

# REPORTING STUDENT PROGRESS

## Background

Principals are to implement Ministry of Education and District procedures on student reporting. Principals and teachers shall ensure parents are provided with complete, easily understood, and accurate evaluation of students' performance. Principals shall also monitor parental satisfaction with reporting practices.

On July 1, 2016, the Ministry of Education issued *Interim Student Reporting Guidelines for Grades K-9* giving Districts flexibility to either

- A. Develop and follow local reporting policy and procedures that meet the *Guidelines*, or
- B. Follow the revised Student Reporting Policy.

<https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting>

Specific reporting procedures will reflect option A or B above.

## Procedures

Provincial regulations for reporting student progress require that parents be provided with a minimum of five reports describing students' school progress for either Option A or Option B.

### Option A

1. Reporting to parents is to be timely and responsive throughout the year.
  - 1.1. Two formal written report cards on a form approved by the Minister of Education or the District: The reports must follow the requirements for the specific grade and program, as stated in legislation and this Administrative Procedure. One of the formal reports shall be of a summative nature made at the end of the school year. Formal reports provide documentation of student progress and will be placed in the Permanent Student Record file.
  - 1.2. A minimum of 3 informal communications of learning each school year.
    - 1.2.1 Communications of Learning are meant to inform and advance learning by communicating what students are able to do, any areas requiring attention or improvement, and sharing ways to support learning.
    - 1.2.2 The most effective means of communicating informally with parents will be decided at the local school level but can be accomplished in a variety of ways, such as telephone calls, interim reports (written or oral), and/or conferences (parent-teacher, three-way, student-led, etc.)

## 2. Letter Grades

- 2.1. No letter grades are required in grades K-9. Where letter grades are not used, a structured written report shall indicate student's level of performance as it relates to the expected learning outcomes set out in provincial curriculum for each subject or course and grade using a performance scale. Reports to parents will provide information about students' progress in relation to the learning standards of the curriculum.
- 2.2. If not issued, letter grades for grades 4-9 will be provided to that student's parent, upon request.
- 2.3. Grades 10 to 12: Reporting Option A is not available to Grades 10-12. Letter grades must be on report cards in Grades 10 to 12. In Grades 11 and 12, percentages must accompany letter grades.

## 3. Reports

- 3.1. When used within Option A, a structured written report shall clearly describe, in relation to the expected learning outcomes as set out in curriculum:
  - 3.1.1. What the student is able to do,
  - 3.1.2. The areas in which the student requires further attention or development, and
  - 3.1.3. Ways of supporting the student in their learning.
- 3.2. Comments shall be provided (written on the report card or communicated orally to the parents) about student progress with reference to the expected development for students in a similar age range.
- 3.3. Written comments shall describe student behaviour, including information on attitudes, work habits, and effort.
- 3.4. For students receiving ELL support, learning support and curriculum adjustment, reports shall include a description of additional supports received and include supporting documentation (ELAR, IEP, etc).
- 3.5. At the end of the school year, the following must be placed in each student's Permanent Student Record file: a copy of the final formal report and documentation of the oral or written statements provided to parents regarding the student's progress with reference to expected development for students in a similar age range, and evidence of the student's end-of-year core competencies self-assessment.

### Option B

1. Provincial regulations for reporting student progress require that parents be provided with a minimal number of reports.
  - 1.1. Three formal written report cards on a form approved by the Minister of Education or the District: The reports must follow the requirements for the specific grade and program, as stated in legislation and this Administrative Procedure. One of the formal reports shall be made at the end of the school year. Formal reports provide

documentation of student progress and will be placed in the Permanent Student Record file.

- 1.2. Two informal reports each school year: The most effective means of communicating informally with parents will be decided at the local school level.

## 2. Letter Grades

- 2.1. Grades 4 to 12: Criterion-referenced letter grades in Grades 4 to 12 will indicate a student's level of performance as it relates to the expected learning outcomes set out in provincial curriculum guides for each subject or course and grade. No letter grades are required for Kindergarten to Grade 3.
- 2.2. Grades 4 to 7: Letter grades will appear on report cards in Grades 4 to 7, unless a school has applied for an exemption to the District Reporting procedures, Grades 4 to 7.
- 2.3. Grades 8 to 12: Letter grades must be on report cards in Grades 8 to 12. In Grades 11 and 12, percentages must accompany letter grades.
- 2.4. Ministry-Designated Diverse needs: Where a diverse needs student is expected to surpass or achieve the learning outcomes, as set out in provincial curriculum, regular letter-grading practices and reporting procedures will be followed; however, instructional and assessment methods for some students may differ, and this will be reflected in their individual education plan (IEP). Where it is determined that a diverse needs student is not capable of achieving the learning outcomes set out in provincial curriculum and substantial course/program modification is necessary, specific individual goals and objectives will be established for the diverse needs student's IEP. The use of letter grades and percentages for reporting the progress of these students is not appropriate. The efforts of these students will be recognized by providing them with a School Leaving Certificate.
- 2.5. Grades 4 to 7 Students Receiving Learning Support and Curriculum Adjustment: Where students, in some subjects, are not able to achieve the expected learning outcomes of the prescribed curriculum, the use of letter grades is inappropriate until they are capable of demonstrating their learning in relation to the expected learning outcomes set out in the curriculum. Structured written comments will be used to describe these students' progress.
- 2.6. English Language Learners (ELL) Grades 4 to 7: When students receiving ELL service (as reported on Ministry Form 1701) are not capable of achieving the learning outcomes stated in the curriculum (in one or more subject areas), the use of letter grades in those areas is inappropriate. Structured written reports will be used to describe a student's progress until the student's English language development is within the widely held expectations.

3. Principals shall use the District-approved progress report forms for the three formal reporting periods.

## 4. Primary (Kindergarten to Grade 3) Reports

- 4.1. A structured written report shall clearly describe, in relation to the expected learning outcomes as set out in curriculum:
  - 4.1.1. What the student is able to do,

- 4.1.2. The areas in which the student requires further attention or development, and
    - 4.1.3. Ways of supporting the student in their learning.
  - 4.2. Comments shall be provided (written on the report card or communicated orally to the parents) about student progress with reference to the expected development for students in a similar age range.
  - 4.3. Written comments shall describe student behaviour, including information on attitudes, work habits, and effort.
  - 4.4. At the end of the school year, the following must be placed in each student's Permanent Student Record file: a copy of the final formal report and documentation of the oral or written statements provided to parents regarding the student's progress with reference to expected development for students in a similar age range, and evidence of the student's end-of-year core competencies self-assessment.
5. Intermediate (Grades 4 to 7) Reports
- 5.1. A structured written report shall clearly describe, in relation to the expected learning outcomes as set out in curriculum:
    - 5.1.1. What the student is able to do,
    - 5.1.2. The areas in which the student requires further attention or development, and
    - 5.1.3. Ways of supporting the student in their learning.
  - 5.2. Written comments shall describe student behaviour, including information on attitudes, work habits, and effort.
  - 5.3. Ministry-approved letter grades shall be used to indicate the student's level of performance as it relates to the expected learning outcomes for each subject or course and grade.
  - 5.4. Outside range of widely held expectations: When students in the following categories are not able to achieve expected learning outcomes in the prescribed curriculum (in one or more subject areas), structured written reports will be used instead of letter grades.
    - 5.4.1. English Language Learners (ELL) - as reported on Ministry 1701 forms: structured written reports will be used to describe students' progress until English language development is within widely held expectations.
    - 5.4.2. Students receiving learning support and curriculum adjustment: structured written reports will be used to describe students' progress until they are capable of demonstrating their learning in relation to the expected learning outcomes set out in the curriculum.
  - 5.5. At the end of the school year, the following must be placed in each student's Permanent Student Record file: a copy of the final formal report and documentation of the student's progress as indicated by letter grades, when applicable, and evidence of the student's end-of-year core competencies self-assessment.
6. Intermediate (Grades 8 to 10) and Graduation (Grades 11 to 12) Reports
- 6.1. Ministry-approved letter grades shall be provided to indicate the student's level of performance as it relates to the expected learning outcomes for each course or subject

and grade; Grades 11 and 12 reports will also include percentages for all courses numbered 11 and 12.

- 6.2. Written comments, where appropriate, shall describe, in relation to the expected learning outcomes as set out in curriculum:
    - 6.2.1. What the student is able to do,
    - 6.2.2. The areas in which the student requires further attention or development, and
    - 6.2.3. Ways of supporting the student in their learning.
  - 6.3. Written comments shall describe student behaviour, including information on attitudes, work habits, and effort.
7. Reports for Ministry-Designated Students with Diverse needs:
- 7.1. Regular letter-grade practices and reporting procedures shall be followed for students expected to achieve/surpass provincial curriculum learning outcomes.
  - 7.2. Where diverse needs students are not capable of achieving the learning outcomes, the use of letter grades is not appropriate. Specific goals and objectives shall be established for each diverse needs student's individual education plan (IEP). Structured written comments will be used to report the level of the student's success in achieving these modified goals and objectives. In these circumstances, the efforts of these students will be recognized by providing them with a School Leaving Certificate.
  - 7.3. Where a professional support person other than the classroom teacher is responsible for providing some portion of the student's educational program (e.g., speech pathologist, orientation, and mobility instructors), those persons are to provide written reports on the student's progress for inclusion with the classroom teacher report.
8. Informal Reports - Primary, Intermediate and Graduation
- 8.1. Teachers shall provide parents with a minimum of two informal reports each school year; in relation to curriculum. Informal reports will describe:
    - 8.1.1. What the student is able to do;
    - 8.1.2. The areas of learning that require further attention or development; and
    - 8.1.3. Ways the teacher is supporting the student's learning needs and, where appropriate, ways the student or the parents might support the learning.
  - 8.2. Informal reports provide an important link between home and school, and can be accomplished in a variety of ways, such as telephone calls, interim reports (written or oral), and/or conferences (parent-teacher, three-way, student-led, etc.)
9. Letter Grades for Grades 4 to 12
- 9.1. Teachers may choose from the following Ministry letter grades to indicate students' levels of performance as they relate to the expected learning outcomes set out in provincial curriculum guides:
    - A Excellent or outstanding performance
    - B Very good performance
    - C+ Good performance
    - C Satisfactory performance
    - C- Minimally acceptable performance

I In Progress (making progress, but additional time is required)

Guidelines for assigning an I must be followed. Expectations and timelines must be attached for each assigned I.

F Failed or failing (not demonstrating minimally acceptable performance)

Failed' may only be used as a final grade if I has been previously assigned and a plan of assistance has been completed, or it is the final year of the student's educational program.

9.2. Principals may assign the following on student progress reports:

9.2.1. W Withdrawal

Permission has been granted to withdraw from a course or subject. This may be done on the request of the parents or, when appropriate, the student.

9.3. The following may be used only on final reports in Grades 4 to 12:

9.3.1. SG Standing Granted

Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing, e.g., serious illness, hospitalization, late entry, or early leaving. 'Standing Granted' may only be granted by an adjudication process authorized by the Principal.

9.3.2. TS Transfer Standing

'Transfer standing' may be granted on the basis of an examination of records from an institution other than a school, as defined in the *School Act*. Alternatively, a letter grade may be assigned.

## 10. Grades 11 and 12 Letter Grades and Percentages

10.1. Percentages will accompany letter grades only for Grades 11 and 12. The successful completion of a course numbered 11 or 12 requires a minimum of a C-.

A	86-100
B	73-85
C+	67-72
C	60-66
C-	50-59

## 11. Grades 4 to 7 Use of IP (In Progress)

11.1. When all of the above letter grades are considered inappropriate, an IP (In Progress) is used to indicate a student is making progress but requires additional time to meet the expected learning outcomes. Teacher-administrator consultation, parental collaboration, and active home-school dialogue is to take place when an IP grade is assigned; parents must be consulted if IP is used on consecutive reports.

Reference: Sections 17, 20, 22, 65, 79, 85, School Act  
School Regulation 265/89  
Permanent Student Record Order MO82/09

Required Areas of Study Order MO 295/95  
Student Learning Assessment Order M60/94  
Student Progress Report Order MO191/94

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