CSL Term 1 Reporting for Blended Learning (K – 7)
Limited Evidence of Learning – Guidelines for Written Comments

In response to students' various attendance and participation patterns in the Surrey Blended model, the following recognizes that as teachers prepare to communicate student learning for the first reporting period, comments may differ for varying groups of students and families.

Example 1 – The student is registered in Surrey Blended but is not attending either online instruction or face-to-face instruction.

> _____ *is currently registered in the blended learning option. Since she has not participated in either remote or face-to-face learning opportunities, we are unable to comment on her progress or achievement at this time. We look forward to _____'s return to school.*

Example 2 – The student's attendance for remote learning is inconsistent.

> _____ *is a kind and friendly student who enjoys interacting with her peers. She actively participates in whole-group discussions and enjoys sharing stories with her peers when she is present for online learning. When participating in breakout sessions with her learning group, _____ is able to connect her ideas to those shared by her peers. An ongoing area of concern is the inconsistent attendance for online and face-to-face learning, which has made it difficult to capture sufficient evidence of learning. Looking forward to seeing you online, _____!*

Example 3 – The student is attending remote classroom instruction but has not attended face-to-face.

> _____ *is kind and caring towards her peers and teacher during online meetings. She actively participates in whole-group discussions and enjoys sharing stories with her peers when she is present for online learning. When participating in online breakout sessions with her learning group, _____ is able to connect her ideas to those shared by her peers. An ongoing area of concern, however, is that _____ has not been attending the face-to-face activities in the afternoon, making assessment of _____'s progress and achievement limited to the learning demonstrated in the morning online sessions only.*

Example 4 – The student is attending but submitting no work or minimal work.

_____ *is kind and caring towards her peers and teacher during online meetings. She actively participates in whole-group discussions and enjoys sharing stories with her peers when she is present for online learning. In both online and face-to-face sessions with her learning group, _____ is able to connect her ideas to those shared by her peers. An ongoing area of concern is that _____ is submitting minimal work that demonstrates her progress and achievement in relation to the learning standards outlined in the curriculum. It is important that _____ complete and submit work consistently so that we are able to identify areas for further instruction and support.*

Example 5 – The student is submitting some work but it appears that a caregiver may be providing significant support.

_____ *is kind and caring towards her peers and teacher during online meetings. She actively participates in whole-group discussions and enjoys sharing stories with her peers when she is present for online learning. In both online and face-to-face sessions with her learning group, _____ is able to connect her ideas to those shared by her peers. Moving forward, we will continue to encourage _____ to complete her work independently with confidence.*

Frequently Asked Questions

Question 1 – The student registered in Surrey Blended is identified as an English Language Learner. How do we report?

There is no difference in providing a Point of Progress. Please refer to the ELL Manual and discuss with the Learning Support Teacher supporting the student. An AIP comment is required.

Question 2 – How do I provide student progress for PHE and FSL if these are scheduled during face-to-face?

Please note that both FSL and PHE require one point of progress during the year and then reported again in the summative learning report at year-end. These subject areas don't necessarily need to be reported on at this time.

Question 3 *– Can I use Teams as a digital portfolio?*

There are two formal student reporting tools approved by the Board of Education – the student progress template and digital portfolio using FreshGrade.

- o If using FreshGrade, select learning artifacts to upload that represent student growth and comment accordingly.
- o If using the student progress template, select learning artifacts that represent student growth, which you may want to refer to the artifact submitted on Teams.

Question 4 *– What if I am using FreshGrade for reporting but the child's family has chosen to opt out of their child's use of FreshGrade?*

If it is not possible to provide ongoing communication using FreshGrade, then another form of communication that describes student growth in relation to the learning standards of the curriculum is required, which is outlined in the recent CSL memo referencing <u>additional forms of communication</u>:
  - o Student led conferences
  - o 3-way conferences
  - o Parent teacher conferences
  - o A phone call
  - o An interim communication form that reflects the language of the learning standards in the curriculum

A physical portfolio can be created by the student where the child selects learning artifacts that represent student growth and the student portfolio can be referred to during the conference.