

K-9 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:

- ② students take part in meaningful conversations that help them develop responsibility for engaging deeply in their learning.
- ② 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.

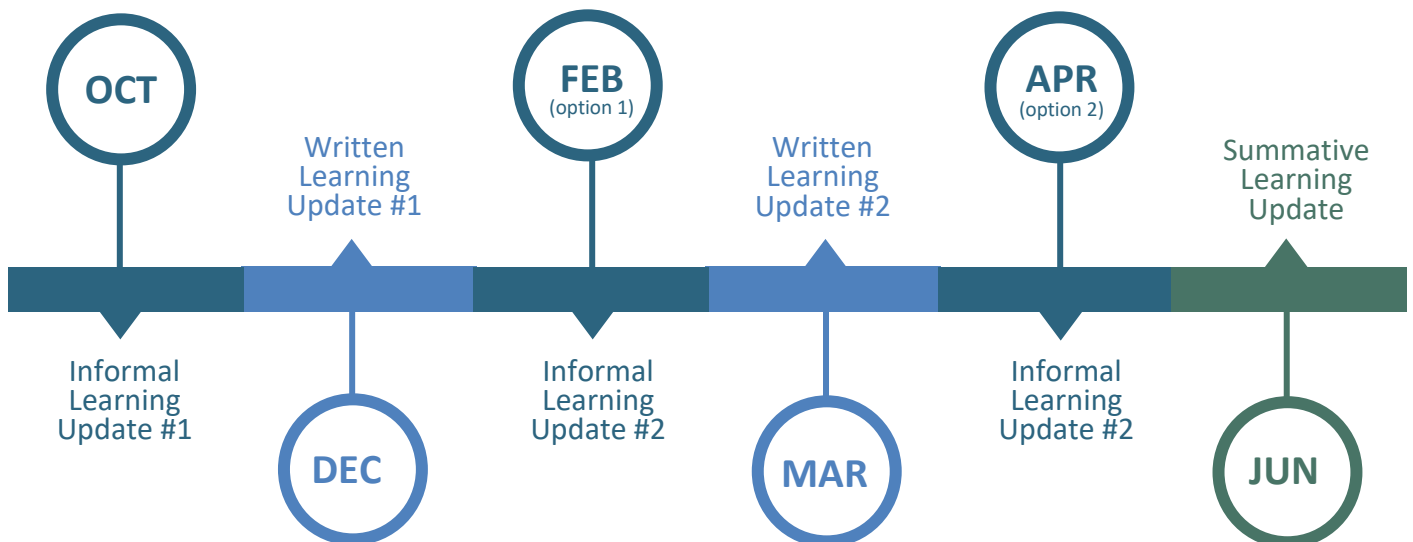
REPORTING OVERVIEW

To satisfy the Reporting Order, five (5) Learning Updates must be scheduled and delivered to parents, including:

Two Learning Updates (report cards) must be provided in writing

Two Learning Updates (informal)

One Summary of Learning at the end of the school year must be provided in writing



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

WRITTEN & SUMMATIVE LEARNING UPDATES

The four-point Provincial Proficiency Scale is used to communicate student learning. It is a requirement for student reporting in Grades k-9.

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 summary of learning.

School staff will discuss and create a school plan and may consider a collective vision for the school and provide common communication for parents at reporting periods.

INCLUSIVE ASSESSMENT PRACTICES

- ⓐ A student who uses assessment supports should not be assessed automatically as “Emerging” or “Developing”
- ⓐ 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.

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

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>