

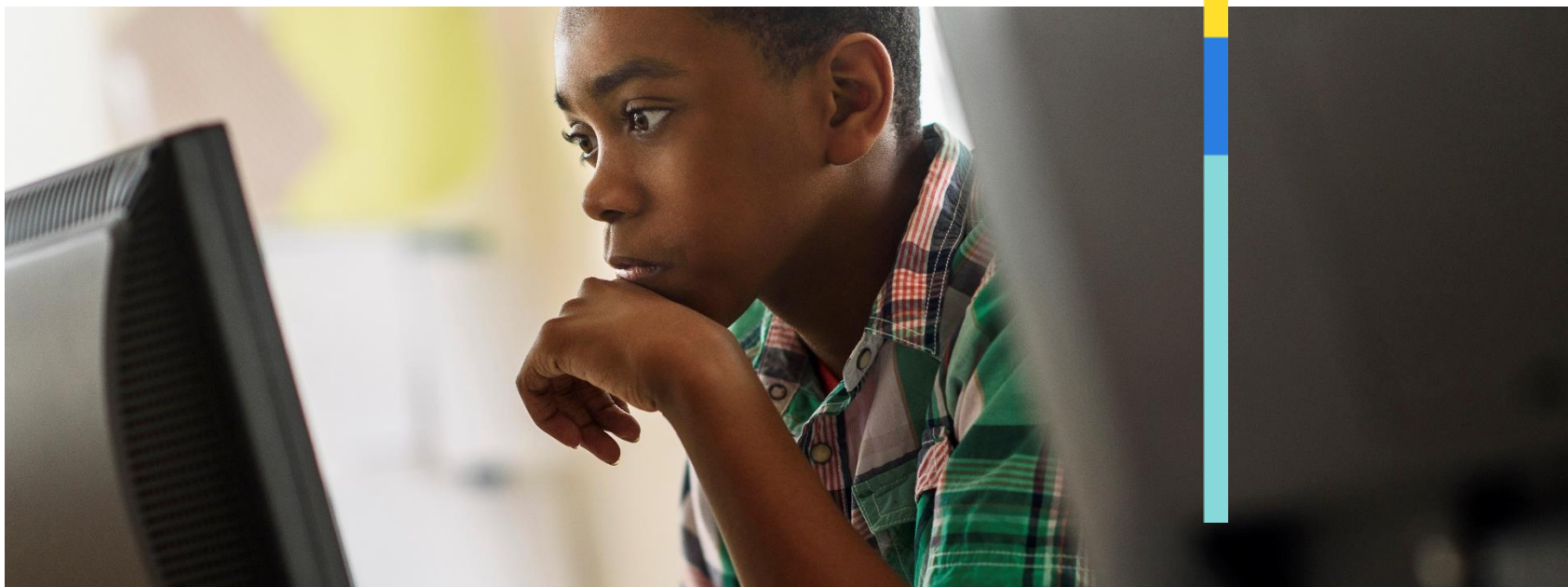
K-12 Student Reporting Policy

Online Learning Reporting Guide



Ministry of Education and Child Care

2024



K-12 Student Reporting Policy for Online Learning

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 is to ensure that:

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning; and
- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning.

The requirements of the K-12 Student Reporting Policy apply to all public schools in BC, **including online programs**. Whether a student is taking classes online or in-person, all students and parents and caregivers benefit from receiving descriptive feedback about their learning. Meaningful and flexible communication of student learning in clear and accessible language enables parents, caregivers, students, teachers, and administrators to proactively work together to move students forward in their learning. The K-12 Student Reporting Policy ensures students, parents, and caregivers are partners in the dialogue about the student's learning and the best ways to support and further learning.

However, the policy includes significant flexibility for school districts over the timing and format of reports. During the school year, 5 communications of student learning are required: 2 informal and 3 written Learning Updates for all K-12 students. This is also the same number of communications that was required by regulation in the previous reporting policy. Therefore, typically most schedules that were used before the policy change will still meet the requirements of the 2023 policy. The 5 communications are based on a year-long calendar (July to June). Schools and/or districts choose how to schedule those 5 communications throughout the entire school year. In schools with a semester system, there is no expectation that each semester will have 5 communications of student learning. Similarly, there is no expectation that condensed online learning programs will attempt to fit 5 communications of student learning into a few weeks. That frequency of reporting would not only provide significant workload challenges for teachers but would also be potentially overwhelming and unhelpful for parents and caregivers.

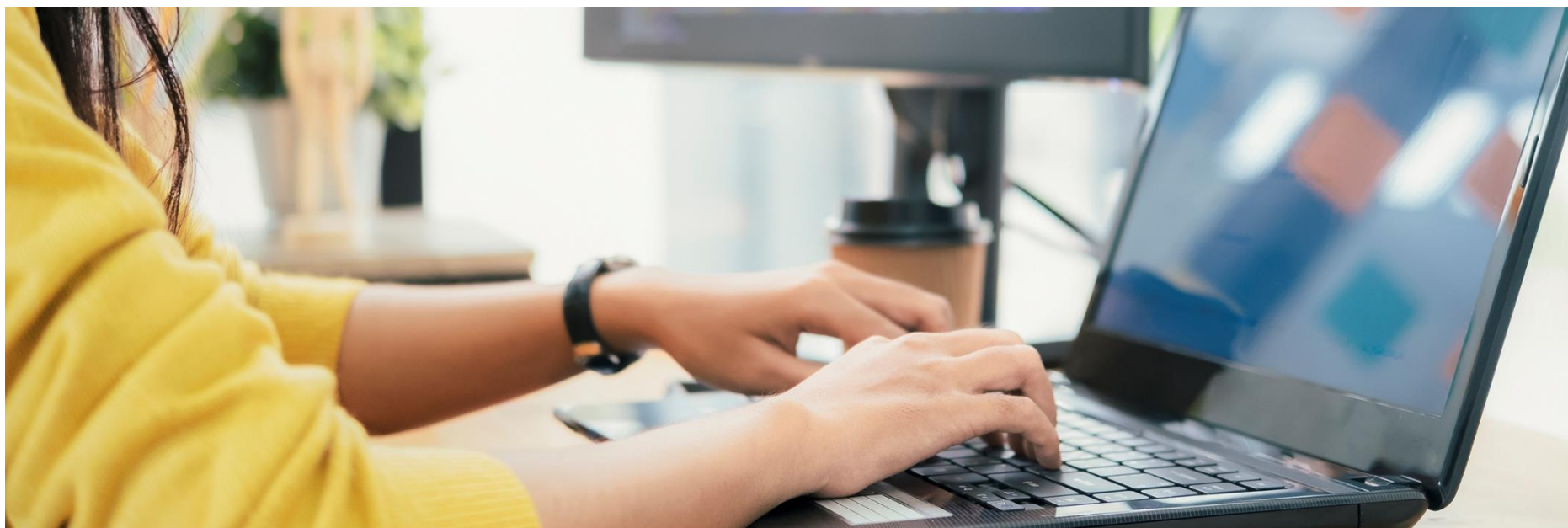
Regardless of the course timetables and scheduling structures, the significance of communicating student learning remains consistent across all learning environments. It is important for all students, as well as parents and caregivers, to be aware of their strengths and areas for improvement and provided with the needed support early. Whether a course is of short or extended in duration, the final mark students receive should not come as a surprise to parents and caregivers or students. Even in brief programs, sharing a mid-point communication of learning provides important information to help students be as successful as possible.



Policy Information

Reporting Requirement	Important Information	Online Learning Information
<p>At least 5 communications of student learning</p> <ul style="list-style-type: none"> • 2 informal • 3 written 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • These requirements apply to all public schools, including online programs. • Like all aspects of the policy, these requirements are based on a year-long calendar (July to June). • For online programs operating with a condensed schedule, <u>there is no expectation that schools will provide 5 communications of student learning in a few weeks.</u> • 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 parents and caregivers, and students while remaining manageable for teachers.
<p>Every written communication provides parents with information about how a student is doing in every area of learning they are currently studying</p>	<ul style="list-style-type: none"> • The areas of learning students in grades K-9 should be studying is outlined in the Required Areas of Learning in an Educational Program Order. • The areas of learning students in grades 10-12 should be studying is outlined in the Graduation Program Order. 	<ul style="list-style-type: none"> • These requirements apply to all public schools, including online programs.
<p>Every written communication includes an assessment of the student's learning in relation to the Learning Standards of the curriculum</p>	<ul style="list-style-type: none"> • grades K-9: The four-point Provincial Proficiency Scale is used (Emerging, Developing, Proficient, and Extending.) • grades 10-12: Letter grades and percentages as outlined in the Letter Grades Order. <p>Note: in select instances, the letter grades "IE", "W", and "SG" can be used in grades K-12.</p>	<ul style="list-style-type: none"> • These requirements apply to all public schools, including online programs.
<p>Every written communication of student learning includes descriptive feedback</p>	<p>In grades K-12, students will receive descriptive feedback on all areas of learning they are currently studying. These comments:</p> <ul style="list-style-type: none"> • should focus on student strengths and areas for further growth • should be concise (bullets are okay) and in parent/caregiver-friendly language • should not summarize lesson plans or the Learning Standards of the curriculum 	<ul style="list-style-type: none"> • These requirements apply to all public schools, including online programs. • While teachers in online programs who have large numbers of students may face challenges generating that amount of feedback, concise descriptive feedback is valuable for all parents and caregivers, as well as students, and is an important part of the student reporting policy. • Online learning schools may consider a variety of structures to ensure that the workload does not become overwhelming. For example, communication of student learning could be staggered rather than provided to all students at the same.
<p>Every written communication will include information about behaviour and attendance</p>	<p>In grades K-12 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.</p> <ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • These requirements apply to all public schools, including online programs. • Reporting on behaviour is about learning behaviors observed. <u>If you are in a program (e.g., asynchronous) where you do not directly observe a range of learning behaviours, you are not required to comment on something you can't observe.</u> • Similarly, online programs that do not require attendance at specific times do not need to record students as absent or late. • School districts and schools should consider class size in order to ensure good reporting practices can occur.
<p>Every written communication includes student-generated content in the form of a self-reflection of Core Competencies and goal-setting</p>	<p>In grades K-12, the format and process of self-reflection and goal setting are determined either at the district or school level. While they need to be accessible to parents, they do not need to be physically attached to a printed report card or uploaded to a digital report. If provided in a format other than a report card, parents and caregivers need to be told how to access it.</p>	<ul style="list-style-type: none"> • These requirements apply to all public schools, including online programs. • The applicability of self-reflection of Core Competencies and goal setting will depend on how and where a student is enrolled. It will be important for the school leadership at both schools to communicate and ensure the requirement is met at one of the schools where the student is enrolled. <ul style="list-style-type: none"> • Students who take the majority of their courses through an online program (e.g., that is their school of record) they will need to complete the self-reflection of Core Competencies and goal setting component through their online learning school. • Students enrolled in an online course or course(s) but takes the majority of their courses at a brick-and-mortar school, the student will complete their self-reflection of Core Competencies and goal setting through their brick-and-mortar school. • It is also important to note that the requirement is for one self-reflection of Core Competencies and goal setting per student per reporting period, not per course or school in which the student is enrolled. • There is also no record-keeping requirement for this component. • It does not need to be stored in the student's permanent record.

Reporting Requirement	Important Information	Online Learning Information
<p>Students with disabilities and diverse abilities</p>	<p>If a student has an IEP but is being assessed in relation to the Learning Standards their reports will look the same as their peers. However, there will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum. In these instances:</p> <ul style="list-style-type: none"> written communications do not need to include a scale indicator or letter grade and percentage unless it is decided otherwise descriptive feedback on their strengths and areas of growth is required if a scale indicator or letter grade is used, the report must state that marks are in relation to the individualized goals in the student's IEP 	<ul style="list-style-type: none"> These requirements apply to all public schools, <u>including online programs</u>.
<p>English Language Learners and French Language Learners</p>	<p>Where the student's language proficiency is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum for a specific area of learning, the written communications:</p> <ul style="list-style-type: none"> must contain descriptive feedback on their strengths and areas of growth does not need a scale indicator or letter grade and percentage until such a time as the student's language abilities allow them to demonstrate their learning in relation to the Learning Standards of the curriculum 	<ul style="list-style-type: none"> These requirements apply to all public schools, <u>including online programs</u>.
<p>Graduation Status Update</p>	<p>On the last report of the year in grades 10-12, 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.</p>	<ul style="list-style-type: none"> These requirements apply to all public schools, <u>including online programs</u>. The Graduation Status Update can be auto-generated through MyEducation BC and should be provided at the end of the school year by a student's school of record whether that is an online school or a brick-and-mortar school. Providing multiple graduation status updates throughout the year is not recommended as it may lead to confusion for students and parents and caregivers. <u>This requirement is per student</u>, not per course or school in which the student is enrolled. There is no record-keeping requirement for this component. It does not need to be stored in the student's permanent record.



Frequently Asked Questions

When does each reporting communication need to take place for online schools?

Requirements for online schools are the same for brick-and-mortar schools and are based on a year-long calendar (July to June). The timing for reporting can be customized to fit varying schedules. Since a wide variety of school calendars and delivery models are used in B.C., the Ministry is purposefully not prescriptive regarding the scheduling of Learning Updates. Schools and districts are encouraged to develop responsive schedules aligned with the policy. Examples of possible reporting schedules have been included under *Schedules* in the [K-12 Student Reporting Policy: Communicating Student Learning Guidelines](#). Ideally, all partners within a school and/or district will work together to devise locally responsive scheduling of their communications of student learning.

How is the K-12 Student Reporting Policy (2023) implemented in an online program with unique schedules?

Both the previous and current K-12 Student Reporting Policy have been structured around a year-long calendar (July to June) with 3 written and 2 informal Learning Updates throughout the year. If online programs were effective in their reporting frequency under the previous policy, that frequency can likely be maintained under the current policy. In the same way that brick-and-mortar schools using a semester system are not expected to report 5 times per semester, there is no expectation for online schools to fit 5 communications of student learning into a condensed program. Schools and/or districts are encouraged to set a reporting schedule that fits their unique context.

Do online schools need to report on attendance?

Depending on the online program type, reporting on attendance may be required. If the program requires virtual attendance for specific class times, recording attendance and reporting absences is needed. However, for programs without specific periods of attendance, you do not need to mark a student as late or absent.

Do online students need to complete a self-reflection of Core Competencies and goal setting?

For students primarily enrolled in an online program (e.g., taking most classes through a virtual school), all written communications of student learning must include a self-reflection of Core Competencies and goal setting. However, for cross-enrolled students in multiple schools, this reflection can be included in written Learning Updates from their school of record. The process is meant to be student-generated and tailored to individual needs, with the requirement applied per student, not per course or school.

How can I provide concise descriptive feedback for hundreds of online students?

The K-12 Student Reporting Policy emphasizes the value of concise descriptive feedback for all students. There is no expectation that teachers will write long paragraphs for each student. Short sentences or bullet points are valid ways of providing descriptive feedback.

In addition, teachers can only assess and provide feedback on what they can observe. For example, in an asynchronous online program, with no hybrid option, teachers may have very limited interactions with students outside of marking assignments that they have submitted. As a result, authentic descriptive feedback in online programs may look different than descriptive feedback provided for in-person learning. There is also significant flexibility for scheduling when reports happen. For example, with programs with continuous enrollment, schools may want to stagger their reporting so that teachers are not expected to prepare hundreds of reports simultaneously.

Although providing descriptive feedback for numerous online students can present logistical challenges, it remains a crucial aspect of offering students, parents, and caregivers important information about student learning. If the current program structure, including staffing, enrollment numbers, and scheduling, impedes the delivery of meaningful descriptive feedback, it may warrant reconsideration.

Does a digital portfolio count as a written Learning Update?

While MyEducation BC is capable of all the requirements, the policy does not mandate a reporting template or digital tool. Schools and/or districts can choose the template and tool that works best for them and their students, parents, and caregivers.

While a portfolio, or any other learning management system (LMS) or reporting program, can serve as a reporting tool, it should encompass specific elements, including communication of learning in the form of a Provincial Proficiency Scale indicator (Grades K-9) or letter grades and percentages (Grades 10-12). It should also incorporate teacher descriptive feedback on notable growth areas and opportunities for further development. Attendance, if appropriate based on the context of the online learning program, also needs to be communicated. Additionally, a student-generated self-reflection on Core Competencies and goal setting component needs to be included. If it is the last written Learning Update of the year, and a student is in grades 10-12, a graduation status update would also need to be included. It is the responsibility of the school and/or district to ensure whatever reporting tool they choose complies with the requirements of the policy.

Can ongoing reporting through a platform like Brightspace or Moodle count as an informal Learning Update?

Yes, updates through platforms like Brightspace, Moodle, or another learning management system (LMS) or reporting tool can qualify as informal Learning Updates. However, parents and caregivers must be explicitly notified of such updates and provided with any necessary information to access the information. There are no format requirements for an informal Learning Update, and as such, they do not need to have a scale indicator, letter grade and percentage, descriptive feedback, self-reflection of Core Competencies and goal setting, or graduation status update unless the teacher so chooses.



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