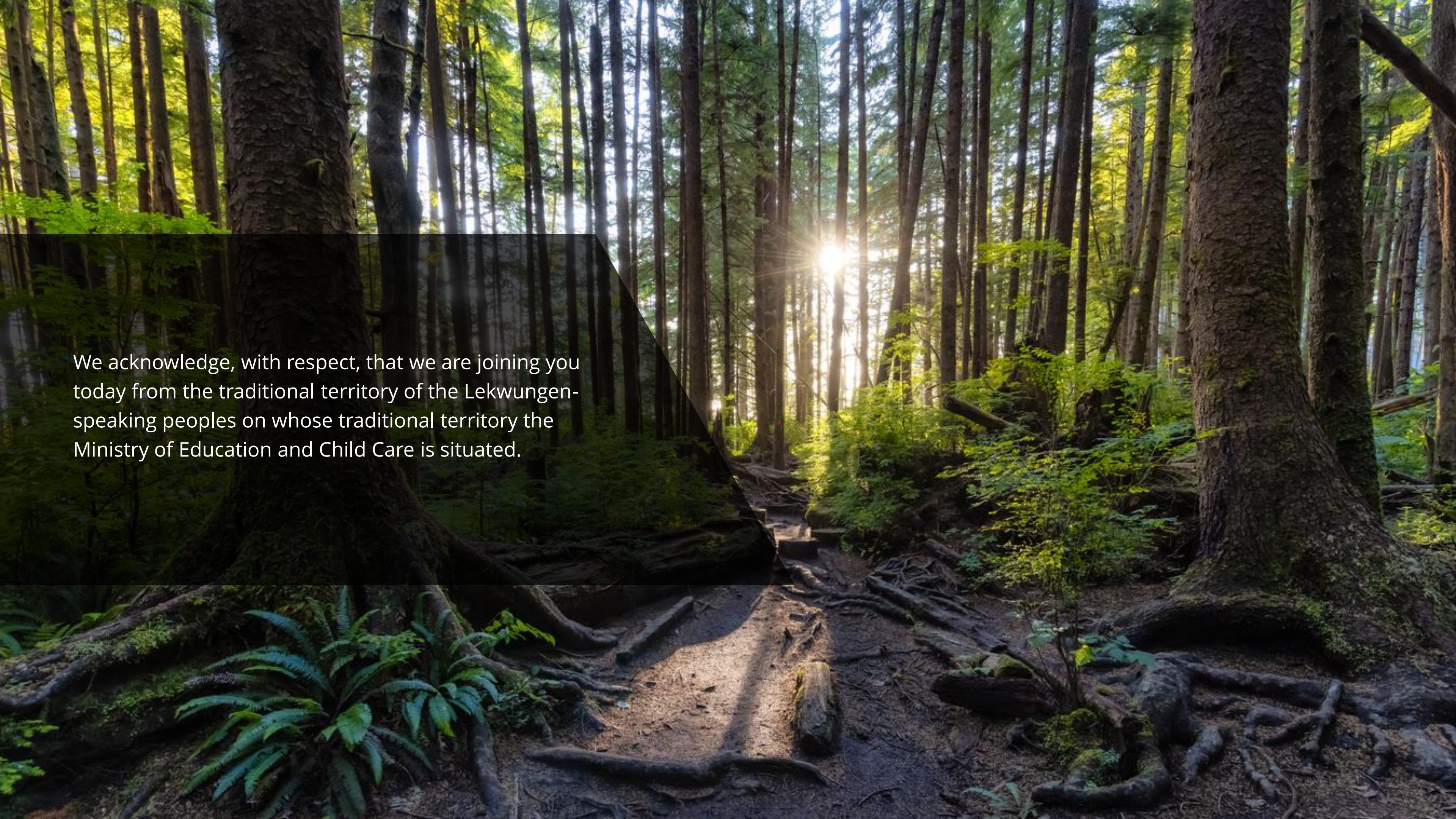


Shifts in Student Reporting



A photograph of a forest path. The path is made of dirt and is flanked by large, mossy tree trunks and exposed roots. Sunlight filters through the dense canopy of tall, thin trees, creating a bright, dappled light effect. The forest floor is covered with ferns and other green plants. A semi-transparent black box is overlaid on the left side of the image, containing white text.

We acknowledge, with respect, that we are joining you today from the traditional territory of the Lekwungen-speaking peoples on whose traditional territory the Ministry of Education and Child Care is situated.

What is student reporting?

Student reporting is the assessment and communication of student learning to students, parents, and caregivers.

Every student in B.C. receives communications from the school throughout 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 are shifting.





The goal of communicating student learning is to ensure that:

- **students** are engaged in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- **parents and caregivers** are well informed, involved in dialogue about their child's learning, and understand ways to support and further student learning
- **teachers** provide timely and meaningful communication with students, parents, and caregivers

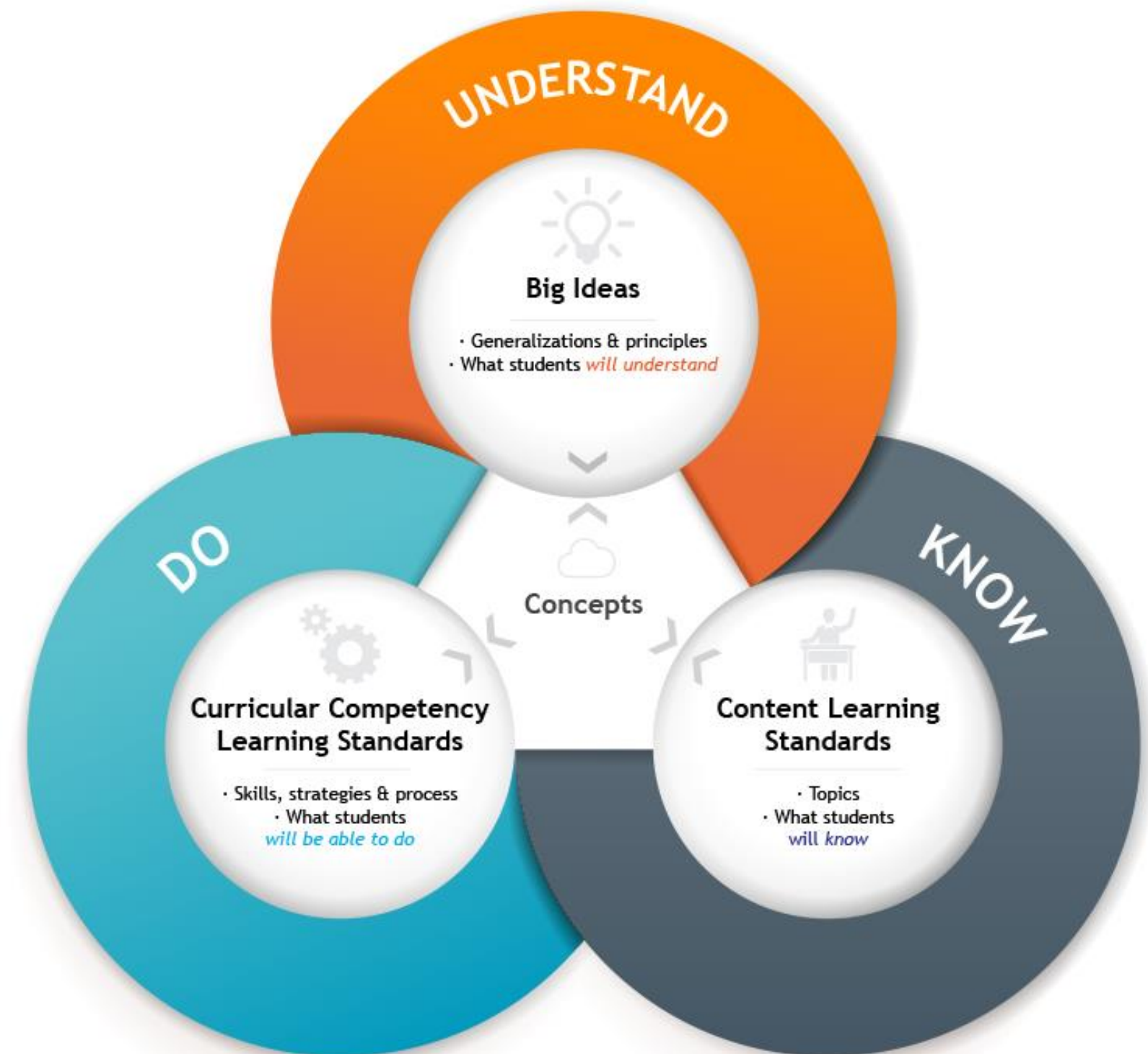
**Why is student
reporting changing?**

It began with the curriculum redesign

When you were in school, were you asked to memorize information and repeat it on a test, only to forget it soon after? We now know learning is not just memorizing – it's being able to use what we know and apply it in real-world settings. Universities, colleges, and employers today care more about how students think than how many facts they can repeat.

The learning students do today is more complex than ever. British Columbia redesigned the provincial curriculum to respond to the needs of today's learners. The curriculum continues to give your child a strong foundation in reading, writing, and math. But it also teaches your child how to think, communicate, solve problems, and use their knowledge in ways that both matter in school and will matter in a rapidly changing future.

The new curriculum has been in place in all grades since 2019, but report cards and the way student learning is communicated haven't really changed for decades. Report cards are now changing to align with the curriculum and to help ensure that every student in the province is set up for success in their learning.



The policy is backed by Research

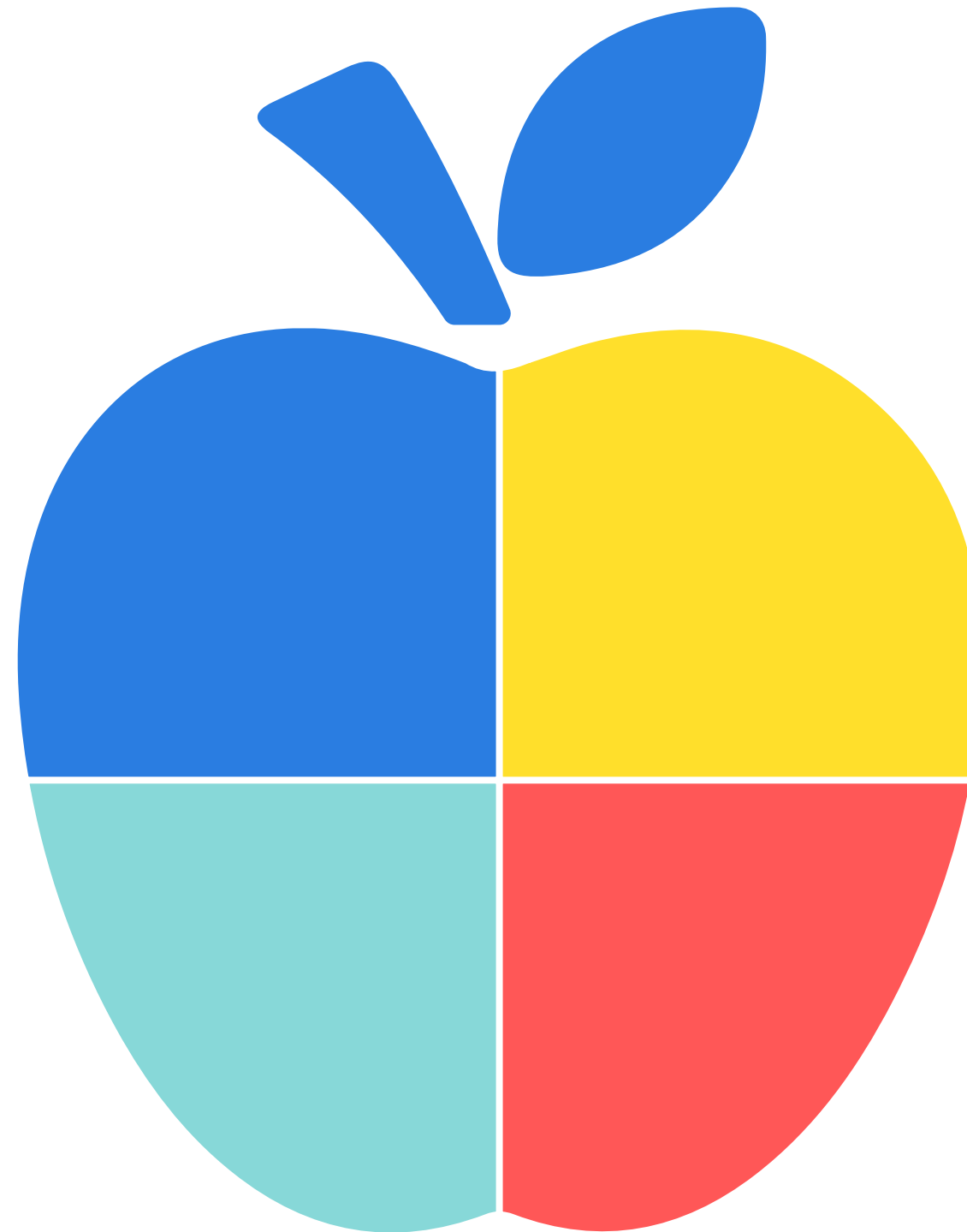
Meaningful Communication

Researchers stress the importance of ongoing and timely communication with parents and caregivers.

Effective communication between home and school has a positive impact on student learning and engagement.

Student Self-Assessment

Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning, greater student satisfaction.



Focus on Proficiency

Today's classroom is different from when you were in school. You may remember working only from textbooks or worksheets. Students now learn and show their learning in a variety of ways.

Assessment that focuses on learning rather than just marks, leads to increased student engagement.

Formative Assessment

Globally, there is a shift toward assessment practices that clearly tells students where they're at in their learning and how to move them forward. Rather than just providing information on what learning has happened in the past.

Over the course of the policy development, the Ministry conducted extensive engagement with the education sector through the formation of advisory and partner groups, as well as through public engagements and surveys. Starting in 2018 schools and Districts also piloted reporting changes through a Student Reporting Policy Pilot and independently under Option A legislation.

Advisory Groups

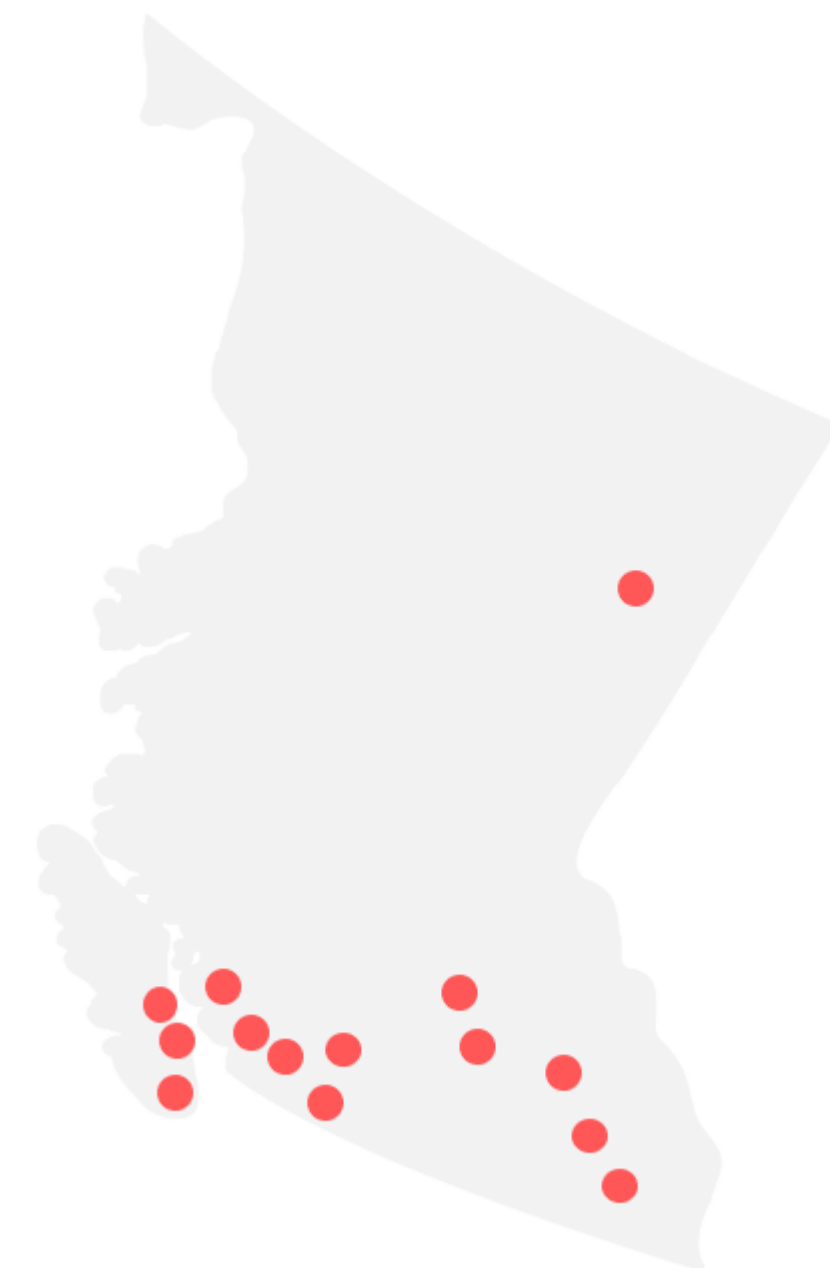
- Classroom Assessment and Reporting Advisory Group (CAR)
- Pilot Implementation Team (PIT)
- Learning Advisory Board (LAB)
- Implementation Development Team

Community Partners

- Parents
- Students
- Teachers

Organizational Partners

- First Nations Education Steering Committee (FNESC)
- BC Teachers' Federation (BCTF)
- Federation of Independent Schools (FISA)
- B.C. Principals' and Vice-Principals' Association (BCPVPA)
- BC School Superintendents Association (BCSSA)
- BC Confederations of Parent Advisory Councils (BCCPAC)



● dispersed across the province (SD93)

**Student Reporting Policy Pilot Districts
and Schools**

K-9 OPTION A (INTERIM)

- 5 reporting events a year
 - 4 points of progress report
 - 1 summary of progress report at the end of year/semester
- 1 self-reflection of Core Competencies
- A scale at K-3
- District choice on scale or letter grades at grades 4-9

K-9 OPTION B

- 5 reporting events a year
 - 2 informal reports
 - 3 formal reports
- 1 self-reflection of Core Competencies
- Performance Scale at K-3
- District choice on scale or letter grades at grades 4-5
- Letter grades at 6-9

GRADES 10-12

- 5 reporting events a year
 - 2 informal reports
 - 3 formal reports
- Letter grades and percentage with written comments where needed

Updated K-12 Policy

- 5 reporting events a year
 - 4 Learning Updates (2 written; 2 of flexible format)
 - 1 Summary of Learning (written)
- Student self-reflection of the Core Competencies & student goal setting
- Provincial Proficiency scale and descriptive feedback in K-9
- Letter grades & percentages with descriptive feedback in 10-12
- Graduation Status Update at 10-12

These changes mean that report cards might not look the same as when you were in school. But the information you will now receive will provide a complete picture of what your child can do, where they need to improve, and how you can support their learning..

Let's Dig In

What is my child being taught and assessed on?

Areas of learning

The areas of learning are the subjects your child will be taught from Kindergarten through Grade 12. These include English Language Arts, Français langue première, or Français langue seconde, as well as:

- Applied Design, Skills, and Technologies (shop, foods, accounting, computer programming, etc.)
- Arts Education (dance, drama, music, art, etc.)
- Career Education
- Languages (First Nations Languages', French, and other languages)
- Math
- Physical and Health Education
- Science (life science, environmental science, physics, etc.)
- Social Studies (BC First Peoples, law, world history, Francophone history and culture, etc.)

All areas of learning are important for developing educated citizens. What your child is learning at a particular time will depend on the time of year and the schedule your child's school uses.

Learning Standards

Each area of learning has learning standards that lay out what your child should know, be able to do, and understand. The learning standards are what your child is taught at each grade level and what they are assessed on for their report cards.

Core Competencies

The Core Competencies are integrated into all areas of learning. They are the communication, thinking, and social skills your child needs to be successful now and in the future.

Students are not assessed by teachers on the Core Competencies. Instead, your child's written report cards will include their self-reflections on the Core Competencies and their goal setting for learning.

What will my child's report card look like?

- information on how your child is doing in each area of learning
- written comments (descriptive feedback) on your child's strengths and areas they need to work on, as well as their work habits and behaviour
- information on the communication, thinking, and social skills that your child needs to be successful (Core Competencies) and your child's goal setting
- information about your child's attendance

Note: For Grades 10-12, the last written update of the school year also tells you if your child is on track to graduate.

What if my child has a disability or diverse ability?

Every student is unique and learns in their own way, which is why teachers work hard to make sure that each student can participate and contribute in all aspects of school life. Diverse and inclusive classrooms ensure each child is welcomed and supported in their learning, no matter their abilities. Classrooms are designed to be accessible to students so that your child can grow, learn and succeed.

Whether your child is an English Language Learner, a French language learner in a Francophone program, or has a disability or diverse ability, they will be supported every step of the way. At report card time, your child will receive their report card at the same time as their peers.

If your child has specific learning needs and requires additional support, they will not be automatically given an Emerging, Developing, or lower letter grade on their report card. Their report card will include a mark based on the learning they have demonstrated and written comments on where they can go next in their learning.



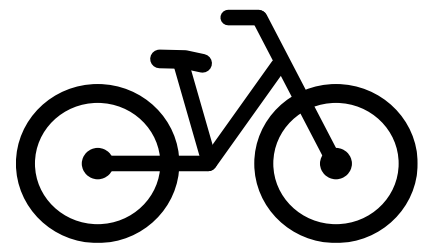
How are letter grades and percentages used?

If your child is in **Grades 10-12**, they will receive letter grades and percentages. Students currently require letter grades and percentages for the transition to post-secondary education.

Letter Grade	Percentage Range	Definition
A	86 - 100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
B	73 – 85	The student demonstrates very good learning in relation to the learning standards of the curriculum.
C+	67 – 72	The student demonstrates good learning in relation to the learning standards of the curriculum.
C	60 – 66	The student demonstrates satisfactory learning in relation to the expected Learning Standards of the curriculum.
C-	50 – 59	The student demonstrates minimally acceptable learning in relation to the Learning Standards of the curriculum.
F	0 – 49	The student has not demonstrated minimally acceptable learning in relation to the Learning Standards of the curriculum.
SG	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 the school.
TS	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.
IE	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.

What about the Provincial Proficiency Scale?

If your child is in Grades K-9, you won't see letter grades on their report card. Instead, you will see information on where your child is on the Provincial Proficiency Scale. The scale uses the terms "Emerging," "Developing," "Proficient," and "Extending" to describe student learning. The scale maintains high standards for student learning.



Emerging

Emerging means your child is beginning to understand something in an area of learning. They are still learning but may need more support to move ahead. Emerging doesn't mean your child is unsuccessful in this area.



Developing

Developing means your child understands some things in an area of learning but still has other areas to work on. Like Emerging, it doesn't mean your child is unsuccessful in this area.



Proficient

Proficient is the goal for your child. It's also the goal for all students. When your child is Proficient, it means they fully understand the required learning. But it doesn't mean their learning stops.



Extending

Extending is when students show a deeper understanding. It's when your child is able to apply their learning in new and different ways. Extending is not the goal for all students in every area of learning.

What is Descriptive Feedback?

Descriptive feedback is the written comments you will see on your child's report card. Descriptive feedback is valuable for all students in all grades, from Kindergarten to Grade 12.

In Grades K- 9, your child may get a "Proficient" in math and a "Developing" in English. At first glance, you might assume that your child is "good" at math and "bad" at English. But this isn't the case. All students have both strengths and areas they are still working on.

In Grades 10-12, letter grades and percentages alone won't provide the whole picture of who they are as a learner. This is where descriptive feedback comes in.

In K-12, Teachers will give you written feedback that clearly explains what your child can do. It will also tell you what your child needs to work on to move forward in their learning.

Science

Cheyenne is:

- Curious and a hard worker
- Able to make keen observations and predictions
- Able to use strong planning skills to design their own inquiry

Cheyenne continues to need support in understanding and evaluating information, such as comparing data from a variety of sources. Cheyenne is good at advocating for their own needs, and by continuing to ask for help and getting more experience interpreting graphs, they will begin to build their ability to evaluate information.

How will I be informed of my child's behaviour and work habits?

Your child's marks (on the proficiency scale, or letter grades and percentages) reflect their learning in each area. The written comments is where you will find information on your child's work habits and behaviours.

Grading and reporting are not disciplinary tools. For example, students can't lose 10% of their grade for not bringing gym clothes to class, and they can't have marks taken away as a punishment for being late.

But behaviour in school is still important. If a student does not attend or participate in class, it will be difficult for teachers to assess their learning and provide them with a mark.

Core French

Quinn:

- **Is very engaged and actively participates in our everyday French language routines**
- Can respond appropriately to simple commands and instructions
- Continues to develop in their comprehension of both written and spoken French language. Quinn has a strong vocabulary that they can use, along with more exposure and practice in class, to build their comprehension. At home, they could practice with Duolingo.

What are the self-assessment of Core Competencies and goal setting components?

Our world is constantly changing. It's still important for students to learn facts and information, but it's also important for students to learn how to think, communicate, and interact with others. This is where the Core Competencies come in. The Core Competencies are part of BC's curriculum, so every day your child goes to school, they will be building these skills.

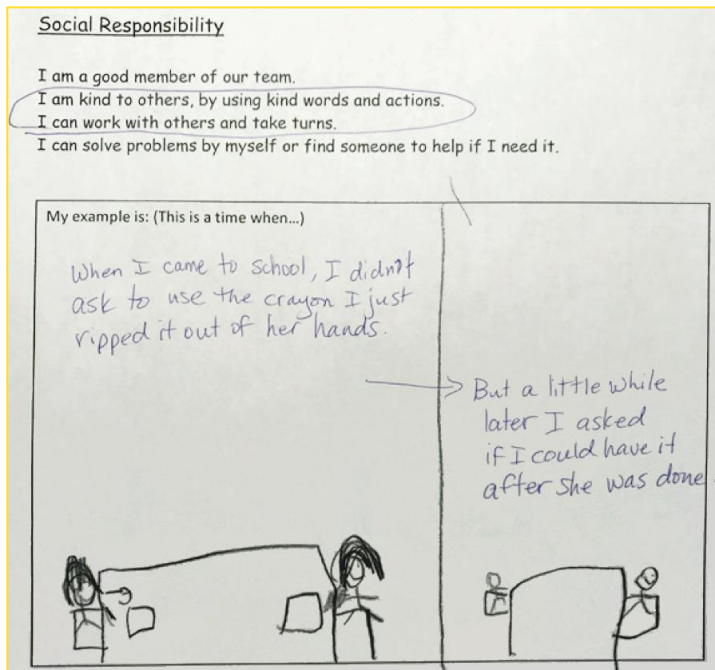
Self-reflection and goal setting are important life skills for students to learn from the earliest age. These skills will help them succeed both in school and in their future, including in the workplace. Self-reflection and goal setting will help your child understand themselves better, work toward and meet their goals, and celebrate their successes.



K-12 Student Reporting

The ministry doesn't require a specific format for all students in the province. The **self-reflection of Core Competencies and goal setting** could be a written response, an art project, an audio or video recording, a portfolio entry, or something else. Your child's school will decide what makes the most sense for all students in the school.

On each written report that you receive, your child's teacher will tell you where you can find your child's reflections and goals.



School Provided Templates



Student Audio Recording

Digital Document



Self-assessment and goal-setting

This year, I improved skills related to the thinking core competency by a large degree. I improved my critical thinking skills through solving complex math problems, applying chemistry and comparative government concepts, and analyzing literature pieces. Through these activities, I learned the process needed to understand complex ideas and became better at using these ideas to construct arguments and belief (skills that greatly helped me in debate and essay writing). My critical thinking skills are represented by the miniature copy of War and Peace in my portfolio.

In this academic year, I became more adept at using precise language when communicating with others. I grew in this area from calculus (which requires me to show my work in a very precise manner), literature 12 (which requires me to analyze complex texts), and debate (which requires me to articulate complex ideas in an understandable way). My development in my language precision is represented by the ruler in my portfolio since, like a ruler, I try to make my choice of words and mathematics notation as accurate as possible. An area of growth under the communications competency is my listening skills. Like a pair of ears (an artifact in my portfolio), I should try to better understand the ideas of my group which will not only improve the quality of the work, but also make the experience of the group's better.

Through this portfolio project, I developed a better understanding of the different aspects of my identity and how they relate to society writ-large. I put a name-tag I received from a debate tournament into the box as that name tag represents how I grew under this core competency. Debate and courses like AP comparative government are also represented in my portfolio.



Student Video Recording



Multimedia Project

Learning Update
British Columbia Elementary

Student Name: Ryan B
Date: March 2023

Grade: 4
Attendance: 40 absences & a late

Teacher descriptive feedback

Ryan is a great communicator and enjoys interacting with others to share his ideas. He is sensitive to others and is aware of how his actions and words impact those around him. Ryan at times requires support when working through difficult or uncomfortable situations with peers or staff. He is working on using his strong communication skills to grow in better expressing his thoughts in times of social conflict. Overall, Ryan has developed important friendships and is a valued member of our classroom community.

Areas of Learning	Proficiency Scale Indicator	Descriptive Feedback
English Language Arts	Developing	Ryan makes meaningful connections which demonstrates his good comprehension of what he is reading. Although reading below grade level, when provided books at his level, his ability to engage and think about what he is reading has helped him grow his reading skills. The next steps for Ryan would be to continue to spend time reading a variety of books that interest him and practice sounding out new and unfamiliar words.
Mathematics	Proficient	Ryan is proficient at explaining and justifying his mathematical reasoning. He is eager to try new concepts and shows curiosity when solving problems. Ryan is still building his understanding of the relationship between perimeter and area and can use his strong problem-solving skills to continue to build this skill.
Science	Proficient	Ryan is a curious student that makes keen observations and predictions through scientific inquiry. During our investigation of body systems, he demonstrated proficiency when planning his inquiry on how to take care of your respiratory system.
Social Studies	Proficient	Ryan has asked great questions throughout our various inquiries this year. When looking at a variety of issues and perspectives he also provided well-constructed arguments to defend his thinking. At times Ryan struggled to understand or consider other perspectives beyond his own, but he always took the time to ask questions along the way which is an important skill.
Physical & Health Education	Developing	Ryan has demonstrated fair play and leadership in all our physical activities. He actively participated in all activities and could recognize how personal choices surrounding physical activity and food choices impact your health and well-being. Ryan continues to develop in some of his fundamental movement skills especially when required to control an object such as a ball. With more practice and participation in sports opportunities, Ryan will become more confident and further develop his skills.
Arts Education	Developing	Ryan was able to identify various elements of art used among our Indigenous communities. During our inquiry into the various regions of Canada, Ryan required support to create pieces of art (visual, dance, music) representing the region he was exploring. He was a bit apprehensive when presenting his creations, but with more time and opportunities, he will become more confident and prouder of his creativity.

Self-assessment of Core Competencies and goal setting

My goal was to think in new ways this year. This year I had to think creatively and critically alot. In Science I got to do an inquiry project on anything I wanted and because I really love pretty rocks I decided to study rocks and learned about so many different kind of rocks in BC. I had to relay think about how to group them into categories and how to explain the different characteristics in my presentation. That was the hardest thing I did all year and I'm really proud that I did a good job.

I had a goal to get better at communicating my thoughts better. I think I did alot of growth this year in my communication cause I learned how to write a really good paragraph and all about punctuation. I didn't know any of that last year. And my teacher gave us lots of projects that got us to write and we made posters and presentations. We wrote our own stories and plays and we also wrote reflections like this one to help us understand how we are growing. I really like that we got to do so many presentations in class too because it's fun to watch other peoples and because it helps you with speaking in front of a class. I feel more confident in my communication then in grade 3. I am also working on using these skills I am learning with my friends. Sometimes I find it hard when we have a fight but I am learning how to communicate with them too.

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Student-Generated Content on Written Report

How will I know my child is on track to graduate?

When your child is in Grades 10-12, they will receive a graduation status update in their report card each June.

The graduation status update provides a snapshot of your child's progress in completing the courses and assessments they need for graduation. It will show you which courses and assessments have been completed, which courses your child is currently enrolled in, and what still needs to be done in order for them to graduate.

The graduation status update will also help your child with course selection. It makes sure everyone is aware of any problems with graduation before it's too late.



**Where can I
learn more?**

When the Ministry released the K-12 Reporting Framework in June 2022 to the public, they also released a [brochure for families](#) explaining the proficiency scale and upcoming changes to student reporting.



Learning is ongoing

Students come into every learning situation with their own experiences and background knowledge. A student does not necessarily begin at Emerging or Developing at the beginning of each school year. Similarly, students do not only reach Proficient at the end of the school year. Reaching proficiency is not the end of learning; if a student enters a learning experience with Proficient understanding or achieves proficiency during the school year, the goal becomes to further enhance their learning.



Letter grades and percentages for grades 10-12

Most universities and colleges currently use letter grades and percentages as part of the admissions process. To continue the successful transition of B.C. students to post-secondary learning, letter grades and percentages will remain in the graduation years. However, the Ministry of Education and Child Care will work with post-secondary institutions in the coming years to explore the use of the Provincial Proficiency Scale at Grades 10-12.

REPORTING ON STUDENT LEARNING IS CHANGING IN B.C.

Brochure for Families


 Ministry of Education and Child Care

K-12 Student Reporting Information for Parents and Caregivers Package

- Explain the **what** and **why** of various elements of the written reports
- Translated into 8 languages
- Have been **released** and can be found on the Ministry Website

Information for Parents and Caregivers

What is descriptive feedback?



Descriptive feedback is the written comments you will see on your child's report card. Descriptive feedback is valuable for all kids, in all grades, from Kindergarten to grade 12.

From Kindergarten to Grade 9, your child may get a "Proficient" in math, and a "Developing" in English. At first glance, you may assume your child is "good" at math and "bad" at English. But this isn't the case; all students have strengths and things they are still working on.

In grades 10-12, their marks alone won't tell you the whole picture of who your child is as a learner. This is where descriptive feedback comes in. Teachers will give you written feedback that clearly explains what your child can do. It will also tell you what your child needs to work on to move forward in their learning.

Information for Parents and Caregivers

How will I know my child is on track to graduate?



The Graduation Status Update...

- tells you and your child about the different pathways to graduation in BC
- shows your child's progress towards completing all the courses and assessments they need to graduate
- helps you and your child see where you are about your child's progress towards graduation

Why a Graduation Status Update?


Does your child need to take more courses? The graduation status update clearly states when graduation path your child is on and gives you information about that path.

When your child is in grade 10, 11, and 12, they will receive a graduation status update along with their report card each year. The graduation status update gives caregivers clear insight into their progress towards completing their courses and assessments. They need to graduate. Each year, the update will include information about their progress towards graduation, which course your child is currently enrolled in, and what still needs to be done for them to graduate.

The graduation status update will also help your child with course selection. It makes sure everyone is aware of any problems with late BCIC requirements, and what to do next.

Information for Parents and Caregivers

Why is my child not getting a letter grade?



Why move to the Provincial Proficiency Scale?

We all remember when we were in school, and a test or assignment was handed back to us. Everyone in the class rushed to compare their marks with one another. Instead of focusing on what students learn, the focus on marks encouraged comparison.

If your child is in Grades K-9, you won't see letter grades on the report card. Instead, you will see information on where your child is on a scale (the provincial proficiency scale). The proficiency scale makes learning the focus, not marks. It allows your child to learn from their mistakes and move forward.

In grades K-9 the proficiency scale...

- maintains high standards
- makes learning the focus
- shows you where your child is at
- lets you know what things your child still needs to work on
- helps students continue their learning, even after assignments and report cards are given back
- has a place for all learners

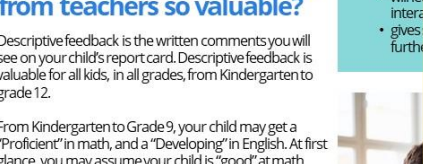


Information for Parents and Caregivers

K-12 Student Reporting: Information for Parents and Caregivers

Information for Parents and Caregivers

What is my child learning?



Why is descriptive feedback from teachers so valuable?


Descriptive feedback is the written comments you will see on your child's report card. Descriptive feedback is valuable for all kids, in all grades, from Kindergarten to grade 12.

From Kindergarten to Grade 9, your child may get a "Proficient" in math, and a "Developing" in English. At first glance, you may assume your child is "good" at math and "bad" at English. But this isn't the case; all students have strengths and things they are still working on.

In grades 10-12, their marks alone won't tell you the whole picture of who your child is as a learner. This is where descriptive feedback comes in. Teachers will give you written feedback that clearly explains what your child can do. It will also tell you what your child needs to work on to move forward in their learning.

Information for Parents and Caregivers

What is my child learning?



Why was BC's curriculum redesigned?

We all remember when we were in school. Learning often looked like us being asked to memorize information and repeat it on a test, only to have many of us forget it soon after. We now know good learning is not just memorizing. It's being able to use what we know in real-world settings. Universities, colleges, and employers now care more about how students think than how many facts they can memorize and recall.

This is why what students are learning—both what they are taught and how they're assessed—has changed. Parents and caregivers expect their child to learn the basics at school—reading, writing, and math. In the redesigned curriculum, these subjects remain important, but they aren't the only vital part of students' learning.

BC's curriculum will continue to give your child a strong foundation in these important skills. It will also teach your child how to think, communicate, problem-solve and use their knowledge in the ways that matter in school and in a rapidly changing future.

BC's curriculum...

- sets high standards for learning
- defines what your child will be taught at each grade
- ensures your child develops a strong foundation for reading, writing and math
- builds your child's communication, thinking, problem-solving and social skills
- supports their well-being
- sets your child up for success in school and for the workplace in the future

Information for Parents and Caregivers

How will I know how my child is doing?



How will I know how my child is doing?

The way your child's learning is shared with you is changing. This overview will tell you what you can expect from your child's report card, and from teacher updates.

How often will I get updates from my child's teacher?

During the school year, parents and caregivers should expect to see 3 Learning Updates about their child. Updates will include 3 Written Learning Updates (this could look like a report card) and 2 Informal Learning Updates (this could include conferences with a teacher, phone calls, or emails).

Schools set the schedule for when Learning Updates happen. However, your child's teacher may connect with you at any point.

If your child has an individualized education plan (IEP) they will get Learning Updates in the same way everyone else in their class does. But your child may also get additional updates based on their IEP.

What will my child's report card look like?


Each written update will include:

- Information about **how your child is doing** in every subject they are studying
- Written comments (**descriptive feedback**) on your child's strengths and areas they need to work on, as well as their **work habits and behaviour**
- Information on the communication, thinking, and social skills that your child needs to be successful (**Core Competencies**) and your child's goal setting
- Information about your child's **attendance**

Note: The last written update of the school year in Grades 10-12 also lets you know if your child is **on track to graduate**.

Information for Parents and Caregivers

Why is my child self-reflecting and setting goals?



Self-reflection and goal setting...

- From Kindergarten through grade 12, **actively involves your child in their learning**
- helps your child understand their strengths and challenges
- teaches your child how to set goals and work towards them
- develops the skills your child needs to be successful in school and in the future

How can self-reflection and goal-setting help students?

Our world is constantly changing. It's still important for students to learn facts and information. But it is also important students learn how to think, communicate, and interact with others. This is where the Core Competencies come in. BC's Core Competencies are part of the curriculum, so every day your child goes to school they will be building these skills.

Reflecting and setting goals are important life skills for students to learn, from the earliest age. These skills will help them to succeed in school and also in their future, including the workplace. Self-reflecting and goal setting will help your child understand themselves better, work toward and meet their goals, and celebrate their successes.

What's inside?

- 1. What is my child learning?**
An overview of BC's curriculum, which sets out what your child is being taught and assessed on in class.
- 2. How will I know how my child is doing?**
A summary of what you can expect to find on your child's report cards.
- 3. Why is my child not getting letter grades?**
An explanation of the Provincial Proficiency Scale and how it will be used if you have a child in grades K-9.
- 4. What is descriptive feedback?**
A description of what you can expect in the written comments your child will get on their report cards.
- 5. Why is my child self-reflecting and setting goals?**
An overview of the importance of self-reflection and goal setting skills, and how your child will grow in these areas.
- 6. How will I know my child is on track to graduate?**
Information about the different pathways to graduation in BC, and how you can be sure your child is on track to graduate.

K-12 Student Reporting

If you have questions about the changes coming to student reporting in BC, please reach out to the ministry via email at student.reporting@gov.bc.ca.

For more specific questions about report cards, you can connect with your child's teacher, principal, or school district staff. They will be able to provide you with information about what reporting looks like in your child's school or school district.

You can also find more information about student learning on the following web pages:

- [BC's Curriculum](https://curriculum.gov.bc.ca/) - <https://curriculum.gov.bc.ca/>
- [Core Competencies](https://curriculum.gov.bc.ca/competencies) - <https://curriculum.gov.bc.ca/competencies>
- [Graduation Program Handbook](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf) - https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/graduation/handbook_of_procedures.pdf
- [Indigenous-Focused Graduation Requirement](https://www2.gov.bc.ca/gov/content/education-training/k-12/support/indigenous-focused-graduation-requirements) - <https://www2.gov.bc.ca/gov/content/education-training/k-12/support/indigenous-focused-graduation-requirements>
- [Provincial assessments](https://curriculum.gov.bc.ca/provincial/assessment) - <https://curriculum.gov.bc.ca/provincial/assessment>





Thank-you