

A Guide to Your Child's Learning Update

Dear Parents and Caregivers,

The Surrey School District is committed to ongoing and responsive forms of communicating student learning and reporting to parents/caregivers. Effective communication involves the teacher, student, and parents/caregivers participating in ongoing dialogue throughout the school year and ensures that parents/caregivers understand where their child's progress is in relation to the learning standards of the B.C. Curriculum. Your child's learning update includes proficiency levels (Grades 8 & 9) or achievement indicators (Grades 10-12). It also includes strength-based, written comments, which are aligned with the learning standards, and your child's self-reflection on Core Competencies and goal setting. The written comments include:

- **Strengths** – focuses on what your child can do now and what your child is working toward.
- **Next Steps** – explains areas for future growth, as well as strategies to support your child's growth.
- **Engagement** – provides personalized feedback on your child's learning habits and engagement, including a description of behaviour, attitudes, work habits, effort, and social responsibility.



PROFICIENCY LEVEL (GRADES 8 & 9)			
Emerging	Developing	Proficient	Extending
<i>The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.</i>	<i>The student demonstrates a complete understanding of the concepts relevant to the expected learning.</i>	<i>The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.</i>

ACHIEVEMENT INDICATORS (GRADES 10-12)		
Letter grade	Percentage range	Definition
A	86-100	<i>The student demonstrates excellent or outstanding learning in relation to the learning standards.</i>
B	73-85	<i>The student demonstrates very good learning in relation to the learning standards.</i>
C+	67-72	<i>The student demonstrates good learning in relation to the learning standards.</i>
C	60-66	<i>The student demonstrates satisfactory learning in relation to the learning standards.</i>
C-	50-59	<i>The student demonstrates minimally acceptable learning in relation to the learning standards.</i>
F	0-49	<i>The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.</i>
SG	N/A	<i>Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.</i>
TS	N/A	<i>Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.</i>
IE	N/A	<i>Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.</i>

STUDENT SELF-REFLECTION ON CORE COMPETENCIES AND GOAL SETTING

The K-12 Student Reporting Policy requires that student self-reflection on Core Competencies and goal setting be included in at least two written Learning Updates and the Summary of Learning in June. By students self-reflecting throughout the school year, it ensures that students are aware of their growth in relation to the Core Competencies (Communication, Thinking, Personal & Social), becoming a natural part of the learning process.



[DATE]

Firstname Lastname



Learning Update
Reporting Period: 28/1/2024 to 28/4/2024
Q3

Firstname Lastname

PEN: 123456789

Grade 08

School Logo

School Name
123 456 St
Surrey, BC
V1V 1V1
604-123-4567

School Message

For any questions related to your child's progress this term, please contact your child's teacher. A full list of teacher emails can be found on our website: <https://www.surreyschools.ca/schools/schoolname>

Student Plans and Programs

Individual Educational Plan ☐

Annual Instructional Plan ☐

Student Self-Reflection of Core Competencies

[comment with information on where to find the student's self-reflection and goal setting. A link can also be provided.]

ENGLISH LANGUAGE ARTS 8

Term: DEVELOPING

Teacher Name

(Student)'s writing demonstrates (his/her/their) ability to work with some complex ideas and provide supporting details with evidence. (His/Her/Their) next steps are using an outline to organize (his/her/their) writing and focus on improving clarity and fluency in communicating (his/her/their) ideas. (Student) is engaged when in-class and is working towards being more consistent with (his/her/their) attendance.

Attendance:

Absent: 7

Late: 1

FRENCH 8

Term: EMERGING

Teacher Name

(Student) is an engaged and collaborative member of the classroom community and enjoys practicing speaking French in small groups with (his/her/their) peers and demonstrates an emerging level of competency in French. (He/She/They) (is/are) able to communicate orally and in written format using simple language with some details and explanations [add examples of classroom projects or language activities]. (Student) is beginning to use strategies to comprehend a variety of texts, both written and audio. (He/She/They) would benefit from more oral participation in class and continuing to seek help and ask questions. To support the learning, (Student) is encouraged to increase (his/her/their) contact with French outside the classroom.

Attendance:

Absent: 3

Late: 0

SOCIAL STUDIES 8

Term: EMERGING

Teacher Name

(Student) is an enthusiastic participant and is working on listening attentively and making connections between ideas. (He/She/They) (is/are):

- beginning to understand the historical competencies in Social Studies;
- demonstrating initial learning in the competency of Significance through the content of revolutions while attempting to identify how an event resulted in change;
- working towards using clear language and evidence from our course to justify (his/her/their) thinking.

Attendance:

Absent: 2

Late: 0

VISUAL ARTS 8

Term: PROFICIENT

Teacher Name

(Student) approaches Visual Arts and learning with an optimistic and positive attitude. (He/She/They) (has/have) shown evidence of being able to reason and reflect in (his/her/their) ideas and image development through the creative process. (His/Her/Their) artwork shows proficiency in the exploration of materials, tools, techniques, and the development of new ideas, and independently takes part in art room processes. (Student)'s next steps include taking risks and following (his/her/their) instincts to push (his/her/their) ideas and use of materials in innovative ways.

Attendance:

Absent: 0

Late: 0



Learning Update

Reporting Period: 20/04/2024 to 28/06/2024

Q4

Firstname Lastname

PEN: 123456789

Grade 12

School Logo

School Name

123 456 St

Surrey, BC

V1V 1V1

604-123-4567

School Message

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Anatomy and Physiology 12

Teacher Name

Term: 86% (A)

Final: 86% (A)

- (Student) has demonstrated a strong ability to evaluate the social, ethical, and environmental impacts of scientific advancements in genomics and biotechnology. (He/She/They) are able to critically analyze information, identify bias in primary and secondary sources, and ask meaningful questions to deepen (his/her/their) understanding of the concepts.
- (Student) is an active participant in class discussions, often sharing insightful ideas to apply scientific concepts to real world problems. (He/She/They) takes a leadership role in group projects and labs with a keen attention to detail.
- (Student) should continue to work on skills for collaborating with other scientists during research and projects, using (his/her/their) leadership skills to encourage the group to consider all perspectives and build consensus.

Attendance: Absent: 2 Late: 0

Social Justice 12

Teacher Name

Term: 35% (F)

Final: 35% (F)

(Student) has shown interest in engaging with complex social issues and challenging the status quo, although (he/she/they) did not pass Social Justice 12. To improve and pass the course, I encourage (Student) to focus on analyzing and understanding complex power structures that exist in society, including systems of oppression and privilege and the impact on different groups. With (Student's) dedication to social justice and commitment to learning and growth, I am confident that (he/she/they) can pass the course and continue to make positive impact in the world.

Attendance: Absent: 2 Late: 0

Law Studies 12

Term: 77% (B)

Teacher Name

Final: **77% (B)**

(Student) is illustrating thorough understanding of the historical competencies in Law 12, especially through (his/her/their) work assessing the significance of the Constitution Act (1982) and the Canadian Charter of Rights and Freedoms to human rights in Canada. (He/She/They):

- (Is/Are) able to identify nuances in Canada's correctional system and principles of rehabilitation, punishment, and restoration. (He/She/They) delved especially deep into supportive reintegration of paroled offenders into society.
- (Is/Are) working towards investigating points of contention and reliability of sources.
- (Has/Have) great attendance but could be more participatory in small group and class discussions.

Attendance:

Absent: 2

Late: 0

English First Peoples 12

Term: 63% (C)

Teacher Name

Final: **63% (C)**

(Student) has made good progress in English First Peoples 12. (He/She/They):

- Is developing in (his/her/their) ability to create written texts, communicating ideas and opinions with supporting evidence.
- (Has/Have) practiced using strategies to understand diverse Indigenous texts from across Indigenous societies.
- (Has/Have) demonstrated a basic understanding of how Indigenous texts reflect First Peoples' cultures and knowledge, as well as the role of story and oral traditions in expressing Indigenous values, beliefs, and perspectives.
- (Is/Are) working on developing understanding of the significance of land/place in Indigenous cultures and strengthening (his/her/their) oral language skills.
- (Is/Are) an enthusiastic learner.

Attendance:

Absent: 2

Late: 0

ADST: Textiles 12

Term: 96% (A)

Teacher Name

Final: **96% (A)**

(Student) has demonstrated a strong ability to identify and apply sources of inspiration and information throughout the design process in Textiles 12. (His/Her/Their) creativity and willingness to take risks in generating and enhancing ideas is impressive. (Student)'s enthusiasm and desire to support and work with others will serve (him/her/them) well in the future.

Moving forward, (Student) can continue enhancing (his/her/their) critical evaluation skills by further examining sustainability issues in the textile industry (social, ethical and economic).

Attendance:

Absent: 2

Late: 0

PE: Fitness and Conditioning 12

Term: 56% (C-)

Teacher Name

Final: **56% (C-)**

Overall, (Student) has a beginning understanding of the concepts and competencies related to fitness and conditioning. (He/She/They) is beginning to develop and demonstrate a personalized fitness program that suits (his/her/their) individual needs and goals, and (he/she/they) (has/have) shown some understanding of the importance of safety practices in some physical activities. (He/She/They) (has/have) shown a positive attitude and willingness to collaborate with (his/her/their) peers. With improved attendance, (Student) would have more time to develop (his/her/their) understanding of proper form and technique, as well as expanding (his/her/their) repertoire of exercises to include a wider variety of fitness activities.

Attendance: Absent: 6 Late: 9

Physics 12

Term: 67% (C+)

Teacher Name

Final: **67% (C+)**

- (Student) consistently demonstrates the ability to describe relationships between variables and perform calculations, with attention to accuracy and precision, for uniform circular motion, gravitational field, and electrical field problems.
- (He/She/They) (is/are) an active participant in the daily warm-up question and takes advantage of the collaborative problem-solving interactions to consolidate and refine (his/her/their) understanding of physics concepts. (Student) demonstrates an openness to alternate solutions and is not afraid to ask questions to clarify or challenge the group's thinking.
- (Student) should continue to work on developing evidence-based arguments using appropriate scientific language, conventions, and labeled free-body diagrams when explaining the resulting motion of a body being acted upon by multiple forces.

Attendance: Absent: 2 Late: 0

Pre-Calculus 12

Term: 87% (A)

Teacher Name

Final: **87% (A)**

Overall, (Student) has demonstrated a very good understanding of the concepts and competencies in Pre-calculus 12. (He/She/They):

- (Has/Have) demonstrated a comprehensive understanding of various functions and their transformations.
- (Is/Are) working towards a sophisticated understanding of solving equations related to these functions.
- Can explain (his/her/their) ideas with examples and reasoning and is encouraged to consider alternative explanations.
- Approaches problems with curiosity and persists to solve them.

Attendance: Absent: 2 Late: 0