

Reporting Guidelines Criteria at a Glance

<u>What's Required</u>	
<u>Reporting Overview</u>	<u>5 Communications</u> • 2 written Learning Updates (In MYED BC) • 2 flexible format Learning Updates • 1 written Summary of Learning (In MYED BC) **Please see the SD57 Reporting Calendar (Page 11/12) for Guidelines on when to send report home
Two Written Learning Updates	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 • 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. Written Learning Updates include the following (K-9): • 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 **For more information on subject specific reporting, refer to page 3
2 Informal Learning Updates	• Informal Learning Updates formats could include either in-person conference or student-led conference • Other Options include: • Virtual discussions • Telephone calls • Emails
One Summary of learning	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: • 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 **For more information on summative reporting guidelines, refer to page 3

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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.

K-9 WRITTEN LEARNING UPDATES
<u>Each Written Learning Update must include:</u> 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. <i>An update on student attendance and work habits</i>

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
French Immersion (English Updates)	Minimum 1 formal during the year				X
Core Competencies		X		X	X

Summary of Learning Criteria

- **Teacher Overall Comment**
 - Descriptive feedback on the whole child as a learner, work habits, and progress on foundational skills
 - You have commented on this twice, this year, so keep it brief and focus on highlights.

Ministry Reporting Guideline's for the Summary of Learning requires all subject areas be reported on using the provincial proficiency scale accompanied with descriptive feedback.

- Comments can be made in subject specific boxes, or can be put in the overall teacher comment box.

Written Learning Updates Comments should:

- Be **clear and concise**.
- highlight specific areas of growth in relation to Learning Standards
- 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.
- can be in point form
- do not simply note what was taught (note: Written Learning Updates are about the child and their strengths and stretches)

- use family-friendly, strength-based language (as families may vary widely in their familiarity with educational terms and levels of English language proficiency)
- Include 2-3 ways learning can be supported over the summer
 - there does not need to be a Way to Support Learning for every subject area
 - focus on Literacy and Numeracy strategies when applicable
 - share specific strategies guardians can do at home

***Note 1- criteria for writing descriptive feedback is the same for both Learning Updates and the Summary of Learning. [Samples](#) are in the appendix of this document.

***Note 2 - proficiency scale marks on the summative report are cumulative. There is more flexibility with the descriptive feedback. This feedback can be based on learning that has happened since the last Learning Update, or focus on highlights from previous learning in the year.

Core Competency Reporting: These are the same guidelines as previous Learning Updates. You could have students summarize their progress in relation to aspects in each Core Competency, or you can choose one Core Competency to focus on.

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***.

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, or has not yet, demonstrated 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).

F Letter Grades

- The use of an F letter grade in K-9 is a rare circumstance. In the case that a classroom teacher thinks that an appropriate grade is an F, a meeting with parents, Principal or Vice Principal and School Based Team must take place. An F letter grade should only be given if a student is going to be retained in the same grade or subject. *This decision must be made in the best interest of the student.*
- **Before an F letter grade can be given, all district procedures for Insufficient Evidence (IE) must take place (see appendix for IE best practice)**
- For all other instances, EMERGING should be used as the indicator.
- **Important note:** As outlined in the Ministry Reporting Policy, students who have not yet demonstrated learning in relation to the learning standards can be assessed as EMERGING.

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 can use the “**usual name**” as listed in MyEdBC. This can be done on a student by student case.
- 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 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.

Board Policy 4117 (Sexual Orientation Gender Identity)

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 6	November Primary Report Writing Day: Nov 20	December Formal Written Learning Update #1- Sent home by Jan 8
January	February Primary Report Writing Day: Feb 22	March	April Formal Written Learning Update #2- Sent home by April 9
May Suggested: Informal Update #2 (i.e. Student-led Conference) Done by May 7	June Primary Report Writing Day: June 4 Intermediate Report Writing Day: June 7 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).

[See IE best practice document in appendix for more information](#)

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

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 ProgramsIndividual 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.

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.
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Échelle de compétence du Ministère

ÉMERGENTE EN VOIE D'ACQUISITION ACQUISE APPROFONDIE

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.
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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 Samples (K-7)

Learning Update

Reporting up to: November 15, 2023

Marney Buyken

PEN: 193368412

Grade KF

Tatain Ghafoorimoghaddam



Blackburn Elementary
1051 East 5th St Rd
Canyon Creek, BC
V8Z 7L3
250-936-8633

Student Plans And Programs

Individual Education Plan ☐

Teacher Overall Comment

Marney's Strengths:

- continues to work hard in all subject areas
- is a sweet, kind, caring, and respectful member of our classroom and school community.
- enjoys coming to school, as well as learning and building skills through our classroom jobs.
- continues to build positive friendships with her peers.
- consistently works hard and completes her tasks to the best of her abilities.
- is always excited to share her learning, thoughts, and ideas about our classroom discussions and activities with me.

Marney's Stretches/Areas for Growth:

- Marney is working on expanding her early literacy and numeracy skills. She knows most of her letter sounds and we are now working on blending (c-a-t is cat) and segmenting (lid is l-i-d) words, as well as beginning to build her sight word vocabulary.

Ways to Support Marney's Learning

- at home, Marney can practice her Word Sorts as well as read with someone daily.
- practicing counting with Marney at home as well as putting numbers together and taking them apart will continue to develop Marney's numeracy skills (i.e. seven forks and three spoons is ten; eight cookies take away seven cookies leaves one cookie; etc.) .

Keep up the wonderful support you provide!

The Provincial Proficiency Scale

EMERGING DEVELOPING PROFICIENT EXTENDING

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.

APPLIED DESIGN SKILLS AND TECHNOLOGIES K

Term: PROFICIENT

Mr A Bond

<https://curriculum.gov.bc.ca/curriculum/adst/k>

Marney is able to work with others to build ideas with a variety of materials. She demonstrates the ability to discuss designs and apply modifications.

ARTS EDUCATION K	Term: PROFICIENT
Mr A Bond https://curriculum.gov.bc.ca/curriculum/arts-education/k	
Marney is a skilled and creative artist. She engages enthusiastically in artistic projects. With minimal support, Marney independently completes art projects while consistently adding complexity to her ideas.	
CAREER EDUCATION K	Term: EXTENDING
Mr A Bond https://curriculum.gov.bc.ca/curriculum/career-education/k	
Marney is skilled at navigating personal relationships and managing the expected conflict that occurs in relationships in the classroom. She easily follows the rules, routines, and responsibilities of the classroom and the school. Marney takes risks to build her skills and knowledge.	
ENGLISH LANGUAGE ARTS K	Term: PROFICIENT
Mr A Bond https://curriculum.gov.bc.ca/curriculum/english-language-arts/k	
Marney consistently demonstrates understanding of early literacy skills such as letter sounds and rhyming. Marney is skilled at letter formation. She consistently uses classroom supports such as brainstormed lists to support her writing. Marney engages in classroom discussions, asks relevant questions, and is able to show her understanding of texts we explore in the classroom.	

MATHEMATICS K	Term: PROFICIENT
Mr A Bond https://curriculum.gov.bc.ca/curriculum/mathematics/k	
Marney shows consistent understanding of math ideas. She is able to build patterns that changes two to three attributes (i.e. shape, size, direction, action, number). She can identify the core of repeating patterns and she is skilled at building a variety of patterns (aab, aabb, abc, abcd). Marney can name patterns and transfer them to other attributes. She shows a good understanding of numbers to ten and is working to build her knowledge of numbers from eleven to twenty.	
PHYSICAL AND HEALTH EDUCATION K	Term: PROFICIENT
Mr A Bond https://curriculum.gov.bc.ca/curriculum/physical-health-education/k	
Marney participates enthusiastically in physical education activities. She is skilled at using a variety of small equipment and she exhibits great sportsmanship in the gym.	

SCIENCE K	Term: PROFICIENT
Mr A Bond https://curriculum.gov.bc.ca/curriculum/science/k	
Marney engages in classroom science activities enthusiastically and skillfully. She loves exploring science ideas. Marney can identify seasonal cycle changes of plants and animals. She also asks questions about our learning and demonstrates good understanding of most ideas we explore.	
SOCIAL STUDIES K	Term: PROFICIENT
Mr A Bond https://curriculum.gov.bc.ca/curriculum/social-studies/k	
Marney is skilled at discussing and analyzing her roles and responsibilities in her family and her school community. Marney has learned conflict resolution skills through the Kelso's Choices program and she is able to consistently apply these strategies in her interactions with others at school.	

Sample 2



Learning Update

Reporting up to: November 15, 2023

Xzandra Brocke

PEN: 150228385

Grade 02

Johao Siebolts



Blackburn Elementary
1051 East 5th St Rd
Canyon Creek, BC
V8Z 7L3
250-936-0633

Student Plans And Programs

Individual Education Plan ☐

Teacher Overall Comment

Brocke is an enthusiastic learner who brings positive energy and a smile to the classroom each day. She enjoys socializing with peers, and any activities where she gets to move her body. When excited, Brocke can find it challenging to control her enthusiasm and has had many collisions with peers, slips, trips and falls. However, she has been working to control her body in all classroom situations and there has been a lot of improvement lately. Brocke continues to work hard in most subject areas, and has recently shown a lot of growth in her reading fluency. It has been a pleasure getting to know Brocke so far this year.

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.

ARTS EDUCATION 2

Term: PROFICIENT

Mr A Bond

<https://curriculum.gov.bc.ca/curriculum/arts-education/2>

During our Drama and Art activities Brocke showed:

- great expression during our Readers Theatre presentations.
- attention to detail when completing directed drawings
- creativity during our pumpkin carving and creations projects using objects we found on our nature walk

CAREER EDUCATION 2

Term: DEVELOPING

Mr A Bond

<https://curriculum.gov.bc.ca/curriculum/career-education/2>

- although Brocke is very enthusiastic in learning situations, she is working to slow down to catch little mistakes in work.
- Brocke is getting much better at communicating her learning strengths and challenges. Her goal in the coming months is to utilize the self-regulation strategies we have learned so she can minimize distractions.

ENGLISH LANGUAGE ARTS 2 Mr A Bond https://curriculum.gov.bc.ca/curriculum/english-language-arts/2	Term: DEVELOPING
Brocke's strengths in reading and writing are: -consistent comprehension when stories are read aloud to her -excellent expression reading aloud when the text has been practiced repeatedly -getting much better at recognizing patterns in CVC words -correct formation of all letters in the alphabet -starting to add more detail to make her writing so it is more interesting for the reader Areas to Focus on/Ways to Support Learning: -increasing the number of strategies she uses when figuring out unknown words. -remembering the strategies we use during our phonics lessons (focus on the middle and end sounds of unknown words) -make reading a consistent part of her routine at home. The more she reads books at her level, the easier reading will become. -use RAZ kids to practice fluency and comprehension -visit the library and take books out regularly. Reading the books with her and talking about the main ideas and characters or events will help increase her comprehension	
MATHEMATICS 2 Mr A Bond https://curriculum.gov.bc.ca/curriculum/mathematics/2	Term: PROFICIENT
Brocke's Strengths in Math are: -skip counting by numbers to 6 -communicating the mental math strategies she uses to solve addition and subtraction facts to 20 -communicating and explaining pattern rules and completing patterns -using pictures and number lines to represent numbers to 100 Areas to Focus on/Ways to Support -using benchmarks to estimate sums when adding numbers to 100 -giving Brocke money (nickels, dimes and quarters) and have her count various quantities. Or give Brocke an amount and have her build that figure using the least or the most number of coins.	
PHYSICAL AND HEALTH EDUCATION 2 Mr A Bond https://curriculum.gov.bc.ca/curriculum/physical-health-education/2	Term: DEVELOPING
Brocke strengths are: -participating with sportsmanship and fair play in all activities -setting, monitoring and reflecting on her health and wellness goal of being active for 30 minutes a day -Brocke excelled in soccer activities, showing proper technique and foot position in shooting and passing Area to Focus on: -controlling her body in games such as dodgeball, tag and other minor games. When Brocke gets out of control, she often falls and hurts herself, or bumps or runs into peers.	

SCIENCE 2

Term: PROFICIENT

Mr A Bond

<https://curriculum.gov.bc.ca/curriculum/science/2>

In our units on life cycles of plants and animals and force and motion, Brocke showed:

- great understanding of life cycles of both plants and animals, and was able to outline the life cycles of caterpillars, pine tree's and bears.
- was able to explain how different surfaces (i.e. concrete, ice, water) impacts how much force is needed to move objects.

Sample 3



Learning Update

Reporting up to: November 15, 2023

Blendon Charney

PEN: 141656736

Grade 07

Maddix Sanchezenriquez



Blackburn Elementary
1051 East 5th St Rd
Canyon Creek, BC
V8Z 7L3
250-936-8633

Student Plans And Programs

Individual Education Plan ☐

Teacher Overall Comment

Blendon is a kind and considerate individual who consistently demonstrates empathy towards his peers. When Blendon is focused, he is extremely successful; However, he can find it challenging to show this trait consistently. This is usually due to socialization or reading one of his favorite novels. Although reading is important, his insatiable desire to read all the time can lead to misunderstanding of assignment tasks and confusion about goals and objectives in activities.

Strengths

When focused, Blendon shows excellent comprehension and critical thinking in a variety of different subjects. Blendon reads fluently at grade level and applies his comprehension skills to both fiction and non-fiction text. He was able to analyze and present arguments effectively in Social Studies when learning about Ancient Civilizations, using the knowledge he learned about the Roman Empire and applying it to his personal project on Egypt. He showed these same skills when investigating natural selection and the survival needs of living things in Science. Blendon also showed these attributes in Math. He was able to show detailed work to explain his thinking and had success in most topics.

Areas for Growth/Ways to Support Learning

Blendon prefers to write his responses in all subject areas and provides excellent description and detail in his writing. However, he does anything possible to avoid sharing ideas in front of the class. Blendon is encouraged to take small steps to overcome this challenge as there will be times when he needs to make oral presentations. Giving Blendon opportunities to share his thinking about topics to family members or relatives will help develop his oral speaking confidence. You could give him a topic to research, or let him research something he is interested in and have him give you a 5 minute presentation. This will be challenging at first, but with practice will get much easier.

Blendon worked hard during our bridge building unit, but often got discouraged when things didn't go as planned. He had similar setbacks when his art creations didn't meet his level perfection, and in science when building models of different fossils and rocks. Blendon needs to accept that learning is about making mistakes, and it's how we react to those mistakes that defines us as learners.

In Physical Health and Education and Careers, Blendon was able to develop wellness and physical health goals with a clear plan and steps for success. Blendon wanted to increase his participation in all activities; However, he found it difficult to follow through with his plan. Blendon doesn't particularly enjoy many games, sports or activities in gym, which made this hard to achieve. Blendon did enjoy many of the plyometric and fitness station activities. A membership at a fitness center might be a great way to stay active over the winter break.

In Math, the one area that Blendon seemed to struggle in was equations with decimals. Giving him multiplication and divisions questions involving decimals, or having him spend time practicing on Prodigy would be a good way to keep these concepts fresh.

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.

APPLIED DESIGN SKILLS AND TECHNOLOGIES 7 Mr A Bond Abramlance Askariabnavi https://curriculum.gov.bc.ca/curriculum/adst/7	Term: DEVELOPING
ENGLISH LANGUAGE ARTS 7 Mr A Bond Abramlance Askariabnavi https://curriculum.gov.bc.ca/curriculum/english-language-arts/7	Term: PROFICIENT
MATHEMATICS 7 Mr A Bond Abramlance Askariabnavi https://curriculum.gov.bc.ca/curriculum/mathematics/7	Term: PROFICIENT
PHYSICAL AND HEALTH EDUCATION 7 Mr A Bond Abramlance Askariabnavi https://curriculum.gov.bc.ca/curriculum/physical-health-education/7	Term: DEVELOPING
SCIENCE 7 Mr A Bond Abramlance Askariabnavi https://curriculum.gov.bc.ca/curriculum/science/7	Term: PROFICIENT
SOCIAL STUDIES 7 Mr A Bond Abramlance Askariabnavi https://curriculum.gov.bc.ca/curriculum/social-studies/7	Term: PROFICIENT

Resources for Educators

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
• 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
• 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

- 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

- 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
• 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	• 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 able to demonstrate • consistently demonstrated the ability to • is competent with • can describe ____ with detail and accuracy • understands this concept and related competencies	• is innovative when • creatively and insightfully • in complex situations is able to • is strategic • extends learning by • consistently • to a high degree

• 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	• 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 gained a deeper and more thorough understanding of the concepts and competencies with frequent support	• 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	• 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
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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 Okanagan:

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

School District 57-Insufficient Evidence Best Practice

What is Insufficient Evidence (IE)?

As per the BC Ministry of Education and Childcare K-12 Reporting Policy document, Insufficient Evidence is:

- When a student has not provided sufficient evidence of learning in relation to the learning outcomes for the course.
- 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. This means that teachers do not have enough information to adequately assess a student.
- Not always be the most appropriate letter grade to assign. Student needs and goals and course scheduling should all be considered before assigning an IE.
- 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 and percentage. Otherwise an "SG", "W", "F" or another scale indicator or letter grade may be more appropriate.

Examples of Insufficient Evidence:

- A student has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term)
- A student has been away from school for a significant period of time
- A student who is below 50% and needs to provide further evidence of learning to pass a course

Who is responsible for an IE Plan?

Ultimately, the school team (i.e. classroom teacher, resource teacher, counsellor, grad coach, P/VP) are responsible for the IE plan. Wherever possible, grades of IE should be given before semester end (i.e. interim), with a detailed plan of how the student can achieve a minimum level of achievement for a given course. During the semester, the classroom teacher would consider the learning that has taken place, and outline the essential learning standards that are still needed. This plan would need to be communicated to school administration, students and parents in a formal report. If an IE should remain in place after the semester ends, the student has up to one year to complete the work that has been outlined by the classroom teacher. One year is the maximum amount of time, and it would be up to the school team to determine the timeline and plan for each specific student. It is important to note that the goal at semester end is to convert an IE to a letter grade or proficiency scale, and an IE would only remain in place for select cases. Classroom teachers should consult their administration to determine the best course of action for students.

In the case that an IE remains in place after semester end, secondary schools currently have systems to monitor IE plans and progress which can include:

- Course recovery or learning center blocks
- For select cases, school staff (i.e. Graduation Coaches or Counsellors, teaching staff) will monitor the plan
- Principals and Vice Principals may also play be responsible for monitoring certain students and their IE plan

Recommended actions for students struggling in courses

- Classroom teachers to communicate with families and school teams early in the course if there is insufficient evidence of learning
- Outline and communicate IE action plans (i.e. at parent teacher conferences, interim, etc) so there are no surprises at semester end
- Discussing specific cases with school administration to determine the best course of action

Assigning grades to students in Grade 8/9

As stated above, Insufficient Evidence does not fit every student situation.

Students who are not yet demonstrating learning in relation to the learning standard can be assessed as emerging as stated in the Ministry of Education and Childcare Reporting Policy document.

- o **"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)"