language is not meant to be compared to letter grades. "Extending" does not mean "A", and "Proficient" does not mean "B". Instead, the language indicates where a student is currently at in their learning.

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

ATTENDANCE RECORD FOR 2022-2023											Principal Signature
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	In	Total
Absent	-	1.0	-	-	2.0	-	1.0	-	-	-	4.0
Late	-	-	-	2.0	-	-	-	-	-	-	0



Your child's attendance summary (including absences and lates) appear at the end of the learning update.

Understanding My Child's Learning Update—Example 2

- * The sample learning update below is for a fictional student named.
- * The purpose of this sample is to help families become familiar with the redesign as well as the language of the Learning Progress Continuum.

Written Learning Updates

In this box, you will find information about the term's learning update as well as where families can find information on their child's self-reflection of their goal setting and core competencies.

In the Term Comment area, you will find written descriptive feedback on your child as a whole learner, their work ethic/work habits for the term, their progress on foundational skills (reading, writing, and mathematics), as well as any other areas of significant note for your child within the overall curriculum.

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

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

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

Term Comments

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

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

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

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

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

Written Learning Updates

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You may receive specific feedback in a given curricular area if another teacher is teaching that subject, or if the core teachers need to provide written descriptive feedback on your child's growth and next steps in their learning for each subject.

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

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Late	-	-	-	2.0	-	-	-	-	-	-	3.0

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