K-12 Student Reporting Policy

Educator Summary Guide

Ministry of Education and Child Care

2023

K-12 Student Reporting Policy

This brief guide will provide educators with a summary of the key elements of the new K-12 Student Reporting Policy, with links to resources, such as our webinar series, where you can go to learn more.

The goal of communicating student learning is to ensure that:

- students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- parents and caregivers are well informed, are involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning

What is staying the same?	What has changed?
5 communications of student learning (3 written and 2 informal reports, such as parent/caregiver-teacher conferences)	Inclusion of the graduation status update at grades 10-12 on the end-of-year report card
Letter grades and percentages at grades 10-12	The consistent use of the Provincial Proficiency Scale by all districts at grades K-9
Written comments grades K-9; written comments as needed in grades 10-12	Concise, descriptive feedback at grades K-12
Student self-reflection of Core Competencies grades K-9	Student self-reflection of Core Competencies and goal-setting grades K-12

Meaningful and flexible communication of student learning in clear and accessible language enables parents, caregivers, students, teachers, and administrators to proactively work together to enhance student learning. The K-12 Student Reporting Policy ensures student, parents and caregivers are partners in the dialogue about the student's learning and the best ways to support and further learning. Students benefit when they and their parents and caregivers are made aware of their strengths and areas of needed growth and are provided support early.

Policy information

Reporting Requirement	Important information
At least 5 communications of student learning • 2 informal • 3 written	• **2 informal Learning Updates** may be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, emails, portfolio entries, and written summaries • **2 written Learning Updates** in a printed or digital format • **1 written Summary of Learning** at the end of the school year or semester, in either a printed or digital format
Every written communication provides parents with information about how a student is doing in every area of learning they are currently studying	• The areas of learning students in **grades K-9** should be studying is outlined in the [Required Areas of Learning in an Educational Program Order](#). • The areas of learning students in **grades 10-12** should be studying is outlined in the [Graduation Program Order](#).
Every written communication includes an assessment of the student's learning in relation to the Learning Standards of the curriculum	• **grades K-9:** The four-point [Provincial Proficiency Scale](#) is used (Emerging, Developing, Proficient, and Extending.) • **grades 10-12:** Letter grades and percentages as outlined in the [Letter Grades Order.](#) **Note:** in select instances, the letter grades "IE", "W", and "SG" can be used in grades K-12.
Every written communication of student learning includes descriptive feedback	In **grades K-12,** students will receive descriptive feedback on all areas of learning they are currently studying. These comments: • should focus on student strengths and areas for further growth • should be concise (bullets are okay) and in parent/caregiver-friendly language • should not summarize lesson plans or the Learning Standards of the curriculum
Every written communication will include information about behaviour and attendance	In **grades K-12** reporting on student behavior will be achieved through a combination of student self-reflection of the Core Competencies, goal setting, and descriptive feedback. Attendance can be communicated with an autogenerated number. • Student behaviour and attendance are separate from reporting a student's growth in relation to the Learning Standards of the provincial curriculum. • Student behaviour or attendance should not directly contribute to a student's overall mark in each learning area (e.g., 10% of the grade for attendance, 5% of the grade for participation).
Every written communication includes student-generated content in the form of a self-reflection of Core Competencies and goal-setting	**In grades K-12,** the format and process of self-reflection and goal setting are determined either at the district or school level. While they need to be accessible to parents, they do not need to be physically attached to a printed report card or uploaded to a digital report. If provided in a format other than a report card, parents and caregivers need to be told how to access it.
Students with disabilities and diverse abilities	If a student has an IEP but is being assessed in relation to the Learning Standards their reports will look the same as their peers. However, there will be rare occasions 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), and not the Learning Standards of the curriculum. In these instances: • written communications do not need to include a scale indicator or letter grade and percentage unless it is decided otherwise • descriptive feedback on their strengths and areas of growth is required • if a scale indicator or letter grade is used, the report must state that marks are in relation to the individualized goals in the student's IEP
English Language Learners and French Language Learners	Where the student's language proficiency is impeding a student from demonstrating their learning in relation to the Learning Standards of the curriculum for a specific area of learning, the written communications: • must contain descriptive feedback on their strengths and areas of growth • does not need a scale indicator or letter grade and percentage until such a time as the student's language abilities allow them to demonstrate their learning in relation to the Learning Standards of the curriculum
Graduation Status Update	On the last report of the year in **grades 10-12,** the graduation status update provides a snapshot of a student's progress towards obtaining the credits and graduation assessments needed for graduation based on their graduation path (e.g., Dogwood, Dual Dogwood, Adult Grad, Evergreen, etc.). The graduation status update does not replace an official transcript.

Reporting procedures

During the school year, 5 communications of student learning are required: 2 informal and 3 written for all students K-12. This is the same number of communications that was required by regulation in the previous reporting policy. Therefore, typically the schedule that was working prior to the policy change will still meet the requirements of the 2023 policy.

5 communications are based on a year-long calendar. For semester-based schools and timetables, this often means they include an additional Summary of Learning at the end of the first semester. The scheduling of communications of student learning is decided on at the local level and will vary based on the needs of the school. Local schedules can be created for online learning, adult education, alternative education, and a variety of other school structures.

For more information and sample school schedules, please see pages 55 to 57 of the guidelines.

For parents/caregivers of students in grades K-9

Over the school year, families will receive at least 2 informal Learning Updates (e.g., conferences) and 3 written learning updates

Written communications will include:
- A Provincial Proficiency Scale indicator for all learning areas being studied
- Descriptive feedback
- Information on where parents/caregivers can find their child's self-reflection and goal setting

For parents/caregivers of students in grades 10-12

Over the school year, families will receive at least 2 informal Learning Updates (e.g., conferences) and 3 written learning updates

Written communications will include:
- Letter grades and percentages for all learning areas being studied
- Descriptive feedback
- Information on where parents/caregivers can find their child's self-reflection and goal setting

For parents/caregivers of both K-9 and 10-12 students

Over the school year, families will receive at least 2 informal Learning Updates (e.g., conferences) and 3 written learning updates

Written communications will include:
- Descriptive feedback
- Information on where parents/caregivers can find their child's self-reflection and goal setting

Written communications for students working on grades K-9 Learning Standards will include:
- A Provincial Proficiency Scale indicator

Written communications for students working on grades 10-12 Learning Standards will include:
- A letter grades and percentage

Teachers are typically not responsible for creating a graduation status update, but it should be communicated home on the final written communication of the school year for students in grades 10-12. The graduation status update report can be run in MyEducationBC by an administrator or other designated school staff member. It can also be provided through a variety of other school or district-created formats.

These are the requirements for what goes on a report card. In the classroom, teachers have the autonomy to use whatever classroom assessment practices best meet the needs of their students. While not required, some teachers have found 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.
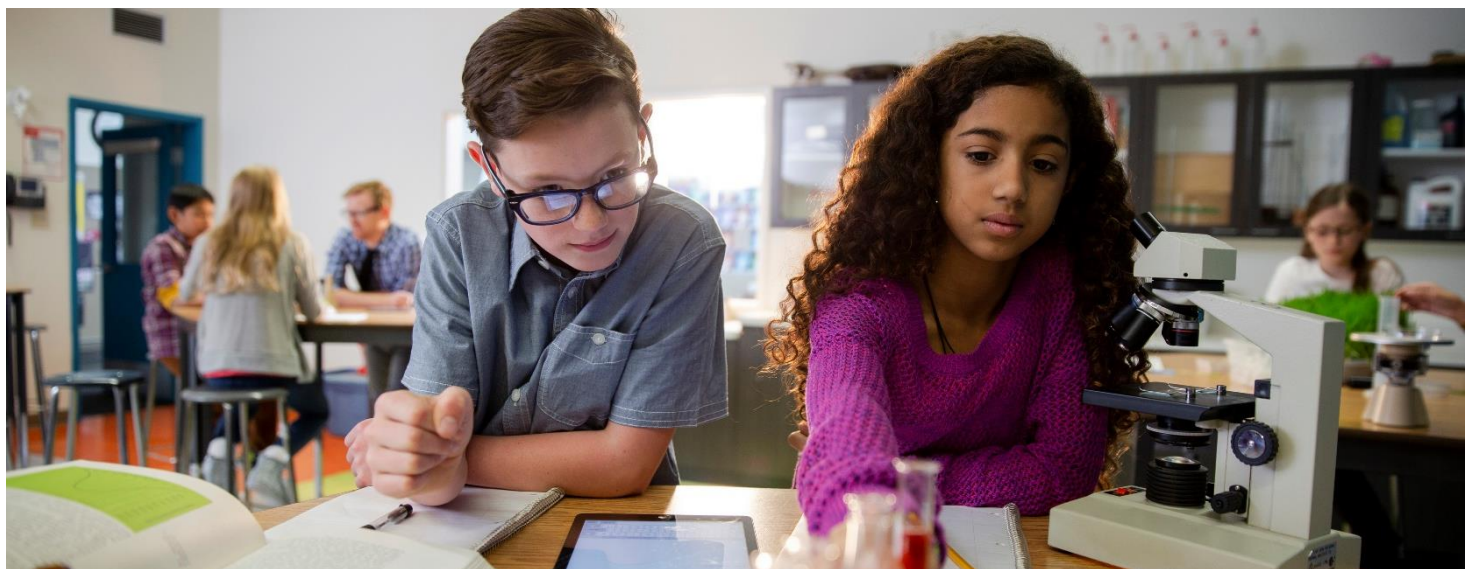
MyEducationBC Information

MyEducationBC's reporting tools are well-known to teachers and will continue to function with no significant change while supporting the new K-12 Student Reporting Policy.

Enhancements to MyEducationBC present a consistent way for teachers, students, and parents and caregivers to monitor learning over time. The reporting tools in MyEducationBC continue to have all the rich features teachers are familiar with.

- The Learning Update is formatted in alignment with the K-12 Student Reporting Policy so that teachers and school leaders can easily communicate learning to students, parents, and caregivers.

- MyEducationBC has both traditional and competency-based gradebooks.

- Teachers can easily upload a student's self-reflection of Core Competencies and goal setting using the document side tab. Students are also able to independently upload their own documents and files through the student portal.

- A variety of documents and media types such as pdfs, photos, video, and audio files can be uploaded without overwriting earlier demonstrations of learning.

- A graduation status update is available in MyEducationBC. Although it is a policy requirement for the last Learning Update of the school year in grades 10-12, this report can be run at any time. The graduation status update ensures parents and caregivers are well informed of what pathway to graduation their child is on, and their progress toward completion of graduation requirements.

- For school districts using the parent/caregiver and student portals, the graduation status update can be viewed online or through the mobile app.

A video series to support teachers in understanding these enhancements [can be found here](#).

For questions about any aspect of MyEducationBC, please contact your school's administration team, the Service Management Council representative, or another district-based support person for your school district.

Additional information

Summary of Learning

You may know this as a 'final report card". Many of the elements remain the same. The Summary of Learning contains the same policy elements as the Written Learning Updates (scale indicator or letter grade, descriptive feedback, as well as self-reflection and goal setting) for all subjects studied that year or semester. However, the descriptive feedback should communicate strengths and areas for growth to prepare students for the next grade or course. In grades 10-12, it also includes a graduation status update.

Page 28 of the [guidelines](#) has a checklist for educators to use.

Inclusive Reporting

A student who uses supports to access or demonstrate their learning, whether they have an IEP, AIP, or student learning plan or not, should not be assessed automatically as 'emerging', 'developing', or at a lower letter grade and percentage.

Students should be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated as it relates to the Learning Standards of the curriculum.

The use of supports does not mean students are not adequately meeting the Learning Standards of the curriculum.

Self-reflection of Core Competencies and goal setting

Teachers do not need to mark the self-reflection and goal setting components. The self-reflection and goal setting components are student-driven. The Ministry does not mandate a single process or format. If a student chooses not to follow a district template and takes it in their own direction, that is okay too. Student voice is central to this policy element.

There are a variety of formats teachers and schools can choose to use, such as video/audio recordings, written documents, ongoing portfolios, or multimedia projects. For examples from other school districts please see pages 48 to 53 of the [guidelines](#).

For more information on all elements of the K-12 Student Reporting Policy please see the [K-12 Student Reporting Policy: Communicating Student Learning Guidelines](#).

Contact

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