



SUMMARY OF LEARNING: REPORTING & COMMUNICATING STUDENT LEARNING

May 2024

REPORTING & COMMUNICATING STUDENT LEARNING

K-12 REPORTING POLICY & SUMMARY OF LEARNING

For more detailed information around the updated K-12 Student Reporting Policy Framework please visit:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting-framework>

For each student, all K-8 teachers will complete a formal Summary of Learning (final report card) using MyEdBC. This package highlights the key information for the Summary of Learning. Please refer to the Assessment and Communicating Student Learning Guide K-8 for full information on communicating student learning.

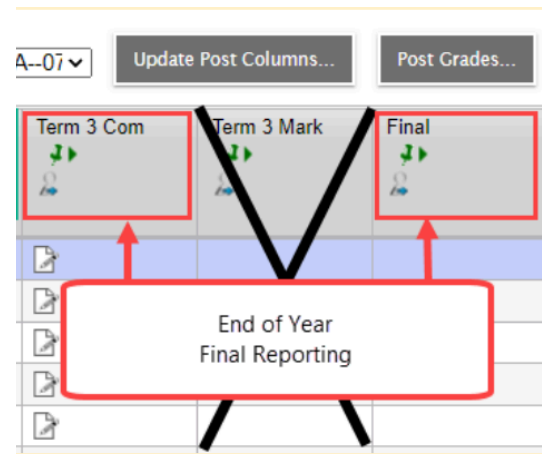
(Final) Summary of Learning

Rationale:

In keeping with our District philosophy that learning is an ongoing, continual process and reporting on the Summary of Learning is meant to reflect a snapshot in time as opposed to an “average” of learning over the course of the year, below are the parameters for the Final Summary of Learning for Elementary and Middle School.

Proficiency Level on the Final Summary of Learning:

- Teachers are only required to enter a final proficiency level in the FINAL column in MyEDBC. This should reflect a “snapshot in time” for the student in that subject area. It should NOT be an average of learning over the 3 terms. The TERM 3 MARK column should be left empty.
- Please disregard the red circular symbol that appears next to the final proficiency. This does not have any impact on what appears on the final report card.



Comments on the final term (Summary of Learning):

Progress & Growth of Student:

- The comment here should focus on OVERALL progress within non-academic, social-emotional development and work habits. Describe the student's learning journey in these areas over the year.

Individual Subject Comment Boxes:

- The curricular competencies listed should reflect the focus of learning in term 3.** A reminder that there is a direct link on the report card to all the Ministry website which lists all of the curricular competencies for that subject area.
- The comment on the Summative Learning Update should reflect OVERALL learning progress, achievement and growth over the year in that subject area. Describe the student's learning journey over the year.** While not necessary, teachers may also choose to include a comment specific to learning in term 3.

At the conclusion of the school year on the Summary of Learning, all students in grades K-8 MUST receive a proficiency level or mark for all subjects, even if there has been minimal evidence provided during the course of the term or year.

- Teachers will need to provide a FINAL proficiency level for the student using their professional judgement based on evidence they have collected. IE cannot be listed as proficiency for the third term. Please refer to page 16 in the Assessment & Communicating Student Learning Guide for more detailed information.
- The only time a final mark is NOT required** would be for students with designations who do not participate in subjects, like French for example. In this case, the teacher can leave the proficiency level blank and provide a comment explaining why:
 - (Student Name) did not participate in French this term/year as they were receiving learning support at this time.**

OVERVIEW OF REPORTING

Kindergarten to Grade 8. *As per the BC Ministry Reporting Order*

Communication of Student Learning MUST occur a minimum of 5 times per year:

- 2 Informal Learning Updates*
- 2 written Formal Learning Updates (report cards)
- 1 Summary of Learning

✓ = required

*Informal updates on student learning may be communicated to parents throughout the year. Some examples may include Parent- teacher conferences, student-inclusive conferences, emails, phone calls, digital portfolios (Spaces), etc.

Reporting Elements	Formal Learning Updates (minimum of two written communications with families)		Summary of Learning	Area-specific Notes	For ALL Descriptive Feedback:
	Term 1 <small>Student -Inclusive Conferences for Year 1+ schools. In MyEd BC for Year 1 schools.</small>	Term 2 <small>Student-inclusive conferences for all schools.</small>	June <small>Written in MyEDBC</small>		
Progress and Growth of Student	✓	✓	✓	<ul style="list-style-type: none"> Using strength-based language, focus on the non-academic progress and social-emotional development of the individual child such as attitude, work habits, effort, and social responsibility. Do not include academic comments here. Foster a sense of hope by setting goals for future progress. 	<p>-language should be strengths-based.</p> <p>-do not include the Big Ideas or content.</p> <p>-"Curricular Competencies" title should be followed by list of specific competencies.</p> <p>-comments may be in bullet format.</p> <p>-identify learning progress (what the child can do) in relation to the Learning Standards.</p> <p>-include areas to work towards (areas for growth) in relation to the Learning Standards.</p> <p>-use parent-friendly language.</p> <p>-communicate what supports are already in place and what supports will be provided in the future.</p>
English Language Arts	*Not required for French Immersion K-3	*Not required for French Immersion K-2. Required for French Immersion Gr. 3	*Not required for French Immersion K-2. Required for French Immersion Gr. 3	<ul style="list-style-type: none"> Teachers report on reading, writing & oral language separately in the comment area. Do not include reading levels. Refer to ELL and/or IEP report for applicable students <ul style="list-style-type: none"> See Page 17 for ELL statement. 	
Numeracy	✓	✓	✓	<ul style="list-style-type: none"> Refer to ELL and/or IEP report for applicable students 	
Goal-Setting	✓	✓	✓	<ul style="list-style-type: none"> Each formal written update needs to refer to where student goal-setting can be located. 	
Self-Reflection on Core Comp.	✓	✓	✓	<ul style="list-style-type: none"> Each formal written update needs to refer to where student self-reflection on Core Competencies can be found. 	
Subjects Taught	✓	✓	✓	<ul style="list-style-type: none"> If curriculum in a subject area was taught, it should be assessed and reported on in that term. 	
All Subject Areas			✓	<ul style="list-style-type: none"> All subjects must receive a final proficiency level in June. 	
Ways to Support at Home	✓	✓	✓	<ul style="list-style-type: none"> Include examples of activities that may be done at home to support individual student progress (may be cut & paste statements). Focus on Language Arts & Math. 	

- All subjects must receive a final proficiency level for the Summary of Learning. *Insufficient Evidence (IE)* cannot be used on the Summary of Learning.
- We no longer use the language of "meeting/not meeting grade level expectations" when commenting on student proficiency in any subject area.

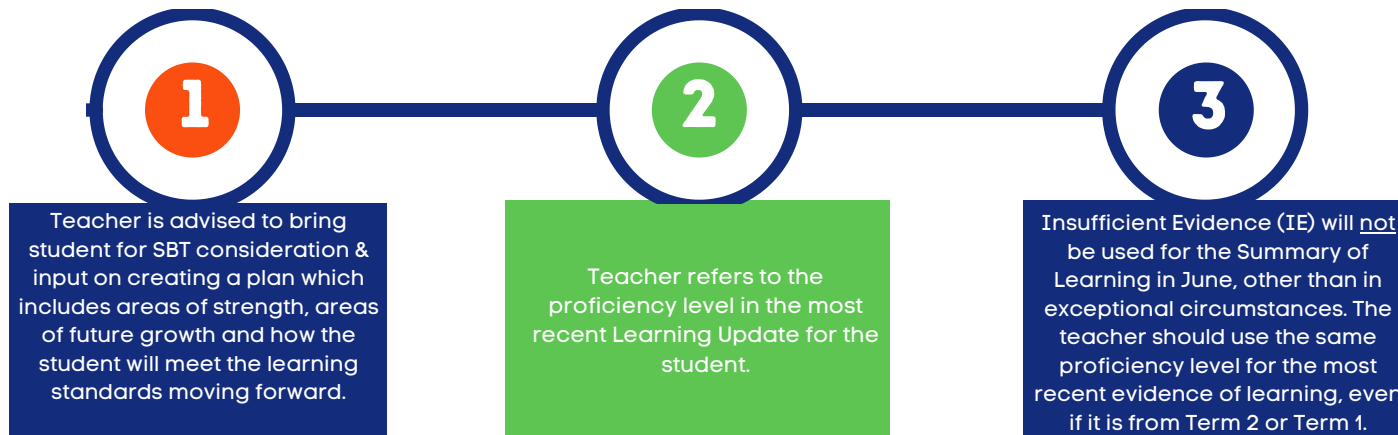
IMPORTANT

Academic assessment feedback should be on the learning standards alone. Student learning habits, attendance (ex. marks for attendance) and engagement (ex. marks for participation) should **not** contribute to a student's overall mark, but can be addressed in the descriptive feedback.

INSUFFICIENT EVIDENCE & END OF SCHOOL YEAR:

In some instances, a student may not have provided sufficient evidence of learning at the end of a school year.

In such cases, the following process should be followed:



Learning is ongoing. If, at the end of the school year, a student has not provided sufficient evidence of learning, the most recent proficiency level should be entered into the Final column and the following comment should be included in the descriptive feedback:

“(Student Name) has not provided sufficient evidence in the final term to determine a proficiency level for this subject area. The most recent evidence of learning was from a previous term. That term’s proficiency level has been recorded as the final mark for this subject.”



Averaging marks over a term or year does not provide an accurate picture of student learning. The strongest evidence of learning is that which is demonstrated close to the reporting timeframe.

RESPONDING TO PARENTS WHO REQUEST LETTER GRADES

At this time, parents may request letter grades (as per the Ministry of Education). Our practice in Langley is that the teacher will provide letter grades verbally following a conference with the parents/guardians focussed on the learning (how the student is progressing, what the next steps are, how to support at home). This will happen only after the Written Formal Learning update (report card) has been provided to the parents/guardians.

Example Response to Email Request

Thank you for your email. As per BC’s Reporting Order, letter grades can be provided upon request by parents/guardians. Our practice in Langley is that, if requested, letter grades will be shared via a discussion between the family and teacher; they will not be provided on the Written Formal Learning Update (report card).

We are happy to arrange a meeting to discuss your child’s evidence of learning, next steps in moving their learning forward, and to provide letter grades. Please note, the meeting will need to be set after the Written Formal Learning Updates are issued.

SUMMARY OF LEARNING EXEMPLARS CAN BE FOUND IN THE TCS TEAMS CHANNEL OR BY USING THIS [LINK](#).