K-12 Student Reporting Policy

Adult Education Reporting Guide

Ministry of Education and Child Care

2024

K-12 Student Reporting Policy for Adult Education

This brief guide will provide educators with a summary of the key elements of the new K-12 Student Reporting Policy (2023), as it pertains to online learning programs. The guide includes links to resources, such as the webinar series, where you can go to learn more.

The goal of communicating student learning for adult learners is to ensure that students are adequately supported to undertake learning that aligns with their personal and professional goals.

The policy pertains to all learners in the B.C. education system. Adult learners should, as with school-aged students, receive regular feedback regarding their learning. However, the differences between adult learners and school-aged students may necessitate a different approach to student reporting. Adult students tend to be intrinsically motivated and often pursue education to facilitate more gainful employment and improve their individual circumstances. They also often have obligations outside of their learning, which may necessitate absence (e.g., changes to childcare arrangements, work, etc.). The table below explains some important nuances to consider when engaging with adult learners regarding their progress.

Reporting Requirement	Important Information	Adult Education Additional Information
At least 5 communications of student learning • 2 informal • 3 written	• **2 informal Learning Updates** may be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, emails, portfolio entries, and written summaries • **2 written Learning Updates** in a printed or digital format • **1 written Summary of Learning** at the end of the school year or semester, in either a printed or digital format	• These requirements apply to **all** learners, including adult learners. • Like all aspects of the policy, these requirements are based on a year-long calendar (July to June). For adult education operating with a condensed schedule, there is no expectation that schools will provide 5 communications of student learning in a few weeks. • The Ministry does not provide specific requirements for programs of various durations but instead leaves flexibility for schools and districts to provide communications of student learning that meet the needs of students. • Communication of student learning is important for all students. Every student should have an opportunity to receive some sort of communication that provides formative assessment information about areas for growth before a final mark for a course.
Every written communication provides information about how a student is doing in every area of learning they are currently studying	• Depending on what pathway to graduation a student is on, the areas of learning students should be studying are outlined in the Graduation Program Order or the British Columbia Adult Graduation Requirements.	• These requirements apply to **all** learners, including adult learners. • Note that per the British Columbia Adult Graduation Requirements section on Specified Learning Outcomes and Course Requirements, adult learners need to be provided with an educational program that follows the Learning Standards of the BC curriculum and is provided in a manner that complies with the *School Act.*
Every written communication includes an assessment of the student's learning in relation to the Learning Standards of the curriculum	• For courses in grades 10-12, letter grades and percentages will be used as outlined in the Letter Grades Order. • Tuition-free Literacy Foundations courses for **graduated adult learners are not Grade 10-12 courses**. Educators are not obligated to provide letter grades or percentages to adult learners taking Literacy Foundations courses.	• This requirement applies to **all** learners, including adult learners.
Every written communication of student learning includes descriptive feedback	Students will receive descriptive feedback on all areas of learning they are currently studying. These comments: • should focus on student strengths and areas for further growth • should be concise (bullets are okay) and in plain language • should not summarize lesson plans or the Learning Standards of the curriculum	• This requirement applies to **all** learners, including adult learners.
Every written communication will include information about behaviour and attendance	In reporting on student behavior will be achieved through a combination of student self-reflection of the Core Competencies, goal setting, and descriptive feedback. Attendance can be communicated with an autogenerated number. • Student behaviour and attendance are separate from reporting a student's growth in relation to the Learning Standards of the provincial curriculum. • Student behaviour or attendance should not directly contribute to a student's overall mark in each learning area (e.g., 10% of the grade for attendance, 5% of the grade for participation).	• This requirement applies to **all** learners, including adult learners. • Reporting on behaviour is about observed learning behaviors (e.g., engagement, motivation, self-reflection, preparation, etc.). • Absences and lateness do not need to be reported unless there are specific program requirements. • Written feedback may include a reminder of supports available to adult learners.
Every written communication includes student-generated content in the form of a self-reflection of Core Competencies and goal-setting	The format and process of self-reflection and goal setting are determined either at the district or school level.	• This requirement applies to **all** learners, including adult learners. • However, it is important to note that this self-reflection of Core Competencies and goal setting component can take various forms. • This component should be individual to each adult learner and relate closely to their personal and professional goals, their needs, and their age.
Graduation Status Update	The graduation status update provides a snapshot of a student's progress towards obtaining the credits and graduation assessments needed for graduation based on their graduation path (e.g., Dogwood, Dual Dogwood, Adult Grad, Evergreen, etc.). The graduation status update does not replace an official transcript.	• This requirement applies to **all** learners, including adult learners. • The report can be autogenerated through MyEducationBC and includes versions for students on a Dogwood and Adult Graduation path. • If a student has already graduated and they are attending an adult education program to upgrade their course mark, they do not need a graduation status update. They have already fulfilled their graduation requirements.

Frequently Asked Questions

Do parents and caregivers need to receive a copy of the written Learning Update for adult learners?

The information required as part of a written Learning Update does need to be communicated to all learners, including an adult learner. However, the adult student can decide whom to share that information with. While this information does not need to be communicated in the form of a traditional report card, it is important to be aware of any funding and compliance requirements, as report cards and attendance may be required evidence of course participation or completion.

Can reporting through a platform like Brightspace or Moodle count as an <u>informal</u> Learning Update?

Yes, an update provided through a platform like Brightspace, Moodle, or another learning management or reporting tool could count as an informal Learning Update. There are no requirements for the format of an informal Learning Update. As such, it does not need to resemble a written Learning Update with letter grades and percentages, descriptive feedback, and self-reflection of Core Competencies and goal setting, or include a graduation status update.

Can a <u>written</u> Learning Update be provided through a platform like Brightspace or Moodle?

Yes, an update provided through a platform like Brightspace, Moodle, or another learning management or reporting tool could count as a written Learning Update if it adheres to the policy requirements for a written Learning Update, which include a letter grade and percentage for each subject being studied, descriptive feedback, and a self-reflection of Core Competencies and goal setting. The final written Learning Update of the year would also require a graduation status update if appropriate. It will be up to the school to ensure the tool they have selected adheres to the reporting policy requirements.

Do adult education programs need to report on attendance?

Depending on the nature of the adult education program, attendance reporting may be required. If your program necessitates physical or virtual attendance at specified class times, you will document attendance and report any absences. However, if the program functions without designated periods of attendance, there is no need to mark students as late or absent.

Is a graduation status update necessary for adult learners?

It varies based on the individual. Adult learners pursuing graduation through any of BC's graduation pathways require a graduation status update at the end of the year. However, students who have already graduated and/or are engaged in upgrading do not need to receive a graduation status update.

Do adult education students have to complete a self-reflection on Core Competencies and goal setting?

Yes. However, the self-reflection on Core Competencies and goal setting is intended to be student-generated and tailored to the learner's needs. There are no specific format requirements for this component, allowing it to be flexible based on individual student needs. This component may also be integrated into instruction and does not need to be an additional task beyond the regular course content. Importantly, the requirement is per student, not per course or school enrollment. Therefore, a student enrolled in multiple courses does not need to complete multiple self-reflection components.

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