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Reporting Practices Effective September 2023

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THE GOALS OF COMMUNICATING STUDENT LEARNING (CSL):

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning;

- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning.

TYPES AND FREQUENCY OF REPORTING:

Four Learning Updates
Two written Learning Updates must be provided in writing and can include either digital or printed documents. Two formats may be considered:
- MyEducationBC Report Card
- SD6 Student Led Conference Record (Appendix 1: Conference Record)

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 informal learning update must be a conference with parent(s)/guardian(s), held on an early dismissal date.

One Summary of Learning at the end of the school year must be provided in writing and can include either digital or printed documents.

REQUIREMENTS FOR LEARNING UPDATES AND SUMMARY OF LEARNING:
All students in Grades K-12 will receive formal reports that are the Standard Report Card entered in and printed from MyEducation BC or SD6 Student-Led Conference Record, meeting the following requirements:

Subject/Learning Areas
Grades K-7: reporting on the following Required Areas of Study for Term and Final reports:

- Language Arts
- Mathematics
- Science
- Social Studies
- Physical and Health Education

- Arts Education
- Career Education
- Applied Design, Skills, and Technology
- French for Grades 5-7

Grades 8-12: reporting on all subjects taken each term, with final Proficiency Level/Grade at end of term in which that course concludes. See Graduation Program Order for required courses.

Secondary schools - Report type at each reporting window is dependent upon scheduling timetable/schedule: full-year, semester, or quarter.

Proficiency Scale/Grades
Grades K-9: The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning. The four points on the scale are Emerging, Developing, Proficient, and Extending.

Note: the same performance level entered for term 3 in K-7 is also entered as a final mark on the June report card. The final mark is not a different mark than term 3 as it is the same point in time progress but needs to be entered separately in the final field to generate the Permanent Student Record (PSR).

Grades 10-12: term and final marks will be percentages with corresponding letter grades as defined by the Ministry.

IE Letter Grade: Insufficient Evidence of Learning
In select instances, Insufficient Evidence (IE) is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student.

The "IE" letter grade will be used to alert parents when students, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards or expected learning outcomes.

The "IE" letter grade may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "IE" letter grade has been assigned:
- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions;
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes;
- teacher(s), principal and/or vice-principal(s), the student, parents, and caregivers will work together to determine the best course of action and decide if the IE should remain in place or if it can be converted to one of the proficiency scale indicators at that time;
- If the IE will remain in place, a plan for support must be devised for the student so that the IE can be converted to another proficiency scale indicator within one calendar year;
- IE can be used when a student's current standing is below 50% and there is therefore insufficient evidence to give the student a passing grade for the course they are taking;
- IE can also be used at the end of the school year if a concrete support plan is put into place to ensure the conversion of the IE to another letter grade and percentage within one calendar year;
- In Grades 10-12, IE cannot be used on a student's transcript and must be converted to an alternative letter grade and percentage.

Descriptive Feedback
Reporting comments for each Subject/Learning Area will provide descriptive feedback to parents and caregivers. 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.

Comments will be personalized to the student in all cases and not descriptions of what the class did or learned about. (The latter may be communicated in blogs, newsletters, course summaries, or supplementary handouts/attachments to the report card).

The full comment may be entered in MyEducation BC or an abbreviated comment may be entered in MyEducation directing the reader to see a comment attachment to the report card, a record of +parent conference attached to the report card.

+*If parent does not attend conference, a full written report card must be provided.*

Descriptive Feedback for each subject/learning area must meet the following expectations:
- description of what the student can do relative to the curricular standards (i.e. not just indicate the outcome/standard but describe the student's level of achievement of that standard);
- areas for attention or growth;
- next steps and supports.

Comments in the standard MyEducation BC report card will be by subject/learning area.

Other forms of commenting may be organized in cross-curricular themes, projects and around learning demonstrations but must explicitly reference all the subjects/learning areas being reported on and the student performance, needs, and plans for support for each.

Self-Reflection and Goal Setting
The K-12 Student Reporting Policy requires that student self-reflection on Core Competencies and goal setting be included in at least two written Learning Updates and the Summary of Learning.

In the interest of flexibility for students and their learning, the policy does not specify how student self-reflection on Core Competencies and goal setting should be taught or documented. The format and process for supporting student self-reflection on Core Competencies and goal setting are to be outlined and determined by the district or school and integrated into local practice.

Furthermore, which Core Competencies students self-reflect on during the school year are also not mandated. Although goal setting is a natural fit with the Core Competencies, it also does not have to be in relation to them, unless decided on by the student, teacher, school, or district. This flexibility ensures that teachers and students are able to engage in these processes in ways that are most meaningful to them.

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.

MyEducationBC will generate a Graduation Status Update for students in grades 10, 11, and 12. Students must be enrolled in the correct Grad Program for the update to print.

Additional information is available in the Student Scheduling v3.4 user guide, available on the myeducationbc.info website.

GRADES K-7:

Learning Updates

- Term 1, Term 2: issued on published district reporting dates

- 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

Summary of Learning

- Term 3/Final: issued on published district reporting dates

- 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

Informal Learning Updates

- on or by district published reporting dates

- may be written (paper, electronic), by telephone, or by meeting or conference*

- (Note: there must be a record of the call, meeting etc. in the student cumulative file.)

- format determined by school

GRADES 8-9:

Learning Updates

- Term 1, Term 2, and Term 3: issued on published district reporting dates, platform dependent

- 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

Summary of Learning

- Term 2, Term 4/Final: issued on published district reporting dates, platform dependent

- 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

Informal Learning Updates

- on or by district published reporting dates

- may be written (paper, electronic), by telephone, or by meeting or conference*

- (Note: there must be a record of the call, meeting etc. in the student cumulative file.)

- format determined by school

GRADES 10-12:

Learning Updates

- Term 1, Term 2, and Term 3: issued on published district reporting dates, platform dependent

- 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

- Term 2, Term 4/Final: issued on published district reporting dates, platform dependent

- 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

Informal Learning Updates

- on or by district published reporting dates

- may be written (paper, electronic), by telephone, or by meeting or conference*

- (Note: there <u>must be a record</u> of the call, meeting etc. in the student cumulative file.)

- format determined by school

INCLUSIVE GUIDELINES:

POLICY 5550 REPORTING STUDENT LEARNING
K-12 Student Reporting Policy

ADOPTED: October 10, 2023
Amended:

- **All** students are eligible to receive universal assessment supports and can be assessed according to their achievement of grade-level Curricular Competencies.

  - **All** students refers to everyone (including those with an IEP, safety plan, or behaviour plan in place). All students can receive universal **Tier 1** assessment supports.

- **Some** students will achieve their grade-level competencies with more targeted assessment supports. Universal and targeted assessment supports do not alter provincial learning standards. Students accessing supports for learning should be assessed in relation to grade-level curricular standards. Teachers are expected to communicate targeted assessment supports when reporting.

  - **Some** students refers to students who are experiencing difficulty meeting learning standards (students may or may not have an IEP, safety plan, or behaviour plan in place). These students need additional targeted **Tier 2** assessment supports and are identified through screening and diagnostic tasks or progress monitoring in the classroom setting by the classroom teacher.

- **Few** students will require specific assessment supports and individualized curricular goals, referred to as replacement curricula.

  - **Few** students are those who are receiving **Tier 3** supports in addition to Tier 1 and 2 supports. These are students who have complex needs or moderate to profound intellectual disabilities. These students are being assessed in relation to the Individualized learning goals as outlined in their IEP and have been identified by the student's learning team.

  - In consultation with the Inclusive Education team, the classroom teacher and the case manager from the School-Based Team, will support the design and communication of curricula. Students working with specific assessment supports may not necessarily be Emerging on the Provincial Proficiency Scale. If with the supports noted in their IEP/AIP they are showing grade-level proficiencies they should be assessed as 'proficient'. Teachers are expected to communicate targeted and specific assessment supports when reporting.

Requirements

Reporting is done for ALL students, including those supported with an IEP (Inclusive Education Plan) or an AIP (Annual Instructional Plan).

- Any instructional practices (targeted and specific) that have been supportive to a student's learning should be stated in the Written Learning Updates and the Summary of Learning within the specific area of learning strength-based comment: o Communication of student learning for all students will be at established timelines following the district requirements.

- For students on an IEP/AIP with specific assessment supports, teachers are expected to:
  - Collaborate with the Case Manager to complete/update the IEP for students with a ministry designation;
  - consult with the Case Manager in helping determine the growth and progress of their students on an IEP/AIP in relation to their goals;
  - Consult with the Case Manager to complete *Communicating Student Learning* requirements;
      - The Written Learning Updates and Summary of Learning should contain strength-based comments that follow guidelines;
  - Participate in regular IEP/AIP review with the Case Manager, and when appropriate, with the student and caregivers.

Differentiated assessment supports are design practices that offer students choice in the way they express, represent, or engage with their learning. These supports affect the **why** of learning (engagement), recognize the **what** of learning (representation), and support the **how** of learning (action and expression).

Students with Diverse Abilities (all grades)

Where students with diverse abilities are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student will be assessed in relation to the individualized learning goals outlined in their IEP, reporting to parents will be in relation to these specific individual goals as they relate to each XSIEP or local programming within which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

A student with an IEP or student learning plan should not be automatically assessed as Emerging or Developing or at a lower letter grade and percentage because they use supports to access and demonstrate their learning. If, with the supports, the student is demonstrating learning in relation to the learning standards, then they should be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated. The use of supports does not mean they are not adequately meeting the learning standards.

Students on Modified Curricula (all grades)

For students with diverse abilities who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the student's learning team. ELL and FLL Students (all grades)

The reporting requirements for English Language Learning (ELL) and French Language Learning (FLL) students who are following the learning standards of the B.C. curriculum for a course, area of learning or grade are the same as for other students.

In alignment with the English Language Learning Policy Guidelines (2018), Provincial Proficiency Scale indicator or letter grades and percentages are appropriate for ELL and FLL students where, with the appropriate supports, they are capable of meeting the learning standards for a particular area of learning and/or for a Board/Authority Authorized course.

Provincial Proficiency Scale indicator or letter grades and percentages are not appropriate where ELL or FLL students are not yet able to meet the learning standards in some areas of learning because of their level of language proficiency, even with supports. In this case, reports on student learning must contain information describing what the student can do, areas that require further attention or development, and ways of supporting their learning.

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APPENDIX 1 CONFERENCE RECORD

*Conference with student & caregivers may meet **requirements of a Learning Update or Learning Summary** when recorded on SD6 Template*

English Language Arts	Emerging	Developing	Proficient	Extending			
Comprehend and Connect (Reading, Listening, Viewing)				**EMG**	**DEV**	**PRF**	**EXT**
I can independently read 'just right' books at my level.						X	

Grade Two Reading Benchmarks - Term 1

Emerging											Developing			Proficient			Extending		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Create and Communicate (Writing, Speaking, and Communicating)	**EMG**	**DEV**	**PRF**	**EXT**
Areas for Future Growth & Next Steps				
•				
•				
•				

Mathematics	Emerging	Developing	Proficient	Extending			
Sub-aspects				**EMG**	**DEV**	**PRF**	**EXT**
I can read and write numbers to 100.						X	
Areas for Future Growth & Next Steps							
•							
•							
•							