XXXX: Communicating Student Learning (A/P)

Approved: 24 06 11

BACKGROUND

On July 1, 2023, British Columbia enacted a new K-12 Student Reporting Policy. The changes were made to better align reporting policies and practices with BC's redesigned curriculum. This administrative procedure is in line with the provincial policies and guidelines, as well as Pacific Rim School District's Policy 602 Communicating Student Learning.

The purpose of reporting is to clearly communicate student learning so that students are meaningfully engaged in learning and assessment and parents and guardians are well informed. It is important to note that sometimes the terms reporting and communicating student learning are used interchangeably.

Districts are expected to outline the procedures and guidelines for how schools will communicate student learning in a way that best meets the needs of students; this includes communication with students and parents/guardians that is inclusive, accessible, and culturally responsive.

PROCEDURE

1. Learning Updates

Learning Updates provide meaningful and timely information to students and parents/guardians about student learning in relation to the Learning Standards of the Provincial Curriculum. They are intended to be formative in nature.

During the school year, parents/guardians must be provided with at least 4 Learning Updates (2 Informal Learning Updates and 2 Written Learning Updates). Districts, schools, and teachers determine how they will informally communicate with students and parents/guardians. Informal Learning Updates may include, but are not limited to telephone calls, conferences, e-mails, and other means.

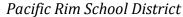The 2 Written Learning Updates must meet the content requirements below.

1.1. **Grades K-9**

For grades K-9, the Written Learning Updates provided during the school year must include:

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

1.2. **Grades 10-12**

For grades 10-12, the Written Learning Updates provided during the school year must include:

- communication of learning in each learning area currently being studied in relation to the Learning Standards, using letter grades and percentages;
- Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance; and
- student-generated content including Student Self-reflection of the Core Competencies and Student Goal Setting.

2. Summary of Learning

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

2.1. Grades K-9

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

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

2.2. Grades 10-12

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

- a summary of student learning in all learning areas studied during the school year using letter grades and percentages;
- summary Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance;
- student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting; and
- a graduation status update indicating student progress in relation to graduation program requirements.

3. Summary of Schedule and Type of Elementary Reporting Events in Pacific Rim School District

1. Informal Learning Update - Fall Learning Conferences
2. Written Learning Update
3. Written Learning Update
4. Informal Learning Update – Spring Learning Conferences

5. Final Written Summary of Learning

4. Summary of Schedule and Type of Secondary Reporting Events in Pacific Rim School District

1. Informal Learning Update - Fall Learning Conferences
2. Written Learning Update
3. Written Learning Update or Written Summary for Semester 1 Courses
4. Informal Learning Update – Spring Learning Conferences
5. Written Learning Update
6. Final Written Summary of Learning

5. Graduation Status Update

The graduation status update provides parents/guardians, and students the information they need to ensure graduation requirements are met.

The graduation status update must include:

- the graduation requirements as outlined in the Graduation Program Order;
- indication of a student's progress toward meeting those requirements;
- a student's completion of any Provincial assessments; and
- what graduation program students are on.

For students who are working on a School Completion Certificate (Evergreen) their graduation status update needs to indicate that the student is working towards a British Columbia School Completion Certificate (Evergreen Certificate) and listing the courses and programs in which the student is participating.

6. Insufficient Evidence of Learning

As defined in the Provincial Letter Grades Order, the "IE" reporting symbol will be used to inform parents/guardians when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. The "IE" symbol is temporary and indicates that further information is required before students can be evaluated. The "IE" symbol can be used in grades K-12.

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

- the problem or problems preventing the student from providing sufficient evidence of learning;

- a plan of action to help the student provide sufficient evidence of learning; and

- a timeline for converting the "IE" to another indicator or letter grade.

An "IE" (Insufficient Evidence of Learning) must be converted to another indicator or letter grade:

- when letter grades or indicators are recorded in the permanent student record,

- before submission to the ministry for inclusion on the student's transcript of grades,

- before a student's records are transferred to another school unless there is agreement between the principals of the 2 schools to defer the conversion of the "IE" letter grade; and

- in any event, within 12 months of being assigned.

In SD70, in most instances the "IE" will be converted to either a proficiency scale indicator (K-9) or a final letter grade (10 – 12) before June 30. In select instances an "IE" can be assigned to a student beyond June 30. This is only possible when a concrete support plan has been created and approved by the principal in consultation with the classroom teacher, student, and their family.

7. Inclusion – Assessment and reporting is for all students

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 practice and demonstrate competencies, which are assessed through observations, conversations, and multi-modal demonstrations of learning.

7.1. Differentiated 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).
- **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, these include students with complex needs who have moderate or profound intellectual disabilities.
- 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, 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 of the curriculum.

7.2. Considerations for Students on Individualized Education Plans (IEPs) or English Language Learners on an AIP:

- A copy of the AIP/IEP does not need to go home with each learning update. AIP/IEP goals will be reported and commented on through their own separate processes.
- Most students on an IEP or AIP are working on grade level Learning Standards and as such should be reported according to the learning they have demonstrated. Meaning they will receive a proficiency scale or letter grade, and descriptive feedback. They will follow regular reporting procedures.
- On very rare occasions when a student with significant cognitive disabilities and diverse abilities will be 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.
- Provincial Proficiency Scale indicator or letter grades and percentages are not appropriate where ELL 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.

- During regular reporting periods parents of ELL students should also receive a progress report noting: the student's language proficiency, the language development services the student is receiving, the linguistic and/or literacy goals, and ways to support learning.
- There should be ongoing consultation with the administrator and school-based team regarding any student who will not receive a proficiency scale indicator or letter grade.

8. Promotion and Retention

For Policies and Procedures related to Promotion and Retention please refer to Policy XXX Student Grade Placement, AP XXXX Student Grade Placement, and AP XXXX Kindergarten Placement.

9. District and School Communicating Student Learning Guidelines

At the start of each year the District will publish a reporting expectations document for elementary and secondary which outlines the specific timelines and expectations for reporting.

RESOURCES AND REFERENCES

Province of BC K-12 Student Reporting
Policy
School Regulation, B.C. Reg. 265/89: School Regulation (PDF)
Ministerial Order 93/22, the Graduation Program Order (PDF)
Ministerial Order 150/89: Special Needs Students Order (PDF)
Ministerial Order 190/91: Permanent Student Record Order (PDF)
Ministerial Order 184/23: Learning Update 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 Learning in an Educational Program Order (PDF)
Ministerial Order 638/95: Individual Education Plan Order (PDF)
K-12 Student Reporting Policy: Communicating Student Learning Guidelines (PDF)
K-12 Student Reporting Information for Educators and School Leaders
Core Competencies
Central Okanagan Public Schools. (2023) Gr. 10-12 Student Reporting Guidelines. Retrieved from
https://drive.google.com/file/d/1xm8qSAvAgJNu-WtUWVD1J2EF_tsIrNNh/view
Central Okanagan Public Schools. (2023) K-9 Student Reporting Guidelines. Retrieved from
https://drive.google.com/file/d/1GiSTxnZiek8aDueseXgqkQQhy-mtfbkh/view