



K-12 Student Reporting Policy

Communicating Student Learning Guidelines



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Introduction

Statement of purpose

This resource supports teachers, administrators, and school and district staff in implementing the K-12 Student Reporting Policy. The first part of the document, Policy Background, provides background information on the K-12 Student Reporting Policy. The second part, Gathering Evidence of Learning, provides suggested practices and strategies for gathering and evaluating evidence of learning. The third part, Communicating Student Learning, provides suggested practices and strategies for translating evidence of learning into clear, meaningful communication of student learning, as well as outlines all policy requirements.

Curriculum, classroom assessment, and reporting

Curriculum, classroom assessment, and the communication of student learning are interconnected. The curriculum sets the learning standards that inform classroom instruction and classroom assessment. Classroom assessment involves the wide variety of methods and tools that teachers use to describe and evaluate student learning in relation to the provincial learning standards. Thoughtful classroom assessment practices inform responsive and meaningful communications that provide students, parents, and caregivers with a clear understanding of where the student is in their learning, and set goals for future learning.





Policy background

The British Columbia curriculum

The B.C. curriculum is flexible and focuses on literacy, numeracy, and the First Peoples Principles of Learning. The curriculum also supports deeper learning through concept-based and competency-driven education. The goal of the curriculum is to support the development of educated citizens who are critical and creative thinkers and communicators, and who are personally and socially responsible in all areas of their lives. The curriculum supports the ways in which students think, learn, and grow, and prepares them for a lifetime of successful learning in a world where change is constant.

Student reporting

The goal of communicating student learning is to ensure that:

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning

The use of the Provincial Proficiency Scale (Grades K-9) or letter grades and percentages (Grades 10-12) gives students, parents, and caregivers a clear understanding of what students can already do and areas for future growth. Classroom assessment and reporting that is focused on student proficiency in relation to the established learning standards, rather than on marks, leads to increased student engagement and deeper learning that transfers into life outside the classroom.



Focusing on proficiency:

- Supports lifelong learning by shifting the focus from marks to learning
- Values most recent evidence of learning when providing student marks, rather than averaging over a term
- Views learning as ongoing, rather than signalling that learning is done
- Is inclusive of all students
- Maintains high provincial standards

Accompanying the Provincial Proficiency Scale indicator or letter grades and percentages with descriptive feedback provides students, parents, and caregivers with a clear understanding of both what students can already do and areas for future growth. Descriptive feedback includes simple, concise, strengths-based, written comments or documented conversations that are aligned with the learning standards, describe student learning, and identify specific areas for future growth. A strengths-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates.



Descriptive feedback:

- Focuses on what students can do now and what they are working toward
- Clearly and simply explains areas for future growth, as well as strategies to support them
- Describes student learning in their current areas of learning
- Provides feedback on student learning habits and engagement



The importance of self-reflection on Core Competencies and goal setting

- The Core Competencies (Communication, Thinking, and Personal and Social) are part of the B.C. curriculum and are central to the development of educated citizens.
- Self-reflection and goal setting actively involve students in the learning process.
- Self-reflection and goal-setting abilities play a significant role in helping students work toward future possibilities while developing the confidence, knowledge, and competencies necessary to thrive in an ever-changing world.

Self-reflection and goal setting are important parts of learning and development both during the K-12 school years and in life beyond the classroom. Student self-reflection on Core Competencies and student goal setting meaningfully involves students in the assessment process, which amplifies student voice. Giving students a voice in their learning helps ensure that teachers, parents, and caregivers can support students in achieving their goals; promotes student responsibility for their learning; and helps foster a lifelong-learning mindset. A growing body of research shows that student self-reflection leads to an increase in student confidence in their abilities and greater student satisfaction.

The graduation status update in Grades 10-12 is intended to ensure that students, parents, and caregivers have the information needed to meet graduation requirements and are aware of any areas that require attention. When students are informed, they are empowered to take responsibility for their future. When parents and caregivers understand what courses and provincial assessments a student needs to take in order to graduate, they are better able to support their child in preparing for life after high school.



The graduation status update:

- Is provided in Grades 10-12
- Ensures that students, parents, and caregivers have the information they need to plan for graduation
- Ensures that all graduation requirements are being met
- Builds awareness of any areas that require attention

Involving students, parents, and caregivers

Students, parents, caregivers, and teachers are partners in the growth and development of the child's learning experience. Meaningful and flexible communication of student learning in clear and accessible language enables students, parents, caregivers, teachers, and administrators to proactively work together to enhance student learning. This policy ensures that the student, parents, and caregivers are involved in the dialogue about the student's learning and the best ways to support and further learning. Students benefit when they and their parents and caregivers are made aware of their strengths and areas where growth is needed and are provided with support early.

Consistent, timely, and meaningful communication supports the relationship between the student, parent, caregiver, teacher, administrator, and community, and implicitly recognizes that we contribute collectively, as a community, to the education of our children. Parents have expressed a preference for clear and concise feedback that explains where their child is in their learning and alerts them to any areas for future growth. There is no need for teachers to summarize the learning standards or their lesson plans when reporting on student learning.

Communication also acknowledges the values and wisdom of the First Peoples Principles of Learning, which states that "learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)," and that "learning involves generational roles and responsibilities."





Gathering Evidence of Learning

This part of the resource provides suggested best practices to support implementation of the K-12 Student Reporting Policy. Effective communication of student learning relies on thoughtful assessment practices to gather accurate evidence of where a student is in their learning journey. The first section, [Gathering Evidence of Learning](#), provides methods and practices for collecting and evaluating student assessment information. The second section, [Evaluation in the Classroom](#), provides methods and practices for translating the collected information into clear, meaningful communication of student learning.

Instruction, assessment, and communication of learning

Instruction, assessment, and communication of learning are interconnected in a cyclical or spiral educational relationship. Assessment takes place throughout the learning cycle. We use the information we gather through

assessments to inform our instruction. Communicating this information to students through ongoing feedback encourages them to recognize their successes and set learning goals, further engaging them in the learning process.

Using the learning standards

Evaluation of student learning is based on the learning standards set out in the B.C. curriculum. Learning standards are explicit statements of what students are expected to be able to do (Curricular Competencies) and define what students should know (Content) in each area of learning at a particular grade level. In British Columbia, learning standards outline what schools are required to teach and what students are expected to learn.

Based on learning standards, teachers, and when possible students, set strengths-based, observable, and developmentally appropriate criteria with which to evaluate students' learning. These criteria form the basis for evaluating and communicating student learning.

Assessment

Assessment is the systematic gathering of evidence of what students know, understand, and can do with their knowledge. Assessment should be formative, continuous, collaborative, and based on an agreed set of criteria in relation to the learning standards. Teacher assessment can help students redirect their efforts, improve proficiency, and establish learning goals.

Assessment is most effective when it is:

- Formative and infused in the learning cycle
- Differentiated
- Co-constructed with the student
- Strengths-based and includes goal setting
- Made visible for all learning partners



Formative assessment

- Supports learning during the learning process
- Is immediate and personal for the student, to guide them in understanding their misconceptions and using the information they receive to set new learning goals
- Needn't always be evaluated, but rather can be focused on checking understanding and guiding teacher decision making



Differentiated assessment:

a flexible approach in which a teacher plans and carries out varied assessment methods to address unique and individualized learning needs, as well as the range of learning styles and preferences in their classroom



Strategies for gathering assessment information

- Repeated practice assignments
- Projects or products
- Samples and artifacts of student work
- Tests and quizzes
- Posters, infographics, or visuals
- Multimedia projects and products
- Oral responses and reports
- Presentations and performances
- Portfolio assessment (paper-based or digital)
- Interviews and conferences
- Podcasts and audio recording
- Video



Strategies for evaluating assessment information

- Student self-assessments and/or self-reflections
- Observation
- Rubrics or frameworks
- Interviews
- Conferences
- Two-way conversations



Assessment in play-based learning opportunities

Supporting students' learning through play allows them to explore the Curricular and Core Competencies. As students engage with the world, they delve into inquiries, generate new ideas, solve problems, think critically, communicate with others, and build a cross-cultural understanding of people, places, and materials. Play-based learning opportunities also support students in acquiring literacy, numeracy, and other content knowledge skills. Play is vital to children's learning, growing, and making meaning.

But learning through play isn't limited to the primary years. Play is a powerful learning tool in the upper elementary, middle, and high school grades as well. Students of all ages engage in play-based learning as they dive into inquiries, explore open-ended questions, and experiment with new concepts and ideas.

Effective methods for gathering and evaluating assessment information in play-based learning opportunities include:

- Oral responses during play – by listening to a student speaking, or a audio recording, or video recording
- Visual responses – by looking at what a student drew, painted, or created during their play
- Physical responses – by looking at what a student built out of toys and materials as they played
- Pedagogical narration – a teacher observing, recording, and sharing areas of significance that occurred during play
- Discussions and two-way communication between teacher and student
- Student self-assessment using pictures and co-constructed criteria





Assessment and reporting is for all students

British Columbia promotes an inclusive education system in which all students, regardless of needs or abilities, are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of their educational programs. Assessment and reporting practices must be inclusive of all students and reflect the perspectives of rightsholders and stakeholders. Inclusive assessment practices allow students multiple opportunities to practise and demonstrate competencies, which are assessed through observations, conversations, and multi-modal demonstrations of learning.

The policy framework pertains to all learners in the B.C. education system. A student who is an English language learner, a student who is a French language learner in a Francophone program, a student who has a disability or diverse ability (with or without an IEP), an adult learner, or a learner in an online learning program should receive regular communications of student learning in the same way as their peers in any other program and aligned with the school districts' regular reporting periods.

Culturally informed assessment practices

All assessment practices should foster holistic development of the whole person by honouring and incorporating students' cultures and encouraging self-determination, self-identity, and self-actualization. Culturally informed assessment practices allow students flexibility during assessments so that they can bring their own cultural identities and fluencies into demonstrations of learning. Including students in the assessment process and co-constructing assessment criteria alongside them provides an opportunity for students to incorporate their heritage and community cultural practices in any evidence of learning.

Culturally informed assessment practices and approaches include performative tasks, portfolios, oral assessments, peer assessment, student self-assessment, collaborative group work, experiential land-based learning, project based or inquiry approaches, and creative and critical demonstrations of learning or understanding.

A triangulated approach to assessment is an effective way to assess the whole child. Triangulation is a way to gather evidence of learning in three ways: through observation, conversation, and product. This approach empowers students to demonstrate their learning in less traditional ways.

Assessment strategies using the four A's

When designing culturally informed assessment practices, Emma Milliken, an Indigenous Education Teacher Consultant (Secondary), Indigenous Education Department, in SD61 Greater Victoria, uses the Circle of Courage framework, from the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Dr. Martin Brokenleg, and Steve Van Bockern, which values a student's need for the four A's: Attachment, Achievement, Autonomy, and Altruism.

Assessment strategies to support the student's development of the four A's include the following:

Attachment

- Have early conversations with students, parents, and caregivers about the purpose of assessment
- Reinforce a growth mindset through growth reminders and reassurance that learning takes time and mistakes are expected
- Use language that is accessible to students, parents, and caregivers
- Provide early formative assessment to support continuous learning
- Celebrate early successes to build confidence

Autonomy

- Co-construct assessment methods and tools
- Empower students to view assessment as a positive support tool
- Give students choice in their demonstrations of learning
- Encourage autonomy and responsibility
- Support holistic self-actualization and self-determination
- Reflect on strengths and gifts

Achievement

- Use tools such as:
 - [Single-point rubrics](#)
 - [Student goal setting](#)
 - [Self-reflection](#)
 - [Descriptive feedback](#) that is specific, concise, and frequent
 - Clear lesson goals and learning intentions

Altruism

- Celebrate learning in any format that speaks to the students' strengths, goals, and gifts
- Offer opportunities for student-led roles and responsibilities in the classroom, school, and community
- Acknowledge multiple worldviews beyond one's own
- Affirm other's strengths



English language learners and French language learners

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

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

Provincial Proficiency Scale indicator or letter grades and percentages are not appropriate where ELL or FLL students are not yet able to meet the learning standards in some areas of learning because of their level of language proficiency, even with supports. In this case, reports on student learning must contain information describing what the student can do, areas that require further attention or development, and ways of supporting their learning. Note that [IE \(insufficient evidence of learning\)](#) may be the most appropriate letter grade to use until a teacher feels they have sufficient evidence to authentically assess and evaluate a student's learning in relation to the learning standards.

ELL or FLL student language progress information must be included in some format in each of the school's regular reporting periods during the year.

In cases of language difference, wherever appropriate and possible, interpreters could be provided for conferences or other communication of student learning events.



Individual Education Plan (IEP):

a documented plan developed for a student with disabilities and diverse abilities that describes individualized goals, support measures and/or individualized learning goals, and the services to be provided, and includes measures for tracking progress.

[Inclusive assessment practices](#)

Differentiated assessment is when teachers plan assessment activities for individual students or a group of students that best meet their needs. Differentiated assessment provides students with choice and multiple pathways through which to demonstrate their growth and learning. There are a variety of supports a teacher can elect to use to ensure that their assessment practices are inclusive of all students.

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

All students are eligible to receive universal assessment supports to support their learning – not just students with disabilities and diverse abilities, or those with an Individual Education Plan (IEP).

Some students may require more targeted assessment supports – again, not just students with an IEP. It is important to note that targeted assessment supports include the use of universal supports as well.

Few students will require specific assessment supports to support their learning. Typically, this includes students with complex needs who have moderate or profound intellectual disabilities.

A student whose learning is supported through specific assessment supports will have individualized learning goals that are substantially different from the learning standards outlined in the curriculum and are specifically selected to meet the student's individual needs. These students are assessed and evaluated in relation to the goals and objectives established in the student's IEP, as detailed in [Evaluation Referenced to Individualized Learning Goals](#).



A student who uses universal and targeted assessment supports:

- Is assessed using the [learning standards](#)
- Is reported on in the same manner and timeline as their peers
- Receives full credit for completed courses
- Receives a Dogwood Diploma

Universal assessment supports

All students are eligible to receive universal assessment supports to support their learning – not just students with disabilities and diverse abilities, or those with an Individual Education Plan (IEP). These supports are at the discretion of classroom teachers and may vary from student to student.

The following are examples of universal assessment support measures that classroom teachers may find beneficial for supporting all students:

- Being transparent about learning intentions
- Setting goals and expectations and clearly communicating them
- Building community and relationships
- Co-constructing criteria with the student
- Setting all students up for success by considering student context and needs
- Using digital and/or audio texts or peer or adult helpers to assist with reading
- Ensuring that the workspace is set up appropriately and is conducive to their needs (e.g., choice of chairs, augmented keyboard or mouse, screen magnifier, slant boards, alternate writing tools)
- Presenting information in various formats (e.g., pictures, videos, print, audio)
- Providing templates and graphic organizers
- Using assistive tools and technology (e.g., word processor, calculator, text to speech/voice to text software, magnifier, FM system, video-recording answers, audio-recording answers)
- Providing alternative ways of demonstrating knowledge (e.g., oral exams, projects instead of tests, podcasts or videos instead of presentations)
- Extending time to complete assignments or tests
- Taking breaks
- Providing options for self and/or peer assessment
- Offering feedback to inform revisions and improvements for reassessment



Important

Universal and targeted assessment supports do not need to be identified on student reports. However, if applicable, to enable effective communication between various teachers and support team members, and during transition years, it may be beneficial to document on a transition document, student learning plan, or IEP universal and targeted supports that have been successful.

Targeted assessment supports

Some students may require more targeted assessment supports – again, not just students with an IEP. It is important to note that targeted assessment supports include the use of universal supports as well.

The following are examples of targeted assessment support measures that classroom teachers may find beneficial for supporting some students:

- Adapting assessments (e.g., reducing questions, providing alternate formats, simplifying language, providing visual prompts and instructions, enlarging text, double spacing)
- Varying question structure and response types (e.g., offering multiple choice or fill in the blanks instead of open field responses, allowing for drawn or visual responses instead of written)
- Offering multiple exposures to materials and multiple attempts to demonstrate knowledge
- Completing a traditional test as a worksheet
- Chunking assignments, projects, essays, and tests into small, manageable tasks that are more easily accomplished
- Phasing completion of tests, projects, and assignments (e.g., taking a test over multiple days)
- Providing, where possible, materials in a student's first language, braille, and/or American Sign Language
- Providing, where possible, feedback and reporting that is communicated in a student's and/or parent's first language, braille, and/or American Sign Language



Important

For more information on what supports students are able to use for provincial assessments, see the Adjudication section of the [BC Graduation Program Handbook of Procedures](#).

Specific assessment supports

Few students will require specific assessment supports to support their learning. Typically, this includes students with complex needs who have moderate or profound intellectual disabilities and who are being [assessed in relation to the individualized learning goals](#) outlined in their IEP.

The universal and targeted assessment supports that support all students (as listed above) will also be beneficial to students using specific assessment supports.

Additional specific assessment strategies that classroom teachers can use to support students may include the following:

- Personal support (e.g., peer helpers, educational assistants, teacher support) to carry out assessment tasks, similar to support the student would have while carrying out the same tasks in the community and in their adult life (e.g., in supported living or employment settings)
- Repetitive practice and assessment against the same goals throughout the school year, and potentially into the next, until proficiency is developed (e.g., doing the same assessment task multiple times)
- Evaluation of cross-curricular goals (e.g., a student in a science class may also be demonstrating progress in relation to math, literacy, or general life skill goals)
- Skill-based assessments (e.g., observing students in roles they have in their school community and documenting how they are demonstrating progress toward their individualized goals)
- Role-playing (e.g., showing money math competency in mock settings)
- Place-based evaluations (e.g., demonstrating functional literacy by reading street signs in their own community, identifying common community symbols the student requires to navigate their environment, or reading labels in the grocery store)



Certificate of Graduation

The B.C. Certificate of Graduation or “Dogwood Diploma” is awarded to students who successfully complete the provincial graduation requirements. For more information on what courses are part of the graduation program, see [Certificates of Graduation](#).

Inclusive reporting practices

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

There will be rare occasions when students with significant cognitive disabilities and diverse abilities are working on a School Completion (Evergreen) Certificate rather than a Certification of Graduation (Dogwood Diploma). These students are still taught in connection with the learning standards of the curriculum, but they are



School Completion Certificate

The School Completion (“Evergreen”) Certificate recognizes the accomplishments of students with disabilities and diverse abilities who have met the individualized learning goals outlined in their IEP.

The School Completion Certificate is not a graduation credential; students who receive a School Completion Certificate have not graduated.

Very few students will receive a School Completion Certificate. Most students with an IEP can obtain a Certificate of Graduation.

It is important that students and their parents and caregivers clearly understand that the School Completion Certificate represents the completion of individualized learning goals but does not represent graduation. The decision to put a student on an Evergreen program requires the informed consent of the student’s parents or caregivers.

For more information, see the [School Completion Certificate Program](#).

assessed and evaluated in relation to the goals outlined in the Individualized Education Plan (IEP) according to the process described in [Evaluation Referenced to Individualized Learning Goals](#). For example, in a Life Sciences 11 course, when the class is learning about energy transformation systems in cells, such as photosynthesis, a student with disabilities and diverse abilities may be working on learning the parts of a plant and the plant life cycle because they have an interest in working in a horticultural setting after they leave the K-12 school system. The student is an active member of the class community and is exploring content connected with what their peers are exploring, but their projects and the way they are assessed and evaluated are related to the individualized learning goals outlined in their IEP rather than the Life Science 11 learning standards.



Important

Written Learning Updates and the Summary of Learning should note when a student is working toward a School Completion Certificate and is assessed and evaluated in relation to the individualized learning goals outlined in their IEP.





Co-constructing criteria with students and communicating them to parents and caregivers:

- Improves instruction and clarifies expectations
- Creates more authentic reports
- Provides important information about students to better meet their learning needs
- Increases student motivation
- Provides structure and clarity
- Informs students about what is expected of them before they begin the learning activity and, as a result, makes success accessible to all students
- Provides students with opportunities for self-assessment and goal setting
- Builds appropriate expectations in the minds of parents and caregivers and an understanding of their child's learning in relation to the learning standards

Evaluation in the classroom

From information collected through assessment activities, teachers evaluate student learning. Teachers use their professional expertise, knowledge about learning, and experience with students, along with specific criteria, to make informed decisions about student proficiency in relation to the learning standards.



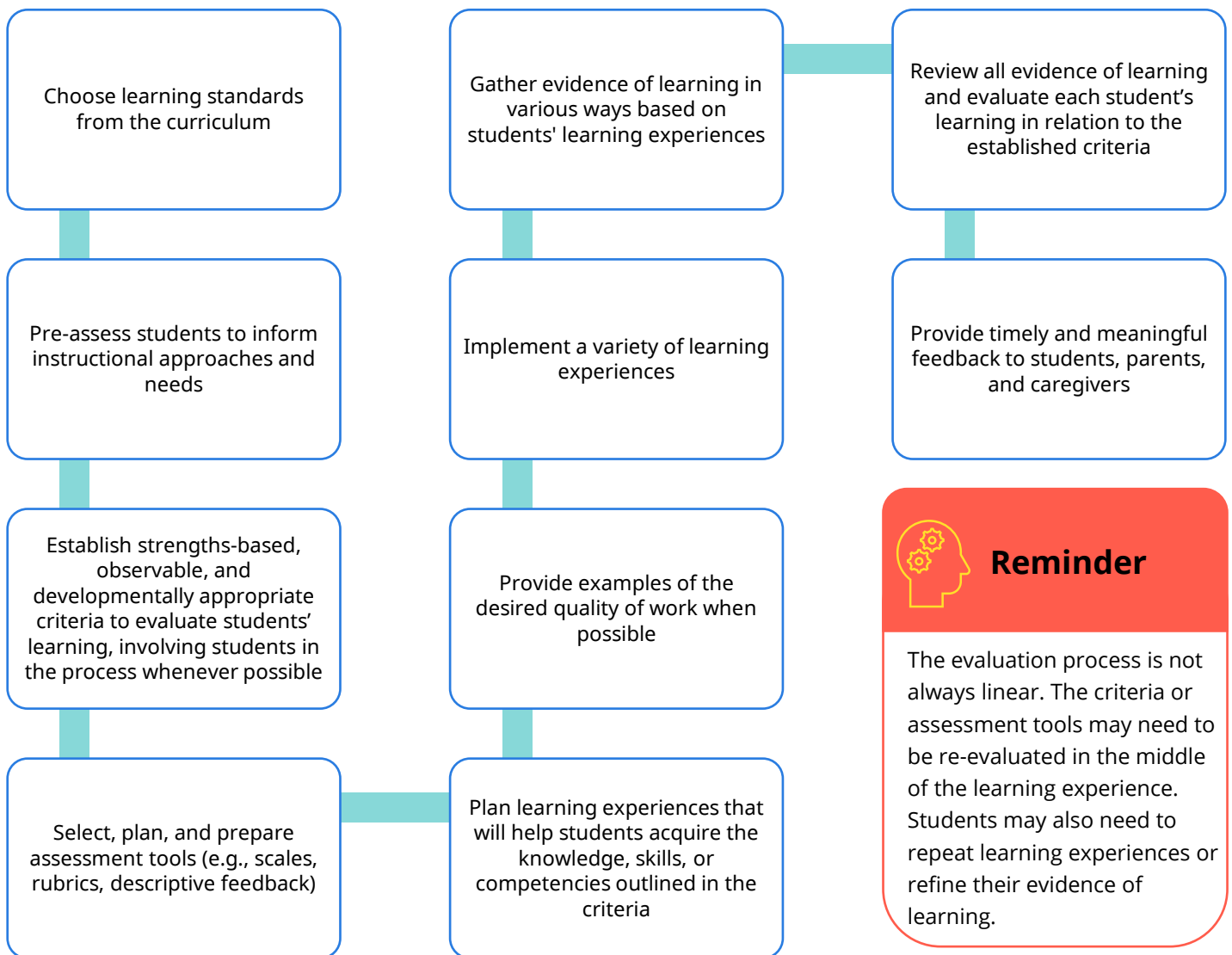
Criterion-referenced evaluation


Criterion-referenced evaluation measures student learning against established criteria rather than the performance of other students. Criteria are based on the [learning standards](#). When the program for a student with an IEP is substantially changed, [evaluation may be referenced to individual learning goals](#).

When students and teachers collaborate to co-construct assessment criteria, students become more invested in the assessment process and sharing their voice in the learning process.

Evaluation in reference to the learning standards

Evaluation referenced to the curriculum involves the following process:



 **Reminder**

The evaluation process is not always linear. The criteria or assessment tools may need to be re-evaluated in the middle of the learning experience. Students may also need to repeat learning experiences or refine their evidence of learning.

Evaluation in reference to individualized learning goals

It is important to note that this method of evaluation and communicating student learning pertains only to the small number of students who are assessed in relation to the individualized learning goals outlined in their IEP, rather than the learning standards. These are students who are working toward a School Completion Certificate rather than a Certificate of Graduation. It is also important to note that their learning experiences in the classroom should still be connected with the same content and competencies as their peers as their peers are exploring but with modifications to meet their unique needs.

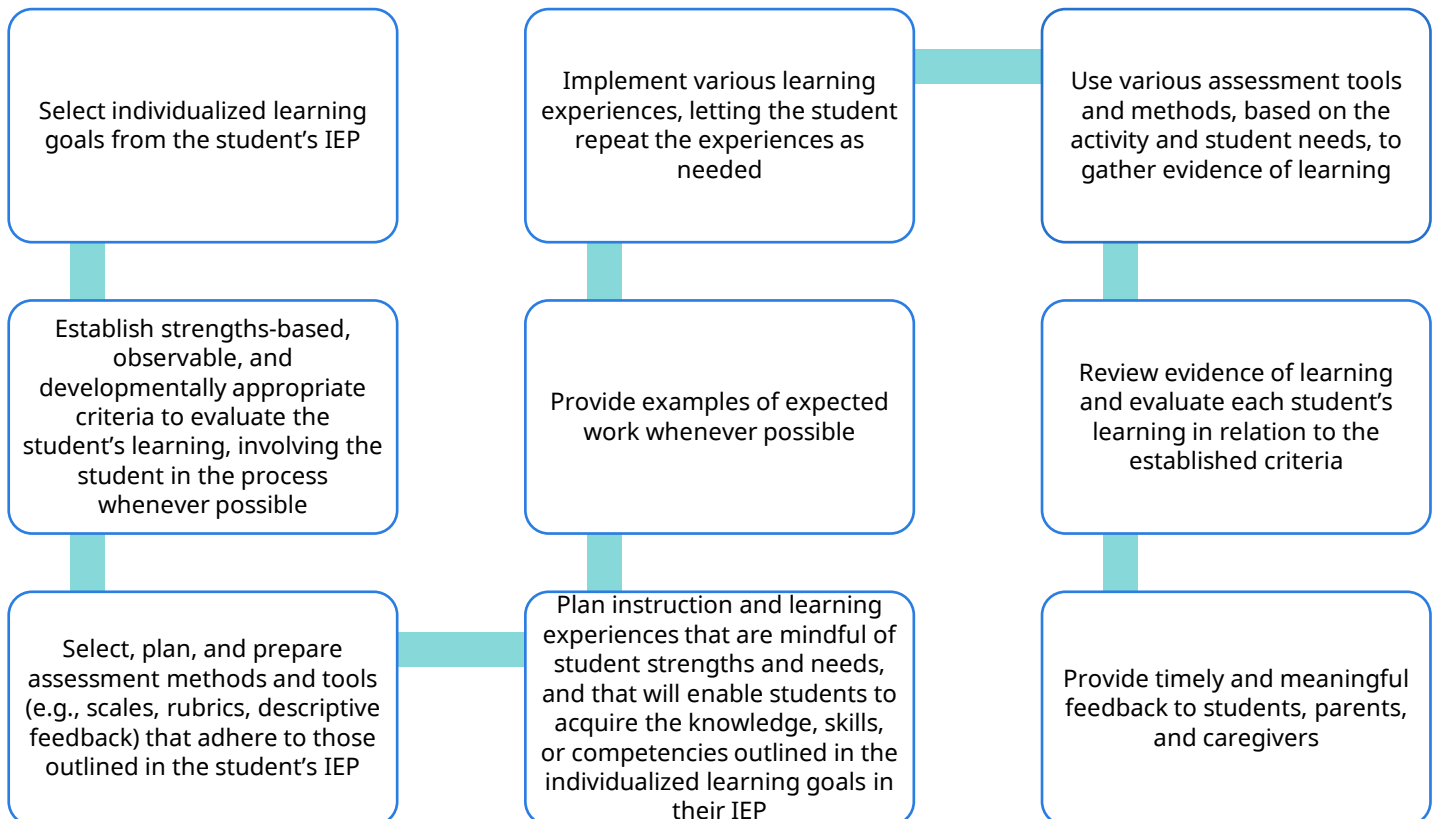


Individualized learning goals

are set by teachers in consultation with students, parents, caregivers, and other student support team members (e.g., physiotherapist, speech pathologist, psychologist, educational assistant, occupational therapist) and are recorded in the student's IEP.

Students with disabilities and diverse abilities whose learning is supported by individualized learning goals must have an IEP that outlines their goals and the methods for evaluating the goals. Students receive feedback in a manner that is identified in the individualized learning goals of their IEP (e.g., [scales](#), [letter grades and percentages](#), [descriptive feedback](#)). Communication of student learning aligns with the school and/or district's regular reporting periods and formats.

Evaluation referenced to individualized learning goals involves the following process:



Norm-referenced evaluation

Norm-referenced evaluation compares one student's achievement with that of others. A norm-referenced evaluation is typically not appropriate for classroom assessment because a classroom does not provide an appropriate reference group with which to compare an individual student's performance.

Norm-referenced evaluation is used in:

- Large-scale system analysis, such as the Programme for International Student Assessment (PISA)
- International college admissions examinations, such as the SAT
- Diagnosis of students using tests such as the Wechsler Intelligence Scale for Children – Revised (WISC-R)
- Screening of students when considering a further need for a psycho-educational assessment using tests such as the Kaufman Test of Educational Achievement (KTEA-3)

Evaluation tools

Teachers can use a variety of tools to evaluate evidence of learning, such as rubrics, checklists, and documented observations.

Using rubrics

Often learning experiences concurrently develop and build knowledge in multiple learning standards. Rubrics are one method by which to cohesively evaluate multiple learning standards for a single learning activity. The headings of the Provincial Proficiency Scale can be expanded into a rubric by outlining targeted criteria for each scale heading as it relates to multiple learning standards.

When rubrics are designed based on learning standards, they can be used to assess various learning experiences targeting the same Curricular Competencies and/or Content, as the rubric is not task specific. Therefore, one rubric can be used to assess a variety of learning experiences.

When using a rubric:

1. Select the learning standards or a cluster of learning standards that a learning experience will target and add them to a column in a chart
2. Outline criteria for student learning and list them under each scale heading (see examples below) – Whenever possible, co-create criteria with students. For alignment purposes, co-creating criteria with departments or grade-level groups can also be beneficial.
3. Compare student evidence of learning with the various elements of the rubric and discern where a student's progress lies – Consider any student self-assessment data as well. Circle where student progress is for each learning standard.
4. Add [descriptive feedback](#) on how the student demonstrated their learning to warrant the given placement on the rubric, as well as highlighting growth areas and goals to move the student forward in their learning

Example of a rubric with Curricular Competencies and/or Content learning standards

| LEARNING STANDARD | EMERGING | DEVELOPING | PROFICIENT | EXTENDING | TEACHER FEEDBACK |
|--|---|---|--|--|--|
| Practise effective strategies for healthy school, work, and life balance | Is starting to identify strategies for healthy school, work, and life balance | Is able to identify a few strategies of personal significance | Is able to apply strategies of personal significance | Is able to consider strategies that may work for others even when different from their own | You have a strong sense of self and can implement healthy strategies. Moving forward, continue to build your understanding of the needs of others and how those needs can be accounted for within the community. |
| Curricular Competency and/or Content learning standard | description of criteria | description of criteria | description of criteria | description of criteria | |
| Curricular Competency and/or Content learning standard | description of criteria | description of criteria | description of criteria | description of criteria | strengths-based descriptive feedback |

A teacher may want to consider using a single-point rubric to anchor and guide ongoing conversation and reflection. The single-point rubric describes the target criteria using a single column of traits that would be outlined under the Proficient category in the traditional rubric. On either side of that column, there's space for the teacher to write feedback and/or for a student to self-reflect.





Example of a single-point rubric

| EMERGING OR DEVELOPING | DESCRIPTION OF PROFICIENT | PROFICIENT OR EXTENDING |
|--|---|---|
| | Demonstrates understanding of the legal status of First Peoples oral traditions in Canada | Proficient: In your oral presentation you demonstrated strong speaking, listening, and communication skills, as well as your understanding that First Peoples oral traditions are as important as written documents when considering legal issues. |
| scale indicator and strengths-based descriptive feedback | learning standard, "I can" statement, description of criteria, or language from the Performance Standards | scale indicator and strengths-based descriptive feedback |
| scale indicator and strengths-based descriptive feedback | learning standard, I can statement, description of criteria, or language from the Performance Standards | scale indicator and strengths-based descriptive feedback |

Using checklists

Like rubrics, when creating a checklist it is important to focus on the learning standards of the curriculum and clearly outline the criteria for student learning.

Example of a checklist

| DESCRIPTION OF PROFICIENT | TEACHER FEEDBACK |
|--|--|
|  Express feelings, ideas, stories, observations, and experiences through the arts | Proficient: Your multimedia art project clearly depicts the happiness you felt on your family vacation. Moving forward you could include the feelings and experiences of your family members as well. The variety of materials, tools, and art processes you used communicated your feelings and thoughts well. I look forward to seeing what new materials you try on your next art project. |
|  Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts | |
|  learning standard, "I can" statement, description of criteria, or language from the Performance Standards | |
|  learning standard, "I can" statement, description of criteria, or language from the Performance Standards | |
| <hr/> <p>strengths-based descriptive feedback</p> | |

Using documented observations

Like rubrics, when creating a a template for documenting observations it is important to focus on the learning standards and clearly outline the criteria for student learning.

Example of an observations document

| DESCRIPTION OF PROFICIENT | TEACHER OBSERVATIONS |
|--|---|
| Demonstrate and apply mental math strategies <hr/> Pythagorean theorem <hr/> learning standard, description of criteria, and/or language from the learning standards | Developing: I see your understanding of the Pythagorean theorem growing. You are able to find the missing right side of a triangle with growing consistency each class. Building your mental math strategies through continued practice will help you be better able to square numbers in your head and improve your accuracy when solving problems. <hr/> documentation of evidence of learning and strengths-based descriptive feedback |

Resistance - is the opposition and is measured in Ohms (Ω)

$$y = A \cdot B$$

$$x = A + B$$

③ Circuit theory



Communicating student learning

Types of reporting

The format requirements are the same for all grades, from Kindergarten to Grade 12:

- **Four** Learning Updates
 - **Two** written Learning Updates must be provided in writing, and can include either digital or printed documents.
 - **Two** informal Learning Updates can be provided in a variety of formats, including [conferences](#), in-person or virtual discussions, telephone calls, e-mails, portfolio entries, or written summaries.
- **One** Summary of Learning at the end of the school year must be provided in writing, and can include either digital or printed documents.

Districts and/or schools will provide options for teachers to keep a record of Learning Updates provided in formats other than in writing, noting the date, the topic or focus of the communication, a summary of the discussion, and follow-up actions.

It is important that parents and caregivers know what to expect. Therefore, at the beginning of the school year it will be important for schools and/or teachers to communicate when they can expect a Learning Update or Summary of Learning, and what format that communication of student learning will be in. Depending on school calendars, parents and caregivers will receive five or more communications of student learning throughout the year, and it is important parents and caregivers know when to expect them.

The [Required Areas of Study Order](#) (Grades K-9) and the [Graduation Program Order](#) (Grades 10-12) outline which areas of learning require instruction and thus must be reported on. However, each communication of learning will report on a student's **current** areas of learning. Therefore, if a student hasn't started Arts Education by an October written Learning Update, Arts Education won't be reported on at that time. Districts and/or schools are responsible for outlining the schedule of communications, including the frequency of reporting for each area of learning, in their local reporting policies, and ensuring that all local policies account for specialized programs, diverse school calendars, and the needs of students, parents, and caregivers in their local community.



Written Learning Update

Written Learning Updates provide parents and caregivers with responsive and timely information about student learning in relation to the learning standards set out in the B.C. curriculum.

The two written Learning Updates include the following:

For Grades K-9

- Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the [Provincial Proficiency Scale](#)
- [Feedback](#) describing student strengths, areas for future growth, and opportunities for further development
- Information about student attendance
- Student-generated content, including [student self-reflection on the Core Competencies and goal setting](#)

For Grades 10-12

- Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using [letter grades and percentages](#)
- [Feedback](#) describing student strengths, areas for future growth, and opportunities for further development
- Information about student attendance
- Student-generated content, including student [self-reflection on the Core Competencies and goal setting](#)

Summary of Learning

At the end of the school year, students, parents, and caregivers must be provided with a written Summary of Learning. The Summary of Learning is a written report that describes and summarizes student learning and growth across the year in clear and accessible language.

A Summary of Learning must include the following:

For Grades K-9

- A summary of student learning in all areas of learning in which the student has studied during the school year, using the [Provincial Proficiency Scale](#)
- [Feedback](#) describing student strengths, areas for future growth, and opportunities for further development
- Summary information about student attendance
- Student-generated content, including [self-reflection on the Core Competencies and goal setting](#)

For Grades 10-12

- A summary of student learning in all areas of learning in which the student has studied during the school year, using [letter grades and percentages](#)
- [Feedback](#) describing student strengths, areas for future growth, and opportunities for further development
- Summary information about student attendance
- Student-generated content, including [self-reflection on the Core Competencies and goal setting](#)
- [A graduation status update](#) indicating student progress in relation to graduation program requirements

[The graduation status update](#)

The aim of the graduation status update in Grades 10-12 is to make sure that parents, caregivers, and students have the information they need to ensure that graduation requirements are being met and to make parents and caregivers aware of any areas that require attention. The [graduation status update](#) must include:

- The graduation requirements as outlined in the [Graduation Requirements Policy](#)
- Indication of a student's progress toward meeting those requirements, including courses that the student cross-enrolled in
- The graduation program the student is in
- The student's completion of any provincial assessments

Graduation status updates will be provided by the school of record for cross-enrolled students. The format of the graduation status update will be decided on by districts and/or schools but must meet the requirements listed above.





The Provincial Proficiency Scale

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

The Provincial Proficiency Scale

EMERGING DEVELOPING PROFICIENT EXTENDING

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

The proficiency scale indicators

Students come into learning situations with their own experiences and background knowledge. Students do not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not always reach Proficient at the end of the school year. It is also important to recognize that obtaining Proficient is not the end of learning; if a student enters a learning experience with Proficient understanding or achieves Proficient during the school year, the aim becomes to dig deeper and to reach toward Extending their understanding.

Every student has a place on the scale at any given time:

“Emerging” indicates that a student is just beginning to demonstrate learning in relation to the learning standards, but is not yet doing so consistently. Emerging isn’t failing.

Students who are not yet demonstrating learning in relation to the learning standards can be assessed as Emerging. **Note:** If this is due to insufficient evidence of learning, the student can be assigned an IE (Insufficient Evidence). (For more information, see [Insufficient Evidence of Learning](#).)



Emerging

Teachers can support students who are **Emerging** to move toward **Developing** through a variety of strategies, including but not limited to:

- Connecting with a student to understand what they know, do, and understand in the area of learning to identify any knowledge gaps that need to be addressed before they are able to fully engage in their learning (e.g., a student who is struggling to decode may still be working to build the sound-symbol connections they need)
- Conferencing with a student to collaboratively decide how to move them forward in their learning in a way that is meaningful to them
- Differentiating their instruction
- Providing opportunities for a student to show their learning in a variety of ways
- Using [assessment supports](#) when gathering evidence of learning
- Collaborating with school supports, such as inclusive education, if a student is routinely emerging in an area of learning



Developing

“Developing” indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial understanding but is still in the process of developing their competency in relation to the learning standards.

Developing isn’t failing. All students will be developing in some areas and at specific points in time.

Teachers can support students who are **Developing** to move toward **Proficient** through a variety of strategies, including but not limited to:

- Connecting with a student to understand what they know, do, and understand in all areas of learning and using those strengths to further their learning (e.g., a student who has a strong interest in art but is struggling with symmetry in math could demonstrate their learning by creating a butterfly with symmetrical wings)

- Conferencing with a student to collaboratively decide how to move them forward in their learning in a way that is meaningful to them
- Providing students with strategies and tools that can help them in their areas for future growth
- Providing students with more opportunities to practise their learning to develop greater consistency and independence

“Proficient” is the goal for students. A student is Proficient when they demonstrate the expected learning in relation to the learning standards.

Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.



Proficient

Teachers support all learners with their ongoing growth, including supporting students who are **Proficient** in moving toward **Extending**.

Teachers can support students in **Extending** in many ways. Here are some examples of how students can demonstrate their learning with greater depth and complexity:

- Demonstrating their learning in a variety of ways (e.g., a student can demonstrate several different ways of analyzing and interpreting data)
- Applying their thinking further (e.g., a student who is comparing two eras in history adds an in-depth comparison of both historical eras with the current era)
- Applying their learning to other curricular areas (e.g., a student incorporates mathematical concepts in their artwork)
- Exploring more complex learning standards (e.g., the class is learning about patterns and a student is exploring more advanced concepts, such as quadratic equations)
- Connecting their learning with their local and/or global community (e.g., a student who is learning about the environment takes on environmental activism in their community)
- Supporting the learning of others (e.g., a student takes a lead role in teaching other students dance concepts in Physical Education)



Extending

“Extending” is not synonymous with perfection. Extending means a student is demonstrating learning in relation to the learning standards with increasing depth and complexity.

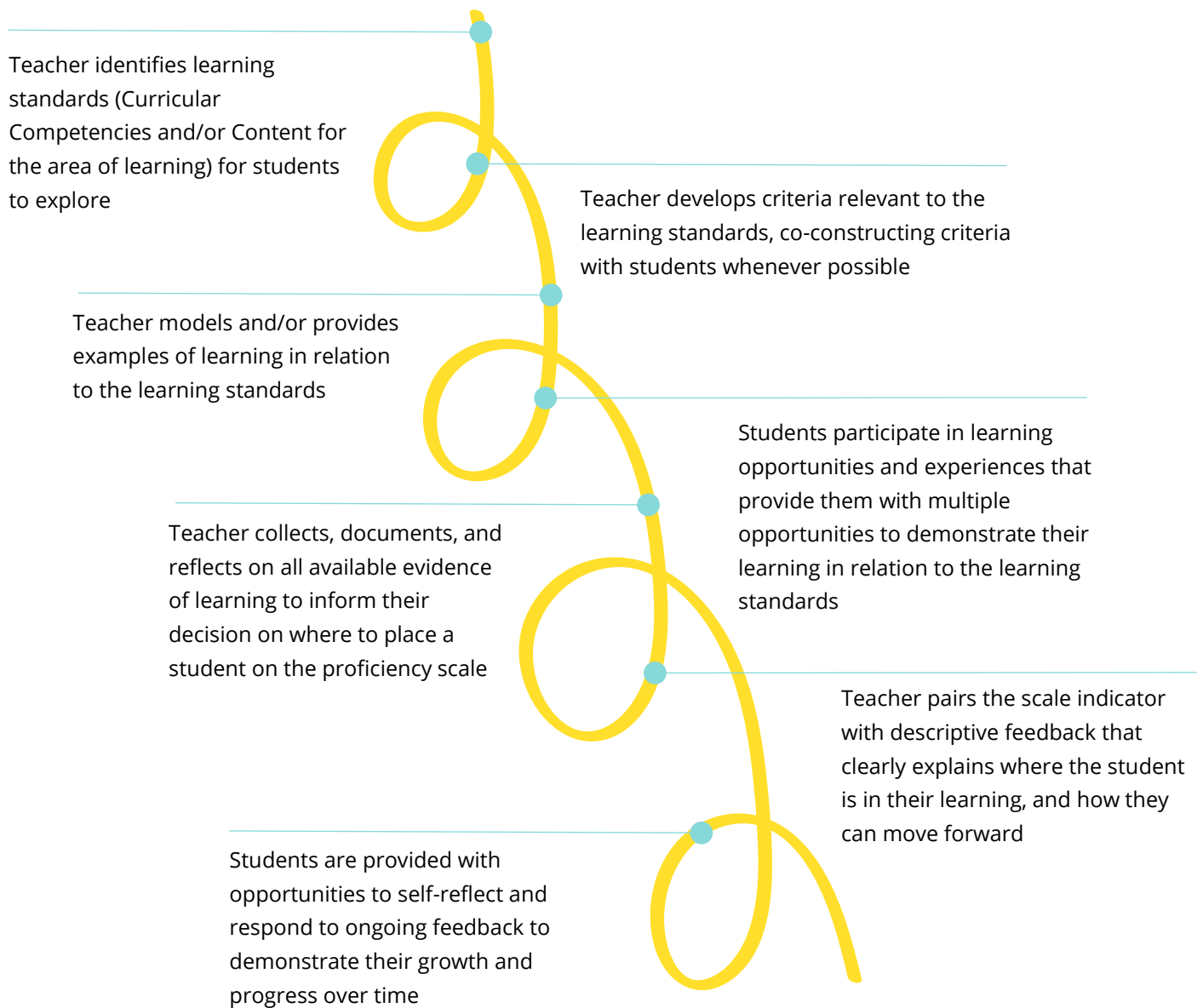
Extending is not a bonus or a reward, and it does not necessarily require that students do a greater volume of work or work at a higher grade level.

Extending is not the goal for all students; Proficient is. Therefore, if students turn in all their work and demonstrates evidence of learning in all learning standards for the given area of learning, they are not automatically assigned Extending.

How the Provincial Proficiency Scale is used

In Grades K-9, teachers use the Provincial Proficiency Scale and descriptive feedback to communicate ongoing student learning during the year via Learning Updates and a final proficiency level for each area of learning via a Summary of Learning.

The following steps outline a process that teachers may use to determine student placement on the Provincial Proficiency Scale:





Letter grades and percentages

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

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

Assigning letter grades and percentages

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

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

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

Assigning a letter grade as a final mark

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

student's overall learning in each area of learning.

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

Insufficient evidence of learning

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

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

Here are some examples of when IE might be used:

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



Due to the ongoing nature of learning:

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



Important

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



Considerations for use of IE in Grades K-9

At times, there may be insufficient evidence of learning at the end of the school year. Teacher(s), principal and/or vice-principal(s), the student, parents, and caregivers will then work together to determine the best course of action and decide if the IE should remain in place or if it can be converted to one of the proficiency scale indicators at that time.

If the IE will remain in place, a plan for support must be devised for the student so that the IE can be converted to another proficiency scale indicator within one calendar year. The plan will include areas of strength, areas that need future growth, and how the student will meet the learning standards.

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

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

Considerations for use of IE in Grades 10-12

If appropriate, IE can be used when a student's current standing is below 50% and there is therefore insufficient evidence to give the student a passing grade for the course they are taking.

IE can also be used at the end of the school year if a concrete support plan is put into place to ensure the conversion of the IE to another letter grade and percentage within one calendar year.

In Grades 10-12, IE cannot be used on a student's transcript and must be converted to an alternative letter grade and percentage.

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

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

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

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

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

Standing Granted and Transfer Standing

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

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

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

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

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

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



The School Act defines a school as:

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

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

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

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

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



Descriptive feedback

Descriptive feedback includes concise, strengths-based, written comments or documented conversations that are aligned with the learning standards and describe student learning, as well as identifying specific areas for future growth. A strengths-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates. Feedback is focused on what the student can do and what they are working toward.

Parents' and caregivers' perceptions of the validity of student reporting are often directly related to the quality of the descriptive feedback. Teachers may use the following guidelines for the creation of comprehensive descriptive feedback:

- Write meaningful feedback that refers specifically to the student's strengths and areas for future growth.
- Include information on goals a student can work toward, both at school and at home.
- When commenting on areas for future growth, focus on what the student can do at that point in time (e.g., "Frances has a good grasp of sentence structure but continues to work on using punctuation correctly").
- Provide information on specific supports a student is receiving or could receive to move them forward in their learning.
- Describe ways in which the student's learning will be further supported by the teacher, and how parents and caregivers might help.
- Provide evidence by connecting feedback with examples from the classroom.
- Explain how the student approaches the learning process.
- Anticipate questions parents and caregivers may ask about their child's growth and learning.
- Use plain language, since parents and caregivers may vary widely in their educational experiences, familiarity with educational terms, and levels of English language proficiency.
- Avoid unfamiliar expressions, and if a word may be unfamiliar to parents and caregivers, provide an explanation in parentheses (e.g., instead of "...able to decode words and use context clues," say "...able to figure out unfamiliar words by using clues from surrounding words," and if you use a term like "high-frequency spelling words," add in parentheses "common words used often in writing").



Plain language suggestions

| Instead of: | Try using: |
|----------------------|------------------------|
| a majority of | most |
| a number of | many, several |
| as a means to | for, to |
| assist, facilitate | help |
| communicate | talk, write, call |
| constitutes | is, forms, makes up |
| due to the fact | because, since |
| endeavor | try |
| exhibit a tendency | tend |
| factor | reason, cause |
| for the purpose of | for |
| in the course of | during |
| in the near future | soon |
| it will be necessary | I/we/you must/could |
| exhibits | shows, demonstrates |



Communicating student learning habits and engagement

Teacher feedback on attendance

The K-12 Student Reporting Policy requires that parents and caregivers are informed about student attendance. How attendance is communicated to parents and caregivers will be decided at the school and/or district level.

An autogenerated number on any of the written reports is sufficient.

Teacher feedback on areas for future growth

Ideally, parents and caregivers should hear from teachers about any areas for future growth, either academically or behaviourally, before they receive a written Learning Update. However, in a written Learning Update or in the Summary of Learning, teachers will provide written feedback that

clearly states areas for future growth, provides specific examples, and describes ways to support further development. Written feedback on areas for future growth should be accompanied by feedback on student strengths, and how these strengths can be used to support the student in their areas for future growth.

When directing attention to areas for future growth, a student's self-reflection on Core Competencies and goal setting becomes important. Involving students in the process of setting goals in areas where they need further development, and working toward those goals, is an important part of the learning process and development of the whole child.



Separation of learning habits and engagement from academic reporting

Assessment feedback for each of the areas of learning should be in relation to the [learning standards](#) alone. Therefore, learning habits and engagement should be reported on separately from academic learning. Student learning habits and engagement should not contribute to a student's overall mark (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time, 20% for class participation) but should be addressed in descriptive feedback, if necessary.

It is also important to note that assessment and reporting are not disciplinary tools. Students should not be penalized via their mark for missing classes or any other behaviour they demonstrate. Behaviour that impacts student learning is best reported to parents and caregivers informally when it

occurs, as opposed to waiting for a traditional reporting communication. It is often most effective to initially communicate student behaviour with parents and caregivers through conversational means, such as phone calls, e-mails, or in-person meetings.

However, in some cases students do not attend enough classes or complete enough learning experiences to provide sufficient evidence of learning. If a teacher does not have enough evidence of learning to assign a proficiency scale indicator or letter grade and percentage, then an IE should be assigned until the teacher has enough evidence of learning to assign the student a mark. If a time comes when the student is unable to demonstrate sufficient evidence of learning, then a promotion-with-supports or retention process will need to be undertaken. For more information, see [Promotion or Retention](#).

Considerations for communicating about learning habits and engagement

As specified in the Statement of Education Policy Order, the purpose of British Columbia's education system is to develop the "educated citizen." The concept of a well-educated citizen can provide a guiding framework when thinking about student learning habits and engagement, since we aim to develop well-educated citizens who:

- Have a lifelong appreciation of learning
- Demonstrate curiosity about the world around them
- Have a sense of self-worth and personal initiative
- Have a sense of social responsibility
- Are flexible and able to deal with change
- Are capable of making independent decisions
- Demonstrate acceptance and respect for the ideas and beliefs of others
- Have cultivated effective work habits to prepare them to achieve their career and occupational objectives



The Student Progress Order mandates that

reporting includes "a **description** of the student's behaviour, including information on attitudes, work habits, effort and social responsibility."

Therefore, teachers can communicate this information to parents and caregivers in their descriptive feedback.

Descriptive feedback on student learning habits and engagement should focus on observable qualities and attributes that the teacher can support with evidence from the classroom. It is important to remember that engagement isn't just on-task behaviour. Engagement in meaningful learning opportunities is what empowers students to develop the competencies necessary to meet personal goals and become educated citizens who thrive in a rapidly changing world.

Student qualities and attributes that teachers may wish to comment on include but are not limited to:

- self-awareness
- participation
- collaboration
- citizenship
- self-regulation
- self-reflection
- self-evaluation
- communication
- self-advocacy
- goal setting
- leadership
- acting on feedback
- creativity
- risk taking
- initiative
- organization
- time management
- task completion
- growth mindset
- independence and autonomy
- self-motivation and ownership
- co-operation
- respect for self and others
- inclusivity

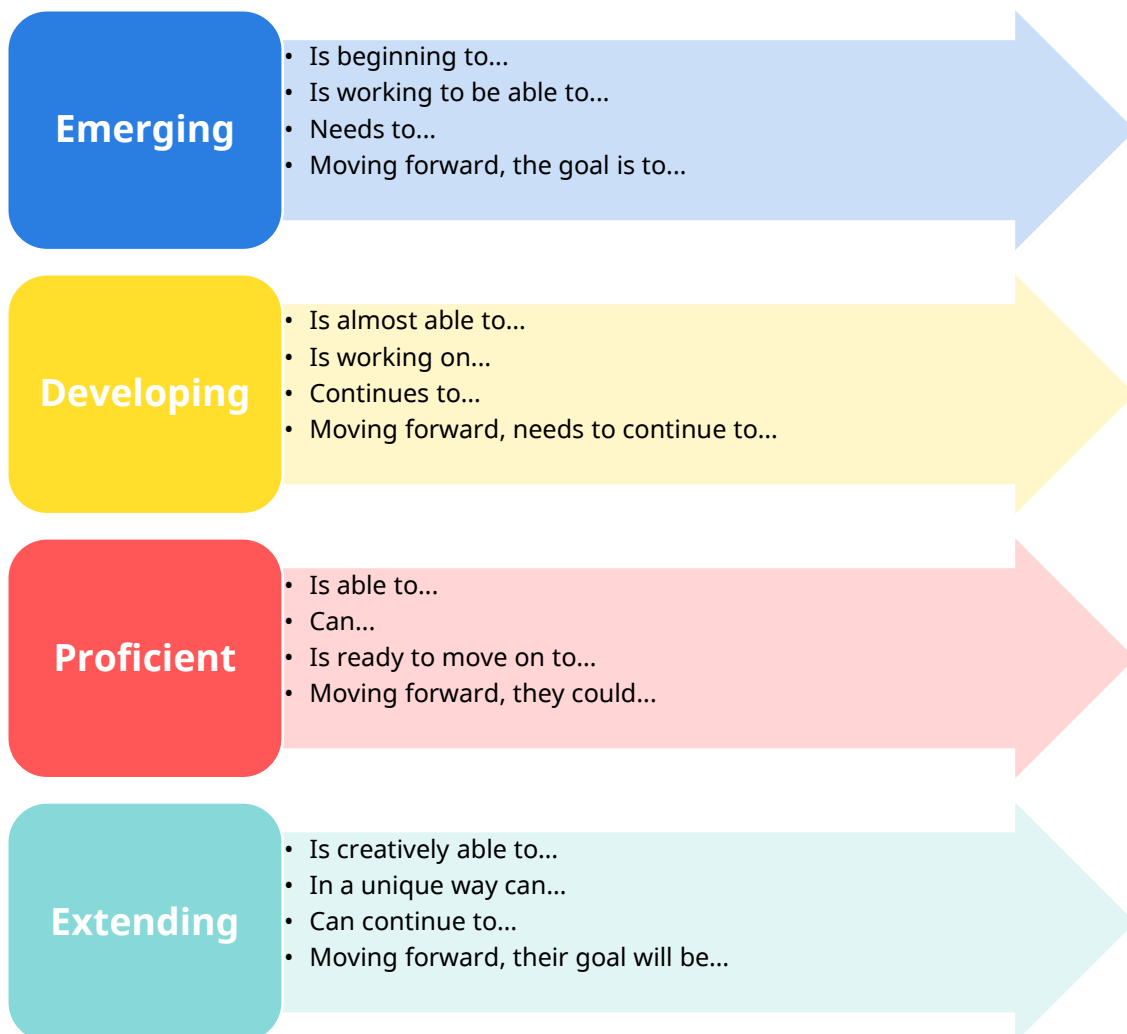
Writing descriptive feedback

Descriptive feedback about what a student can do should note significant events in the student's growth, development, and learning.

Feedback could include:

- Individual evidence of learning, using appropriate pronouns and name of the student
- Strengths-based language, recognizing that student learning is dynamic and holistic
- Language that is easy to read for parents and caregivers
- Highlighting of areas of significant growth in relation to the learning standards
- Opportunities for further development in relation to the learning standards
- Suggested helpful strategies and ways to support the student in their learning
- Information about student behaviour, engagement, and their approaches to learning

Optional sentence stems for descriptive feedback



Examples of descriptive feedback

Note that all of the examples provided below are for illustrative purposes only. There are no prescribed or mandated comments. Teachers are encouraged to use their professionalism and deep understanding of their students when delivering descriptive feedback. The intent of these exemplars is to emphasize that descriptive feedback can be provided in a variety of formats, and doesn't need to be lengthy and/or summarize the learning standards or a teacher's lesson plans.

For more examples of descriptive feedback, see the sample comments on the exemplars in [Student Self-Reflection on Core Competencies and Goal Setting](#).

Applied Design, Skills, and Technology

Kaylen demonstrated proficiency through all stages of the design process, as evidenced in our science investigation on bodily systems. Kaylen did require support during the idea stage, due to at times wanting to rush and not take the time to explore a variety of ideas, which meant they didn't always select the strongest idea to try. However, Kaylen is creative and generates ideas well, so with more opportunities to go through the design process, Kaylen will be better able to think critically about which idea is the strongest.

Career Education

Aidyn can recognize his strengths and set a SMART goal. When he met his goal, he was able to reflect on his success and identify how support from others contributed to his accomplishments. Moving forward, Aidyn can begin to work on how he can be a valuable support to others and help them reach their own goals.

Science

Cheyenne is:

- Curious and a hard worker
- Able to make keen observations and predictions
- Able to use strong planning skills to design their own inquiry

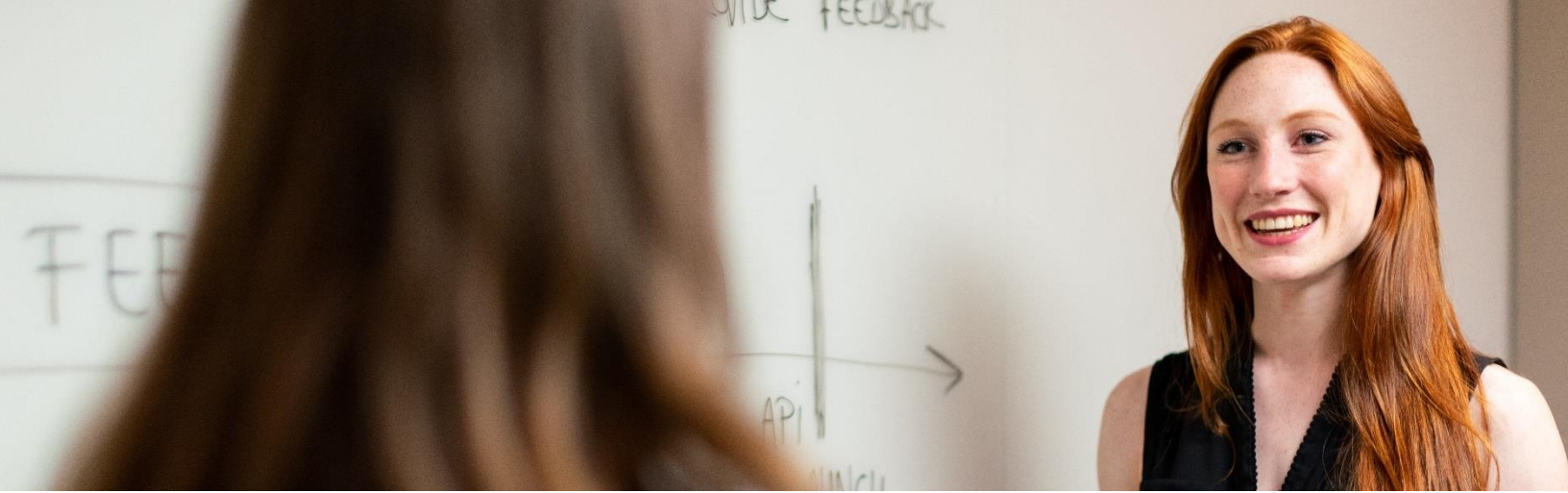
Cheyenne continues to need support in understanding and evaluating information, such as comparing data from a variety of sources. Cheyenne is good at advocating for their own needs, and by continuing to ask for help and getting more experience interpreting graphs, they will begin to build their ability to evaluate information.

Core French

Quinn:

- Is very engaged and actively participates in our everyday French language routines
- Can respond appropriately to simple commands and instructions
- Continues to develop in their comprehension of both written and spoken French language.

Quinn has a strong vocabulary that they can use, along with more exposure and practice, to build their comprehension.



Self-reflection on Core Competencies and goal setting

Requirements and format for student self-reflection on Core Competencies and goal setting

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

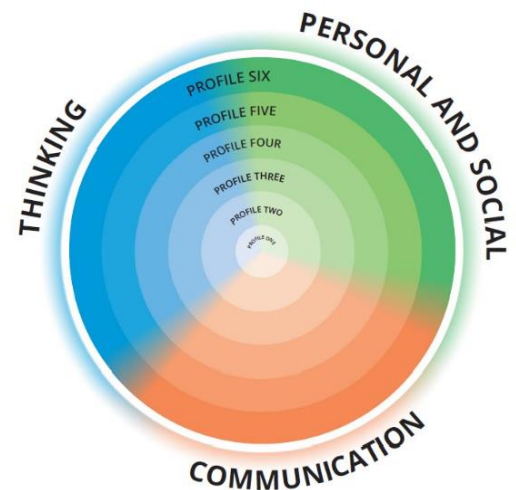
In the interest of flexibility for students and their learning, the policy does not specify how student self-reflection on Core Competencies and goal setting should be taught or documented. The format and process for supporting student self-reflection on Core Competencies and goal setting are to be outlined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

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

Information about Student self-reflection on Core Competencies and goal setting

By design, the Core Competencies (Communication, Thinking, and Personal and Social) underpin the entire provincial curriculum and are central to the development of educated citizens. Integrated self-reflection across the school year ensures that students are mindful of their growth in the Core Competencies. As self-reflection becomes a natural part of the learning process, it promotes personalization, inclusion, diversity, and student engagement.

Research shows that students have accurate perceptions of themselves and their own learning, and that self-reflection and goal setting can play a significant role in helping them learn and grow.



The reciprocal process of student self-reflection on Core Competencies and student goal setting nurtures student voice. These processes infuse learning with personal meaning and emphasize working toward future possibilities while developing the confidence, knowledge, and competencies necessary to thrive in an ever-changing world. These processes ensure that students are the authors of their learning stories.



Communication- The Communication competency encompasses the knowledge, skills, and processes we associate with interactions with others. Through their communication, students acquire, develop, and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The Communication competency is fundamental to finding satisfaction, purpose, and joy.



Thinking- The Thinking competency encompasses the knowledge, skills, and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into new understandings. The Thinking competency includes specific thinking skills as well as habits of mind and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition, to create new understandings.



Personal and Social- The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. The Personal and Social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Supporting student self-reflection on Core Competencies

Teachers can support students in self-reflection by intentionally noticing, naming, and nurturing the Core Competencies with their learning in school and beyond. The Core Competencies are embedded within the curriculum's area-of-learning-specific Curricular Competencies. This relationship is intentional, designed to provide teachers with opportunities to support students in their Core Competency growth through an area or areas of learning.

Here are some ideas for ways to support self-reflection on the Core Competencies in the classroom:

- Highlighting and providing opportunities for self-reflection in every area of learning in the curriculum
- Explicitly developing the language of Core Competencies with their students through authentic experiences and learning opportunities
- Asking open-ended questions to prompt student self-reflection and the acquisition of metacognitive language and skills
- Encouraging students to talk about and document their strengths and areas for future growth in relation to the Core Competencies and in different areas of learning
- Cultivating a mentoring relationship with students and encouraging regular self-reflection on the Core Competencies

Supporting student goal setting

Teachers can support student goal setting by providing guidance through ongoing conversations and feedback. Here are some ideas for ways to support student goal setting:

- Taking opportunities to talk with students about how self-reflection can support them in setting and achieving their learning goals
- Offering ongoing conversations focused on the student's learning and life aspirations to encourage the development and refinement of personal learning goals
- Supporting students in developing action plans to support their goals and helping them navigate challenges
- Facilitating development and learning opportunities related to specific goals; this may include introducing students to suitable resources, opportunities, other teachers, or community partners relevant to their goals
- Helping students recognize and celebrate their successes
- Bringing parents and caregivers into the conversation about student goal setting by building a strong home-school connection

Self-reflection on Core Competencies and goal setting in the early grades

Younger children are naturally poised to receive support in self-reflection on Core Competencies and goal setting, and it helps young students begin to build connection with self, community, and place. These integral processes in the early grades help children begin a journey of identity, discovery, and agency as they come to understand Core Competencies, and how they are the authors of their learning stories. In the early grades, students are building the foundation they need to communicate and assess their growth in the Core Competencies and set goals for authentic growth in the subsequent grades.



Living inquiries

Living inquiries are the processes of thinking and learning that happen as children, teachers, materials, and ideas interconnect. "Living" suggests that these processes are ongoing and always evolving. "Inquire" means to pay attention in multiple ways – to study, explore, experiment, and ask questions.

The Early Learning Framework's living inquiries are:

- Well-being and belonging
- Engagement with others, materials, and the world
- Communication and literacies
- Identities, social responsibility, and diversity

Drawing on the Early Learning Framework

The [Early Learning Framework](#)'s expanded focus from early years to primary years means the vision, principles, rethinking of practice, and context are relevant to working with children (and their parents and caregivers) from birth to Grade 3.

The Early Learning Framework's living inquiries and the B.C. curriculum's Core Competencies have shared philosophies that support teachers in designing environments and learning opportunities that are flexible, responsive, and relevant to their local community.

Primary teachers are the first to introduce and illustrate Core Competencies in their classrooms, inviting wonder, play, and self-discovery, and facilitating living inquiries. Therefore, the practices outlined in the Early Learning Framework have the power to support teachers of young students in engaging in the self-reflection on Core Competencies and goal-setting components of the K-12 Student Reporting Policy.



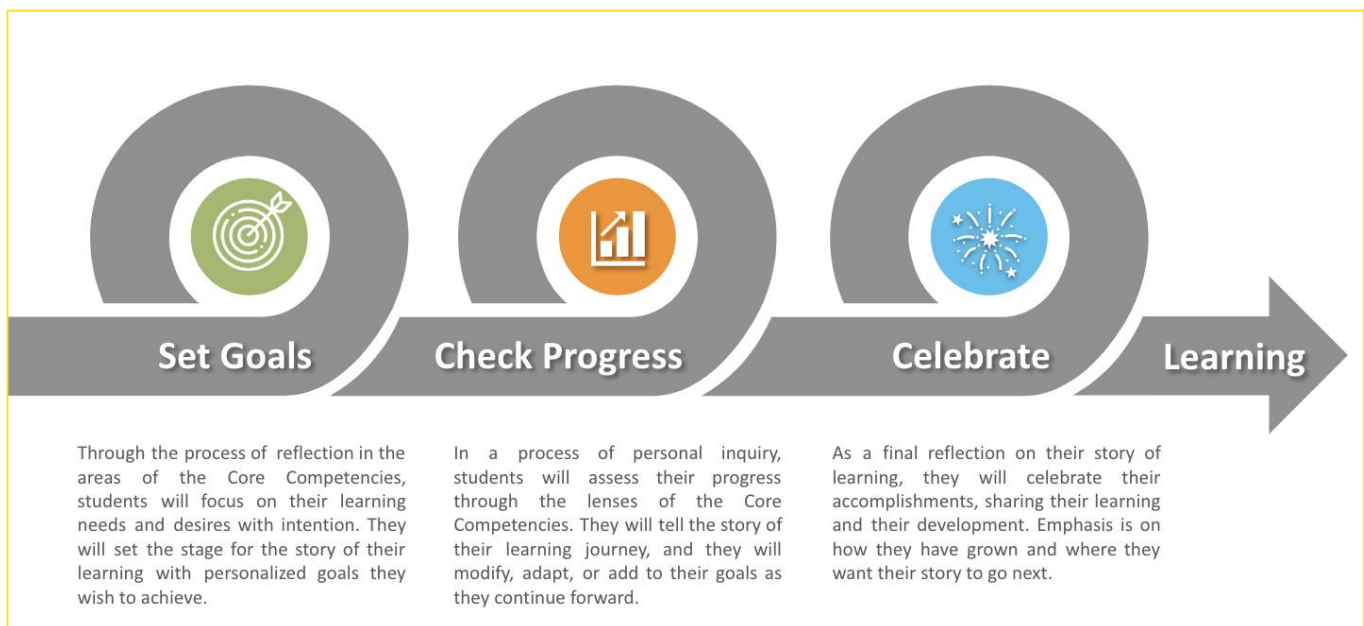
Samples of self-reflection on Core Competencies and goal setting formats

Please note that all of the samples below are for illustrative purposes only. Schools and/or districts have the professional autonomy to decide on how self-reflection on Core Competencies and goal setting is done, and on the formats of their Learning Updates and Summary of Learning communications.

Sample 1: Whole-school structure for self-reflection on Core Competencies in tandem with goal setting at set points throughout the year

A school decided at a staff meeting to pair the self-reflection on Core Competencies and goal setting for each Learning Update or Summary of Learning, and outlined a process the student would engage in at every milestone.

For the first written Learning Update, the student self-assesses and sets goals for themselves. For the second written Learning Update, the student once again self-assesses and modifies or refines their goals. And for the Summary of Learning, the student again self-assesses, celebrates their successes and work toward their goals, and articulates where they would like to go next.



Source: St. George's School in Vancouver, British Columbia, with permission

Sample 2: Self-reflection on Core Competencies using a multimedia approach on Summary of Learning

Students self-assessed on the Thinking and Personal and social Core Competencies by using a multimedia approach and student voice to respond to an essential question. Their project was then sent home along with the Learning Update or Summary of Learning.



Essential Question

What does it mean to be you?

Student response on back of multimedia project

"I am British, Japanese, Canadian and I speak French. I am part of my family, and we travel together to learn about other people and places. I see myself as an athlete because I can always try again when I don't get it the first time and then I get better. I am proud of myself because I can persevere. I want you to know that when I am feeling defeated I persevere. It is important for you to know this because I like to take risks so then I will be brave. I like learning by myself because then it would be too noisy in my brain and I would be distracted."

Sample 3: Self-reflection on Core Competencies and goal setting in a portfolio

Over the course of the year, all evidence of learning and ongoing student self-reflection on Core Competencies and goal setting content was created and uploaded to a portfolio. Teachers then explained on the Learning Update or Summary of Learning where parents, caregivers, and students could go to find the information. See the example on the following page.

Summary of Learning

British Columbia Elementary

Student Name Jared J

Date June 2023

Grade 7

Attendance 3 absences & 2 late

Teacher descriptive feedback

Jared has been a kind, friendly, and funny member of our class community. He enjoys participating in class activities and discussions and his contributions are consistently interesting and relevant.

He enjoys problem solving and is a curious learner.

He continues to develop his concentration by avoiding distractions in class. He is aware of the things that take him off task and is doing a great job of setting up his learning environment to minimize them. Time management has been an area of growth for Jared. He is doing a good job breaking large projects into small, manageable steps so he can complete his best work rather than rushing to finish at the last minute.

E-portfolio

In the e-portfolio, you will find specific descriptive feedback about what your child is able to do and where they will be going next with their learning.

| Areas of Learning | Proficiency Scale |
|-----------------------------|-------------------|
| English Language Arts | Developing |
| Mathematics | Proficient |
| Science | Proficient |
| Social Studies | Developing |
| Physical & Health Education | Proficient |
| Arts Education | Proficient |
| Career Education | Proficient |
| ADST | Proficient |

Self-reflection on Core Competencies and goal setting

This year, students have engaged in goal-setting and self-reflection on their learning in relation to the Core Competencies of Communication, Thinking, and Personal and Social. Please see the portfolio post titled "Year-end Late French Immersion Core Competency summary."

Principal signature

Parent signature

Teacher signature

Sample 4: Student self-reflection using a graphic organizer template in a Learning Update

This Kindergarten class used a self-reflection graphic organizer they designed together as a class while reflecting on social responsibility. Each student then self-reflects to come up with an example from their own lives where they demonstrated social responsibility, and then self-reflects on their growth in this area. The students drew a picture and orally dictated their response. The self-reflection was then sent home along with the Learning Update.

Social Responsibility

I am a good member of our team.
I am kind to others, by using kind words and actions.
I can work with others and take turns.
I can solve problems by myself or find someone to help if I need it.

My example is: (This is a time when...)

When I came to school, I didn't ask to use the crayon I just ripped it out of her hands.

But a little while later I asked if I could have it after she was done.

Sample 4: Self-reflection on Core Competencies and goal setting using student voice and written and/or oral response

Students were given an opportunity to self-reflect on Core Competencies and set goals in writing or via oral response. This student generated content was then included on the Learning Update or Summary of Learning as part of the comment field on the reporting template. Please see the example on the following page.

Learning Update

Student Name Ryan B

Date March 2023

Grade 4

Attendance 10 absences & 2 late

Teacher descriptive feedback

Ryan is a great communicator and enjoys interacting with others to share his ideas. He is sensitive to others and is aware of how his actions and words impact those around him. Ryan at times requires support when working through difficult or uncomfortable situations with peers or staff. He is working on using his strong communication skills to grow in better expressing his thoughts in times of social conflict. Overall, Ryan has developed important friendships and is a valued member our classroom community.

| Areas of Learning | Proficiency Scale Indicator | Descriptive Feedback |
|-----------------------------|-----------------------------|---|
| English Language Arts | Developing | Ryan makes meaningful connections, which demonstrates his good comprehension of what he is reading. Although reading below grade level, when provided with books at his level, his ability to engage and think about what he is reading has helped him grow his reading skills. The next steps for Ryan would be to continue to spend time reading a variety of books that interest him and practise sounding out new and unfamiliar words. |
| Mathematics | Proficient | Ryan is proficient at explaining and justifying his mathematical reasoning. He is eager to try new concepts and shows curiosity when solving problems. Ryan is still building his understanding of the relationship between perimeter and area and can use his strong problem-solving skills to continue to build this skill. |
| Science | Proficient | Ryan is a curious student who makes keen observations and predictions through scientific inquiry. During our investigation of body systems, he demonstrated proficiency when planning his inquiry on how to take care of your respiratory system |
| Social Studies | Proficient | Ryan has asked great questions throughout our various inquiries this year. When looking at a variety of issues and perspectives he also provided well-constructed arguments to defend his thinking. At times Ryan struggled to understand or consider other perspectives beyond his own, but he always took the time to ask questions along the way, which is an important skill. |
| Physical & Health Education | Developing | Ryan has demonstrated fair play and leadership in all of our physical activities. He actively participated in all activities and could recognize how personal choices surrounding physical activity and food choices impact your health and well-being. Ryan continues to develop in some of his fundamental movement skills, especially when required to control an object such as a ball. With more practice and participation in sports opportunities, Ryan will become more confident and further develop his skills. |
| Arts Education | Developing | Ryan was able to identify various elements of art used among Indigenous communities. During our inquiry into the various regions of Canada, Ryan required support to create pieces of art (visual, dance, music) representing the region he was exploring. He was a bit apprehensive when presenting his creations, but with more time and opportunities, he will become more confident and prouder of his creativity. |

Self-assessment of Core Competencies and goal setting

My goal was to think in new ways this year. This year I had to think creatively and critically alot. In Science I got to do an inquiry project on anything I wanted and because I really love pretty rocks I decided to study rocks and learned about so many different kind of rocks in BC. I had to relay think about how to group them into categories and how to explain the different carakteristics in my presentation. That was the hardest thing I did all year and I'm really proud that I did a good job.

I had a goal to get better at communicating my thoughts better. I think I did alot of growth this year in my communication cause I learned how to write a really good paragraph and all about punctuation. I didn't know any of that last year. And my teacher gave us lots of projects that got us to write and we made posters and presentations. We wrote our own stories and plays and we also wrote reflections like this one to help us understand how we are growing. I really like that we got to do so many presentations in class too because it's fun to watch other peoples and because it helps you with speaking in front of a class. I feel more confident in my communication then in grade 3. I am also working on using these skills I am learning with my friends. Sometimes I find it hard when we have a fight but I am learning how to communicate with them too.

Sample 5: Student self-reflection of the Core Competencies with cross curricular connections from a student portfolio of Grade 11 student

Teachers made self-reflection of Core Competencies and goal setting as part of their student's Career Life Connections course and encouraged students to self-reflect on all of their areas of learning. There was then a note on their Learning Update and/or Summary of learning on where the students, parents, and caregivers could find the self-reflection of Core Competencies and goal setting.



Self-assessment and goal-setting

This year, I improved skills related to the thinking core competency by a large degree. I improved my critical thinking skills through solving complex math problems, applying chemistry and comparative government concepts, and analyzing literature pieces. Through these activities, I learned the process needed to understand complex ideas and became better at using these ideas to construct arguments and belief (skills that greatly helped me in debate and essay writing). My critical thinking skills are represented by the miniature copy of War and Peace in my portfolio, since that book essentially breaks the long and complex text into simple and digestible pieces for simple comprehension (a skill that is necessary for critical analysis and reflection). Next year, I hope to become more like the box of coloured markers in my portfolio: more versatile, flexible, and creative. I hope to do so by asking for others' advice and engaging in creative exercises."

In this academic year, I became more adept at using precise language when communicating with others. I grew in this area from calculus (which requires me to show my work in a very precise manner), literature 12 (which requires me to analyze complex texts), and debate (which requires me to articulate complex ideas in an understandable way). My development in my language precision is represented by the ruler in my portfolio since, like a ruler, I try to make my choice of words and mathematics notation as accurate as possible. An area of growth under the communications core competency is my collaboration skills. Like a pair of headphones (an artifact in my portfolio), I should try to better incorporate the ideas of my group members which will not only improve the quality of the assignment, but also make the learning experience of the group members better.

Through this portfolio project, I developed a better understanding of the different aspects of my identity and how they relate to society writ-large. I put a name-tag I received from a debate tournament into the box as that name tag represents how I grew under this core competency. Debate and courses like AP comparative government and social studies helped me become more aware of social issues. For example, AP comparative government made me aware of the environmental devastation of Nigeria caused by foreign oil companies that are the country's natural resources. Next year, I hope to take more action to push for what I believe is right and change society for the better. I hope to do so by joining more clubs and engaging in more volunteering opportunities in my community.





Scheduling

Frequency

Under the K-12 Student Reporting Policy, students in all grades, from Kindergarten to Grade 12, will receive a minimum of five communications on student learning throughout the school year – four Learning Updates throughout the year and one Summary of Learning at the end of the year. These frequency requirements ensure that students, parents, and caregivers are receiving timely and consistent feedback throughout the school year to best support student learning.



Reminder

Regardless of the schedule chosen, reporting should not be an isolated event. Classroom assessment and reporting should be formative and focus on student growth over time by providing feedback that helps students deepen their learning in the future.

School reporting schedules

Schools are encouraged to develop responsive schedules aligned with district and Ministry policy.

Since a wide variety of school calendars and delivery models are used in B.C., the K-12 Student Reporting Policy is purposefully not prescriptive regarding how these requirements are translated into a school schedule. Developing a schedule that meets the requirements set out in the policy is a school or district responsibility.

It is recommended that semester-system schools provide parents and caregivers with a Summary of Learning at the end of each semester to ensure that timely summative reporting is provided for each area of learning in which a student has studied.

Applying the K-12 Student Reporting Policy in a semester-system or an alternative calendar may change the overall frequency of reporting. However, the number of reports generated per student, per area of learning, will remain relatively constant across scheduling systems.

Sample reporting schedules

Please note that these sample schedules are included for illustrative purposes only. They are not mandated and are intended to provide options that schools and/or districts can consider when organizing their reporting schedule.

Semester systems

For each semester:

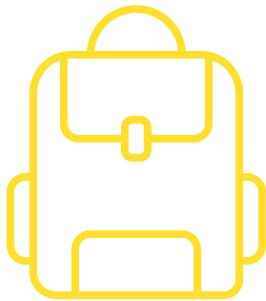
- Informal Learning Update: early in course to build shared understanding and set goals
- Written Learning Update: mid-course
- Summary of Learning: end of course



| | | |
|--|---|---|
| AUG | SEP | OCT Semester 1 Informal Learning Update |
| NOV Semester 1 Written Learning Update | DEC | JAN Semester 1 Summary of Learning |
| FEB | MAR Semester 2 Informal Learning update | APR Semester 2 Written Learning Update |
| MAY | JUN Semester 2 Summary of Learning | JUL |

Linear systems

- Informal Learning update: October
- Written Learning Update: December
- Informal Learning Update: February
- Written Learning Update: April
- Summary of Learning: June



| | | |
|--|---------------------------------------|--|
| AUG | SEP | OCT Informal Learning Update |
| NOV | DEC Written Learning Update | JAN |
| FEB Informal Learning Update | MAR | APR Written Learning Update |
| MAY | JUN Summary Of Learning | JUL |

Three-term systems

If the three terms are in a single-teacher structure, as is typically seen in an elementary school, the reporting calendar can be organized in the same way as the [linear system](#) example detailed above.

If the three terms are organized in such a way that they are akin to three semesters in a school year, the reporting calendar can be organized in the same way as the [semester system](#) example detailed above.

Four-term systems

If the four terms are in a single-teacher structure, as is sometimes seen in an elementary school, the reporting calendar can be organized in the same way as the [linear system](#) example detailed above.

If the four terms are organized in such a way that they are akin to four semesters in a school year, the reporting calendar can be organized in the same way as the [semester system](#) example detailed above. However, schools and/or districts may elect to alternate written and informal Learning Updates in each term. This structure would still meet the minimum reporting requirements of two written Learning Updates and two informal Learning Updates each year.

Copernican systems

In each term there would be:

- One informal Learning Update early in course to build shared understanding and set goals
- One mid-course written Learning Update
- One Summary of Learning at the end of the course

However, depending on the number of terms, schools and/or districts may elect to alternate written and informal Learning Updates in each term, if they meet the requirements of two written Learning Updates and two informal Learning Updates each year.

Two reporting systems within one school

Typically, multi-grade schools that have both K-9 and 10-12 reporting requirements still follow one of the common school calendars detailed above. All students in the school should receive reports in the same format and on the same timeline. The only difference will be that the reports of students in Grades K-9 will have a proficiency scale indicator, and the reports of students in Grades 10-12 will have letter grades and percentages. A graduation status update will also be included with the Summary of Learning in Grades 10-12. All other elements of the K-12 Student Reporting Policy are the same from Kindergarten to Grade 12.

See the samples above to determine locally which system would work best for the needs of the teachers, students, parents, and caregivers within the school.

Distributed learning or online school systems

Typically, online, distributed, or hybrid schools follow one of the common school calendars detailed above. See the samples above to determine locally which system would work best for the needs of the teachers, students, parents, and caregivers within the school.



Conferences

Conference-style reporting is an important exchange of information between home and school.

Teachers choose a conference format that best suits the needs of students, parents, caregivers, and themselves. The conference might be:

- A parent/caregiver-teacher conference in which they meet alone to discuss student progress
- A student-centred conference, such as a student-led or three-way conference in which the student is actively involved

Suggestions for a successful conference

Before the conference, teachers could:

- Send correspondence (print or digital) home inviting parents and caregivers to attend the conference and outlining the conference times
- Ask parents and caregivers to fill in preliminary surveys and forms regarding specific areas they would like information about or topics they would like to discuss
- Encourage parents and caregivers to explore their child's portfolio, if being used
- Request that parents and caregivers provide additional information regarding their own observations of their child and their learning
- Set up the conference area in a way that promotes communication
- Familiarize themselves with the student's history by reviewing background information, the student's permanent files, and any individual education plans or student learning plans
- Determine the key area or areas for discussion
- Prepare a conference form for record keeping, to focus the discussion and to record follow-up items

During the conference, teachers could:

- Welcome parents and caregivers and establish the conference parameters and the role of each participant



Conferences can help students:

- Join their parents, caregivers, and teachers in examining and reflecting on their learning
- Demonstrate their abilities
- Participate in setting goals for future learning
- Take responsibility for their learning through self-reflection
- Gain knowledge of themselves and enhance their self-esteem



Conferences can help teachers:

- Understand parents' and caregivers' impressions and expectations of the school and the educational program
- Obtain additional information about the students in their class
- Encourage parents' and caregivers' understanding and support of classroom learning
- Communicate students' development and progress and suggest ways in which parents and caregivers can support their child's learning
- Strengthen the communication between home and school

- Ask open-ended questions, listen closely, take notes, and paraphrase parents' and caregivers' concerns
- Avoid educational jargon
- Be specific when illustrating what the student does or does not do by showing examples of classroom learning
- Keep the focus of the conference on the student
- Conclude by briefly summarizing the highlights of the conference, planning follow-up actions and, if necessary, setting a date for another conference



Conferences can help parents and caregivers:

- Better understand the curriculum
- Increase their understanding of learning and assessment
- Heighten their awareness of their child's abilities
- Learn about ways in which they can support their child's growth, progress, and learning
- Participate in the reporting process

After the conference, teachers could:

- Send a note home (print or digital) asking parents and caregivers for feedback or any additional thoughts the conference sparked
- Record specific information; needs raised by parents, caregivers, student, and/or teacher; and actions discussed, and file the conference record
- Begin to implement any follow-up action required
- Continue ongoing communication with parents and caregivers in follow-up e-mails, conferences, texts, or telephone calls





Promotion and retention

Students in Grades K through 9 generally should not repeat a grade. In Grades 10 through 12, the decision to advance or repeat a course will be made in the best interest of the student by the teachers, parents, caregivers, principals and vice principals. Many school districts have developed local policies about promotion and retention. Any decisions around student promotion and retention should align with district policies and regulations.

Promotion

Most students meet the learning standards each year and progress to the next grade or level. Any areas requiring additional support that remain at the end of the school year should be identified so that the receiving teacher can make appropriate learning plans for individual students early in the next year.

Retention

Students generally take 13 years to graduate (Kindergarten to Grade 12). However, under special circumstances, students, parents, caregivers, and teachers might find that retention is in the student's best interest. Retention affects the student socially, emotionally, and educationally. Where a decision is made to retain a student, alternative materials and instructional strategies should be identified to address areas previously identified as needing additional support. This decision should be made after extensive consultation with the principal and vice principals. When the

decision to retain a student is being made, it is important that parents and caregivers give their informed consent.

Promoting with supports

As soon as a student begins to show signs of not meeting the learning standards, the teacher should clearly identify the student's needs and set out a plan of action to support the student. When a student does not meet the learning standards in one or more areas of learning by the end of a school year, but is promoted to the next grade, a concrete plan to support the student's learning needs should be developed. The learning support plan should involve both the promoting teacher and the receiving teacher, to identify the specific types of supports and services the student may need to allow them to achieve expected learning standards. The student, parents, and caregivers should also be included as a part of the support planning process.



Alex

Alex's Grade 4 teacher noticed that Alex was struggling with some aspects of the reading process. Alex was able to read picture books independently, and with much individual support from the teacher they could read simple chapter books. The teacher used a Response to Intervention (RTI) model of formative assessment and instructional strategies to monitor and develop Alex's reading skills. Although they progressed through the year, they were still below the expected level for their age and grade. Alex's parents were concerned that Alex might fall behind and be unable to catch up. The parents believed that repeating a grade might be the only answer.

The teacher referred Alex to the inclusive education teacher for a formal assessment of their reading abilities. The assessment provided a profile of their strengths and needs, which was used in developing an intervention plan. In consultation with Alex's parents, the teacher outlined a program for summer literacy activities and suggested possible community-based summer programs and at-home learning resources. The teacher also consulted with the receiving teacher regarding Alex's needs and discussed the possibility of Alex participating in individual and group learning assistance for the following school year. The receiving teacher used this information to develop a plan to address Alex's reading development in the Grade 5 classroom.



Jordan

Jordan's Grade 7 teacher noted early in the year that Jordan was struggling to meet the learning standards for math. Jordan had limited knowledge of basic facts and operations with whole numbers and was unable to add, subtract, and multiply decimals and fractions. The teacher set up an informal Learning Update in the form of a conference with Jordan's parent to alert them to Jordan's areas of need and discuss supports that could move him forward.

At the time of the December written Learning Update, Jordan was beginning to demonstrate an initial understanding of the concepts and competencies in the math curriculum, so the teacher gave him an emerging for math. Also in the December written Learning Update, the teacher outlined Jordan's goals over the coming term. The teacher provided an outline of activities and resources that Jordan could work with at home and school to build his foundational math skills. Jordan was also assigned a peer tutor to help him in class, as well as a support block where he could have small group or 1:1 support. The teacher also implemented several [differentiated assessment practices](#) to allow Jordan to access and demonstrate his learning in ways that made the most sense to him.

The combination of intervention strategies helped to improve the areas in which Jordan was having difficulty, except in one key area. By the end of the year the teacher felt confident in promoting Jordan to Grade 8. Because he was demonstrating a partial understanding of the concepts and competencies Jordan received a developing in mathematics on the Summary of Learning report, along with descriptive feedback that highlighted division as Jordan's area of further development, and some strategies he could do at home to further his learning. To ensure Jordan could find similar success in Grade 8, the Grade 7 teacher also communicated to school leadership and the receiving teacher all the effective strategies and supports that were used to support Jordan's learning.



Kelly

During the first term, the Chemistry 11 teacher recognized that Kelly was struggling. Kelly had not handed in any labs, their in-class assignments showed limited understanding of the course work, and they were absent often. In discussion with Kelly and their caregivers, the teacher decided to assign an IE on the first-term Learning Update with the plan that Kelly was to complete their labs and retake a test within a designated time. The teacher, Kelly, and their caregivers planned future meetings to continue to monitor Kelly's progress and develop a system for timely, home-school communication via regular e-mails so everyone was on the same page about what was assigned and needed to be completed.

During the last term, it became evident that Kelly was unlikely to be successful by the end of the school year. They had not turned in enough work to demonstrate their learning in all the learning standards for the course. Kelly and their caregivers requested that they receive an IE at the end of the year and be given a list of assignments for completion before September 1. The caregivers agreed to monitor Kelly's work, employ a tutor for support, and explore summer school support options.

During the first week of September, the teacher reviewed Kelly's work and found that it was still incomplete and that there was not enough evidence of learning to provide a passing grade. Kelly's IE was converted to an F and they repeated the course. This time they completed the course through their school district's self-paced, hybrid education program, which evaluated Kelly's previous coursework and granted credit for the two units they had completed in the previous school year. With this plan in place, Kelly was successful.



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Appendices

Appendix A: Definitions

area of learning: often referred to as the courses, curricular areas, or subjects that make up the provincially mandated curriculum. Teachers are responsible for communicating student progress in all areas of learning listed in the [Required Areas of Study Order](#) (grades K-9) or [Graduation Program Order](#) (grades 10-12).

classroom assessment: the systematic gathering of evidence of learning about what students know, are able to do and, are working toward.

co-construct: take a collaborative approach that brings students to the the centre of the assessment process so they are involved in setting criteria, setting their own learning goals, and deciding how they will provide evidence of learning.

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

criteria: a descriptive principles or benchmarks, in relation to learning standards, by which student progress may be assessed and evaluated.

curriculum: The B.C. curriculum contains the learning standards for each area of learning from Kindergarten to Grade 12. The curriculum describes what students are expected to know, do, and understand at each grade and in each area of learning.

descriptive feedback: strengths-based written comments and/or documented conversations that describe student learning in relation to the learning standards and support specific goals for further growth. Feedback should be in clear language that is accessible to students, parents, and caregivers.

evaluation: a decision about the quality of learning evidence, based on established criteria and standards. Typically, this is where a proficiency scale indicator, letter grade and percentages, and descriptive feedback are assigned.

evidence of learning: the artifacts, examples, or products of learning a student provides that a teacher evaluates in relation to established criteria and the learning standards of the curriculum.

formative assessment: has two components: first, the ongoing collection of evidence of learning for the purpose of informing instruction and student growth, and second, the provision of feedback to students to help extend their learning.

inclusion: a philosophy of education that recognizes the diversity of the student population and ensures that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of education.

Learning Updates: responsive, timely, flexible, and accessible communications to students, parents, and caregivers about student growth in relation to the learning standards set out in the B.C. curriculum. The requirements for Learning Updates, both the written Learning Update and the informal Learning Update, are detailed in the K-12 Student Reporting Policy and ensure that students, parents, and caregivers are well informed about student learning.

learning standards: include both the Curricular Competencies (the skills, strategies, and processes that students develop over time) and the Content (the essential topics and knowledge at each grade level), as set out in the B.C. curriculum:

- *Curricular Competencies* are the skills, strategies, and processes that students are expected to develop in each area of learning at a given grade. They represent what students are expected to be able to do as a result of their learning.
- *Content* represents what students are expected to know (knowledge) as a result of their studies in a given year in a given area of learning.

Provincial Proficiency Scale: a four-point scale for evaluating student proficiency (Emerging, Developing, Proficient, or Extending) as defined in the [Student Progress Report Order](#). The Provincial Proficiency Scale is also used in the provincial Literacy and Numeracy Assessments.

student goal setting: setting of goals by students for their learning and development for the school year. Goal setting should begin as early in the year as possible and is usually a year-long process. Goals should be informed by student self-reflection on the Core Competencies and may connect learning with broader career, community, and life aspirations.

student self-reflection on Core Competencies: student reflection on their personal progress in developing the Core Competencies and on their learning engagement and responsibility. Students' reflections should inform their goal setting.

Summary of Learning: a summative, written communication of learning to students, parents, and caregivers that describes student learning in relation to the learning standards at the end of a school year and/or semester.

summative assessment: usually takes place at the end of an instructional period (e.g., at the end of a project, unit, course, semester, program, or school year) to evaluate students' progress in relation to the learning standards, in contrast to formative assessment, which is ongoing throughout the learning cycle.

Appendix B: Roles and responsibilities

The Ministry of Education and Child Care, school boards, district staff, school administrators, and teachers have different, yet complementary, roles and responsibilities in communicating student learning to students, parents, and caregivers.

It is the responsibility of the Ministry to:

- Provide legislation and policy regarding communicating student learning and make this information available to students, parents, and caregivers
- Provide relevant provincial curriculum that defines the learning standards for each grade and area of learning
- Provide descriptions of student proficiency through provincial assessment activities
- Provide resources to assist school boards, districts, and teachers in their work to implement provincial policies
- Provide reporting forms on MyEducation BC
- Provide parents and caregivers with information about what they can expect their children to be learning and how this learning will be communicated to them

It is the responsibility of school boards and districts to:

- Ensure that provincial legislation and policy is followed in schools
- Devise reporting practices that best reflect their local communities and that align with the K-12 Student Reporting Policy
- Offer each school guidance on following reporting policy and procedures
- Approve the use of a local student reporting form that satisfies Ministry content requirements, if the provincial forms are not used
- Monitor the effectiveness of reporting practices and address deficiencies

It is the responsibility of school administrators to:

- Ensure that teachers follow provincial legislation and policy
- Communicate to teachers the procedures outlined in the K-12 Student Reporting Policy and any local reporting policies, as well as the reporting format and [schedule](#) for their school
- Use approved reporting forms
- Support teachers in understanding and carrying out reporting procedures
- Monitor parental and caregiver satisfaction with reporting policies

- Establish a school policy for withdrawal and transfer of students
- Maintain complete and accurate records of reports as required by the School Act, regulations made under it, and ministerial orders
- Determine the most appropriate way of ensuring that schools respond to parents' and caregivers' requests for information on the curriculum taught in schools

It is the responsibility of teachers to:

- Follow provincial legislation and policy for reporting on student learning
- Plan and implement comprehensive classroom assessments that will gather robust evidence of learning that can be used to effectively report on student progress
- Communicate to parents at the beginning of the school year about when they can expect a Learning Update or Summary of Learning, and what format those communications of student learning will be in
- Provide information on student learning to parents and caregivers of [students with disabilities and diverse abilities](#) that follow the legislation, guidelines, and procedures established in the K-12 Student Reporting Policy
- Indicate, in relation to the learning standards set out in the provincial or [Board/Authority Authorized curriculum](#) or individually set goals, what each student can do, areas in which the student requires further development, and ways of supporting the student in their learning
- Provide descriptive feedback on [student learning habits and engagement](#)
- Follow the guidelines when assigning indicators on the [Provincial Proficiency Scale](#)
- Follow the guidelines when [assigning letter grades](#) and percentages

Appendix C: Frequently asked questions

1. How does this policy pertain to inclusive education, adult education, English language learners, French language learners and hybrid or distance learning situations?

The K-12 Student Reporting Policy pertains to all learners in the B.C. education system. A student who is an English language learner, a French language learner in a Francophone program, a learner with disabilities and diverse abilities, an adult learner, or a learner in hybrid or distance learning programs should receive regular communications of student learning in the same way as their peers in any other program.

2. How many reporting communications are required?

There are at least five reporting communications per school year: four Learning Updates (two written and two informal) and one written Summary of Learning.

While these are the official reporting requirements, teachers are at liberty to communicate student learning at any point based on the needs of students, parents, and caregivers. Reporting should be timely and flexible and is not limited to specific reporting communications. The frequency of reporting may also vary based on program and/or school calendar.

For more information on the reporting requirements, see [Types of Reporting](#).

3. When does each reporting communication need to take place?

Requirements are based on a year-long calendar and can be scaled to fit varying schedules. Since a wide variety of school calendars and delivery models are used in B.C., the Ministry is purposefully not prescriptive regarding the scheduling of reports.

Schools and districts are encouraged to develop responsive schedules aligned with the policy. Examples of possible [reporting schedules](#) have been included in these guidelines. Ideally, all partners within a school and/or district will work together to devise locally responsive scheduling of their communications of student learning.

4. Are the two written Learning Updates like a report card?

They can be, but schools and districts may choose another written format for the Learning Updates that fit their local context and meet the needs of the students, parents, and caregivers in their community.

5. Does a digital portfolio count as a written Learning Update?

Yes. A digital portfolio post can count as a Learning Update if it:

- Communicates learning in relation to the learning standards for a student's current areas of learning, using the Provincial Proficiency Scale and descriptive feedback (Grades K-9) or letter grades and percentages and descriptive feedback (Grades 10-12)

- Provides feedback on student attendance, areas of significant growth, and opportunities for further development
- Includes student-generated content, including self-reflection on the Core Competencies and goal setting

The value of a Learning Update is that provides very clear information about student learning in all current areas of learning. A portfolio can be used as a reporting tool, as long as it meets the requirements listed above.

6. Does every area of learning need to be reported on in a written Learning Update?

Each written Learning Update should communicate student learning in each of the student's current areas of learning. For example, if a student hasn't started Arts Education by the October written Learning Update, Arts Education won't be reported on at that time.

The [Required Areas of Study Order](#) (Grades K-9) and [Graduation Program Order](#) (Grades 10-12) outline which areas of learning need to be instructed on and thus reported on. Schools and/or districts have the autonomy to determine the frequency of reporting for each area of learning in their local reporting policies.

7. Does a parent/caregiver-teacher conference or student-led conference still count as a Learning Update?

Yes. Any format of [conference](#) involving parents, caregivers, and/or students can count as an informal Learning Update (e.g., parent/caregiver-teacher conference or student-led conference).

8. When communicating student learning, is clustering areas of learning allowed?

Clustering areas of learning (e.g., Explore and Investigate for Science and Social Studies; Literacy – ELA, Science, Social Studies, etc.; and Numeracy – PHE, Math, ADST) is possible for instructional purposes. The curriculum was designed to enable cross-curricular and interdisciplinary teaching practices.

However, for the two written Learning Updates and the Summary of Learning (and on the Permanent Student Record), schools are required to assign a separate proficiency scale indicator and/or letter grade and percentage, depending on grade, for each area of learning.

9. What should be included in descriptive feedback?

Descriptive feedback consists of strengths-based, written comments or documented conversations that describe student learning and identify specific goals for future growth. Descriptive feedback can provide evidence to students, parents, and caregivers about how the student demonstrated their abilities by connecting with real learning experiences that occurred in class.

However, the learning standards do not need to be quoted or included in descriptive feedback. Descriptive feedback should instead focus on significant events in the student's growth and learning.

10. How are attendance, behaviour, and work habits reported on?

Reporting on student learning habits and engagement can be based on a combination of student self-reflection on Core Competencies and goal setting, and descriptive feedback.

How attendance is communicated to parents and caregivers will be decided at the school and/or district level. An autogenerated number on any of the written reports is sufficient.

11. Can attendance, behaviour, and work habits factor into a student's overall mark?

No. Assessment judgments or decisions for each area of learning should be in relation to the [learning standards](#) or individualized goals alone. Therefore, student learning habits and engagement and academic learning should be reported on separately.

Assessment and reporting are also not a disciplinary tool. Students cannot be penalized for missing classes or behaviour they demonstrate by reducing their marks. However if a student has not attended enough classes for a teacher to be able to observe their learning or submitted enough student work samples for a teacher to evaluate evidence of learning and assign a proficiency scale indicator or letter grade and percentage, the student, parents, caregivers, teachers, and/or school administration would come together to decide on the best path forward. The student could be [promoted with supports](#), assigned an [IE letter grade](#), or be required to [retake the course](#).

12. Can participation or attendance be worth a specified percentage of a student's overall mark?

No. A student's mark should be in relation to the learning standards alone. Therefore, allotting 10% for participation or 5% for attendance isn't appropriate. Making students' behaviours such as putting up their hand to respond to questions part of their grade unfairly penalizes students who don't have the confidence to speak up in class.

13. Should attendance, behaviour and work habits be given a letter or numeric mark?

Reporting on student learning habits and engagement and academic learning needs to be done separately. A numeric or letter mark for behaviour, such as a G, S, or N, is not the most effective mechanism.

Reporting on student learning habits and engagement can be achieved through a combination of student self-reflection of Core Competencies, goal setting, and descriptive feedback.

14. Do all students receive a passing grade even if they don't attend classes or submit enough work?

No. Some students may not attend enough classes for teachers to observe their learning, engage in conversations or turn in enough work samples to provide sufficient evidence of learning. If a teacher does not have enough evidence of learning to assign a proficiency scale indicator or letter grade and percentage, then the teacher will meet with the student, parents, and caregivers to decide the best path forward.

If a time comes when the student is unable to demonstrate sufficient evidence of learning, then a promotion-with-supports or retention process will need to be undertaken. For more information, see [Promotion and Retention](#).

15. Should marks be averaged over a term, semester, or year?

While classroom assessment practices are up to individual teachers, the ongoing nature of learning should be considered when assessing and reporting on student learning. Averaging marks over the course of a term, semester, or year does not provide an accurate picture of where a student is currently at in their learning in relation to the learning standards. For example, if marks were averaged, a student who was struggling at the start of the year, when they had just begun exploring the concepts, would have their overall mark impacted regardless of the robust learning they demonstrate later in the year because of the lower marks they received earlier.

Each communication of student learning should report on the student's current learning in relation to the learning standards, and take into account the most recent evidence of learning. Averaging marks is also a significant demotivator for students and can impede their engagement and the ongoing nature of their learning.

16. What is expected for reporting on the Core Competencies?

During the school year, students self-reflect on and self-assess their Core Competency development, and this is shared in the two written Learning Updates and one Summary of Learning. Self-reflection on the Core Competencies encourages students to reflect on their learning and speak to how they have developed, and will continue to develop, their Communication, Thinking, and Personal and Social competencies.

17. What is the expected format for student self-reflection on Core Competencies and goal setting?

In the interest of flexibility for students and their learning, the Ministry does not prescribe how the Core Competencies should be self-assessed or how goal setting should be undertaken. Districts determine formats and procedures, ensuring that the self-reflection and goal-setting process is meaningful.

For examples of student self-reflection on the Core Competencies and goal setting, see [Self-Reflection on Core Competencies and Goal Setting](#).

18. What specific Core Competencies do students need to reflect on over the course of the school year?

In the interest of flexibility for students and their learning, self-reflection on specific Core Competencies or all Core Competencies during the school year is not required, unless mandated by a local school and/or district policy.

19. For the goal-setting requirement, do students need to set goals based on the Core Competencies?

Although it is a natural fit, student goal setting does not need to be in relation to the Core Competencies, unless decided on by the student, teacher, school and/or district. Student goals can be personal, academic, athletic, creative and/or career-oriented. This flexibility ensures that students are able to engage in the goal-setting process in a way that is most meaningful to them.

20. Who is responsible for including self-reflection on Core Competencies and goal setting in the reporting communications?

There are a variety of school-based professionals who can support students in the self-reflection on Core Competencies and goal-setting components of the reporting process. Districts and/or schools have a variety of structures they can use to ensure that this requirement is met, and they are encouraged to design a system that best meets the needs of their teachers, students, parents, and caregivers.

For suggestions on how the self-reflection on Core Competencies and goal-setting requirement can be structured, see [Self-Reflection on Core Competencies and Goal Setting](#).

21. Do we continue to use the Permanent Student Record (PSR)?

Yes. All schools will continue to follow the [Permanent Student Record Order](#) and PSR [instructions](#).

22. Do the self-reflection on Core Competencies and goal-setting components need to be included in the Permanent Student Record (PSR)?

No. The self-reflection on Core Competencies and goal-setting components do not need to be retained in the student's permanent record.

23. If a student has an IEP, are they automatically assessed as Emerging or Developing or at a lower letter grade and percentage?

No. A student with an IEP or student learning plan should not be assessed automatically as "Emerging," "Developing" or at a lower letter grade and percentage because they use supports to further their learning. If, with the supports, the student is demonstrating learning in relation to the learning standards, they should be assigned a proficiency scale indicator or letter grade and percentage according to the learning they have demonstrated. The use of supports does not mean they are not adequately meeting the learning standards.

For more information, see [Inclusive Reporting Practices](#).

24. If a student uses assessment supports to demonstrate their learning, does this mean they are Emerging or Developing or should be assigned a lower letter grade and percentage?

No. All students are entitled to use supports to demonstrate their learning. If, with the supports, the student is demonstrating learning in relation to the learning standards, then they should be assigned a proficiency scale indicator or letter grade and percentage according to the learning they

have demonstrated. The use of supports does not mean they are not adequately meeting the learning standards of the curriculum.

For more information on assessment supports, see [Inclusive Assessment Practices](#).

25. What if a student is on a School Completion Certificate (also known as an Evergreen certificate)?

There will be rare occasions where students with significant cognitive disabilities and diverse abilities are working on a School Completion Certificate (Evergreen Certificate), not a Certification of Graduation (Dogwood Diploma). These students are still taught in connection with the learning standards of the curriculum, but they are assessed and evaluated in relation to the individualized learning goals outlined in their IEP. They will receive communications of student learning in the same format and on the same schedule as all other students in their learning community.

Written Learning Updates and the Summary of Learning should note when a student is working toward a School Completion Certificate and is being assessed and evaluated in relation to the individualized learning goals outlined in their IEP.

Appendix D: Relevant orders

School Regulation, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)

Ministerial Order 93/22, the [Graduation Program Order](#)

Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)

Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)

Ministerial Order 191/94: [Student Progress Report Order \(PDF\)](#)

Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)

Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)

Ministerial Order 295/95: [Required Areas of Study Order \(PDF\)](#)

Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

Appendix E: Resources

British Columbia, Ministry of Education. *A Framework for Classroom Assessment*.
<https://curriculum.gov.B.C..ca/sites/curriculum.gov.B.C..ca/files/pdf/assessment/a-framework-for-classroom-assessment.pdf>

British Columbia, Ministry of Education. *Assessment Webinars: An Exploration of Assessment with the Redesigned Grades 10–12 Curriculum*. <https://curriculum.gov.B.C..ca/assessment/classroom-assessment-and-reporting/webinars>

British Columbia, Ministry of Education. *British Columbia: Early Learning Framework*.
https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/early_learning_framework.pdf

British Columbia. Ministry of Education, Classroom Assessment and Reporting, Classroom Assessment Resource Packages. <https://curriculum.gov.B.C..ca/assessment/classroom-assessment-and-reporting>

British Columbia, Ministry of Education. *Developing and Supporting K-12 Student Reflection and Self-Assessment of Core Competencies*.
<https://curriculum.gov.B.C..ca/sites/curriculum.gov.B.C..ca/files/pdf/developing-and-supporting-student-reflection-and-self-reflection-of-the-core-competencies.pdf>