

**K-12 Student
Reporting Policy**

The F Letter Grade and K-9 Reporting

Ministry of Education and Child Care

2024



The F Letter Grade and K-9 Reporting

Following the implementation of the [K-12 Student Reporting Policy](#), the Ministry has received questions from a small number of school districts regarding the potential use of an F indicator in Kindergarten to Grade 9. While the vast majority of K-9 students should receive one of the four indicators of the Provincial Proficiency Scale (Emerging, Developing, Proficient, or Extending) or Insufficient Evidence of Learning (IE), there are limited circumstances where the most appropriate indicator for a student in K-9 may be an indicator other than a proficiency scale indicator: either W (Withdrawal), SG (Standing Granted), or F (Failed).

Giving a student an F in K-9 is only appropriate if:



For whatever reason (primarily attendance) a student has not engaged with sufficient learning for teachers to be able to evaluate their learning and give them a proficiency scale indicator, and



The student and family remain unwilling to engage in learning and are not willing to take part in an IE process during or after the year/semester in order to provide sufficient evidence of learning

Awarding an F in K-9 should be extremely rare. An F should not be given to students who are providing some evidence of learning but are experiencing challenges in their learning. The vast majority of students can be placed on the Provincial Proficiency Scale, even if it is based on less information than their peers.

When a teacher has at least some evidence of a student's learning, whether from observations, conversations, or work products, all teachers are encouraged to use an appropriate Provincial Proficiency Scale indicator. There may be instances where a student, for various reasons, has not submitted the same number of assignments as completed by their peers but that does not mean they cannot be given a Provincial Proficiency Scale indicator.

Teachers are encouraged to assess all learning products, classroom observations, and engage in conversations with students when they are in attendance. This comprehensive approach allows teachers to evaluate whatever evidence of learning they do have, even if certain assignments were not submitted or attendance has been inconsistent. As such, every effort should be made to place students on the Provincial Proficiency Scale or use an IE process before considering the use of an F indicator. Concerns about a student's learning and behaviour do not require an F and can be communicated through a scale indicator and descriptive feedback on a report card.

For more information on Insufficient Evidence of Learning (IE) or any other letter grade, please see the Letter grades and percentages section on page 31 of the [K-12 Student Reporting Policy - Communicating Student Learning Guidelines \(PDF, 7.9MB\)](#)



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In cases where a teacher does not have sufficient evidence of learning, they should also be giving students an IE first before the use of an F is considered. Teachers can use their judgment about how much evidence is necessary to give a student a Provincial Proficiency Scale indicator and gathering this evidence must be weighed with considerations related to workload and the depth and authenticity of learning.

The use of an F indicator is never appropriate if primarily used either as punishment or as an indication of whether a teacher believes a student is likely to succeed in the next grade. Report cards are to communicate student learning to families and are not intended as a tool to provide information to future teachers about a student. There are no prerequisites for any BC course and awarding an F in a grade or course does not prevent a student from moving to the next grade or course.

The F indicator is also available in extremely rare circumstances where a student is being retained in a grade in K-9. As detailed in the K-12 Student Reporting Policy Guidelines, while retention of a student in a grade is possible, it should only be under exceptional circumstances. In most circumstances, promotion with supports is recommended over retention of a student in a grade.

While the use of F for students in K-9 is permitted under the K-12 Student Reporting Policy, districts are also able to set their own local policy regarding the use of F in K-9. If a district has local policy that sets additional criteria or restrictions on the use of an F indicator in K-9, this policy should be clearly communicated to teachers and administrators.

For more information on all elements of the K-12 Student Reporting Policy please see the [K-12 Student Reporting Policy: Communicating Student Learning Guidelines](#).





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