

## Reporting Guidelines Criteria at a Glance

<u>What's Required</u>	
<u>Reporting Overview</u>	<p><b><u>5 Communications</u></b></p> <ul style="list-style-type: none"> <li>• 2 written Learning Updates</li> <li>• 2 flexible format Learning Updates</li> <li>• 1 written Summary of Learning</li> </ul> <p><a href="#">**Please see the SD57 Reporting Calendar (Page 11/12) for guidelines on when to send reports home</a></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"> <li>• 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.</li> </ul> <p>Written Learning Updates include the following (10-12):</p> <ul style="list-style-type: none"> <li>• 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 Letter Grades and Percentages</li> <li>• Feedback describing the student strengths, areas for future growth, and opportunities for further development</li> <li>• Information about student attendance (auto-generated through MyEd and CSL)</li> <li>• Student-generated content including student self-reflection on the three Core Competencies and goal setting</li> </ul>
2 Informal Learning Updates	<ul style="list-style-type: none"> <li>• Informal Learning Updates formats could include either in-person conference or student-led conference</li> <li>• Other Options include: <ul style="list-style-type: none"> <li>• Virtual discussions</li> <li>• Telephone calls</li> <li>• Emails</li> </ul> </li> </ul>
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"> <li>• Summary of student learning in areas of learning in which the student has studied during the school year, <a href="#">using letter grades and percentages</a></li> <li>• Feedback describing student strengths, areas for future growth, and opportunities for further development</li> <li>• Summary information of student attendance</li> <li>• Student-generated content including student self-reflection on the three Core Competencies and goal setting</li> </ul>

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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.

In School District 57, there are several guiding principles that we use to guide our approach to Written Learning Updates.

### We believe that 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.
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- Be **consistent and aligned** across classrooms, grades, and schools.

### GRADE 10-12 WRITTEN LEARNING UPDATES

Consistent, concise, and meaningful Written Learning Updates that are in clear and accessible language enable parents/caregivers, students, and teachers to work together to support each student in their ongoing learning journey.

**Each Written Learning Update must include:**

1. Communication of progress of student learning in **all subject/curricular areas currently being studied** using **Letter Grades and Percentages**.
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.*

**Letter Grades and Percentages:**

Grades 10-12 are required to use letter grades and percentages on all Written Learning Updates. Below is an overview description of each letter grade and percentage range:

<b><u>Letter Grade, Percentage Range, and Description (for Gr. 10-12)</u></b>		
<b>A</b>	<b>86-100%</b>	Excellent or outstanding learning in relation to Learning Standards.
<b>B</b>	<b>73-85%</b>	Very good learning in relation to Learning Standards.
<b>C+</b>	<b>67-72%</b>	Good learning in relation to Learning Standards.
<b>C</b>	<b>60-66%</b>	Satisfactory learning in relation to Learning Standards.
<b>C-</b>	<b>50-59%</b>	Minimally acceptable learning in relation to Learning Standards.
<b>IE</b>	<b>Temporary</b>	Insufficient Evidence (IE). Currently there is insufficient evidence of student learning to accurately assess their progress in relation to Learning Standards.
<b>F</b>	<b>0-49%</b>	Minimally acceptable learning has not been demonstrated in relation to Learning Standards.

<b>W</b>	-----	<b>Withdraw.</b> Student has withdrawn from the course.
<b>SG</b>	-----	<b>Standing Granted.</b> Although completion of normal requirements has not been met, a sufficient level of learning has been demonstrated to warrant the granting of standing for the course.
<b>TS</b>	-----	<b>Transfer Standing.</b> Standing is granted based on records from an institution other than a school.

### **Guidance on Assigning Letter Grades and Percentages**

Throughout the term, teachers document both informal and formal evidence of learning, collecting student assessment and evaluation data. Prior to reporting on student learning, the teacher reviews the evidence of learning. The teacher uses professional judgement to honor recent evidence and determine progress of the overall learner in relation to the learning standards. This evidence could come from a variety of assessment platforms (i.e. observations, conversations, test, etc). The teacher then determines the student’s overall learning in relation to the learning standards for the unit or term and assigns a Ministry-approved letter grade and percentage that correspond to the learning demonstrated by the student.

At the end of the school year or at the completion of a course, teachers assign a letter grade and percentage to indicate each student’s overall learning in each curricular learning area being studied. Due to the ongoing nature of learning, more recent evidence of learning may be honored over initial evidence, as it indicates a more accurate demonstration of a student’s learning in relation to the Learning Standards.

### **Additional Considerations:**

- **learning is ongoing**, students may not demonstrate the same level of learning at the beginning of a course or unit as they do near the end.
- using a **standards based approach to assessment** supports student learning and reflects the competency-driven provincial curriculum.
- **averaging marks does not provide a true evaluation** of a student’s learning.
- **student behavior and engagement do not contribute to a student’s overall mark** (e.g., 10% of the grade for attendance or participation in class, 5% of the grade for handing in assignments on time, etc.).
- **a numerical value or letter mark, such as a G, S, or N, should not be placed on student behaviour, work ethic, and/or engagement**, but instead should be highlighted within the written descriptive feedback.

### **Descriptive Feedback:**

**Descriptive feedback empowers students to adjust what they are doing to continue developing their knowledge, skills, and understandings.** Knowing a student’s letter grade or percentage provides minimal information to families to help students move forward in their learning (e.g., if a student has 80% in a course such as Social Studies 11, descriptive feedback is needed to help them understand what the student can do and what their next steps are within that specific course).

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 Learning Standards.
- 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*

**Examples comments that meet the criteria for quality descriptive feedback:**

**Example A:** *Horace has successfully communicated an in-depth understanding of polynomial factoring, systems of linear equations, and functions and relations: connecting data, graphs and situations. I encourage continued practice with prime factorization and continuing to self-advocate when confused with practice work. Horace has demonstrated strong work ethic and perseverance over the term.*

**Example B:** *Lily provides insightful thoughts during our class discussions and has demonstrated proficient questioning and investigating throughout our lab experiments in potential and kinetic energy and energy change during chemical reactions. Reminders are sometimes needed to allow classmates to process work at their own speed during collaboration. Lily could benefit from some organizational skills as practice work is often rushed and incomplete.*

**Pronouns and Names on Written Learning Updates ([Board Policy - 4117-](#)):**

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 basis.
- 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.

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

In the new K-12 Student Reporting Policy, each Written Learning Update **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 or whole school 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-reflections 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 your child's reflection for details on your child's goal setting and reflection on this Core Competency."*

**Considerations for Schedule of Written Learning Updates (Calendar)**

Each school year, secondary schools (Gr. 10-12) provide families **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).

A consideration for schools is that their first Learning Update occurs early on in the semester, in order to inform families of their child's initial progress in their learning. Below is an example schedule that would meet this requirement:



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

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### **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:**

Gr. 10-12 IEP Scenario	Assessment using Letter Grades and Percentages	Comment for <b>each subject area</b> that applies in the student's IEP
Student working on <b>grade-level Learning Standards</b> (i.e., student is working towards a Dogwood)	Student is <b>assessed on grade-level Learning Standards</b> using Letter Grades and Percentages	"This assessment reflects progress with access to the supports as noted in the student's Individualized Education Plan (IEP). See IEP for more details."
<i><b>Note:</b> some students who are supported by adapted IEPs (including H or R designations) may prefer to have NO mention of the "adapted IEP" on their Written Learning Update. In these circumstances, there is no legal requirement for this to be noted and we would therefore honour the student's request and not include the comment above.</i>		
Student working on <b>modified Learning Standards</b> (i.e., student is working towards an Evergreen)	Student is assessed on the <b>modified Learning Standards</b> that they are working on using Letter Grades and Percentages	"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."

**\*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:** If a student is working with the supports on an IEP they should not be assessed with a lower letter grade because they receive direct support. If with the supports noted in their IEP, the student is able to demonstrate their learning they should be assessed the same as any other student who is not receiving that same direct support.

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### **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" 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.**

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**Reminder:** ELL students receiving direct support should not be assessed with a lower letter grade because they receive direct support. If with the ELL supports provided the student is able to demonstrate their learning they should be assessed the same as any other student who is not receiving that same direct support.

### 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 either do not have enough information to adequately and accurately assess a student or the student's current standing is below 50% and therefore there is "Insufficient Evidence" to provide the student a passing grade for the course that they are taking. 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 or where the learning evidence does not demonstrate minimally acceptable performance (i.e., the student's standing is currently below 50%), 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. It is important to note that Insufficient Evidence does not apply to all students with a grade below 50%.

At times, there may be insufficient evidence of learning at the end of the school year. In these cases, teacher(s), principal/vice-principal(s), and School-Based Teams work together to determine the best course of action such as a course withdrawal, course fail, standing granted, etc., with a comment explaining the circumstances for insufficient evidence.

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

# Written Learning Update Samples

July 13, 2023

Joe Bond (null)

Learning Update  
Reporting up to: July 13, 2023

**Joe Bond**  
PEN: null  
Grade 11



<b>School Message</b> This is where the school message would be.	
<b>Student Plans And Programs</b> Individual Education Plan <input type="checkbox"/>	
<b>Student Self-Assessment of Core Competencies</b> Please see the attached document to review your child's self reflection and goal setting for the core competencies.	
<b>CHEMISTRY 11</b> Mr. C Conkle	Term: 88% (C+) Final: 70% (C+)
Joe provides insightful thoughts during our class discussions and has demonstrated proficient questioning and investigating throughout our lab experiments on chemical reactions. Reminders are sometimes needed to allow classmates to process work at their own speed during collaboration. Joe could benefit from some organizational skills as practice work is often rushed and incomplete.	
<b>CAREER-LIFE CONNECTIONS A</b> Mr M Pitt	Term: 78% (B) Final: 82% (B)
The following comment was co-constructed through conferencing with Joe: This term, I enjoyed exploring my career-life decisions and how I can continually improve my well-being through career-life balance. Moving forward, a growth area for me is to broaden my understanding of career options and develop my ability to engage in effective financial planning.	
<b>CREATIVE WRITING 11</b> Ms C Sneller	Term: 86% (A) Final: 90% (A)
Joe works well in collaborative group activities. Writing skills show strong evidence of ideas, organization, and voice. Critical and reflective thought is apparent and Joe is encouraged to continue to take risks in his writing. Your consistent and dedicated efforts continue to help you in excelling in your learning Joe.	
<b>FOUNDATIONS OF MATHEMATICS 11</b> Ms K Gildersleeve	Term: 86% (A) Final: 90% (A)
Joe has successfully communicated an in-depth understanding of polynomial factoring, systems of linear equations, and functions and relations: connecting data, graphs and situations. I encourage continued practice with prime factorization and continuing to self-advocate when confused with practice work. Joe has demonstrated strong work ethic and perseverance over the term.	

<b>NEW MEDIA 12</b> Ms. D Turnbow	Term: 54% (C-) Final: Insufficient Evidence
There is insufficient evidence of learning (IE) to accurately assess Joe's progress in New Media 11. We have noticed that Joe struggles with his confidence, a problem that is compounded with continued absences. Thank you for attending the meeting to discuss Joe's Progress and create an IE plan. Joe has been provided an overview of learning activities that he can complete in order to provide evidence of learning for an accurate assessment. Upon completion of this work, the IE mark will be transferred to a percentage and letter grade.	
<b>SOCIAL STUDIES 11</b> Mr J Hurley	Term: 71% (C+) Final: 75% (B)
This term, Joe showed significant growth in his ability to compare and contrast big ideas in Social Studies, as well as assess the short- and long-term consequences of people's actions and events. Moving forward, an area of further development for Joe would be to improve his ability to infer and explain different perspectives on people, places, and events.	

Letter grade	Percentage range	Definition
<b>A</b>	86-100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
<b>B</b>	73-85	The student demonstrates very good learning in relation to the learning standards.
<b>C+</b>	67-72	The student demonstrates good learning in relation to the learning standards.
<b>C</b>	60-66	The student demonstrates satisfactory learning in relation to the learning standards.
<b>C-</b>	50-59	The student demonstrates minimally acceptable learning in relation to the learning standards.
<b>F</b>	0-49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
<b>SG</b>	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.
<b>TS</b>	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
<b>IE</b>	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided

## **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](#)

### ***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 \(PDF\)](#)

### **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/>

- Report Card Comments for Proficiency Scales

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

### 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
<ul style="list-style-type: none"> <li>• is beginning to</li> <li>• with support can</li> <li>• with direct support can</li> <li>• is starting to</li> <li>• with support is trying</li> <li>• is just starting to</li> <li>• has partially met of few of the criteria</li> <li>• has a beginning understanding of a few of the concepts and competencies related to</li> <li>• frequent and regular support has helped _____ on the path to more complete understanding</li> </ul>	<ul style="list-style-type: none"> <li>• is able to ___ at a basic level/in familiar situations</li> <li>• with support shows an understanding of</li> <li>• is independently working towards</li> <li>• sometimes can</li> <li>• sometimes can independently</li> <li>• with prompting is able to</li> <li>• is developing</li> <li>• is aware of</li> <li>• is striving to</li> <li>• understands many aspects of some of the concepts and competencies and have familiarity with others</li> <li>• has developed parts of the competencies related to</li> <li>• applies understanding in specific situations</li> <li>• has gained a deeper and more thorough understanding of the concepts and competencies with frequent support</li> </ul>	<ul style="list-style-type: none"> <li>• is able to demonstrate</li> <li>• consistently demonstrated the ability to</li> <li>• is competent with</li> <li>• can describe _____ with detail and accuracy</li> <li>• understands this concept and related competencies</li> <li>• demonstrates a comprehensive understanding of</li> <li>• can clearly communicate your understanding</li> <li>• applies understanding in many situations</li> <li>• has demonstrated learning in a thorough and complete manner</li> <li>• has included components of creation, evaluation and analysis</li> <li>• some aspects may benefit from more thorough investigation and/or detail</li> <li>• takes advantage of support in order to help develop a solid understanding</li> </ul>	<ul style="list-style-type: none"> <li>• is innovative when</li> <li>• creatively and insightfully</li> <li>• in complex situations is able to</li> <li>• is strategic</li> <li>• extends learning by</li> <li>• consistently</li> <li>• to a high degree</li> <li>• has gone deeper than typical in their explorations</li> <li>• shows in-depth understanding</li> <li>• is highly skilled at</li> <li>• applies understanding in different situations</li> <li>• learning is thorough and unique</li> <li>• understands it well enough to teach it to someone else</li> <li>• receives feedback in a way that deepens understanding</li> </ul>

### 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 \(PDF\)](#)





## **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 a role in 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.

- **"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)"

## 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>