

Communicating Student Learning

Guidelines



School District 28 rests on the traditional lands of the Lhtako Dene.



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OVERVIEW

Why change K-12 Student Reporting Policy

From 1994 to 2016, K-12 Student Reporting Policy in B.C. remained largely unchanged. In 2016 the Ministry of Education and Child Care began implementing a redesigned [provincial curriculum](#) that is flexible, focuses on literacy, numeracy, and the First Peoples Principles of Learning, and supports deeper learning through concept-based and competency-driven education. This educational shift to how and what students learn in the classroom requires a corresponding change to student reporting policies and practices.

The K-12 Student Reporting Policy Framework aligns with the redesigned curriculum, unifies existing policy options, and creates consistency across the province. Updated reporting practices also ensures alignment with B.C.'s provincial assessment system. The use of the Provincial Proficiency Scale views learning as ongoing, rather than signaling learning is done. It also maintains high standards for students by focusing on helping all students attain proficiency in their learning.

Learn more about the [changes to K-12 Student Reporting Policy in B.C.](#)



Upcoming changes to K-12 Student Reporting Policy

The K-12 Student Reporting Framework (“the framework”) is the result of extensive consultation and engagement with the education sector, including rights holders, partners, teachers, parents, caregivers, students, and the public. The framework provides an overview of the upcoming changes to the K-12 Student Reporting Policy, set to be implemented in the 2023/24 school year.

Learn more about the changes to student reporting by reading the [K-12 Student Reporting Policy Framework](#).

Educator Supports

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

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

FREQUENCY OF REPORTING

What is the frequency of Reporting?

Grades K-9 To satisfy the Reporting Order, four Learning Updates and one Summary of Learning are delivered to parents.	Two written Learning Updates (report cards) must be provided in writing, and can include either digital or printed.	Two informal Learning Updates can be provided in a variety of formats including conferences, in-person or virtual discussions, telephone calls, emails, portfolio entries or written summaries	One Summary of Learning at the end of the school year must be provided in writing, and can include either digital or printed.
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In each course/term there would be:			Grades 10-12 CSS is on a semester system, and although the requirements are the same for all grades, CSS would follow a semester schedule.
One informal Learning Update provided early in the course to build shared understanding and set goals.	One mid-course written Learning Update (report cards) must be provided in writing, and can include either digital or printed.	One Summary of Learning at the end of the course.	

How many times a year is each subject reported?

How many times a year is each subject reported?

Each written Learning Update should communicate student learning in each of the student’s current areas of learning. For example, if a student hasn’t started Arts Education by the first written Learning Update, Arts Education won’t be reported on at that time. The Required Areas of Study Order (Grades K-9) and Graduation Program Order (Grades 10-12) outline areas of learning.

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m295_95.pdf

Schools and/or districts have the autonomy to determine the frequency of reporting for each area of learning in their local reporting policies. Please see chart on page 2 for SD 28 guidelines.

Which teachers must provide reports?

All enrolling teachers who are teaching the Required Areas of Study need to provide Informal reports, Written Learning Updates and a Summary of Learning. This includes music and elective teachers, but does not include librarians

District Reporting Plan K-12:

	Grades K-9 Reported on when it is the current area of learning (minimum times below)			Grades 10-12 Reported on when it is the current area of learning (minimum times below)		
	Informal Learning Updates	Written Learning Updates	Summary of Learning	Informal Learning Updates	Written Learning Updates	Summary of Learning
Language Arts /French Language Arts (FRAL)	2	2	1	1	1	1
Mathematics	2	2	1	1	1	1
Science	1	1	1	1	1	1
Social Studies	1	1	1	1	1	1
Arts Education	1	1	1	1	1	1
Applied Design Skills and Technology	1	1	1	1	1	1
Career Education	1	1	1	1	1	1
Physical and Health Education	1	1	1	1	1	1
Languages - CORE French (Gr 5-8) or for FR. Imm. - English Language Arts (Gr 4-9)	Grades 5-9			Grades 10-12		
	1	1	1	1	1	1
K-12						
Core Competencies self-reflection & goal setting	Core Competency self-reflection and goal setting are included in the two written Learning Updates and in the Summary of Learning. The format and process will be determined by school staff and integrated into the teachers' practice. Self-reflection and goal setting should be embedded in all areas of learning. The format is flexible and meaningful, and will reflect the context of students' learning. There isn't a requirement to store it in the student's permanent file. MYED report card needs to include a generic comment indicating completion.					
Student Learning Habits & Engagement	Assessment (proficiency / letter grades) for areas of learning should be in relation to the curricular competencies alone. Learning habits are addressed separately from academic learning in teachers' descriptive feedback. No percentage of mark or proficiency consideration is made based on attendance, handing in assignments on time, or class participation. IE would be used for students who have not provided sufficient evidence of learning. Student Learning Habits and Engagement could be included in the Term Comment in MyEd.					
Attendance	This is autogenerated (MyEd) and is included in each report card.					



What constitutes an Informal Learning Update, a Written Learning Update and a Summary of Learning?

INFORMAL LEARNING UPDATES

This is an update on student learning that can be done in a variety of ways: Parent Teacher conferences; phone calls; emails; student led conferences; checklists; progress reports etc.

WRITTEN LEARNING UPDATES

- ② Communication of student learning in all areas of learning in which the student is currently studying in relation to the Learning Standards or the learning goals outlined in an IEP using the Proficiency Scale (K-9) or letter grades (10-12)
- ② Feedback describing strengths, future growth, and opportunities for further development
- ② Information about student attendance
- ② Student-generated content, including student self-reflection on the Core Competencies and goal setting (this could be the student generated content)

SUMMARY OF LEARNING

- ② A summary of student learning in all areas of learning in which the student has studied during the school year in relation to the Learning Standards or the learning goals outlined in an IEP using the Proficiency Scale (K-9) or letter grades (10-12)
- ② Feedback describing strengths, future growth, and opportunities for further development
- ② Summary information about student attendance
- ② Student-generated content, including self-reflection on the Core Competencies and goal setting
- ② A graduation status update indicating student progress in relation to graduation program requirements (10-12)

How do we document Informal learning updates?

Districts and schools will provide samples for teachers to document Informal Learning Updates that are provided in formats other than writing. At a minimum, the record should note the date, the topic of the communication, a summary of the discussion, and follow-up actions.

How does this impact Digital Reporting?

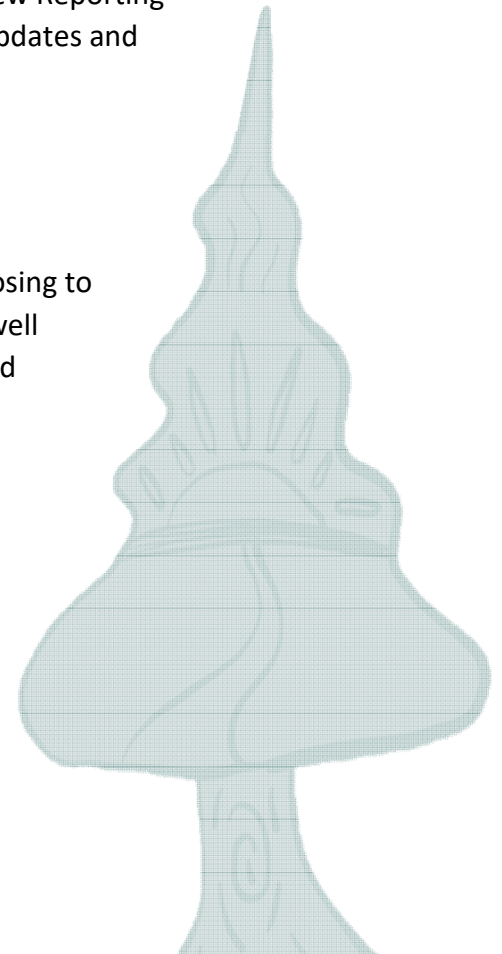
There will be an impact on Digital Reporting. The Ministry recommends school alignment of reporting formats so there will have to be a staff discussion about this in June or on the NI day in September each year to determine what reporting platform (Digital Reporting or BC MyEd) teachers are using. Teacher workload and parent engagement would most likely be discussed during this time. If the school is considering not being fully aligned that is okay but a school communication plan will need to be developed to help families understand the different formats and the timing of report cards.

Digital Reporting must also meet the test of what is required from the new Reporting Order. This is inclusive of number of informal reports, written learning updates and the summative learning update.

How does this impact Student Inclusive Conferences (i.e. Parkland Elementary)?

There will be an impact on Student Inclusive Conferences. A school choosing to do Student Inclusive Conferences would have to have staff cohesion as well as district approval. The school that is already using this format (Parkland Elementary) would be approved to continue provided that they are proceeding with full staff participation. The schools should hold a staff discussion on the NI day in September each year to determine continuation with this reporting platform. Teacher workload and parent engagement would most likely be discussed during this time.

Student Inclusive Conferences must also meet the test of what is required from the new Reporting Order. This is inclusive of number of informal reports, written learning updates and the summative learning update.

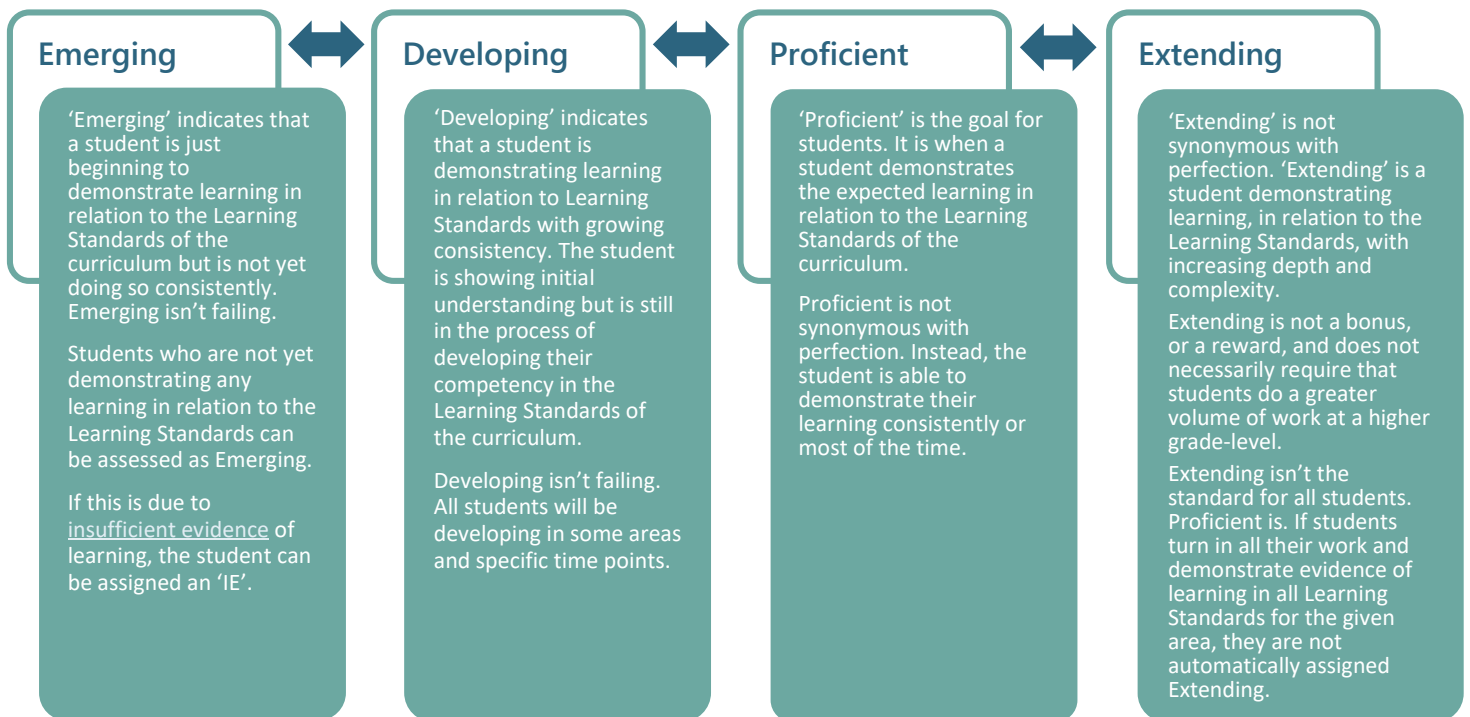


K-12 PROFICIENCY SCALE/LETTER GRADES

Proficiency Scale

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

How can teachers understand the Proficiency Scale?



A student who uses supports, or 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.

More information

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/unpacking-the-proficiency-scale-support-for-educators.pdf>

The Proficiency Scale:

- ② includes all students
- ② shifts focus from marks to learning
- ② maintains high provincial standards
- ② accompanied with descriptive feedback
- ② values most recent evidence, rather than averaging over a term
- ② views learning as ongoing, rather than signaling that learning is done

What does Emerging mean?

'Emerging' indicates that a student is just beginning to demonstrate learning in relation to the learning standards, but is not yet doing so consistently. Emerging isn't failing.

Students who are not yet demonstrating learning in relation to the learning standards can be assessed as Emerging. **Note:** if this is due to insufficient evidence of learning, the student can be assigned an IE ([Insufficient Evidence](#)).



What does Developing mean?



'Developing' indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial understanding but is still in the process of developing their competency in relation to the learning standards.

Developing isn't failing. All students will be developing in some areas and at specific points in time.

What does Proficient mean?

Proficient is the goal for students. A student is Proficient when they demonstrate the expected learning in relation to the learning standards.

Proficient is not synonymous with perfections. Instead, the student is able to demonstrate their learning consistently or most of the time.



What does Extending mean?



'Extending' is not synonymous with perfection. Extending means a student is demonstrating learning in relation to the learning standards with increasing depth and complexity.

Extending is not a bonus or a reward, and it does not necessarily require that students do a greater volume of work or work at a higher grade-level.

Extending is not the goal for students; Proficient is. Therefore, if students turn in all their work and demonstrate evidence of learning in all learning standards for the given area of learning, they are not automatically assigned Extending.

How does the Proficiency Scale affect students with IEPs?

A student on an IEP should not be automatically assessed as EMERGING or DEVELOPING, or at a lower letter grade and percentage because they use supports to access and demonstrate their learning. The use of supports does not mean that they're not adequately meeting the learning standards. Most students with an IEP can obtain a Certificate of Graduation (Dogwood).

What language can we use to differentiate between proficiencies?

Optional sentence stems for descriptive feedback

Emerging

- Is beginning to...
- Is working to be able to...
- Needs to...
- Moving forward the goal is to...
- With support can...
- With direct support can...
- Is starting to...
- With support is trying...
- Has partially met a few of the criteria...
- Has a beginning of understanding of a few of the concepts and competencies related to...
- Frequent and regular support has helped them on the path to more complete understanding in...

Developing

- Is almost able to...
- Is working on...
- Continues to...
- Sometimes can...
- Sometimes can independently...
- Is developing...
- Is aware of...
- Is striving to...
- With prompting is able to...
- Is independently working towards...
- Moving forward, needs to continue to...
- Is able to ... at a basic level/in familiar situations
- With support shows an understanding of...
- Has developed parts of the competencies related to...
- Understands many aspects of some of the concepts and competencies and have familiarity with others
- Applies understanding in specific situations
- Has gained a deeper and more thorough understanding of the concepts of...

Proficient

- Is able to...
- Can...
- Is ready to move on to...
- Moving forward, they could...
- Is able to demonstrate...
- Consistently demonstrated the ability to...
- Is competent with...
- Can describe ... with detail and accuracy
- Demonstrates a comprehensive understanding of...
- Can clearly communicate your understanding
- Applies understanding in many situations
- Has demonstrated learning in a thorough and complete manner
- Has included components of creation, evaluation and analysis
- Some aspects may benefit from more thorough investigation
- Understands this concept and related competencies

Extending

- Is creatively able to...
- In a unique way can...
- Can continue to...
- Is strategic
- Is innovative when...
- Creatively and insightfully...
- In complex situations is able to...
- Extends learning by...
- Consistently...
- Moving forward, their goal will be...
- To a higher degree...
- Has gone deeper than typical in their explorations of...
- Shows in-depth understanding of...
- Is highly skilled at...
- Applies understanding in different situations
- Learning is thorough and unique
- Understands it well enough to teach it to someone else
- Receives feedback in a way that deepens understanding

Who will provide Proficiency scale explanations for parents?

Responsibilities will be the joint effort of:

The Ministry	School Boards/Districts	Principals	Teachers
Provide parents and caregivers with information about what they can expect about what their children will be learning and how this learning will be communicated with them	Devise reporting practices that reflect the local communities and align with the reporting policy. They will also monitor the effectiveness of reporting practices and address deficiencies	Determine the most appropriate way of ensuring that schools respond to parents' requests for information on the curriculum. They are also responsible for supporting teachers in understanding and carrying out reporting procedures	Follow the guidelines when assigning indicators on the Provincial Proficiency Scale and when assigning letter grades and percentages. Schools and teachers will communicate to parents at the beginning of the school year about when they can expect a Learning Update or Summary of Learning, and what format those communications of student learning will be in

Letter Grades

Letter grades and percentages are used in Grades 10-12. 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 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.

Resources

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/information-for-parents-and-caregivers-why-is-my-child-not-getting-letter-grades.pdf>

https://www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m192_94.pdf

Insufficient Evidence

What is Insufficient Evidence?

An IE means that teachers don't have enough information to assess a student. It's temporary and needs to be converted into a grade/percentage (10-12) or proficiency scale indicator(k-9) within one calendar year. IE is used to alert parents, caregivers, and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards. An IE is not a proficiency scale indicator.

At times, there may be insufficient evidence of learning at the end of the school year. Teachers, principals, and the student and parents/caregivers will determine the best course of action and decide if the IE should remain in place or if it can be converted to one of the proficiency scale indicators. If the IE remains in place, a plan for support must be created so that the IE can be converted within one calendar year. An IE cannot be used as a final grade or transcript.

Does the IE apply to students who don't attend or show no learning? Are either of these scenarios of Emerging?

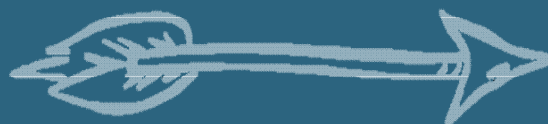
IE is only appropriate when students, parents and caregivers have an interest in demonstrating further evidence of learning and/or would like to have the student's mark eventually translated into a proficiency scale indicator or letter grade/percentage. Otherwise, Standing Granted (SG) or Failed "F" for the course may be more appropriate.

Student needs and goals, course scheduling, and funding implications should be considered before assigning an IE. Here are some examples: a student has recently moved to a new school or district (arriving before term ends); a student is away from school for a significant period; a student is below 50% and needs to provide further evidence.

Context must be considered when assigning an IE; it may not be the most appropriate choice for the student. For students who have not attended regularly, or where the bulk of the learning standards would need to be accounted for, it may be decided that a student needs to retake a course in its entirety (10-12).

Who is responsible for changing an IE to a proficiency/grade if the student is no longer with that teacher?

The teacher who assigned the IE would be responsible. If circumstances change and the teacher is no longer at the school the team (parent, student, principal, other staff) would have to reconvene and revisit the plan.



Descriptive Feedback to Accompany Scale Evidence

Is Descriptive Feedback based on curricular competencies or content or both?

Descriptive feedback consists of strengths-based, written comments or documented conversations that describe student learning and identify specific goals for future growth. Feedback provides evidence of how the student demonstrated their abilities by connecting with real learning experiences that occurred in class. However, the learning standards do not need to be quoted or included in descriptive feedback. Descriptive feedback should instead focus on significant events in the student's growth and learning. It is based on both curricular competencies and content.

What is the volume of the comments needed? (# of points/sentences required)

There is no stated number of required points or sentences. The feedback you are giving should provide enough information to help the parents/guardians understand their child's level of proficiency and the next steps in learning. It should include comments that


- highlight areas of growth in relation to the learning standards, including information about specific supports the student is receiving.
- communicate areas for future growth and provide strategies to further learning.
- are strengths based.
- are concise and don't summarize the learning standards or a teacher's lesson plans.
- use family-friendly language.
- include feedback on student learning habits and engagement.

How will itinerant teachers (Music) provide descriptive feedback; they teach every student in the school?

Music is part of the Arts Education learning area. Therefore, music teachers would provide the classroom teacher with information for one written Learning Update for the year. The district will need to further investigate Music teacher's access to MyEd.

Resources

<https://youtu.be/niyJFL4J35Q>



How is teacher workload addressed considering that some classroom teachers are required to report on 8 or 9 subject areas for 20+ students?

Refer to the Reporting Frequency Chart for the minimum requirements. The district will continue ongoing conversations about the workload and ways to support teachers through the implementation of the ministry reporting order.

Do teachers use gender inclusive language (they/them) in reports?

Just as in practice, teachers would respect individual students' pronouns (she/her, he/him, they/them) in the descriptive feedback. If a teacher is unsure of a students' pronouns, using the students' name throughout the feedback would be respectful.

Can Descriptive Feedback be cross-curricular?

Clustering areas of learning is possible for instructional purposes. The curriculum is designed to enable cross-curricular and interdisciplinary teaching practices. Every area of learning does need to be reported on does need descriptive feedback. 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.

For the two written Learning Updates and the Summary of Learning (and on the Permanent Student Record), teachers are required to assign a separate proficiency scale indicator and/or letter grade and percentage, depending on grade, for each area of learning.

Self-Assessment, Core Competency, Goal Setting in Written Communications

Core Competencies (Communication, Thinking and Personal and Social Awareness) are sets of intellectual, personal, social, and emotional proficiencies all students need to engage in for deep, lifelong learning. Goal setting should begin early in the year and should be revisited through the year. Goals should be informed by student self-reflection and may connect learning with broader career, community, and life aspirations.



What is the format of Core Competency self-assessment? Frequency?

Student self-reflections of Core Competencies and goal setting need to be in at least 2 written Learning Updates and Summary of Learning. There are no specifications on how student self-reflection on Core Competencies is taught or documented; the format and choices of core competencies are flexible.

School staff will discuss and create a school plan for the self-assessments and goal setting. Schools may consider a collective vision for the school and provide common communication for parents at reporting periods.

How many Core Competencies do students need to provide a self-evaluation for?

School's will discuss and create a school plan. There is flexibility in which of the Core Competencies would be part of the self-assessment and it may depend on a classroom or school focus. Although consideration could be given to doing a self-assessment for each core competency, it is not required. For example, there may be a reason for there to only be one area that the school/teacher is focusing on for the year and could do so. The timing and format of core competency and self-reflections is flexible but sharing with parents should align with Written Learning Updates and the Summary of Learning in June. Goal setting does not need to be in relation to the core competencies.



What is the process? What about grade students with multiple courses/cross-enrolled?


Teachers can support students in self-reflection by intentionally noticing, naming, and nurturing the Core Competencies with their learning throughout the year and in all areas of learning.

Schools will establish a plan for completing Core Competencies that aligns with the Written Learning Updates and Summary of Learning reporting periods.


Ways to support self-reflection include




Encourage students to talk about and document strengths and goals regularly



Ask open-ended questions to prompt student self-reflection



Provide opportunities in every area of learning



Develop the language of Core Competencies through experiences and learning

What is the district's or school's plan for alignment?

Schools will establish a plan for completing Core Competencies. Templates are available and common alignment can be considered at the school level. Student self-reflection on goals and core competencies need to be a meaningful process and integrated into the instruction of the curriculum. These decisions are made at the school, not district level.

Communicating to parents – how and what does this mean to parents

Parents need to be informed on how and when they should expect to receive communication and reporting. This information can be shared through class or school letters, during the parent-teacher interviews, and via communication from the classroom teacher. The parents should be alerted how goal setting and sharing of student generated evidence will occur.

Student buy in- How to gain this?

Teachers can support student goal setting by providing guidance through ongoing conversations and feedback.

Supporting student goal setting

- Taking opportunities to talk with students about how self-reflection can support them in setting and achieving their learning goals
- Offering ongoing conversations focused on the student's 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 teachers, or community partners relevant to their goals
- Helping students recognize and celebrate their successes
- Bringing parents and caregivers into the conversation about student goal setting by building a strong home-school connection

[LINK TO CORE COMPETENCIES SUPPORT DOCUMENTS](#)

Resources

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/assessment/developing-and-supporting-student-reflection-and-self-assessment-of-the-core-competencies.pdf>

Requirements based on a Year-Long Calendar

Impact on Quesnel Distance Learning? What is the timeline for K-9?

To satisfy the Reporting Order, four Learning Updates and one Summary of Learning are delivered to parents.

Two written Learning Updates (report cards) must be provided in writing, and can include either digital or printed.

Two informal Learning Updates can be provided in a variety of formats including conferences, in-person or virtual discussions, telephone calls, emails, portfolio entries or written summaries

One Summary of Learning at the end of the school year must be provided in writing, and can include either digital or printed.

What is the impact on QDL Gr. 10-12 and timeline for reporting?

The reporting frequency requirements remain the same but the timeline for 10-12 would depend on when the student started the course.

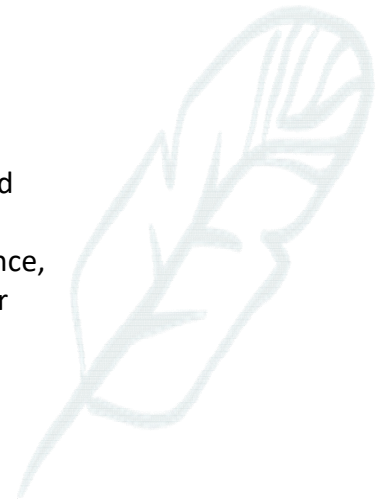


Reporting on Student Behaviour

Do student behaviour/work habits go within the subject area comments? Or, is there a section on the report card? How much of this should be commented on?

Assessment (proficiency / letter grades) for areas of learning should be in relation to the curricular competencies alone. Learning habits are addressed separately from academic learning in teachers' descriptive feedback. No percentage of mark or proficiency consideration is made based on attendance, handing in assignments on time, or class participation. IE would be used for students who have not provided sufficient evidence of learning.

Student Learning Habits and Engagement could be included in the Term Comment in MyEd



Can grades still include a % for participation or effort?

No. A student's mark is in relation to the learning standards alone. Therefore, allotting 10% for participation or 5% for attendance isn't appropriate. Including behaviour in marks unfairly penalizes students and does not accurately reflect students' progress on the Learning Standards.



Sometimes skill development does include safe, responsible behaviour? Isn't this part of their proficiency or mark?

Student Behaviour is not part of their mark. The mark is based on their ability to demonstrate the competency attached to that skill. If the behaviour is interfering with their ability to demonstrate the competency then the behaviour needs to be addressed through other supports. Assessment is about the skill/competency and that is demonstrated. This is what is reflected on the Written Learning update as the proficiency or mark.



Why is behaviour or participation not a learning outcome (learning standards)?

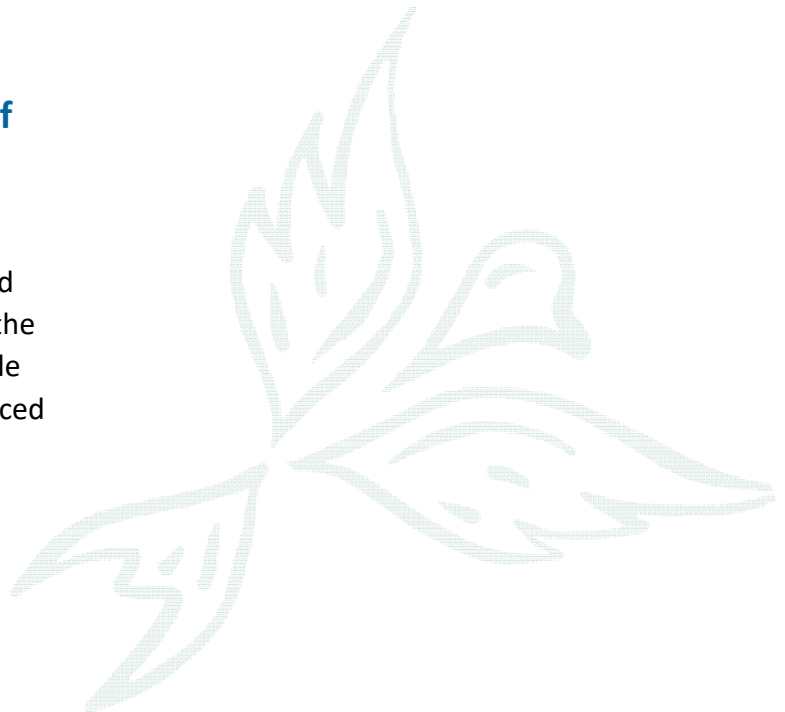
The Ministry of Education redesign of the curriculum separates assessment of the learning standards from student behaviour and participation. Although it is not a learning outcome/standard it is still something teachers could comment on in their descriptive feedback.

Is attendance an underlying requirement?

Although a student may have had poor attendance, a teacher may still have enough information through observations or submitted work to assess their learning and assign a proficiency scale indicator or letter grade and percentage. If there isn't enough evidence refer to the IE section.

Can feedback/plans/goals for improvement include elements of student behaviour?

A teacher could comment on students' behaviour in their descriptive feedback and could outline areas for growth. However, the letter grade/percentage or proficiency scale indicator is separate from, and not influenced by a student's demonstrated behaviour.



Inclusion – Please see [INCLUSIVE EDUCATION REPORTING GUIDE](#)

How do we inform parents about the number of supports?

IEP/Student planning meetings are a good time to have this conversation with parents (if there is an IEP or student plan in place). Informal communication with parents is another opportunity to inform parents as are formal reporting times.



Do IEP's need to reflect all subject areas?

IEPs reflect the individualized goals that the student is working on. For some students this may mean all subject areas; for other students, it will not.

Can students get any level on the scale? We need clarification about IEP goals and the proficiency scale.

Yes, depending on their level of proficiency. A student on an IEP should not be automatically assessed as EMERGING or DEVELOPING, or at a lower grade and percentage because they use supports to access and demonstrate their learning. The use of supports (as identified in an IEP or otherwise) does not mean that they are not adequately meeting the Learning Standards.



What are the changes for students with IEPs?

Students with Individualized Education Plans will be assessed using the Provincial Proficiency Scale. Most students with an IEP can obtain a Certificate of Graduation (Dogwood). Very few students will receive a School Completion Certificate (Evergreen), which is a certificate that represents the completion of individualized learning goals, but does not represent graduation.

How does the Reporting Order impact IEP goals?

The new reporting guidelines/policy does not impact student goals. Goals are set to support the individual needs of the student with the IEP; we will continue with this practice.

How does this impact XIEP?

We no longer use XIEP K-9. The district uses a competency-based IEP model.

How do students (non-verbal, physically dependent) do a self-assessment, goal set or self-reflection?

All students in a class or school community do not have to have self-reflection and goal-setting components that look the same. Completing self-assessment and goal setting is student-dependent and can take various forms. This component should be meaningful to each student and can be personalized to the student's needs and abilities.



How do we report on students who are progressing but not at grade level (non-IEP student: e.g. student in grade 8 working at grade 5 level content)?

Assessment on a proficiency scale indicator is about level of competency, not about perceived grade level.

The reporting guidelines give examples of Universal and Targeted Assessment supports that can be used for all students.

Some students' IEP goals are not "academic goals". What does this look like for reporting?

Resource teachers and teachers will provide descriptive feedback on competency goals. Because all students (including those on IEPs)

must have learning goals, the teachers would use the Proficiency Scale to indicate the student's level of achievement.

Some students on IEPs may require specific assessment supports for their learning. Typically, this includes students with complex needs who have moderate or profound intellectual disabilities. A student whose learning is supported through assessment supports will have individualized learning goals that are substantially different from the Learning Standards outlined in the curriculum and are specifically selected to meet the student's individual needs. These students are assessed in relation to the goals and objectives in the student's IEP.

For example, if a student can demonstrate understanding of a competency using inclusive practices (more time, an audio-book, or an abridged version of a novel, or a condensed unit of science) the student would be assessed based on their demonstration of learning with those supports. This student could be proficient. It is possible that support can be provided and students are still unable to demonstrate the competency and then the student may not be proficient.

LINKS TO SUPPORT

Reporting Policy Framework

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting-framework>

Reporting Policy Presentation

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting-framework>

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>

Unpacking the Proficiency Scale

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/unpacking-the-proficiency-scale-support-for-educators.pdf>

A Framework for Classroom Assessment

<https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/assessment/a-framework-for-classroom-assessment.pdf>

Classroom Assessment and Reporting

<https://curriculum.gov.bc.ca/classroom-assessment>

Communicating Student Learning- Information for Parents and Caregivers

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/english-communicating-student-learning-information-for-parents-and-caregivers-package.pdf>

Brochure for Families

<https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/student-reporting-brochure-for-families.pdf>