

## Learning Update Considerations

What does the student... **know-do-understand**  
 Use language that parents/guardians will understand  
 Provide feedback that is clear and meaningful  
 Provide information to parents so they can support learning at home

<b>DO</b>	<b>DO NOT</b>
<ul style="list-style-type: none"> <li>*Write comments in parent friendly language</li> <li>*Maintain a focus on the child</li> <li>*Connect comments to learning standard (curricular competencies <b>AND</b> content)</li> <li>*Focus on what was learned or achieved</li> <li>*Provide examples to clarify broad statements</li> <li>*Identify strengths &amp; challenges</li> <li>*Link the strength, stretch, support and next steps</li> <li>*Connect strengths &amp; challenges to next steps</li> </ul>	<ul style="list-style-type: none"> <li>*List what was taught during the term</li> <li>*Use teacher terminology</li> <li>*Over emphasize the negative</li> <li>*Mix speaking to parents and students interchangeably, with comments like “Good Job Jason” or “Bravo” in subject area comment section (include instead in the Term Comment section)</li> <li>*State what the class focus will be during the next term</li> </ul>

Will a parent reading these comments...  
 understand clearly how his/her child is doing in your class/subject?  
 understand that his/her child has areas of strength?  
 know what is being done to address any areas of weakness?  
 be aware of your interest in his/her child as an individual learner?

## Structure of Written Comment Section (Based on Assessment)

1. Opening Sentence - State the level of overall achievement
2. State the **Strengths** - What the student has learned
3. Identify **Areas of Growth** - What the student continues to work towards
4. Describe **Ways to Support Learning** - Plans to address the student's challenges

## Sentence Starters (Words to consider for Learning Update Writing)

<b>Strengths</b>	<b>Areas of Growth</b> (focus on student)	<b>Ways to Support Learning</b> (for teacher or parent)
<ul style="list-style-type: none"> <li>-Can consistently</li> <li>-Consistently makes -</li> <li>Demonstrates a clear understanding</li> <li>-Has achieved</li> <li>-Has successfully</li> <li>-Has learned</li> <li>-Improved tremendously</li> <li>-Is consistently able to</li> <li>-Shows commitment</li> <li>-Often uses</li> <li>-Recognizes that</li> <li>-Successfully interprets -</li> <li>Understands how</li> <li>-Displays exceptional/strong</li> <li>-Is able to construct/extend -</li> <li>Uses a variety of</li> </ul>	<ul style="list-style-type: none"> <li>-is learning to</li> <li>-seeks opportunities to</li> <li>-can continue to start</li> <li>-practice, review, read and improve</li> <li>-will continue to develop</li> <li>-works on developing</li> <li>-will be reminded to</li> <li>-is beginning to demonstrate -</li> <li>use strategies for</li> <li>-extend NAME'S participation by</li> <li>-can re-examine</li> <li>-evaluate</li> <li>-utilize supports or resources -</li> <li>can participate</li> <li>- applies....to....</li> <li>-is clearly committed to</li> </ul>	<ul style="list-style-type: none"> <li>-Can practice</li> <li>-Greater focus on</li> <li>-Is encouraged to</li> <li>-It is suggested that</li> <li>-Needs to ask</li> <li>-Needs to develop</li> <li>-Needs reinforcement in</li> <li>-Receive additional support</li> <li>-Should continue to</li> <li>-Should take time to</li> <li>-Would benefit from</li> <li>-Will have opportunities to</li> </ul>

## Written Learning Update “How-To” Guide

Descriptive feedback includes simple, strength-based comments. Feedback includes an opening sentence, strengths, areas for growth, and ways to support learning.

### Descriptive Written Comments

**Overall Comment:** This is a general comment about the student. Write 2-4 sentences that outline the learning habits and engagement, including attitudes, work habits, effort and/or social responsibility as it relates to their learning

#### **English Language Arts**

##### *Reading, Listening and Viewing*

Write 1-3 sentences or point form that describe a student’s strength in this Learning Area. Include one sentence that highlights an area for future growth. Include one sentence that highlights how caregivers can support the learning in this area.

##### *Writing, Speaking and Representing*

Write 1-3 sentences or point form that describe a student’s strength in this Learning Area. Include one sentence that highlights an area for future growth. Include one sentence that highlights how caregivers can support the learning in this area.

#### **Mathematics**

Write 1-3 sentences or point form that describe a student’s strength in this Learning Area. Include one sentence that highlights an area for future growth. Include one sentence that highlights how caregivers can support the learning in this area.

#### **Science**

Write 1-3 sentences or point form that describe a student’s strength in this Learning Area. If applicable, include one sentence that highlights an area for future growth. If this learning area was not explored in the current reporting term use the comment “(*Learning Area*) was reported on/will be reported on in (*December/March*).”

#### **Social Studies**

Write 1-3 sentences or point form that describe a student’s strength in this Learning Area. If applicable, include one sentence that highlights an area for future growth. If this learning area was not explored in the current reporting term use the comment “(*Learning Area*) was reported on/will be reported on in (*December/March*).”

#### **Arts Education**

Write 1-3 sentences or point form that describe a student’s strength in this Learning Area. If applicable, include one sentence that highlights an area for future growth. If this learning area was not explored in the current reporting term use the comment “(*Learning Area*) was reported on/will be reported on in (*December/March*).” Music teachers will report on Music once in a school year.

**Physical and Health Education**

Write 1-3 sentences or point form that describe a student's strength in this Learning Area. If applicable, include one sentence that highlights an area for future growth. If this learning area was not explored in the current reporting term use the comment "*(Learning Area)* was reported on/will be reported on in *(December/March)*."

**Career Education**

Write 1-2 sentences or point form that describe a student's strength in the Learning Area.

**Applied Design, Skills & Technology**

Write 1-3 sentences or point form that describe a student's strength in this Learning Area. If applicable, include one sentence that highlights an area for future growth. If this learning area was not explored in the current reporting term use the comment "*(Learning Area)* was reported on/will be reported on in *(December/March)*."

## Language Suggestions for Descriptors in Report Card Comments

<p><b>Emerging</b> - indicates that a student is just beginning to demonstrate learning in relation to the Learning Standard but is not yet doing so consistently.</p>	<p><b>Developing</b> - indicates that a student is demonstrating learning in relation to the Learning Standard with growing consistency. The student is showing initial understanding but is still in the process of developing their competency.</p>	<p><b>Proficient</b> - indicates that a student is demonstrating the expected learning in relation to the Learning Standard.</p>	<p><b>Extending</b> - indicates that a student is demonstrating learning, in relation to the Learning Standard, with increasing depth and complexity.</p>
<ul style="list-style-type: none"> <li>-Is not able to</li> <li>-Does not yet</li> <li>-Is unable to</li> <li>-Needs a great deal of assistance</li> <li>-Seldom</li> <li>-Has not yet demonstrated</li> <li>-With repeated assistance</li> <li>-Rarely</li> <li>-Has difficulty with</li> <li>-Struggles to</li> <li>-Has a limited understanding of</li> </ul>	<ul style="list-style-type: none"> <li>-Sometimes</li> <li>-With support</li> <li>-With prompting</li> <li>-Occasionally</li> <li>-Is beginning to</li> <li>-Has some difficulty with</li> <li>-Is developing</li> <li>-Is aware of...but is not independently applying</li> <li>-Is approaching</li> <li>-Strives to</li> <li>-Has a basic understanding of</li> <li>-Understands some of</li> </ul>	<ul style="list-style-type: none"> <li>-Most of the time</li> <li>-Is able to</li> <li>-For the most part</li> <li>-Often can</li> <li>-Usually</li> <li>-Demonstrates</li> <li>-Demonstrates some understanding of...</li> <li>-Understands most of</li> <li>-Competent</li> <li>-Capable</li> <li>-General(ly)</li> <li>-Common(ly)</li> </ul>	<ul style="list-style-type: none"> <li>-Consistently</li> <li>-To a high degree</li> <li>-Without prompting</li> <li>-Is skilled at</li> <li>-Has fully demonstrated</li> <li>-Clear(ly)</li> <li>-Confident(ly)</li> <li>-Independent(ly)</li> <li>-Comprehensive</li> <li>-Easily</li> <li>-Excellent</li> <li>-Comprehensive</li> <li>-Understanding</li> <li>-Sometimes exceeds</li> <li>-Is able to</li> <li>-Is very good at</li> <li>-Skillfully uses</li> </ul>

			-Understands how/that
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## Learning Update exemplars to put into MyEd

### #1 - Ryan - Gr 2 student

#### **Term Comment**

Ryan is a good communicator and enjoys interacting with others to share his ideas. He is sensitive to others and is aware of how his actions and words impact those around him. Ryan, at times, requires support when working through difficult or uncomfortable situations with peers or staff. He is working on using his communication skills to grow in better expressing his thoughts in times of social conflict. Overall, Ryan has developed important friendships and is a valued member of our classroom community.

#### **English Language Arts 2**

#### **Developing**

##### *Reading, Listening and Viewing*

Ryan makes meaningful connections, which demonstrates his good comprehension of what he is reading. Although reading below grade level, when provided with books at his level, his ability to engage and think about what he is reading has helped him grow his reading skills. The next steps for Ryan would be to continue to spend time reading a variety of books that interest him and practice sounding out new and unfamiliar words.

##### *Writing, Speaking and Representing*

Ryan enjoys sharing his ideas with his classmates. His ideas are creative and related to the topic being discussed. With support, Ryan can record his ideas in print. Ryan will continue to work on extending the amount he independently writes on a topic. Encouraging Ryan to engage in small writing tasks at home (i.e. lists, journal entry, a caption to a story) will help to build his belief in his abilities while practicing writing for real purposes.

## **Math 2**

## **Proficient**

Ryan is proficient at explaining and justifying his mathematical reasoning. He is eager to try new concepts and shows curiosity when solving problems. Ryan is still building his understanding of repeating and increasing patterns. You can help Ryan with this at home by noticing and talking about patterns in the environment.

## **Science 2**

Science was reported on in December

## **Social Studies 2**

## **Proficient**

Ryan has asked great questions throughout our various Socials topics this year. During our study of the Inuit people of Nunavut, Ryan was able to discuss several events and/or places that were important to the Inuit people. He continues to grow in his understanding that others have different perspectives from his own.

## **PE/Health 2**

## **Developing**

Ryan has demonstrated fair play and leadership in all of our physical activities. He actively participated in all activities and could recognize how personal choices surrounding physical activity and food choices impact your health and well-being. Ryan continues to develop in some of his fundamental movement skills, especially when required to control an object such as a ball. With more practice and participation in sports opportunities, Ryan will become more confident and further develop his skills.

## **Arts Education**

## **Proficient**

Ryan was able to identify various elements of art used among Indigenous communities. During our inquiry into the various regions of Canada, Ryan was able to create pieces of art (visual, dance, music) representing the region he was exploring. He was a bit apprehensive when presenting his creations, but with more time and opportunities, he will become more confident and prouder of his creativity

## Career Education

Career Education was reported on in December.

## Applied Design, Skills & Technology

## Proficient

Ryan was an enthusiastic participant in our wooden Hedgehog project. He successfully planned out how he wanted his finished project to look and then applied that plan when creating his hedgehog. He was thoughtful about nail placement and how and with what he would use to add colour to his hedgehog.

#1a - Ryan - Gr 2 student Point form example

## Term Comment

Ryan is a good communicator and enjoys interacting with others to share his ideas. He is sensitive to others and is aware of how his actions and words impact those around him. Ryan, at times, requires support when working through difficult or uncomfortable situations with peers or staff. He is working on using his communication skills to grow in better expressing his thoughts in times of social conflict. Overall, Ryan has developed important friendships and is a valued member of our classroom community.

## English Language Arts 2

## Developing

### *Reading, Listening and Viewing*

-makes meaningful connections, which demonstrates good comprehension of material read

-reading below grade level, however when provided with books at his level, can engage and think about what he is reading

-continue to spend time reading a variety of books that interest him and practice sounding out new and unfamiliar words.



### *Writing, Speaking and Representing*

- enjoys sharing his ideas
- ideas are creative and related to the topic being discussed
- with support,can record his ideas in print
- continue to work on extending the amount he independently writes on a topic
- encourage Ryan to engage in small writing tasks at home (i.e. lists, journal entry, a caption to a story).

### **Math 2**

### **Proficient**

- proficient at explaining and justifying his mathematical reasoning
- is eager to try new concepts and shows curiosity when solving problems
- still building his understanding of repeating and increasing patterns
- Support at home: notice and talk about patterns in the environment

### **Science 2**

Science was reported on in December

### **Social Studies 2**

### **Proficient**

- asked great questions throughout our various Socials topics this year
- able to discuss several events and/or places that were important to the Inuit people
- continue to grow in his understanding that others have different perspectives from his own.

## **PE/Health 2**

## **Developing**

- demonstrated fair play and leadership
- actively participated in all activities
- can recognize how personal choices surrounding physical activity and food choices impact health & well-being
- continues to develop in some of his fundamental movement skills, especially when required to control an object such as a ball.
- with more practice and participation in sports opportunities Ryan will become more confident and further develop his skills.

## **Arts Education**

## **Proficient**

- is able to identify various elements of art used among Indigenous communities
- is able to create pieces of art (visual, dance, music) representing the region explored
- was a bit apprehensive when presenting,with more time and opportunities, he will become more confident and prouder of his creativity

## **Career Education**

Career Education was reported on in December.

## **Applied Design, Skills & Technology**

## **Proficient**

- was an enthusiastic participant in our wooden Hedgehog project.
- successfully planned out how he wanted his finished project to look and then applied that plan when creating
- was thoughtful about nail placement