



*Clinton  
Elementary  
School  
October 2023*

**K-12 Student  
Reporting Policy**

Communicating Student Learning Guidelines



Student reporting is the assessment and communication of student learning to students, parents, and caregivers.

Every student in B.C. receives communications from the school throughout the school year that provide parents, caregivers, and students with information about student learning.

The way teachers and schools communicate student learning, and the format of traditional report cards are shifting.







## The goal of communicating student learning is to ensure that:

- **students** are engaged in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- **parents and caregivers** are well informed, involved in dialogue about their child's learning, and understand ways to support and further student learning
- **teachers** provide timely and meaningful communication with students, parents, and caregivers

## Learning is continuous

- Learning is continuous. 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 when deciding on a scale indicator or letter grade and percentage.





# Why is Student Reporting Changing?



# It began with the curriculum redesign

The curriculum was developed in collaboration with B.C. and Yukon educators and academic specialists.

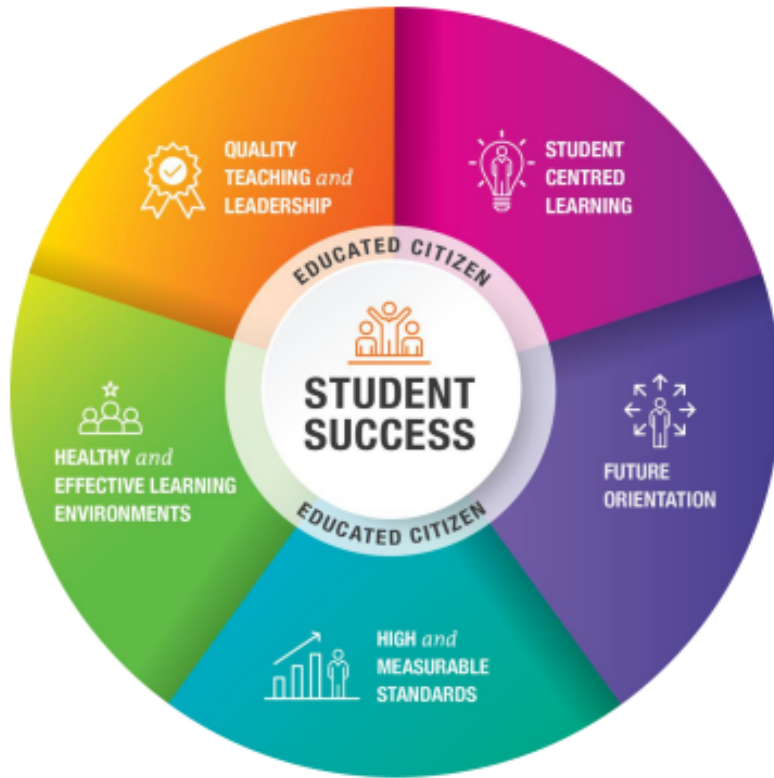
Key shifts in the redesigned curriculum:

- Competency driven
- Personalized and flexible
- Development of Core Competencies (Thinking, Communication, and Social and Personal Responsibility)
- Focus on literacy and numeracy foundations
- Indigenous perspectives, worldviews, and content woven into all learning areas and grades

While the current provincial curriculum began implementation in 2016, the Ministry's Student Reporting Policy had stayed largely unchanged since 1994.



# Reporting is changing to...



## Align assessment and reporting with BC's provincial curriculum and assessments

The previous policy was seen as increasingly outdated by educators and was no longer aligned with key principles of the provincial curriculum, such as developing core competencies and making students more active participants in their learning.

## Ensure consistency of reporting practices in every school in BC

Unifying 3 reporting options into 1 comprehensive reporting policy creates an equitable, consistent standard for all students, province-wide.

## Center students, parents, and caregivers as equitable partners in the assessment and reporting process

The purpose of the updated policy is to ensure parents, caregivers, and students are well informed on where the student is at in their learning, and to provide strategies for how to move them forward.

## Implement research-backed assessment/reporting practices in BC

Three BC universities (UBC, UVic, and VIU) reviewed the literature on assessment, evaluation, and reporting from around the world. They provided comprehensive recommendations to Ministry on how to modernize assessment/reporting practices. These recommendations were the foundation for work with the sector and form the basis of the new policy.



# Key Findings

## Meaningful Communication

Researchers stress the importance of ongoing and timely communication with parents and caregivers.

Effective communication between home and school has a positive impact on student learning and engagement.

## Focus on Proficiency

Assessment that is focused on student proficiency in relation to the established Learning Standards leads to improved reliability of assessment results and increased student engagement.



## Student Self-Assessment

Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning, and greater student satisfaction.

## Formative Assessment

Globally, there is a shift toward assessment for learning so that students are regularly informed of where they're at in their learning and how to move forward.



**In many districts, this will not be a significant shift as they've been preparing locally for years.**

**However, compared to the 1994 policy...**

What is consistent?	What is evolving?
5 reporting events (3 written and 2 informal reports, such as parent/caregiver-teacher conferences)	Inclusion of the graduation status update at 10-12 on the end of year report card
Letter grades and percentages at 10-12	The use of a unified Provincial Proficiency Scale at K-9
Written feedback K-9	Concise written feedback at K-12
Student self-assessment of Core Competencies K-9	Student self-assessment of Core Competencies and goal-setting K-12



## The Provincial Proficiency Scale

Scales have always been used in BC assessment and reporting, primarily in elementary grades. However, there have been a variety of scales in use for reporting. **The policy update will unify all schools and districts to a consistent, four-point Provincial Proficiency Scale to communicate student learning in grades K-9.**

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.

### Benefits of the Scale

- Views learning as ongoing, rather than signaling that learning is done
- Values growth and most recent evidence of learning
- Provides feedback, to both families and students, on where the student is at and how to help them move forward in their learning
- Supports lifelong learning by shifting the focus to developing competencies rather than the achievement of marks
- Maintains high provincial standards by focusing on helping all students attain proficiency in their learning
- Is inclusive of all learners by focusing on strengths and next steps for each individual learner



## What is Descriptive Feedback?

- Descriptive feedback is concise, strengths-based, written comments or documented conversations that are aligned to the Learning Standards and describe student learning, as well as identify specific areas for future growth.
- Includes information about student behavior, engagement, and approaches to learning
- Lesson plans and the learning standards of the curriculum do not need to be summarized
- Every area of learning reported on does need descriptive feedback
- However, that feedback can be a single comment per learning area or an integrated response that covers all learning areas and is reflective of the cross-curricular nature of learning.
- Bullet points are also okay.



## Example Descriptive Feedback

### 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 in class, to build their comprehension. At home, they could practice with Duolingo.

- information about student behavior, engagement, and their approaches to learning
- concise information highlighting areas of significant growth in relation to the Learning Standards
- concise information on opportunities for further development in relation to Learning Standards
- Strengths-based language
- suggested helpful strategies and ways to support the student in their learning both at home and in school



## Inclusive reporting

A student who uses assessment supports or has an Individualized Education Plan (IEP) should not be assessed automatically as 'emerging', 'developing', or at a lower letter grade or percentage.

The student should be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated.





### Communications of student learning

Learning updates provide responsive and timely information to parents and caregivers about student learning in relation to the Learning Standards of the Provincial Curriculum.

There are at least 5 required communications of student learning

- **two** of the five will be **informal** Learning Updates, and are provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, emails, portfolio entries, and written summaries
- **three** of the five Learning Updates received throughout the year must be **written**, in either digital or print format





## Student-generated content



### Self-Reflection of Core Competencies and goal setting

- The reciprocal process of student self-reflection 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.
- As self-reflection and goal setting become a natural part of the learning process, it promotes personalization, inclusion, diversity, and student engagement.
- **This process is student-driven. The goal is the rich learning that occurs in the process.**

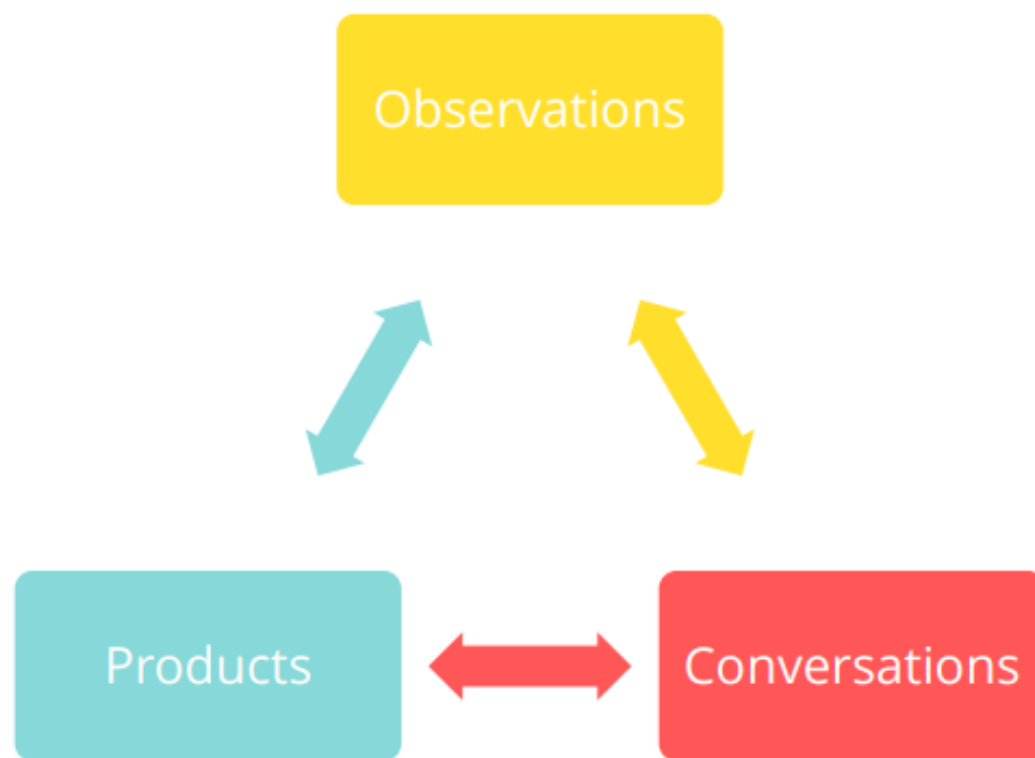
### Timing

Student self-assessment and goal setting must be included in:

- at least two **written Learning Updates**
- the **Summary of Learning**.

## What about the “IE” letter grade?

- The “I” letter grade for “incomplete” is being replaced with “IE” meaning “Insufficient evidence”
- The “IE” 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.
- The “IE” means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency Scale or letter grades and percentages.
- The “IE” symbol is temporary and needs to be converted to another scale indicator and/or letter grade and percentage within one calendar year.
- When developing a plan it can be decided by the teacher or school team, that the timeline to convert the IE needs to occur in a shorter duration than one year.
- An “IE” can be converted to a non-passing grade.
- Behaviour and attendance can lead to an “IE” scenario. But a teacher should do their best to triangulate their assessment practices to gather as much evidence of learning as possible.
- An “IE” also may not be the most appropriate letter grade to use. It is just one tool teachers and school teams can use.





## Informal Examples:



Portfolio Entries



Conferences

## Written Examples:



Printed Document



Digital Discussions



Phone Calls



Digital Document

# Resources to Learn More...

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<https://burnabyschools.ca/reporting-and-assessment/>