

Your Child's Report Card

Communicating Student Learning



What's new with feedback, assessment & reporting?

The BC Ministry of Education recently released a new K-12 Student Reporting Order. The order calls for a more consistent and aligned approach to report cards across schools. For DRE, the new reporting order means a slightly different looking learning update for the upcoming school year. Families can expect the following.

- Three learning updates: one in December, March, and June.
- The language of emerging, developing, proficient, and extending will continue.
- The description of student progress will be clear and concise.
- Over time, the look of the DRE learning update will align with the report cards of neighbouring schools.

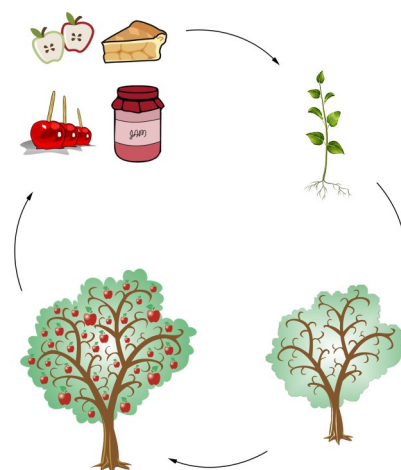
Improving learning by giving helpful feedback

New ways of providing feedback are necessary to support learning for all students. Stronger forms of feedback also will help students better learn BC's curriculum. Students will know:

- where they are in their learning;
- what they are working toward;
- how to become active participants in the process - students will collect, reflect on, and share their learning.

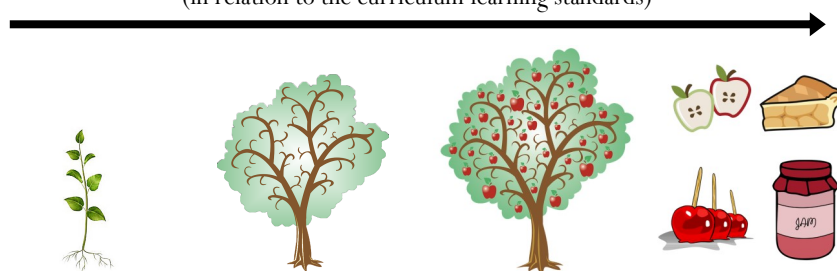
On upcoming learning updates, all BC K-9 student's progress in relation to curriculum will be shared using the language of the Learning Progress Continuum: *emerging, developing, proficient, and extending*.

The language means what your child can understand, know, and do. At Davidson Road, we use the metaphor of a growing apple tree to help students understand each step of the continuum.



Learning Progress Continuum

(in relation to the curriculum learning standards)



Emerging

Student is beginning to demonstrate learning and/or requires direct support to access learning.

"I am beginning in my learning."

Developing

Student is demonstrating learning with growing consistency and independence and may

require some direct support.

"I am learning more on my own and need more practice."

Proficient

Student demonstrates learning with consistency and independence.

"I am learning fully on my own."

Extending

Student demonstrates learning with consistency, independence, and increasing depth and complexity.

"I am learning fully on my own and applying myself further."

At Davidson Road Elementary, we believe...

Learning is an ongoing, personalized journey which takes patience and time. Meaningful learning happens in a safe environment where we can take risks and learn from our mistakes. This journey is supported by collaboration, curiosity, reflection, and our relationships with others.



Understanding My Child's Learning Update



The sample learning update below is for a fictional Davidson Road student named Sarah Radley. The purpose of the sample is to help families become familiar with the redesign as well as the language of the learning continuum. Please note that this sample is a draft, and there might be slight adjustments to the final product before first term updates go home on December 14.

The Front of the 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.

For more information about core competencies and the overall curriculum, please see the last page of this document.



Written Learning Update
Report Period: 07/09/2022 to 14/12/2022
Sarah Radley
PEN: xxx xxx xxx
Grade 1
Ms. Drobot



School Message

The purpose of this report card is to describe students' learning progress to their parents and others, based on our school's learning expectations for each grade level. It is intended to inform parents about learning successes and to guide improvements when needed.

DRE students continue to explore Thinking, Communicating, and Personal/Social Core Competencies throughout all the curriculum. Please see the attached reflection or digital portfolio that your child completed on their Core Competency growth and the individual goals they set for themselves.

Student Plans and Programs

Individual Education Plan ☐

Annual Instructional Plan ☐

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.

In the Term Comment area, you will find written feedback on your child as a whole learner, their progress on foundational skills (reading, writing, and math), and other areas of significant note for your child within the overall curriculum.



The Back of your Child's Learning Update

Your child's progress for each part of BC's Curriculum will be described using the language of **emerging, developing, proficient, and extending**. These words are used daily in class, and you might notice them in your child's digital portfolio as well as assignments which are sent home. The language means what your child can understand, know, and do. This language is not meant to be compared to letter grades. "Extending" does not mean "A" or "Exceeding Expectations," and "Proficient" does not mean "B" or "Meeting Expectations." Instead, the language indicates where students currently stand in their learning.

Your child's Fine Arts teacher will provide a proficiency level as well as a comment for Arts Education.

Your child's attendance summary including absences and lates appear at the end of the report.

English Language Arts 1 Teacher: Ms. Drobot	Proficiency Level (Term): PROFICIENT
Mathematics 1 Teacher: Ms. Drobot	Proficiency Level (Term): DEVELOPING
Science 1 Teacher: Ms. Drobot	Proficiency Level (Term): PROFICIENT
Social Studies 1 Teacher: Ms. Drobot	Proficiency Level (Term): PROFICIENT
Physical and Health Education 1 Teacher: Ms. Drobot	Proficiency Level (Term): EXTENDING
Arts Education 1 Teacher: Ms. Lively-Lambert	Proficiency Level (Term): PROFICIENT
Sarah can safely participate as we explore singing, music, and drama activities. 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: Ms. Drobot	Proficiency Level (Term): PROFICIENT
Applied Design Skills & Technologies 1 Teacher: Ms. Drobot	Proficiency Level (Term): PROFICIENT

ATTENDANCE RECORD FOR 2021-2022											
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Absent	-	1.0	-	-	2.0	-	1.0	-	-	-	4.0
Late	-	-	-	2	-	-	-	-	-	-	2

If you have questions or comments, please do not hesitate to contact the school at 250-870-5117 or by email at dre@sd23.bc.ca.



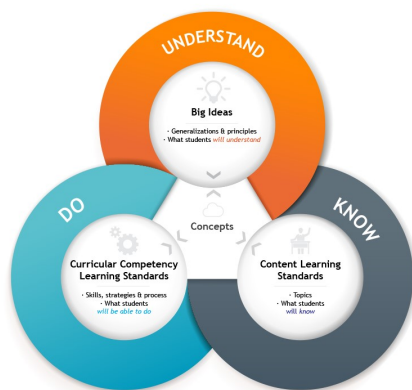
Frequently Asked Questions

Feedback, Assessment & Reporting

Is Davidson Road the only school rethinking its report card in this way?

BC's Ministry of Education have given all schools and districts until September 2023 to align the way they communicate student learning with the new K-9 Reporting Order. Over the next year, families will see alignment from all Central Okanagan elementary and middle schools in the way they assess and report learning. With our redesign, the Davidson Road staff seek to provide your child with the high quality assessment practices supported by research and widely used throughout our district and the province.

How can I find out more about BC's redesigned curriculum?



In 2016, British Columbia's curriculum was redesigned around an "Understand-Know-Do" model to support a competency-driven, concept-based approach to learning. Information about BC's curriculum can be found on the DRE website or downloaded here.

- [BC Curriculum Brochure](#)
- [BC Core Competencies](#)

Why won't Grade 4-5 students have letter grades on their Learning Updates?

The BC Ministry of Education's move to language of the learning continuum is supported by key findings in research which show that letter grades:

- diminish students' interest in whatever they are learning;
- create a preference for the easiest possible task; and
- reduce the quality of students' thinking.

Also, letter grades are not compatible with the competency-based, concept-driven approach to learning found in "Understand-Know-Do" model of BC's redesign curriculum. For these reasons, the language of the learning continuum will appear on learning update of grade 4 and 5 students instead of letter grades. Additional information about the importance of our shift in assessment can be downloaded on the DRE website or downloaded here.

- Alfie Kohn, [The Case Against Grades](#)
- Edutopia, [4 Reasons for Going Grade-less](#)
- Jordan Tinney, [What Do Grades Have To Do With Performance?](#)

If you have questions about your child's learning update, please have a conversation with the classroom teacher to help bring clarity to the assessment and reporting process.

When will I see my child's first Learning Update?

Davidson Road Elementary has three formal reporting periods. The first Learning Update goes home on December 14th.

Is the new learning continuum language all about a different report card?

Not at all. Significant gains in student learning can be achieved through quality assessment practices. Our staff are working to meet the criteria for quality communication of student learning.

- Clear learning intentions - *"I know what I am learning and why it is important."*
- Meaningful learning experiences - *"I am developing a deep understanding of my learning."*
- Authentic evidence of learning - *"I can select and provide evidence that best represents where I am in my learning."*
- Student ownership of learning - *"I know how I learn best and actively seek opportunities to grow."*
- Thoughtful, descriptive feedback - *"I can give and receive feedback to understand how to take the next steps in my learning."*

If you have questions or comments, please contact Rob Aviani (principal) at 250-870-5117 or at Rob.Aviani@sd23.bc.ca.

