

Reporting Student Progress (Grades K–9): Guidelines for School Districts

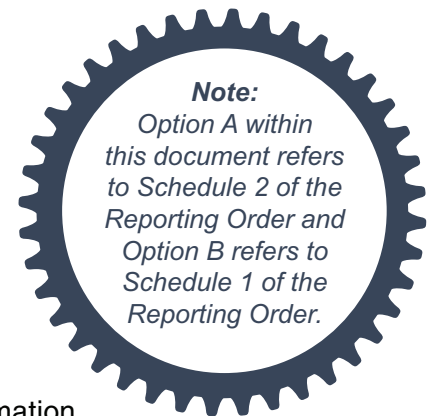


Highlights

The purpose of this document is to clarify changes to the Student Reporting Policy.

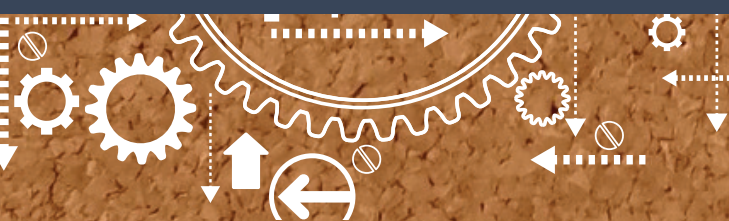
Here are some highlights:

- The Province is firmly committed to improving and ensuring effective practices for reporting and communicating student learning with educators and parents.
- In Grades 10–12, there are no significant changes to the reporting order at this time. Changes to policy for these grades will occur as the Ministry finalizes the draft curriculum and establishes the Graduation Requirements.
- In Grades K–9, districts have two options to consider: Option A (Schedule 2) – develop and follow a local reporting policy that allows more flexibility for those that have developed or are in the process of developing new practices for communicating student progress to parents and students; and Option B (Schedule 1) – follow the newly revised Student Reporting Order.
- Parental engagement about the student reporting process will provide feedback that will assist in refining both provincial and local reporting policies and practices.
- Through changes in reporting practices, parents will receive information about their child’s progress in a timely and responsive manner.
- Districts implementing Option A: Interim Student Reporting Guidelines must share plans for communicating student progress with the Ministry to help guide future changes to reporting guidelines and practices.
- A Question and Answer section on pages 10–12 provides answers to questions that people have raised about reporting student progress.



The revised [Student Reporting Policy](#) came into force on July 1, 2016. The following Ministerial Orders and Regulation apply:

- Ministerial Order 192/94, the [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 191/94, the [Student Progress Report Order \(PDF\)](#)
- Ministerial Order 190/91, the [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 295/95, the [Required Areas of Study Order \(PDF\)](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)



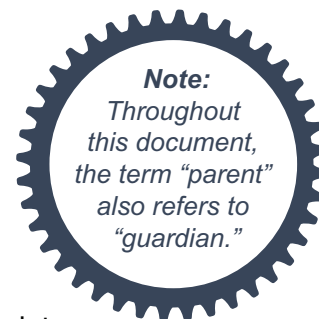
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Provincial Context

As the curriculum changes, so must the assessment and reporting of student progress. The goal of reporting and communicating student learning is to ensure that parents are well informed about their children's progress, while being aligned with the directions of the revised curriculum.



The provincial curriculum was designed with British Columbia teachers, focusing on the effective practices seen in BC and elsewhere. In the same spirit, districts throughout BC have explored a variety of student reporting practices and tools to improve communication with parents. This exploration has led to variations in practices and procedures among schools and districts in the reporting of student learning as they personalized practices to reflect their local communities. For example, some districts or schools may be communicating with parents in an ongoing, flexible manner, and other districts or schools are reporting in ways more associated with formal reports and scheduled reporting times.



Effective Communication with Parents and Students

Effective communication between the home and the school is central to student success. The goal of communicating student learning is to ensure that communication between home and school is effective and timely, so that:

- parents are well informed about their child's progress
- parents are involved as partners in a dialogue about their child's progress and the best ways to support and improve learning
- students are provided with information that is meaningful to them and helps them to improve their own learning

Communication requires ongoing interactions and dialogue about student progress throughout the school year, involving the teacher, the student, and the parent, to provide up-to-date information about the student's learning. This information should:

- be descriptive, and include suggestions regarding ways that parents can support their child
- reinforce the importance of self-assessment and goal setting
- include feedback from multiple sources, as appropriate, including the student, teacher, peers, and parents
- encourage students to work toward their goals, build student ownership, and make clear their role in the communication process
- encourage students to use this information to make necessary revisions to their work and set new learning goals
- where appropriate, take advantage of current technological tools to promote and support communicating student learning

Communication can happen in a variety of ways, including in person, electronically, or in written form.





Using the Policy

Ministerial Policy, Orders, and Regulation

The [Student Reporting Policy](#) (July 1, 2016) allows for variations and flexibility in reporting practices by supporting districts in establishing local policy and procedures. The Policy, Orders, and Regulation support districts in continuing to align their assessment and reporting practices with Ministry directions, including the redesigned curricula, and ensure that reporting practices are responsive to student, parent, and teacher needs. The Ministry will engage in further consultation with stakeholder groups, educators, and parents and, as a result of that consultation process (including what is learned from district feedback), will develop a final reporting order.

The Student Reporting Policy (July 1, 2016) and the Student Progress Report Order provides two options (A / Schedule 2 and B / Schedule 1) for districts to consider:

Option A: (Schedule 2) Interim Student Reporting Guidelines allows districts to report to parents using more responsive, flexible processes. Option A is intended for use by districts that have developed or are in the process of developing local policy and procedures for reporting student progress in Grades K–9 and have engaged in consultation with parents. Districts will ensure that locally developed policy and procedures for reporting student progress adhere to the requirements outlined in the Order.

Option B: (Schedule 1) Student Reporting Policy (revised) provides a standard process for reporting student progress. It maintains the requirement to provide a minimum of three scheduled formal reports during the school year and two other forms of communication to parents.

Districts can determine which of the above two options for reporting student progress best aligns with local needs and readiness. Within a district, some schools may follow locally developed policy and procedures for reporting as outlined in Option A, while other schools may follow the standard reporting policy outlined in Option B.

Option A: (Schedule 2) Interim Student Reporting Guidelines

In establishing local district policy in accordance with the Student Reporting Policy (July 1, 2016), districts and schools commit to a timely and responsive form of reporting. The goal is to enhance and improve the reporting process so that parents have a clear picture of their child as a learner, a window into their child’s educational experience, and an increased ability to support their child. In this way, reporting aligns with the redesigned curriculum and instruction, and enables communication and clarifies supports for students.

Parents must be provided information that makes clear where students are in their learning, what they are working toward, any interventions they may require, and ways to further support their learning. Reporting on student progress should also make clear the extent to which a student is





meeting age/grade expectations and developing the necessary knowledge, competencies, and understandings. Reports on student progress should clearly identify any concerns about student progress.

The reporting on student progress should also provide a clear idea of students' interactions with peers, their ability to be personally aware and responsible, and their contributions to the classroom, school, and community.

During the school year, ongoing communication with parents about their child's progress may take a variety of forms, such as:

- student-led and three-way conferences
- written interim reports
- e-portfolio reviews
- parent/teacher meetings
- samples and demonstrations of student work, videos, written summaries, or portfolio entries

Communications with parents may be provided in a variety of ways: in person; through telephone, email, text, Skype, and other electronic means; and through the use of reporting applications (e.g., Freshgrade, MyEdBC, Scholantis).

Establishing local policy for reporting student progress

It is important for districts that establish local policy and procedures for Option A to consider the following:

- Schools and communities are prepared and ready to follow the locally developed policy and procedures for reporting student progress.
- Consultation with the educators and parents of the school community has occurred, and plans are in place for an ongoing process of feedback and input to ensure a responsive process.
- The district's local policy and procedures meets the requirements outlined in Option A and described in the Ministerial Order.
- A copy of the district's local policy will be provided to the Ministry, outlining the local reporting procedures and consultation process. This information should be sent to studentprogress@gov.bc.ca.
- A process for monitoring the effectiveness of local policy and procedures is in place so they can be adjusted and revised as necessary.

In developing local policy for reporting student progress, it is important for the district and schools to engage in a full consultation process with parents and educators. It is helpful for parents to have the opportunity to express their opinion and perspective and provide input into the process of reporting. The process is enhanced when parents can provide feedback as to the information they are receiving and how they are receiving it. Likewise the process is enhanced when educators can also report back on the effectiveness of the reporting process.





Communication with parents

Parents will receive communication about their child's learning *a minimum of five times during a school year* according to the following guidelines:

- Parents receive timely feedback about their child's learning throughout the year.
- At the end of the school year, or if a child moves, parents will receive a final written summative report that meets the requirements outlined for summative reports.
- Except for the summative report, communication could be any of the following:
 - a summary of student learning based on a student's collection of work or portfolio
 - a summary of a student-led teacher-parent conference
 - an interim report
 - a summary of the progress toward specific goals in their IEP where applicable.
- Local policy on student reporting will outline the process for providing letter grades as required in Grades 4–9.
- Districts may create templates or forms for reporting on student learning. There will be a summative reporting template in MyEdBC for use in the 2016/17 school year.



Final written summative report

At the end of the school year, or if a student moves, parents will receive a final written summative report. The purpose of the summative report is to outline and summarize the child's achievement in the required areas of learning outlined in the curriculum, for that school year. The summative report may contain information about the child's strengths, areas the child is working on, and needs for further development. It will also provide information on the child's achievement and performance in relation to age/grade expectations. In addition, the summative report may provide information on ways to support the child at school and home.

Letter grades and performance (proficiency) scales

Specific performance (proficiency) scales can be used as an alternative to letter grades. The different levels of performance should be clearly explained to parents. Districts can determine in local policy how letter grades are provided to students in Grades 4–9. District policy may determine different procedures for different grades. Letter grades must be provided if parents request them.

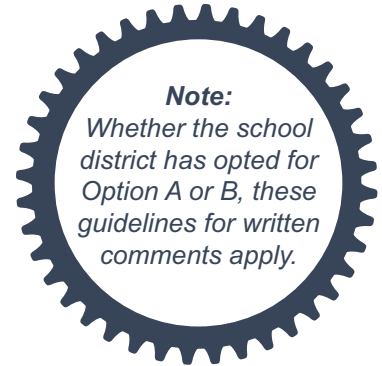




Written comments

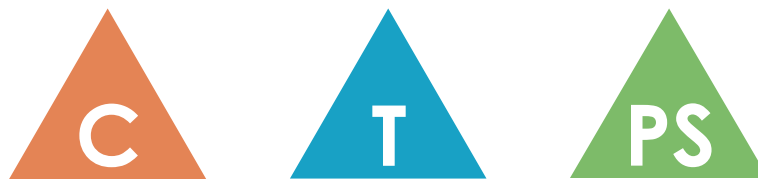
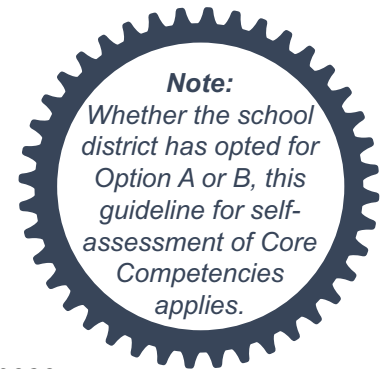
All written communications should:

- use straightforward language and avoid the use of educational terminology
- provide information about the child's contributions and relationships with others
- outline how the child approaches the learning process
- ensure that parents have timely information about any area of concern
- provide information about specific interventions and additional supports the child is receiving
- ensure that the report focuses on the child's growth, performance, and achievement levels (the final report of the year should clearly indicate where the child is in relation to age/grade expectations)
- describe further ways in which the child's learning will be supported by the teacher and how the parents might help



Self-Assessment: Core Competencies

The final written summative report also includes the requirement for a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate. The [Core Competencies](#) underpin all provincial curricula and are relevant to the development of [Educated Citizens](#). The process of self-assessment can build student ownership and voice, and give students increased responsibility for the acquisition of these competencies. Through self-assessment, students can set yearly learning goals and identify ways in which they will further acquire and develop increased skill and ability in these areas. The form and process of the self-assessment are to be outlined and determined by the district. Districts, schools, and teachers may find the student profiles on the Ministry website helpful in shaping self-assessment of Core Competencies.





Option B: (Schedule 1) Student Reporting Policy (revised)

Districts will determine the schools that will follow the requirements as outlined in Student Reporting Policy (July 1, 2016). These schools will follow the requirements as outlined below.

Reports on student progress

Parents will be provided with *a minimum of five reports during a school year* describing their child's progress, growth, and achievement, and outlining what the student is able to do, areas in which the student requires further attention or development, and ways of supporting the student in his or her learning.

Three of the reports will be written reports, one of which must be a final written summative report at the end of the school year or semester. The reports will be on a form approved by the board or district or independent school authority.

Teachers will also provide two other reports to parents. These may include telephone calls, student-led conferences, parent-teacher conferences, e-mails, and so on. Schools and teachers determine the form of these communications with parents.

At the end of the year, parents receive a final written summative report. The summative report contains information about the child's strengths, areas that the child is working on or that need further development, the child's progress, and his or her growth in relation to age/grade expectations. The summative report may also provide information on ways to support the child at school and home. Specific requirements of the final written summative report for different grade levels are noted in the Questions and Answers on pages 10–12.

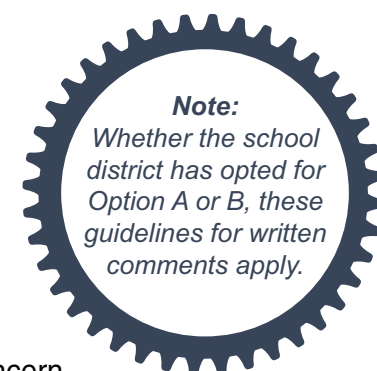
Letter grades

Letter grades are required for students in Grades 4–9. Districts can choose to provide letter grades for Grades 4 and 5 in a format other than a written student progress report. In Grades 6–9, letter grades will be provided on the three formal written reports.

Written comments

All written communications should:

- use straightforward language and avoid the use of educational terminology
- provide information about the child's contributions and relationships with others
- outline how the child approaches the learning process
- ensure that parents have timely information about any area of concern
- provide information about specific interventions and additional supports the child is receiving
- ensure that the report focuses on the child's growth, performance, and achievement levels (the final report of the year should clearly indicate where the child is in relation to age/grade expectations)
- describe further ways in which the child's learning will be supported by the teacher and how the parents might help



Note:

Whether the school district has opted for Option A or B, these guidelines for written comments apply.





Self-Assessment: Core Competencies

The final written summative report also includes the requirement for a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate. The [Core Competencies](#) underpin all provincial curricula and are relevant to the development of [Educated Citizens](#). The process of self-assessment can build student ownership and voice, and give students increased responsibility for the acquisition of these competencies. Through self-assessment, students can set yearly learning goals and identify ways in which they will further acquire and develop increased skill and ability in these areas. The form and process of the self-assessment are to be outlined and determined by the district. Districts, schools, and teachers may find the student profiles on the Ministry website helpful in shaping self-assessment of Core Competencies.

Note:
Whether the school district has opted for Option A or B, this guideline for self-assessment of Core Competencies applies.





Key Points to Remember about Options A and B



	Option A: (Schedule 2) Interim Student Reporting Guidelines for Grades K–9	Option B: (Schedule 1) Student Reporting Policy (revised)
Frequency of reports	<ul style="list-style-type: none"> Reporting is timely and responsive throughout the year. Communications with parents shall be made at least 5 times during the year. A <i>final written summative report</i> shall be provided at the end of the school year. 	<p>Reports shall be provided to parents 5 times during the year, as follows:</p> <ol style="list-style-type: none"> 3 <i>written reports</i>, one of which shall be at the end of the school year 2 <i>informal reports</i>.
Letter grades	<ul style="list-style-type: none"> Letter grades are not provided in Grades K–3. For Grades 4–9, local district policies and procedures will determine the use of letter grades on summary reports. In Grades 4–9, letter grades must be provided to parents on request. 	<ul style="list-style-type: none"> Letter grades are not provided in Grades K–3. In Grades 4 and 5, letter grades may be provided in ways other than on a written report, but must be provided to parents on request. In Grades 6–9, letter grades are required on all written reports.
Reporting on Core Competencies	<p>The final written summative report includes the requirement for a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate.</p>	<p>The final written summative report includes the requirement for a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social), completed with the support and guidance of the teacher when needed or appropriate.</p>
Final summative report	<p>A final written summative report shall be provided at the end of the school year.</p>	<p>A final written summative report shall be provided at the end of the school year.</p>





Reporting on Student Learning (K–9): Questions and Answers

1. Do teachers have to report on all areas of learning?

Areas of learning are the subjects that make up the provincially mandated curriculum. Yes, all areas of learning need to be reported on, as outlined in the Student Progress Report Order and the Student Reporting Policy. **Note:** Refer to Question 7 for additional information on ADST and Career Education.

2. What does the Student Reporting Policy (July 1, 2016) allow?

There are two options for reporting:

- **Option A** (Schedule 2) involves a local district policy that will outline the procedures and processes the district will use to communicate with parents in a responsive and flexible way. Parents will receive timely communications with a final written summative report at the end of the year.
- **Option B** (Schedule 1) involves a standard reporting policy requiring three written report cards (one to be a final written summative report at the end of the year) and two informal reports.

3. Does every school in a school district have to follow the same option for reporting?

No. A district can identify the schools that will continue to report following the standard reporting policy (Option B) and schools that will adopt the local district policy (Option A).

4. What does a district need to do to implement the flexible reporting described in Option A?

- The district needs to establish local policy that adheres to the requirements outlined in Student Reporting Policy and Ministerial Order.
- The district needs to consult with parents and ensure that its board is well informed.
- Parents must receive a minimum of five communications, one being a final written summative report.
- For Grades 4–9, local district policies and procedures will determine the use of letter grades on reports. Letter grades must be provided to parents on request.
- The local policy must be submitted to the Ministry (studentprogress@gov.bc.ca) so that the Ministry is informed and promising practices can be shared among districts.





5. Do all students in Grades 4–9 receive letter grades?

- **Option A:** Schools following a local policy will follow the guidelines established by the district. If a district decides not to provide letter grades on reports for students in Grades 4–9, parents must be provided with letter grades on request.
- **Option B:** As in the past, schools following the standard reporting policy have the option of providing letter grades for students in Grades 4 and 5 in ways other than on a report card. All students in Grades 6–9 receive letter grades on written reports.

6. Now that Daily Physical Activity (DPA) is incorporated into the Physical and Health Education (PHE) curriculum, do I still need to report on DPA separately?

No. DPA has been incorporated into the PHE curriculum and will be a part of the reporting of PHE in Grades K–9. There are no changes for Grades 10–12 at this time, and existing requirements are still in place.

7. How do I report on Applied Design, Skills, and Technologies (ADST) and Career Education?

- In Grades K–5, ADST and Career Education are only required to be reported on with written comments or performance scales at the end of the school year.
- In Grades 6–9, ADST and Career Education are required to be reported on with letter grades and written comments where deemed appropriate, in each formal report. In semestered schools, these areas of learning should appear in the most appropriate semester report.
Note: This is for Option B
- As both of these courses are new, schools/districts may need time to develop plans for implementation. For Grades 6–7 there is some flexibility in how they can be reported on this year. For the first formal report card in 2016/17 a comment indicating that these areas will be addressed in subsequent reports is acceptable if the school has not established a complete implementation plan.

For more information about these courses please see <https://curriculum.gov.bc.ca/curriculum>.

8. How do teachers report on Physical and Health Education and Arts Education?

- In Grades 4–5, formal reports may use written comments, or a performance scale accompanied by written comments, rather than letter grades.
- In Grades 6–9, formal reports will include letter grades and written comments, where deemed appropriate.





9. Do teachers need to report on each of the four strands in Arts Education?

Not necessarily. The K–9 Arts Education curriculum gives teachers the option of taking an integrated instructional approach or a more discipline-specific approach, for example, in Grades 8 and 9. Teachers may address the Curricular Competencies in a variety of ways. It is expected that reporting will match the delivery approach.

10. What is expected for reporting on Core Competencies?

- Core Competencies are embedded in the Curricular Competencies and reflected in all areas of learning. Students will demonstrate their development of the Core Competencies in the “doing” or Curricular Competencies of the curriculum.
- All students in Grades K–9 are required to complete a self-assessment of Core Competencies (Communication, Thinking, and Personal and Social) at the end of the school year. Teachers will provide assistance as required.
- The Ministry has not prescribed a specific format that must be used. Districts will develop formats and processes to ensure that the self-assessment process is meaningful and builds student ownership of the Core Competencies.
- The Ministry profiles of the Core Competencies are a resource that can assist in the self-assessment process.

11. Are there any changes for students with special needs?

The Ministerial Order for students with special needs has not changed.

12. Do we continue to use the Permanent Student Record (PSR)?

The PSR procedures are under discussion. In the meantime, student progress information in all areas of learning should be maintained in the student’s PSR.

13. How long will this policy be in place?

This policy was developed as an interim measure to provide districts with guidelines and flexibility as they implement the new K–9 curriculum. It will be in place for at least two years to provide adequate time for meaningful engagement with parents and educators. A final policy addressing K–12 will be developed.

