



POLICY 5550

REPORTING STUDENT LEARNING

POLICY:

Meaningful and flexible communication of student learning across British Columbia's K-12 school system ensures parents/guardians and students are informed about student learning.

The K-12 Student Reporting Policy (the "Policy") outlines the requirements for communicating student learning: it requires concise Descriptive Feedback in clear and accessible language to ensure students and families understand where the student is at in their learning, and areas for further growth. The Policy also requires Student Self-Assessment of Core Competencies and Student Goal Setting as part of the reporting process. For Grades K-9 the Policy requires use of the Provincial Proficiency Scale while for Grades 10-12 the Policy requires use of letter grades and percentages. For Grades 10-12 a graduation status update is required on the Summary of Learning at the end of the year.

The Policy pertains to all learners in the B.C. education system. A student who is an English language learner, French language learner in a Francophone program, has a disability or diverse ability (with or without an IEP), adult learner, or learner in an online learning program should receive communications of student learning in the same way as their peers in any other program and should align with the school districts' regular reporting periods. All learners benefit from individualized descriptive feedback and personal involvement in the assessment process.

Communication of student learning is ongoing throughout the year. This Policy is designed to ensure school districts have the freedom and flexibility to communicate about student learning in a way that best meets the needs of students; this includes communication with students and parents/guardians that is inclusive, accessible, and culturally responsive.

Teachers provide timely feedback to parents/guardians and/or students that is responsive to student needs. The communication between home and school can take many forms. However, during the school year students and parents/guardians will receive at least 5 communications of student learning. At least three of these communications will be written in the form of a Written Learning Update or Summary of Learning. At least two of these communications will be in the form of an Informal Learning Update. This ensures all parents/guardians and students in the province receive regular, informative updates on where the child is at in their learning, and areas of further development.

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School Regulation, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
Ministerial Order 93/22, [the Graduation Program Order \(PDF\)](#)
Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
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DEFINITIONS:

Area of Learning – means a required area of learning set out in Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order.

Board – includes a francophone education authority.

Course – has the same meaning as in section 1 of Ministerial Order 192/94, the Provincial Letter Grades Order.

Core Competencies – Sets of intellectual, personal, social, and emotional proficiencies all students need in order to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social.

Descriptive Feedback – Descriptive feedback is concise written comments about a student that:

- describe the student’s learning in relation to the applicable standard of assessment,
- focus on the student’s strengths,
- support specific goals for the student’s further development; and
- use language that is clear and accessible to the student and the student’s parent.

Educational program – means an organized set of learning activities that, in the opinion of the board, in the case of learning activities provided by the board, the francophone education authority, in the case of learning activities provided by the francophone education authority, the minister, in the case of learning activities in a Provincial school, or the parent, in the case of learning activities provided to a child registered under section 13, is designed to enable learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

ELL student – a student who is receiving services to assist the student in becoming proficient in English, or a student of a francophone school who is receiving services to assist the student in becoming proficient in French.

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Graduation program – means an educational program, after the successful completion of which a student is entitled to one of the following diplomas as set out by Ministerial Order 164/96, the Student Credentials Order:

- British Columbia Certificate of Graduation (Dogwood Diploma);
- British Columbia Adult Graduation Diploma (Adult Dogwood Diploma);
- Diplôme de fin d'études secondaires en Colombie-Britannique (French immersion version); and
- Diplôme de fin d'études secondaires en Colombie-Britannique (francophone version).

Graduation requirements – means the requirements set out in Ministerial Order 302/04, the Graduation Program Order, and Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Order.

Graduation Status Update – On the Summary of Learning in grades 10-12, the graduation status update provides parents/guardians, and students the information they need to ensure a student is progressing towards meeting all graduation requirements.

IEP – has the same meaning as in section 1 of Ministerial Order 638/95, the Individual Education Plan Order.

Informal Learning Update – Meaningful and flexible communications to students and parents/guardians about student growth in relation to the Learning Standards of the Provincial Curriculum. At least 2 Informal Learning Updates are required and may include: telephone calls, conferences, e-mails, and other means.

Letter grade – means a letter grade set out in section 2 of Ministerial Order 192/94, the Provincial Letter Grades Order.

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Learning Standards – is a learning outcome or learning standard applicable to a course as set out in the applicable educational program guide set out in Ministerial Order 231/19, the Educational Program Guide Order, the local program developed and offered by a board under section 85 (2) (i) of the School Act, or a francophone education authority under section 166.4 of the School Act, or a Board Authorized Course authorized under Ministerial Order 285/04, the Board Authorized Course Order;

They include both the Curricular Competencies (the skills, strategies, and processes that students develop over time) and the Content Learning Standards (the essential topics and knowledge at each grade level), as set out in the Provincial Curriculum.

Learning Update – means a report required under sections 4 (1) (j) and 5 (8) of the School Regulation.

Percentage – means a percentage set out in section 4 of Ministerial Order 192/94, the Provincial Letter Grades Order.

Provincial Proficiency Scale – is a scale used to communicate a student’s progress in relation to the learning outcomes, with the following 4 indicators:

- Emerging;
- Developing;
- Proficient;
- Extending.

Student Goal Setting – Student goals for their learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals can be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career, community, and life aspirations.

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Students with Disabilities and Diverse Abilities – Students with special needs, as defined in Ministerial Order 150/89, the Special Needs Students Order, who have a disability of an intellectual, physical, sensory, emotional or behavioural nature, have a learning disability, or have exceptional gifts or talents.

Student Self-Reflection of Core Competencies – Student reflection on their personal progress in developing the Core Competencies and student reflection on their learning engagement and responsibility.

Summary of Learning – means a written learning update that describes a student’s learning in relation to the learning outcomes at the end of a school year or semester.

Written Learning Updates – means a report required to be prepared in accordance with sections 4 (2) (a) and 5 (9) (a) of the School Regulation.

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