

Draft K-12
Student Reporting Policy
Background & Rationale

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Student Reporting Policy in B.C.

From 1994 to 2016, student reporting policy in B.C. remained largely unchanged. However, in 2016 British Columbia began implementing a newly developed [provincial curriculum](#). This curriculum is flexible, maintains a focus on literacy and numeracy, and supports deeper learning through concept-based and competency-driven approaches. The goal of this 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 new curriculum honours the ways in which students think, learn, and grow, and prepares them for a successful lifetime of learning where ongoing change is constant.

Such a significant change in how and what students are learning in the classroom requires a change to student assessment and reporting policies and practices. As a result, B.C.'s student reporting policy needs to align with key principles of the new curriculum, such as developing essential skills and competencies and making students more active participants in their learning.

To ensure curricular alignment, and a clear and consistent framework for communicating student learning across B.C., the Ministry of Education has worked with education partners to develop a new draft K-12 Student Reporting Policy. This revised policy unifies three existing policy options into a single policy and creates alignment and consistency across reporting practices in every school in B.C. This policy will ensure students, parents and caregivers are informed of where students are now and where they are headed in their learning throughout the school year. Once finalized, this policy would come into effect in the 2022/2023 school year.

Developing the New Policy

To better align student reporting with the new BC curriculum, in the 2016/17 school year the Ministry of Education introduced a pilot, [Interim Reporting Policy](#). This interim policy provided School Districts an opportunity to innovate their reporting practices and provide recommendations and feedback on how to best report and support student learning under the new curriculum. Under this interim policy, for Grades K-9 School Districts could either:

- develop a local student reporting policy as per the [Interim Student Reporting Guidelines](#);
or
- follow the general [Student Reporting Policy](#).

For Grades 10-12, School Districts were required to follow the general [Student Reporting Policy](#). This interim arrangement provided interested School Districts an opportunity to begin exploring student assessment and reporting practices in Grades K-9 and to share recommendations with the Ministry of Education.

The Ministry also engaged extensively with the education sector through the formation of stakeholder and partner groups. This included conversation with the BC Teachers Federation (BCTF), the BC Confederation of Parent Advisory Councils (BCCPAC), the First Nations Education Steering Committee (FNESC) and the Federation of Independent Schools (FISA).

Between September 2017 and June 2020, the Ministry also ran a reporting pilot, formally involving several districts, to inform the creation of a new K-12 reporting policy aligned with the new curriculum. The Pilot Implementation Team provided valuable feedback and information about the opportunities and challenges associated with using the Provincial Proficiency Scale and with different reporting schedules.

The Ministry also conducted national and international research and a survey of piloting districts to explore desirable directions for B.C. student reporting. Feedback was also gathered from non-participating districts to inform the resulting draft policy to determine what was being done across the education sector. Extensive research as well as School District, educator and parental feedback have all been used to craft the proposed K-12 Student Reporting Policy.

Elements of the New Policy

The proposed new K-12 Student Reporting Policy is comprehensive, curriculum-aligned, and designed to create a consistent standard for all learners province-wide. The new policy will require descriptive feedback in clear and accessible language, areas of significant growth and opportunities for further development, and student-generated content including student self-assessment and goal setting across Grades K-12. For Grades K-9, communication of student progress in each subject will be conveyed using the Provincial Proficiency Scale. For Grades 10-12, communication of student progress in each subject will use letter grades and percentages and may also include the Provincial Proficiency Scale.

The policy will require four learning updates provided to parents and caregivers throughout the school year—two of which must be written reports—as well as a written summary of learning at the end of the school year. The format and schedule for each reporting event is to be outlined and determined by the district or school. However, the new policy will require educators to share feedback within the first 25% of scheduled instructional time. This new policy will apply to all students, including students with disabilities and diverse abilities and English and French Language Learners.

The key similarities and differences between the current state and the future state are summarized below:

Key Similarities	
<i>Current State</i>	<i>Future State</i>
Minimum of 5 reports during the year including 2 formal written reports and 1 summative report at the end of the year or semester.	Minimum of 5 updates during the school year; 2 written learning updates provided during the year and one written summary of learning provided at the end of the year.
For each area of learning, formal written reports must include written comments and descriptions of progress in relation to the Learning Standards of the curriculum.	For each area of learning, two written learning updates must include written comments about learning progress up to that time, with descriptive feedback in each subject area the student is currently studying.

Key Differences	
<i>Current State</i>	<i>Future State</i>
Three policy options, K-12	One K-12 reporting policy
Seventeen proficiency scales province-wide	One provincial proficiency scale
No timing requirement on first report	A learning update required within the first 25% of instructional time
Student self-assessment of core competencies, K-9	Student self-assessment of core competencies, K-12
Student goal setting not required	Student goal setting required, K-12
Different reporting requirements for students with diverse abilities	Inclusive education reporting requirements aligned
Multiple differences between K-9 and 10-12 reporting requirements	One difference between K-9 and 10-12 reporting requirements; letter grades and percentages remain for 10-12

What is Student Reporting?

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

The goal of communicating student learning and progress is to ensure that:

- teachers have flexibility in communicating with students and parents
- teachers have opportunities to regularly share updates with students and parents, including information about learning progress, student strengths and opportunities for further development
- students are engaged in meaningful conversations that help them take ownership over and extend their learning and progress
- parents are well informed and are involved in dialogue about their child’s progress and the best ways to support and extend student learning

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

Criteria for Student Assessment: Using the Learning Standards

Student assessment and reporting is based on the Learning Standards of the provincial curriculum. Learning Standards are explicit statements of what students are expected to be

able to *do* in a given grade or area of learning (Curricular Competencies) and define what students should *know* in a given area of learning at a particular grade level (Content). Teachers use the Learning Standards to decide what types of learning activities happen in their classroom and then use appropriate criteria to evaluate and communicate student learning.

While student issues such as behaviour and attendance may need to be communicated home, these issues are separate from the Learning Standards of the provincial curriculum.

Communicating Student Learning to Students, Parents & Caregivers

Effective communication between teachers, students, and parents/caregivers, is central to student success. Communication of student learning is most effective when:

- students are provided with information that is meaningful to them and helps them to improve their own learning
- parents and caregivers are well informed about student progress
- parents and caregivers are involved as partners in a dialogue about student progress and the best ways to support and improve learning

Communications about student learning must be timely, consistent, and easy to understand. In B.C., the frequency, format and content of these communications is set out in student reporting policy.

Types of Reporting

Learning Update

Learning updates provide responsive and timely information to parents and caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. Written learning updates for Grades K-9 must include:

- *communication of progress* in each subject area currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and descriptive feedback
- *feedback* on student attendance, areas of significant growth and opportunities for further development
- *student-generated content* including student self-assessment of the Core Competencies and student goal setting

A written learning update for Grades 10-12 has the same content requirements, with one exception: in Grades 10-12 the *communication of progress* in each subject area currently being studied must use letter grades and percentages and may also include the Provincial Proficiency Scale.

Summary of Learning

At the end of the school year students, parents, and caregivers must be provided with 1 written summary of learning. The summary of learning is a written report that describes and summarizes student progress and achievement across the year in clear and accessible language.

A summary of learning for Grades K-9 must include:

- *a summary of progress* in all subject areas studied during the school year, using the Provincial Proficiency Scale and Descriptive Feedback
- *a summary of feedback* on student attendance, areas of significant growth and opportunities for further development
- *a summary of student-generated content* including student self-assessment of the Core Competencies and student goal setting

A summary of learning for Grades 10-12 has the same content, with one exception: in Grades 10-12 the *summary of progress* in all subject areas studied during the year must use letter grades and percentages and may also include the Provincial Proficiency Scale.

Format Requirements

The proposed K-12 Student Reporting Policy will require the same format requirements for Grades K-12:

- two of the four learning updates received throughout the year must be provided in writing, which can include either digital or printed documents
- other learning updates may be provided in a variety of formats, including student-led conferences, parent-teacher conferences, in-person or virtual discussions, telephone calls, emails, digital portfolio posts and written summaries
- the summary of learning at the end of the school year must be provided in writing, which can include either digital or printed documents

For learning updates provided in formats other than in writing, teachers are encouraged to keep a record of such communication, noting the date, the topic or focus of the meeting, a summary of the discussion and follow-up actions.

Required Reporting Content

The learning update and summary of learning content requirements include:

- Provincial Proficiency Scale (required for Grades K-9; optional for Grades 10-12)
- letter grades and percentages (required for Grades 10-12)
- descriptive feedback

- teacher feedback on student attendance, areas of significant growth, and opportunities for further development
- student self-assessment of the Core Competencies
- student goal setting

The Provincial Proficiency Scale

The four-point provincial proficiency scale is used to communicate student progress in all areas of learning. It is a requirement for student reporting in Grades K-9 and may be used in Grades 10-12. The four points on the scale include Emerging, Developing, Proficient, and Extending.

Proficiency Scale¹				
	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.

Teachers use the four-point provincial proficiency scale and descriptive feedback to communicate ongoing student progress 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:

1. The teacher chooses Learning Standards that will be taught
2. The teacher develops criteria relevant to the Learning Standards, including students in the process whenever possible
3. The teacher models or provides examples of the desired quality of work
4. Students participate in learning activities to demonstrate their understanding of the required Learning Standards
5. The teacher collects assessment information and evaluates student performance

¹ The definitions within the Provincial Proficiency Scale are currently undergoing refinement. This table is not a final version and the definition language may change prior to final policy implementation.

6. The teacher describes student progress as “Emerging,” “Developing,” “Proficient,” or “Extending” expectations
7. The teacher incorporates descriptive feedback on how the student demonstrated their learning to inform the given placement on the scale and makes recommendations to support further competency development

It is important to remember that students come into every learning situation 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 only reach Proficient at the end of the school year. It is also important to recognize that obtaining proficiency is not the end of learning; if a student enters a learning experience with proficient understanding or achieves proficiency during the school year, the goal becomes to dig deeper and to reach toward extending their understanding.

Every student needs to find a place on the scale. As such:

- the Emerging indicator includes both students at the lower end of grade level expectations, as well as those before grade level expectations
- the Proficient indicator is not synonymous with perfection. Proficient means that a student can demonstrate grade level appropriate competency consistently or most of the time
- the Extending indicator includes both students at the upper end of grade level expectations, as well as those exceeding grade level expectations
- students who are not yet passing a given course or learning area can be placed in the Emerging category

Letter Grades and Percentages

Letter grades are used in Grades 10-12 to indicate a student’s level of performance 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 performance in relation to the learning outcomes for the course or subject and grade.
B	73 – 85	The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade
C+	67 – 72	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.
C	60 – 66	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.
C-	50 – 59	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.

F	0 – 49	The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.
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At the end of the school year or at the completion of a course, teachers assign a letter grade to indicate each student’s overall progress in the area of learning or course. Due to the cumulative nature of learning, the final term work may be more heavily weighted as it indicates more accurately the performance of the student in relation to the Learning Standards.

Descriptive Feedback

Descriptive feedback includes strength based, written comments or documented conversations that are aligned to the Learning Standards and describe student progress, as well as identify specific goals for future growth. A strength-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’ perceptions of the validity of student reporting are often directly related to the quality of these descriptive written comments. The following are some guidelines teachers may use for the creation of comprehensive descriptive written comments:

- write meaningful feedback that refers specifically to the student’s strengths and growth since the last communication of student learning
- include information on areas of needed development including goals a student can work on, both at school and at home
- write directly to parents about what their child is able to do when commenting on areas of further development (for example, instead of “when writing, Jason often needs to be reminded to use correct punctuation,” write “Jason has a good grasp of sentence structure but continues to work on using punctuation correctly”)
- provide information about specific supports the child is receiving or could receive to move them forward in their learning
- describe further ways in which the child’s learning will be supported by the teacher and how the parents might help
- provide evidence by connecting feedback to examples demonstrated in the classroom
- outline how the child approaches the learning process
- anticipate the questions parents may ask about their children’s growth and progress
- use plain language as parents may vary widely in their educational experiences and familiarity with educational terms and levels of English language proficiency may vary

- keep sentences short, using only as many words as necessary to make the message clear
- avoid unfamiliar expressions and, if a word may be unfamiliar to parents, provide an explanation in parentheses (for example, 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 “common words used often in writing” in parentheses)

Descriptive written comments about what a student can do should note significant events in the student’s growth and learning. Where possible, this feedback should provide evidence to students and parents about how the student demonstrated their abilities by connecting to real learning experiences that occurred in class.

Teacher Feedback on Attendance, Areas of Growth & Opportunities for Development

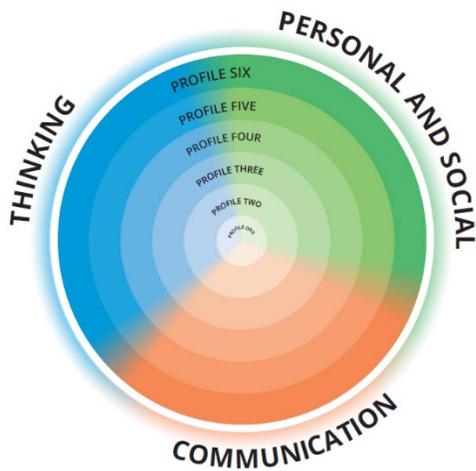
Parents and caregivers need to know about student attendance, the areas in which students are excelling, and areas that may require further attention or development. Ideally, teachers should communicate with parents and caregivers about major concerns in any of these areas before they receive a written learning update. However, in a written learning update or in the summary of learning, teachers will provide written feedback that clearly states concerns, provides specific examples, and describes methods to support further skill development.

Parents also need to know areas in which their children have strengths. A written learning update and a summary of learning will use written feedback to clearly articulate what strengths a student possesses and opportunities to reinforce and expand these abilities.

When directing attention to areas of further development, student self-assessment and goal setting becomes important. Self-assessment is a student-led process that may require structuring and support from teachers. While some goals may be set by teachers, others should be developed collaboratively or set by students. Parents should be informed of this goal setting process so they can offer support at home for continued success at school.

Student Self-Assessment of the Core Competencies

By design, the Core Competencies (Communication, Thinking, and Personal and Social) underpin all provincial curricula and are central to the development of educated citizens.



Integrated self-assessment across the school year ensures that students are always 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 ownership of learning.

Research indicates that students have quite accurate perspectives on their own learning and that self-assessment can play a significant role in helping students work towards greater achievement.

Reflection and self-assessment allow students to develop the ability to describe themselves in relation to the Core Competencies. Self-assessment also

connects to the student's sense of engagement and responsibility for their learning.

Format of Self-assessments

The new K-12 Student Reporting Policy requires that student self-assessment must be included in at least 2 written learning updates and the summary of learning. In the interest of flexibility for students, and to honour the needs and values of the local community, the new policy does not specify how the Core Competencies should be self-assessed; the format and process of the self-assessment are determined either at the district or school level. Student profiles of the Core Competencies are available on the ministry website to help districts, schools, and teachers in shaping the format and process for student self-assessment of the Core Competencies.

Supporting Student Self-assessment

Teachers can support students in self-assessment by intentionally noticing, naming, and connecting the Core Competencies with their learning in school and beyond. The Core Competencies are embedded within the curriculum's subject-specific Curricular Competencies; therefore, through their formative and summative assessment of the Curricular Competencies in each area of learning, teachers are also supporting and assessing student growth in the Core Competencies. This relationship between student self-assessment of the Core Competencies and subject-specific teacher assessment of the Curricular Competencies is an intentional one, designed to provide teachers with opportunities to support students in their Core Competency growth through an area or areas of learning. Some ideas for ways in which teachers can support self-assessment of the Core Competencies in the classroom include:

- explicitly developing the language of Core Competencies with their students through authentic experiences and learning opportunities
- taking opportunities to talk with students about how self-reflection can support them in achieving their learning goals

- providing ongoing and repeated opportunities for students to set goals and reflect on their learning and progress toward their goals
- asking open-ended questions and strategies such as think-alouds 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 development in relation to the Core Competencies and in different areas of learning

Through self-assessment of the Core Competencies, students are encouraged to set goals and take increased responsibility for their learning, rather than relying on external direction.

Student Goal Setting

Students who set goals gain greater ownership of their learning, particularly when teachers are able to provide students with detailed feedback that supports achieving their goals. Such goals encourage ownership over learning and may include personal, educational, or career-related contexts. Student goals may emphasize experiential learning, cultivating community connections, gathering authentic evidence of learning, reflecting on learning in school and/or out of school, and improving Core Competency development.

Format of Student Goal Setting

The new K-12 Student Reporting Policy requires that student-generated goal setting content must be included in at least 2 written learning updates and the summary of learning. However, in the interest of flexibility for students and their learning, the policy does not specify how student goal setting should be taught or documented. The form and process to support goal setting are to be outlined and determined by the district or school and integrated into local practice.

Supporting Student Goal Setting

Teachers can support student goal setting by providing guidance through ongoing conversations and feedback. Some ideas for how teachers can support student goal setting include:

- cultivating a mentoring relationship with students and encouraging regular self-assessment of the Core Competencies
- offering ongoing conversations focused on students' 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 educators or community partners relevant to their goals

- supporting students as they gather evidence of learning and accomplishment from areas of learning within and outside of school to assess progress toward their goals
- helping students recognize and celebrate their successes

The reciprocal process of student self-assessment and student goal setting nurtures student ownership and voice. These processes infuse learning with personal meaning and emphasizes working toward future possibilities while developing the confidence, knowledge, and competencies necessary to succeed in an ever-changing world.

Inclusive Education

British Columbia promotes an inclusive education system in which all students, regardless of needs, are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs. Assessment and evaluation practices must be inclusive of all learners.

Students with Disabilities and Diverse Abilities

Regular reporting procedures will be used to indicate progress for students with disabilities or diverse abilities. Many students will be assessed according to their achievement of the Learning Standards of the provincial or Board Authority Authorized curriculum and their achievement of goals supported through supplemental Learning Standards. Few students will be assessed according to replacement Learning Standards and their achievement of essential learning goals. All students can be assessed according to their achievement of Curricular Competencies.

A student with a disability who is not capable of achieving the Learning Standards of the provincial or Board Authority Authorized curriculum, and whose learning is supported through replacement Learning Standards, will also have specific individual goals and objectives established in his or her Individual Education Plan (IEP). Reporting student progress to parents and caregivers will be in relation to these specific individual goals as they relate to a student's Individual Education Plan (XSIEP) or locally developed non-credit (LD) course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

For students with disabilities who are not working toward the Learning Standards of the provincial or Board Authority Authorized curriculum, but rather toward individualised goals or objectives in an IEP, the most appropriate form of reporting will be in a similar format to what all students are receiving but that reflects student proficiency in their individualized goals.

English Language Learners (ELL) & French Language Learners (FLL)

An English language learner, or a French language learner in a Francophone program, will follow the Learning Standards of the provincial curriculum or a local program and regular reporting procedures are used to show progress. Where these students are not following the Learning Standards of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Insufficient Evidence of Learning

The proposed K-12 Student Reporting Policy introduces a new reporting symbol, "IE." This symbol is used to alert parents and caregivers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. This means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency Scale. The "IE" symbol is temporary and may be used at any time during the school year on a learning update or a summary of learning. The underlying principle is that parents and students should be alerted to a potential assessment problem as soon as teachers detect it.

Some examples of when an "IE" symbol might be required include:

- when a student has recently moved to a new school or district, resulting in a lack of submitted work or observable learning
- when a student has been ill or away from school for a significant period of time, resulting in a lack of submitted work or observable learning
- when a student has not submitted a significant volume of work for other reasons

When an "IE" reporting symbol has been assigned, teachers will provide students and parents with an opportunity to consult and discuss the situation, including the subject areas where evidence of learning is unavailable, the potential needs of the student and possible solutions and supports. Teachers must also provide a clear timeline for resolution, student needs, and a specific plan of action to arrive at a possible solution.

Scheduling

Frequency

Under the new K-12 Student Reporting Policy, students in all grades from K-12 will receive a minimum of 5 communications on student learning over the course of the school year—four learning updates throughout the year and one summary of learning at the end of the year. The policy also requires that teachers share the first learning update within the first 25% of scheduled instructional time, which can be interpreted by a school or district as the school year, a term, or a semester. These frequency requirements ensure students and parents are receiving timely and consistent feedback throughout the school year to best support student learning and success. These requirements also represent the minimum requirements for communicating student learning.

School Reporting Schedules

The proposed K-12 Student Reporting Policy requires a minimum of four learning updates and one summary of learning, totalling five communications with parents and caregivers on student progress each school year. Schools and districts are encouraged to develop responsive

schedules aligned with the policy. The example below demonstrates how the policy could be interpreted for a year-long school schedule.

Non-Semester System				
School Year				
October	December	February	March	June
Learning Update 1 (varied format)	Learning Update 2 (written)	Learning Update 3 (varied format)	Learning Update 4 (written)	Summary of Learning (written)

Semester-systems and Schools with Alternative Calendars

As there are a wide variety of school calendars and delivery models used in B.C., the proposed 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 minimum requirements set out in the policy is a school or district responsibility. For example, semester-system schools may choose to schedule written learning updates in each semester to meet or exceed the minimum four required communications of this type. It is recommended that semester-system schools provide parents and caregivers with a summary of learning at the end of each semester to ensure timely summative reporting is provided for each subject a student has studied.

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

Appendix A – Key Words and Definitions

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

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

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

Learning Standards – The curricular competency Learning Standards (including the skills, strategies, and processes that students develop over time) and the content Learning Standards (the essential topics and knowledge at each grade level), as set out in the Provincial Curriculum.

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

Student Goal Setting – Student goals for their own learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals should be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career and life aspirations.

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

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

Appendix B – Roles & Responsibilities in Student Reporting

The Ministry, school boards, school administrators and teachers have different, yet complementary, roles and responsibilities in communicating student learning to parents.

It is the responsibility of the Ministry to:

- provide legislation and policy regarding communicating student learning and make this information available to parents; this includes the new Student Reporting Policy (2022)
- provide relevant provincial curriculum that defines the expected Learning Standards for each grade and area of learning
- provide descriptions of student proficiency through provincial assessment activities
- provide resources to assist school boards and districts and educators in their work to implement provincial policies
- provide reporting templates on MyEducation BC
- evaluate the effectiveness of reporting requirements
- provide parents with information about what they can expect their children to be learning and how this learning will be communicated with them

It is the responsibility of school boards to:

- ensure that provincial legislation and policy is followed in schools
- devise reporting practices that best reflect their local communities and align with the new Student Reporting Policy (2022)
- offer each school assistance in following reporting policy and procedures
- approve the use of local student reporting form that satisfy Ministry content requirements, if the provincial forms are not used
- monitor the effectiveness of new 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 chosen reporting policy, as well as the reporting format and timeline for their school
- use approved reporting forms

- assist teachers with reporting procedures
- monitor parental satisfaction with reporting policies
- establish a school policy for withdrawal and transfer of students in Grades 8 to 12
- 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' 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 progress
- plan and implement comprehensive classroom assessments that will gather robust data that a teacher can use to effectively report on student progress
- provide parents with complete, easily understood and accurate evaluations of their children's proficiency and progress based on the Learning Standards of the curriculum, additional support provided through accommodations, or individualised goals for students supported through replacement Learning Standards.
- provide information on student progress to parents of students with diverse abilities and disabilities that follow the legislation, guidelines and procedures established in the policy related to students with special needs
- indicate, in relation to the Learning Standards of the provincial or Board Authority Authorized curriculum or individually set goals for students using replacement Learning Standards, what each student is able to do (strengths), areas in which the student requires further attention or development (goals), and ways of supporting the student in their learning (strategies)
- follow the guidelines when assigning indicators on the Provincial Proficiency Scale
- follow the guidelines when assigning an "IE" or any other letter grades if applicable

Relevant Legislation, Regulation & Orders

- Provincial Legislation, [BC School Act](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)
- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)

- Ministerial Order 295/95, the [Required Areas of Study Order \(PDF\)](#)
- Ministerial Order 231/19, the [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 638/95, the [Individual Education Plan Order \(PDF\)](#)
- Ministerial Order 150/89, the [Special Needs Students Order \(PDF\)](#)