

10-12 Reporting Guidelines 2023-2024



The Ministry of Education and Child Care has updated the K-12 reporting policy for implementation this school year. The goal of communicating student learning is to ensure:

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

REPORTING OVERVIEW

Two Written Learning Updates (mid-term report cards)

- 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 Individualized Education Plan (IEP) using letter grades and percentages
- Feedback describing the student strengths, areas for future growth, and opportunities for further development
- Student-generated content including goal setting and self-reflection on the Core Competencies Learning Updates (report cards) must be provided in writing

Two informal Learning Updates

- Informal Learning Updates formats could include either in-person conference/student-led conference or other. In person informal learning updates should be available for parents and caregivers who request.
- Based on individual family feedback and needs, other communication methods can be offered including:
 - Virtual discussions
 - Telephone calls
 - Emails
 - Written summaries

Two Written Summaries of Learning (semester end and year end)



REPORTING ON STUDENT BEHAVIOUR (WORK HABITS)

Reporting on student behavior will be achieved through a combination of student self-assessment of the Core Competencies, goal setting, and descriptive feedback. While student behaviour and attendance may need to be communicated home, these needs are separate from reporting a student's growth in relation to the Learning Standards of the provincial curriculum. Student behaviour or attendance should not contribute to a student's overall mark in each learning area (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time).

STUDENT SELF-REFLECTION ON CORE COMPETENCIES AND GOAL SETTING

Student self-reflections on Core Competencies and goal setting is communicated to families in both written learning updates and summaries of learning.

School staff will discuss and create a plan while considering a collective vision for the school. There should be common communication for parents at reporting periods.

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 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

DESCRIPTIVE FEEDBACK

Includes concise, strength-based, written comments or documented conversations

Focuses on what students can do now and what they are working towards

Clearly and simply explains areas for future growth, as well as strategies to support them

Describes student learning in their current area of learning

Provides feedback on student learning habits and engagement

Attendance, behaviour, and work habits should not factor into a student's overall academic assessment

INCLUSIVE ASSESSMENT PRACTICES

A student who uses assessment supports should not be assessed automatically as "Emerging" or "Developing"

If with supports, the student is demonstrating learning in relation to the Learning Standards, then they should be assigned a letter grade and percentage according to the learning standard they have demonstrated

The use of supports does not mean they are not adequately meeting the Learning Standards of the curriculum

In rare occasions, students with significant cognitive disabilities and diverse abilities are still taught in connection with the learning standards of the curriculum but may be assessed and evaluated in relation to the individualized learning goals outlined in their IEP.

For students on an Evergreen Path, learning updates are in relation to IEP goals rather than Learning Standards (see District Process for Evergreen for more information)

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 interest 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.

REFERENCES

K-12 Communicating Student Learning Guidelines

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/k-12-student-reporting-policy-communicating-student-learning-guidelines.pdf>

K-12 Reporting Webinar Series

<https://curriculum.gov.bc.ca/reporting/k-12-student-reporting-webinar-series>