

Resistance - is the opposition and is measured in Ohms (Ω)

③ Circuit theory



Communicating student learning

Types of reporting

The format requirements are the same for all grades, from Kindergarten to Grade 12:

- **Four** Learning Updates
 - **Two** written Learning Updates must be provided in writing, and can include either digital or printed documents.
 - **Two** informal Learning Updates can be provided in a variety of formats, including [conferences](#), in-person or virtual discussions, telephone calls, e-mails, portfolio entries, or written summaries.
- **One** Summary of Learning at the end of the school year must be provided in writing, and can include either digital or printed documents.

Districts and/or schools will provide options for teachers to keep a record of Learning Updates provided in formats other than in writing, noting the date, the topic or focus of the communication, a summary of the discussion, and follow-up actions.

It is important that parents and caregivers know what to expect. Therefore, at the beginning of the school year it will be important for schools and/or teachers to communicate when they can expect a Learning Update or Summary of Learning, and what format that communication of student learning will be in. Depending on school calendars, parents and caregivers will receive five or more communications of student learning throughout the year, and it is important parents and caregivers know when to expect them.

The [Required Areas of Study Order](#) (Grades K-9) and the [Graduation Program Order](#) (Grades 10-12) outline which areas of learning require instruction and thus must be reported on. However, each communication of learning will report on a student's **current** areas of learning. Therefore, if a student hasn't started Arts Education by an October written Learning Update, Arts Education won't be reported on at that time. Districts and/or schools are responsible for outlining the schedule of communications, including the frequency of reporting for each area of learning, in their local reporting policies, and ensuring that all local policies account for specialized programs, diverse school calendars, and the needs of students, parents, and caregivers in their local community.



Written Learning Update

Written Learning Updates provide parents and caregivers with responsive and timely information about student learning in relation to the learning standards set out in the B.C. curriculum.

The two written Learning Updates include the following:

For Grades K-9

- Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the [Provincial Proficiency Scale](#)
- [Feedback](#) describing student strengths, areas for future growth, and opportunities for further development
- Information about student attendance
- Student-generated content, including [student self-reflection on the Core Competencies and goal setting](#)

For Grades 10-12





- Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using [letter grades and percentages](#)
- [Feedback](#) describing student strengths, areas for future growth, and opportunities for further development
- Information about student attendance
- Student-generated content, including student [self-reflection on the Core Competencies and goal setting](#)

Summary of Learning






At the end of the school year, students, parents, and caregivers must be provided with a written Summary of Learning. The Summary of Learning is a written report that describes and summarizes student learning and growth across the year in clear and accessible language.

A Summary of Learning must include the following:

For Grades K-9

-  A summary of student learning in all areas of learning in which the student has studied during the school year, using the [Provincial Proficiency Scale](#)
-  [Feedback](#) describing student strengths, areas for future growth, and opportunities for further development
-  Summary information about student attendance
-  Student-generated content, including [self-reflection on the Core Competencies and goal setting](#)

For Grades 10-12

-  A summary of student learning in all areas of learning in which the student has studied during the school year, using [letter grades and percentages](#)
-  [Feedback](#) describing student strengths, areas for future growth, and opportunities for further development
-  Summary information about student attendance
-  Student-generated content, including [self-reflection on the Core Competencies and goal setting](#)
-  [A graduation status update](#) indicating student progress in relation to graduation program requirements

[The graduation status update](#)

The aim of the graduation status update in Grades 10-12 is to make sure that parents, caregivers, and students have the information they need to ensure that graduation requirements are being met and to make parents and caregivers aware of any areas that require attention. The [graduation status update](#) must include:

- The graduation requirements as outlined in the [Graduation Requirements Policy](#)
- Indication of a student's progress toward meeting those requirements, including courses that the student cross-enrolled in
- The graduation program the student is in
- The student's completion of any provincial assessments

Graduation status updates will be provided by the school of record for cross-enrolled students. The format of the graduation status update will be decided on by districts and/or schools but must meet the requirements listed above.

