

Reporting Guidelines Criteria at a Glance

<u>What's Required</u>	
<u>Reporting Overview</u>	<p><u>5 Communications</u></p> <ul style="list-style-type: none"> • 2 written Learning Updates (In MYED BC) • 2 flexible format Learning Updates • 1 written Summary of Learning (In MYED BC) <p>**Please see the SD57 Reporting Calendar (Page 11/12) for Guidelines on when to send report home</p>
Two Written Learning Updates	<p>Written Learning Updates provide parents and caregivers with responsive and timely information in clear and accessible language about student learning in relation to the <u>learning standards</u> set out in the BC Curriculum</p> <ul style="list-style-type: none"> • Learning Standard = includes both the Curricular Competencies (the skills, strategies, and processes that students develop over time) and the Content (the essential topics and knowledge at each grade level), as set out in the BC Curriculum. <p>Written Learning Updates include the following (K-9):</p> <ul style="list-style-type: none"> • 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 the Provincial Proficiency Scale • Feedback describing the student strengths, areas for future growth, and opportunities for further development • Information about student attendance (auto-generated through MyEd and CSL) • Student-generated content including student self-reflection on the three Core Competencies and goal setting <p>**For more information on subject specific reporting, refer to page 3</p>
2 Informal Learning Updates	<ul style="list-style-type: none"> • Informal Learning Updates formats could include either in-person conference or student-led conference • Other Options include: <ul style="list-style-type: none"> • Virtual discussions • Telephone calls • Emails
One Summary of learning	<p>The Summary of Learning is a written report that describes and summarizes student learning and growth across the year in clear and accessible language. It describes student learning in relation to the Learning Standards at the end of the school year. It includes:</p> <ul style="list-style-type: none"> • Summary of student learning in areas of learning in which the student has studied during the school year, using the Provincial Proficiency Scale • Feedback describing student strengths, areas for future growth, and opportunities for further development • Summary information of student attendance • Student-generated content including student self-reflection on the three Core Competencies and goal setting <p>**For more information on summative reporting guidelines, refer to page 3</p>

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SD 57 Reporting Guidelines

Background & History:

Over the past 5+ years, teachers across SD57 have been exploring alternate, more timely, and more meaningful ways to communicate student learning to families. Recently, the BC Ministry of Education released a new K - 12 Student Reporting Policy Framework. This new Framework provides our district an opportunity to build off our collective learning on student reporting and to create more alignment and consistency across all our schools.

Purpose & Overview:

Our primary purpose of ongoing student reporting is to effectively communicate learning with families to highlight where students are at in their learning, what their next steps are, and how families and teachers can work together to support students in their ongoing learning journeys.

Written Learning Updates (formerly called report cards) are Ministry-required learning updates that are provided to families throughout the school year as another way that teachers inform families around student learning progress.

Written Learning Updates should:

- Be **clear and concise**.
- **Empower students** in taking ownership of their learning.
- Be written in **family-friendly** language.
- Be **strength-based** and focus on each unique student as a **whole learner**.
- Provide an overview of **areas of growth** and **next steps** in learning.
- Be **consistent and aligned** across classrooms, grades, and schools.

K-9 WRITTEN LEARNING UPDATES

Each Written Learning Update must include:

1. Communication of progress of student learning **in all subject/curricular areas currently being studied** using the **Proficiency scales**.
2. Descriptive Feedback on **areas of growth** and **next steps** in learning.
3. Information on **Student Self-Reflection of the Core Competencies and Student Goal setting** (including where families can learn more about their child's learning in this area).
4. *An update on student attendance and work habits*

K-7 Reporting Criteria (Formal and Summative Reporting Minimum Expectations)

Subject	Informal (Fall)	Formal Written	Informal (Spring)	Formal Written	Summative
Literacy	X	X	X	X	X
Numeracy	X	X	X	X	X
Science	Minimum 1 Informal and 1 formal during the year				X
Social Studies	Minimum 1 Informal and 1 formal during the year				X
Physical and Health Education	Minimum 1 formal during the year				X
Career Education	Minimum 1 formal during the year				X
Arts Education	Minimum 1 formal during the year				X
French	Minimum 1 formal during the year				X
ASDT	Minimum 1 formal during the year				X
Core Competencies		X		X	X

Summary of Learning Written Update

Information for this section will be coming soon. There is a committee working to develop consistent guidelines around subject specific written comments for the Elementary Year-end report

Proficiency Scale:

The Proficiency Scale is a Ministry requirement in K-9. Along with descriptive feedback, it is used to support learning throughout the school year.

The four stages on the proficiency scale are **Emerging, Developing, Proficient, and Extending**.

Proficiency scales (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is not yet or is beginning to demonstrate the expected learning.	Student is demonstrating the expected learning with growing consistency.	Student consistently demonstrates the expected learning.	Student consistently demonstrates the expected learning with increasing depth and complexity.
Continuum de progrès d'apprentissage (par rapport aux normes d'apprentissage contenues dans le curriculum)			
Compétence émergente	Compétence en voie d'acquisition	Compétence acquise	Compétence approfondie
L'élève commence à démontrer et/ou n'a pas encore démontré l'apprentissage attendu.	L'élève démontre l'apprentissage attendu avec une cohérence croissante.	L'élève démontre l'apprentissage attendu de façon cohérente.	L'élève démontre l'apprentissage attendu de façon cohérente et avec de plus en plus de complexité.

Further considerations to clarify the stages on the Proficiency Scale

Emerging:

- 'Emerging' may indicate that a student is just beginning to demonstrate learning in relation to the expected Learning Standards, **or** that a student is not yet able to demonstrate learning in relation to the expected Learning Standards.
 - If a student is not yet able to demonstrate their learning due to insufficient evidence, the student can be assigned an "IE" (see 'Insufficient Evidence' section below for more details).
- **Note:** If a student is working with an IEP they should **not** be assessed automatically as 'emerging' because they receive support. If, with the supports laid out in their IEP they are consistently demonstrating learning in relation to the expected Learning Standards, then they should be assessed as 'proficient'.
 - e.g., If in a student's IEP they get support from an adult in writing, the student might be 'emerging' in their writing. However, if they receive that same writing support in science, and for example can demonstrate their learning consistently in relation to the expected Learning Standards in science, then they should be assessed as 'proficient' in that curricular area.

Developing:

- *'Developing' indicates that a student is demonstrating learning in relation to the expected Learning Standards with growing consistency*
- *As students encounter new learning they often progress in their ability to demonstrate their learning over time. When students are provided with **ongoing learning experiences**, they work their way through the **'developing' stage** on the Proficiency Scale Continuum and begin to show greater consistency in their ability to demonstrate the expected learning.*
- *Students assessed as 'developing' may require occasional ongoing support to demonstrate their learning (e.g., a student can estimate reasonably with teacher guidance, but is still growing in their ability to estimate reasonably on their own).*
- *Many students can be 'developing' in their learning. This stage of the scale encompasses students who are beginning to show some consistency in demonstrating the expected learning, as well as those who have shown growing consistency but may still not quite be at the 'proficient' stage.*

Proficient:

- *Students assessed as 'proficient' are able to demonstrate their learning consistently in relation to the expected Learning Standards.*
- *'Proficient' **is not** a 'B' and is also not synonymous with perfection. Students may still require support at times to demonstrate the expected learning, but primarily they are able to demonstrate the expected learning most of the time.*
- *If at the time of the Written Learning Update a student is demonstrating their learning consistently, they should be assessed as 'proficient', even if they required support all throughout the term to get to where they are now. **It's important that students are encouraged to ask for support in order to grow in their learning.***

Extending:

- *'Extending' is a student demonstrating learning (in relation to the expected Learning Standards) with consistency and **increasing depth and complexity**.*
- *'Extending' **is not** an 'A', a bonus, or a reward, and does not necessarily require that students do a greater volume of work or work at a higher grade level.*
- *Teachers support all learners with their ongoing growth, including **supporting students who are 'proficient' in progressing towards 'extending'**.*
- *Teachers can support students in 'extending' in many ways. Below are just some examples on how students can demonstrate their learning with greater depth and complexity:*
 - *By demonstrating their **learning in multiple ways** (e.g., student is able to demonstrate multiple ways of analyzing and interpreting data).*
 - *By applying their **thinking further** (e.g., student comparing two eras in history adds an in-depth comparison of both the historical eras with our current era).*
 - *By applying their learning to **other curricular areas** (e.g., student incorporates mathematical concepts in their artwork).*
 - *By exploring **more complex Learning Standards** (e.g., class is learning about patterns and student is exploring more advanced concepts such as quadratic equations).*
 - *By connecting their learning to their **local and/or global community** (e.g., student learning about the environment takes on environmental activism in their community).*
 - *By **supporting the learning of others** (e.g., student takes a lead role in teaching other students dance concepts in Physical Education).*

Guidance on Using the Proficiency Scale to Support Learning, Assessment, and Communication of Student Learning with Families

Teachers use the Proficiency Scale and descriptive feedback to communicate ongoing student learning during the school year (both through informal learning updates and formal Written Learning Updates).

*Note: **student behavior and engagement must not contribute to a student's assessment on the Proficiency Scale but instead should be highlighted within the written descriptive feedback.***

While students can show “**growth**” (in general) in their learning, the Proficiency Scale is used to specifically evaluate “**progress**” (which is growth in relation to the expected Curriculum Learning Standards - i.e., where they are in relation to where we expect them to be in their learning).

*For example, on a Written Learning Update for a Gr. 5 student, you might highlight their **growth** in the descriptive feedback that notes their ability to use strategies to solve 2-digit multiplication equations; however, when evaluating their **progress** (i.e., growth in relation to Curriculum Learning Standards) they would be assessed as ‘emerging’ on the Proficiency scales (as they are not yet able to use strategies to solve 3-digit multiplication equations - an expectation in the Gr. 5 Learning Standards).*

The following steps outline a recommended process that teachers can use to support ongoing student learning and reporting that makes use of the Proficiency Scale:

1. Teacher identifies **Learning Standards** (Curricular Competencies using the content) for students to explore.
2. Teacher **develops and/or co-creates criteria** relevant to the Learning Standards, **including students in the process** whenever possible.
3. Teacher **models and/or provides examples** of learning in relation to the Learning Standards.
4. Students participate in learning opportunities and experiences that provide them **multiple opportunities** to demonstrate their learning in relation to the Learning Standards.
5. Teacher and students **collect, document, and reflect** on evidence of learning.
6. Teacher assesses and provides students with **ongoing descriptive feedback**.
7. Teacher **collects both formal and informal evidence** on how students demonstrated their learning **to inform their assessment in relation to the Proficiency scales** and to make recommendations to support their next steps in learning.
8. Students are provided with opportunities to **self-reflect and respond to ongoing feedback** to demonstrate their growth and progress over time.

Supporting Students in the Shift from Letter Grades to the Proficiency Scale: Teachers can support students who were previously familiar with letter grades in understanding the Proficiency scales by:

- using the language of the Proficiency Scale with their students through their instruction and real-time feedback;
- verbally giving students descriptive feedback in real time in class so they become familiar with the format of identifying their strengths and their next steps in learning;

- co-constructing assessment criteria with students so they come to understand what “Emerging”, “Developing”, “Proficient”, and “Extending” look like;
- providing students with opportunities to self-assess their own learning using the Proficiency Scale; and
- as a learning task, having students design their own learning activity with assessment criteria.

Descriptive Feedback:

Descriptive feedback empowers students to adjust what they are doing to continue developing their knowledge, skills, and understandings. Knowing where a student is on a scale provides minimal information to families to help students move forward in their learning (e.g., if a student is “developing” in Math, descriptive feedback is needed to help us understand what the student can do and what their next steps are within that curricular area and/or Learning Standard).

Descriptive feedback helps families understand **where their children are in their learning, what their next steps are, and how we can work together to best support** their children in their continued growth.

Quality Descriptive Feedback Criteria:

- highlights specific areas of **growth** and **next steps in relation to the Curriculum.**
- shares any **helpful strategies** and **ways to support** the student (including any additional supports the student may be receiving).
- describes student’s **behaviour**, including **attitudes, work habits, effort, and/or social responsibility** as it relates to their learning.
- is **concise (does not communicate progress on every learning standard, rather provides a few notable strengths and next steps within the various curricular areas).**
- **does not simply note what was taught** (note: Written Learning Updates are about the child and not an overview of the curriculum).
- uses **family-friendly, strength-based language** (as families may vary widely in their familiarity with educational terms and levels of English language proficiency).
- uses **pronouns and names as determined by the student** (see below for more details).

**Note: paragraphs and/or point form can be used for descriptive feedback*

For elementary teachers who are the primary teachers for a group of students across several curricular areas:

- **descriptive feedback** (see criteria above) is to be provided on the *whole child as a learner*, their progress on their *foundational skills (literacy and numeracy)*, as well as **any other areas of significant note** for the student within the overall curriculum.

Some examples of additional “areas of significant note” to consider providing descriptive feedback on for a student within a Written Learning Update:

- a student is extending themselves significantly further in an area such as Art;
- a student is needing significant support to participate in an area such as Physical Education;
- a student has been engaging in a large cross-curricular inquiry throughout the term;
- a student has requested that specific learning they are proud of be shared with their family;
- a student has conferenced with the teacher and the teacher captured their reflection to be included in their descriptive feedback.

For teachers of individual subjects (e.g., prep teachers or teachers of individual curricular areas):

- **descriptive feedback** (see criteria above) is to be provided for each student in relation to the Learning Standards in that individual curricular area on a Written Learning Update (For more information please refer to subject specific reporting).

Pronouns and Names on Written Learning Updates:

When considering which names and pronouns will appear on Written Learning Updates, it is important that the decision **is student-led** and that we determine **from the student** their desired approach.

- In alignment with the Human Rights Code of BC, students have the right to self-identification, and to decide the name(s) and pronoun(s) by which they are addressed. This includes students who have not made official changes to their name and gender identity in MyEdBC.
- While graduation diplomas and transcripts from the Ministry of Education require legal name, Written Learning Updates use the “**usual name**” as listed in MyEdBC.
- Using the same pronoun for all students (e.g., “they”) does not always reflect the pronouns a student may want on their Written Learning Updates, and in cases where there is uncertainty, teachers are encouraged to connect with administrators and/or counsellors for further guidance.

Sample Comment

Stevie, I wanted to take a moment to acknowledge your incredible dedication and willingness to help others. Your helpful nature is truly admirable, and it's clear that you genuinely care about the well-being and success of your peers. Your efforts have made a significant impact on our classroom dynamic, fostering a supportive and collaborative environment. Something I would encourage you to be mindful about is the way you communicate your suggestions and ideas. I believe in your ability to reflect on your actions and make adjustments. You continue to demonstrate an interest for reading. Every day without hesitation, you grab your book and

Board Policy 4117 (Sexual Orientation Gender Identity)

read for the full 20 minutes. As well, you will volunteer to read out loud to any adult, and are even starting to read in front of your classmates. I would like to encourage you to continue nurturing your love for reading by incorporating it into your daily routine. Consistency is key when it comes to developing fluency.

Writing continues to be an area of growth for you. This year a main focus for you has been to add more detail to your sentences. Remembering that the quality of your sentences is more important than the number of sentences you try to generate. Next year, you should continue to work on staying focused on your work in order to successfully complete it. I understand that staying on task can sometimes be challenging, but I believe in your ability to overcome this obstacle and achieve your goals.

Student Self-Reflection of the Core Competencies and Goal Setting:

In the new K-12 Student Reporting Policy, both Written Learning Update and Summary of Learning **must include information on student self-reflection of the Core Competencies and student goal setting** (including where families can learn more about their child's learning in this area).

Process is significantly more important than product when it comes to this requirement. Through ongoing self-reflection and goal setting within the Core Competencies, students gain greater ownership and agency in their learning. In BC's curriculum, Curricular Competencies are all built from Core Competencies. Therefore, by designing learning through Curricular Competencies, Big Ideas, and Content, teachers are already providing students opportunities to learn about and develop their Core Competencies. The key is to **notice, name, and nurture the various Core Competencies** throughout all the learning experiences that teachers design for their students.

Teachers can support goal setting and self-reflection of the Core Competencies by:

- explicitly developing the language of Core Competencies through authentic experiences and learning opportunities within the various Curricular Competencies.
- providing ongoing support and repeated opportunities for students to set goals and reflect on their learning and progress towards their goals.
- designing reflection opportunities that are integrated across the whole curriculum (and not a separate reflection activity that is disconnected from the learning going on in classrooms).

Format and process of the self-reflection and goal setting are determined at the school level.

Throughout the school year, teachers are to build the language and provide students the opportunity to explore all the Core Competencies (Communication, Collaboration, Creative Thinking, Critical Thinking, Positive Personal & Cultural Identity, Personal Awareness & Responsibility, and Social Responsibility).



When it comes to student self-reflection of the Core Competencies there are a variety of approaches teachers and/or schools might take:

- they might support students in reflecting on the various Core Competencies each term or throughout the school year;
- they might choose to support their class in focusing on self-reflection within one specific Core Competency in a given term or throughout the school year,
- they might also provide students agency in allowing them to choose which Core Competency they complete ongoing self-reflection on throughout the term or school year.

Note: this requirement is intentionally noted as a **self-reflection** and not as a self-assessment. Students are engaging in reflection on the Core Competencies to identify growth and next steps, rather than assessing or evaluating where they are on a scale.

Example comment for this requirement on a Written Learning Update:

"We continue to explore Thinking, Communicating, and Personal/Social Core Competencies throughout all of the curriculum. Please see the attached reflection that your child completed on their Core Competency growth and the individual goals they set for themselves."

Another example comment for this requirement on a Written Learning Update:

"This term, the students were introduced to the "Positive Personal and Cultural Identity Competency" which is the awareness and understanding of the facets that contribute to a healthy sense of oneself. Please see the attached reflection for details on your child's goal setting."

ADDITIONAL GUIDELINES

Considerations for Schedule of Written Learning Updates

In the K-12 Student Reporting Policy Framework, schools must provide a minimum of 5 student Learning Updates during the school year: at least **3 Written Learning Updates** (i.e., report cards) and at least **2 informal Learning Updates** (e.g., student-led conferences, parent-teacher conferences, open house, celebrations of learning).

Individual schools will inform their families when they will expect their formal and informal updates throughout the year, using the calendar as a guide.

Elementary Reporting Calendar or Year-Long Courses

September	October Suggested: Informal Update #1- Done by Nov 10	November	December Formal Written Learning Update #1- Sent home by Jan 15
January	February	March	April Formal Written Learning Update 2- Sent home by April 12
May Suggested: Informal Update #2 (i.e. Student-led Conference) Done by May 5	June Summary of Learning	July	August

Secondary Semester Reporting Calendar (Grade 8/9)

September	October Semester 1 Informal Update	November Semester 1 Written Learning Update	December Semester 1 Informal Update (i.e. Intern)
January Semester 1 Summary of Learning	February	March Semester 2 Informal Learning Update	April Semester 2 Written Learning update
May Semester 2 Informal Update (i.e. Intern)	June Semester 2 Summary of Learning	July	August

Considerations Prior to Written Learning Updates Going Home

Teachers and students communicate student learning with families throughout the school year so that families are well-informed about their children’s learning progress prior to Written Learning Updates going home.

Written Learning Updates can be supported by (optional):

- sending families a separate learning overview (e.g., course outline or term overview) prior to Written Learning Updates being sent home.
- communicating student learning with families throughout the year through a variety of formats such as: sending home learning evidence, providing progress reports, sharing digital or paper-based portfolios, etc.
- informing families about the Learning Standards and experiences that their children are engaging in throughout the term (note: Written Learning Updates are about the child and not an overview of the curriculum).
- having conversations with families prior to Written Learning Updates going home, particularly if there is insufficient evidence of learning for the teacher to accurately assess a student and/or there are significant concerns about a student’s learning progress.

Considerations for Students on Individualized Education Plans (IEPs)

An Individual Education Plan (IEP) is a documented plan developed for Ministry-designated students with exceptional needs that describes individualized goals, adaptations, modifications, services to be provided, and measures for assessing achievement.

As with all other students, each Written Learning Update for a student on an IEP should describe the student's **growth** and **next steps**, as well as **strategies/supports** provided to the student to support their ongoing learning.

*A copy of the IEP **does not need to go home** with the Written Learning Update, given that a copy of a student's IEP is sent home at the beginning and at the end of the school year, and any time significant changes or updates are made to the goals/objectives in their IEP.*

Written Learning Updates requirements for students on IEPs:

K-9 IEP Scenario	Assessment on Proficiency scales	Comment to be provided within a whole term comment or within each subject area that is supported by the IEP.
Student working on grade-level Learning Standards	Student is assessed on grade-level Learning Standards	"This assessment reflects progress with the supports as noted in the student's Individualized Education Plan (IEP). See IEP for more details."
Student working on below grade-level Learning Standards	*Student is assessed on the below grade-level Learning Standards that they are working on	"This assessment reflects progress on personalized learning standards outlined in the student's IEP, rather than grade level learning standards. See IEP for more details."
Student working on Social and Emotional Learning Goals (H or R designation)	Student is assessed on grade-level Learning Standards	Additional services are being provided to support the social emotional goals in the student's Individualized Education Plan (IEP). See IEP for more details.

***Note:** for students on IEPs working on different or below grade-level Learning Standards, **we are required by the Ministry to assess them based on the Learning Standards they are working on** (and not by the Learning Standards of the grade they are in).

Reminder: Students working with the supports of an IEP may not necessarily be 'emerging' on the Proficiency scales. If with the supports noted in their IEP they are showing grade-level proficiency they should be assessed as 'proficient'.

Example: If a student receives direct support in their IEP to support their classroom interactions, they may at the same time be able to consistently demonstrate the expected Learning Standards in Math, and would therefore be assessed as 'proficient' in Math.

Example: If a student receives direct support in writing in their IEP, they may be 'emerging' in their writing, but with that same writing support they may be demonstrating the expected Learning Standards in Science with growing consistency and would therefore be assessed as 'developing' in Science.

Considerations for English Language Learning (ELL) Students

The following are student reporting guidelines for students who are accessing English Language Learning (ELL) supports. At each reporting period:

- **ELL teachers:** all students on an AIP (Annual Instruction Plan) who are receiving ELL supports will have an “**ELL Support**” course attached to them in MyEdBC for ELL teachers to provide a comment which should include descriptive feedback on:
 - the language development services the student is receiving and in which subject areas
 - the student’s literacy goals
 - ways that families can support the student in their learning
 - ***note: a copy of the student’s AIP does not go home with the Written Learning Update***
- **Classroom teachers:** as with all other students, each Written Learning Update for any ELL students should describe the student's **growth** and **next steps**, as well as **strategies/supports** provided to the student to support their ongoing learning.

Further Student Reporting Guidance for Classroom Teachers with ELL Students

All students receiving ELL supports are to be assessed on grade-level Learning Standards, even if they are working on below grade-level Learning Standards, as they do not have a Ministry-designated IEP.

For ELL students working on below-grade level Learning Standards in a given subject area, they would be assessed as ‘**emerging**’ on their Written Learning Update as they are not yet demonstrating learning in relation to the Learning Standards for the given grade and subject area.

Reminder: ELL students receiving direct support may not necessarily be ‘emerging’ on the Proficiency Scale. If with the ELL supports provided, a student is showing grade-level proficiency they would be assessed as ‘proficient’.

Example: If a student receives direct support from their ELL teacher or other support staff, they may at the same time be able to consistently demonstrate the expected Learning Standards in Math, and would therefore be assessed as ‘proficient’ in Math.

Example: If a student receives direct ELL support in reading, they may be ‘emerging’ in their reading, but with that same reading support they may be demonstrating the expected Learning Standards in Science with growing consistency and would therefore be assessed as ‘developing’ in Science.

Considerations for Insufficient Evidence of Learning (IE)

The “IE” symbol is used to alert parents/caretakers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards. This means that teachers do not have enough information (observations, conversations, and products) to adequately and accurately assess a student. The "IE" symbol may be used on any Written Learning Update.

Some examples of when an “IE” symbol might be required due to insufficient learning evidence:

- when a student has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term/semester).
- when a student has been ill or away from school for a significant period of time (e.g., prolonged student illness, travelling for several weeks, absent for the majority of a given term/semester, etc.).
- when a student has not demonstrated significant learning evidence (observations, conversations, and products) for the teacher to provide an accurate assessment.

Teachers and families work together when a potential assessment issue arises related to insufficient evidence of learning. When an "IE" reporting symbol has been assigned, teachers, students, and parents/caretakers work together to discuss the situation, including the subject areas where evidence of learning is unavailable, the potential needs of the student and possible solutions and supports. Where applicable, teachers should provide a clear timeline for resolution, student needs, and a specific plan of action to arrive at a possible solution.

At times, there may be insufficient evidence of learning at the end of the school year. K-9 students with insufficient evidence at the end of the school year can be provided an “IE” in the applicable subject areas on their Written Learning Update with a comment explaining the circumstances for insufficient evidence. Teacher(s), principal/vice-principal(s), and School-Based Teams work together to determine the best course of action (including determining promotion to the next grade).

Written Learning Update Samples

As we adopt the new K-12 Student Reporting Policy Framework, and create alignment and consistency with student reporting across all our schools, we require a centralized location for student reporting, student attendance, and student tracking. MyEducationBC (MyEdBC) is the Student Information System used by the Ministry of Education and all districts in British Columbia, and is the centralized location for student reporting in School District 57.

Grade 8/9 Example

July 14, 2023

Rachel Bond (null)

Learning Update

Reporting up to: July 14, 2023

Rachel Bond

PEN: null

Grade 08



D.P. Todd Secondary
4444 Hill Ave
Prince George, BC
V2M 5V9
250-562-9525

School Message

This is where the school message would be.

Student Plans And Programs

Individual Education Plan

Student Self-Assessment of Core Competencies

Please see the attached document to review your child's self reflection and goal setting for the core competencies.

	EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The Provincial Proficiency Scale	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.

	ÉMERGENTE	EN VOIE D'ACQUISITION	ACQUISE	APPROFONDIE
Échelle de compétence du Ministère	L'élève démontre des capacités minimales pour mettre en pratique les compétences et les concepts en lien avec l'apprentissage visé.	L'élève démontre des capacités intermédiaires pour mettre en pratique les compétences et les concepts en lien avec l'apprentissage visé.	L'élève démontre de solides capacités pour mettre en pratique les compétences et les concepts en lien avec l'apprentissage visé.	L'élève démontre des capacités exemplaires pour mettre en pratique les compétences et les concepts en lien avec l'apprentissage visé.

ENGLISH LANGUAGE ARTS 8

Term: PROFICIENT

Final: **PROFICIENT**

Mr. C Conkle

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/8>

Rachel is a kind and considerate student who works hard to make sure her projects are completed to the best of her abilities. Her demonstrated a good understanding of the mechanics of writing, as well as reading comprehension with her final projects. However, this semester she struggled with due dates and losing assignments. For future years, I encourage her to keep a calendar to help with organization. Have a wonderful summer!

MATHEMATICS 8 Ms K Gildersleeve https://curriculum.gov.bc.ca/curriculum/mathematics/8	Term: DEVELOPING Final: DEVELOPING
Rachel had a great start to this course and was proficient when communicating her mathematical thinking and explaining the strategies she used to solve problems. The last two units on fractions and ratios have been significantly difficult for Rachel. When Rachel is an active participant during lessons she is much more successful. This learning trait will be important for her going into next year. Have a great summer, Rachel!	
SCIENCE 8 Mr J Hurley https://curriculum.gov.bc.ca/curriculum/science/8	Term: EXTENDING Final: EXTENDING
This term, Rachel once again showed her passion as a scientist and consistently extended her thinking and learning as we explored a variety of physics concepts. Rachel consistently demonstrates an ability to plan, conduct, and evaluate experiments and often adds additional elements to analyze in the experiments to develop a deeper and more complex understanding of how physics works all around us. We will continue to support Rachel in her next steps by challenging her with more complex concepts and providing her opportunities to innovate and generate new ideas as we begin to explore our solar system.	
SOCIAL STUDIES 8 Mr M Pitt https://curriculum.gov.bc.ca/curriculum/social-studies/8	Term: PROFICIENT Final: PROFICIENT
Rachel is a hardworking and friendly student who enjoys connecting with her peers. She has shown an increase in confidence throughout the semester as she expanded her social network in the classroom. Rachel works hard to complete tasks to the best of her ability and has consistently opted to take an extra evening to complete her work rather than submitting work that is rushed. It has been a pleasure getting to know Rachel throughout Social Studies 8.	

ATTENDANCE RECORD FOR 2023														Teacher's Signature
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total	
ABSENT	0	0	0	0	0	0	0	0	0	0	0	0	0	Principal's Signature
LATE	0	0	0	0	0	0	0	0	0	0	0	0	0	

Elementary Sample to Come in Early October

K-12 Reporting Webinar Series:

[Module 1: What is Student Reporting](#)

[Module 2: Why is Student Reporting Changing](#)

[Module 3: What is Required](#)

[Module 4: The Provincial Proficiency Scale and Letter Grades \(Coming Soon\)](#)

[Module 5: Descriptive Feedback](#)

[Module 6: Self Reflection, Core Competencies and Goal Setting](#)

[Module 7: Promising Assessment Practices](#)

[Module 8: Supporting Parents and Care Givers](#)

Proficiency Scale Resources (Language to support descriptive feedback)

- Samples of descriptive feedback sentence starters as well as subject specific examples:

<https://surreyschoolsone.ca/teachers/csl/reporting-support/secondary/>

Written Learning Update Sentence Starter for Proficiency Scales

Emerging
<ul style="list-style-type: none">• is beginning to• with support can• with direct support can• is starting to• with support is trying• is just starting to• has partially met of few of the criteria• has a beginning understanding of a few of the concepts and competencies related to• Frequent and regular support has helped _____ on the path to more complete understanding

Developing
<ul style="list-style-type: none">• is able to ___ at a basic level/in familiar situations• with support shows an understanding of• is independently working towards• sometimes can• sometimes can independently• with prompting is able to• is developing• is aware of• is striving to• understands many aspects of some of the concepts and competencies and have familiarity with others• has developed parts of the competencies related to• applies understanding in specific situations• has partially met some of the criteria• has gained a deeper and more thorough understanding of the concepts and competencies with frequent support

Proficient
<ul style="list-style-type: none"> • is able to demonstrate • consistently demonstrated the ability to is competent with • is (independently) able to • can describe ____ with detail and accuracy • understands this concept and related competencies • 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 and/or detail • takes advantage of support in order to help develop a solid understanding

Extending
<ul style="list-style-type: none"> • is innovative when • creatively and insightfully • in complex situations is able to • is strategic • extends learning by • consistently • to a high degree • has gone deeper than typical in their explorations • shows in-depth understanding • 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

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> • is beginning to • with support can • with direct support can • is starting to • with support is trying • is just starting to • has partially met of few of the criteria • has a beginning understanding of a few of the concepts and competencies related to • frequent and regular support has helped 	<ul style="list-style-type: none"> • is able to___at a basic level/in familiar situations • with support shows an understanding of • is independently working towards • sometimes can • sometimes can independently • with prompting is able to • is developing • is aware of • is striving to • understands many aspects of some of the concepts and competencies and have 	<ul style="list-style-type: none"> • is able to demonstrate • consistently demonstrated the ability to • is competent with • can describe ____with detail and accuracy • understands this concept and related competencies • demonstrates a comprehensive understanding of • can clearly communicate your understanding 	<ul style="list-style-type: none"> • is innovative when • creatively and insightfully • in complex situations is able to • is strategic • extends learning by • consistently • to a high degree • has gone deeper than typical in their explorations • shows in-depth understanding • is highly skilled at

<p>_____ on the path to more complete understanding</p>	<p>familiarity with others</p> <ul style="list-style-type: none"> • has developed parts of the competencies related to • applies understanding in specific situations • has gained a deeper and more thorough understanding of the concepts and competencies with frequent support 	<ul style="list-style-type: none"> • 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 and/or detail • takes advantage of support in order to help develop a solid understanding 	<ul style="list-style-type: none"> • 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
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Reporting Guidelines Documents

- [K-12 Student Reporting Policy Presentation \(PDF\)](#)
- [K-12 Student Reporting Policy: Communicating Student Learning Guidelines \(PDF, 8.8MB\)](#)
- [Suivi des acquis scolaires de la maternelle à la 12e année- Principes de communication des acquis \(PDF, 9.1MB\)](#)
- [Unpacking the Proficiency Scale - Support for Educators \(PDF\)](#)
- [Comprendre l'échelle de compétence - Guide de l'enseignant \(PDF\)](#)
- [Criteria and Considerations for Written Reports - Considerations for Educators \(PDF\)](#)
- [Critères et éléments à prendre en compte pour les rapports écrits - Guide de l'enseignant \(PDF\)](#)

Resources for Parents

- [Parent and Caregiver Information Sheet - How will I know how my child is doing \(PDF\)](#)
- [Parent and Caregiver Information Sheet - What is my child learning \(PDF\)](#)
- [Parent and Caregiver Information Sheet - Why is my child not getting letter grades \(PDF\)](#)
- [Parent and Caregiver Information Sheet - What is descriptive feedback \(PDF\)](#)
- [Parent and Caregiver Information Sheet - Why is my child self-assessing and setting goals \(PDF\)](#)
- [Parent and Caregiver Information Sheet - How will I know my child is on track to graduate \(PDF\)](#)

Parent Resources in French

- [Ce que l'élève apprend \(PDF\)](#)
- [Comment connaître les résultats de l'élève? \(PDF\)](#)
- [Bulletins scolaires avec et sans cotes \(PDF\)](#)
- [L'appréciation \(PDF\)](#)
- [Réflexion et choix d'objectifs de l'élève \(PDF\)](#)
- [Sur la voie du diplôme d'études secondaires \(PDF\)](#)

References

K-12 Student Reporting Policy-Communicating Student Learning Guidelines: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/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 Student Reporting Policy: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting>

Central Okanogan:

<https://www.assessment.sd23.bc.ca/reporting>