

Student Reporting for 2016/17 School Year

Date came into force or revised

July 1, 2016

Status

Revised and under review

Policy statement

Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Reporting to parents should be timely and responsive throughout the school year.

For Grades K-9 beginning in the 2016/17 school year, Boards of Education will either

- A. Develop and follow local student reporting policy and procedures set by the Board for Grades K-9, which must meet the *Interim Student Reporting Guidelines for Grades K-9* as outlined below, or
- B. follow the revised Student Reporting Policy as outlined below.

For Grades 10-12, Boards will follow the Student Reporting Policy.

Rationale

The Ministry of Education is redesigning curriculum and assessment to fit with the modern education system needed for today's world. Redesigned curriculum for Grades K-9 is being implemented in the 2016/2017 school year. In addition, parental engagement about student progress reporting is taking place during the 2016/17 school year.

To provide flexibility beginning in the 2016/2017 school year, Boards of Education that have developed or are developing new student progress reporting policies and procedures for students in Grades K-9 may use these practices if they meet the *Interim Student Reporting Guidelines* contained in this policy.

Authority

See the following Ministerial Orders and Regulation:

- 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)

A. Interim Student Reporting Guidelines for Grade K-9

Boards of Education will establish district policy outlining local procedure, which must follow the Interim Guidelines for Student Reporting for Grades K-9. These Interim Guidelines ensure that parents are receiving timely reports that meet these provincial requirements. Local policy and procedures should address how parents will receive letter grades and the form to be used for reporting. Boards must provide to the Ministry a copy of their reporting policy and information on public consultation done in developing the policy. Please send to DM.Education@gov.bc.ca

During the school year, Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Rather than focusing on formal and informal reporting to parents, reporting will be timely and responsive throughout the year, following district policies and procedures.

Reporting must include a written summative report at the end of the school year or semester.

Grade K-3

Reports to parents will provide information about students' progress in relation to the learning standards of the curriculum.

Summative reporting for Grades K-3

At the end of the school year, Boards must provide a written summative report to parents. Summative reports will use descriptive written comments that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out in the Required Areas of Study Ministerial Order. (See link to Ministerial Authority above.)

Summative reporting will also include student self-assessment of core competencies, with teacher support.

Grades 4-9

Reports to parents will provide information about students' progress in relation to the learning standards of the curriculum.

Summative reporting for Grades 4-9

At the end of the school year or semester, Boards must provide a written summative report to parents that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out in the Required Areas of Study Ministerial Order. (See link to Ministerial Authority above.)

Board policies and procedures will determine the use of letter grades on summary reports. Boards will provide letter grades to parents upon request.

Summative reporting will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

B. Student Reporting Policy (revised)

During the school year, Boards of Education must provide parents of students with a minimum of five reports describing students' school progress. Three of the reports will be formal written reports, one of which must be a summative report at the end of the school year or semester.

The two informal reports to parents may include: telephone calls, student-led conferences, parent-teacher conferences, use of journals, e-mails, and other means. Schools and teachers determine how they will informally communicate with parents.

Grades K-3

For the following areas of learning, the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum:

- English Language Arts or
 - for students enrolled in a Francophone education program, French Language Arts (Français langue première)
 - for French immersion students, French Language Arts (Français langue seconde)
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative formal report at the end of the year will also include descriptions of progress in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support.

Grades 4 – 5

For the following areas of learning, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- English Language Arts or
 - For students enrolled in a Francophone education program, French Language Arts (Français langue première)
 - For students enrolled in a French immersion program, English Language Arts and French Language Arts (Français langue seconde)
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education
- For Grade 5, a second language, except for students enrolled in a French immersion program.

For students in Grades 4 and 5, Boards may choose to provide letter grades to parents in a document other than a report card.

For the following areas of learning, the summative report will also include written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support as appropriate for the student.

Grades 6-9

In Grades 6-9, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum for the following areas of learning:

- English Language Arts or
 - For students enrolled in a Francophone education program, French Language Arts (Français langue première)
 - For French immersion students, English Language Arts and French Language Arts (Français langue seconde)
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education
- For Grades 6, 7 and 8, a second language, except for students enrolled in a French immersion program.

The summative report at the end of the school year or semester will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Grades 10 - 12

The *Interim Student Progress Reporting Guidelines for Grades K-9* do not apply to Grades 10-12. Nevertheless, reporting to parents should be timely and responsive throughout the school year.

In Grades 10 to 12, formal reports will include letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards or learning outcomes set out in the curriculum for each course or subject and grade.

When students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of "**Meeting requirement**" will be made on the term and final reports. A comment of "**Not meeting requirement**" will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a "Not meeting requirement" comment is made, it is recommended that a further comment is made to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, "**Requirement Met (RM)**" will be recorded on the student's transcript.

All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.

Students with Special Needs (all grades)

Where students with special needs are expected to achieve or surpass the learning standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress. Where it is determined that a student with special needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parents will be in relation to these specific individual goals as they relate to each XSIEP or LD (locally developed non-credit) course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.

ELL and FLL Students (all grades)

Where an English language learner, or a French language learner in a Francophone program, is following the learning standards or learning outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress. Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "I" reporting symbol has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be communicated in a variety of

ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and,
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students' transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned, or as a result of failing a provincially examinable course.

Procedures related to policy

For more information, consult the [Permanent Student Record Instructions](#)

Resources

[Core Competences](#)