K-8 SINGLE TERM LEARNING UPDATES

Instructions for Teachers

The data entry (report card) window can be accessed from TWO locations in MyEd BC.

Teacher Class Widget

This is located on the landing page when first logging into MyEd BC. Click on the **Grades** icon for the subject you are entering proficiency scales for. This is found under the Teacher Classes just to the *right* of the course itself.

NOTE: The courses will be marked with green check mark if you have already posted a learning update this year.

Gradebook Top-Tab > Scores Side-Tab

Entering Proficiencies

1. **Using the drop-down menus for each of these, select the following:**
   a. **Grade columns = Post columns - Term**
   b. **Term = Choose appropriate term (1, 2 or 3)**
      i. **December learning update is Tri 1**
      ii. **April learning update is Tri 2**
      iii. **June Summary of Learning is Tri 3**
   c. **Display = GRADE**

Grade Columns		Term	Display
Post Columns - Term ⌄	⋯	Tri 1 ⌄	Grade ⌄

2. **K-8**- Enter a term *proficiency scale* (EMG, DEV, PRF, EXT) under the **Term # Mark Column**. Use your arrow keys or the enter key to move to the next student on the list.

   View the four levels of the BC Performance Standards at the end of this document.

   NOTE: Itinerant or specialty teachers who have access to MyEd classes will be able to enter proficiencies for their subjects (music, etc)
   If you do not have access, please ask the school secretary to grant you access.

Name	YOG	Term 1 Mark 📌 ↗	Term 1 Com 📌 ↗
Berkhiem, Vijesh ELL	2032	DEV	📄

Summary of Learning

*When you have completed teaching a class, your final report is the Summary of Learning for each student. To report this, fill in the comment column as usual, and ensure the **same proficiency scale is entered in both the Term AND Final columns**. The Term column should always be filled, while the Final column should only be completed at the end of the year for primary and core middle, and at the completion of a class for EXPO teachers.*

Name	YOG	Term 3 Mark	Term 3 Com	Final
Berkhiem, Vijesh ELL	2032	DEV	🗋	DEV 🚫
Bucher, Emmanwelkwabena	2032	PRF	🗋	PRF 🚫
Busque, Kinlam 🦋	2032	PRF	🗋	PRF 🚫
Cruzbohigas, Seyedashkan	2032	DEV	🗋	DEV 🚫

COURSE COMMENTS

3. Click on the Comment Icon 🗋 under the "Term # Com" section to open the comment box for that student.

It is highly recommended that you first type all your student comments in Notepad and save a backup as a .txt. Then copy and paste them into MyEdBC. This ensures you have a backup of your comments in case any connection errors with MyEdBC cause your comments to disappear from the website.

It is recommended to use Notepad for your comments to maintain your formatting. Copying and posting from a Word document to MyEd can cause differences in formatting especially around bullet points.

Keyboard method: CTRL C (copy) > CTRL V (paste) – if you have the option – paste as PLAIN TEXT.

Mouse Method: Right Click>Copy THEN Right Click >Paste –if you have the option, paste as PLAIN TEXT.

4. Use the "spell check function" abc (if desired) to check spelling before exiting the window.
5. To navigate to the next student from this screen, click on the **"Save>"** icon.

💾 Save   💾 Save ◀   💾 Save ▶   ✖ Cancel
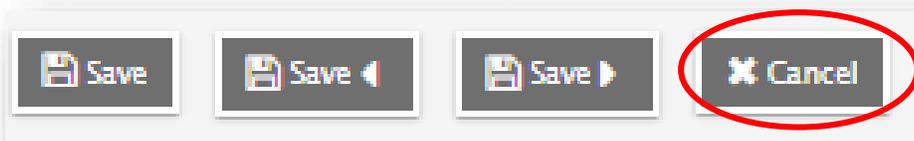
NOTE: Be sure to enter COURSE COMMENTS for the following courses as required according to the 2024/25 SD72 K-8 Communicating Student Learning & Reporting Framework:

- **Language Arts**
- **Mathematics**
- **Science**
- **Social Studies**
- **Physical and Health Education**
- **Arts Education (ie. Music, drama, visual arts, etc)**

**The following subjects do not have their own comment section but need to be reported on:**

- **Applied Design, Skills, and Technologies (K-5 this is embedded in the various comments taught and not reported on as a stand-alone subject, 6-8 is reported in EXPO courses)**
- *Career Education – (Reporting process is being established this year and is currently not a stand-alone course in the Learning Update)*

Learning Habits and Engagement – This optional section replaces the previous "Behaviours for Successful Learning" and does not have a proficiency attached. It can either stand alone as a separate comment or be integrated into your subject comments. Student behavior should not influence a student's overall proficiency in any area of learning (e.g., 10% for attendance, 5% for handing in assignments on time, etc.). Instead, behaviors should be addressed in the descriptive feedback.

Posting Gradebook

Once all proficiencies and comments are entered, you're ready to **Post Grades** by clicking the button in the top right. This action transfers the data from the gradebook to the student's transcript and report card. **If any changes are needed, make them before posting again**. After posting, contact your admin to inform them that your learning updates or summary of learning is ready for review.

Note: Before posting, check that all students listed should receive marks. Posting for unenrolled students or those not receiving grades creates orphan transcript records, requiring manual cleanup.
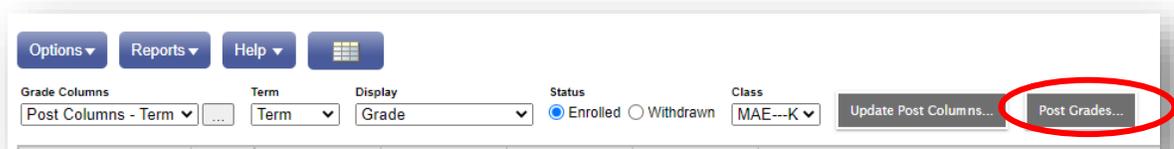
Note: if you cannot see the Post Grades Button, notify the office – some set up needs to be done!

6. In this pop-up box, **Grades Term** = *Correct Tri #* and **Grades to Post** = *Term grades for all students*. Click **OK**.

Post Grades

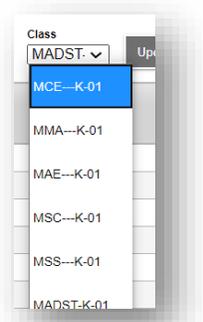|	
Class	MAE--04-10 ARTS EDUCATION 4
Post course dates	☐
Grade Term	Tri 1 ⌄
Grades to post	Term grades for all studen ⌄

☑ OK   ✖ Cancel

Navigate to your next subject by:

A. Clicking on the **Class** drop down box and selecting your next subject

Class
MADST- ⌄
MCE---K-01
MMA---K-01
MAE---K-01
MSC---K-01
MSS---K-01
MADST-K-01

OR

B. Using the navigation arrows located on the top right of screen. (This would be a quick method to verify whether you have updated the proficiency in the final column.)

⏮ ◀ ♂ ▶ ⏭
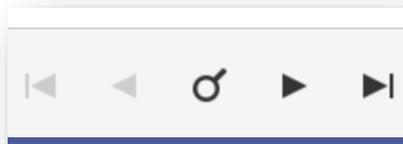
THIS PROCESS MUST BE REPEATED FOR EACH CURRICULAR AREA UNTIL THEY ARE UPDATED.

Teacher Term Comment

This optional section can either be tailored to individual students or provide general information on what has occurred in the class over the year. These comments will appear at the very top of the printed report card. Be sure to check with your admin for any specific guidelines for this section at your school.

You access this by selecting the "XTC" course from your course list.

☐   XTC--04-10   TERM COMMENT

The only column available here is the Comment option. Follow the directions above on entering comments here.
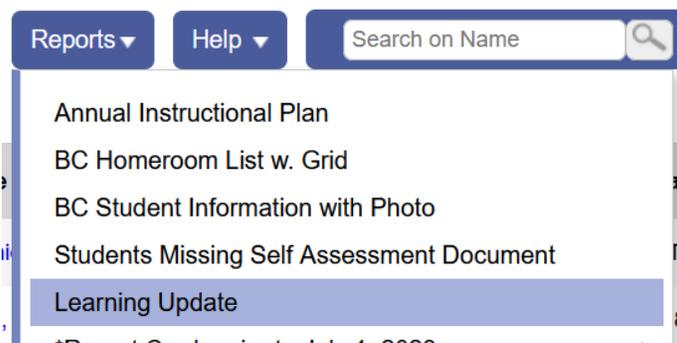
Printing Verification Sheets

Once you have completed entering in all your proficiency scales and comments, you may want to print off a hard copy of your draft learning updates.

Learning Update View – this is what the parents see when the report card is printed

Proficiency scale and Comments Broken Down PER STUDENT.

Student Top-Tab > Reports > Learning Update > Run

Reporting Verification With Comments

Proficiencies and comments broken down PER COURSE for each student

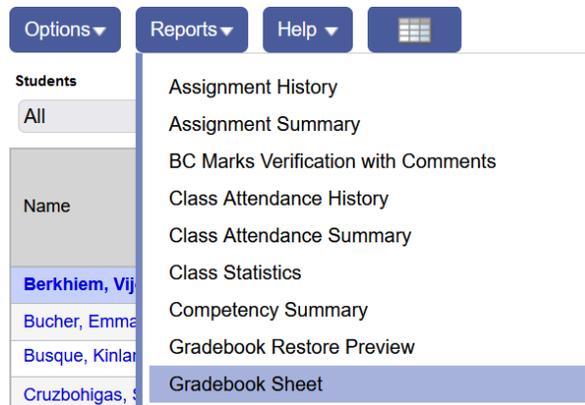**Gradebook Top-Tab > Scores Side-Tab > Reports > BC Marks with Verification Comments.**

This will print off ALL your classes (subjects) with the term or final proficiency scale, and comments for each student.

Gradebook Sheet

This will create a spreadsheet of proficiencies ONLY PER COURSE for each student.

Gradebook Top-Tab > Scores Side-Tab > Reports > Gradebook Sheet

BC Performance Standards

Proficiency Scale

All of the K-8 courses are graded using Performance Standards as follows:

EMERGING (EMG): An initial understanding of the concepts and competencies relevant to the expected learning.

DEVELOPING (DEV): A partial understanding of the concepts and competencies relevant to the expected learning.

PROFICIENT (PRF): A complete understanding of the concepts and competencies relevant to the expected learning.

EXTENDING (EXT): A sophisticated understanding of the concepts and competencies relevant to the expected learning.

Helpful Sentence Starters

Emerging	Developing	Proficient	Extending
• shows some understanding of… • is beginning to… • at times is able to… • starting to… • requires support to… • with assistance… • has difficulty with… • struggles to… • has a limited understanding of…	• is able to…at a basic level/in familiar situations • with support, show an understanding of… • is working on… • with reminders, can … • at times… • with support… • with prompting… • beginning to… • is developing… • is aware of… but is not yet applying independently • is approaching… • strives to… • has a basic…	• is able to show… • engages in… • chooses appropriate texts… • consistently demonstrates the ability to… • self-corrects by… • identifies strategies when… • most of the time… • is able to… • for the most part… • often can… • usually demonstrates… • demonstrates some understanding of… • understands most of… • competent with… • capable of… • generally understands… • commonly understands…	• creatively/insightfully • is innovative when… • shows in depth understanding of… • can independently…in complex situations • is strategic… • can describe…with detail/accuracy/confidence • extends learning… • consistently • to a high degree • without prompting • is skilled at • has fully demonstrated • clear(ly) • confident(ly)

Tips for Comment Writing:

Descriptive feedback includes concise, strengths-based, written comments or documented conversations that are aligned with the learning standards and describe student learning, as well as identifying specific areas for future growth. A strengths-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates. Feedback is focused on what the student can do and what they are working toward.

Parents' and caregivers' perceptions of the validity of student reporting are often directly related to the quality of the descriptive feedback. Teachers may use the following guidelines for the creation of comprehensive descriptive feedback:

• Write meaningful feedback that refers specifically to the student's strengths and areas for future growth.

• Include information on goals a student can work toward, both at school and at home.

• When commenting on areas for future growth, focus on what the student can do at that point in time (e.g., "Frances has a good grasp of sentence structure but continues to work on using punctuation correctly").

• Provide information on specific supports a student is receiving or could receive to move them forward in their learning.

• Describe ways in which the student's learning will be further supported by the teacher, and how parents and caregivers might help.

• Provide evidence by connecting feedback with examples from the classroom.

• Explain how the student approaches the learning process.

• Anticipate questions parents and caregivers may ask about their child's growth and learning.

• Use plain language, since parents and caregivers may vary widely in their educational experiences, familiarity with educational terms, and levels of English language proficiency.

• Avoid unfamiliar expressions, and if a word may be unfamiliar to parents and caregivers, provide an explanation in parentheses (e.g., instead of "...able to decode words and use context clues," say

For more guidelines and examples of report comment writing, visit the SD72 Sharepoint -> knowledgeCenter -> Instruction -> Reporting Framework & Supporting Documents