

# **K-12 Student Reporting Policy**

## **Date came into force or revised**

July 1, 2022

## **Status**

New

## **Policy statement**

Consistent, timely and meaningful student reporting across British Columbia's K-12 school system supports student learning by ensuring parents/caregivers and students are informed about student progress.

The K-12 Student Reporting Policy (the "Policy") outlines the requirements for reporting on student learning: it requires Descriptive Feedback in clear and accessible language and the use of the Provincial Proficiency Scale to ensure all students understand what they can do to ensure proficiency and growth. The Policy also requires Student Self-Assessment and Student Goal Setting as part of the reporting process.

The Policy applies to all students, including students with disabilities and diverse abilities and English and French language learners.

## **Rationale**

Consistent, timely and meaningful student reporting in clear and accessible language enables parents/caregivers, students, teachers and administrators to proactively work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support.

The use of the Provincial Proficiency Scale gives students and parents/caregivers a clear understanding of both what students can already do and areas for future growth. Self-reflection is an important part of learning and developing: Student Self-Assessment and Student Goal Setting help to involve students in the assessment process and encourage a sense of ownership over performance.

All students, including students with disabilities and diverse abilities as well as English and French language learners, should be working toward the Learning Standards of the Provincial Curriculum and should receive Learning Updates and Summaries of Learning.

# Authority

See the following Ministerial Orders and Regulation:

- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 295/95, the [Required Areas of Study in an Educational Program Order \(PDF\)](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)

## Definitions

**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** – Written comments and/or documented conversations that describe student performance in relation to the Learning Standards and may describe how student learning will be supported by the teacher. This feedback should be in clear language that is accessible to parents/caregivers.

**Learning Updates** – Responsive and timely updates to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. The requirements for Learning Updates are detailed in the Student Reporting Policy and ensure parents/caregivers are well informed about student learning.

**Learning Standards** – The curricular competency Learning Standards (including 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.

**Provincial Proficiency Scale** – The four categories of student performance (Emerging, Developing, Proficient or Extending) as defined in the Provincial Letter Grades Order and the Student Progress Report Order.

**Student Goal Setting** – Student goals for their own 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 should be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career and life aspirations.

**Student Self-Assessment** – Student reflection on their personal progress in developing the Core Competencies and student reflection on their learning engagement and responsibility. These reflections should inform Student Goal Setting.

**Summary of Learning** – A summative, written report to parents/caregivers that describes student progress and achievement at the end of a school year.

## **Student Reporting Policy for Grades K-12**

As specified by the Student Progress Report Order, Boards of Education must provide all parents/caregivers with at least 4 Learning Updates during the school year and 1 Summary of Learning at the end of the school year.

### **Learning Updates**

Learning Updates provide responsive and timely information to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. During the school year, parents/caregivers must be provided with at least 4 Learning Updates, at least 2 of which must follow the requirements below.

#### **Grades K-9**

For Grades K-9, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and Descriptive Feedback;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

#### **Grades 10-12**

For Grades 10-12, at least 2 of the Learning Updates provided during the school year must be written and must include:

- communication of progress in each subject area currently being studied in relation to the Learning Standards, using letter grades and percentages and Descriptive Feedback—these Learning Updates may also include the Provincial Proficiency Scale;
- feedback on student attendance, areas of significant growth and opportunities for further development; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Timing of Learning Updates is determined at the district level, but at least 1 Learning Update must take place within the first 25% of scheduled instructional time.

## Summary of Learning

As specified by the Student Progress Report Order, at the end of the school year Boards of Education must provide 1 written Summary of Learning to parents/caregivers. The Summary of Learning will use clear and accessible language to provide information about student progress in relation to the Learning Standards of the Provincial Curriculum.

### Grades K-9

For Grades K-9, the Summary of Learning must include:

- a summary of student progress in all subject areas studied during the school year using the Provincial Proficiency Scale and Descriptive Feedback;
- a summary of student attendance, areas of significant growth, and opportunities for further development; and
- a student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

### Grades 10-12

For Grades 10-12, the Summary of Learning must include:

- a summary of student progress in all subject areas studied during the school year using letter grades and percentages and Descriptive Feedback—the Summary of Learning may also include the Provincial Proficiency Scale;
- a summary of student attendance, areas of significant growth, and opportunities for further development; and
- a student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

## Inclusive Education

This Policy applies to all students, including students with disabilities or diverse abilities, English Language Learners, and French Language Learners, who may also have individual learning goals identified in a document such as an Individual Education Plan (IEP) or an Annual Instruction Plan (AIP).

## Insufficient Evidence of Learning

As defined in the Provincial Letter Grades Order, the "IE" reporting symbol will be used on Learning Updates to alert parents/caregivers when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial

Curriculum. The "IE" symbol is temporary and indicates that further information is required before students can be assessed.

When an "IE" reporting symbol has been assigned teachers must:

- identify the subject areas where there is insufficient evidence of learning
- develop a plan of action to support students in meeting the Learning Standards of the Provincial Curriculum; and
- inform students and parents/caregivers and provide an opportunity to discuss the plan of action, including the insufficient evidence of learning, any problems the student is having, possible solutions, suggested supports and a timeline for resolution.

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