

23-24 K-12 Reporting Policy Framework

DPAC

Jarrold Bell
Director of Instruction
Jbell@prn.bc.ca



What is Student Reporting?

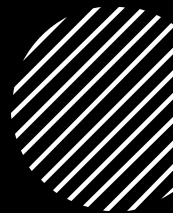
- Student reporting is the assessment and communication of student learning. Every student in B.C. receives communications from the school at different times in the school year that provide parents, caregivers, and students with information about student learning. The way teachers and schools communicate student learning, and the format of traditional report cards is shifting.
- Student learning is best supported when parents and caregivers are made aware of any student learning needs and what supports may be helpful. Consistent, timely and meaningful student reporting in clear and accessible language enables parents and caregivers, students, teachers, and administrators to proactively work together to enhance student learning.

Learning Standards

- Student assessment and reporting is based on the Learning Standards of the provincial curriculum.
- Learning Standards are explicit statements of what students are expected to be able to **do** in a given grade or area of learning (Curricular Competencies) and define what students should **know** in a given area of learning at a particular grade level (Content).
- Teachers use the Learning Standards to develop assessment criteria and learning activities. The criteria are used to provide feedback, evaluate progress, and communicate student learning
- You can find the Learning Standards at <https://curriculum.gov.bc.ca/>



Why change?



Reporting was largely unchanged from 1994-2016



In 2016 incremental changes were made along with the redesign of the provincial curriculum (eg Core Competencies, local options)



Alignment with the redesigned curriculum and provincial assessment system across the province

What's New and What's the Same

What's new

- Student reporting practices that align with B.C.'s curriculum and provincial assessment system
- timely and responsive feedback on student learning that parents can understand
- Provincial Proficiency Scale at Grades K-9
- Graduation status update at Grades 10-12
- Student self-assessment and goal setting in all grades in the 3 written reports
- Changing the “I” reporting symbol to “IE” to denote “insufficient evidence” of learning instead of “incomplete” learning
- All learners, including students with a disability or diverse ability, will receive regular communications of student learning in the same way as their peers in any other program

What's the same

- 5 communications of student learning; 3 written and 2 of flexible format
- Written descriptive feedback to accompany scale or letter grade/percentage
- Letter grades and percentages at Grades 10-12

Resources

[Website](#)

[Parent Flyer handout](#)



The following slides describes parts of the framework and what is different from what we do now.

Framework and What's Different



5 communication events

- These 5 communications include: 4 Learning Updates (2 written and 2 of a flexible format) and 1 written Summary of Learning.
- **two of the four Learning Updates** received throughout the year must be provided in writing, which can include either digital or printed documents
- **additional Learning Updates** may be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, emails, and written summaries
- **Summary of Learning** at the end of the school year must be provided in writing, which can include either digital or printed documents



5 communication events

- **What's Different:** Essentially the same as current practice of 3 formal and 2 informal communications with a change of language from Report Cards / Final Report Cards to Learning Updates and a Summary of Learning



Provincial Proficiency Scale at grades K-9

- The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning. It is a requirement for student reporting in Grades K-9. The four points on the scale are Emerging EMG, Developing DEV, Proficient PRF, and Extending EXT.

Another indicator of IE (Insufficient Evidence) replaces the I (Incomplete)

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.



Other Scales in Use Currently in SD60

- % linked to Letter Grades (0-100) in 10-12
- Letter Grades (A, B, C+, C, C-, I, F, SG, W, NM, AEG) in 4-9/10-12
- Primary Scale (NYM, AE, ME, EE) in 1-3
- Kindergarten Scale (AE, ME, EE) in K
- Proficiency Scale in Pilot Schools (EMG, DEV, PRF, EXT)



Provincial Proficiency Scale at grades K-9

- **What's Different:** Communicating student learning in "all areas of learning" would mean including ADST and Careers courses in K-6 during the year with comment and proficiency scale on learning updates. Currently we provide only comments at the end of the year.
- We currently have four different grade scales in use in K-9. This change moves us to a single proficiency scale in kindergarten to grade 9.



Letter grades and percentages at grades 10-12

- Letter grades are used in Grades 10-12 to indicate a student's learning in relation to the Learning Standards.
- The new K-12 Student Reporting Policy introduces a new reporting symbol, "IE" for Insufficient Evidence of Learning. This is used to alert parents and caregivers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. This means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency Scale or letter grades and percentages.



Letter grades and percentages at grades 10- 12

- **What's Different:** Percentages and Letter Grades stay the same in grades 10-12 with the exception of a change of the letter grade I (Incomplete) to IE (Insufficient Evidence).
- To be considered – IE process



Written feedback to accompany scale or letter grade/percentage

- Descriptive feedback is strength-based written comments or documented conversations that describe student learning, as well as identify specific goals for future growth.
- These comments do not need to be full paragraphs. Comments should describe concisely where a student is at and what they are working toward. There also is no need to fully summarize lesson plans or the Learning Standards of the curriculum in written feedback.



Written feedback
to accompany
scale or letter
grade/percentage

- **What's Different:** Our current practice is to comment on what students can do, how they can improve, and how families can support. We would likely continue with that practice with an increased emphasis on strength-based comments and goals.



Student self-assessment and goal-setting at all grades in written communications

- Student self-assessment of the Core Competencies and goal setting will be included in at least 2 written Learning Updates and in the Summary of Learning.
- In the interest of flexibility for students, and to support the needs and values of the local community, the Ministry does not specify how the Core Competencies should be self-assessed or how a student should set goals. The format and process of the self-assessment and goal setting are determined either at the district or school level.

Core Competencies

Communication : Communicating - Collaborating

Thinking : Creative Thinking - Critical & Reflective Thinking

Personal and Social : Personal Awareness & Responsibility - Positive Personal & Cultural Identity - Social Awareness & Responsibility



Student self-assessment and goal-setting at all grades in written communications

- **What's Different:** Currently self-assessment of core competencies is connected with final report cards except in the pilot schools which are through the year. This part of the framework will mean the self-assessment and goal setting will happen and be shared through the year in K-12



Graduation status at grades 10-12

- The graduation status update summarizes a student's progress towards obtaining the credits and graduation assessments needed for graduation. This is to give parents, caregivers and students the information they need to ensure graduation requirements are being met and to make parents and caregivers aware of any areas of need.



- **What's Different:** Currently counsellors meet with students to go over what students need to complete for graduation. Processes or frequency may change with this requirement.

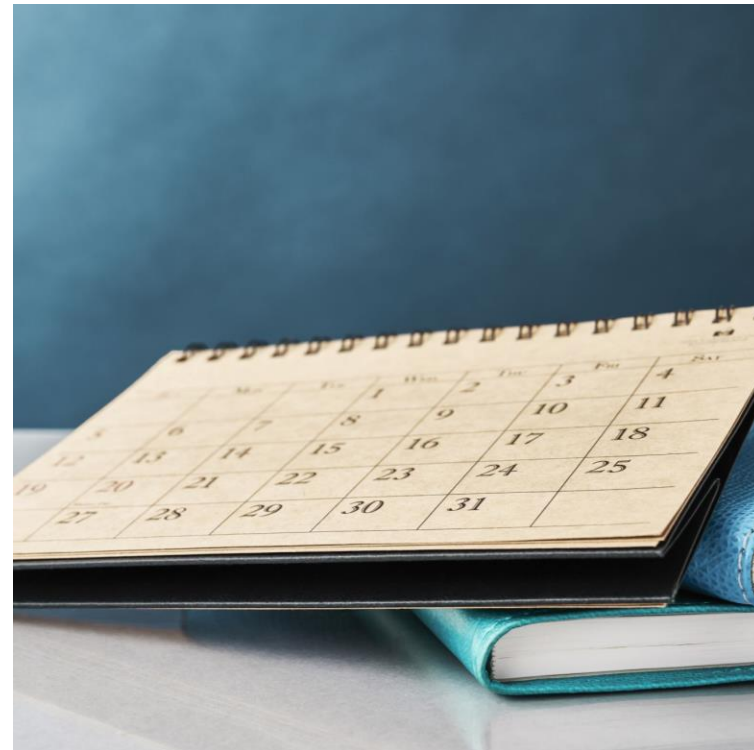
Graduation status at grades 10-12



Requirements based on yearlong calendar, to be scaled to fit varying schedules

- As there are a wide variety of school calendars and delivery models used in B.C., the Ministry is purposefully not prescriptive regarding the scheduling of reports.

For full year courses they would continue with five communications. For a half year or semester courses there would continue to be two written communications and one flexible.



Requirements based on yearlong calendar, to be scaled to fit varying schedules

- **What's Different:** No likely change for our practices



Reporting on student behavior

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



Reporting on student behavior

What's Different: SD60 has had a long-standing expectation of separation of academic achievement and behaviour in reporting student learning in grades/scales.

This change formalizes the expectation.



The policy pertains to all learners in the B.C. education system

- The policy pertains to all learners in the B.C. education system. A student who is an English language learner, French language learner in a Francophone program, has a disability or diverse ability (with or without an IEP), adult learner, or learner in an online learning program should receive regular communications of student learning in the same way as their peers in any other program and should align with the school districts regular reporting periods.



- **What's Different:** Currently we have different reporting practices depending on student participation in curriculum subjects if they have an Individual Education Plan or are an English Language Learner. For some students we have reported in different ways. (ie not providing a letter grade depending on English acquisition or providing a grade based on their IEP goals instead of curricular goals). This change in the framework would unify reporting expectations.

The policy pertains to all learners in the B.C. education system



Feedback form
for
implementation

Thank you!



- <https://forms.office.com/r/bXcV9bpCiL>

