



Communicating Student Learning

A Student			Attendance Record	
Completed in advance: Fill in all sections • If teaching split grade, leave this blank and fill when adding student name	School Year:	Completed in advance: School Name Address Phone		
Division:	Absent Days			
Teacher(s):	Days Late:			

This report is a snapshot of the students' progress to date. It communicates demonstrated growth and proficiency levels in Literacy, Numeracy, and additional areas of learning. The conference and the shared evidence of learning also contribute to a comprehensive view of the student's learning journey. Please view the curriculum that BC teachers use to guide the learning activities that occur at school: <https://curriculum.gov.bc.ca/curriculum>

Conference Details			
Date:	11/1/2023	Time:	Click or tap here to enter
Attendees:	Click or tap here to enter text.		
MyEdBC Documents ✓ all applicable	<input type="checkbox"/> ELL <input type="checkbox"/> IEP <input type="checkbox"/> SSP <input type="checkbox"/> Progress Report(s) <input type="checkbox"/> Other (specify). Click or tap here to enter text.		

*This section is completed during
or after the conference.*

ELL=English Language Learning

IEP=Individual Education Plan

SSP=Student Support Plan

EVIDENCE OF LEARNING	SOCIAL & EMOTIONAL DEVELOPMENT
<p>To be completed as part of teacher template(for items that are shared by ALL students):</p> <p>Examples:</p> <ul style="list-style-type: none"> • 'My Name Story' including self-assessed rubric • Journal • Literature Circle Log Book • Interactive Math notebook pages • Artistic Response • SPACES EDU: <ul style="list-style-type: none"> ◦ Recording of Reader's Theatre performance 	<p>To be completed as part of teacher template:</p> <p>Example:</p> <p>As a class, we have been focusing on positive social interactions with peers. We are focusing on articulating our thoughts in a respectful way when a conflict arises with a classmate.</p> <ul style="list-style-type: none"> • A gains a lot of enjoyment from working with her peers and she usually chooses to work with a partner or in a group. • With support, A is developing her independent work skills. This will increase her confidence in approaching new tasks on her own and help her recognize that she has the capacity to persevere in difficult or challenging situations. • A consistently demonstrates respectful interactions with her peers.
FAMILY REFLECTION	COLLABORATIVE GOAL(S)
<p>Click or tap here to enter text.</p> <p><i>This section is completed during or after the conference.</i></p>	<p>Click or tap here to enter text.</p> <p><i>This section is completed during or after the conference.</i></p>



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PROFICIENCY SCALE:	Describes the student's learning progress based on the teacher's professional judgment according to widely held expectations for this grade level at this time of year.
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Emerging The student demonstrates an <u>initial</u> understanding of the concepts and competencies relevant to the expected learning. <i>"I don't get it yet, but I'm trying."</i>	Developing The student demonstrates a <u>partial</u> understanding of the concepts and competencies relevant to the expected learning. <i>"I'm starting to understand..."</i>	Proficient The student demonstrates a <u>complete</u> understanding of the concepts and competencies relevant to the expected learning. <i>"I get it."</i>	Extending The student demonstrates a <u>sophisticated</u> understanding of the concepts and competencies relevant to the expected learning.
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Key learning comments can be:

- bullet points
- complete sentences
- focused on specific skills or activities

LITERACY	NUMERACY
Key Learning, Demonstrated Growth, and Next Steps:	Key Learning, Demonstrated Growth, and Next Steps:
To be completed as part of teacher template: Example: Our focus this term: Through shared stories, reading and writing groups, and drama we are using language in creative ways to deepen our understanding of reading, writing and communication. (Personalized comment): <i>Demonstrated Growth:</i> <ul style="list-style-type: none"> • A is learning to use quotation marks to show dialogue • A participates in the peer editing process <i>Next Steps:</i> <ul style="list-style-type: none"> • Continue to make connections between our Greek and Latin word work and new vocabulary encountered 	To be completed as part of teacher template: Example: The focus for this term: -Flexible thinking about numbers using skills such as doubling, halving, skip counting and patterning to accurately solve multiplication and division questions (Personalized comment): <i>Demonstrated Growth:</i> <ul style="list-style-type: none"> • A is able to consistently use two different strategies for solving multi-digit multiplication and division questions • A confidently shares her math thinking with the class <i>Next steps:</i> <ul style="list-style-type: none"> • A is working on her accuracy and speed in calculating the 7, 8, and 9 times tables facts
Reading Choose an item.	Proficient
Writing Choose an item.	Drop Down Boxes with proficiency
Oral Language Choose an item.	Drop Down Boxes with proficiency

INQUIRY	Extending
Areas of Focus for Learning	
To be completed as part of teacher template: Example: This term, we focused our learning around the question of "What is the impact of immigration?". Our studies began with students researching their own family stories about how they came to be living where they are. We mapped the world locations our class members have connections to, read books, went on field trips, and interviewed elders all in order to deepen our thinking around both the positive and negative impacts of immigration. (Personalized Comment): <i>• A was an emotive and thoughtful discussion contributor and shared a passion for increasing Canada's current immigration limits. A's response to our inquiry showed great empathy and a deep understanding of this complex real-world dilemma.</i>	Drop Down Boxes with proficiency
Arts Health & PE Science French	This section contains 4 drop-down box rows to be completed as part of teacher template: <ul style="list-style-type: none"> • Prep coverage teachers will provide the classroom teacher with the key learning sentence they wish to have copied into the box <ul style="list-style-type: none"> ◦ PHE- 25 words, Arts 26 words, Careers- 26 words, French- 21 words • Prep coverage teachers will provide a class list with proficiency level for each student. Later, the classroom teacher will input this on each student's individual CSL document. • Sometimes classroom teacher or prep-coverage teacher may wish to input a student specific comment which suites the proficiency scale indicated. <ul style="list-style-type: none"> ◦ Ex: Teacher: Mrs. Brett. This term, we have experimented with using paint, and A's understanding of colour gradients had a very powerful effect on our class collage!
	Emerging Developing Proficient Emerging