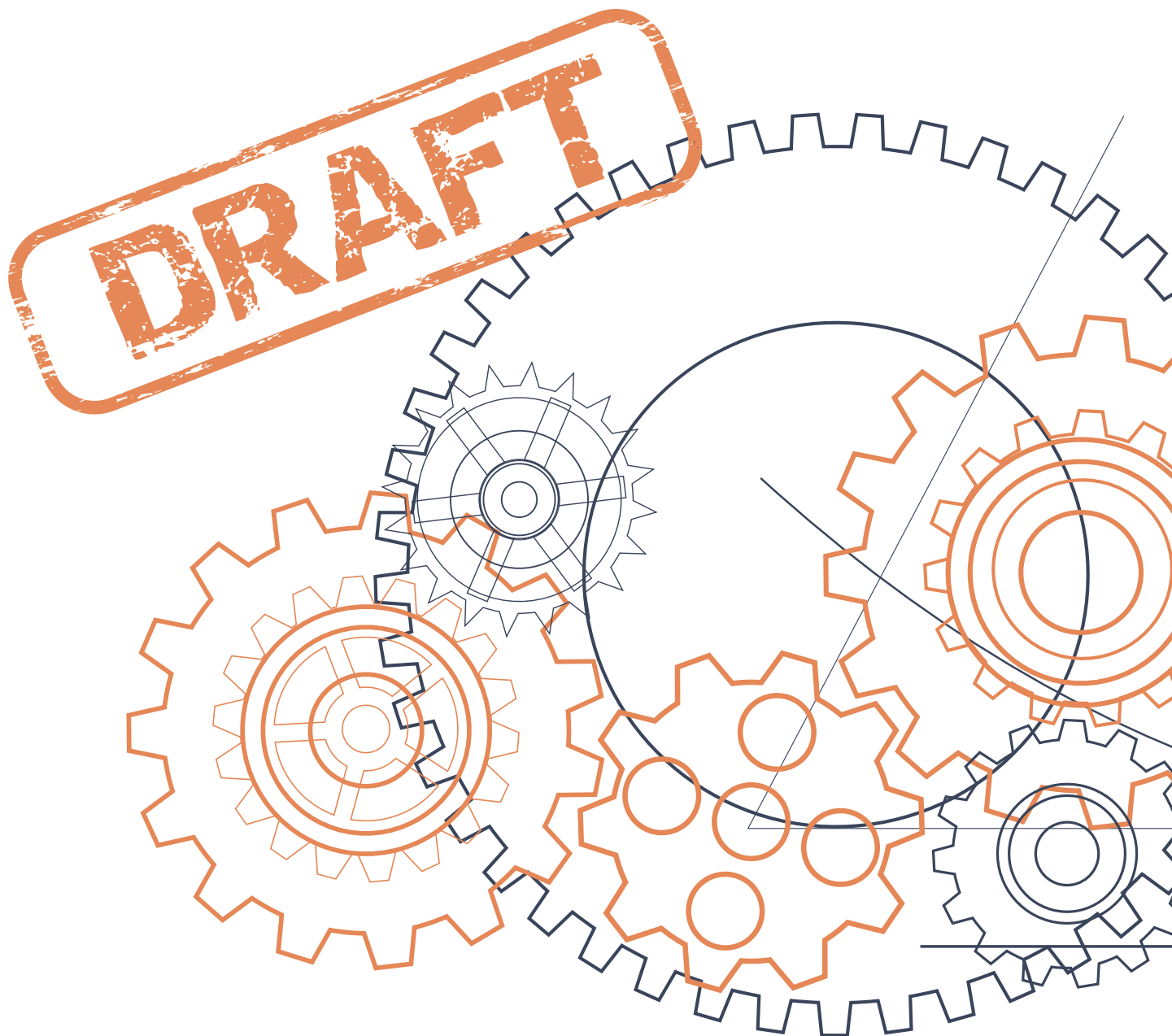


# DRAFT K–9 Student Reporting Policy (2019): Handbook for Piloting Schools and Districts



BRITISH  
COLUMBIA

Ministry of  
Education



# DRAFT K–9 Student Reporting Policy (2019): Handbook for Piloting Schools and Districts

In the 2018/19 school year, the ministry invited a number of schools and districts to participate in a pilot to support the update of K-9 Student Reporting Policy. The DRAFT K-9 Student Reporting Policy (2019) and Pilot is continuing in the 2019/20 school year. This document contains important information for piloting schools and districts, including:

- ➔ 1. The current Student Reporting Policy (2016) options
- ➔ 2. Foundational principles for the DRAFT K-9 Student Reporting Policy (2019)
- ➔ 3. Key policy shifts
- ➔ 4. Piloting the DRAFT K-9 Student Reporting Policy (2019)
- ➔ 5. Sample points of progress, summary of progress, and student self-assessments of Core Competencies
- ➔ 6. Draft proficiency scale/letter grade comparison table
- ➔ 7. Summary of legislation and policies associated with student reporting

## 1 The current Student Reporting Policy (2016) options

To support school and district innovation, in the 2016/17 school year the Ministry of Education revised the [Student Reporting Policy \(2016\)](#) and [Student Progress Report Order \(2016\)](#), providing school districts with two options for reporting student progress in K-9:

- ➔ Policy Option A\* (Schedule 2 of the [Ministerial Order](#)) allowed districts to develop local reporting policies following the *Interim Student Reporting Guidelines for Grades K-9*.
- ➔ Policy Option B (Schedule 1 of the [Ministerial Order](#)) allowed districts to follow a slightly revised version of the previous policy.

For the 2019/20 school year, schools and districts will continue to have a choice between the two options, basing their selection on local needs and readiness.

**\*Note:** The DRAFT K-9 Student Reporting Policy (2019) being piloted complies with current Policy Option A.

**Note:** In all schools and districts, Grades 10-12 will continue to follow Option B (Schedule 1).



## 2 Foundational principles for the DRAFT K-9 Student Reporting Policy (2019)

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The DRAFT K-9 Student Reporting Policy (2019) is designed to:

- ✓ communicate student learning and progress in ways that are meaningful, varied, and responsive
- ✓ encourage open dialogue between the student, home, and school
- ✓ focus on conceptual learning (know-do-understand), with an emphasis on competencies
- ✓ promote student ownership of learning
- ✓ rely on authentic evidence of learning
- ✓ establish consistent provincial standards

## 3 Key policy shifts

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The introduction of the provincial curriculum has offered an opportunity to rethink the way we assess and report on student progress in British Columbia. Informed by research on effective practices and by thorough engagement with parents and educators, the DRAFT K-9 Student Reporting Policy (2019) encompasses key reporting policy shifts. These include:

- more timely and flexible communication
- descriptive four-point provincial proficiency scale for K-9
- end-of-year student self-assessment of Core Competencies, as well as additional student selected evidence-based reflection during the school year



The purpose of the 2019/20 K-9 Student Reporting Policy Pilot is to:

- trial the DRAFT K-9 Student Reporting Policy (2019) to inform possible revisions to provincial legislation and policy
- test specific policy language and make recommendations for revisions
- inform future reporting guidelines
- refine the proficiency scale
- recommend, where relevant, future changes to the reporting policy for Grades 10-12

Formally participating schools and districts will provide feedback on the successes and challenges of trialing, helping to inform the finalization of the new K-9 Student Reporting Policy and supporting guidelines.



## 4 Piloting the DRAFT K-9 Student Reporting Policy (2019)

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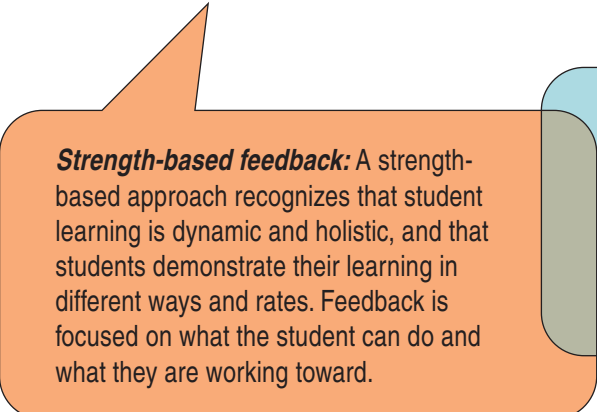
### *What is required of formally piloting schools and districts?*

Meaningful, varied, and responsive communication about student progress is required throughout the school year in piloting schools and districts. This will include:

- a minimum of four **points of progress** throughout the year
- one **summary of progress** at the end of the year

### *Points of progress*

Points of progress are the meaningful, varied, and responsive ways in which teachers provide parents with information about how their child is progressing in relation to the learning standards and what the child can do to extend their understanding. In points of progress, teachers use **strength-based descriptive feedback** and the **four-point provincial proficiency scale** to report progress in areas of learning.



**Strength-based feedback:** A strength-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and rates. Feedback is focused on what the student can do and what they are working toward.



**Four-point provincial proficiency scale:**

The four points (emerging, developing, proficient, extending) are used to communicate student progress in relation to the learning standards in all areas of learning in Grades K-9.

A variety of formats may be used to communicate student learning and build relationships with families. Formats include, but are not limited to, student-led conferences, portfolios and e-portfolio reviews, parent/teacher/community meetings, written comments, and student work samples with descriptive feedback from the teacher. Regardless of the formats used, two points of progress must be provided in writing (e.g., paper or digital form) to comply with the current [School Regulation](#). (See section 5 for sample points of progress.)



Points of progress may also be provided in a variety of time frames:

- Points of progress must be provided **at least four times** during the school year.
- **At least once**, communicate progress in each area of learning in relation to the learning standards, using the standard four-point provincial proficiency scale and descriptive feedback.
- **At least twice**, provide written descriptive feedback (paper or digital) on student engagement and behaviour (e.g., growth in personal and social responsibility).
- **At least once**, include student-selected evidence of and reflection on Core Competency development.



#### ***What is a learning standard?***

*In the context of B.C.'s new curriculum, learning standards refer to the curricular competencies and content in all areas of learning. Communication with parents should focus on student progress in relation to the learning standards.*

### ***Summary of progress***

The **summary of progress** is a written report (digital or paper) on student progress in relation to the learning standards in all areas of learning. It is provided to parents at the end of the year or when a student changes schools or districts. Progress in all areas of learning is communicated using strength-based language, which includes descriptive feedback and next steps for learning, and the four-point provincial proficiency scale.

The summary of progress also includes descriptive feedback on student engagement and behaviour (e.g., personal and social responsibility) and may include information on ways to support the student at school and at home. (See section 5 for sample summaries of progress.)

The summary of progress is accompanied by a student self-assessment of the Core Competencies. (See section 5 for a sample student self-assessment of the Core Competencies.)

The format used for the summary of progress is determined locally. It can be a format that has been approved by the ministry and is available through MyEducation BC or one that has been locally designed and approved by the board of education or independent school authority.

**Points of progress and summary of progress: When, what, and how**

| Points of progress:  | Summary of progress:  |
|--|---|
| <p><b>When?</b></p> <ul style="list-style-type: none"> <li>• At least four times during the school year</li> <li>• Determine timing locally</li> </ul>   | <ul style="list-style-type: none"> <li>• Once at the end of the year or semester</li> </ul>   |
| <p><b>What?</b></p> <ul style="list-style-type: none"> <li>• At least once, communicate progress in each area of learning, using the provincial proficiency scale</li> <li>• At least twice, include descriptive feedback on student engagement and behaviour (e.g., personal and social responsibility)</li> <li>• At least once, include student-selected evidence of and reflection on Core Competency development</li> </ul> | <ul style="list-style-type: none"> <li>• Summarize progress in all areas of learning using the provincial proficiency scale</li> <li>• Include student self-assessment of Core Competencies</li> <li>• Include feedback on student engagement and behaviour (e.g., personal and social responsibility)</li> </ul> |
| <p><b>How?</b></p> <ul style="list-style-type: none"> <li>• Communicate individual student progress to parents</li> <li>• Provide two points of progress in writing (e.g., in paper or digital form)</li> <li>• Determine methods locally</li> </ul>   | <ul style="list-style-type: none"> <li>• Communicate individual student progress to parents in writing (e.g., in paper or digital form)</li> </ul>  |

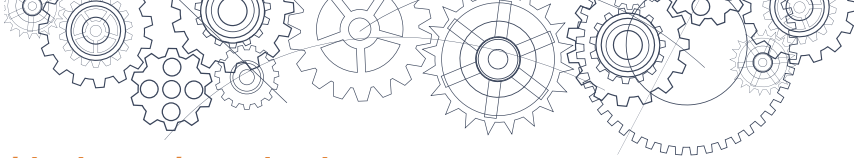
**What is an area of learning?**

*Areas of learning are the subjects that make up the provincially mandated curriculum. Teachers are responsible for communicating student progress in all areas of learning listed in the [Required Areas of Study Order](#).*

**How are points of progress to be documented?**

*While the provincial policy requires that two points of progress be documented in writing, the school district, or authority will determine the method for documentation (i.e., paper or digital form).*





### Semester-system schools or schools with alternative calendars

The DRAFT K-9 Student Reporting Policy (2019) requires four points of progress and one summary of progress, totalling five communications with parents on student progress annually.

Semester-system schools may choose to place two points of progress in each semester to meet the minimum four required communications. It is recommended that parents be provided with a summary of progress at the end of each semester.

Since there is a wide variety of school calendars and delivery models in B.C., schools and districts can develop responsive, local reporting policies aligned with the draft policy. Feedback from piloting schools with alternative calendars will help inform revisions to policy language, if necessary.

### Four-point provincial proficiency scale

The **four-point provincial proficiency scale** is used in K-9 to communicate student progress in all areas of learning. The four points on the scale include Emerging, Developing, Proficient, and Extending.

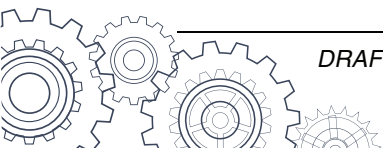
|                          |   |  |   |  |
|--------------------------|---|--|---|--|
| <b>Proficiency Scale</b> |   |  |   |  |
|                          | <b>Emerging</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Extending</b>   |
|                          | The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. |

Teachers use the four-point provincial proficiency scale and descriptive, strength-based feedback to communicate progress in all areas of learning.

During the 2019/20 school year, piloting schools and districts are continuing to test the four-point provincial proficiency scale and providing feedback to the ministry.

***In piloting schools, is the proficiency scale to be used to report progress in all areas of learning?***

*Yes, student progress in each area of learning must be communicated using the four-point provincial proficiency scale at least one time during the school year or semester (in a point of progress), and a final proficiency level for each area of learning must be communicated at the end of the school year or semester (in the summary of progress).*



## Areas of learning

**Areas of learning** are the required subject areas for K-9 listed in the [Required Areas of Study Order \(PDF\)](#). School districts are required to report on each area of learning across the points of progress and the summary of progress.

## Descriptive feedback

Based on the learning standards, descriptive feedback are strength based, written comments or documented conversations that describe individual student progress and identify specific goals to support further student growth.

## Descriptive feedback on engagement and behaviour

In accordance with the [Student Progress Report Order \(2016\)](#), teachers are to provide parents with a description of their child's behaviour. This descriptive, strength-based feedback provides parents with information about their child's engagement and behaviour in school, and identifies ways to support their growth in these areas.

## Student self-assessment of the Core Competencies

In addition to a student self-assessment of the Core Competencies (Communication, Thinking, and Personal and Social) at the end of the year, at least one point of progress will include student-selected evidence of and a reflection on their Core Competency development.

The Core Competencies underpin all provincial curricula and are relevant to the development of educated citizens. Through self-assessment of the Core Competencies, students set goals and take increased responsibility for their learning. This process of self-assessment nurtures student ownership and voice.

The forms and processes of the self-assessment are to be outlined and determined by the school and/or district. Districts, schools, and teachers may find the student [profiles](#) on the ministry website helpful in shaping self-assessment of Core Competencies.

## Effective communication with parents and students

Effective and frequent communication about student progress between home and school is central to student success. The goal of communicating student learning and progress is to ensure that:

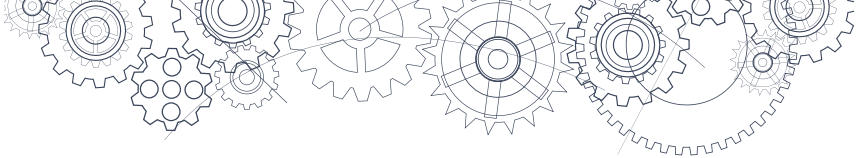
- ➔ students are engaged in meaningful conversations that extend their learning and progress
- ➔ parents are well informed about their child's progress
- ➔ parents are involved as partners in a dialogue about their child's progress and the best ways to support and extend learning



Teachers communicate information about student progress in a number of ways, including in person, electronically, and on paper. This information should:

- be descriptive and strength-based, and include suggestions for ways that parents can support their child





- reinforce the importance of self-assessment and goal setting
- include most recent evidence from multiple sources, as appropriate, including the student, teacher, peers, and parents
- encourage students to work toward their goals, build student ownership, and make clear their role in the communication process
- encourage students to use this information to make necessary revisions to their work and set new learning goals
- promote and support meaningful, varied, and responsive communication on student progress and, where appropriate, use digital tools

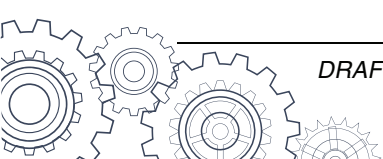
**Written comments**

All written communications should:

- use straightforward, strength-based language to describe learning
- provide information about the student’s contributions and relationships with others
- outline how the student approaches the learning process
- ensure that parents have timely information about any area of concern
- provide information about specific interventions and additional supports the student is receiving
- ensure that the report focuses on the student’s growth and performance in relation to the learning standards (the final report of the year should clearly summarize the student’s progress in all areas of learning)
- describe further ways in which the student’s learning will be supported by the teacher and how the family might help

**The DRAFT K-9 Student Reporting Policy (2019) at a glance**

|   |  |
|---|--|
| <b>Frequency of reports</b>                         | A minimum of five communications of student progress: <ul style="list-style-type: none"> <li>• a minimum of four points of progress during the year</li> <li>• one end-of-year (or end-of-semester) summary of progress</li> </ul>   |
| <b>Proficiency scales</b>                           | <ul style="list-style-type: none"> <li>• The four-point provincial proficiency scale will be used to communicate progress in each area of learning in K-9.</li> <li>• In Grades 4-9, letter grades are provided to parents on request. (See section 6 for a draft proficiency scale/letter grade comparison table.)</li> </ul>   |
| <b>Student self-assessment of Core Competencies</b> | <ul style="list-style-type: none"> <li>• Parents will be provided with student-selected evidence of and reflection on Core Competency (Communication, Thinking, and Personal and Social) development at least once during the school year.</li> <li>• Students will also complete a self-assessment of the Core Competencies at the end of the year, with the support and guidance of the teacher when needed or appropriate.</li> </ul> |





## Frequently Asked Questions

### ***Q. What have those schools and/or districts formally participating in the pilot program had to do to implement the DRAFT K-9 Student Reporting Policy (2019)?***

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Schools and districts are responsible for providing parents with information about the school's or district's participation in the pilot of the DRAFT K-9 Student Reporting Policy (2019). Communications with parents are to describe the nature and purpose of the pilot and provide opportunities for feedback.

Formal pilot participants are required to provide parents with a minimum of four points of progress during the school year and one summary of progress at the end of the year.

### ***Q. Why is the DRAFT K-9 Student Reporting Policy (2019) (four points of progress + one summary of progress = five communications) so similar to the old “five reports” (three written + two informal)? Why hasn't this changed?***

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The School Regulation provides that reports “shall be made at least 5 times during the school year.” The pilot will help determine whether changes to legislation and supporting policies are desired.

### ***Q. We aren't an official (i.e., formal) pilot district. Can we still trial the DRAFT K-9 Student Reporting Policy (2019)?***

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Yes, the DRAFT K-9 Student Reporting Policy (2019) being piloted complies with current Policy Option A.

### ***Q. Does a digital portfolio post count as a point of progress?***

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Yes, a digital portfolio post can count as a point of progress if it:

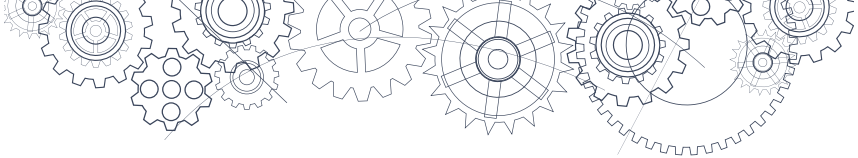
- provides parents with individualized, strength-based feedback on student progress in relation to the learning standards of the curriculum, and/or
- includes student-selected evidence of and reflection on Core Competency development, and/or
- includes the teacher's written feedback on student engagement and behaviour (e.g., personal and social responsibility)

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

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During the school year, students in K-9 will select evidence of and reflect on their Core Competency development (to be shared in at least one point of progress). At the end of the school year, students complete a summative self-assessment of the Core Competencies, reflecting back on their learning and speaking to how they have developed competencies (Communication, Thinking, and Personal and Social) over the course of the school year.

In the interest of flexibility for students and their learning, the ministry does not prescribe how the Core Competencies should be self-assessed. Schools and districts determine formats and procedures, ensuring that the self-assessment process is meaningful and builds student ownership of the Core Competencies.



***Q. When communicating student progress in relation to the learning standards in a point of progress or summary of progress, is clustering areas of learning permitted?***

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Yes, clustering areas of learning (for example: Explore & Investigate for Science and Social Studies; Literacy – ELA, Science, Social Studies, etc., and Numeracy – PHE, Math, ADST, etc.) is possible. However, at least once in a point of progress and again at the end of the year in the summary of progress, schools are required to assign a separate proficiency scale category for each area of learning.

***Q. Where did the four-point provincial proficiency scale come from?***

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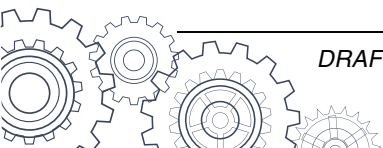
The strength-based scale is informed by assessment research conducted by provincial post-secondary institutions, engagement with education partners, and school district practices. This scale is the same one used for the new Graduation Numeracy and Literacy Assessments. It also aligns with the provincial Foundations Skills Assessment scale. Creating alignment across the provincial assessment system was an early recommendation from our provincial partners, including the Classroom Assessment and Reporting Advisory Group.

During the 2019/20 school year, piloting schools and districts will continue to test the scale to determine if modifications are needed.

***Q. Do we continue to use the Permanent Student Record (PSR)? What needs to be included in the general student file?***

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Yes, in the 2019/20 school year, all schools will continue to follow the [Permanent Student Record Order](#) and PSR [instructions](#).



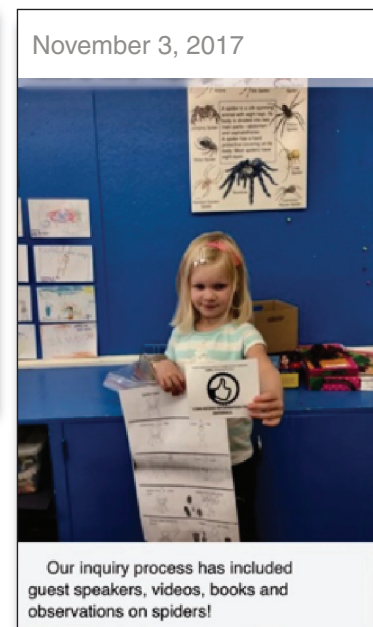
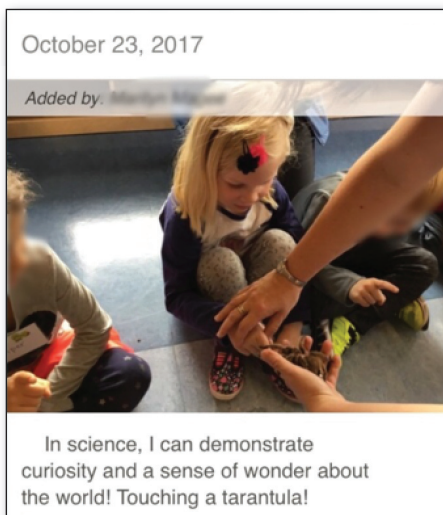
# 5 Samples

## Points of Progress

### Sample Grade 1 point of progress

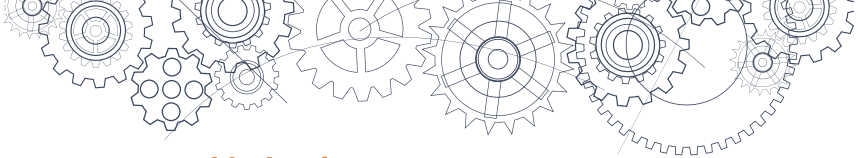
Grade 1 Division 001, Teacher: Mr. Nolan  
British Columbia Elementary  
1234 Street Name  
555-555-5555  
<https://bcschool.bc.ca>

Jolene J.  
Grade 1  
School District ID: 123456  
PEN: 978543210  
Absences: 1/Lates: 0  
November 2, 2017



In our Science “Exploring the World of Insects” unit, Jolene wanted to learn about how spiders build webs. She hypothesized that “they use their eight legs to build webs.” A guest speaker came to talk to us about insects, and Jolene asked several questions to build her understanding. On our forest walk, Jolene explored the environment to find insects and took pictures with an iPad. Back in class, Jolene decided to build a spider web out of pipe cleaners and discovered that “you have to start from the middle, like a spider does it.” Jolene shared her creation with classmates and they decided to build more pipe-cleaner webs to decorate the class for Halloween.

*Proficient: Jolene demonstrates a **complete understanding** of the concepts and competencies relevant to the expected learning in Science. To extend her learning in this area Jolene can continue to ask questions about the natural world, exploring and discussing the characteristics of local plants and animals.*



## Sample Grade 4 point of progress – Engagement and behaviour

Grade 4, Division 001, Teacher: Mr. Smith  
British Columbia Elementary School  
1234 Street Name  
555-555-5555  
<https://bcschool.bc.ca>

Jack J.  
Grade 4  
School District ID: 123456  
PEN: 978543210  
Absences: 2/Lates: 0  
March 9, 2018

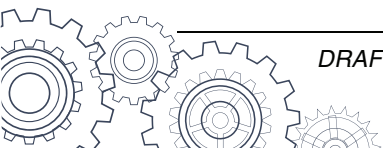
### Descriptive feedback on engagement and behaviour:

Jack has had a successful few months in Grade 4. He's made a great effort to improve in the areas of personal awareness and responsibility. This is evidenced in his efforts to consistently produce his best work in the time allotted, demonstrating good attention to detail and time management. Jack has continued to grow in confidence this term and is participating effectively in class discussions. He displays enthusiasm and a positive attitude toward learning new topics.

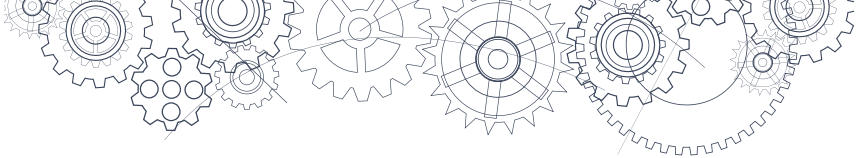
In terms of social responsibility, Jack showcased his ability to appreciate others' perspectives when building an Aboriginal tool with a partner for Social Studies. Jack continues to work well with other students in the class and is an active and eager participant in all classroom activities.

### Next steps:

In this next term, Jack will be reflecting on his physical and emotional well-being in our Physical and Health Education unit on self-care. We will also explore how we can use our positive qualities and skills to contribute to our home and our classroom in our interdisciplinary unit focused on Building Community. Discussions at home about self-care and community will support Jack's learning in school.







## Summary of progress

### Sample Grade 7 summary of progress (Non-Clustered Areas of Learning)

Grade 7 Division 008, Teacher: Mrs. McGee  
British Columbia Elementary School  
1234 Street Name  
555-555-5555  
<https://bcelementaryschool.bc.ca>

Jared J.  
Grade 7  
PEN: 978543210  
School District ID: 123456  
Absences: 3/Lates:2

#### Teacher comments:

.....

Jared has been a kind, friendly, and funny member of our class community. He enjoys participating in class activities and discussions and his contributions are consistently interesting and relevant. He enjoys problem solving and is a curious learner.

When motivated, Jared completes his work. He continues to develop his concentration, working on staying focused and avoiding distractions in class. Time management has been an area of growth for Jared. He is aware of his tendencies to procrastinate and is making efforts to take initiative. He is trying to meet deadlines and focusing on doing his best, as opposed to rushing to complete tasks.

Over the summer months, Jared will benefit from reading French books. I enjoyed having Jared as a student this year, and I wish him all the best in Grade 8. Keep working hard, Jared!

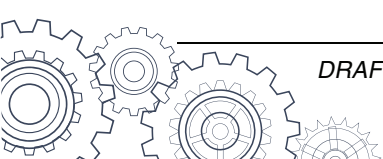
#### E-Portfolio:

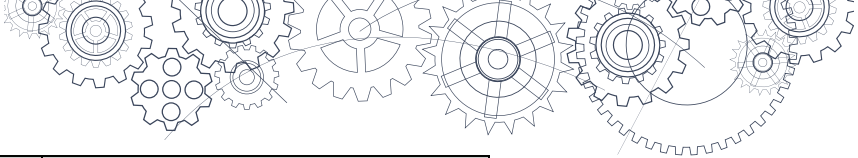
.....

In the e-portfolio, you will find specific assessment information about what your child is able to do and where they will be going next with their learning. \*Search by assessment tag.

The evaluations below are based on a variety of assessment activities in relation to the learning standards, using the four-point provincial proficiency scale.

|                          |   |  |   |  |
|--------------------------|---|--|---|--|
| <b>Proficiency Scale</b> |   |  |   |  |
|                          | <b>Emerging</b>   | <b>Developing</b>  | <b>Proficient</b>   | <b>Extending</b>   |
|                          | The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. | The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. |





| Areas of Learning           | Proficiency Scale |
|-----------------------------|-------------------|
| Language Arts               | Developing        |
| Mathematics                 | Proficient        |
| Science                     | Proficient        |
| Social Studies              | Developing        |
| Physical & Health Education | Proficient        |
| Arts Education              | Proficient        |
| Career Education            | Proficient        |
| ADST                        | Proficient        |

**Self-assessment of the Core Competencies:**

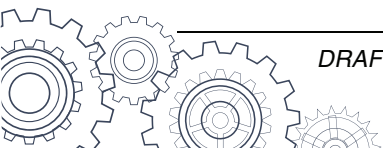


This year, students have engaged in reflection and self-assessment of their learning in relation to the Core Competencies of Communication, Thinking, and Self Awareness and Social Responsibility. Please see the portfolio post titled “Year-end Grade 6 Late French Immersion Core Competency summary.”

Teacher: Mrs. McGee      Teacher’s signature: \_\_\_\_\_

Principal: Mrs. Doe      Principal’s signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_



## Student self-assessments of Core Competencies

### Sample Kindergarten student-selected evidence of and reflection on Core Competencies (point of progress)

#### Social Responsibility

I am a good member of our team.

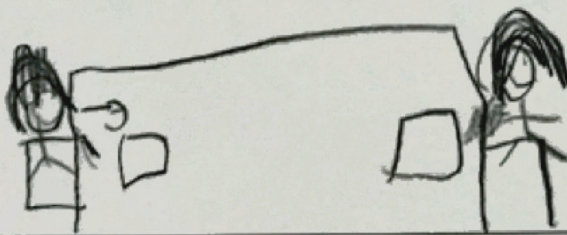
I am kind to others, by using kind words and actions.

I can work with others and take turns.

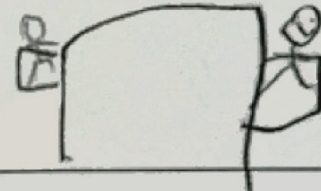
I can solve problems by myself or find someone to help if I need it.

My example is: (This is a time when...)

When I came to school, I didn't ask to use the crayon I just ripped it out of her hands.



But a little while later I asked if I could have it after she was done.



## Sample Grade 4 student self-assessment of Core Competencies (end of year)

Grade 4, Division 001, Teacher: Mr. Nolan  
British Columbia Middle School  
1234 Street Name  
555-555-5555  
<https://bcmiddleschool.bc.ca>

Janessa J.  
Grade 5  
School District ID: 123456  
PEN: 978543210

### My Personal and Social Competency Self-assessment:



### My Thinking Competency Self-assessment:

This year I had to think creatively and critically a lot. In Science I got to do an inquiry project on anything I wanted and because I really love pretty rocks I decided to study rocks and learned about so many different kind of rocks in BC. I had to relay think about how to group them into categories and how to explain the different carakteristics in my presentation. That was the hardest thing I did all year and I'm really proud that I did a good job.

### My Communication Competency Self-assessment:

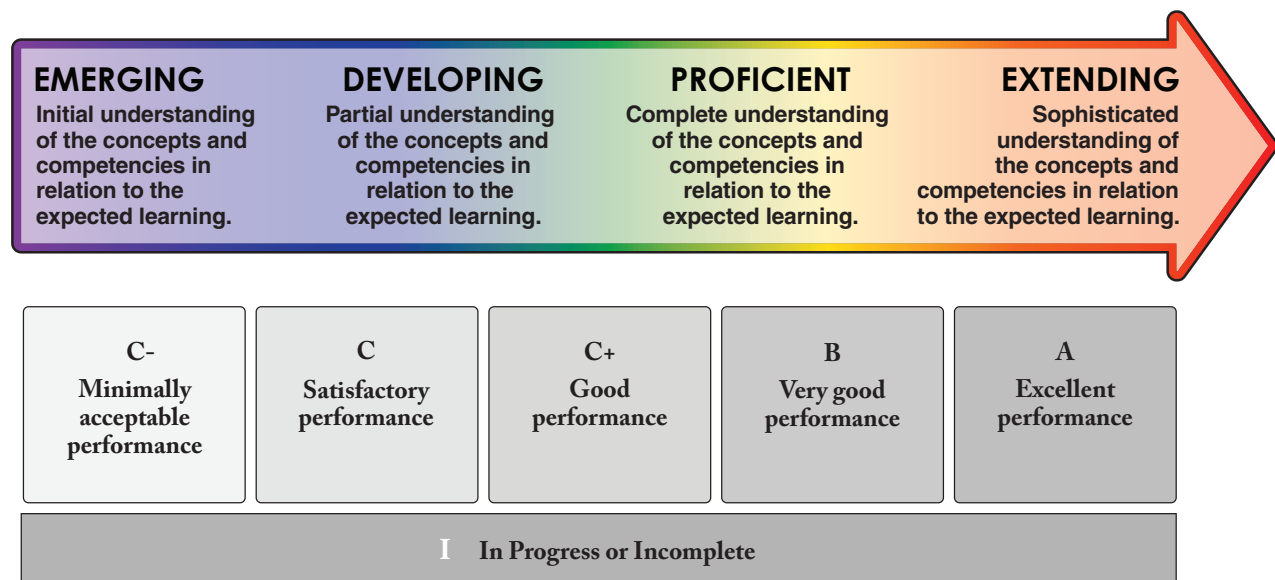
I think I did alot of growth this year in my communication cause I learned how to write a really good paragraph and all about punctuation. I didn't know any of that last year. And my teacher gave us lots of projects that got us to write and we made posters and presentations. We wrote our own stories and plays and we also wrote reflections like this one to help us understand how we are growing. I really like that we got to do so many presetnations in class too because it's fun to watch other peoples and because it help you with speaking in front of a class. I feel more confident in my communication then in grade 4.



## 6 Draft proficiency scale/letter grade comparison table

To support schools and districts with the transition to new reporting practices, the following draft proficiency scale/letter grade comparison table was created prior to the Student Reporting Policy Pilot launch in the 2018/19 school year.

In year one (2018/19 school year) of the Student Reporting Policy Pilot, some pilot participants provided this reference table to teachers to support communications with parents, especially those who were familiar with their child’s progress being reported as letter grades. The majority of pilot participants found that the comparison table was not required when parents received consistent, clear information on the use of proficiency levels and descriptive feedback to report student progress. Communications focused on standards-based assessment have been effective in supporting the learning of students, parents, and teachers, and the shift toward strength-based, proficiency-based reporting.





## 7 Legislation and policies associated with student reporting

| Legislation and policies                          | Key components  |
|---|---|
| <i>School Act</i>                                 | <ul style="list-style-type: none"> <li>• Sections 7(1)(a) and 79(3)</li> <li>• Student's attendance, behaviour, and progress in school</li> <li>• Boards must establish and maintain a record for each student</li> </ul>   |
| <i>School Regulation</i>                          | <ul style="list-style-type: none"> <li>• Sections 4(1)(j), 4(2), 5(8), and 5(9)</li> <li>• At least 5 reports per school year</li> <li>• Three written reports, one of which will be at the end of the school year, and at least 2 informal reports</li> <li>• Reports on a form approved by the minister or the board</li> <li>• Reports include information on student attendance and punctuality</li> </ul>  |
| <i>Student Progress Report Ministerial Order</i>  | <ul style="list-style-type: none"> <li>• Defines performance scales</li> <li>• Reporting requirements include:               <ul style="list-style-type: none"> <li>○ areas of learning</li> <li>○ student attendance/punctuality</li> <li>○ student behaviour (attitudes, work habits, effort, and social responsibility)</li> <li>○ parent signature on written reports</li> </ul> </li> </ul>  |
| <i>Permanent Student Record Ministerial Order</i> | <ul style="list-style-type: none"> <li>• Requires that a student's two most recent progress reports be included in the PSR</li> </ul>   |
| <i>Provincial Letter Grades Ministerial Order</i> | <ul style="list-style-type: none"> <li>• Defines letter grades (Grades 4-9)</li> </ul>  |
| <i>Required Areas of Study Ministerial Order</i>  | <ul style="list-style-type: none"> <li>• Lists mandatory areas of learning in K-9</li> </ul>  |
| <i>Student Reporting Policy</i>                   | <p><b>Interim Option A (for K-9):</b></p> <ul style="list-style-type: none"> <li>• Minimum of 5 reports annually</li> <li>• One written summative at end of term/year</li> <li>• Student self-assessment of Core Competencies at end of term/year</li> <li>• K-3 uses descriptive written comments</li> <li>• Grades 4-9: the use of letter grades determined by board, can be provided to parents on request</li> </ul> <p><b>Option B:</b></p> <ul style="list-style-type: none"> <li>• Minimum of 5 reports annually</li> <li>• 3 formal written reports; 2 informal reports</li> <li>• One written summative at end of term/year</li> <li>• Student self- assessment of Core Competencies at end of term/year</li> <li>• K-3: performance scales</li> <li>• Grades 4-5: letter grades or performance scales</li> <li>• Grades 6-9: letter grades</li> </ul> |