

# WHAT WE HEARD:

## K-12 Student Progress Reporting

**December 2021**



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## BACKGROUND AND IMPETUS FOR PUBLIC ENGAGEMENT

### **K-12 Student Reporting Policy Details and Planned Implementation**

There are currently three separate reporting policy options and 17 proficiency scales used to describe and summarize classroom student learning in Grades K-12 throughout the province.<sup>1</sup> Since the rollout of an updated provincial curriculum began in 2016, the B.C. Ministry of Education has been working on updating provincial reporting policies to better align with the curriculum.<sup>2</sup> Following extensive rightsholder and stakeholder consultation and pilots of new reporting approaches in several districts throughout the province, the Ministry of Education has created a draft policy for public feedback.

This new *K-12 Student Reporting Policy* was developed to make student reporting more consistent, while allowing school districts flexibility. The policy aims to be inclusive and relevant for students of all backgrounds, including students with diverse abilities, and both English and French language learners.

Key elements of the proposed policy include:

- Requiring a minimum of five reporting updates throughout the school year, of which four will be Learning Updates (two of these written) and one will be a written Summary of Learning at the end of the year;
- Requiring that the first Learning Update occur within the first 25% of the school year;
- Extending the use of the four-point Provincial Proficiency Scale in reporting to include all students from Kindergarten through Grade 9;
- Making the Provincial Proficiency Scale optional in reporting for Grades 10 through 12, while requiring letter grades and percentages in reporting in these grades;<sup>3</sup> and
- Requiring student-generated content, including student goal-setting and student self-assessment of the Core Competencies, in the two written Learning Updates and the written Summary of Learning.

### **Purpose of this Public Engagement and What We Heard Report**

In consultation with a diverse range of rightsholders and partners in the education sector, the Ministry of Education developed and released a proposed new *K-12 Student Reporting Policy*. The Ministry of Education then funded the development and release of an online engagement to hear from teachers, parents, school administrators, students, and interested members of the public to gather feedback and perspectives on the proposed changes. This online engagement was prepared and hosted by the EngageBC Team, within the Ministry of Citizen Services, at [engage.gov.bc.ca/govtogetherbc](https://engage.gov.bc.ca/govtogetherbc).

Analysis of the collected feedback was conducted by R.A. Malatest & Associates Ltd. (Malatest). This report summarizes the key findings from the input received. Figures and illustrations of findings from the

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<sup>1</sup> Taken from <https://engage.gov.bc.ca/app/uploads/sites/121/2021/09/Background-Rationale-Draft-K-12-Student-Reporting-Policy.pdf>

<sup>2</sup> Taken from <https://engage.gov.bc.ca/govtogetherbc/consultation/studentreporting/>

<sup>3</sup> For more details on the proposed K-12 Student Reporting Policy, see <https://engage.gov.bc.ca/app/uploads/sites/121/2021/09/Draft-K-12-Student-Reporting-Policy.pdf>

survey are referenced throughout the report, and can be found in **Appendix A**. In addition, tables summarizing all analyses conducted can be found in **Appendix B**.

## METHODS AND SURVEY RESPONSES

### Public Engagement Survey

#### *Survey Design and Administration*

The public engagement survey was codeveloped by the Citizen Engagement Team and the BC Ministry of Education to collect feedback on the changes to student reporting proposed under the new *K-12 Student Reporting Policy*. Five-point satisfaction scales and open-ended comment fields were included in the survey to allow respondents to provide both general quantitative responses as well as detailed qualitative feedback on the proposed policy elements.

The survey was programmed and hosted online by the Citizen Engagement Team, through the govTogetherBC online engagement portal ([engage.gov.bc.ca/govtogetherbc](https://engage.gov.bc.ca/govtogetherbc)). The survey was open for feedback for six weeks, from September 27<sup>th</sup> to November 5<sup>th</sup>, 2021.

A copy of the survey questionnaire can be found in **Appendix C**.

#### *Data Analysis*

All closed-ended response options were analyzed quantitatively, using appropriate summary statistical methods (e.g., frequencies, means). In addition, comparisons of responses among key audience segments (i.e., parents, teachers, school administrators, students, and members of the public) were conducted on all closed-ended questions about the proposed policy. Where differences between groups were found to be statistically significant, findings are presented in this report. The output of all analyses can be found in **Appendix B**.

For open-ended comments, researchers at Malatest developed coding frameworks for each question using an iterative, inductive method whereby a random sample of comments on each question were reviewed and themes identified as they emerged from the content. Comments continued to be randomly sampled until saturation was reached (i.e., new themes could not be identified in the content). These frameworks were then used to code all comments, and the coded content was summarized quantitatively. A copy of the coding frameworks used can be found in **Appendix D**.

### Additional Feedback Received

In addition to the online engagement survey, some individuals, school districts and partner and rightsholder organizations submitted written responses to Ministry representatives regarding the proposed policy. These 16 submissions were reviewed and, where appropriate, key themes have been identified and included in **Appendix E**.

## **Survey Response**

### ***Sample Size***

In total, 4,491 responses to the survey were received during the open engagement period. Of these, 4,169 were full completions (i.e., respondents answered all questions) and 322 were partial completions. Throughout this report, reported sample *ns* for specific questions may vary due to these skipped questions and incomplete surveys.

### ***Respondent Characteristics***

Teachers represented the largest segment of survey respondents, accounting for approximately two-thirds (65%) of all responses. Parents were the next-largest respondent group at slightly more than one-quarter of all respondents (28%). Only small percentages of responses came from school administrators (4%), students (2%), and interested members of the public (1%). For a visual representation, please refer to **Figure A1 in Appendix A**.

A majority of survey responses came from people who were commenting on the proposed policy with a background in the Kindergarten through Grade 9 levels (60%), while the remainder of respondents were evenly split between upper grade levels (20%) and all grade levels (20%). Please refer to **Figure A2 in Appendix A** for a visual representation of the data.

The majority of teachers, parents, and school administrators were commenting with a Kindergarten to 9 focus, while most student respondents focused on a Grades 10 through 12 perspective, and members of the public were most likely to be commenting on all grade levels. Refer to **Figure A3 in Appendix A**.

Indigenous people were underrepresented in this survey, with 4% of all respondents self-identifying as Indigenous (compared to the population of B.C., of which 6% report Indigenous identity as of the 2016 Census). Refer to **Figure A4 in Appendix A**.

The large majority of survey respondents (94%) spoke English most often at home, followed by French (2%), Cantonese (1%), and Punjabi (1%). Less than 1% of respondents reported speaking Mandarin or any Indigenous languages at home. “Other” languages represented 2% of respondents, with small numbers of respondents reporting speaking languages like Spanish (n=8), Romanian (n=5), Japanese (n=5), Korean (n=5), German (n=5), and Farsi (n=4). Other languages had only one or two individuals reporting that they spoke them at home, and six respondents indicated that they speak English and French equally at home.



## WHAT WE HEARD ABOUT K-12 STUDENT PROGRESS REPORTING

### Overall Response to Proposed Reporting Policy

Respondents were asked how satisfied they were, overall, with the proposed new student reporting policy. Among all respondents, more than two-thirds (69%) reported being dissatisfied with the new proposed policy, while 13% were satisfied (**Figure A5 in Appendix A**).

There were significant differences by group in overall satisfaction with the proposed policy. Teachers were significantly more likely than any other group (except students) to report being dissatisfied with the proposed policy (77% of teachers were dissatisfied, and 68% of students were dissatisfied, compared to approximately 50% of other groups). School administrators were significantly more likely than any other group to report high levels of satisfaction with the proposed reporting policy, but even so fewer than one-half of this group reported high levels of satisfaction. The majority of parents reported low levels of satisfaction with this reporting policy. See **Figure A6 in Appendix A**.

There were no notable trends or differences in satisfaction, overall, with the proposed reporting policy by grade level.

### Responses to Specific Elements of Proposed Policy

#### *Frequency of Reporting*

##### **Context**

**The proposed policy would require a minimum of five reporting events per year: four Learning Updates throughout the school year—two of which must be written reports—as well as one written Summary of Learning at the end of the school year. This is the same number of reports currently required under existing policy.**

Approximately one-half (52%) of all respondents reported low levels of satisfaction with the frequency of reporting in the proposed new reporting policy, while one quarter (24%) reported high levels of satisfaction (**Figure A7 in Appendix A**).

Teachers were significantly more likely than all other groups to report low levels of satisfaction with the frequency of reporting. There were no significant differences among other groups in their levels of satisfaction with the frequency of reporting proposed in this new policy. See **Figure A8 in Appendix A** for more details.

There were no notable trends or differences in satisfaction with proposed reporting frequency by grade level of focus.

The majority of comments related to frequency of reporting expressed dissatisfaction and concern, while relatively few expressed satisfaction with this element of the reporting policy. Among valid comments received, the most common themes were:

- Dissatisfaction or concern around the additional workload these requirements would create for teachers (34% of valid comments);
- Dissatisfaction or concern that reports are required too frequently (30% of valid comments); and



- Dissatisfaction or concern over the format of reports as required under the new policy (25% of valid comments).

Each of the other themes identified in the written comments were expressed by less than 10% of all respondents, and included issues such as concern that the frequency of reporting undermines meaningful feedback and growth opportunities, concern over the timing of reports, and concern that reports will not be sufficiently detailed. Only 4% of valid comments indicated belief that the requirements are *not* onerous for teachers, and 9% believed the proposed reports would be a good indicator of student progress.

### ***Kindergarten to Grade 9 Reporting Scales***

#### **Context**

**The proposed policy would require the Provincial Proficiency Scale be used in Grades K-9 to indicate a student's level of performance in each subject area. This is a four-point scale that includes Emerging, Developing, Proficient, and Extending. Teachers use this scale, along with descriptive feedback, to communicate student progress.**

Approximately one-half (54%) of all respondents indicated low levels of satisfaction with the requirement of the Provincial Proficiency Scale in reporting from kindergarten to Grade 9. Slightly less than one third (29%) noted high levels of satisfaction with the scale as a reporting requirement. See **Figure A9** in **Appendix A** for more details.

Those providing feedback for Kindergarten to Grade 9 were significantly more likely to report high levels of satisfaction with requiring the Provincial Proficiency scale in K-9 reporting than those providing feedback specific to Grades 10 to 12 (**Figure A10** in **Appendix A**). Of those focusing on K-9, 33% reported high satisfaction with the proficiency scale requirement in K-9 reporting compared with 22% focusing on Grades 10 to 12.

Among different stakeholder groups, there were some significant differences among teachers, parents, and school administrators. Parents, teachers, and school administrators all differed significantly from one another, with parents being the least satisfied with the proficiency scale (23% reporting high levels of satisfaction), followed by teachers (31% reporting high levels of satisfaction), and finally school administrators with the highest levels of satisfaction (60% reporting high satisfaction) (see **Figure A11** in **Appendix A**).

Comments in the open-ended text box regarding the Provincial Proficiency Scale tended to reflect the dissatisfaction expressed in the closed-ended survey item summarized above; there were far more comments coded to negative or dissatisfied themes compared to positive ones.

- Approximately one-quarter (24%) of valid responses recommended that the scale items require further development (e.g., further clarification, assessment guidelines for teachers);
- Approximately one-fifth (22%) of valid responses suggested that the proficiency scale limits the quality of the feedback given to students;
- A similar proportion (20%) of valid responses indicated that the current Provincial Proficiency scale is unclear to parents; and
- A slightly smaller proportion (17%) of valid comments indicated that the scale is appropriate only for certain groups (e.g., younger grade ranges, or specific classes or skills).

Thirteen percent of valid comments were coded as being positive about the scale, citing the scale's ability to identify student progress for appropriate follow-up. The remainder of the themes identified in comments were each coded to less than 10% all valid comments received.

### ***Letter Grades and Percentage Reporting in Grades 10 to 12***

#### **Context**

**The proposed policy would require letter grades and percentages be used in Grades 10-12 to indicate a student's level of performance in each subject area. Letter grades and percentages are a requirement when applying to many post-secondary institutions.**

Over one-half (60%) of all respondents indicated that they were satisfied with letter grades and percentages as a reporting requirement in Grades 10-12. Less than one-quarter (22%) noted low levels of satisfaction with letter grades and percentages in reporting. See **Figure A12** in **Appendix A** for more details.

School administrators were significantly more likely than other stakeholder groups to indicate a low level of satisfaction with the requirement of letter grades and percentages in Grades 10 to 12 reporting. Nearly half of school administrators reported a low level of satisfaction with the requirement of percentages and letter grades in Grades 10 to 12 reporting. Students, and parents or caregivers were significantly more likely than all other groups to express high levels of satisfaction with this element of the proposed policy. See **Figure A13** in **Appendix A**.

Those focusing on Grades 10 to 12 were significantly more likely to indicate high levels of satisfaction with requiring the letter grades and percentages in Grades 10 to 12 reporting than other groups. Two-thirds (66%) of respondents focusing on Grades 10 to 12 were highly satisfied with letter grades and percentages in reporting compared with 58% of those focusing on other grade levels. See **Figure A14** in **Appendix A** for more details.

Reflecting the general satisfaction with the retention of letter grades and percentages for the uppermost grade levels, the most common themes among respondents were:

- Satisfaction with retaining the same system that post-secondary schools use in grading and admissions standards (38% of valid comments); and
- Satisfaction with the use of a more precise method of summarizing learning (28% of valid comments).

Despite the overall popularity of this element of the proposed reporting policy, there were some respondents who opposed it. Sixteen percent of valid comments believed that the shift in grading systems, between Kindergarten to Grade 9 and Grades 10 through 12, would be a difficult adjustment for students. A similar proportion of valid comments (14%) reported that letter grades and percentages represent an outdated or ineffective reporting practice.

The remainder of the themes identified in valid comments each represented less than 10% of all valid comments coded.

## ***Optional Provincial Proficiency Scale Reporting in Grades 10 to 12***

### ***Context***

**The proposed policy would offer teachers, parents and students some assessment continuity across grades, by encouraging the Provincial Proficiency Scale be used in addition to letter grades and percentages in Grades 10-12 reporting.**

Roughly one-half (52%) of all respondents reported a low level of satisfaction with having the Provincial Proficiency Scale as an option for Grades 10 to 12 reporting. Less than one-quarter (22%) of all respondents noted high levels of satisfaction with the scale as an option for reporting (**Figure A15 in Appendix A**).

Students were significantly more likely than other stakeholder groups to indicate a low level of satisfaction with having the Provincial Proficiency Scale as an option for Grades 10 to 12 reporting. Roughly three quarters (74%) of students reported low satisfaction with including the scale and only 10% of students reported high satisfaction with the scale as an option for reporting. Further, school administrators were significantly more likely than other stakeholder groups to express high levels of satisfaction with this element of the proposed policy, although even so, fewer than one-half of these respondents expressed satisfaction (42%). There were no significant differences among other groups in their levels of satisfaction with this option for Grades 10 to 12 reporting in this new policy (**Figure A16 in Appendix A**).

Among respondents focusing on different grade levels, there were no trends of note or significant differences in levels of satisfaction with having the Provincial Proficiency Scale as an option for Grades 10 to 12 reporting.

A variety of reasons for being dissatisfied with this element of the proposed reporting policy emerged from open-ended comments. The most common themes identified in comments were:

- An overall recommendation to use letter grades and/or percentages only, without any option for reporting using the Provincial Proficiency Scale (33% of valid comments);
- Concern about the increased workload for teachers that would result from reporting on two different scales (20% of valid comments); and
- An overall recommendation to move away from letter grades and percentages altogether and make reporting using the Provincial Proficiency Scale required (12% of valid comments).

Approximately 11% of valid responses reported satisfaction with this element of the proposed reporting policy, indicating that the scale is beneficial for students' learning. Other themes each represented fewer than 10% of valid comments received in the survey.

## ***Student Self-Assessment and Goal Setting***

### ***Context***

**The proposed policy would require integrated student self-assessment across the school year to ensure students are always mindful of their growth in the Core Competencies (Communication, Thinking, and Personal and Social) and that self-assessment information be included in student reporting. The proposed policy would also require that students set learning, personal inquiry and development goals throughout the year and that progress on these goals be included in student reporting. Such goals**

**encourage student ownership over learning and may include personal, educational, or career-related contexts.**

Roughly one-half (51%) of all respondents reported a low level of satisfaction with student self-assessment of core competencies in reporting. Slightly more than one-quarter (22%) noted high levels of satisfaction with student self-assessment. See **Figure A17** in **Appendix A** for more details.

Students and teachers were significantly more likely than other stakeholder groups to indicate a low level of satisfaction with student self-assessment of core competencies in reporting, with 66% and 58% respectively, reporting low levels of satisfaction. Only 4% of students reported a high level of satisfaction with self-assessment. School administrators were significantly more likely than all other groups to report high levels of satisfaction with the element of student self-assessment on core competencies (**Figure A18** in **Appendix A**).

Similar to low levels of satisfaction with student self-assessment, roughly one-half (50%) of all respondents reported a low level of satisfaction with student goal setting. Slightly less than one-third (30%) noted high levels of satisfaction with student self-assessment in reporting. See **Figure A19** in **Appendix A** for more details.

As was the case with self-assessment, students and teachers were significantly more likely than other groups to be dissatisfied with student goal setting. Students reported the lowest levels of satisfaction with this element of the policy, with only 10% of student respondents reporting high levels of satisfaction. School administrators reported significantly higher levels of satisfaction with student goal setting in reporting compared to all other groups (**Figure A20** in **Appendix A**).

Among respondents focusing on different grade levels, there were no trends of note or significant differences in levels of satisfaction with either student self-assessment or goal setting in the proposed reporting policy.

Open-ended comments on goal setting by students was mixed. Two of the most common themes identified in these comments were:

- Dissatisfaction, as the time-consuming nature of student-led goal setting adds to teachers workloads (23% of valid comments); and
- Satisfaction, as student-led goal setting can enrich their learning and engagement (22% of valid comments).

Other common themes related to student goal setting included:

- Concerns that goal setting may not be appropriate for all students, based on their age and developmental stage (23% of valid comments);
- Requests that the processes for student goal setting be more clearly defined in the proposed policy (21% of valid comments);
- Concerns that goals cannot be entirely directed by students (16% of valid comments); and
- Concerns that formalizing the goal-setting process does not make it meaningful or foster student engagement (14% of valid comments).

Other comments related to student-led goal setting each accounted for fewer than 10% of all valid comments.

Open-ended comments expanded on respondents' reasons for dissatisfaction with student self-assessment. The most common themes identified in these responses were:

- Concerns that the self-assessment process has not been sufficiently defined or structured, as it currently stands in the proposed reporting policy (32% of valid comments);
- Concern that self-assessments are difficult for children, and not age-appropriate for younger grades (29% of valid comments);
- Belief that self-assessments do not yield sufficient benefits to children's learning to justify the class time used to complete them (16% of valid comments); and
- Concern that self-assessments will create a significant increase in workload for teachers, in support students to complete them and/or in managing and integrating self-assessment data in reporting (14% of valid comments).

There were some comments (10% of valid comments) that indicated that they were supportive of student self-assessment, as they believed it supports student engagement and encourages opportunities for growth. Other themes in comments each represented fewer than 10% of valid comments.

### ***Diversity and Inclusion***

#### ***Context***

**The proposed policy would require all assessment and evaluation practices be inclusive of all learners and respond fully to individual needs, including those of students with disabilities and diverse abilities.**

Nearly one-half (45%) of all respondents reported high levels of satisfaction with the diversity and inclusion element of the proposed reporting policy (**Figure A21 in Appendix A**).

School administrators were significantly more likely than all other stakeholder groups to indicate a high level of satisfaction with the diversity and inclusion elements of the reporting policy. Approximately three-quarters (78%) of school administrators reported a high level of satisfaction with diversity and inclusion. There were no significant differences among other groups in their levels of satisfaction with this component in the draft policy (**Figure A22 in Appendix A**).

Among respondents focusing on different grade levels, there were no trends of note or significant differences in levels of satisfaction with diversity and inclusion in the draft policy.

Slightly less than one-half of all respondents provided comments on this question. While 19% of comments on this item emphasized general satisfaction with the inclusion of diversity and inclusion elements in the proposed policy, a large majority of comments identified shortcomings or other issues.

While very few comments objected to the inclusion of diverse learners in education, including assessment, in principle, there were a number of concerns regarding the feasibility of the current proposal and its effectiveness in providing true inclusion. The most common themes raised in comments were:

- Concerns about lack of time and resources for teachers to implement a time-intensive reporting scheme for diverse students (32% of comments);
- Indications that inclusive assessment, which takes into account a student's IEP, is already standard practice (25% of comments);
- Emphasis that until students with diverse needs are fully supported in classrooms through additional funding and more support staff, inclusive assessment will not result in better outcomes for these students and just add to teachers' workloads (23% of comments);
- Concerns about a lack of information or clarity in the policy on what these requirements would look like in practice (17% of comments); and
- Concerns that this type of blanket reporting policy would result in hiding students' true capabilities and learning progress, due to the requirement to put them on the same scale as neurotypical peers but grading them in relation to their IEP.

The concern that the situation of students with additional support needs may be masked by this reporting policy was raised in nearly 500 comments. Many of these comments emphasized that placing a child on the proficiency scale relative to their IEP or student-led learning goals (in and of themselves inappropriate for some students with high support needs) would prevent parents and future teachers from understanding where that student was at, relative to the curriculum expectations. These comments emphasized that there is a need for teachers' professional discretion in choosing how to report on students with diverse needs, as well as the need for clear records on what a student is capable of.

Finally, it was noted by about 8% of comments that teachers will require additional training to properly implement these types of reporting approaches. Most teachers are not special education teachers, and require more training and guidance on how to assess students with higher support needs in the way dictated by the proposed reporting policy.

### **Suggestions for Change**

When asked what single aspect of the proposed reporting policy they would most like to see changed, most selected Frequency of Reporting (32%), followed by use of the Provincial Proficiency Scale in Grades K-9 (18%), and Letter Grades and Percentages in Grades 10 to 12 Reporting (9%).

Approximately 7% of respondents to this question indicated that there were no items in the proposed policy they would like to see changed. Please see **Figure A23** in **Appendix A**.

Other suggestions for change were endorsed by less than 5% of respondents and included both closed-ended response options (Diversity & Inclusion, 4% of respondents), and themes emerging from open-ended comments. Some of the more frequent themes from open-ended comments included:

- Changes to what grade ranges should receive percentages and letter grades (as opposed to the four-point proficiency scale). The majority of these comments advocated for greater use of

percentages and letter grades, starting anywhere from Grade 9 to Kindergarten. This theme emerged from 3% of all respondents (20% of valid “other” comments).

- Improvements to the amount of support offered to teachers to meet these new requirements (2% of all respondents, 13% of valid “other” comments). Suggestions for additional help in these comments included dedicated time each week to write reports during school hours, additional pay to compensate teachers for the additional time needed for these reports, or “taking something else off the plate” to avoid continuing to burden teachers with more tasks.
- Changes to the format of reporting (2% of all respondents, 12% of valid “other” comments). Comments in this theme included suggestions to improve the accessibility of reporting for parents and caregivers who may not speak English as a first language, changes in the use of online platforms for reporting (e.g., MyEd, Fresh Grade), and changes to the required formats for prescribed reports (e.g., using a parent-teacher conference instead of written reports for one or more of the required reports).

All other themes captured under this question represented 1% or less of all respondents, and are not reported on here but can be found in **Appendix D (Page D16, D17 and D18)**.

Analyses of reported top priority for change, by stakeholder group and by grade range of focus, were conducted and are reported below. However, data reported below should be interpreted with caution due to some limitations of the survey questionnaire design. Respondents were instructed to select one element they would like to change about the new reporting policy; as a result, respondents may not have been able to identify all areas of concern to them. For this reason, statistically significant differences should not be taken to mean that elements are not a priority, or are less of a priority, for some groups compared to others.

The top three items for change (i.e., selected by the greatest proportions of respondents as their choice for change) were examined by stakeholder group. Frequency of reporting was a top-three concern for four of the five stakeholder groups (all except students). Use of the Provincial Proficiency Scale for reporting in Grades K-9 was a top-three concern for teachers and parents, while use of letter grades and percentages for reporting in Grades 10-12 was a top-three concern for school administrators and students. More information can be found in **Table A1 in Appendix A**.

Among the top three areas recommended for change (Frequency of Reporting, Provincial Proficiency Scale as a Requirement for K-9, and Letter Grades and Percentages for Grades 10-12), those with a focus on Kindergarten to Grade 9 were most likely to prioritize a change to the proposed frequency of reporting (36% compared to 21% of other grade groups). Respondents with a focus on Grades 10 to 12 were more likely to prioritize changes to the use of letter grades and percentage reporting in Grades 10 through 12 (18% compared to 5%, respectively). See **Figure A24 in Appendix A** for more details.



## SUMMARY

### *How is the proposed K-12 reporting policy being received?*

Overall, a majority of respondents to this engagement expressed low levels of satisfaction with the proposed reporting policy: nearly two thirds (65%) reported low satisfaction with the policy overall, and only 13% reported being satisfied with the policy overall.

Teachers were most likely to report low levels of satisfaction, both overall and on many of the individual elements of the reporting policy. School administrators represented the most positive group, with the highest proportion reporting high levels of satisfaction; however, even among this group, less than one-half (43%) reported high levels of satisfaction.

### *What elements of the new policy do stakeholders like?*

Overall, the most popular elements of the proposed new policy were the retention of letter grades and percentages as a requirement in Grades 10 through 12 reporting (60% of all respondents reported high levels of satisfaction) and the inclusion of Diversity and Inclusion requirements (although fewer than one-half of all respondents, 45%, reported high levels of satisfaction with this item).

The retention of percentages and letter grades was most popular among parents (74% reported high satisfaction) and teachers (54% reported high satisfaction). Open-ended comments indicate that the retention of letter grades and percentages provides more concise, useful feedback to parents about a child's performance. Comments also noted that the four-point proficiency scale is too limited to capture the range of capabilities in students, and the categories are vague and too subjective to be of use.

The Diversity and Inclusion elements of the proposed reporting policy were most popular among school administrators (78% reported high satisfaction), but least popular among teachers (41% reported high satisfaction). Many comments on this item noted that while they supported the inclusion of all students *in principle*, the proposed policy does not support that goal. Comments noted an ongoing lack of funding and support for diverse learners in classrooms, the additional work this would add to teachers' workloads without commensurate compensation or appropriate education to do the work, and the fact that using the Provincial Proficiency Scale to grade students in relation to their IEP could mask or distort the progress and capabilities of a student, rather than empowering their next steps in learning.

### *What elements of the new policy do stakeholders dislike?*

All other elements of the proposed reporting policy had high levels of dissatisfaction ( $\geq 50\%$ ) and low levels of satisfaction ( $< 30\%$ ) across all stakeholder groups.

The frequency of reporting proposed was one of the most negatively received, and most commented on, elements of the proposed reporting policy. In particular, teachers were strongly opposed to the proposed reporting schedule, with 62% reporting low levels of satisfaction.

There were also high rates of dissatisfaction with the expanded use of the Provincial Proficiency Scale (both in the Kindergarten to Grade 9 group as mandatory, and in the Grades 10 to 12 group as optional). While there were some comments supporting the move away from letter grades and percentages as

being an outdated method of grading that does not support growth and learning, there were also many concerns about the use of the Provincial Proficiency Scale. Concerns in open-ended comments tended to fall into a few main categories: flaws with the Provincial Proficiency Scale as it stands now, such as the limited number of categories and inability to meaningfully communicate a student's capacity; a preference to use percentages and/or letter grades for a wider grade range (e.g., starting in Grade 6 or Grade 8, instead of Grade 10); and, concerns that the Provincial Proficiency Scale will result in students "never failing" and being "pushed through" to next grades despite having not yet sufficiently learned the skills and knowledge needed to advance in their education.

Finally, student-led goal setting and self-assessment were unpopular with a majority of respondents. Comments from open-ended fields indicated that the major concerns around these aspects of the proposed reporting policy were, one, concern that goal-setting and self-assessment are not appropriate for younger grade levels, and two, that administering and managing goal-setting and self-assessment data will be highly onerous for teachers to then review and integrate into reporting.

### ***What changes would stakeholders like to see to the policy?***

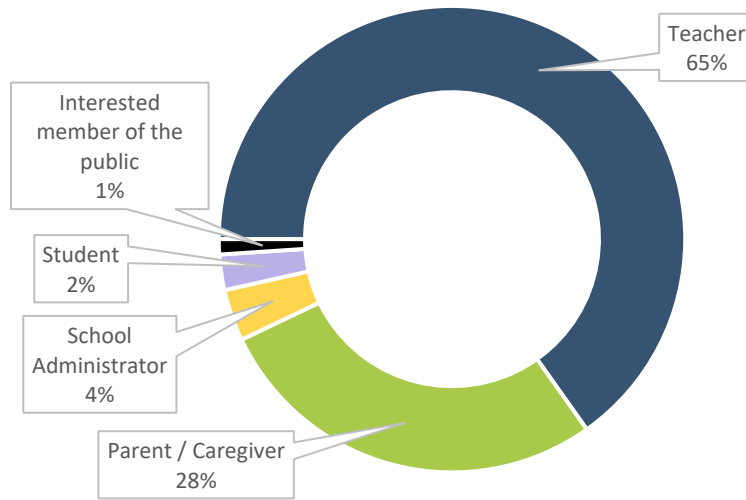
Overall, the majority of respondents to this survey were very concerned about the implications of the proposed new reporting policy on, one, teachers' workloads, and two, the quality and usefulness of feedback generated by teachers to advance students' learning.

The top recommendations for change emerging from the findings of this public engagement include:

- A reduction in the frequency of reporting required under the proposed reporting policy;
- Further clarification, and potential revision, of the Provincial Proficiency Scale to be used under the proposed reporting policy;
- Reconsideration of what age groups use the Provincial Proficiency Scale versus letter grades and percentages in student reporting; and
- Narrowed or eliminated use of student goal-setting and self-assessment.

## **APPENDIX A: DATA FIGURES**

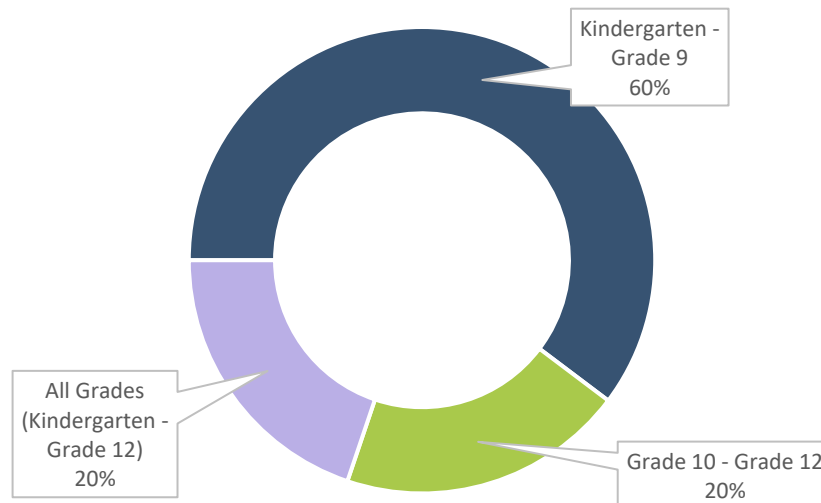
**Figure A1: Respondents by Stakeholder Group**



Valid n=4,467; missing cases=24

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

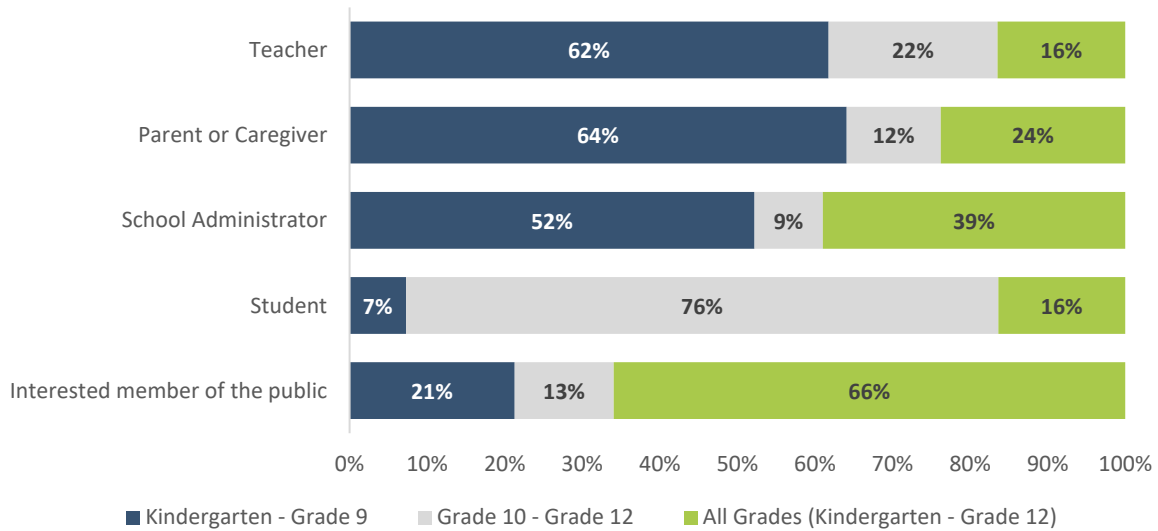
**Figure A2: Respondents by Grade Range of Focus in Feedback**



Valid n=4,461; missing cases=30

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

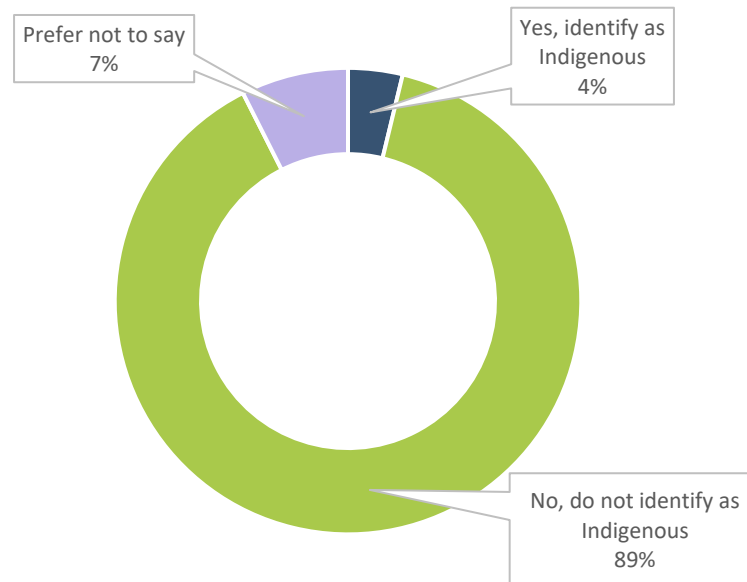
**Figure A3: Respondents by Grade Range and Stakeholder Group**



Valid n=4,456; missing cases=35

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

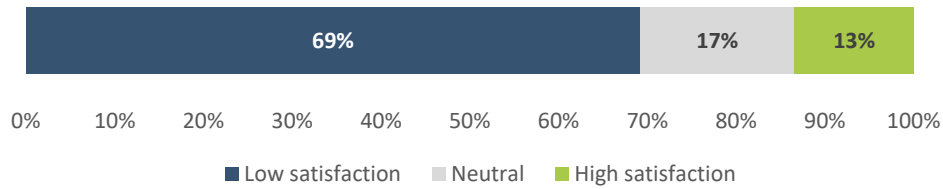
**Figure A4: Respondents by Self-Reported Indigenous Identity**



Valid n=4,447; missing cases=44

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

**Figure A5: Overall Satisfaction with Proposed Reporting Policy, All Respondents**



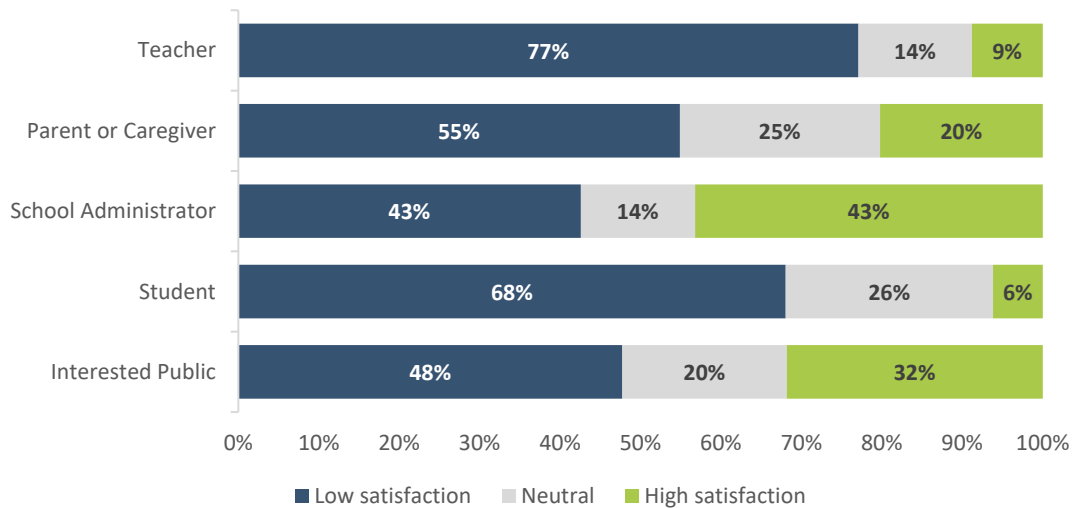
Valid n=4,387; missing cases=104

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation.

Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A6: Overall Satisfaction with Proposed Reporting Policy, by Stakeholder Group**

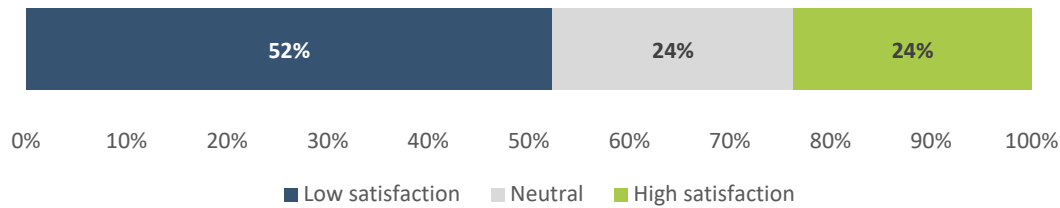


Valid n=4,366; missing cases=116

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A7: Satisfaction with Frequency of Reporting, All Respondents**

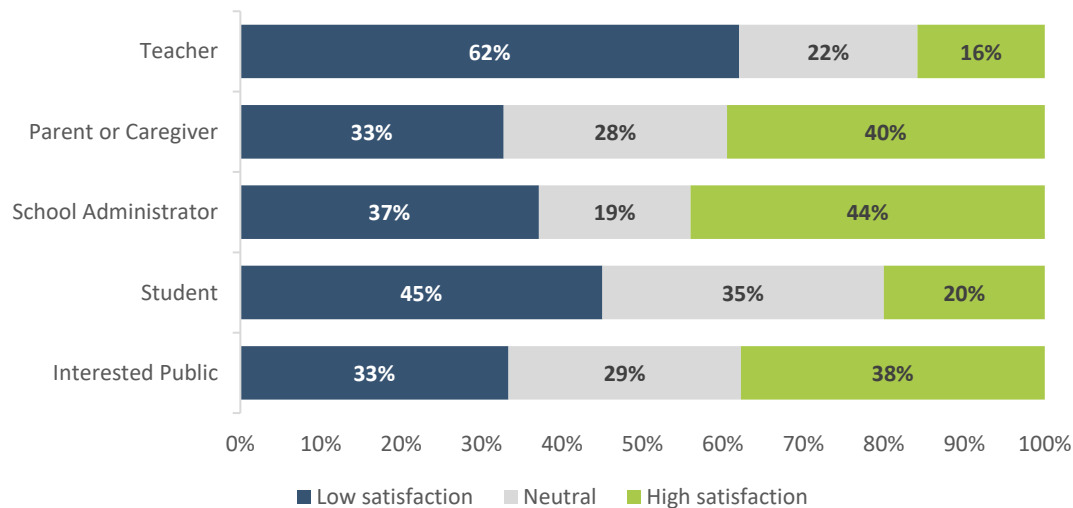


Valid n=4,416; missing cases=75

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A8: Satisfaction with Frequency of Reporting, by Stakeholder Group**

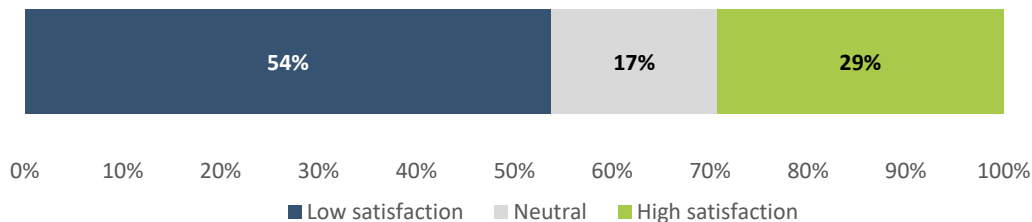


Valid n=4,416; missing cases=75

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A9: Satisfaction with Kindergarten to Grade 9 Reporting Scales, All Respondents**



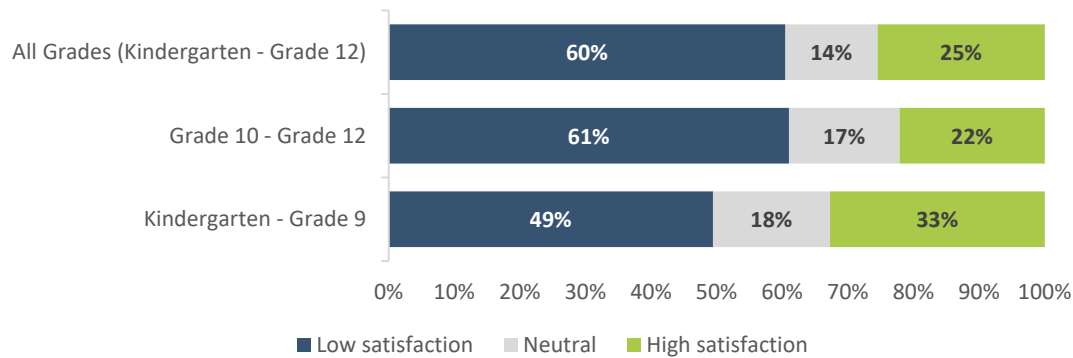


Valid n=4,408; missing cases=83

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A10: Satisfaction with Kindergarten to Grade 9 Reporting Scales, by Grade Level of Focus**

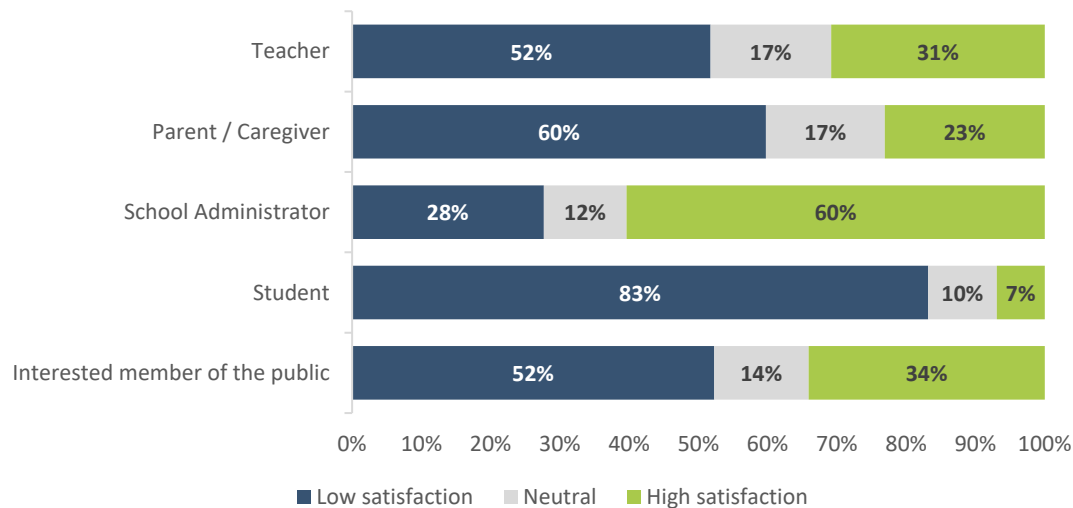


Valid n=4,408; missing cases=83

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A11: Satisfaction with Kindergarten to Grade 9 Reporting Scales, by Stakeholder Group**

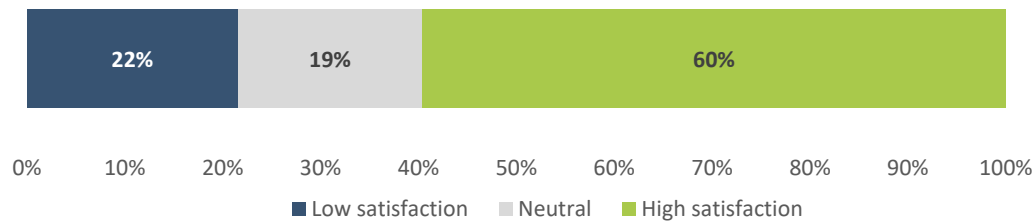


Valid n=4,387; missing cases=104

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A12: Satisfaction with Percentages and Letter Grades in Grades 10 to 12 Reporting, All Respondents**



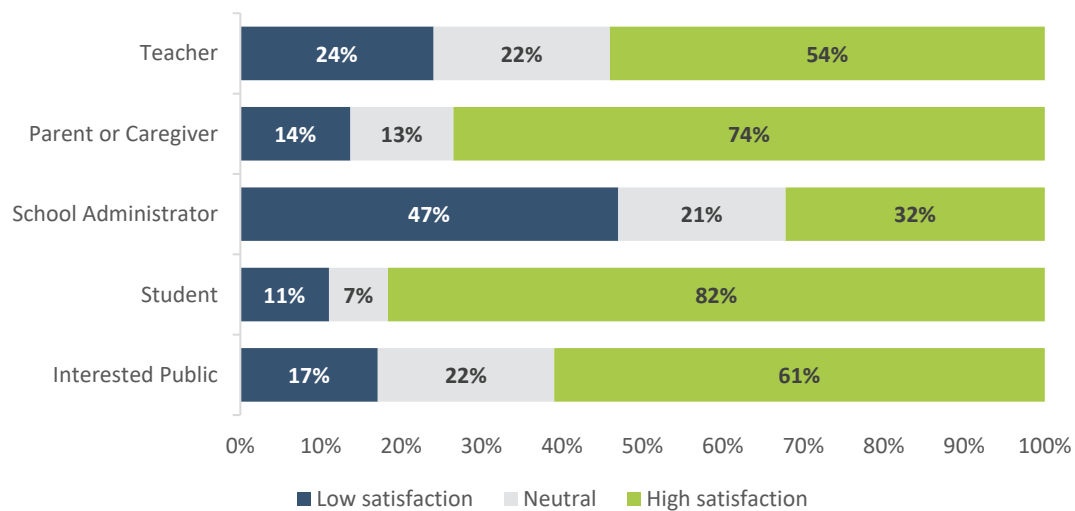
Valid n=3,962; missing cases=539

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation.

Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A13: Satisfaction with Percentages and Letter Grades in Grades 10 to 12 Reporting, by Stakeholder Group**

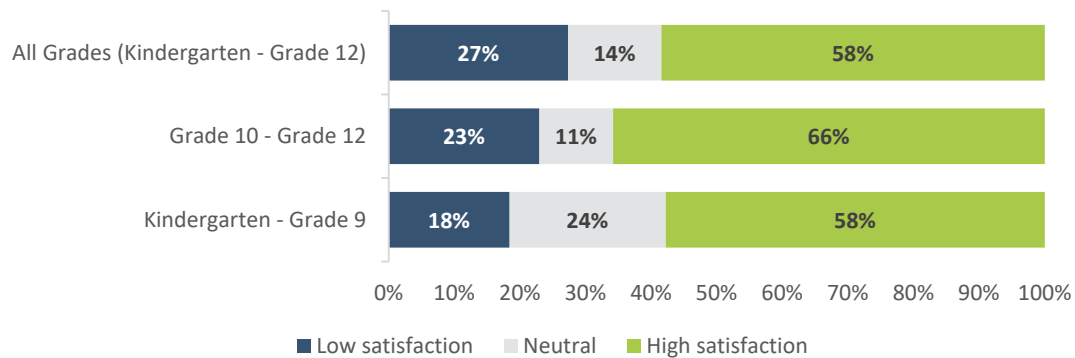


Valid n=3,962; missing cases=539

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A14: Satisfaction with Percentages and Letter Grades in Grades 10 to 12 Reporting, by Grade Level of Focus**

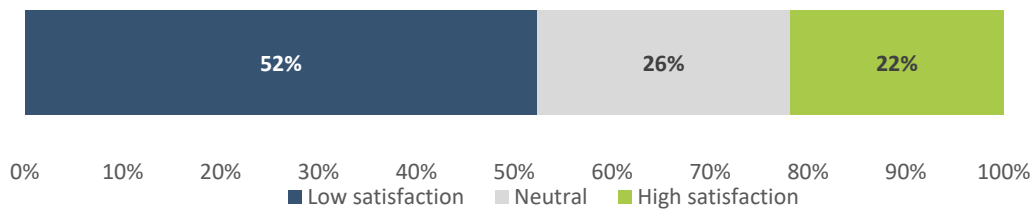


Valid n=3,962; missing cases=539

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A15: Satisfaction with Reporting Scales in Grades 10 to 12 Reporting, All Respondents**

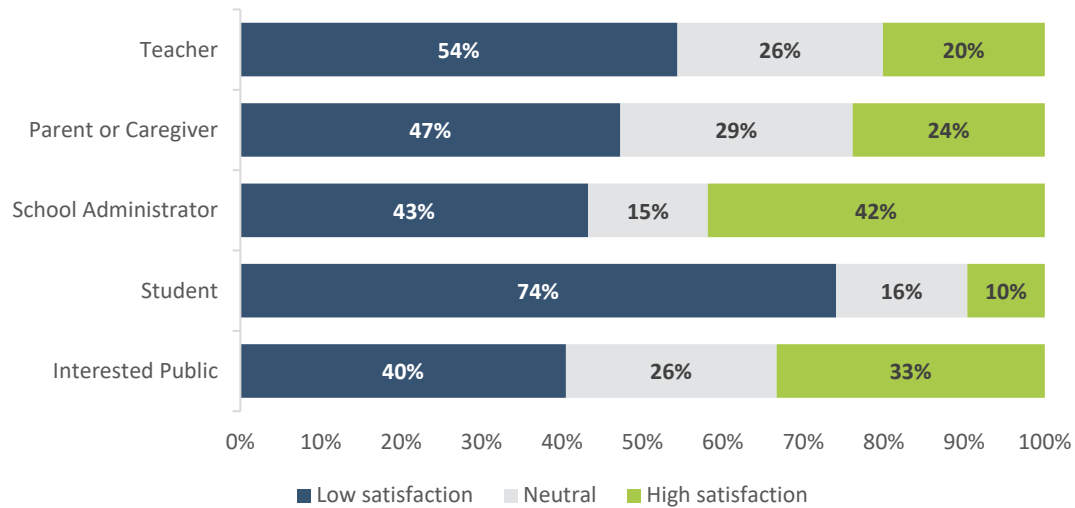


Valid n=3,881; missing cases=610

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A16: Satisfaction with Reporting Scales in Grades 10 to 12 Reporting, by Stakeholder Group**

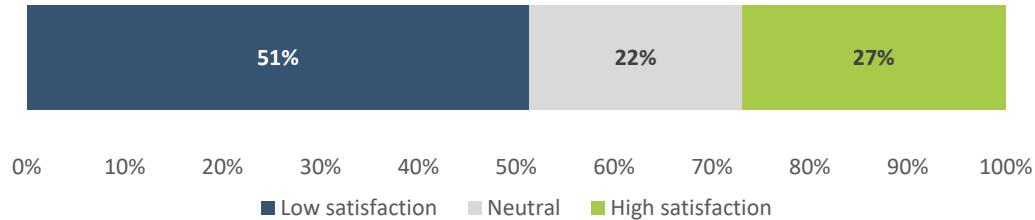


Valid n=3,881; missing cases=610

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A17: Satisfaction with Student Self-Assessment, All Respondents**

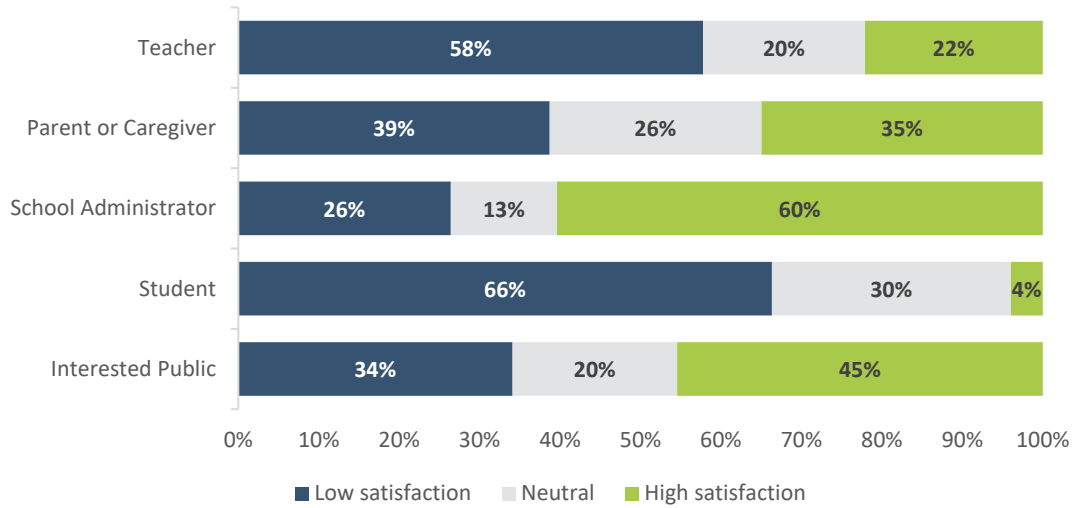


Valid n=4,407; missing cases=84

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A18: Satisfaction with Student Self-Assessment, by Stakeholder Group**

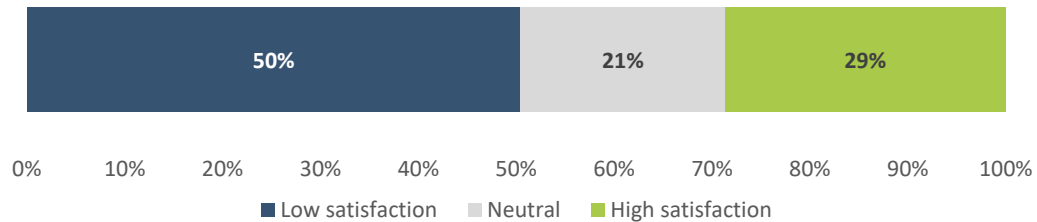


Valid n=4,407; missing cases=84

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A19: Satisfaction with Goal Setting, All Respondents**

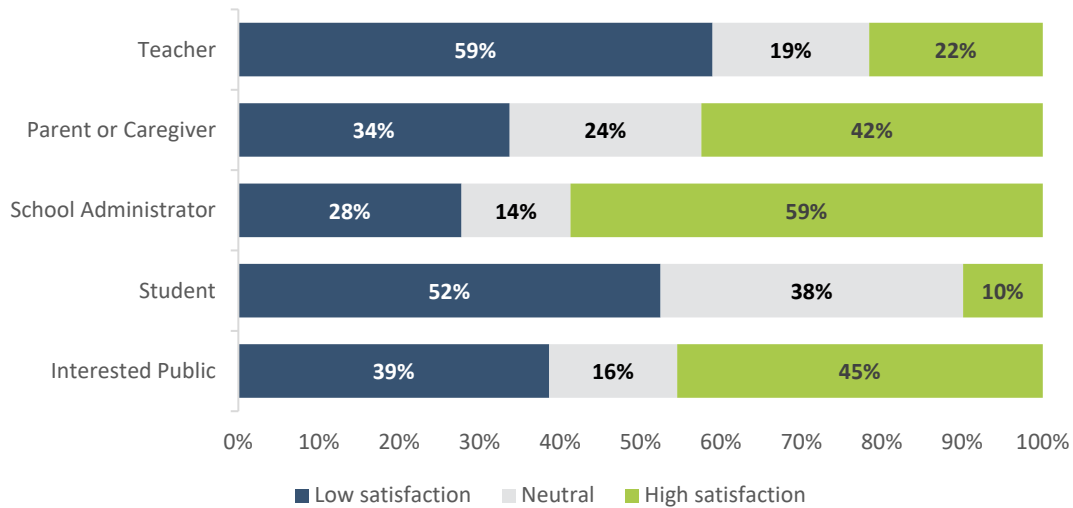


Valid n=4,391; missing cases=100

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A20: Satisfaction with Goal Setting, by Stakeholder Group**

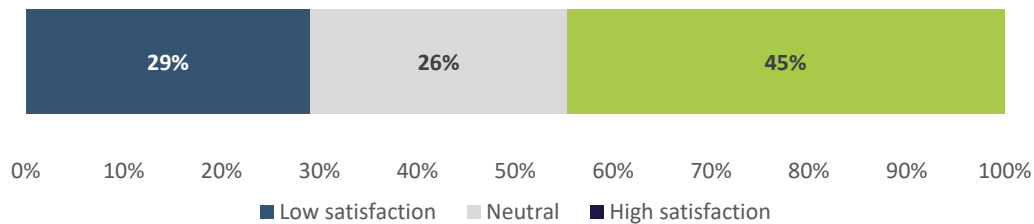


Valid n=4,391; missing cases=100

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A21: Satisfaction with Diversity and Inclusion, All Respondents**

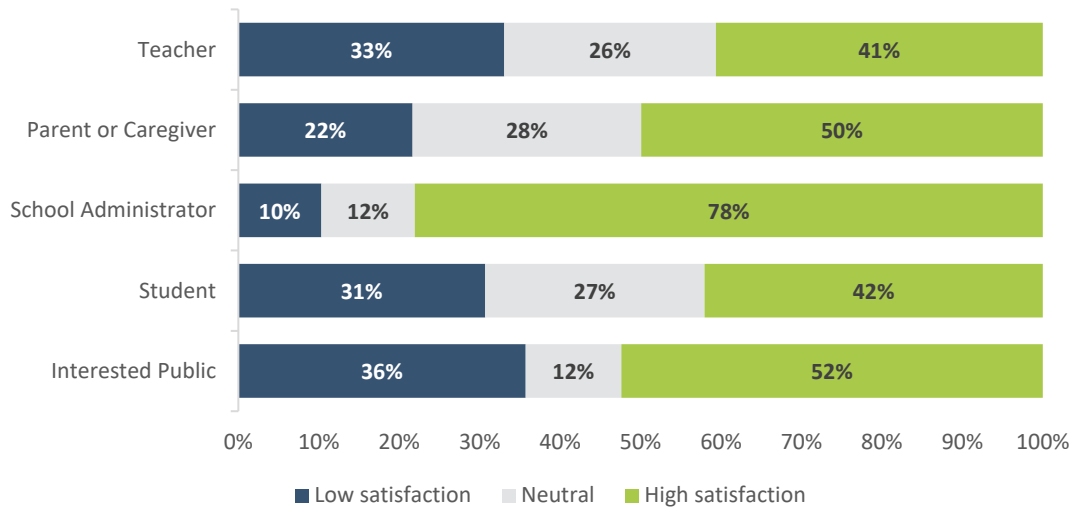


Valid n=4,244; missing cases=247

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A22: Satisfaction with Diversity and Inclusion, by Stakeholder Group**

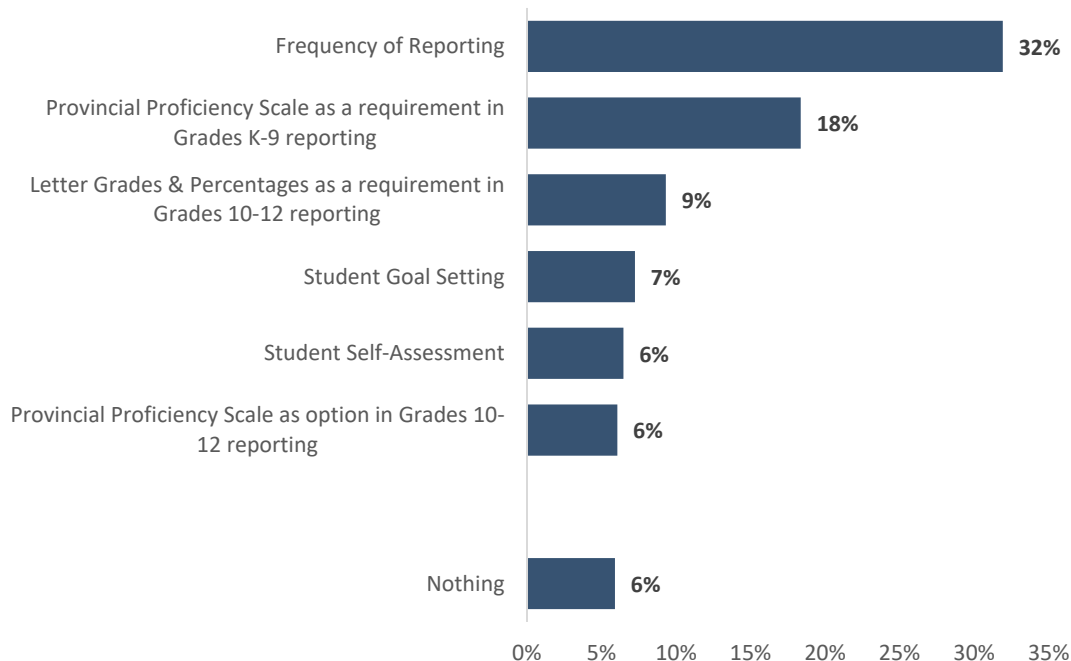


Valid n=4,244; missing cases=247

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

**Figure A23: Suggestions for Change to the Student Reporting Policy, All Respondents**



Valid n=4,390; missing cases=101

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.



**Table A1: Top Three Rankings for Reporting Policy Change, by Stakeholder Group**

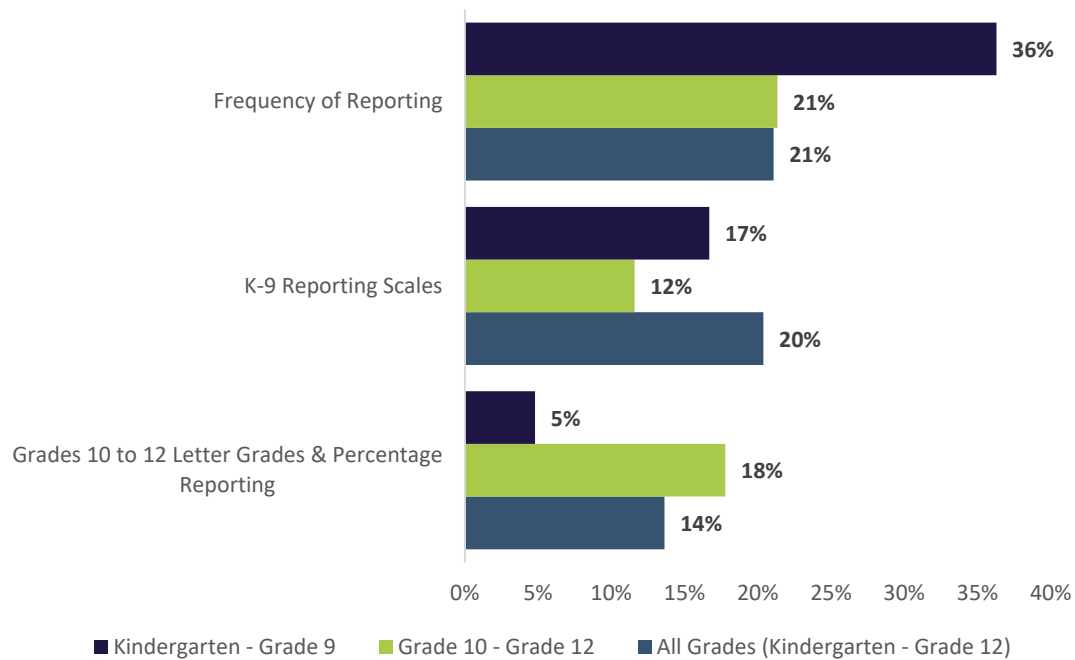
	<b>Top-ranked item for change</b>	<b>Second-ranked item for change</b>	<b>Third-ranked item for change</b>
<b>Teachers</b>	Frequency of reporting (39%)	Other (17%)	Provincial Proficiency Scale as a requirement in Grades K-9 reporting (13%)
<b>School Administrators</b>	Frequency of reporting (25%)	Letter Grades & Percentages as a requirement in Grades 10-12 reporting (25%)	Other (10%)
<b>Parents &amp; Caregivers</b>	Provincial Proficiency Scale as a requirement in Grades K-9 reporting (26%)	Other (17%)	Frequency of reporting (14%)
<b>Students</b>	Letter Grades & Percentages as a requirement in Grades 10-12 reporting (28%)	Provincial Proficiency Scale as an option in Grades 10-12 reporting (24%)	Other (13%)
<b>Interested Public</b>	Nothing (20%)	Frequency of reporting (18%)	Diversity & Inclusion (14%)

Valid n=4,369; missing cases=122

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

Please note that exact percentages can be found in Appendix B.

**Figure A24: Suggestions for Change to the Student Reporting Policy, By Grade Level of Focus**



Valid n=4,390; missing cases=101

Source: Reporting on Student Learning in the Classroom Public Engagement, Fall 2021

The two outer points on either end of the scale have been collapsed for ease of interpretation. Please note that exact percentages can be found in Appendix B. Percentages may not add exactly to 100% due to rounding.

## **APPENDIX B: SUPPLEMENTARY DATA TABLES**

## **Appendix B Tables**

**Table B1: Respondent Role**

**Which role best describes you?**

		Frequency	Valid Percent
Valid	Teacher	2912	65.2
	School Administrator	160	3.6
	Parent / Caregiver	1238	27.7
	Student	110	2.5
	Interested member of the public	47	1.1
	Total	4467	100.0
Missing	System	24	
Total		4491	

**Table B2a: Grade Range of Focus**

**For which grade range are you providing feedback?**

		Frequency	Valid Percent
Valid	Kindergarten - Grade 9	2689	60.3
	Grade 10 - Grade 12	888	19.9
	All Grades (Kindergarten - Grade 12)	884	19.8
	Total	4461	100.0
Missing	System	30	
Total		4491	

**Table B2b: Crosstabulation of Role by Grade Range of Focus**

**Which role best describes you? \* For which grade range are you providing feedback? Crosstabulation**

			For which grade range are you providing feedback?			Total
			Kindergarten - Grade 9	Grade 10 - Grade 12	All Grades (Kindergarten - Grade 12)	
Which role best describes you?	Teacher	Count	1793	633	478	2904
		% within Which role best describes you?	61.7%	21.8%	16.5%	100.0%
		% within For which grade range are you providing feedback?	66.8%	71.4%	54.1%	65.2%
		% of Total	40.2%	14.2%	10.7%	65.2%
	School Administrator	Count	83	14	62	159
		% within Which role best describes you?	52.2%	8.8%	39.0%	100.0%
		% within For which grade range are you providing feedback?	3.1%	1.6%	7.0%	3.6%
		% of Total	1.9%	.3%	1.4%	3.6%
	Parent / Caregiver	Count	792	150	294	1236
		% within Which role best describes you?	64.1%	12.1%	23.8%	100.0%
		% within For which grade range are you providing feedback?	29.5%	16.9%	33.3%	27.7%
		% of Total	17.8%	3.4%	6.6%	27.7%
	Student	Count	8	84	18	110
		% within Which role best describes you?	7.3%	76.4%	16.4%	100.0%
		% within For which grade range are you providing feedback?	.3%	9.5%	2.0%	2.5%
		% of Total	.2%	1.9%	.4%	2.5%
	Interested member of the public	Count	10	6	31	47
		% within Which role best describes you?	21.3%	12.8%	66.0%	100.0%
		% within For which grade range are you providing feedback?	.4%	.7%	3.5%	1.1%
		% of Total	.2%	.1%	.7%	1.1%
Total		Count	2686	887	883	4456
		% within Which role best describes you?	60.3%	19.9%	19.8%	100.0%
		% within For which grade range are you providing feedback?	100.0%	100.0%	100.0%	100.0%
		% of Total	60.3%	19.9%	19.8%	100.0%

**Table B3: Indigenous Identity**

**Do you identify as First Nations, Métis, or Inuit?**

		Frequency	Valid Percent
Valid	No	3948	88.8
	Yes	168	3.8
	Prefer not to say	331	7.4
	Total	4447	100.0
Missing	System	44	
Total		4491	

**Table B4: Primary Language at Home**

**What is the primary language spoken in your home?**

		Frequency	Valid Percent
Valid	English	4195	93.9
	French	97	2.2
	Indigenous languages	6	.1
	Mandarin	22	.5
	Cantonese	28	.6
	Punjabi	37	.8
	Other	82	1.8
	Total	4467	100.0
Missing	System	24	
Total		4491	

**Table B5a: Satisfaction with Proposed K-12 Reporting Policy, Overall**

**What is your level of satisfaction with the proposed K-12 Student Reporting Policy overall?**

		Frequency	Valid Percent
Valid	Not at all satisfied	1867	42.6
	Slightly satisfied	1169	26.6
	Neutral	763	17.4
	Very satisfied	506	11.5
	Extremely satisfied	82	1.9
	Total	4387	100.0
Missing	No opinion	41	
	System	63	
	Total	104	
Total		4491	

**Table B5b: Satisfaction with Proposed K-12 Reporting Policy, Overall, Collapsed Categories**

**What is your level of satisfaction with the proposed K-12 Student Reporting Policy overall?**

		Frequency	Valid Percent
Valid	Low satisfaction	3036	69.2
	Neutral	763	17.4
	High satisfaction	588	13.4
	Total	4387	100.0
Missing	No opinion	41	
	System	63	
	Total	104	
Total		4491	



**Table B5c: Crosstabulation of Satisfaction with Proposed K-12 Reporting Policy, Overall, by Respondent Role (original and collapsed categories)**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with the proposed K-12 Student Reporting Policy overall?	Not at all satisfied	1402 <sub>a</sub>	49.0%	21 <sub>b</sub>	13.5%	373 <sub>c</sub>	30.9%	48 <sub>a</sub>	49.5%	14 <sub>a,c</sub>	31.8%	1858	42.6%
	Slightly satisfied	806 <sub>a</sub>	28.1%	45 <sub>a</sub>	29.0%	289 <sub>a</sub>	24.0%	18 <sub>a</sub>	18.6%	7 <sub>a</sub>	15.9%	1165	26.7%
	Neutral	404 <sub>a</sub>	14.1%	22 <sub>a,c</sub>	14.2%	300 <sub>b</sub>	24.9%	25 <sub>b,c</sub>	25.8%	9 <sub>a,b</sub>	20.5%	760	17.4%
	Very satisfied	218 <sub>a</sub>	7.6%	62 <sub>b</sub>	40.0%	203 <sub>c</sub>	16.8%	5 <sub>a</sub>	5.2%	13 <sub>b,c</sub>	29.5%	501	11.5%
	Extremely satisfied	34 <sub>a</sub>	1.2%	5 <sub>a,b</sub>	3.2%	41 <sub>b</sub>	3.4%	1 <sub>a,b</sub>	1.0%	1 <sub>a,b</sub>	2.3%	82	1.9%
	Total	2864	100.0%	155	100.0%	1206	100.0%	97	100.0%	44	100.0%	4366	100.0%
What is your level of satisfaction with the proposed K-12 Student Reporting Policy overall?	Low satisfaction	2208 <sub>a</sub>	77.1%	66 <sub>b</sub>	42.6%	662 <sub>c</sub>	54.9%	66 <sub>a,c</sub>	68.0%	21 <sub>b,c</sub>	47.7%	3023	69.2%
	Neutral	404 <sub>a</sub>	14.1%	22 <sub>a,c</sub>	14.2%	300 <sub>b</sub>	24.9%	25 <sub>b,c</sub>	25.8%	9 <sub>a,b</sub>	20.5%	760	17.4%
	High satisfaction	252 <sub>a</sub>	8.8%	67 <sub>b</sub>	43.2%	244 <sub>c</sub>	20.2%	6 <sub>a</sub>	6.2%	14 <sub>b,c</sub>	31.8%	583	13.4%
	Total	2864	100.0%	155	100.0%	1206	100.0%	97	100.0%	44	100.0%	4366	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B5d: Crosstabulation of Satisfaction with Proposed K-12 Reporting Policy, Overall, by Grade Range of Focus (original and collapsed categories)**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with the proposed K-12 Student Reporting Policy overall?	Not at all satisfied	1052 <sub>a</sub>	40.0%	410 <sub>b</sub>	47.5%	394 <sub>b</sub>	45.4%	1856	42.6%
	Slightly satisfied	744 <sub>a</sub>	28.3%	211 <sub>a</sub>	24.4%	210 <sub>a</sub>	24.2%	1165	26.7%
	Neutral	453 <sub>a</sub>	17.2%	161 <sub>a</sub>	18.7%	143 <sub>a</sub>	16.5%	757	17.4%
	Very satisfied	327 <sub>a</sub>	12.4%	67 <sub>b</sub>	7.8%	106 <sub>a</sub>	12.2%	500	11.5%
	Extremely satisfied	52 <sub>a</sub>	2.0%	14 <sub>a</sub>	1.6%	15 <sub>a</sub>	1.7%	81	1.9%
	Total	2628	100.0%	863	100.0%	868	100.0%	4359	100.0%
What is your level of satisfaction with the proposed K-12 Student Reporting Policy overall?	Low satisfaction	1796 <sub>a</sub>	68.3%	621 <sub>a</sub>	72.0%	604 <sub>a</sub>	69.6%	3021	69.3%
	Neutral	453 <sub>a</sub>	17.2%	161 <sub>a</sub>	18.7%	143 <sub>a</sub>	16.5%	757	17.4%
	High satisfaction	379 <sub>a</sub>	14.4%	81 <sub>b</sub>	9.4%	121 <sub>a</sub>	13.9%	581	13.3%
	Total	2628	100.0%	863	100.0%	868	100.0%	4359	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B6a: Satisfaction with Frequency of Reporting**

**What is your level of satisfaction with...Frequency of reporting?**

		Frequency	Valid Percent
Valid	Not at all satisfied	1523	34.5
	Slightly satisfied	789	17.9
	Neutral	1059	24.0
	Very satisfied	805	18.2
	Extremely satisfied	240	5.4
	Total	4416	100.0
Missing	No opinion	53	
	System	22	
	Total	75	
Total		4491	

**Table B6b: Satisfaction with Frequency of Reporting, Collapsed Categories**

		Frequency	Valid Percent
Valid	Low satisfaction	2312	52.4
	Neutral	1059	24.0
	High satisfaction	1045	23.7
	Total	4416	100.0
Missing	No opinion	53	
	System	22	
	Total	75	
Total		4491	

**Table B6c: Crosstabulation of Satisfaction with Frequency of Reporting, by Respondent Role (original and collapsed categories)**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Frequency of reporting?	Not at all satisfied	1251 <sub>a</sub>	43.4%	28 <sub>b</sub>	17.6%	194 <sub>b</sub>	16.0%	35 <sub>a,c</sub>	35.0%	8 <sub>b,c</sub>	17.8%	1516	34.5%
	Slightly satisfied	536 <sub>a</sub>	18.6%	31 <sub>a</sub>	19.5%	202 <sub>a</sub>	16.7%	10 <sub>a</sub>	10.0%	7 <sub>a</sub>	15.6%	786	17.9%
	Neutral	639 <sub>a</sub>	22.2%	30 <sub>a,b</sub>	18.9%	336 <sub>b,c</sub>	27.8%	35 <sub>c</sub>	35.0%	13 <sub>a,b,c</sub>	28.9%	1053	24.0%
	Very satisfied	344 <sub>a</sub>	11.9%	54 <sub>b</sub>	34.0%	375 <sub>b</sub>	31.0%	13 <sub>a</sub>	13.0%	15 <sub>b</sub>	33.3%	801	18.2%
	Extremely satisfied	112 <sub>a</sub>	3.9%	16 <sub>b</sub>	10.1%	103 <sub>b</sub>	8.5%	7 <sub>a,b</sub>	7.0%	2 <sub>a,b</sub>	4.4%	240	5.5%
	Total	2882	100.0%	159	100.0%	1210	100.0%	100	100.0%	45	100.0%	4396	100.0%
What is your satisfaction level with...Frequency of reporting?	Low satisfaction	1787 <sub>a</sub>	62.0%	59 <sub>b</sub>	37.1%	396 <sub>b</sub>	32.7%	45 <sub>b</sub>	45.0%	15 <sub>b</sub>	33.3%	2302	52.4%
	Neutral	639 <sub>a</sub>	22.2%	30 <sub>a,b</sub>	18.9%	336 <sub>b,c</sub>	27.8%	35 <sub>c</sub>	35.0%	13 <sub>a,b,c</sub>	28.9%	1053	24.0%
	High satisfaction	456 <sub>a</sub>	15.8%	70 <sub>b</sub>	44.0%	478 <sub>b</sub>	39.5%	20 <sub>a,c</sub>	20.0%	17 <sub>b,c</sub>	37.8%	1041	23.7%
	Total	2882	100.0%	159	100.0%	1210	100.0%	100	100.0%	45	100.0%	4396	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B6d: Crosstabulation of Satisfaction with Frequency of Reporting, by Grade Range of Focus (original and collapsed categories)**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Frequency of reporting?	Not at all satisfied	929 <sub>a</sub>	35.0%	325 <sub>a</sub>	37.5%	259 <sub>b</sub>	29.9%	1513	34.5%
	Slightly satisfied	502 <sub>a</sub>	18.9%	138 <sub>a</sub>	15.9%	145 <sub>a</sub>	16.7%	785	17.9%
	Neutral	605 <sub>a</sub>	22.8%	207 <sub>a,b</sub>	23.9%	241 <sub>b</sub>	27.8%	1053	24.0%
	Very satisfied	475 <sub>a</sub>	17.9%	150 <sub>a</sub>	17.3%	174 <sub>a</sub>	20.1%	799	18.2%
	Extremely satisfied	144 <sub>a</sub>	5.4%	47 <sub>a</sub>	5.4%	48 <sub>a</sub>	5.5%	239	5.4%
	Total	2655	100.0%	867	100.0%	867	100.0%	4389	100.0%
What is your satisfaction level with...Frequency of reporting?	Low satisfaction	1431 <sub>a</sub>	53.9%	463 <sub>a</sub>	53.4%	404 <sub>b</sub>	46.6%	2298	52.4%
	Neutral	605 <sub>a</sub>	22.8%	207 <sub>a,b</sub>	23.9%	241 <sub>b</sub>	27.8%	1053	24.0%
	High satisfaction	619 <sub>a</sub>	23.3%	197 <sub>a</sub>	22.7%	222 <sub>a</sub>	25.6%	1038	23.7%
	Total	2655	100.0%	867	100.0%	867	100.0%	4389	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B7a: Satisfaction with Provincial Proficiency Scale as a Requirement in K-9 Reporting**

**What is your level of satisfaction with...Provincial Proficiency Scale as a requirement in Grades K-9 reporting?**

		Frequency	Valid Percent
Valid	Not at all satisfied	1591	36.1
	Slightly satisfied	780	17.7
	Neutral	747	16.9
	Very satisfied	877	19.9
	Extremely satisfied	413	9.4
	Total	4408	100.0
Missing	No opinion	51	
	System	32	
	Total	83	
Total		4491	

**Table B7b: Satisfaction with Provincial Proficiency Scale as a Requirement in K-9 Reporting, Collapsed Categories**

**What is your satisfaction level with...Provincial Proficiency Scale as a requirement in Grades K-9 reporting?**

		Frequency	Valid Percent
Valid	Low satisfaction	2371	53.8
	Neutral	747	16.9
	High satisfaction	1290	29.3
	Total	4408	100.0
Missing	No opinion	51	
	System	32	
	Total	83	
Total		4491	

**Table B7c: Crosstabulation of Satisfaction with Provincial Proficiency Scale as a Requirement for K-9 Reporting, by Respondent Role (original and collapsed categories)**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Provincial Proficiency Scale as a requirement in Grades K-9 reporting?	Not at all satisfied	957 <sub>a</sub>	33.3%	18 <sub>b</sub>	11.3%	521 <sub>c</sub>	43.0%	73 <sub>d</sub>	72.3%	14 <sub>a,c</sub>	31.8%	1583	36.1%
	Slightly satisfied	529 <sub>a</sub>	18.4%	26 <sub>a</sub>	16.4%	203 <sub>a</sub>	16.7%	11 <sub>a</sub>	10.9%	9 <sub>a</sub>	20.5%	778	17.7%
	Neutral	500 <sub>a</sub>	17.4%	19 <sub>a</sub>	11.9%	208 <sub>a</sub>	17.2%	10 <sub>a</sub>	9.9%	6 <sub>a</sub>	13.6%	743	16.9%
	Very satisfied	599 <sub>a</sub>	20.9%	42 <sub>a</sub>	26.4%	219 <sub>a</sub>	18.1%	4 <sub>b</sub>	4.0%	8 <sub>a</sub>	18.2%	872	19.9%
	Extremely satisfied	286 <sub>a,d</sub>	10.0%	54 <sub>b</sub>	34.0%	61 <sub>c</sub>	5.0%	3 <sub>a,c</sub>	3.0%	7 <sub>b,d</sub>	15.9%	411	9.4%
	Total	2871	100.0%	159	100.0%	1212	100.0%	101	100.0%	44	100.0%	4387	100.0%
What is your satisfaction level with...Provincial Proficiency Scale as a requirement in Grades K-9 reporting?	Low satisfaction	1486 <sub>a</sub>	51.8%	44 <sub>b</sub>	27.7%	724 <sub>c</sub>	59.7%	84 <sub>d</sub>	83.2%	23 <sub>a,c</sub>	52.3%	2361	53.8%
	Neutral	500 <sub>a</sub>	17.4%	19 <sub>a</sub>	11.9%	208 <sub>a</sub>	17.2%	10 <sub>a</sub>	9.9%	6 <sub>a</sub>	13.6%	743	16.9%
	High satisfaction	885 <sub>a</sub>	30.8%	96 <sub>b</sub>	60.4%	280 <sub>c</sub>	23.1%	7 <sub>d</sub>	6.9%	15 <sub>a,c</sub>	34.1%	1283	29.2%
	Total	2871	100.0%	159	100.0%	1212	100.0%	101	100.0%	44	100.0%	4387	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B7d: Crosstabulation of Satisfaction with Provincial Proficiency Scale as a Requirement for K-9 Reporting, by Grade Range of Focus (original and collapsed categories)**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Provincial Proficiency Scale as a requirement in Grades K-9 reporting?	Not at all satisfied	802 <sub>a</sub>	30.1%	386 <sub>b</sub>	45.9%	393 <sub>b</sub>	44.9%	1581	36.1%
	Slightly satisfied	515 <sub>a</sub>	19.3%	127 <sub>b</sub>	15.1%	136 <sub>b</sub>	15.5%	778	17.8%
	Neutral	476 <sub>a</sub>	17.9%	142 <sub>a,b</sub>	16.9%	123 <sub>b</sub>	14.1%	741	16.9%
	Very satisfied	610 <sub>a</sub>	22.9%	113 <sub>b</sub>	13.4%	149 <sub>b</sub>	17.0%	872	19.9%
	Extremely satisfied	262 <sub>a</sub>	9.8%	73 <sub>a</sub>	8.7%	74 <sub>a</sub>	8.5%	409	9.3%
	Total	2665	100.0%	841	100.0%	875	100.0%	4381	100.0%
What is your satisfaction level with...Provincial Proficiency Scale as a requirement in Grades K-9 reporting?	Low satisfaction	1317 <sub>a</sub>	49.4%	513 <sub>b</sub>	61.0%	529 <sub>b</sub>	60.5%	2359	53.8%
	Neutral	476 <sub>a</sub>	17.9%	142 <sub>a,b</sub>	16.9%	123 <sub>b</sub>	14.1%	741	16.9%
	High satisfaction	872 <sub>a</sub>	32.7%	186 <sub>b</sub>	22.1%	223 <sub>b</sub>	25.5%	1281	29.2%
	Total	2665	100.0%	841	100.0%	875	100.0%	4381	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.



**Table B8a: Satisfaction with Letter Grades and Percentages as a Requirement in 10-12 Reporting**

**What is your level of satisfaction with...Letter grades & percentages as a requirement in Grades 10-12 reporting?**

		Frequency	Valid Percent
Valid	Not at all satisfied	525	13.3
	Slightly satisfied	327	8.3
	Neutral	745	18.9
	Very satisfied	1037	26.2
	Extremely satisfied	1318	33.4
	Total	3952	100.0
Missing	No opinion	505	
	System	34	
	Total	539	
Total		4491	

**Table B8b: Satisfaction with Letter Grades and Percentages as a Requirement in 10-12 Reporting, Collapsed Categories**

		Frequency	Valid Percent
Valid	Low satisfaction	852	21.6
	Neutral	745	18.9
	High satisfaction	2355	59.6
	Total	3952	100.0
Missing	No opinion	505	
	System	34	
	Total	539	
Total		4491	

**Table B8c: Crosstabulation of Satisfaction with Letter Grades and Percentages as a Requirement in 10-12 Reporting, by Respondent Role (original and collapsed categories)**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Letter grades & percentages as a requirement in Grades 10-12 reporting?	Not at all satisfied	371 <sub>a</sub>	14.9%	50 <sub>b</sub>	33.6%	89 <sub>c</sub>	7.8%	8 <sub>a,c</sub>	7.3%	3 <sub>a,c</sub>	7.3%	521	13.2%
	Slightly satisfied	228 <sub>a</sub>	9.1%	20 <sub>a</sub>	13.4%	67 <sub>b</sub>	5.9%	4 <sub>a,b</sub>	3.7%	4 <sub>a,b</sub>	9.8%	323	8.2%
	Neutral	547 <sub>a</sub>	21.9%	31 <sub>a,b</sub>	20.8%	146 <sub>b,c</sub>	12.8%	8 <sub>c</sub>	7.3%	9 <sub>a,b,c</sub>	22.0%	741	18.8%
	Very satisfied	620 <sub>a</sub>	24.9%	30 <sub>a,b</sub>	20.1%	356 <sub>b</sub>	31.2%	18 <sub>a</sub>	16.5%	11 <sub>a,b</sub>	26.8%	1035	26.3%
	Extremely satisfied	728 <sub>a</sub>	29.2%	18 <sub>b</sub>	12.1%	482 <sub>c</sub>	42.3%	71 <sub>d</sub>	65.1%	14 <sub>a,c</sub>	34.1%	1313	33.4%
	Total	2494	100.0%	149	100.0%	1140	100.0%	109	100.0%	41	100.0%	3933	100.0%
What is your satisfaction level with...Letter grades & percentages as a requirement in Grades 10-12 reporting?	Low satisfaction	599 <sub>a</sub>	24.0%	70 <sub>b</sub>	47.0%	156 <sub>c</sub>	13.7%	12 <sub>c</sub>	11.0%	7 <sub>a,c</sub>	17.1%	844	21.5%
	Neutral	547 <sub>a</sub>	21.9%	31 <sub>a,b</sub>	20.8%	146 <sub>b,c</sub>	12.8%	8 <sub>c</sub>	7.3%	9 <sub>a,b,c</sub>	22.0%	741	18.8%
	High satisfaction	1348 <sub>a</sub>	54.0%	48 <sub>b</sub>	32.2%	838 <sub>c</sub>	73.5%	89 <sub>c</sub>	81.7%	25 <sub>a,c</sub>	61.0%	2348	59.7%
	Total	2494	100.0%	149	100.0%	1140	100.0%	109	100.0%	41	100.0%	3933	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B8d: Crosstabulation of Satisfaction with Letter Grades and Percentages as a Requirement in 10-12 Reporting, by Grade Range of Focus (original and collapsed categories)**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Letter grades & percentages as a requirement in Grades 10-12 reporting?	Not at all satisfied	230 <sub>a</sub>	10.6%	127 <sub>b</sub>	14.4%	163 <sub>c</sub>	18.7%	520	13.2%
	Slightly satisfied	171 <sub>a</sub>	7.9%	75 <sub>a</sub>	8.5%	75 <sub>a</sub>	8.6%	321	8.2%
	Neutral	518 <sub>a</sub>	23.8%	99 <sub>b</sub>	11.3%	124 <sub>b</sub>	14.2%	741	18.9%
	Very satisfied	604 <sub>a</sub>	27.7%	213 <sub>a</sub>	24.2%	218 <sub>a</sub>	25.0%	1035	26.3%
	Extremely satisfied	654 <sub>a</sub>	30.0%	366 <sub>b</sub>	41.6%	291 <sub>a</sub>	33.4%	1311	33.4%
	Total	2177	100.0%	880	100.0%	871	100.0%	3928	100.0%
What is your satisfaction level with...Letter grades & percentages as a requirement in Grades 10-12 reporting?	Low satisfaction	401 <sub>a</sub>	18.4%	202 <sub>b</sub>	23.0%	238 <sub>b</sub>	27.3%	841	21.4%
	Neutral	518 <sub>a</sub>	23.8%	99 <sub>b</sub>	11.3%	124 <sub>b</sub>	14.2%	741	18.9%
	High satisfaction	1258 <sub>a</sub>	57.8%	579 <sub>b</sub>	65.8%	509 <sub>a</sub>	58.4%	2346	59.7%
	Total	2177	100.0%	880	100.0%	871	100.0%	3928	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B9a: Satisfaction with Provincial Proficiency Scale as an Option in Grades 10-12 Reporting**

**What is your level of satisfaction with...Provincial Proficiency Scale as an option in Grades 10-12 reporting?**

		Frequency	Valid Percent
Valid	Not at all satisfied	1596	41.1
	Slightly satisfied	435	11.2
	Neutral	1003	25.8
	Very satisfied	595	15.3
	Extremely satisfied	252	6.5
	Total	3881	100.0
Missing	No opinion	540	
	System	70	
	Total	610	
Total		4491	

**Table B9b: Satisfaction with Provincial Proficiency Scale as an Option in Grades 10-12 Reporting, Collapsed Categories**

**What is your satisfaction level with...Provincial Proficiency Scale as an option in Grades 10-12 reporting?**

		Frequency	Valid Percent
Valid	Low satisfaction	2031	52.3
	Neutral	1003	25.8
	High satisfaction	847	21.8
	Total	3881	100.0
Missing	No opinion	540	
	System	70	
	Total	610	
Total		4491	

**Table B9c: Crosstabulation of Satisfaction with Provincial Proficiency Scale as an Option in Grades 10-12 Reporting, by Respondent Role (original and collapsed categories)**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Provincial Proficiency Scale as an option in Grades 10-12 reporting?	Not at all satisfied	1041 <sub>a</sub>	42.2%	41 <sub>b</sub>	27.7%	427 <sub>a,b</sub>	38.6%	67 <sub>c</sub>	64.4%	12 <sub>a,b</sub>	28.6%	1588	41.1%
	Slightly satisfied	298 <sub>a</sub>	12.1%	23 <sub>a,b</sub>	15.5%	95 <sub>b</sub>	8.6%	10 <sub>a,b</sub>	9.6%	5 <sub>a,b</sub>	11.9%	431	11.2%
	Neutral	629 <sub>a</sub>	25.5%	22 <sub>b</sub>	14.9%	319 <sub>a</sub>	28.9%	17 <sub>a,b</sub>	16.3%	11 <sub>a,b</sub>	26.2%	998	25.8%
	Very satisfied	333 <sub>a,d</sub>	13.5%	43 <sub>b</sub>	29.1%	202 <sub>c</sub>	18.3%	5 <sub>a</sub>	4.8%	11 <sub>b,c,d</sub>	26.2%	594	15.4%
	Extremely satisfied	163 <sub>a</sub>	6.6%	19 <sub>b</sub>	12.8%	62 <sub>a</sub>	5.6%	5 <sub>a,b</sub>	4.8%	3 <sub>a,b</sub>	7.1%	252	6.5%
	Total	2464	100.0%	148	100.0%	1105	100.0%	104	100.0%	42	100.0%	3863	100.0%
What is your satisfaction level with...Provincial Proficiency Scale as an option in Grades 10-12 reporting?	Low satisfaction	1339 <sub>a</sub>	54.3%	64 <sub>a,b</sub>	43.2%	522 <sub>b</sub>	47.2%	77 <sub>c</sub>	74.0%	17 <sub>a,b</sub>	40.5%	2019	52.3%
	Neutral	629 <sub>a</sub>	25.5%	22 <sub>b</sub>	14.9%	319 <sub>a</sub>	28.9%	17 <sub>a,b</sub>	16.3%	11 <sub>a,b</sub>	26.2%	998	25.8%
	High satisfaction	496 <sub>a,d,e</sub>	20.1%	62 <sub>b</sub>	41.9%	264 <sub>a,c</sub>	23.9%	10 <sub>d</sub>	9.6%	14 <sub>b,c,e</sub>	33.3%	846	21.9%
	Total	2464	100.0%	148	100.0%	1105	100.0%	104	100.0%	42	100.0%	3863	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B9d: Crosstabulations of Satisfaction with Provincial Proficiency Scale as an Option in Grades 10-12 Reporting, by Grade Range of Focus (original and collapsed categories)**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Provincial Proficiency Scale as an option in Grades 10-12 reporting?	Not at all satisfied	681 <sub>a</sub>	31.9%	484 <sub>b</sub>	55.6%	421 <sub>c</sub>	49.5%	1586	41.1%
	Slightly satisfied	223 <sub>a</sub>	10.4%	113 <sub>a</sub>	13.0%	95 <sub>a</sub>	11.2%	431	11.2%
	Neutral	707 <sub>a</sub>	33.1%	130 <sub>b</sub>	14.9%	160 <sub>b</sub>	18.8%	997	25.8%
	Very satisfied	379 <sub>a</sub>	17.7%	95 <sub>b</sub>	10.9%	120 <sub>b</sub>	14.1%	594	15.4%
	Extremely satisfied	147 <sub>a</sub>	6.9%	49 <sub>a</sub>	5.6%	55 <sub>a</sub>	6.5%	251	6.5%
	Total	2137	100.0%	871	100.0%	851	100.0%	3859	100.0%
What is your satisfaction level with...Provincial Proficiency Scale as an option in Grades 10-12 reporting?	Low satisfaction	904 <sub>a</sub>	42.3%	597 <sub>b</sub>	68.5%	516 <sub>c</sub>	60.6%	2017	52.3%
	Neutral	707 <sub>a</sub>	33.1%	130 <sub>b</sub>	14.9%	160 <sub>b</sub>	18.8%	997	25.8%
	High satisfaction	526 <sub>a</sub>	24.6%	144 <sub>b</sub>	16.5%	175 <sub>a,b</sub>	20.6%	845	21.9%
	Total	2137	100.0%	871	100.0%	851	100.0%	3859	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B10a: Satisfaction with Student Self-Assessment of the Core Competencies**

**What is your level of satisfaction with...Student Self-Assessment of the Core Competencies?**

		Frequency	Valid Percent
Valid	Not at all satisfied	1426	32.4
	Slightly satisfied	836	19.0
	Neutral	958	21.7
	Very satisfied	828	18.8
	Extremely satisfied	359	8.1
	Total	4407	100.0
Missing	No opinion	40	
	System	44	
	Total	84	
Total		4491	

**Table B10b: Satisfaction with Student Self-Assessment of the Core Competencies**

**What is your satisfaction level with...Student Self-Assessment of the Core Competencies?**

		Frequency	Valid Percent
Valid	Low satisfaction	2262	51.3
	Neutral	958	21.7
	High satisfaction	1187	26.9
	Total	4407	100.0
Missing	No opinion	40	
	System	44	
	Total	84	
Total		4491	

**Table B10c: Crosstabulation of Satisfaction with Student Self-Assessment of the Core Competencies, by Respondent Role (original and collapsed categories)**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Student Self-Assessment of the Core Competencies?	Not at all satisfied	1066 <sub>a</sub>	37.0%	17 <sub>b</sub>	10.7%	274 <sub>c</sub>	22.8%	52 <sub>d</sub>	51.5%	11 <sub>a,b,c</sub>	25.0%	1420	32.4%
	Slightly satisfied	597 <sub>a</sub>	20.7%	25 <sub>a,b</sub>	15.7%	192 <sub>b</sub>	15.9%	15 <sub>a,b</sub>	14.9%	4 <sub>a,b</sub>	9.1%	833	19.0%
	Neutral	579 <sub>a,c</sub>	20.1%	21 <sub>a</sub>	13.2%	317 <sub>b</sub>	26.3%	30 <sub>b,c</sub>	29.7%	9 <sub>a,b</sub>	20.5%	956	21.8%
	Very satisfied	459 <sub>a</sub>	15.9%	56 <sub>b</sub>	35.2%	293 <sub>c</sub>	24.3%	3 <sub>d</sub>	3.0%	9 <sub>a,b,c</sub>	20.5%	820	18.7%
	Extremely satisfied	177 <sub>a</sub>	6.2%	40 <sub>b</sub>	25.2%	128 <sub>c</sub>	10.6%	1 <sub>a</sub>	1.0%	11 <sub>b</sub>	25.0%	357	8.1%
	Total	2878	100.0%	159	100.0%	1204	100.0%	101	100.0%	44	100.0%	4386	100.0%
What is your satisfaction level with...Student Self-Assessment of the Core Competencies?	Low satisfaction	1663 <sub>a</sub>	57.8%	42 <sub>b</sub>	26.4%	466 <sub>c</sub>	38.7%	67 <sub>a</sub>	66.3%	15 <sub>b,c</sub>	34.1%	2253	51.4%
	Neutral	579 <sub>a,c</sub>	20.1%	21 <sub>a</sub>	13.2%	317 <sub>b</sub>	26.3%	30 <sub>b,c</sub>	29.7%	9 <sub>a,b</sub>	20.5%	956	21.8%
	High satisfaction	636 <sub>a</sub>	22.1%	96 <sub>b</sub>	60.4%	421 <sub>c</sub>	35.0%	4 <sub>d</sub>	4.0%	20 <sub>b,c</sub>	45.5%	1177	26.8%
	Total	2878	100.0%	159	100.0%	1204	100.0%	101	100.0%	44	100.0%	4386	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.



**Table B10d: Crosstabulation of Satisfaction with Student Self-Assessment of the Core Competencies, by Grade Range of Focus (original and collapsed categories)**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Student Self-Assessment of the Core Competencies?	Not at all satisfied	849 <sub>a</sub>	32.1%	295 <sub>a</sub>	34.1%	274 <sub>a</sub>	31.6%	1418	32.4%
	Slightly satisfied	501 <sub>a</sub>	18.9%	177 <sub>a</sub>	20.5%	153 <sub>a</sub>	17.6%	831	19.0%
	Neutral	552 <sub>a</sub>	20.9%	202 <sub>a</sub>	23.4%	202 <sub>a</sub>	23.3%	956	21.8%
	Very satisfied	533 <sub>a</sub>	20.1%	124 <sub>b</sub>	14.3%	162 <sub>a</sub>	18.7%	819	18.7%
	Extremely satisfied	212 <sub>a</sub>	8.0%	67 <sub>a</sub>	7.7%	77 <sub>a</sub>	8.9%	356	8.1%
	Total	2647	100.0%	865	100.0%	868	100.0%	4380	100.0%
What is your satisfaction level with...Student Self-Assessment of the Core Competencies?	Low satisfaction	1350 <sub>a</sub>	51.0%	472 <sub>a</sub>	54.6%	427 <sub>a</sub>	49.2%	2249	51.3%
	Neutral	552 <sub>a</sub>	20.9%	202 <sub>a</sub>	23.4%	202 <sub>a</sub>	23.3%	956	21.8%
	High satisfaction	745 <sub>a</sub>	28.1%	191 <sub>b</sub>	22.1%	239 <sub>a</sub>	27.5%	1175	26.8%
	Total	2647	100.0%	865	100.0%	868	100.0%	4380	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B11a: Satisfaction with Student Goal Setting**

**What is your level of satisfaction with...Student Goal Setting?**

		Frequency	Valid Percent
Valid	Not at all satisfied	1370	31.2
	Slightly satisfied	846	19.3
	Neutral	916	20.9
	Very satisfied	876	19.9
	Extremely satisfied	383	8.7
	Total	4391	100.0
Missing	No opinion	52	
	System	48	
	Total	100	
Total		4491	

**Table B11b: Satisfaction with Student Goal Setting, Collapsed Categories**

**What is your satisfaction level with...Student Goal Setting?**

		Frequency	Valid Percent
Valid	Low satisfaction	2216	50.5
	Neutral	916	20.9
	High satisfaction	1259	28.7
	Total	4391	100.0
Missing	No opinion	52	
	System	48	
	Total	100	
Total		4491	

**Table B11c: Crosstabulation of Satisfaction with Student Goal Setting, by Respondent Role (original and collapsed categories)**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Student Goal Setting?	Not at all satisfied	1097 <sub>a</sub>	38.3%	14 <sub>b</sub>	9.0%	207 <sub>b,c</sub>	17.2%	35 <sub>a</sub>	34.7%	12 <sub>a,c</sub>	27.3%	1365	31.2%
	Slightly satisfied	592 <sub>a</sub>	20.7%	29 <sub>a,b</sub>	18.7%	199 <sub>b</sub>	16.5%	18 <sub>a,b</sub>	17.8%	5 <sub>a,b</sub>	11.4%	843	19.3%
	Neutral	558 <sub>a</sub>	19.5%	21 <sub>a</sub>	13.5%	287 <sub>b</sub>	23.8%	38 <sub>c</sub>	37.6%	7 <sub>a,b,c</sub>	15.9%	911	20.9%
	Very satisfied	438 <sub>a</sub>	15.3%	56 <sub>b</sub>	36.1%	355 <sub>b</sub>	29.5%	7 <sub>a</sub>	6.9%	14 <sub>b</sub>	31.8%	870	19.9%
	Extremely satisfied	180 <sub>a</sub>	6.3%	35 <sub>b</sub>	22.6%	156 <sub>c</sub>	13.0%	3 <sub>a</sub>	3.0%	6 <sub>a,b,c</sub>	13.6%	380	8.7%
	Total	2865	100.0%	155	100.0%	1204	100.0%	101	100.0%	44	100.0%	4369	100.0%
What is your satisfaction level with...Student Goal Setting?	Low satisfaction	1689 <sub>a</sub>	59.0%	43 <sub>b</sub>	27.7%	406 <sub>b</sub>	33.7%	53 <sub>a</sub>	52.5%	17 <sub>a,b</sub>	38.6%	2208	50.5%
	Neutral	558 <sub>a</sub>	19.5%	21 <sub>a</sub>	13.5%	287 <sub>b</sub>	23.8%	38 <sub>c</sub>	37.6%	7 <sub>a,b,c</sub>	15.9%	911	20.9%
	High satisfaction	618 <sub>a</sub>	21.6%	91 <sub>b</sub>	58.7%	511 <sub>c</sub>	42.4%	10 <sub>d</sub>	9.9%	20 <sub>b,c</sub>	45.5%	1250	28.6%
	Total	2865	100.0%	155	100.0%	1204	100.0%	101	100.0%	44	100.0%	4369	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions.

Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B11d: Crosstabulation of Satisfaction with Student Goal Setting, by Grade Range of Focus (original and collapsed categories)**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Student Goal Setting?	Not at all satisfied	835 <sub>a</sub>	31.7%	278 <sub>a</sub>	32.1%	251 <sub>a</sub>	29.2%	1364	31.3%
	Slightly satisfied	516 <sub>a</sub>	19.6%	174 <sub>a</sub>	20.1%	150 <sub>a</sub>	17.4%	840	19.3%
	Neutral	501 <sub>a</sub>	19.0%	196 <sub>a,b</sub>	22.6%	212 <sub>b</sub>	24.7%	909	20.8%
	Very satisfied	555 <sub>a</sub>	21.1%	143 <sub>b</sub>	16.5%	173 <sub>a,b</sub>	20.1%	871	20.0%
	Extremely satisfied	229 <sub>a</sub>	8.7%	76 <sub>a</sub>	8.8%	74 <sub>a</sub>	8.6%	379	8.7%
	Total	2636	100.0%	867	100.0%	860	100.0%	4363	100.0%
What is your satisfaction level with...Student Goal Setting?	Low satisfaction	1351 <sub>a</sub>	51.3%	452 <sub>a</sub>	52.1%	401 <sub>a</sub>	46.6%	2204	50.5%
	Neutral	501 <sub>a</sub>	19.0%	196 <sub>a,b</sub>	22.6%	212 <sub>b</sub>	24.7%	909	20.8%
	High satisfaction	784 <sub>a</sub>	29.7%	219 <sub>b</sub>	25.3%	247 <sub>a,b</sub>	28.7%	1250	28.7%
	Total	2636	100.0%	867	100.0%	860	100.0%	4363	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B12a: Satisfaction with Diversity and Inclusion**

**What is your level of satisfaction with...Diversity & Inclusion?**

		Frequency	Valid Percent
Valid	Not at all satisfied	767	18.1
	Slightly satisfied	467	11.0
	Neutral	1111	26.2
	Very satisfied	1140	26.9
	Extremely satisfied	759	17.9
	Total	4244	100.0
Missing	No opinion	196	
	System	51	
	Total	247	
Total		4491	

**Table B12b: Satisfaction with Diversity and Inclusion, Collapsed Categories**

**What is your satisfaction level with...Diversity & Inclusion?**

		Frequency	Valid Percent
Valid	Low satisfaction	1234	29.1
	Neutral	1111	26.2
	High satisfaction	1899	44.7
	Total	4244	100.0
Missing	No opinion	196	
	System	51	
	Total	247	
Total		4491	

**Table B12c: Crosstabulation of Satisfaction with Diversity and Inclusion, by Respondent Role (original and collapsed categories)**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Diversity & Inclusion?	Not at all satisfied	585 <sub>a</sub>	21.0%	5 <sub>b</sub>	3.2%	144 <sub>c</sub>	12.5%	20 <sub>a,c</sub>	22.7%	9 <sub>a,c</sub>	21.4%	763	18.1%
	Slightly satisfied	335 <sub>a</sub>	12.0%	11 <sub>a</sub>	7.1%	106 <sub>a</sub>	9.2%	7 <sub>a</sub>	8.0%	6 <sub>a</sub>	14.3%	465	11.0%
	Neutral	732 <sub>a</sub>	26.3%	18 <sub>b</sub>	11.6%	328 <sub>a</sub>	28.4%	24 <sub>a</sub>	27.3%	5 <sub>a,b</sub>	11.9%	1107	26.2%
	Very satisfied	685 <sub>a</sub>	24.6%	58 <sub>b</sub>	37.4%	362 <sub>b,c</sub>	31.4%	17 <sub>a,c</sub>	19.3%	13 <sub>a,b</sub>	31.0%	1135	26.9%
	Extremely satisfied	446 <sub>a</sub>	16.0%	63 <sub>b</sub>	40.6%	214 <sub>a</sub>	18.5%	20 <sub>a</sub>	22.7%	9 <sub>a,b</sub>	21.4%	752	17.8%
	Total	2783	100.0%	155	100.0%	1154	100.0%	88	100.0%	42	100.0%	4222	100.0%
What is your satisfaction level with...Diversity & Inclusion?	Low satisfaction	920 <sub>a</sub>	33.1%	16 <sub>b</sub>	10.3%	250 <sub>c</sub>	21.7%	27 <sub>a,c</sub>	30.7%	15 <sub>a,c</sub>	35.7%	1228	29.1%
	Neutral	732 <sub>a</sub>	26.3%	18 <sub>b</sub>	11.6%	328 <sub>a</sub>	28.4%	24 <sub>a</sub>	27.3%	5 <sub>a,b</sub>	11.9%	1107	26.2%
	High satisfaction	1131 <sub>a</sub>	40.6%	121 <sub>b</sub>	78.1%	576 <sub>c</sub>	49.9%	37 <sub>a,c</sub>	42.0%	22 <sub>a,c</sub>	52.4%	1887	44.7%
	Total	2783	100.0%	155	100.0%	1154	100.0%	88	100.0%	42	100.0%	4222	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B12d: Crosstabulation of Satisfaction with Diversity and Inclusion, by Grade Range of Focus (original and collapsed categories)**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
What is your level of satisfaction with...Diversity & Inclusion?	Not at all satisfied	429 <sub>a</sub>	16.8%	156 <sub>a,b</sub>	18.9%	174 <sub>b</sub>	20.8%	759	18.0%
	Slightly satisfied	278 <sub>a</sub>	10.9%	104 <sub>a</sub>	12.6%	84 <sub>a</sub>	10.0%	466	11.1%
	Neutral	657 <sub>a</sub>	25.7%	217 <sub>a</sub>	26.3%	232 <sub>a</sub>	27.8%	1106	26.2%
	Very satisfied	743 <sub>a</sub>	29.1%	188 <sub>b</sub>	22.8%	203 <sub>b</sub>	24.3%	1134	26.9%
	Extremely satisfied	448 <sub>a</sub>	17.5%	160 <sub>a</sub>	19.4%	143 <sub>a</sub>	17.1%	751	17.8%
	Total	2555	100.0%	825	100.0%	836	100.0%	4216	100.0%
What is your satisfaction level with...Diversity & Inclusion?	Low satisfaction	707 <sub>a</sub>	27.7%	260 <sub>a</sub>	31.5%	258 <sub>a</sub>	30.9%	1225	29.1%
	Neutral	657 <sub>a</sub>	25.7%	217 <sub>a</sub>	26.3%	232 <sub>a</sub>	27.8%	1106	26.2%
	High satisfaction	1191 <sub>a</sub>	46.6%	348 <sub>a,b</sub>	42.2%	346 <sub>b</sub>	41.4%	1885	44.7%
	Total	2555	100.0%	825	100.0%	836	100.0%	4216	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B13a: Priorities for Changing One Item in Policy**

**If you could change one part of the proposed K-12 Student Reporting Policy, what would it be?**

		Frequency	Valid Percent
Valid	Frequency of Reporting	1329	30.3
	Provincial Proficiency Scale as a requirement in Grades K-9 reporting	718	16.4
	Letter Grades & Percentages as a requirement in Grades 10-12 reporting	400	9.1
	Provincial Proficiency Scale as option in Grades 10-12 reporting	256	5.8
	Student Goal Setting	294	6.7
	Student Self-Assessment	254	5.8
	Diversity & Inclusion	156	3.6
	Other	724	16.5
	NA	259	5.9
	Total	4390	100.0
Missing	System	101	
Total		4491	



**Table B13b: Crosstabulation of Priorities for Changing One Item in Policy, by Respondent Role**

		Which role best describes you?											
		Teacher		School Administrator		Parent / Caregiver		Student		Interested member of the public		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
If you could change one part of the proposed K-12 Student Reporting Policy, what would it be?	Frequency of Reporting	1110 <sub>a</sub>	38.7%	39 <sub>b</sub>	25.5%	163 <sub>c</sub>	13.6%	2 <sub>d</sub>	1.9%	8 <sub>a,b,c</sub>	18.2%	1322	30.3%
	Provincial Proficiency Scale as a requirement in Grades K-9 reporting	367 <sub>a</sub>	12.8%	16 <sub>a</sub>	10.5%	314 <sub>b</sub>	26.2%	12 <sub>a</sub>	11.5%	5 <sub>a,b</sub>	11.4%	714	16.3%
	Letter Grades & Percentages as a requirement in Grades 10-12 reporting	192 <sub>a</sub>	6.7%	38 <sub>b</sub>	24.8%	135 <sub>c</sub>	11.3%	29 <sub>b</sub>	27.9%	5 <sub>a,b,c</sub>	11.4%	399	9.1%
	Provincial Proficiency Scale as option in Grades 10-12 reporting	141 <sub>a</sub>	4.9%	11 <sub>a</sub>	7.2%	74 <sub>a</sub>	6.2%	25 <sub>b</sub>	24.0%	2 <sub>a,b</sub>	4.5%	253	5.8%
	Student Goal Setting	211 <sub>a</sub>	7.4%	15 <sub>a</sub>	9.8%	61 <sub>a</sub>	5.1%	4 <sub>a</sub>	3.8%	2 <sub>a</sub>	4.5%	293	6.7%
	Student Self-Assessment	184 <sub>a</sub>	6.4%	4 <sub>a</sub>	2.6%	55 <sub>a</sub>	4.6%	8 <sub>a</sub>	7.7%	2 <sub>a</sub>	4.5%	253	5.8%
	Diversity & Inclusion	85 <sub>a</sub>	3.0%	1 <sub>a,b</sub>	.7%	58 <sub>b,c</sub>	4.8%	5 <sub>a,b,c</sub>	4.8%	6 <sub>c</sub>	13.6%	155	3.5%
	Other	488 <sub>a</sub>	17.0%	16 <sub>a</sub>	10.5%	198 <sub>a</sub>	16.5%	14 <sub>a</sub>	13.5%	5 <sub>a</sub>	11.4%	721	16.5%
	NA	92 <sub>a</sub>	3.2%	13 <sub>b,c</sub>	8.5%	140 <sub>b,c</sub>	11.7%	5 <sub>a,b</sub>	4.8%	9 <sub>c</sub>	20.5%	259	5.9%
Total		2870	100.0%	153	100.0%	1198	100.0%	104	100.0%	44	100.0%	4369	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B13c: Crosstabulation of Priorities for Changing One Item in Policy, by Grade Range of Focus**

		For which grade range are you providing feedback?							
		Kindergarten - Grade 9		Grade 10 - Grade 12		All Grades (Kindergarten - Grade 12)		Total	
		Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
If you could change one part of the proposed K-12 Student Reporting Policy, what would it be?	Frequency of Reporting	955 <sub>a</sub>	36.3%	186 <sub>b</sub>	21.3%	181 <sub>b</sub>	21.1%	1322	30.3%
	Provincial Proficiency Scale as a requirement in Grades K-9 reporting	439 <sub>a</sub>	16.7%	101 <sub>b</sub>	11.6%	175 <sub>c</sub>	20.4%	715	16.4%
	Letter Grades & Percentages as a requirement in Grades 10-12 reporting	126 <sub>a</sub>	4.8%	155 <sub>b</sub>	17.8%	117 <sub>b</sub>	13.6%	398	9.1%
	Provincial Proficiency Scale as option in Grades 10-12 reporting	48 <sub>a</sub>	1.8%	139 <sub>b</sub>	15.9%	65 <sub>c</sub>	7.6%	252	5.8%
	Student Goal Setting	224 <sub>a</sub>	8.5%	29 <sub>b</sub>	3.3%	39 <sub>b</sub>	4.5%	292	6.7%
	Student Self-Assessment	180 <sub>a</sub>	6.8%	48 <sub>a</sub>	5.5%	24 <sub>b</sub>	2.8%	252	5.8%
	Diversity & Inclusion	90 <sub>a</sub>	3.4%	28 <sub>a</sub>	3.2%	35 <sub>a</sub>	4.1%	153	3.5%
	Other	401 <sub>a</sub>	15.2%	148 <sub>a,b</sub>	17.0%	171 <sub>b</sub>	19.9%	720	16.5%
	NA	169 <sub>a</sub>	6.4%	38 <sub>a</sub>	4.4%	52 <sub>a</sub>	6.1%	259	5.9%
Total		2632	100.0%	872	100.0%	859	100.0%	4363	100.0%

Note: Values in the same row and subtable not sharing the same subscript are significantly different at  $p < 0.05$  in the two-sided test of equality for column proportions. Cells with no subscript are not included in the test. Tests assume equal variances.<sup>1</sup>

1. Tests are adjusted for all pairwise comparisons within a row of each innermost subtable using the Bonferroni correction.

**Table B14: Themes from Comments on Frequency of Reporting**

**Themes Identified in Comments on Frequency of Reporting**

Code	Frequency	Percentage of Comments*
Reporting requirements create increased workload for teachers	1012	34%
Reports are too frequent	891	30%
Concerns over format of reports	750	25%
Proposed frequency gives a good indicator of student progress	281	9%
Concerns over timing of reporting	251	8%
Reporting requirements detract from meaningful growth and learning	248	8%
Reports are not sufficiently detailed	181	6%
Proposed reporting requirements are effective and not overly onerous	135	4%
Proposed frequency fosters effective student learning	82	3%
Negative implications for student learning	52	2%
<b>Valid Comments</b>	<b>3004</b>	<b>100%</b>
No opinion / not applicable	88	
Complaint about survey	20	
Off-topic or unintelligible	228	
<b>Total Comments</b>	<b>3340</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.

**Table B15: Themes from Comments on Required Use of Proficiency Scale in Grades K-9**

**Themes Identified in Comments on Provincial Proficiency Scale Use for Grades K-9**

Code	Frequency	Percentage of Comments*
Proficiency scale terms require further development	733	24%
Proficiency scale limits the quality of feedback given to students	662	22%
Reporting is unclear to parents	614	20%
Scale is only appropriate for certain groups	526	17%
The scale is effective at identifying student progress for appropriate follow-up	388	13%
The depth of the scale needs to be improved	273	9%
Workload creates additional pressure for teachers	217	7%
The scale is more strengths-based and stigma-free	162	5%
The clarity and simplicity of a 4-point scale is beneficial	114	4%
<b>Valid Comments</b>	<b>3060</b>	<b>100%</b>
No opinion / not applicable	127	
Complaint about survey	7	
Off-topic or unintelligible	218	
<b>Total Comments</b>	<b>3412</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.

**Table B16: Themes from Comments on Required Use of Letter Grades and Percentages in Grades 10-12**

<b>Themes Identified in Comments on Letter Grades and Percentages Use in Grades 10-12</b>		
<b>Code</b>	<b>Frequency</b>	<b>Percentage of Comments*</b>
Percentage system aligns with post-secondary grading and admissions systems	867	38%
Percentages are a more precise method of summarizing learning	636	28%
The shift from scale-based to percentage-based systems is disadvantageous to students	365	16%
Letter grades and percentages represent an outdated or ineffective reporting practice	331	14%
Percentage-based reporting is better for parents	180	8%
Grades 10-12 should switch to a scale system of reporting	173	8%
There needs to be a focus on competencies in addition to percentages	88	4%
Letter grades are a useful aspect of reporting but percentages are not	66	3%
Percentages are a useful aspect of reporting but letter grades are not	32	1%
<b>Valid Comments</b>	<b>2299</b>	<b>100%</b>
No opinion / not applicable	194	
Complaint about survey	11	
Off-topic or unintelligible	152	
<b>Total Comments</b>	<b>2656</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.

**Table B17: Themes from Comments on Optional Use of Proficiency Scale in Grades 10-12**

<b>Themes Identified in Comments on Optional Use of Proficiency Scale in Grades 10-12</b>		
<b>Code</b>	<b>Frequency</b>	<b>Percentage of Comments*</b>
Use letter grade and/or percentages only	719	33%
Increased workload for teachers	428	20%
Use Provincial Proficiency Scale only	267	12%
A combined reporting approach is beneficial for learning	230	11%
Use one system only	204	9%
Requires more clarity in terms of which reporting system is being used	203	9%
Dislike Provincial Proficiency Scale in general	162	7%
Continuity from Grades K-9 through 10-12 is beneficial	144	7%
Proficiency scale and letter grades or percentages are pedagogically incompatible, should not be used together	82	4%
Requires more support for teachers to implement scale (training, etc.)	37	2%
Use an expanded or modified scale	32	1%
Already use this approach	14	1%
<b>Valid Comments</b>	<b>2171</b>	<b>100%</b>
No opinion / not applicable	170	
Complaint about survey	8	
Off-topic or unintelligible	175	
<b>Total Comments</b>	<b>2524</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.

**Table B18: Themes from Comments on Student Self-Assessment on Core Competencies**

**Themes Identified in Comments on Student Self-Assessment on Core Competencies**

Code	Frequency	Percentage of Comments*
The process of self-assessment requires further definition and refinement in policy	967	32%
Self-assessments are difficult for children and sometimes not age appropriate	872	29%
Self-assessments do not yield sufficient benefits to student learning	480	16%
Self-assessments create a significant increase in workload for teachers	430	14%
Satisfied, not otherwise specified	374	12%
Supports student engagement and encourages opportunities for growth	302	10%
Neutral - school is already engaged in self-assessment practices	174	6%
Unsatisfied - core competencies are not universally applicable	36	1%
Positive feedback about the frequency and procedures already in place for self-assessment	16	1%
Transferable to further education and other opportunities	11	0%
<b>Valid Comments</b>	<b>3000</b>	<b>100%</b>
No opinion / not applicable	13	
Complaint about survey	1	
Off-topic or unintelligible	36	
<b>Total Comments</b>	<b>3050</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.

**Table B19: Themes from Comments on Student Goal Setting**

**Themes Identified in Comments on Student Goal Setting**

Code	Frequency	Percentage of Comments*
The time-consuming nature of setting goals adds too much to teachers' workloads	580	23%
Goal setting might be more appropriate for certain groups than others	578	23%
Student goal-setting enriches learning and engagement	549	22%
The processes for goal setting need to be more clearly defined in policy	534	21%
Goals cannot be entirely directed by students	409	16%
Formalizing the goal setting process does not foster student engagement	355	14%
Goal setting is already covered in Career Education curriculum	197	8%
Goal setting works with effective support networks and processes	106	4%
A well-defined student goal setting is appropriate for certain students	76	3%
<b>Valid Comments</b>	<b>2508</b>	<b>100%</b>
No opinion / not applicable	171	
Complaint about survey	8	
Off-topic or unintelligible	168	
<b>Total Comments</b>	<b>2855</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.

**Table B19: Themes from Comments on Diversity & Inclusion**

**Themes Identified in Comments on Diversity & Inclusion**

<b>Code</b>	<b>Frequency</b>	<b>Percentage of Comments*</b>
Concerns about workload and feasibility for teachers	662	32%
Already common practice	503	25%
More supports needed for students with extra needs	470	23%
Satisfied - Not otherwise specified	381	19%
Unclear on definition of inclusive practice or how this will work 'on the ground'	350	17%
Blanket reporting policy inappropriate for diverse learners - flexibility needed	334	16%
Additional training needed for teachers to implement this	173	8%
Concerns about inclusive practice detracting from neurotypical and/or gifted students	119	6%
Students with additional support needs require clear reporting that communicates their capability clearly	105	5%
Concerns about colonial language, reconciliation, inclusion of Indigenous learners	19	1%
Satisfied - Proposed reporting practices are inclusive	6	0%
<b>Valid Comments</b>	<b>2050</b>	<b>100%</b>
No opinion / not applicable	31	
Complaint about survey	8	
Off-topic or unintelligible	226	
<b>Total Comments</b>	<b>2315</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.

**Table B20: Themes from Comments on One Area for Change**

**Themes Identified in Comments on What One Area Would You Change**

<b>Code</b>	<b>Frequency</b>	<b>Percentage of Comments*</b>
Grade ranges the proficiency scale vs. letter grade reporting is applicable to	111	20%
Provincial Proficiency Scale as a requirement in Grades K-9 reporting	88	16%
All of the above	78	14%
Frequency of reporting	72	13%
Amount of support	70	13%
Format of reporting	68	12%
Depth of reporting	65	12%
Changes should consider the well-being of educators	32	6%
Clarity of changes in policy	32	6%
Student Self-Assessment	30	5%
Changes to the Provincial Proficiency Scale	30	5%
Curriculum areas reported on	27	5%
Student Goal Setting	24	4%
Diversity & Inclusion	16	3%
Provincial Proficiency Scale as an option in Grades 10-12 reporting	10	2%
Letter grades & percentages as a requirement in Grades 10-12 reporting	9	2%
<b>Valid Comments</b>	<b>560</b>	<b>100%</b>
Complaint about timing, consultation, and rollout of policy	5	
Change not specific to reporting policy (e.g., curriculum change)	18	
No opinion / not applicable	0	
Complaint about survey	28	
Off-topic or unintelligible	72	
<b>Total Comments</b>	<b>683</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.

**Table B21: Themes from Comments on One Area for Change**

Themes Identified in Final Comments		
Code	Frequency	Percentage of Comments*
Lack of support and resources for educators	621	25%
Aspects of the reporting detailed in the policy are already met	52	2%
Elements of the policy do not need to be formalized	143	6%
The frequency of reporting is overly onerous / redundant	623	25%
Letter grades and/or percentages are a favourable option for reporting	408	17%
The Provincial Proficiency Scale is an effective option for reporting	153	6%
Emphasis on student-involved reporting	127	5%
Concerns about clarity and level of detail in proposed policy changes	252	10%
Changes recommended to the Provincial Proficiency Scale	217	9%
Changes to methods of reporting and communication	318	13%
Maintain the status quo of reporting and opt out of student-involved reporting	212	9%
Delay the implementation due to competing demands and priorities (i.e., COVID response)	46	2%
Reporting policy is exclusive - colonial, ableist, English-biased, etc.	13	1%
Strong / frequent reporting requirements are important	15	1%
Supportive overall	11	0%
Unsupportive overall / want a redo of drafting a new reporting policy	7	0%
<b>Valid Comments</b>	<b>2458</b>	<b>100%</b>
Change not specific to reporting policy (e.g., curriculum change)	9	
No opinion / not applicable	53	
Complaint about survey	38	
Off-topic or unintelligible	176	
<b>Total Comments</b>	<b>2734</b>	

\*Percentages may add up to more than 100%, as comments were coded to reflect up to three themes each.



## **APPENDIX C: SURVEY QUESTIONNAIRE**

# Reporting on Student Learning in the Classroom

## K-12 Student Reporting Policy Feedback Form

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### Description

We are asking teachers, school administrators, parents, caregivers and students to complete a 15-minute survey about your impressions on the draft K-12 Student Reporting Policy.

Your participation in this survey is entirely voluntary and anonymous.

Your answers to this survey will be used as input to refine and improve the draft and access its readiness for implementation. The proposed implementation date for this policy change is fall 2022. We look forward to your expertise, input and participation.

### Welcome Message

***Please note:** This online feedback form supports Internet Explorer 11 and all newer comparable browsers like Firefox, Chrome, Opera etc. with activated JavaScript. Your browser settings must have cookies enabled for the questionnaire to run properly and inactivity on the questionnaire for longer than one hour will result in the questionnaire timing out.*

**Collection Notice:** Personal information is collected by the Ministry of Citizens' Services on behalf of the Ministry of Education under the authority of section 26(c) and 26(e) of the Freedom of Information and Protection of Privacy Act, for the purposes of soliciting feedback on government initiatives. If you have any questions about the collection, use and disclosure of your personal information, please contact: Director, Citizen Engagement, PO Box 9484, STN PROV GOVT Victoria BC, V8W 9W6, ph: 250-208-3591, [citizenengagement@gov.bc.ca](mailto:citizenengagement@gov.bc.ca).

Please do not include any personally identifiable information about yourself or others in your response.

### Part 1

*To give us a better idea of who is responding to these questions, please tell us a bit about yourself.*

**Q1. Which role best describes you?**

- Teacher
- School Administrator
- Parent / Caregiver
- Student
- Interested member of the public

**Q2 For which grade range are you providing feedback?**

- Kindergarten – Grade 9
- Grade 10 – Grade 12
- All Grades (Kindergarten – Grade 12)

**Q3 Do you identify as First Nations, Metis or Inuit?**

- Yes
- No
- Prefer not to say

**Q4 What is the primary language spoken in your home?**

English  
French  
Indigenous languages  
Mandarin  
Cantonese  
Punjabi  
Other, please specify: \_\_\_\_\_

Part 2

What is your level of satisfaction with each of the following components of the proposed *K-12 Student Reporting Policy*?

**Q5a Frequency of reporting**

Context: The proposed policy would require a minimum of five reporting events per year: four Learning Updates throughout the school year—two of which must be written reports—as well as one written Summary of Learning at the end of the school year. This is the same number of reports currently required under existing policy.

Scale: not at all satisfied, slightly satisfied, neutral, very satisfied, extremely satisfied or no opinion.

**Q5b What are some reasons for your choice above?**

*Please do not include any personally identifiable information about yourself or others in your responses.*

**Q6a Provincial Proficiency Scale as a requirement in Grades K-9 reporting**

Context: The proposed policy would require the Provincial Proficiency Scale be used in Grades K-9 to indicate a student’s level of performance in each subject area. This is a four-point scale that includes Emerging, Developing, Proficient, and Extending. Teachers use this scale, along with descriptive feedback, to communicate student progress.

Scale: not at all satisfied, slightly satisfied, neutral, very satisfied, extremely satisfied or no opinion.

**Q6b What are some reasons for your choice above?**

*Please do not include any personally identifiable information about yourself or others in your responses.*

**Q7a Letter grades & percentages as a requirement in Grades 10-12 reporting**

Context: The proposed policy would require letter grades and percentages be used in Grades 10-12 to indicate a student’s level of performance in each subject area. Letter grades and percentages are a requirement when applying to many post-secondary institutions.

Scale: not at all satisfied, slightly satisfied, neutral, very satisfied, extremely satisfied or no opinion.

**Q7b What are some reasons for your choice above?**

*Please do not include any personally identifiable information about yourself or others in your responses.*

**Q8a Provincial Proficiency Scale as an option in Grades 10-12 reporting**

Context: The proposed policy would offer teachers, parents and students some assessment continuity across grades, by encouraging the Provincial Proficiency Scale be used in addition to letter grades and percentages in Grades 10-12 reporting.

Scale: not at all satisfied, slightly satisfied, neutral, very satisfied, extremely satisfied, no opinion.

**Q8b What are some reasons for your choice above?**

*Please do not include any personally identifiable information about yourself or others in your responses.*

**Q9a Student Self-Assessment of the Core Competencies**

Context: The proposed policy would require integrated student self-assessment across the school year

to ensure students are always mindful of their growth in the Core Competencies (Communication, Thinking, and Personal and Social) and that self-assessment information be included in student reporting.

Scale: not at all satisfied, slightly satisfied, neutral, very satisfied, extremely satisfied, no opinion.

**Q9b What are some reasons for your choice above?**

*Please do not include any personally identifiable information about yourself or others in your responses.*

#### **Q10a Student Goal Setting**

Context: The proposed policy would require that students set learning, personal inquiry and development goals throughout the year and that progress on these goals be included in student reporting. Such goals encourage student ownership over learning and may include personal, educational, or career-related contexts.

Scale: not at all satisfied, slightly satisfied, neutral, very satisfied, extremely satisfied, no opinion.

**Q10b What are some reasons for your choice above?**

*Please do not include any personally identifiable information about yourself or others in your responses.*

#### **Q11a Diversity & Inclusion**

Context: The proposed new policy requires that all assessment and evaluation practices be inclusive of all learners and respond fully to individual needs, including those of students with disabilities and diverse abilities.

Scale: not at all satisfied, slightly satisfied, neutral, very satisfied, extremely satisfied, no opinion.

**Q11b What are some reasons for your choice above?**

*Please do not include any personally identifiable information about yourself or others in your responses.*

#### **Q12 What is your level of satisfaction with the proposed K-12 Student Reporting Policy overall?**

Scale: not at all satisfied, slightly satisfied, neutral, very satisfied, extremely satisfied, no opinion.

**Q13a If you could change one part of the proposed K-12 Student Reporting Policy, what would it be? (select one)**

- ☐ Frequency of Reporting
- ☐ Provincial Proficiency Scale as a requirement in Grades K-9 reporting
- ☐ Letter Grades & Percentages as a requirement in Grades 10-12 reporting
- ☐ Provincial Proficiency Scale as option in Grades 10-12 reporting
- ☐ Student Goal Setting
- ☐ Student Self-Assessment
- ☐ Diversity & Inclusion
- ☐ Other, please specify: \_\_\_\_\_
- ☐ NA

**Q13b What are some reasons for your choice above?**

*Please do not include any personally identifiable information about yourself or others in your responses.*

## **End Message**

Thank you for your feedback. A summary of all feedback will be published in November of 2021. This information will then be used to inform a revised version of the K-12 Student Reporting Policy. Once approved, this policy would come into effect for the 2022/2023 school year.

## **APPENDIX D: CODING FRAMEWORKS**

**BC GDX – K – 12 Student Progress Reporting**  
**Coding Frameworks**

<b>Q5b_ open: What are some reasons for your choice above? (Frequency of reporting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	Unsatisfied – reports are too frequent	Respondent identifies the 5 reporting events per year required by the policy as overly intensive. Includes comments that indicate a desire for fewer reports or more time between reports as well as comments indicating that reports are redundant and there is no need for additional reporting requirements beyond the current 3 written reports.	<p>“I don’t want 4 reports plus an end summary in one semester, that’s too much.”</p> <p>“5 minimum, should be 5 maximum.”</p> <p>“2 written reports cards a year are sufficient.”</p>
2	Unsatisfied – reports are not sufficiently detailed	Includes comments that request a greater depth of detail, more substantial feedback, the development of core competencies, and enriched content.	“Reports should go deeper and gather more evidence and data.”
3	Unsatisfied – concerns over format of reports	Includes comments that express concern over the way reports are delivered in terms of type or format and how this relates to reporting frequency.	<p>“The problem is not the frequency of reporting, it lies with the type and format.”</p> <p>“I don’t understand the need for all the different formats of reporting between written, oral, and summary</p>
4	Unsatisfied – reporting requirements detract from meaningful growth and learning	Due to increased reporting requirements, teachers are potentially less engaged with students’ learning.	“Written reports often end up being make-work, rather than meaningfully sharing growth and learning.”
5	Unsatisfied – reporting requirements create increased workload for teachers	Includes comments expressing concern over the increased workload for teachers without elaborating on the ramifications for students’ learning.	“Adding additional reporting events creates unmanageable workload on teachers.”
6	Unsatisfied – negative implications for student learning	Increased pressure from frequent reporting leads to detrimental impacts for students’ progress and learning	“Too much pressure for students.”
7	Unsatisfied – concern over timing of reporting	Respondent indicates that reports do not occur at the ideal time of year	“The first report needs to occur earlier in the year, as the end of January is too late to catch and work on problems.”
8	Satisfied – good indicator of student progress	Respondent highlights the benefits of frequent updates for parents.	“Frequent updates are helpful when there isn’t time for to visit with teachers.”
9	Satisfied – fostering effective student learning	Respondent mentions the impacts of frequent reporting on student learning, study habits, and the utility of feedback for their experience.	“Reporting works well to establish initial work habits early in the semester.”

<b>Q5b_open: What are some reasons for your choice above? (Frequency of reporting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
10	Satisfied – reporting requirements are effective and not overly onerous	The proposed reporting system would not create too much work for teachers and would be beneficial, overall.	“This is already common in some districts and fits nicely in a 3-term system. It provides regular feedback without being too onerous.”
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	

<b>Q6b_open: What are some reasons for your choice above? (Provincial Proficiency Scale as a requirement in Grades K-9 reporting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	Unsatisfied – proficiency scale terms require further development	Respondent indicates that the terms used in Provincial Scale is unclear, not well-defined or requires more clarification before being made into a requirement for K-9 reporting. Terms used in reporting need to be more clearly defined in order to be representative of the students' abilities.	<p>"The descriptions used, such as "sophisticated understanding of material" are too vague."</p> <p>"'Extending' is too subjective. To one teacher, extending might look very different from another teacher."</p>
2	Unsatisfied – proficiency scale limits the quality of the feedback given to students	The quality of students' work is not adequately captured with the scale and does not identify areas of strength and weakness as well as traditional reporting methods. This impacts students' ability to work with feedback and make changes to their study habits where necessary.	<p>"Children who work" hard to excel in their studies and would normally be straight A students are not getting that satisfaction."</p> <p>"They need to start understanding how to recover from an "F" and that keeping grades at a 3.0 or 4.0 level is better than dipping and attempting to recover."</p>
3	Unsatisfied – the workload creates additional pressure for teachers	Includes comments where the respondents' issue with the scale is due to the pressure created for teachers and the increased workload they experience as a result of reporting requirements.	"We are not given enough time to do this."
4	Unsatisfied – reporting is unclear to parents	Includes comments stating that the reporting scale does not clearly report progress to parents.	"Better communication should be provided to parents to explain that letter grades at the elementary level does not represent a percentage or number but the equivalent of the proficiency scale."
5	Unsatisfied – the scale is only appropriate for certain groups	Respondent indicates that the scale is relevant for certain age groups or a specific group of students but is not applicable across the K-9 range.	"A 4-point scale is fine for K to 7 only."
6	Unsatisfied – the depth of the scale needs to be improved	Respondent indicates that the range that 4 points offers is not sufficient and needs to be expanded in order to be effective. The 4-point system does not provide teachers with the option to capture the abilities of all students and is restrictive due to this.	<p>"A 4-point scale is difficult to grade on, there are so many students that lie between levels."</p> <p>"A 4-point scale is FAR TOO restrictive. There is far too big a range of skill in just 4 "levels" There needs to be opportunity for in between. EX: Proficient + or -."</p>



<b>Q6b_open: What are some reasons for your choice above? (Provincial Proficiency Scale as a requirement in Grades K-9 reporting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
7	Satisfied – The scale identifies student progress for appropriate follow-up.	Respondent indicates that the scale identifies whether students are exceeding expectations, meeting them, or requires additional support.	“‘Proficient’ is a clear term: the students is managing the grade-level expectations. Having a 4-scale report helps teachers / administrators identify the students who are requiring more support (emerging / developing).”
8	Satisfied – The scale is more strengths-based and stigma-free.	Respondent highlights the positive elements of the Provincial Proficiency Scale. They state that it is more strengths-based and hopeful for students without any elements of stigma present.	“A scale provides clear feedback to students of different abilities and highlights their strength.”
9	Satisfied – The clarity and simplicity of a 4-point scale is beneficial	Teachers and parents benefit from a 4-point scale due to the lack of complicating factors.	“A 4 point scale is clearer for parents to understand and easier for teachers to differentiate.”
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	

<b>Q7b_open: What are some reasons for your choice above? (Letter grades &amp; percentages as a requirement in Grades 10-12 reporting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	Satisfied – a percentage system aligns with post-secondary grading systems and/or admission requirements.	Percentages allow high schools to grade students in a similar way to colleges and universities and therefore prepare them for this system, as well as being aligned with admission requirements that most post-secondary institutions have.	<p>“Universities use letter grades/percentages to indicate achievement. It's better to align with them at that level of high school.”</p> <p>“As a parent I want my child to have access to post-secondary education. If post-secondary institutions are using letter grades then it seems simplest to communicate proficiency in a 'language' Universities 'understand'.”</p> <p>“Letter grades and percentages are a requirement when applying to many post-secondary institutions.”</p> <p>“A 4-point scale and descriptive feedback is good as formative assessment, but summative results are required by post-secondary institutions. To move away from them could potentially penalize BC students in post-secondary applications.”</p>
2	Satisfied – percentages are a more accurate and reliable method of summarizing learning.	Respondent indicates that percentages provide a less biased, more objective, or accurate breakdown of student progress. The percentage and letter grade systems are more well-used and universally understood. For any of these reasons, they should be used more than point scales.	<p>“A descriptor is subjective, a number is based on data.”</p> <p>“The system is well-understood and extensively used the world over.”</p>
3	Satisfied – percentage-based reporting is better for parents	Reporting is more well-received and informative for parents when it is in percentage and letter grade format than when it is scale-based.	“A gateway for post-secondary or trades school. Parents want percentages.”
4	Unsatisfied – percentages are a useful aspect of reporting but letter grades are not	Respondent characterizes percentages as beneficial for students and parents but the letter grades do not add value to the reporting.	“A letter grade should not be required as a percentage is what is required in higher learning. A letter grade gives a misconception of percentage as it can range. I.e. A is 85 all the way to 100% and basing an 86 or 100 on school entrance is very different.”
5	Unsatisfied – letter grades are a useful aspect of reporting, but percentages are not.	Respondent characterizes letter grades as beneficial for students and parents but percentages do not add value to the reporting.	“Letter grades are easier to interpret than percentages. Everyone knows the difference between A and a B but a percentage difference is not meaningful.”

<b>Q7b_open: What are some reasons for your choice above? (Letter grades &amp; percentages as a requirement in Grades 10-12 reporting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
6	Unsatisfied – Grades 10-12 should switch to a scale system of reporting	Students' progress is more accurately reflected through a scale system of reporting. Includes comments stating that a scale system should be used in post-secondary institutions as well as K-12. Also includes comments detailing the benefits of a scale reporting system as an alternative to letter grade and percentage reporting, rather than a combined approach (see code 16).	"A five-scale of Beginning-Developing-Expanding-Consolidating-Proficient would eliminate the traditional numeric evaluation and artificial competition. Students achieving Expanding levels of learning and beyond would earn credit for the course, eliminating mere presence as a pass."
7	Unsatisfied – There needs to be a focus on competencies in addition to percentages	Respondent indicates that the Provincial Proficiency Scale should be used as a supplement so that there is still a focus on competencies from grades 10 to 12; or some additional competency-based approach should be added to expand the breadth and depth of reporting.	"The Provincial Proficiency Scale as a requirement for Grades K-12 would help. I know too many teachers that simply teach content and disregard the competencies. By making reporting on competencies from K - 12 mandatory you help students by taking emphasis off content."
8	Unsatisfied – letter grades and percentages represent an outdated or ineffective reporting practice	Respondent indicates that the Provincial Proficiency Scale is a more developed and modern approach to reporting and that letter grades and percentages are no longer relevant or as effective as a scale-based approach to reporting. Includes comments stating that scale-based reporting is a preferable evidence-based practice.	"A letter grade system is outdated and isn't current with pedagogical research."
9	Unsatisfied – the shift from a scale-based reporting system in K-9 to percentages and letter grades is disadvantageous to students due to the transition in reporting	The shift from a proficiency scale from grades K-9 to a letter grade and percentage-based system in K-10 is too sudden and abrupt for students and will impact them negatively. The grading and reporting system should be used consistently throughout K-12, rather than shifting in Grades 10-12.	"A shift from no letter grades in grade 9 to letter grades in all areas in grade 10 is too abrupt."
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	

<b>Q8b_open: What are some reasons for your choice above? (Provincial Proficiency Scale as an option in Grades 10-12 reporting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	Unsatisfied – requires more clarity in terms of which reporting system is being used	More clarity and consistency are required in terms of the usage of the Provincial Proficiency Scale in conjunction with percentage and letter grade reporting from grades 10 to 12 for the respondent to support the combined reporting format. Includes comments stating that they would support a combined approach if the system were more well-defined, standardized, or less ambiguous.	<p>“‘May’ in the order is weak. If teachers are required to do percentages in 10-12 with descriptive feedback, they will not report with scales too.”</p> <p>“A consistent reporting scheme is long overdue.”</p>
2	Unsatisfied – increased workload for teachers	Respondent identifies the combined approach as creating an unnecessary reporting burden for educators.	“A lot of extra work for teachers and useless on my opinion as parents/students won’t care about it if there is a grade/percentage.”
3	Unsatisfied – use letter grade and/or percentages only	Comments specify that percentages and/or letter grades should be relied on for reporting without the support a scale-based system of reporting. Includes comments highlighting issues with scale-based reporting.	“Grades 10-12 need something for more substantive in terms of evaluation. Proficiency scales are open to wide interpretation.”
4	Unsatisfied – use the Provincial Proficiency scale only	Comments specify that the Provincial Proficiency scale should be relied on for reporting without the support of a system of reporting based on letter grades and percentages. Includes comments highlighting issues with letter grade and/or percentage-based reporting.	“Remove letter grades and percentages.”
5	Unsatisfied – use an expanded or modified scale	Respondent advocates for the usage of a scale but in a different or more developed form from the Provincial Proficiency scale.	“A 4-point scale is too blunt to be useful at all at the high school level. A system with a 20-point scale is much more refined, and gives students a better idea of where they can improve, but not too exact, such as a %.”
6	Satisfied – continuity from K-9 to grades 10-12 is beneficial	Respondent identifies the combined approach as having benefits for students and parents in terms of continuing a similar reporting format to what students experienced previously.	“Continuity is a good thing for everyone.”
7	Satisfied – a combined reporting approach is beneficial for students’ learning	Respondent highlights the utility in goal-setting, learning outcomes, and growth and development for students due to a combined reporting approach utilizing both letter grades and percentages alongside the Provincial Proficiency scale.	“Glad this will be an option as it allows students to continue to set goals and practice growth mindset while being a percentage that can be used in post-secondary.”

<b>Q8b_open: What are some reasons for your choice above? (Provincial Proficiency Scale as an option in Grades 10-12 reporting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
8	Satisfied – already use this approach	Respondent indicates that they, their school, or district have been using this approach already.	
9	Unsatisfied – requires more support for teachers	Response indicates teachers need more support - time, training, etc. - to make use of this new scale	
10	Unsatisfied – use one only	Response suggests that multiple reporting options is confusing, one should be used only	
11	Unsatisfied – scales are incompatible	Response indicates that the PPS and percentage reporting are pedagogically incompatible and should not be used side-by-side.	
12	Unsatisfied - dislike PPS in general	Response indicates dislike for the Provincial Proficiency Scale in general, such as objections to the design of the scale or the perceived inability to “fail” students.	
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	

<b>Q9b_open: What are some reasons for your choice above? (Student Self-Assessment of the Core Competencies)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	Satisfied – supports student engagement and encourages opportunities for growth	Self-assessment creates opportunities for students to be engaged, learn, be accountable, and grow. Respondent indicates that self-assessments are overall a positive experience for students.	“Encourages student engagement, and supports new curriculum.”
2	Satisfied – positive feedback about the frequency and procedures currently in place for self-assessment	The processes in place for self-assessment are clear, occur often enough, and procedures are well-defined.	“2 times a year is perfect!”
3	Satisfied – transferability to further education and opportunities	The skill of self-assessment is useful for students to learn as it will continue to be required in future education, employment, post-secondary, and other areas of students’ lives.	“Already part of current practice at the high school level, this helps prepare them for what they will be doing in the future.”
4	Satisfied – not otherwise specified	Response is positive / expresses support for self-assessment, but does not provide any reasons for why they are positive.	“Something all students K-12 should be doing.”
5	Neutral – school is already engaged in these practices	Respondent states that their school is already engaged in these practices but does not specify whether they are satisfied or unsatisfied with having this included in the proposed policy.	“We are already doing this.”
5	Unsatisfied – Core competencies are not universally applicable	Core competencies need to be defined based on subject and different self-assessments need to be done, depending on what the area of study is that the student is completing an assessment for. Includes comments where respondent indicates that some subjects may have different competencies and be better suited to assessments than some other areas.	
6	Unsatisfied - Self-assessments are difficult for children and sometimes not age-appropriate	Comments indicate that students of certain ages may not have the required skills, interest, or capability in effectively completing and benefiting from self-assessment.	<p>“Maybe makes sense for grades 8 and up, but younger children may not have the tools to do this. I know my grade 6 child certainly doesn't. Their standard answer is "I don't know". They may not have the ability to form the abstract picture necessary.”</p> <p>“A self-assessment is only effective if there is time for self-reflection, and this skill doesn’t come easily for all children.”</p>

<b>Q9b_open: What are some reasons for your choice above? (Student Self-Assessment of the Core Competencies)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
7	Unsatisfied – self-assessments create a significant increase in workload for teachers	The process of reviewing children’s self-assessments and submitting them creates an unrealistic amount of work for teachers that is not feasible. Includes comments stating that the increased administrative requirements negatively impact the availability of teachers for other important work such as curriculum planning.	<p>“Adding this work to teacher reporting is increasing teacher workload. This work happens in the classroom already and should NOT be added to the teacher’s responsibility when reporting.”</p> <p>“Additional reporting requirements adds to the teacher’s work load and the focus becomes on reporting rather than having the time to support students.”</p> <p>“This takes time away from planning and teaching the curriculum.”</p>
8	Unsatisfied – the process of self-assessment requires further refinement	Respondent indicates that the procedures taken by students and teachers to complete self-assessment requires further clarification and teachers would benefit from additional support in understanding standardized processes for student self-assessment. Includes comments highlighting issues with the frequency or processes involved with self-assessment.	<p>“Teachers continue to need in-service to support their understanding of this policy.”</p> <p>“A couple of self-assessments for each report is enough. I don’t need my daughter to do self-assessments for every subject.”</p>
9	Unsatisfied – self-assessments do not yield sufficient benefits	Respondent indicates that self-assessments are not always valued by parents, and the utility of the results of these assessments for teachers and parents is somewhat limited, even when completed effectively by students.	“Guardians seem relatively uninterested in my experience and are more interested in teacher feedback.”
10	Unsatisfied – self-assessments do not yield sufficient benefits	Respondent indicates that self-assessments are not always valued by parents, and the utility of the results of these assessments for teachers and parents is somewhat limited, even when completed effectively by students.	
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	

<b>Q10a_open: What are some reasons for your choice above? (Student Goal Setting)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	Satisfied – student goal-setting enrich their learning and engagement	Goal-setting is a useful exercise that encourages students to become involved in their own learning and self-monitor their progress over time. Includes comments stating that goal-setting allows students to take ownership and maximize their input into their education.	<p>“A step to ownership and personalized learning.”</p> <p>“A student's education belongs to <i>them</i>, assessments should reflect progress towards individualized goals.”</p>
2	Satisfied – a well-defined student-goal setting is appropriate for certain students	Respondent characterizes goal-setting as effective and suitable for certain groups of students considering factors such as age. Through well-defined goal-setting processes, certain students can benefit.	“I like goal setting and think it's important, but it's a lot for younger kids to do, especially at beginning of the year. I think there should be flexibility on how often goal setting happens based on the age of the child.”
3	Satisfied – student goal-setting works with effective support networks and processes	Support systems such as parent and teacher consultation and involvement at each step of the goal-setting and follow-up stages.	“A must have along with parent/teacher input and ongoing involvement.”
4	Unsatisfied – formalizing the goal-setting process does not foster student engagement	Discussing goals with students is useful, but formalizing the process is not genuine and does not foster engagement from students.	“I want my kids to have goals. They should be discussed but forcing it in a policy forces them to make stuff up in order to meet the requirements.”
5	Unsatisfied – goals cannot be entirely directed by students	In order to work towards goals, monitor progress, and evaluate results, teacher support is required at each step of the way. Therefore, independent goal-setting is not effective for students.	“A student can create goals, however, the success of the student reaching those goals may, more often than not, be placed on the teacher and not the student themselves.”
6	Unsatisfied – goal-setting might be more appropriate for certain students than others	Certain students may find goal-setting an engaging experience, others may not. Age may be a determining factor in whether or not goals are effectively implemented. The respondent views this as a drawback of goal-setting	<p>“A lot of students find goal setting and tracking very difficult even when self-selected.”</p> <p>“A lot of students find goal setting and tracking very difficult even when self-selected.”</p>
7	Unsatisfied – the processes for student goal-setting need to be more clearly defined	Respondent indicates that, in order for goal-setting to be effective, templates, processes, timelines, and standardized practices would need to be implemented. Includes comments stating that pedagogical clarification and documentation would be required support the goal-setting frameworks.	<p>“What are the age appropriate guidelines? K-12 is a large range. Will there be a progressive timeline provided?”</p> <p>“Will templates be provided?”</p>



<i>Q10a_open: What are some reasons for your choice above? (Student Goal Setting)</i>			
Code	Name	Description	Examples
8	Unsatisfied, goal setting is already covered in the Career Education curriculum	Respondent indicates that there are already curriculum elements that cover student-goal setting and that the K-12 Student Reporting Policy does not need to include further student-goal setting requirements.	"We already cover goal setting with the career education curriculum."
9	Unsatisfied – the time-consuming nature of setting goals adds too much to teachers' workloads	The time it would require to set goals and discuss them with the students would require time and resources from teachers that is not feasible.	<p>"Could work, but a high school teacher would not have enough time to facilitate this for every one of their 200 students..."</p> <p>"A lot of work to facilitate in primary grades. Would not be feasible without additional support for 1 to 1 time."</p>
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	

<b>Q11b_open: What are some reasons for your choice above? (Diversity &amp; Inclusion)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	Satisfied – respondent believes proposed reporting practices are inclusive	Respondent supports assessment and evaluation practices that are inclusive. Includes comments that state their schools already report and assess in a manner that is inclusive.	“I’m not sure how this differs from current reporting.”
2	Satisfied – not otherwise specified	Respondent reports support for this addition, but no reasons or other comment is given.	“Absolutely agree!”  “Absolutely! There are different needs among students and these diverse needs must be catered to.”
3	Unsatisfied – concerns about workload and feasibility	The increased time for preparation of learning materials and to ensure assessment and evaluation methods are inclusive will not be feasible for teachers or will require additional resources. Includes comments stating that teachers need additional support, funding, and in-classroom resources in order to provide a more inclusive educational environment.	“Additional prep time to create evaluations and to review education plans with school is required.”
4	Unsatisfied – unclear on what constitutes inclusive practice	Respondent perceives a high level of confusion and ambiguity regarding inclusive practice and they are unsure as to what policies, practices, and procedures are inclusive. Includes comments stating that additional training workshops and materials are required.	“A written policy is not worth anything if it does not come with training and support.”
5	Unsatisfied – more individualized support systems should be implemented for students with extra support needs	Programs for students with special needs should enhance abilities and learning and be specifically designed for them. Respondent believes that inclusive practices minimize capacity to provide appropriate support to these students.	“True individuality means we assess talents, abilities and desires and then provide programs to enhance those from day one.”
6	Unsatisfied – concerns about colonial language, reconciliation and inclusion of Indigenous learners.	Respondent identifies problematic elements of the proposed policy’s lack of awareness of Indigenous culture, problematic language, or lack of reconciliation efforts.	“The policy doesn’t account for Indigenous families and is not inclusive.”

<b>Q11b_open: What are some reasons for your choice above? (Diversity &amp; Inclusion)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
7	Unsatisfied – students with extra support needs require more consistent reporting	There needs to be more specific policies and reporting processes in place for children with special needs and extra support requirements. Includes comments that express concern that inclusive practices can negatively impact reporting for students with special needs.	“Dry inconsistent reporting format and language across the province for students with special needs.”
8	Unsatisfied - teachers need training on diversity and inclusion	Comment indicates that teachers need education and training on why and how to incorporate diversity and inclusion in their progress assessment and reporting to parents	“Teachers need to be better educated on what they are using to gather evidence fairly. For example not all learners do well with tests. Many teachers still use tests to gather evidence that they then assign a rating using the proficiency scale; this would be disadvantageous for diverse learners.”
9	Unsatisfied - already happening	Comment indicates that respondent this is already being done / being done satisfactorily by teachers.	"This is already done with the standard system of assessment."
10	Unsatisfied - inclusive reporting happens at the expense of other learners	Respondent believes that inclusive practices undermine the rigour of traditional education and/or divert resources away from neurotypical and/or gifted learners	"I'm concerned that this may result in a high school diploma not actually meaning anything anymore"
11	Unsatisfied - Even "inclusive" reporting is sometimes inappropriate	Respondent indicates that for some students and their needs, even "inclusive" reporting and/or personalized goal-setting is inappropriate, and these policies would force those students into a box rather than allowing teachers to respond to their needs	"In theory, it's critically necessary to be inclusive of all learners in our assessment and evaluation practices. In practice, using competency-based IEPs seems to put children with special needs into a form, instead of creating the IEP around the unique special needs learner."
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	

<b>Q13b_other: If you could change one part of the proposed K-12 Student Reporting Policy, what would it be? [other]</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	All of the above	Respondent would change all aspects of the proposed K-12 Student Reporting Policy; includes the following:  o Frequency of Reporting o Provincial Proficiency Scale as a requirement in Grades K-9 reporting o Letter Grades & Percentages as a requirement in Grades 10-12 reporting o Provincial Proficiency Scale as option in Grades 10-12 reporting o Student Goal Setting o Student Self-Assessment o Diversity & Inclusion	"All of the above."
2	Frequency of Reporting	Respondent would change the frequency of reporting in the policy.	"1 January written report and 1 June and one ongoing communication throughout the year chosen by the teacher."
3	Provincial Proficiency Scale as a requirement in Grades K-9 reporting	Respondent would change the way the proficiency scale is used with K-9 for reporting in the policy.	
4	Letter Grades & Percentages as a requirement in Grades 10-12 reporting	Respondent would change the way letter grades and percentages are used with grades 10-12 for reporting in the policy.	"All grades need letter grading."
5	Provincial Proficiency Scale as option in Grades 10-12 reporting	Respondent would change the way the proficiency scale is used with grades 10-12 in the policy.	
6	Student Goal Setting	Respondent would change the way student goal setting is included in the policy.	
7	Student Self-Assessment	Respondent would change the way student self-assessment is included in the policy.	"Do not include student self-assessment until June."
8	Diversity & Inclusion	Respondent would change the way diversity and inclusion is included in the policy.	
10	Grade ranges	Comments apply to what range of grades certain areas of the policy apply to with regards to reporting, letter grades, and the Provincial Proficiency Scale.	"The grade ranges for the reporting changes should be grades 9-12 or 8-12 for letter grades and percentages in reporting."

<b>Q13b_other: If you could change one part of the proposed K-12 Student Reporting Policy, what would it be? [other]</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
11	Amount of support	Respondent identifies a need for ongoing training, meetings, resources, and support for teachers.	"There needs to be 2 in person or virtual meetings."
12	Changes to the Provincial Proficiency Scale	Respondent suggests changes or modifications to the Provincial Proficiency Scale and how it is used in reporting.	"There should be a fifth category between developing and proficient."
13	Changes should consider the well-being of educators	Comments mention the negative impact of the policies on the work-life balance, mental health, and well-being of teachers due to increased stress and workload.	"All of the above need to consider the work/life balance for teachers and their mental health. These changes propose extra work load for teachers. We are already greatly overworked."
14	Depth of reporting	Respondent suggests changes to the amount, type, and detail of information that is reported, rather than the frequency of reporting.	"Amount of things that need to be reported."  "Amount/contents expected."
15	Clarity of changes in policy	Respondent indicates that the details of the policy are ambiguous and need to be further defined, elaborated, or refined. Includes comments related to the standardization of procedures, processes, descriptions of aspects such as core competencies, and descriptions.	"The policy needs work in terms of its articulation, clarity, and consistency."
16	Method of reporting	Respondent indicates that alternative methods of reporting such as virtual meetings, conversations, or other platforms could be utilized to increase the ease of reporting. Includes comments suggesting different platforms for reporting such as online reporting applications.	"As parents we do need to be informed about our children learning and development, but this can be done in an informal way. It could be a virtual meeting , a call or just an email. We don't need to put our fabulous teachers under more stress than they are already feeling."  "Clarity - what does proficient or emerging <i>mean</i> ?"
17	Curriculum / reporting area changes	Respondent indicates they would like to see changes (reductions, additions, and shifts in language) to the required reporting areas.	"Core competencies"
96	Change not specific to reporting policy	Changes are suggested but they are general and do not have anything to do with the proposed K-12 Student Reporting Policy (does not have anything to do with reporting, assessment, or evaluation).	"A strict policy that severely limits the amount of digital media allowed in a day. There is way too much "tv time" happening. The teachers are constantly playing shows. Specifically, "Go Noodle" is not a replacement for outdoor activity."  "Change the curriculum to include life skills (taxes, mortgages, health/life insurance)."

<b>Q13b_other: If you could change one part of the proposed K-12 Student Reporting Policy, what would it be? [other]</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	"Choose one? What a cop out."
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	"Both."

<b>Q14_open: What are some reasons for your choice above? (If you could change one part of the proposed K-12 Student Reporting Policy, what would it be?)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
1	Lack of support and resources for educators	Respondent mentions a lack of support, resources, training materials, time, decreased class sizes, funding, or administrative assistance. Does not specifically apply to reporting (see code 4) but instead to general support required to meet increased demands in terms of assessment and evaluation.	"The demands put upon teachers already is enough. If we are spending all our time assessing students above and beyond what is already required there will be no time to be teaching the students."
2	Aspects of the reporting detailed in the policy are already met	Respondent identifies elements of the policy that are already present in how standards and policies for reporting and assessment are designed and acted on by teachers. Includes comments stating that current reporting measures are satisfactory and meet the requirements laid out in the policy.	"I have never had a problem contacting my kid's teacher when I needed to and I find the information I am getting on their report cards is just fine."
3	Elements of the policy do not need to be formalized	Respondent indicates that although they support elements of the policy, these elements do not necessarily need to be standardized.	"I am in favor of student goal setting and self-assessment and inclusion - but not as Provincial policy."
4	The frequency of reporting is overly onerous/redundant	The number of reports per year is not ideal and should be reduced. Includes comments stating that the frequency of reports creates an increased workload and sense of pressure for teachers. Also includes comments where the demands of frequent reporting take away from valuable learning experiences.	"Learning updates on student learning, in all subject areas, five times per year is excessive. Formal reports 3x/year works well for the lower grades."  "2 formal written reports and the use of Fresh Grade, phone calls, and meeting talks would be sufficient."
5	Letter grades and/or percentages are a favorable option for reporting	Respondent highlights the benefits of letter grade and/or percentage reporting for certain age groups. Includes comments portraying letter grades as a preferable option to a scale system of reporting.	"A proficiency scale is meaningless to me, I prefer letter grades and a traditional report card."
6	The Provincial Proficiency Scale is an effective option for reporting	Respondent highlights the benefits of the Provincial Proficiency Scale reporting for certain age groups. Includes comments portraying letter grades as a preferable option to a letter grade/percentage system of reporting.	"A numerical grade for something like Math 11 makes sense, but it doesn't make as much sense in a music class or woodworking class. Scale reporting is better for these cases."
7	Emphasis on student-involved reporting	Respondent elaborates on the importance of student self-assessment and goal-setting in the reporting process.	"All updates on student learning must include student-generated content. (This includes a student self-assessment and student goal setting.)."

<b>Q14_open: What are some reasons for your choice above? (If you could change one part of the proposed K-12 Student Reporting Policy, what would it be?)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
8	Clarity and level of detail in proposed policy changes	Respondent identifies issues in the thoroughness, detail, and specificity of policy changes.	<p>"The changes could be explained more clearly and sound like a more coherent practice."</p> <p>"The proficiency scale wording is unclear."</p>
9	Changes to the Provincial Proficiency Scale	Respondent suggests changes or modifications to the Provincial Proficiency Scale and how it is used in reporting. This includes comments indicating that additional points are needed on the scale.	<p>"A 4-point scale does not account for the many learners who fall between a developing and proficient understanding and exhibition of skills. Refining needs to be added in order to qualify those students who are still "refining" their skills before becoming proficient."</p> <p>"A 4-point scale is too simplistic and there is too large of a gap between developing and proficient. Refining is the missing piece to this proficiency scale."</p>
10	Changes to methods of reporting and communication	The manner in which information is communicated in reports and more casually needs to be refined and revisited in the policy, according to these comments. Includes comments suggesting more frequent meetings between teachers and parents.	<p>"A more continuous form of communicating student learning, goal setting and self-assessment, benefits a student's growth and ownership of learning. Providing districts with the option to provide more regular reporting home is needed to maintain the progress made to date."</p> <p>"A more worthwhile endeavor than reporting is sitting down with students and their families and looking over work while talking about things. An entire report card can be communicated in a 15-20 minute meeting."</p>
11	Maintain the status quo of reporting and opt out of student-involved reporting	Respondent states that student-led reporting with integrated self-assessment and goals is not as informative and useful as traditional reporting means where the teacher communicates the students' progress. Includes comments stating that student-involved reporting is not effective.	<p>"A report card should be from the teacher not the student."</p>



<b>Q14_open: What are some reasons for your choice above? (If you could change one part of the proposed K-12 Student Reporting Policy, what would it be?)</b>			
<b>Code</b>	<b>Name</b>	<b>Description</b>	<b>Examples</b>
12	Delay the implementation due to competing demands and priorities (i.e. COVID response).	Respondent states that the proposed policy would be difficult to implement due to different priorities, demands, funding requirements, or necessary resources.	"With Covid-19 and all of the other issues we have been facing as teachers, there is already too much to focus on."
96	Change not specific to reporting policy	Changes are suggested but they are general and do not have anything to do with the proposed K-12 Student Reporting Policy (does not have anything to do with reporting, assessment, or evaluation).	
97	No opinion / not applicable	Response indicates that they have no preference, or the question is not relevant to them in some way	
98	Complaint about survey	Comment complains about the structure or focus of the survey in general, or the specific survey question.	
99	Off-topic or unintelligible	Unrelated to question, or meaning cannot be reliably interpreted	

## **APPENDIX E: THEMES FROM WRITTEN SUBMISSIONS**

### ***Themes Related to Frequency of Reporting***

Among the 16 written submissions received from interested stakeholders, 13 expressed concerns around the frequency of reporting. The major themes noted in these submissions were:

- Concerns that reporting in the first 25% of the instructional year was unrealistic. From stakeholders representing younger grades, we heard that this is too soon to comment on learning as much of the first several weeks is dedicated to establishing routines and building the classroom community. From stakeholders representing older grades, we heard that the first 25% of instructional time in a semester schedule would be far too soon to be able to comment meaningfully on a student's learning.
- Confusion and lack of clarity on how the five reports would be applied to a semester schedule (i.e., secondary school schedules) and to other models (e.g., distance and blended education models). Stakeholders were unsure whether they would be expected to produce five reports within a semester as that would represent their "instructional days" with any given student, or over the entire year.
- Concerns that reporting, particularly formal reporting using the proficiency scale, was too frequent and antithetical to a growth and learning mindset.

In addition to comments on the frequency of reporting, many stakeholders expressed additional concerns about the expected content of each of these reports. These included:

- Requesting greater clarity on what is expected in learning updates, summative reports, and "informal reporting". Stakeholders expressed confusion on what learning is to be reported on in learning updates, what format they would be expected to use in reporting (e.g., a proficiency scale, written comments only, or other approaches), and to what extent "informal" aligns with "unwritten".
- Recommending that the proficiency scale not be used in informal or learning update reporting, as the scale is overall a summative tool and can take away from focusing on next steps in learning.
- Urging that summative reporting needs to emphasize recent learning and where a student "ends up" at the time of reporting, rather than weighting their performance throughout the school year evenly.

### ***Themes Related to the Provincial Proficiency Scale***

Among written submissions from stakeholders, there was an overall positive response to the use of a proficiency scale in principle. There were, however, several concerns and suggestions for change on the specific design and implementation of the proposed provincial proficiency scale.

- Nearly all submissions emphasized that greater clarity on the use of the scale, and support for teachers in learning to use it, is necessary. Several submissions urged the Ministry to generate instructional materials, exemplars, and other supporting documentation to support teacher implementation of this new scale.
- Many submissions noted that support will also be needed to help parents, caregivers, students, and other stakeholders to properly understand and interpret the new proficiency scale, as well

as build buy-in from groups who may prefer traditional percentage and/or grade letter reporting.

- Several submissions noted that the four-point proficiency scale does not provide enough information to fully capture a student’s capabilities or next steps for growth, and emphasized that the use of the proficiency scale should be supplemented with qualitative, written comment from teachers.
- Several submissions also noted issues with the “Emerging” category in the proficiency scale, noting that it does not distinguish between students who are at a “beginning” point within their grade, and those who are not yet ready to begin learning at their grade level or do not have the necessary foundation to start at a “beginning” point for their grade level.

### ***Themes Related to Use of Letter Grades and Percentages***

Among the 16 stakeholders who provided written submissions, seven commented on the requirement to continue reporting both percentages and letter grades in Grades 10-12, with the option to also report using the proficiency scale. All who commented on this issue were against the continued use of percentages in reporting. Some of the common themes or reasons for their objections included:

- The lack of reliability in a scale that has, essentially, 100 “levels” and the inappropriate use of percentages to differentiate students based on just a few percentage points;
- The inclusion of all learning throughout a reporting period being incorporated into percentage scores, which undermines a commitment to assessing a student’s growth and final “end point”; and
- An objection to using the proficiency scale alongside percentage reporting, as it is likely that the proficiency scale rating would either be ignored by students and parents, or inappropriately assumed to be “equal” to a certain percentage range or letter grade.

In addition, 5 of the 16 written submissions included comments that they expected the shift from the proficiency scale to percentages and letter grades in Grades 10 through 12 to be a jarring change for students. Seven submissions urged careful pedagogical reasoning and research before developing “equivalency” or translation scales for converting between the proficiency scale and letter grades and/or percentages.

### ***Themes Related to Goal Setting and Self-Assessment***

Slightly less than one-half (n=7) of the 16 stakeholders who provided written submissions commented on self-assessment and goal setting in the proposed reporting policy. Nearly all of these stakeholders were supportive of the principle of student goal setting and self-assessment, noting that these practices support self-reflection, a growth mindset, and lifelong learning. However, there were a couple of concerns about including these practices in reporting.

- This would likely require a large amount of additional work from teachers, either in supporting students to develop goals and self-assessments (i.e., younger grades and students with additional support needs), or in managing and reporting on students’ goals and assessments in the required reporting periods.

- Goal-setting and self-assessment were crucial skills that need to be implemented in a meaningful way throughout the instructional year, and not included as a “box to check” at reporting times.

### ***Themes Related to Diversity and Inclusion***

Among the 16 written submissions from stakeholders, slightly less than one-half (n=7) of the respondents addressed the diversity and inclusion elements of the proposed reporting policy. Among those who did comment, the following themes were noted:

- A general support for the principle of inclusion in classrooms, with students with support needs and/or IEPs receiving meaningful feedback on their learning and progress in the classroom;
- Despite the general support in principle, several submissions noted that mandating a specific reporting format for “all” students does not serve all students; non-verbal students, for example, may be better served by more individualized and qualitative feedback to parents, but the requirement for such students to be reported on in a mandated format would turn this into a “box to check” rather than an opportunity to support learning; and
- Additionally, several submissions highlighted the fact that teachers are already struggling to meet the diverse needs of students in large classrooms, and additional reporting requirements without appropriate resourcing and support (e.g., more educational assistants) will further overburden teachers.