

A GUIDE TO YOUR CHILD'S WRITTEN **LEARNING** UPDATE



Central Okanagan
Public Schools
Together We Learn



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 (formerly called Report Card).

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 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>