



# DRAFT K-9 Student Reporting Policy (2019) for Use in 2019/20 Pilot

## Policy statement

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Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Reporting to parents must be timely and responsive throughout the school year.

## Rationale

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The policy aligns student progress reporting to the learning standards of the provincial curriculum.

## Authority

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- [Regulation 265/89, the School Regulation \(PDF\)](#)
- [Ministerial Order 192/94, the Provincial Letter Grades Order \(PDF\)](#)
- [Ministerial Order 191/94, the Student Progress Report Order \(PDF\)](#)
- [Ministerial Order 190/91, the Permanent Student Record Order \(PDF\)](#)
- [Ministerial Order 295/95, the Required Areas of Study Order \(PDF\)](#)

## The Policy

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- During the school year, Boards of Education must provide parents of students with a minimum of five reports describing students' school progress in relation to the learning standards of the curriculum.
- Reports must include:
  - a minimum of four points of progress throughout the year; and
  - a summary of progress report at the end of the school year or semester.
- Reporting must be done using the four-point provincial proficiency scale, along with descriptive feedback.

**Points of Progress** are the timely, responsive and varied ways in which teachers provide information to parents about their child's progress. At least two of the four points of progress must be documented in writing. Examples include student-led conferences, parent-teacher conferences, digital portfolio posts, use of journals, in-person discussions or telephone calls, and written summaries.

Throughout the year, across the four points of progress, Boards of Education must:

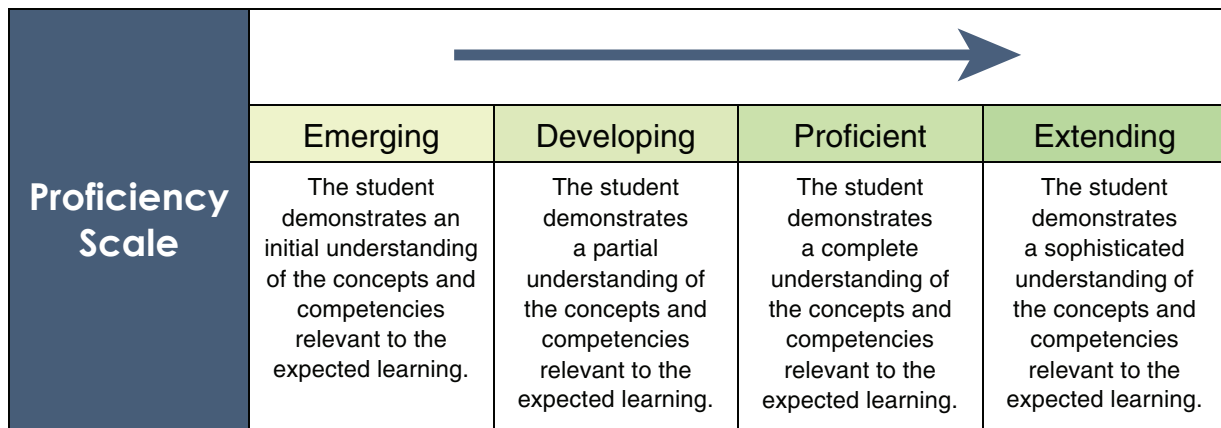
- communicate progress in each area of learning in at least one point of progress;
- include student self-assessment on core competency development in one point of progress; and

- include teacher descriptive feedback on students' behaviour and wellbeing (e.g., personal and social competence) in two points of progress.

**A Summary of Progress** is a written report teachers provide to parents which summarizes their child's progress. A Summary of Progress must:

- communicate student progress in all areas of learning as set out in the Required Areas of Study Order;
- coincide with a student self-assessment of Core Competencies;
- include teacher descriptive feedback on students' behaviour (e.g., personal and social competence).

The **Four-Point Provincial Proficiency Scale** will be used to communicate student progress in all areas of learning.



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.

At Grades 4-9, Boards will provide letter grades to parents upon request. A proficiency scale/letter grade alignment table will be provided by the ministry.

**Descriptive Feedback** includes the strength-based written comments and/or documented conversations that describe individual student progress and identify specific goals to support further student growth.