

# Frequently asked questions on the K-12 Student Reporting Policy

## Policy requirements and scheduling

### 1. Who do the report card changes apply to?

Updates to student report cards are being made for all learners in the B.C. public school system, including English and French language learners, adult learners, learners with disabilities and diverse abilities, and those in hybrid or distance learning situations. However, report cards for students attending independent schools have some flexibility in how they align with the changes. Parents and caregivers can talk to their child's school to better understand what changes they can expect to see.

### 2. Why are report cards changing?

Student learning 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 students a strong foundation in reading, writing, and math. But it also teaches students 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 haven't really changed since 1994. 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.

### 3. With these changes, how many report cards will be required in a school year?

Just as in the previous requirements, at least [five communications on student learning](#) are required in a school year. This will include 3 written learning updates (report cards), and 2 informal learning updates (e.g., teacher conferences, phone calls or e-mails from a teacher). The number of report cards has not changed.

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

Yes. All schools will continue to follow the [Permanent Student Record Order](#) and PSR [instructions](#).

## 5. When does each reporting communication need to take place?

Requirements are based on a year-long calendar and can be scaled 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 reports.

Schools and districts are encouraged to develop responsive schedules aligned with the policy. Examples of possible [reporting schedules](#) have been included in these guidelines. Ideally, all partners within a school and/or district will work together to devise locally responsive scheduling of their communications of student learning.

## 6. How is the new K-12 Student Reporting Policy implemented in a school using the semester system?

Both the existing reporting policy and the new K-12 Student Reporting Policy are built around a year-long calendar with [3 written and 2 informal reports](#) over the year. Under the existing policy, semester-based schools have typically provided 4 written reports during the year (i.e., one part way through each semester, and one at the end of each semester). Under the new K-12 Student Reporting Policy, they can continue to do so, however, scheduling and school structures are still decided at the local level.

## Learning Updates

### 1. Are the 3 written Learning Updates the same as a report card?

The 3 written Learning Updates can be a report card, but schools can also choose another written format that meets the Ministry requirements and the needs of students and families. Parents and caregivers can talk to their child's school to better understand what they can expect to see.

### 2. Does every area of learning need to be reported on in a written Learning Update?

Each written Learning Update should communicate student learning in each of the student's current areas of learning. For example, if a student hasn't started Arts Education by the October written Learning Update, Arts Education won't be reported on at that time.

The [Required Areas of Learning in an Educational Program Order](#) (Grades K-9) and [Graduation Program Order](#) (Grades 10-12) outline which areas of learning need to be instructed on and thus reported on. Schools and/or districts have the autonomy to determine the frequency of reporting for each area of learning in their local reporting policies.

### **3. Does a parent/caregiver-teacher conference or student-led conference still count as a Learning Update?**

Yes. Any format of [conference](#) involving parents, caregivers, and/or students can count as an informal Learning Update (e.g., parent/caregiver-teacher conference or student-led conference).

### **4. Does a digital portfolio count as a written Learning Update?**

The value of a written Learning Update is that provides very clear information from teacher about student learning in all current areas of learning. A portfolio can be used as a reporting tool, as long as it meets the following requirements:

- a. A teacher communication of learning in relation to the learning standards for a student's current areas of learning, using the Provincial Proficiency Scale and descriptive feedback (Grades K-9) or letter grades and percentages and descriptive feedback (Grades 10-12)
- b. Teacher feedback on student attendance, areas of significant growth, and opportunities for further development
- c. Includes student-generated content, including self-reflection on the Core Competencies and goal setting

### **5. Should marks be averaged over a term, semester, or year?**

While classroom assessment practices are up to individual teachers, the ongoing nature of learning should be considered when assessing and reporting on student learning. Averaging marks over the course of a term, semester, or year often does not provide the most accurate picture of where a student is currently at in their learning in relation to the learning standards. For example, if marks were averaged, a student who was struggling at the start of the year, when they had just begun exploring the concepts, would have their overall mark impacted regardless of the robust learning they demonstrate later in the year because of the lower marks they received earlier.

Each communication of student learning should report on the student's current learning in relation to the learning standards and, to the extent possible, consider the most recent evidence of learning. Averaging marks is can be a significant demotivator for students and can impede their engagement and the ongoing nature of their learning. Providing opportunities for growth and improvement can benefit both the student and the teacher by creating a learning environment where students are willing to explore ideas and topics more creatively rather than worrying about "getting the right answer" and having their marks impacted.

Decisions about weighting marks at different stages of a course are ultimately decided by each teacher and practices and may vary depending on the grade level or subject area being taught. For example, while students may show growth over the school year in curricular competencies related to research and communication skills, there may not be opportunities to revisit and demonstrate growth in specific content topics where a student has struggled. A teacher will consider the evidence of learning a student has demonstrated in both the curricular competencies and content when providing a scale indicator or letter grade and percentage for a specific learning area

## **6. When communicating student learning, is clustering areas of learning allowed?**

Clustering areas of learning (e.g., Explore and Investigate for Science and Social Studies; Literacy – ELA, Science, Social Studies, etc.; and Numeracy – PHE, Math, ADST) is possible for instructional purposes. The curriculum was designed to enable cross-curricular and interdisciplinary teaching practices.

However, for the two written Learning Updates and the Summary of Learning (and on the Permanent Student Record), schools are required to assign a separate proficiency scale indicator and/or letter grade and percentage, depending on grade, for each area of learning.

## **The Provincial Proficiency Scale**

### **1. What is the Provincial Proficiency Scale?**

In Grades K-9, report cards will be using the [Provincial Proficiency Scale](#) to unify all BC schools on one scale. The scale uses the terms Emerging, Developing, Proficient, and Extending to describe student learning.

The proficiency scale will let parents and caregivers know where their student is in their learning, and what they need to work on. Along with the information provided by the proficiency scale, families will receive written comments from their child's teacher to give them even more information about what their child can work on.

Students in Grades 10-12 will continue to see letter grades and percentages on their report cards. Report cards will also include written comments because descriptive feedback will now be part of all report cards in Grades K-12.

## **2. Why are we using the Provincial Proficiency Scale?**

The move to a Provincial Proficiency Scale maintains high standards for student learning and is based on research. Research shows that focusing on student proficiency improves the reliability of assessment results in the classroom and on tests and increases student engagement in their learning. It de-emphasizes competition and makes learning the focus, helping students continue their learning, even after assignments are returned and report cards are received. It also supports learners with diverse abilities and disabilities as it has a place for all learners to move forward.

## **3. How will students be supported in the transition from the provincial proficiency scale in Grades K-9 to letter grades and percentages in Grades 10-12?**

There has always been a transition from a scale to letter grades and percentages in BC. The use of a scale from K-3 was a long-standing requirement in BC schools. The transition from scale to letter grades and percentages has been managed using a variety of strategies.

Some districts have been doing collaborative professional learning involving elementary teachers and secondary teachers so they can learn from one another on supporting this transition in the unique context of their district.

Many teachers also find it useful to use proficiency language in the classroom regardless of the grade taught. Teachers have shared that it often acts as a bridge between the two reporting systems. For examples of how this can be done, please watch the Promising Assessment Practices module in the [K-12 Student Reporting Policy Webinar Series](#).

Descriptive feedback is also used consistently across Grades K-12 for student reporting. When students transition from the Provincial Proficiency Scale at Grades K-9 to letter grades and percentages at Grades 10-12, the descriptive feedback they receive from teachers remains a consistent way to help them understand where they are at in their learning and how they can move forward. Teachers will continue to support students in the transition from elementary school to middle school and to high school, as they currently do.

## Letter grades and percentages

### **1. What marks will be given on report cards for Grades 10-12?**

Report cards for students in Grades 10-12 will continue to have letter grades and percentages. There will also be written comments because 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. Teachers will give students in Grades 10-12 written feedback that clearly explains what they can do. It will also tell families what their student needs to work on to move forward in their learning.

## **2. Why won't students in Grades 10-12 be graded on the Provincial Proficiency Scale?**

Students in Grades 10-12 currently require letter grades and percentages for the transition to post-secondary education. Descriptive feedback will be used to support students and families in the shift from the Provincial Proficiency Scale at Grades K-9 to letter grades and percentages at Grades 10-12. Descriptive feedback is part of all report cards in Grades K-12.

## **3. Do students in Grades 10-12 receive a passing grade even if they don't attend classes or submit enough work?**

No. Students in Grades 10-12 who do not attend enough classes or submit enough work to demonstrate their learning will not automatically receive a passing grade for a course. Teachers will work with the student and their parents/caregivers to decide the best path forward. Failing a course and a student having to retake it could be the decided upon path.

## **4. In Grades 10-12 can I use the Provincial Proficiency Scale?**

As long as a letter grade and percentage are provided on written communications of student learning, teachers are always able to add more information to the report card, including a scale indicator if they so choose. It is also important to note that a scale indicator is not a requirement at 10-12.

In the classroom, teachers have autonomy to use whatever classroom assessment practices best meet the needs of their students.

## **Descriptive feedback**

### **1. What is descriptive feedback?**

Descriptive feedback is the written comments included on student report cards. Descriptive feedback is valuable for all students in all grades, from Kindergarten to Grade 12. It describes where a student is in their learning and identifies specific goals for how they can move forward.

### **2. Who gets descriptive feedback on reports?**

All students benefit from descriptive feedback which is why it's included in report cards for Grades K-12. Previously descriptive feedback was optional at Grades 10-12.

### **3. What is the format of descriptive feedback?**

There is no required format for descriptive feedback, and the format will be heavily influenced by the reporting tool used by a school or district. Feedback from parents has indicated that bulleted lists or other concise communication formats are often preferred.

### **4. What should be included in descriptive feedback?**

Descriptive feedback consists of strengths-based, written comments or documented conversations that describe student learning and identify specific goals for future growth. Descriptive feedback can provide evidence to students, parents, and caregivers about how the student demonstrated their abilities by connecting with real learning experiences that occurred in class.

However, the learning standards do not need to be quoted or included in descriptive feedback. Descriptive feedback should instead focus on significant events in the student's growth and learning.

### **5. Does every area of learning need descriptive feedback?**

Yes. Every area of learning currently being studied does need descriptive feedback. However, the feedback is intended to be concise, and focused on student learning rather than the Learning Standards of the curriculum or lesson plans carried out in the classroom.

Teachers who teach multiple areas of learning to the same class of student (e.g., elementary teachers) often provide a single unified comment that comments on each area of learning currently being studied. This cohesive approach to feedback reflects the interdisciplinary nature of the learning that happens in those classrooms. Teachers who teach a group of students in a single learning area (e.g., typically middle and secondary teachers) tend to provide concise feedback on the specific area of learning they teach.

## **Behaviour, engagements, and attendance**

### **1. Can attendance, behaviour, and work habits factor into a student's overall mark?**

No. Assessment judgments or decisions for each area of learning should be in relation to the learning standards or individualized goals alone. Therefore, student learning habits and engagement and academic learning should be reported on separately.

Assessment and reporting are also not a disciplinary tool. Students cannot be penalized for missing classes or behaviour they demonstrate by reducing their marks. However, if a student has not attended enough classes for a teacher to be able to observe their learning or submitted enough student work samples for a teacher to evaluate evidence of learning and assign a proficiency scale indicator or letter grade and percentage, the student, parents, caregivers, teachers, and/or school administration would come together to decide on the best path forward. The student could be [promoted with supports](#), assigned an [IE letter grade](#), or be required to [retake the course](#).

**2. How are attendance, behaviour, and work habits reported on?**

Reporting on student learning habits and engagement can be based on a combination of student self-reflection on Core Competencies and goal setting, and descriptive feedback.

**3. How attendance is communicated to parents and caregivers?**

An autogenerated number on any of the written reports is sufficient.

**4. Can participation or attendance be worth a specified percentage of a student's overall mark?**

No. A student's mark should be in relation to the learning standards alone. Therefore, allotting 10% for participation or 5% for attendance isn't appropriate. Making students' behaviours such as putting up their hand to respond to questions part of their grade unfairly penalizes students who don't feel comfortable speaking up in class.

**5. Should attendance, behaviour and work habits be given a letter or numeric mark?**

Reporting on student learning habits and engagement and academic learning needs to be done separately. A numeric or letter mark for behaviour, such as a G, S, or N, is not the most effective mechanism.

Reporting on student learning habits and engagement can be achieved through a combination of student self-reflection of Core Competencies, goal setting, and descriptive feedback.

**6. Do all students receive a passing grade even if they don't attend classes or submit enough work?**

No. Some students may not attend enough classes for teachers to observe their learning, engage in conversations or turn in enough work samples to provide sufficient evidence of learning. The student could be [promoted with supports](#), assigned an [IE letter grade](#), or be required to [retake the course](#).



## Self-reflection of Core Competencies and goal setting

### 1. What are the Core Competencies?

The Core Competencies include sets of skills in the categories of Thinking, Communication, and Personal and Social. The Core Competencies are integrated into all areas of learning, for all grades (K-12). They are the communication, thinking, and social skills students need to be successful now and in the future.

### 2. How are the Core Competencies assessed?

Students are not directly assessed by teachers on the Core Competencies. Students develop Core Competencies when they are engaged in the “doing” – the curricular competencies – within a learning area. As such, they are an integral part of the curriculum. Report cards will include student self-reflections on the Core Competencies and goal setting for their learning as the only direct assessment of Core Competencies.

### 3. Why are students self-reflecting on the Core Competencies and Setting goals?

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 critically, 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 students go 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 students understand themselves better, work toward and meet their goals, and celebrate their successes.

### 4. What is expected for reporting on the Core Competencies?

During the school year, students self-reflect on and self-assess their Core Competency development, and this is shared in the two written Learning Updates and one Summary of Learning. Self-reflection on the Core Competencies encourages students to reflect on their learning and speak to how they have developed, and will continue to develop, their Communication, Thinking, and Personal and Social competencies.

**5. What specific Core Competencies do students need to reflect on over the course of the school year?**

In the interest of flexibility for students and their learning, self-reflection on specific Core Competencies or all Core Competencies during the school year is not required, unless mandated by a local school and/or district policy.

**6. What is the expected format for student self-reflection on Core Competencies and goal setting?**

In the interest of flexibility for students and their learning, the Ministry does not prescribe how the Core Competencies should be self-assessed or how goal setting should be undertaken. Districts determine formats and procedures, ensuring that the self-reflection and goal-setting process is meaningful.

For examples of student self-reflection on the Core Competencies and goal setting, see [Self-Reflection on Core Competencies and Goal Setting](#).

**7. For the goal-setting requirement, do students need to set goals based on the Core Competencies?**

Although it is a natural fit, student goal setting does not need to be in relation to the Core Competencies, unless decided on by the student, teacher, school and/or district. Student goals can be personal, academic, athletic, creative and/or career-oriented. This flexibility ensures that students are able to engage in the goal-setting process in a way that is most meaningful to them.

**8. Who is responsible for including self-reflection on Core Competencies and goal setting in the reporting communications?**

There are a variety of school-based professionals who can support students in the self-reflection on Core Competencies and goal-setting components of the reporting process. Districts and/or schools have a variety of structures they can use to ensure that this requirement is met, and they are encouraged to design a system that best meets the needs of their teachers, students, parents, and caregivers.

For suggestions on how the self-reflection on Core Competencies and goal-setting requirement can be structured, see [Self-Reflection on Core Competencies and Goal Setting](#).

**9. Do the self-reflection on Core Competencies and goal-setting components need to be included in the Permanent Student Record (PSR)?**

No. The self-reflection on Core Competencies and goal-setting components do not need to be retained in the student's permanent record.

## Graduation status update

**1. How does a student or their family know they are on track to graduate?**

Students in Grades 10-12 will receive a graduation status update on their report card each June. The graduation status update provides a snapshot of the student's progress in completing the courses and assessments they need for graduation. It will show which courses and assessments have been completed, which courses the student is currently enrolled in, and what still needs to be done for them to graduate. It will also clearly say which pathway to graduation a student is on (e.g., Dogwood, Dual Dogwood, Adult Grad, Evergreen, etc.).

**2. Who receives a graduation status update?**

Every student in grades 10-12 receive a graduation status update on the last written Learning Update of the year. This includes students working toward:

- British Columbia Certificate of Graduation (Dogwood Diploma);
- British Columbia Adult Graduation Diploma (Adult Dogwood Diploma);
- Diplôme de fin d'études secondaires en Colombie-Britannique (French immersion version);
- Diplôme de fin d'études secondaires en Colombie-Britannique (francophone version); and
- School Completion Certificate (Evergreen Certificate)

**3. Who prepares the graduation status update?**

The graduation status update process is automated within MyEducationBC. However, districts who do not use MyEducationBC will have to develop local policies and procedures around how this requirement is met, including who is responsible for carrying out the process.

**4. Can we send home the graduation status update more often than the end of June?**

Yes. The only requirement is for the graduation status update to go home on the last written Learning Update of the year. However, if schools and/or districts would like to send it home more frequently they are able to do so.

## 5. Is the graduation status update the same as a transcript?

No. **The graduation status update is not an official or unofficial transcript.** It is a snapshot of student progress, based on school records. Graduation status is confirmed by the Ministry of Education and Child Care.

This document is based on data provided by your school and is not a confirmation of graduation. Your Ministry of Education and Child Care verified graduation status is available to view on your Student Transcripts Service account. Any questions or discrepancies should be directed to your school.

## 6. What can the graduation status update be used for?

For grade 10-12 students, the graduation status update is part of the last communication of student learning for the school year. It can also be sent home at any other point in the year if families need the information. Teachers have told us they have used them for parent/caregiver conferences, school-based team meetings or as part of transition planning conversations for students with diverse abilities and disabilities, adult education, or alternative education.

This document is based on data provided by your school and is not a confirmation of graduation. Your Ministry of Education and Child Care verified graduation status is available to view on your Student Transcripts Service account. Any questions or discrepancies should be directed to your school.

## Inclusive assessment and reporting

### 1. If a student has a diverse ability or disability and has an Individual Education Plan (IEP), how will this affect their report card?

Whether a student 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 in school. At report card time, the student will receive their report card at the same time as their peers.

**2. If a student has an IEP, are they automatically assessed as Emerging or Developing or at a lower letter grade and percentage?**

No. A student with an IEP or student learning plan should not be assessed automatically as “Emerging,” “Developing” or at a lower letter grade and percentage because they use supports to further their learning. If, with the supports, the student is demonstrating learning in relation to the learning standards, they should be assigned a proficiency scale indicator or letter grade and percentage according to the learning they have demonstrated. The use of supports does not mean they are not adequately meeting the learning standards.

For more information, see [Inclusive Reporting Practices](#).


**3. What if a student’s language proficiency is limiting their ability to demonstrate their learning?**

If a student is an English Language Learner or French Language Learner in a Francophone program and their language proficiency limits their ability to demonstrate their learning in a specific learning area, they will be provided with descriptive feedback explaining where they are at in their learning, and strategies for moving them forward. A scale indicator or letter grade and percentage is not required, and may not be appropriate until such a time as they are able to fully demonstrate their learning.

It is important to note that even as students are building their language proficiency, they often show learning, and thus can be assessed and provided a mark in several learning areas that don’t rely heavily on language (e.g., PHE, Art, ADST, math, etc.), and they should still be provided with a scale indicator or letter grade and percentage in these learning areas.

**4. What do written Learning Updates look like for students being assessed in relation to their individualized learning goals in their IEP only, and not the learning standards of the curriculum?**

There will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated in relation to the individualized learning goals outlined in their IEP, and not the learning standards of the curriculum. Report cards for these students will include descriptive feedback explaining where a child is at in relation to their IEP goals, and where they can continue to grow. A scale indicator or letter grade and percentage is not required and may not be appropriate. However, if it is decided that a scale indicator or letter grade and percentage is going to be used, the written Learning Update must include a statement that the scale indicator or letter grade and percentage is in relation to the student’s IEP goals and not the learning standards of the curriculum.



It is important to note that students with significant cognitive disabilities and diverse abilities may still be able to achieve the learning standards of the curriculum in specific learning areas (e.g., PHE, Art, ADST, etc.), and they should still be provided with a scale indicator or letter grade and percentage in these learning areas.

**5. Do I need to report on a student's IEP goals?**

Unless local reporting practice requires it, there is no requirement to report on IEP goals for students who are being assessed in relation to the learning standards of the curriculum.

However, there will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated in relation to the individualized learning goals outlined in their IEP, and not the learning standards of the curriculum. Report cards for these students will include descriptive feedback explaining where a child is at in relation to their IEP goals, and where they can continue to grow. A scale indicator or letter grade and percentage is not required and may not be appropriate. However, if it is decided that a scale indicator or letter grade and percentage is going to be used, the written Learning Update must include a statement that the scale indicator or letter grade and percentage is in relation to the student's IEP goals and not the learning standards of the curriculum.

**6. What if a student is on a School Completion Certificate (also known as an Evergreen certificate)?**

There will be rare occasions where students with significant cognitive disabilities and diverse abilities are working on a School Completion Certificate (Evergreen Certificate), not a Certification of Graduation (Dogwood Diploma). These students are still taught in connection with the learning standards of the curriculum, but they are assessed and evaluated in relation to the individualized learning goals outlined in their IEP. They will receive communications of student learning in the same format and on the same schedule as all other students in their learning community.

Written Learning Updates and the Summary of Learning should note when a student is working toward a School Completion Certificate and is being assessed and evaluated in relation to the individualized learning goals outlined in their IEP.