



## Letter grades and percentages

Letter grades and percentages are used in Grades 10-12 to indicate a student's learning in relation to the learning standards. The process for letter grade symbols and corresponding percentages and definitions are set out in the [Provincial Letter Grades Order](#).

Letter grade	Percentage range	Definition
<b>A</b>	86–100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
<b>B</b>	73–85	The student demonstrates very good learning in relation to the learning standards.
<b>C+</b>	67–72	The student demonstrates good learning in relation to the learning standards.
<b>C</b>	60–66	The student demonstrates satisfactory learning in relation to the learning standards.
<b>C–</b>	50–59	The student demonstrates minimally acceptable learning in relation to the learning standards.
<b>F</b>	0–49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
<b>SG</b>	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.
<b>TS</b>	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
<b>IE</b>	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.

### Assigning letter grades and percentages

Throughout the term, teachers document evidence of learning by collecting student assessment and evaluation data. Evidence of learning is not just physical work products. Evidence of learning can include observations and conversations as well. Before reporting on student learning, the teacher reviews the evidence of learning. The teacher uses professional judgment to honour recent evidence and determine the overall growth of the learner in relation to the learning standards.

The teacher then determines the student's overall learning in relation to the learning standards for the unit or term and assigns [Ministry-approved letter grades and percentages](#) that correspond to the learning demonstrated by the student.

Averaging marks over a term, semester, or year does not provide an accurate picture of student learning. Learning is continuous. Therefore, learning demonstrated close to the communication of student learning will be the most reflective of student proficiency and should be used as the strongest evidence of learning when deciding on a letter grade and percentage.

### Assigning a letter grade as a final mark

At the end of the school year or at the completion of a course, teachers assign a letter grade and percentage to indicate each

student's overall learning in each area of learning.

Because of the ongoing nature of learning, recent evidence of learning in the final term should be considered more deeply than initial evidence of learning, as it provides a more accurate demonstration of a student's learning in relation to the learning standards at the time.

### 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.

IE may not always be the most appropriate letter grade to assign. Student needs and goals, course scheduling, and funding implications should all be considered before assigning an IE.

Here are some examples of when IE might be used:

- A student has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term)
- A student has been away from school for a significant period
- A student who is below 50% and needs to provide further evidence of learning to pass a course



### Due to the ongoing nature of learning:

- Averaging marks over a term, semester, or year does not provide an accurate picture of student learning.
- Learning demonstrated close to the communication of student learning will be the most reflective of student proficiency and should be used as the strongest evidence of learning.



### Important

Insufficient Evidence (IE) is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and/or would like to have the student's mark eventually translated into a proficiency scale indicator or letter grade and percentage. Otherwise Standing Granted (SG) or Failed "F" may be more appropriate.



### *Considerations for use of IE in Grades K-9*

At times, there may be insufficient evidence of learning at the end of the school year. Teacher(s), principal and/or vice-principal(s), the student, parents, and caregivers will then 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. The plan will include areas of strength, areas that need future growth, and how the student will meet the learning standards.

The use of IE and the accompanying support planning for a specific student may be a good topic for the school-based team to have.

For more information, see [Promotion or Retention](#).

### *Considerations for use of IE in Grades 10-12*

If appropriate, 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.

When it is time to convert the IE, teacher(s), principal and/or vice-principal(s), the student, parents, and caregivers will work together to determine the letter grade and percentage that are most appropriate. It may be decided that a non-passing grade, such as F, will be used. However, it is important to outline a clear support plan for the student to retake the course to ensure that they are better able to demonstrate their learning in relation to the learning standards in order to fulfill graduation requirements.

It is also important to consider funding implications before assigning an IE. The student can be enrolled in the next grade-level of the course or a support block with no funding implications. But they cannot be re-enrolled in the same grade-level course the following year and receive funding. If the student wants to retake the course, they will need to be given a non-passing grade in order to receive funding for the course.

The use of IE and the accompanying support planning for a specific student may be a good topic for the school-based team to have

However, the IE may not be the most appropriate choice for a student, depending on the context. For students who have not attended regularly, or where the bulk of the learning standards would need to be accounted for, it may be decided that a student needs to retake a course in its entirety.

For more information, see [Promotion or Retention](#).



### Standing Granted and Transfer Standing

Standing Granted (SG) is intended to be used in situations where completion of normal requirements is not possible but sufficient evidence of learning has been demonstrated to grant standing for the area of learning and grade. SG can be used in Grades K-12. It may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal or director of instruction in charge of a school.

SG is not intended for use as a disciplinary measure or in response to behavioural or attendance concerns. If a student needs support, then a promotion-with-supports process should be undertaken. For more information, see [Promotion or Retention](#).

Transfer Standing (TS) is used when awarding credit for an external credential, and may be granted by the principal, vice-principal, or director of instruction in charge of a school after examining the student's records from an institution other than a school as defined by

the School Act. Alternatively, when assigning credit for an external credential, the principal, vice-principal, or director of instruction in charge of a school may assign a letter grade and percentage after examining student records. For more information on the external credit process, see the External Credential section of the [B.C. Graduation Program: Handbook of Procedures](#).

TS is not intended to be used when students are transferring between schools. In the case of a school transfer, the principal, vice-principal, or director of instruction in charge of a school should review all available student records and assign a proficiency scale indicator or letter grade and percentage.

It is important to note that SG and TS marks on a student transcript may have long-term impacts on a student's post-secondary options. SG and TS should only be assigned when they are in the best interest of the student, and whenever possible a proficiency scale indicator or letter grade and percentage should be assigned to the student over an SG or TS.



### The School Act defines a school as:

- (a) a body of students that is organized as a unit for educational purposes under the supervision of a principal, vice principal or director of instruction
- (b) the teachers and other staff members associated with the unit, and
- (c) the facilities associated with the unit

A school includes a Provincial Resource Program and an online learning school operated by a board.

### Supporting students in the shift from letter grades to the Provincial Proficiency Scale

Teachers can support students who were previously familiar with letter grades in understanding the Provincial Proficiency Scale by:

- Facilitating conversations about the purpose of assessment so students understand that assessment provides feedback for continued learning, gathers evidence of learning to plan instruction, and communicates strengths and areas for future growth with students, parents, and caregivers
- Discussing with students different forms of assessment practices (e.g., formative assessment, self-assessment, portfolio assessment)
- Using the language of the proficiency scale with students through their instruction and real-time feedback
- Verbally giving students descriptive feedback in real time in class so they become familiar with the format of identifying their strengths and areas for future growth
- Co-constructing assessment criteria with students so they come to understand what Emerging, Developing, Proficient, and Extending look like
- Providing students with opportunities to assess their own learning using the proficiency scale
- As a learning task, having students design their own learning activity with assessment criteria

