



DRAFT K-9 Student Reporting Policy (2019) and Pilot: Communicating with Families

Introduction

This document is for schools and districts that are currently piloting the DRAFT K-9 Student Reporting Policy (2019). It contains the following sections:

- ➔ Background
- ➔ The DRAFT K-9 Student Reporting Policy (2019) and Pilot
- ➔ Communicating with families: Suggestions
- ➔ Frequently asked questions
- ➔ Sample letter for families

Background

In 2016/17, as a step toward innovation in student reporting, the Ministry of Education revised the [Student Reporting Policy \(2016\)](#) and [Student Progress Report Order \(2016\)](#), providing schools and districts with two options for reporting student progress in K-9:

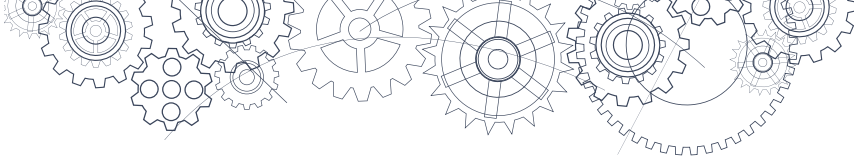
- ➔ Policy Option A (Schedule 2 of the [Ministerial Order](#)) allows districts to develop local reporting policies following the *Interim Student Reporting Guidelines for Grades K-9*.
- ➔ Policy Option B (Schedule 1 of the [Ministerial Order](#)) allows districts to follow a slightly revised traditional policy.

For the 2019/20 school year, schools and districts will continue to have a choice between these two options.

The DRAFT K-9 Student Reporting Policy (2019) and Pilot

Piloting school districts are trialing a DRAFT K-9 Student Reporting Policy (2019) that complies with the current Policy Option A. The purpose of the pilot is to:

- ✓ continue to trial the DRAFT K-9 Student Reporting Policy (2019) in the 2019/20 school year to inform possible revisions to provincial legislation and policy
- ✓ trial specific pilot policy language and make recommendations for revisions
- ✓ inform future reporting guidelines
- ✓ refine the proficiency scale
- ✓ recommend, where relevant, future changes to the reporting policy for Grades 10-12



A provincial implementation team has been established, composed of a representative from each formal piloting school or district. The team is providing feedback and data on the successes and challenges of implementation, helping to inform the finalization of the new K-9 Student Reporting Policy and supporting guidelines.

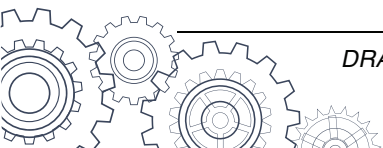
Participation in the pilot is providing schools and districts with an opportunity to innovate and revise local reporting policies, in order to ensure alignment with future provincial policy directions.

Communicating with families: Suggestions

Communicating with families is important for the success of the pilot. Piloting schools and districts can connect with families in many ways. When drafting a communications plan, schools and districts may consider the suggestions provided in the table below.

Communicate...	Suggestions
...in a variety of ways	<ul style="list-style-type: none"> • Host district level meeting(s) and school-based meetings • Engage families in other ways, including in-person meetings (large or small group), letter, email, survey, open house, etc.
...a number of times throughout the year	<ul style="list-style-type: none"> • Communicate with families at the start of the school year (see the sample letter, included as an appendix to this document) • Check in with families during the year to gather feedback and to ensure that they understand what is being communicated about student progress
...when and how families may expect communication about student progress	<ul style="list-style-type: none"> • Provide families with a one-page document or calendar, sample templates, and so on • Ensure families are aware of the option to request a Letter Grade in Grades 4 to 9

A sample letter for families is included as an appendix to this document.





Frequently asked questions

Here are some anticipated questions from families and suggested answers from school districts:

Q. Why does the Ministry of Education have so many options for reporting student progress in Grades K-9?

- In 2016, when the new K-9 curriculum was mandated across the province, the Student Reporting Policy (2016) was updated to include a flexible option (Interim Option A: K-9). The traditional reporting policy also remained intact (Option B: K-12).
- Interim Option A has enabled schools and districts to try innovative approaches to student progress reporting.
- In the 2019/20 school year, formal pilot participants are trialing a new, DRAFT K-9 Student Reporting Policy (2019), which is a revised Option A. Feedback from the piloting schools and districts will help inform revisions to provincial legislation and policy for K-9.

Q. What has changed with the draft reporting policy?

Informed by research on effective practices and by thorough engagement with parents and educators, the DRAFT K-9 Student Reporting Policy (2019) features:

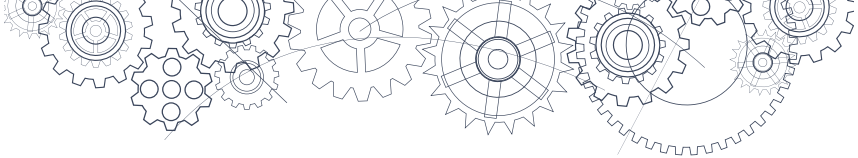
- more timely and flexible communication
- strength-based, individualized feedback on student progress
- standardized descriptive four-point provincial proficiency scale for K-9
- student selected evidence-based reflection during the school year in addition to the end-of-year student self-assessment of Core Competencies

Q. What is the value of the school and/or district participating in this pilot project?

Participating in this pilot project provides students and parents in the school or district with an opportunity to share insights about the piloted practices. It also enables schools and districts to have a voice in the development of the final K-9 Student Reporting Policy, and provides educators with more time and opportunities to learn together about how best to support student learning by trialing draft policy and guidelines.

Q. Will the school's or district's participation in the pilot project affect or disrupt my child's learning?

School or district participation in the pilot project is not intended to disrupt or negatively affect students' learning. The DRAFT K-9 Student Reporting Policy (2019) supports student-centred assessment and reporting practices. Research has shown that when students are provided with opportunities to be engaged in the assessment process, they are better able to describe what and how they are learning, and they experience a greater sense of ownership of their learning.



Q. What is a point of progress?

Points of progress are the meaningful, varied, and responsive ways in which teachers provide parents with information about how their child is progressing in their learning and what the child can do to extend their understanding. Points of progress may take many forms, including but not limited to digital portfolio posts, conferences, phone calls, written comments, and student goal setting and reflections on learning.

Q. What is a summary of progress?

A summary of progress is an end-of-year written report of student progress (digital or paper) in relation to the learning standards in all areas of learning. Parents receive it at the end of the year or when a student changes schools or districts.

Q. Will students be responsible for assessing themselves?

Students will be more involved in the assessment process – from co-creating criteria for learning to reflecting on their learning or engaging in self-assessment. However, teachers continue to organize learning, provide descriptive feedback, and evaluate student progress.

Q. How will we know if our child is making progress as a learner?

Teachers and students will provide evidence of student learning, along with descriptive feedback and/or proficiency scale descriptions.

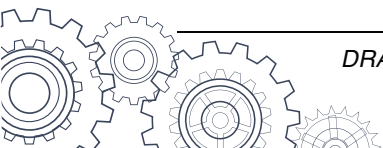
Q. What is the provincial proficiency scale?

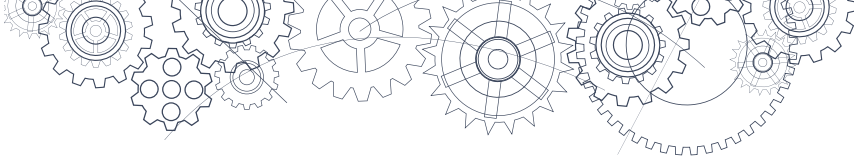
The four-point provincial proficiency scale will be used to communicate student progress in all areas of learning. It describes levels of proficiency in relation to the learning standards of the provincial curricula.

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.

Q. How often and in what form will I receive information about my child’s progress?

Parents will receive information about their child’s learning in at least four points of progress during the school year and one summary of progress at the end of the year. Early in the school year, piloting school districts and schools will provide parents with information on how and when the four points of progress will be communicated.





Appendix: Sample letter for families

Dear parent(s) and/or guardian(s),

British Columbia has a redesigned curriculum, which means that we are also redesigning how we assess and report on student progress. The goal of communicating student progress is to ensure that families are well informed about their children’s progress. As a result, we are working to support new practices for communicating about student learning.

This year we are participating as a formal pilot site for the Ministry of Education’s DRAFT K-9 Student Reporting Policy (2019). Research has shown that good communication between the home and the school is key to student success. Communication should provide up-to-date information about student progress and involve the student, the teacher, and the parent(s)/guardian(s) in meaningful dialogue throughout the school year.

At our school, the communication about student progress will be provided through a variety of forms:

- digital portfolio posts and reviews
- learning conference(s)
- student reflection and self-assessment of the Core Competencies
- summary of progress (end of year)

We hope that providing you with timely, flexible information about student progress this year will help ensure that you will be well informed about your child’s learning.

We recognize that as parent(s)/guardian(s) who may have more than one child at our school, you may receive feedback on your children in more than one way. This is because both the DRAFT K-9 Student Reporting Policy (2019) and pilot and the current reporting legislation are being supported by the Ministry of Education and the school and/or district.

We value your feedback as we continue to develop better ways to communicate student learning. Therefore, we are inviting you to a meeting on Thursday, _____ at 6:00 pm in our school’s gymnasium to provide further information. We hope to see you there!

If you have questions, please contact us. Thank you for supporting your child’s learning and growth.

Sincerely,

Principal

To access your child’s e-portfolio, go to ...

Username:

Password:



Reply to your classroom teacher by Wednesday, _____, 20____. Thank you! ☺

Student name: _____ Grade: _____

Parent name: _____

Yes, I will be attending the parent information night on Thursday, _____ @ 6:00 pm.

No, I will not be attending the parent information night on Thursday, _____ @ 6:00 pm.

