

COMMUNICATING STUDENT LEARNING AND REPORTING	No.: B-335
	Effective: Oct. 24/23 Revised: Reviewed: Sept. 12/23; Sept. 26/23; Oct. 24/23

ADMINISTRATIVE REGULATIONS

The purpose of reporting is to communicate student learning at regular intervals to students, parents and caregivers on how well students have achieved the learning outcomes of the various courses or subjects they are taking. Principals and teachers shall ensure that parents and caregivers are provided with complete, easily understood, and accurate evaluation of students' performance. Teachers gather evidence of what students are able to do based on criteria from the Learning Standards for each course. Reporting procedures are developed in accordance with BC Ministerial Orders and Policies, Guidelines, and relevant Sooke School District policies and procedures.

A) Procedures of Communicating Students Learning and Reporting

1. During the school year, K-12 schools will provide parents and caregivers of students with at least five Learning Updates describing students' progress in the formats of:
 - a. Two Written Learning updates.
 - b. Two Informal Learning updates.
 - c. One Summary of Learning.
 - d. Written Learning Updates and Summary of Learning are to be completed using District approved formats and methods of communication.
2. Written learning updates for students in grades K-9 include the following:
 - a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale.
 - b. Feedback in relation to the Learning Standards describing student strengths, areas for future growth, and opportunities for further development.
 - c. Descriptive feedback on areas of significant growth and opportunities for further development.
 - d. Information on student attendance.
 - e. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
3. Written Learning Updates for students taking coursework in grades 10-12 must include the following:

- a. Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their IEP using letter grades and percentages.
 - b. Feedback in relation to the Learning Standards describing student strengths, areas for future growth, and opportunities for further development.
 - c. Descriptive feedback on areas of significant growth and opportunities for further development.
 - d. Information about student attendance.
 - e. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
4. Two informal learning updates for all students in K-12. These may be provided in a variety of formats including:
- a. conferences, in-person or virtual discussions, telephone calls, emails, digital portfolio entries, or written summaries.
 - b. Teachers must keep a record of Informal Learning Updates noting the date, the topic or focus of the communication, and follow-up actions. Records are to be shared with the school Principal and/or Vice-Principals upon request.
5. A Summary of Learning is a written report completed in MyEducation BC that describes and summarizes student learning and growth across the year in clear and accessible language, and must include the following:
- a. A summary of student learning in all areas of learning in which the student has studied during the school year, using the BC Proficiency Scale for students in grades K to 9, and using letter grades and percentages for students taking courses in grades 10-12.
 - b. Feedback describing student strengths, areas for future growth, and opportunities for further development.
 - c. Summary information about student attendance.
 - d. Information on where families can access student self-reflection and goal setting:
 - i. Teachers provide opportunities during class time for students to self-reflect on the core competencies and to set goals.
 - e. A Graduation Status Update indicating student progress in relation to the graduation program requirements (grades 10-12).
 - f. A paper copy must be included in the Permanent Student Record file at the end of each school year.

B) Ministry Designated Students

- a. Where a student with diverse needs is expected to achieve or surpass the learning standards as set out in the provincial curriculum, regular grading practices and reporting procedures will be followed.
- b. 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), the use of letter grades, percentages for reporting the progress of these students may not be appropriate.

- c. Where a student identified as an English Language Learner (ELL) as reported on Ministry form 1701 is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum, for a specific area of learning, the use of the BC Proficiency Scale or letter grades may be inappropriate. Descriptive feedback reports will be used to describe the student's progress until the student's English language development enables them to provide evidence of their learning.

C) BC Provincial Proficiency Scale

- a. The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning and is a requirement for student reporting for grades K to 9. It is important to recognize that obtaining proficient is not the end of learning. If a student enters a learning experience with proficient understanding or achieves proficient during the school year, the aim becomes to dig deeper and reach toward extending their understanding. The four points on the scale are:
 - i. Emerging - Indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn't failing. The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.
 - ii. Developing - Indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The student is showing initial or partial understanding but is still in the process of developing their competency in relation to the learning standards relevant to the expected learning.
 - iii. Proficient- Indicates when a student has demonstrated a complete understanding of the concepts and competencies relevant to the expected learning expected learning in relation to the learning standards. Proficient is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.
 - iv. Extending - Indicates a student is demonstrating learning in relation to the learning standards with increasing depth and complexity. Extending is not a bonus or reward and does not necessarily require the students to do a greater volume of work or at an advanced grade level. The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.
- b. IE (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student's mark eventually translated into a proficiency scale indicator. 'IE' may not extend beyond the school year in K-9 and is to be converted to "*Emerging*" for the Summary of Learning with descriptive feedback, at the end of the school year.

- c. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district.
 - ii. A student has been away from school for a significant period of time.
 - iii. A student who needs to provide further evidence of learning.

D) Letter Grades and Percentages

- a. Letter grades and percentages are used in grades 10-12 to indicate a student's learning in relation to the learning standards. The process for letter grade symbols and corresponding percentages and definitions are set out in [Ministerial Order 192/94 The Provincial Letter Grades Order](#).
- b. **A** - 86% to 100% The student demonstrates excellent or outstanding learning in relation to the learning standards.
- c. **B** – 73% to 85% The student demonstrates very good learning in relation to the learning standards.
- d. **C+** - 67% to 72% The student demonstrates good learning in relation to the learning standards.
- e. **C** – 60% to 66% The student demonstrates satisfactory learning in relation to the learning standards.
- f. **C-** - 50% to 59% The student demonstrates minimally acceptable learning in relation to the learning standards.
- g. **F** – 0% to 49% The student has not demonstrated or is not demonstrating minimally acceptable learning in relation to the learning standards period prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
- h. **SG** (Standing Granted) In cases where completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. SG may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal or vice principal in charge of a school.
- i. **TS** (Transfer Standing) TS may be granted by the Principal or Vice-Principal in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternately, the Principal or Vice-Principal in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
- j. **IE** (Insufficient Evidence) The student has not provided sufficient evidence of learning in relation to the learning standards. IE is used to alert parents, caregivers, and students when a student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. IE may not always be the most appropriate letter grade to assign and is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and would like to have the student's mark eventually translated into a letter grade and percentage. Otherwise, SG or F may be more appropriate. Examples of when IE might be used:
 - i. A student has recently moved to a new school or the district.

- ii. a student has been away from school for a significant period of time.
- iii. A student who is below 50% and needs to provide further evidence of learning to pass a course.

Reference Authority:

- *School Regulation*, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
- Ministerial Order 93/22, the [Graduation Program Order \(PDF\)](#)
- Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
- Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
- Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
- Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)