



BRITISH
COLUMBIA

Your Kid's Progress

Ministry of Education
Your Kid's Progress

October 4, 2016 – February 28, 2017

Engagement Summary Report

October 2017



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Note: The views represented in this public engagement summary report reflect the interests, priorities, and concerns of engagement participants. They may not be representative of the views of all parents or the public because, with the exception of the small group parent meeting attendees, participants self-selected into the Your Kid’s Progress community engagement and therefore do not reflect a random sample.

1. Executive Summary

British Columbia has one of the best education systems in the world, with skilled teachers and student performance near the top of international assessments. However, today's students will graduate into a world that is very different from anything experienced by previous generations.

To maintain high achievement, British Columbia is renewing its education system to better engage students in their learning, with a focus on the skills and competencies they will need to succeed when they leave school. At the heart of this renewal is a new curriculum that enables and supports increasingly personalized learning. As the curriculum is changing, so too are the ways in which teachers are communicating with parents about their children's learning.



The ***Your Kid's Progress*** public engagement process represented an unprecedented level of direct conversation between the Ministry of Education and B.C. parents. A total of **5,531 feedback forms** were submitted in English and French, and **379 members of the public** attended **11 community open houses**. In addition, **63 participants** attended **small group parent meetings** in eight communities. In these meetings, randomly selected participants discussed reporting and completed feedback forms to provide their input on their experience of current reporting practices. The level of participation resulted in a meaningful conversation about the future of education in B.C. and the collection of ideas to help shape the future of how we communicate student learning.

This report offers a description of the public engagement process, a summary of key themes from each community open house and small group parent meeting, and a summary of the feedback collected via the online survey.

Respondents expressed a wide range of views, emphasizing the importance of embedding flexibility and personalization in the way we communicate student learning. Other key themes included:

- frequency and timeliness of reporting
- the use of technology in communicating student learning
- curriculum and content
- the need for information on social and emotional development
- the need for feedback regarding work ethic and effort
- the value of parent-teacher conferences
- the ability to provide support at home
- communicating about learning for children with special needs

Grading and assessment, and the personalization of feedback about student learning, emerged as top themes from the engagement process. Most respondents stated a preference for letter grades and percentages but indicated that, overall, teacher comments are more important. This was the case among parents of students of all ages, and was particularly relevant among parents of students in primary grades.

Many respondents who commented on personalization noted that report cards with generic comments or feedback do not provide the level of information required to understand how their child is progressing at school. They highly value educator comments on their child's report card but felt that what information parents typically receive isn't specific enough to their child.

Participants provided a wide variety of views, which were at times conflicting. For example, while some respondents said report cards are too detailed, others said report cards are not detailed enough. Some called letter grades informative, and others called letter grades meaningless. There were also conflicting views on whether student-led assessment is useful to parents, whether technology helps personal communication or hinders it, and whether children should be measured against the achievements of others or against the learning standards and their own personal growth over time.

Most respondents agreed that, in order to help parents and students keep track of progress and identify any problems as they arise, communication about student learning should happen as an ongoing process throughout the school year rather than only at set reporting times. Many parents said they had been surprised at report card time to find out that their child was having difficulty at school.

More detail on these themes can be found in section 4.1 of this report, and the themes will contribute to the research and input being considered in the development of a new reporting policy for Kindergarten to Grade 9.

2. Background

In September 2016, the Ministry of Education implemented a new curriculum for students in Kindergarten to Grade 9. As part of the updating of B.C.'s education system, the Ministry of Education invited parents to provide input to guide the development of the approach for communicating about their child's learning. We asked for feedback on what information parents think is most important to receive about their child's progress, as well as what is and is not working for them in the current reporting system.

As one of several sources of information considered by the Ministry of Education, feedback from parents through the parent engagement process will provide important input into and inform a revised policy for K–9 reporting that aligns with the current modernized approach to curriculum and assessment.



3. Engagement Process

3.1 Purpose

Community engagement was conducted by the Ministry of Education between October 4, 2016, and February 28, 2017, to seek feedback from parents regarding reporting on their child's progress. The information received through public engagement, along with input from school district conversations, research by the Ministry of Education, and input from experts and teachers, will be considered as the provincial approach to student reporting is finalized.

3.2 Engagement participation

There were a total of 5,973 participant interactions during the engagement period:

- 379 people attended 11 community open houses
- 63 randomly selected parents attended 8 small group parent meetings
- 5,434 people responded to the online survey
- a total of 5,531 completed feedback forms were received (5,434 online, 34 in hard copy and 63 submitted at the small group parent meetings)



In addition to the interactions noted above, there were 28,557 visits to engage.gov.bc.ca/yourkidsprogress during the engagement period.

3.3 Engagement methods

3.3.1 Community open houses

A total of 379 participants attended 11 community open houses held in the following communities around B.C.:

Community	Date
Victoria	October 27, 2016
Kimberley	November 7, 2016
Dawson Creek	November 24, 2016
Terrace	November 28, 2016
Abbotsford	January 17, 2017
Surrey	January 18, 2017
Port McNeill	January 24, 2017
Kamloops	January 30, 2017
Richmond	February 8, 2017
Penticton	February 21, 2017
Prince George	February 22, 2017

Each open house used a two-hour drop-in format, with display boards placed around the room and staff from the Ministry of Education available to answer questions. For the last hour of each open house, Ministry of Education staff facilitated a brainstorming session to gain more insight into attendees' feedback. Attendees were also encouraged to complete the feedback form online.

A summary of key themes from the brainstorming sessions is provided in section 4.2.

3.3.2 Small group parent meetings

A total of 63 randomly selected participants attended eight small group parent meetings held in the following communities:

Community	Date
Prince George	November 14, 2016
Fort St. John	November 15, 2016
Cranbrook	November 22, 2016
Kelowna	November 23, 2016
Kamloops	November 24, 2016
Surrey	November 28, 2016
Victoria	November 29, 2016
Courtenay/Comox	November 30, 2016

Small group parent meeting participants were recruited by Mustel Group, an independent market research firm, using a combination of existing phone pools and random telephone recruiting. Participants were screened to ensure a mix of parent genders and a range of school grades among participants' children.

The small group parent meetings were facilitated and recorded by Kirk & Co., an independent communications and consultation firm. The discussion at each small group parent meeting followed the content presented by the Ministry of Education at community open houses and online, and participants were guided through the completion of the feedback form. Feedback forms were collected at the end of the meeting.

A summary of the small group parent meeting discussions is provided in section 4.3.

3.3.3 Online engagement

Engagement materials were available throughout the engagement period at engage.gov.bc.ca/yourkidsprogress, including electronic copies of the open house display boards and a feedback form that could be submitted online. There were a total of 28,557 website visits during the engagement period, and of the 5,531 feedback forms received, 5,434 were submitted online.



3.3 Engagement topics and materials

The community engagement period focused on providing information about the new curriculum and collecting feedback on current reporting practices, what information is most important for parents regarding their child's progress, and how parents would prefer to receive that information.

The open house display boards provided background on the new curriculum and the future of reporting on student progress. The public was encouraged to engage and provide their opinions regarding progress reports relating to their levels of satisfaction on the frequency, personalization and type of information they receive from their child's teacher(s). The accompanying feedback form offered an opportunity for participants to provide input regarding the future of reporting.

Copies of the open house display boards and feedback form are included in Appendix 1.

3.5 Notification

Province-wide notification of opportunities to participate in the engagement and attend community open houses was broad and included the following:

- Notification materials and posters were sent to all public libraries in B.C.
- Printable posters were publicly accessible on the engagement website (engage.gov.bc.ca/yourkidsprogress).
- Thirteen news releases were issued by the Government of British Columbia.
- Four engagement updates were sent as part of the *Educator Update* newsletter.
- Notification materials were sent to StrongStart, early learning schools and distance education schools.
- The Deputy Minister of Education sent a letter to all B.C. school superintendents.
- Business cards were created with the engagement website URL for participants to share.
- Twenty-two posts were placed on the Government of British Columbia Facebook page.
- Three posts were placed on the B.C. Education and Literacy Facebook page.
- Facebook ads ran for the Dawson Creek community open house from November 25 to 28, 2016.
- Sixty-five tweets containing #bcreportcards were posted by @govTogetherBC (1,114 followers).
- Thirty-four tweets containing #bcreportcards were posted by @BCGovNews (66.4K followers).
- Six tweets containing #bcreportcards were posted by the Ministry of Education @bcdplan (9,456 followers).
- Twenty news articles were published about the community open houses.
- The Ministry of Education worked with every school district to provide targeted notification:
 - District superintendents sent principals an email for distribution to parents, parent advisory councils (PACs), district parent advisory councils (DPACs), and partner groups.
- Printed posters were distributed to schools.
- Posts were published on seven school district websites.



In addition, school districts encouraged participation through the following ways:

Community	Additional notification activities
Victoria	<ul style="list-style-type: none"> • Several tweets were posted by Greater Victoria School District @sd61schools to promote the community open house. • The Ministry undertook media outreach to local outlets, including CBC's All Points West, CFX and the <i>Goldstream Gazette</i>.
Kimberley	<ul style="list-style-type: none"> • Information was included in School District 6's monthly <i>Learning Leadership Report</i>, which is sent to all staff and forwarded to all parents. • Bus transportation was made available to parents from the Golden Zone and Windermere Zone schools to attend the meeting in Kimberley.
Abbotsford	<ul style="list-style-type: none"> • School District 34 posted on its social media channels. • Posts were made on the Abbotsford School District's website homepage, Event Calendar and News Hub Announcement page, including the 46 school website Event Calendars and direct notification on Abbyconnect mobile app. • Two newspaper advertisements were placed in English and Punjabi, one in December 2016 and another in January 2017.
Surrey	<ul style="list-style-type: none"> • A Punjabi language poster was distributed to schools. • The Surrey District Parents Advisory Council posted an article on its website on October 25, 2016.
Port McNeill	<ul style="list-style-type: none"> • Posts were made on the School District 85 website and Facebook page. • Information was shared with staff at School District 85 administrator meetings. • School District 85 (Vancouver Island North) shared the display boards with one school that could not attend the community open house due to a dangerous cargo ferry day, so they could facilitate their own parent engagement event.
Kamloops	<ul style="list-style-type: none"> • A press release was sent to local and regional media contacts. • A pre-recorded telephone message was sent to all parents of School District 73 students on the evening before the community open house. • The community open house was video-conferenced live from rural secondary school sites, including Chase, Clearwater, Barriere, and Logan Lake. • Twelve paid advertisements, each 30 seconds in length, ran on three local radio stations the week prior to the community open house. • Local and surrounding community newspapers ran paid advertisements on January 24 and 25 in Kamloops, Barriere, Clearwater, Chase, and Logan Lake. • A press release was sent to the City of Kamloops, Thompson Nicola Regional District, and Thompson Rivers University.

Community	Additional notification activities
Penticton	<ul style="list-style-type: none"> • A pre-recorded telephone message was sent to all parents of School District 67 students on the evening before the community open house. • Information was sent to parents in school newsletters. • The school district board chair contacted radio outlets, requesting that they remind parents of the community open house as part of community news.
Prince George	<ul style="list-style-type: none"> • Information was sent to schools for email distribution and inclusion in newsletters. • Notification was provided at a school board meeting. • Notification was provided during community engagement events. • A brochure was sent home with all K–7 students. • Notification was provided through the district parent advisory council.

4. Engagement Results

4.1 Summary of key themes

The following is an overview of some of the most commonly mentioned themes across the three consultation methods (online survey, community open houses, and small group parent meetings). Results from each method are provided in sections 4.2, 4.3, and 4.4. Themes are listed from most frequent to least frequent when the results of all engagement opportunities are combined.



1. Use of letter grades and percentages


Throughout the process, participants expressed strong opinions on the use of letter grades and percentages.

Reasons for supporting the use of letter grades and percentages included the following:

- Grades and percentages are a familiar measure that can be easily grasped.
- Students are motivated to achieve a high letter grade or percentage.
- These measures help prepare students for the real world.
- Post-secondary institutions and scholarships may not recognize reporting that does not contain letter grades or percentages.

Respondents who were opposed the use of letter grades provided the following reasons:

- Letter grades may or may not align with the concepts of the new curriculum.
- High letter grades make students complacent and prevent striving for improvement.
- There may be a lack of consistency and accuracy of grading between teachers, schools, and districts.
- Letter grades undermine self-esteem and foster competition among peers.



Both those supporting and those opposed to letter grades and percentages wanted to see additional context provided through personalized comments from teachers. Some respondents and meeting participants noted that letter grades and percentages should not be used in earlier grades, but perhaps should be introduced in later elementary school years. Some respondents suggested measuring student achievement against classmates and grade-level peers across the province.

2. Need for more personalization

A frequently mentioned theme throughout the consultation process was the need for more personalization in educator comments. In particular, many respondents and meeting participants requested that report card comments contain more plain language and less jargon and “cookie-cutter” wording, noting that generic comments do not provide enough concrete feedback to help a student or guide a parent in helping his/her child to improve. In some cases, parents indicated that they wanted teachers to be candid in their feedback rather than mincing words to protect students’ feelings.

While respecting the amount of time that it takes educators to create reports, parents said they want to feel like the teacher knows and understands the needs, strengths, and weaknesses of the individual child. In some cases, class size was cited as a potential barrier to achieving this. Technology was cited as a potential tool to allow teachers to provide parents with more regular personalized feedback.

3. Need for more clarity regarding performance scales

Performance scales were discussed throughout the engagement period. Participants frequently stated that they did not know how teachers determine if students are “approaching expectations,” “meeting expectations,” or “exceeding expectations.” As a result, they felt they were getting little insight into how their child is performing at school and requested more detail about their child’s strengths and weaknesses.

Some participants were concerned that students who receive “meeting expectations” on their report card are not performing as well as they (the parents) thought, and that performance scales are also a way to sugarcoat feedback. Other participants expressed concern about the effect of performance scales on student motivation, because they felt that performance scales do not foster a child’s desire to exceed previous accomplishments. Some participants noted that the performance scales are too impersonal and that their child’s progress is not given in-depth consideration.

In addition, some participants felt that performance scales were only appropriate for certain subjects and didn’t work well for subjects such as mathematics. Participants were under the impression that a large proportion of students in their child’s classes “meet expectations” and that there is a performance range within that category that is not expressed clearly enough for their satisfaction. Some parents want to know where their child stands in relation to others within a performance range. Parents also requested that more information be included in addition to performance scales, such as an effort grade, and whether their child’s performance is trending up or down in comparison with their previous report card.



4. Frequency and timeliness of communicating student learning

The frequency of communication and student progress reporting was mentioned often during the engagement period. The main comment heard was that there is a lack of consistency throughout the province. Parents said that the frequency of communication and student progress reporting received from schools varies significantly depending on the approach of their child's teacher. Some parents requested a preset date or time range for the issuing of progress reports and a minimum requirement for the number and type of communications sent out by the teacher. There was no consensus on whether this should be standardized by grade, school, district, or provincial level.

Overall, participants expressed a desire for more frequent communication between school and home. Preferences regarding ideal intervals and methods of communication varied, with some participants wanting communications as frequently as daily and others wanting quarterly updates. Some parents stated that the report card is a lagging indicator of performance. They wished for an opportunity to be proactive and help their child improve, which could be achieved through notification about issues early on. Most participants requested more frequent communication, so they can find out early if their child is experiencing a problem and avoid surprises in their child's report card.

Only a few respondents wanted additional report cards, but the majority expressed a desire for more frequent informal communications about student learning in other formats, such as emails, phone calls, parent-teacher meetings, and class newsletters. The information that parents wanted to more frequently receive included:

- examples of work and concepts being taught in class
- notification if work is being handed in late or if the child is falling behind
- more information on how grades are determined and how parents can support learning at home
- additional information on classroom behaviour, such as neatness, friendship and social skills, work ethic, and emotional well-being
- classroom calendar of homework assignments, tests, and projects

5. Use of technology in communicating student learning

There were a variety of opinions about the use of technology for communicating student learning. Most respondents and meeting participants felt that technology helps to increase the frequency of communication between teachers and parents. Parents who receive regular emails said that they were satisfied with the level of communication about their child's progress. An email before the first report card, or as concerns arise, was viewed as a useful way to address problems early on.

Respondents who saw mobile applications as useful provided the following reasons:

- Personalized content accompanied by comments gives parents the information they need.
- The information can be accessed at any time.
- The tools work well in combination with traditional report cards.
- Mobile applications allow for students to be involved in the learning and assessment process.
- Work samples are a great conversation starter about school at home.

- Mobile applications are a good way for working parents to feel connected to the classroom.
- Mobile applications that provide advance information on homework, projects, and tests help parents support their child's learning.
- Digital options save paper and can potentially replace daily planners.

Reasons that respondents and participants gave for reluctance to depend on mobile applications for feedback included the following:


- Without teacher comments for context, the photos and videos of student work do not provide insight on progress.
- The frequency of updates can become overwhelming; scheduled alerts may be preferable.
- Technology should not entirely replace face-to-face conversations with teachers or formal report cards.
- The use of technology should not impose on time when the teacher would typically be interacting with students.
- Some parents expressed concerns about equity for families with limited or no access to the Internet or who do not have an email address or smartphone, particularly in smaller and rural areas.
- Teachers do not update the app often enough or in sufficient detail for it to be useful.
- Some parents expressed concerns about privacy issues related to having personal information and photos of their children online.

Lack of consistency was also a concern with regard to the technology used for communicating student learning. Many parents noted that some teachers are using several different apps and other teachers are using none. Some parents suggested that teachers receive training on the use of these apps and that a standard be implemented for both the choice of application used within a school, grade, or district and the frequency of student progress updates. Some parents said they were overwhelmed when faced with managing multiple apps with different login information.

6. Curriculum and content

As the main topic of this engagement was reporting on student progress within the new curriculum, the discussion naturally included the curriculum and its content. Many participants were concerned that the changes to the curriculum seemed to come too quickly, and that parents were not given enough information about the new curriculum. Many participants expressed a desire for more information on their child's learning so they would know if their child is on target. In addition, some parents wondered why the reporting methods that districts use had not been determined sooner.

Parents wanted to know if their child is being challenged enough by the new curriculum. Some participants noted concerns that if students are always given the choice to pick the same options for interest-based learning, they might avoid trying new things, which might then limit the expansion of their options for the future. Many participants also expressed concerns about whether teachers would have time to implement personalized learning and comprehensive reporting with classrooms of 30 students. Participants wanted to ensure that teachers have the resources available to properly implement the new curriculum, including appropriate training and compensation.



Some participants noted that the basics (i.e., math, reading, and writing) should be both the building blocks for students to be successful within the new curriculum and the foundations for critical thinking. Most participants thought that critical-thinking and problem-solving skills are important additions to the curriculum to prepare students for post-secondary education and the job market. However, they were concerned that post-secondary institutions may not be able to make admissions decisions based on the new curriculum.

7. Reporting on social and emotional development

Many parents noted that they want to know more about their child's social and emotional growth. In addition to reporting on academics, parents are interested in knowing how their child is behaving within their peer group and with their teacher. Many parents stated that they also want to hear feedback about behavioural issues early on. They said they want to know if their child is experiencing social or emotional difficulties before receiving a report card.

Some parents indicated that their child's behaviour at home can be different than at school. They therefore expressed interest in knowing more about how their child feels about learning, his/her ability to empathize with peers, and whether their child feels a sense of belonging and feels valued at school. A few parents mentioned that they want to know whether their children are comfortable with making mistakes and if they feel free to try new things. Some parents were concerned about the emotional impact of report cards themselves, particularly for those students who do not meet grade-level expectations.

8. Reporting on work ethic and effort

Parents expressed a desire to hear about their child's work ethic at school in order to understand whether their child is reaching his/her potential, has a positive attitude about learning, and is working at a level that is right for him/her. Some parents associated a strong work ethic with positive outcomes in students, and felt that a strong work ethic helps develop a growth mindset and helps students become self-motivated learners and responsible global citizens.


Some participants also felt that percentages and letter grades help students maintain a strong work ethic. Some parents suggested that standards be set for progress and that there should be accountability for outcomes.

Participants considered reporting on work ethic a useful tool for parents to determine whether a grade has been achieved with maximal or minimal effort. This context was viewed as important for some parents, who felt that a lower grade with a high degree of effort should be rewarded.

Many participants stated that parent-teacher conferences are the best forum in which to discuss a child's work ethic and effort, as they offer parents additional insight into their child's progress over and above grades in a report card. Aspects of work ethic and effort that parents want to know more about include the ability to focus, co-operation, leadership, participation, and perseverance.

9. Parent-teacher conferences

A significant majority of parents who spoke about parent-teacher conferences stated that they are useful venues for receiving information about their child's progress. They felt that a face-to-face conversation helps them understand how their child is progressing and how they are



functioning at school overall. Participants with more frequent informal face-to-face interactions with the teacher were more satisfied in general with how student learning is communicated.

Many parents stated that they wanted more frequent face-to-face interaction with teachers and longer parent-teacher conferences, specifically early in the school year, but recognized that these meetings need to take place after the teacher has gotten to know the child better. Availability was mentioned as a cause for concern for some parents, who voiced a preference for parent-teacher conferences scheduled in the evening, as daytime conferences take away from teaching time and parents often must take time off work. Some parents wanted longer parent-teacher conferences, because they feel rushed. Parents also did not feel that they are provided with a proper understanding of how their child is doing or how to support him/her. Parent-teacher conferences were viewed as especially important if a student is not meeting expectations or if his/her performance is slipping. Many respondents preferred parent-teacher conferences to student-led conferences as a venue where they can receive honest information on how their child is doing in class.

10. Student-initiated assessments

Parents had mixed opinions about student-initiated assessments, such as student-led conferences and peer assessments.

Those who saw student-led conferences as beneficial provided the following reasons:

- Student-led conferences foster a meaningful conversation between teacher, parent, and child about student progress.
- Parents have the opportunity to see their child work.
- Students can develop skills as part of the process (e.g., leadership and presentation skills).
- Student-led conferences prepare students for professional performance assessments later in life.

Those who did not consider student-led conferences beneficial provided the following reasons:

- Some students may have difficulty with self-reflection and therefore need more support than is available at student-led conferences.
- Younger children do not fully understand the process and cannot properly reflect on their education and progress.
- Parents do not receive the information that they desire from student-led assessments.
- The teacher's assessment is viewed as more important for parents, but teachers cannot give honest feedback with the student present.
- Parents consider student-led conferences to be stressful and demanding for their child.

Some participants suggested that student-led conferences take place in addition to parent-teacher conferences, but not replace them.

Most respondents who mentioned peer-assessments were not supportive of the practice, as they did not feel their child's peers could reliably assess one another's progress.



11. Support at home

Another key theme expressed was the desire for more information to support student learning at home. Many parents said that they are interested in being more involved in their child's learning, but do not have enough detail about what their child is being taught at school to be able to help. There was a general desire from parents to have goals and expectations outlined in order for them to know how to assist their child in reaching his/her goals. Greater clarity on grade-level outcomes and objectives was viewed as a way to help parents expand on their child's learning outside of the classroom.

Parents frequently requested more information on ways to challenge high performers, background information on the new curriculum, home reading recommendations, assignments for review, and web links to parent resources, lesson plans, and learning goals. Pre-learning was mentioned as well, as some parents wanted a look-ahead to what was coming up in the curriculum in order to prepare their child and maximize his/her future success.

Detailed information on student strengths and weaknesses, and where they stand in relation to peers, was viewed as helpful for parents in determining what support their child needs at home. Some parents felt that their child is not getting sufficient homework, and requested more practice worksheets, sample math questions, and home reading.

12. Special needs

Parents of children with special needs emphasized the need for more frequent and in-depth information on their child's progress. In particular, parents were interested in hearing more about student effort and student progress toward personalized learning goals rather than about academic performance.

Concerns were expressed about wording in report cards, noting that comments on students' behaviour or performance could affect self-esteem when they are not made with sensitivity and understanding. Many respondents expressed a desire for more details about personal growth and progress and whether the student is reaching his/her individual academic potential, rather than comparisons with other students. Many parents of children with special learning needs viewed effort and work habits as more important than letter grades, and felt that these need to be recognized in report cards.

Many parents of children with special needs expressed a desire for more targeted classroom resources. Teacher training specific to students with special needs was also mentioned, and parents asked to be provided with additional resources that outline how they can help their child outside of school.

Some parents of special needs learners requested more frequent individual education plan (IEP) meetings; others said that IEPs should be developed for all students.

4.2 Key themes from community open houses

The Your Kid's Progress engagement included 11 open houses throughout B.C. to encourage parents, stakeholders, and the community to provide feedback about the communicating student learning approach for students from Kindergarten to Grade 9. Each session was designed to allow participants to spend time reading information and asking questions before gathering for a facilitated discussion to capture input and ideas.



The community open houses generated an unprecedented level of conversation between the Ministry of Education and B.C. parents, with 379 citizens attending. From the larger centres such as Abbotsford, with 42 participants, to the smaller locales such as Port McNeill, with an impressive 49 participants, the conversations were rich and meaningful.

The following are the themes from each of the community open houses:

Open house location	Key themes
Victoria October 27, 2016 Central Middle School 18 attendees	<ul style="list-style-type: none">• Traditional reporting methods may not capture and communicate important nuances of student learning, such as how students feel about learning and how they interact with peers.• Reporting should include a child's social and emotional well-being, engagement in school work, and understanding of his/her strengths and passions.• There should be increased parental involvement and communication with teachers through student agendas, email updates, and student-led conferences.• Ongoing, personalized feedback through an app, email, or class website/newsletter is preferred over getting feedback only at traditional reporting times.
Kimberley November 7, 2016 McKim Middle School 35 attendees	<ul style="list-style-type: none">• It is important to understand what the expectation of achievement is so that students can be measured against consistent and quantified outcomes.• Personalized reporting demonstrates that a teacher understands a child's character.• Parents suggested specific questions that should be answered through progress reports, such as: Are they interested in class? Do they understand or are they memorizing? What ownership do they have over their learning? Can they read at grade level? What are they competent at?• Parents requested more frequent face-to-face and electronic communication with teachers so they can ask questions, see examples of student work, and get an understanding of whether their child is reading, writing, and numerate at his/her grade level.

Open house location	Key themes
<p>Dawson Creek</p> <p>November 24, 2016 Dawson Creek Middle School 23 attendees</p>	<ul style="list-style-type: none"> • Key reporting needs include clear, specific, and detailed communication about a student's strengths, challenges, growth, and improvement, and recommendations for early interventions when issues arise. • Parents want to understand how assessments are made and grades are decided. • Participants acknowledged of the amount of time it takes teachers to prepare reports and for parents to read and absorb them. • Student voice and self-assessment is important in reporting, and students should be part of three-way communications with teachers and parents. • Online tools and apps are a desired way to receive student reports and ongoing communications.
<p>Terrace</p> <p>November 28, 2016 Northwest Trades and Employment Training Centre 24 attendees</p>	<ul style="list-style-type: none"> • Participants expressed a preference for a holistic approach to reporting that considers a student's unique strengths and challenges, individual progress, and learning styles, and how they fit in with their peers. • Participants requested more face-to-face time between parents and teachers, early notification for when a student is falling behind, and suggestions for how parents can provide support at home. • It was suggested that a roadmap be developed, showing progress, achievements, and future goals. • Specific reporting methods mentioned included early and regular student-led conferences, longer parent-teacher conferences, online reporting tools, and regular informal reporting such as emails, journals, or a class newsletter or blog. • Continued engagement between teachers and parents is important for building trust, particularly for Indigenous students and their families.
<p>Abbotsford</p> <p>January 17, 2017 Abbotsford Senior Secondary School 42 attendees</p>	<ul style="list-style-type: none"> • Participants requested more information about a child's strengths, weaknesses, and passions in the classroom, including social and emotional well-being, self-regulation, resilience, preparation for life, and engagement in learning. • Communicating student learning should include providing recommendations for early interventions to address problems, as well as information about students' communications skills and ability to learn future life skills and think critically. • Participants identified a need for proactive, ongoing, and timely check-ins through email, online portfolios, or phone calls. • Smaller class sizes would allow teachers to get to know students better.

Open house location	Key themes
Surrey January 18, 2017 Panorama Ridge Secondary School 45 attendees	<ul style="list-style-type: none"> • The priority for student learning is the preparation for life and for post-secondary education. • Parents requested resources and methods to support their child at home, including access to the syllabus so that they can follow along during the school year. • Specific recommendations for reporting included reducing jargon and cookie-cutter language and increasing the personalization of feedback. • Parents commented that the quantitative reporting of grade scores was preferable to the subjective reporting of social and emotional well-being. • Communication about student learning should be offered throughout the school year.
Port McNeill January 24, 2017 North Island Secondary School 49 attendees	<ul style="list-style-type: none"> • Parents expressed a desire to understand their child's ability to empathize with and care about others, and to receive feedback that is personalized and more descriptive than the current performance scales. • Participants considered ongoing feedback outside of formal reporting periods important in allowing parents to understand trends in improvement, perhaps through the increased use of technology, especially in small communities. • It was suggested that students update the status of their own learning in programs such as FreshGrade as part of their individual self-assessments. • Learning plans for each student would be useful. • Participants suggested that teachers provide balanced feedback between letter grades and comments, while using less jargon and more meaningful plain language.
Kamloops January 30, 2017 Henry Grube Education Centre 81 attendees (25 via videoconference)	<ul style="list-style-type: none"> • Participants requested more information on social and emotional development, as well as measures of achievement in comparison to both peers and a student's previous work. • Parents wondered whether their children are being challenged enough by the new curriculum and are learning critical problem solving. They also wondered whether students are learning to be resilient and to try again after experiencing a failure. • There was interest in more personalized plain language feedback regarding students' strengths and weaknesses and in receiving concerns in a timely manner. • It was suggested that there be a system of reciprocal feedback through student-led conferences, parent-teacher interviews, online reporting, and reports that show a progression of learning throughout the year.

Open house location	Key themes
	<ul style="list-style-type: none"> Parents expressed concern regarding post-secondary preparation and entrance requirements, and requested benchmarking and objective grading in order to demonstrate progress from elementary school through to post-secondary.
Richmond February 8, 2017 Cambie Secondary School 15 attendees	<ul style="list-style-type: none"> Student input was considered important in reporting, through practices such as teacher-student goal setting, self-evaluation, and student-led conferences. Participants requested frequent communication between home and school, such as through parent-teacher interviews, daily agendas, and traditional report cards with personalized, descriptive feedback. Specific reporting requests included class comparisons, a focus on core competencies, and whether students are cared for and are doing work that they were passionate about. Reporting methods requested include increased communication through portfolios, technologies such as FreshGrade, and engagement with parents who typically do not participate in parent-teacher conferences.
Penticton February 21, 2017 School District 67 Instructional Media Centre Building 37 attendees	<ul style="list-style-type: none"> Areas of importance to parents included social and emotional behaviour with peers and teachers; student engagement in learning through steady growth demonstrated by self-assessment and goal-setting; and class participation. Participants requested more frequent communication from teachers to provide parents with a better understanding of criteria, how grades are calculated, behavioural issues and how they impact learning, and how parents can support learning at home to prevent students from falling behind. Parents noted that they want reports to have clear language, with comparative grades that reflect benchmarks and goals, as well as consistent, easy-to-find information about strengths, struggles, goal-setting, and achievement. Parents had differing opinions about the use of letter grades, with some wanting more context provided with them and others wanting a move away from them altogether. Parents felt that students should take responsibility for their education and work with teachers to set goals that reflect their own progress.

Open house location	Key themes
<p>Prince George</p> <p>February 22, 2017</p> <p>Prince George Secondary School</p> <p>10 attendees</p>	<ul style="list-style-type: none"> • Grading should be combined with student self-assessment, including early goal setting and a personalized reflection of work and progress through the development of a portfolio and the documenting of student work. • Increased communication between teachers and parents enables parents to be made aware of issues before report cards are issued. • Reports should have clear language and should include examples of social and emotional development—for example, how children work with classmates. • In addition to traditional report cards, parents requested face-to-face communication, such as parent-teacher conferences, to enable them to see a progression of work and to identify areas of strength and areas that need support.
<p>School District 78 Fraser-Cascade</p> <p>January 24, 2017</p> <p>Hope, BC</p>	<ul style="list-style-type: none"> • Two groups of interested parents in the Fraser-Cascade School District gathered to discuss what matters most when receiving communication about a child's learning and progress. They submitted their findings, as follows. • Group 1 identified three categories: <ul style="list-style-type: none"> ○ Feeling Valued: What is the level of confidence a child has in the classroom? Is the child progressing with his/her learning, connecting socially, feeling a sense of belonging and feeling valued? Does the child feel it is okay to make mistakes and discover/experiment? ○ Loving to Learn: Is a child engaged in learning and loving the experience of learning? What is his/her progress in the core skills of reading, writing, and math, and does he/she understand the assessment process? ○ Discipline: Are students doing their part, do they have opportunities to correct, and do they have self-discipline and self-regulation? • Group 2 noted that parents want to understand their child's strengths and challenges, his/her performance in core subjects, whether their child enjoys school and participate in class, whether the teacher understands and cares about their child, whether students are held accountable, how their child engages with classmates, and how their child approaches problem solving. • Group 2 also noted that it is important for parents to know how their child performs against provincial expectations, and requested personalized reporting, student self-assessment, soft skills development, one-on-one meetings with teachers, a "personal touch" to show teacher connection with their child, and more reporting on day-to-day activities.

4.3 Key themes from small group parent meetings

Small group parent meeting participants were randomly recruited by Mustel Group through phone calls, beginning one week before the event. The meetings were facilitated by Kirk & Co., and participants were encouraged to complete feedback forms as they were led through the discussion guide. In addition to discussing reporting, parents were asked for their initial thoughts regarding the new curriculum.



These are the key themes from the small group parent meetings:

Small group meeting	Key themes
Prince George November 14, 2016 Prince George Civic Centre 9 attendees	<ul style="list-style-type: none">• Reporting methods and frequency of communication varies depending on the teacher.• Parents who have frequent informal face-to-face conversations with teachers were more satisfied with the feedback they receive on their child's progress than those who do not.• Parents who had received no communication were concerned, as they want to know how to support their child at home.• Concerns about academic or social problems should be brought to parents' attention in a timely manner.• Applications like FreshGrade are a useful tool for seeing work samples and for parents to connect with the classroom.
Fort St. John November 15, 2016 Pomeroy Sports Centre 8 attendees	<ul style="list-style-type: none">• Participants expressed concerns about student-led interest-based learning, including the following:<ul style="list-style-type: none">○ Self-motivated students may be at an advantage over students who may need extra support.○ Students may always opt for similar interest-based options and could be pigeonholed in their academic development.○ Teachers may not have time to implement student-centred programming with large classes and strained resources for special needs students.• The basics of reading, writing, and arithmetic should still be emphasized in the new curriculum.• Concerns were expressed regarding applications to post-secondary institutions out of the province.• Participants requested more personalized and frequent feedback, especially when any concerns arise, as well as more information, including explicit learning objectives, to enable parents to follow along with the curriculum.

Small group meeting	Key themes
Cranbrook November 22, 2016 Cranbrook Public Library 8 attendees	<ul style="list-style-type: none"> • Most parents were dissatisfied with the frequency and personalization of their child's progress reports. • Reporting is considered to be more frequent and detailed in elementary school than in middle school. • Parents suggested including evidence of bullying and interpersonal conflict in report cards. • Parents requested more consistency in reporting standards throughout the school district. • Concerns were raised about categorizing children based on their skills and interests at such a young age, and about the reduced emphasis on basics such as reading and spelling.
Kamloops November 23, 2016 North Shore Community Centre 5 attendees	<ul style="list-style-type: none"> • There was cautious optimism about the new curriculum; parents noted that they want to see balance between child-centred learning and personal accountability, including personal responsibility for learning outcomes. • Teamwork should be evaluated fairly, taking student contribution and effort into consideration. • Parents expressed a desire for more consistency in communicating student progress at both the school and school district level; some parents receive updates from multiple apps, where others receive no feedback at all. • Parents requested more frequent and personalized reporting.
Kelowna November 24, 2016 Parkinson Recreation Centre 9 attendees	<ul style="list-style-type: none"> • Participants expressed concern about the new curriculum no longer requiring students to memorize times tables, and replacing cursive and handwriting with keyboarding. Students should not be entirely reliant on technology to learn, communicate, and come up with new ideas. • Participants felt that there is inconsistency in the use of mobile apps; some parents had too many different logins, and others had never heard of these apps. • A minimum requirement for communication and feedback from teachers was suggested. • Comments on new curriculum included: <ul style="list-style-type: none"> ○ Recognize the importance of critical thinking. ○ Basics such as math, reading, and writing should remain a priority. ○ Parents expressed concerns about the effect of class sizes on the implementation of interest-based learning and accountability in team work. ○ Aboriginal concepts and social issues are a welcome addition to the curriculum.

Small group meeting	Key themes
Surrey November 28, 2018 North Surrey Recreation Centre and Arena 9 attendees	<ul style="list-style-type: none"> • Participants requested greater consistency in reporting at the school and school district level, because frequency and type of feedback sent to parents seems to be based on teacher preference. • Parents do not know what to expect and have not seen guidelines on reporting. • Parents suggested that standardized testing be kept in order to support post-secondary admissions. • Participants requested more information about the curriculum learning objectives and resources for pre-learning. • Participants expressed concern about funding within the context of such a big change in B.C.'s education system.
Victoria November 29, 2016 Fernwood Community Centre 9 attendees	<ul style="list-style-type: none"> • Participants suggested that there be skills assessments for the basics in order to ensure that students are at the right level throughout the school year. • Frustration was expressed with performance scales; "meeting expectations" is too vague. • Participants requested more information on grade learning objectives, and what it would take to "exceed expectations." • Parents were concerned about the impact of poor grades on student self-esteem.
Courtenay/Comox November 30, 2016 Florence Filberg Centre 6 attendees	<ul style="list-style-type: none"> • Participants requested more educational assistants to support teachers with students who have special needs, and more resources for parents of those students. • Parents prefer phone calls when there is an issue with a student at school. • Parents suggested a mid-October face-to-face review with the teacher. • More emphasis is needed on math, spelling, and handwriting. • Reporting on collaboration should be more detailed and should ensure that students are accountable for the effort they put into a team project.

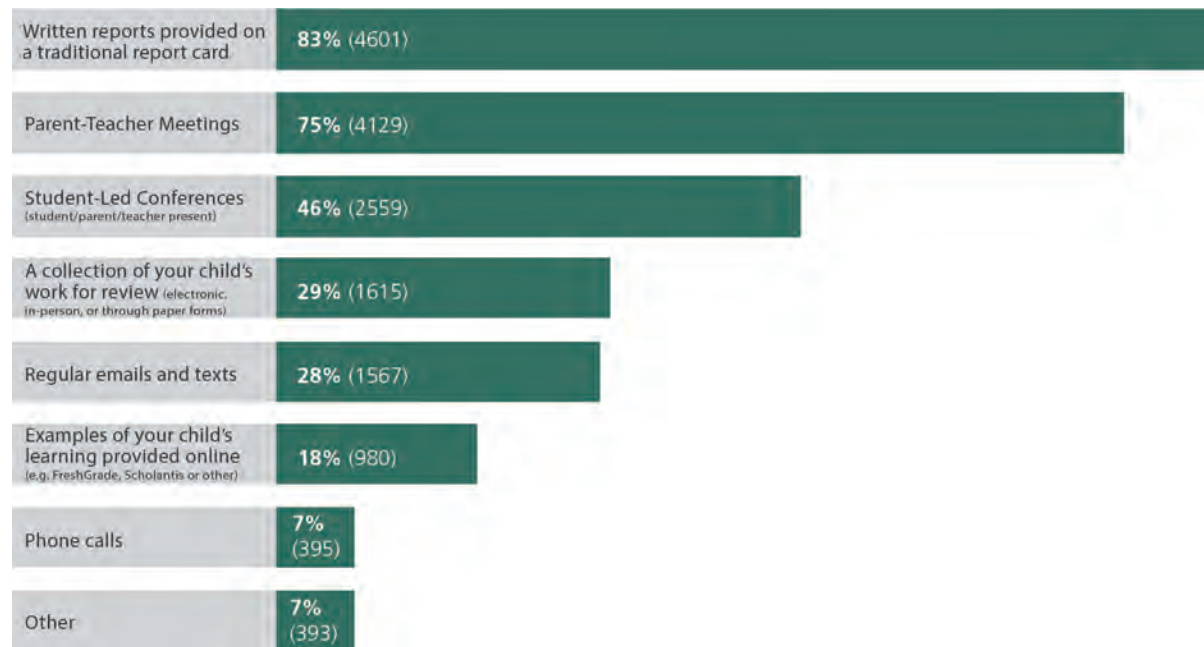
4.4 Results from feedback forms

This section summarizes the results from the 5,531 feedback forms received online, in hard copy, and from the small group parent meetings.

Note: Some totals may not add to 100% due to rounding.

Question 1:

Please tell us what type of progress reports you are currently receiving from your child's school.
(Respondents were asked to select all that apply.)



Number of respondents: 5,531

Question 2

What is your level of agreement with the following statements:

I am satisfied with the type of information I currently receive on my child's progress in school.



Number of respondents: 5,391

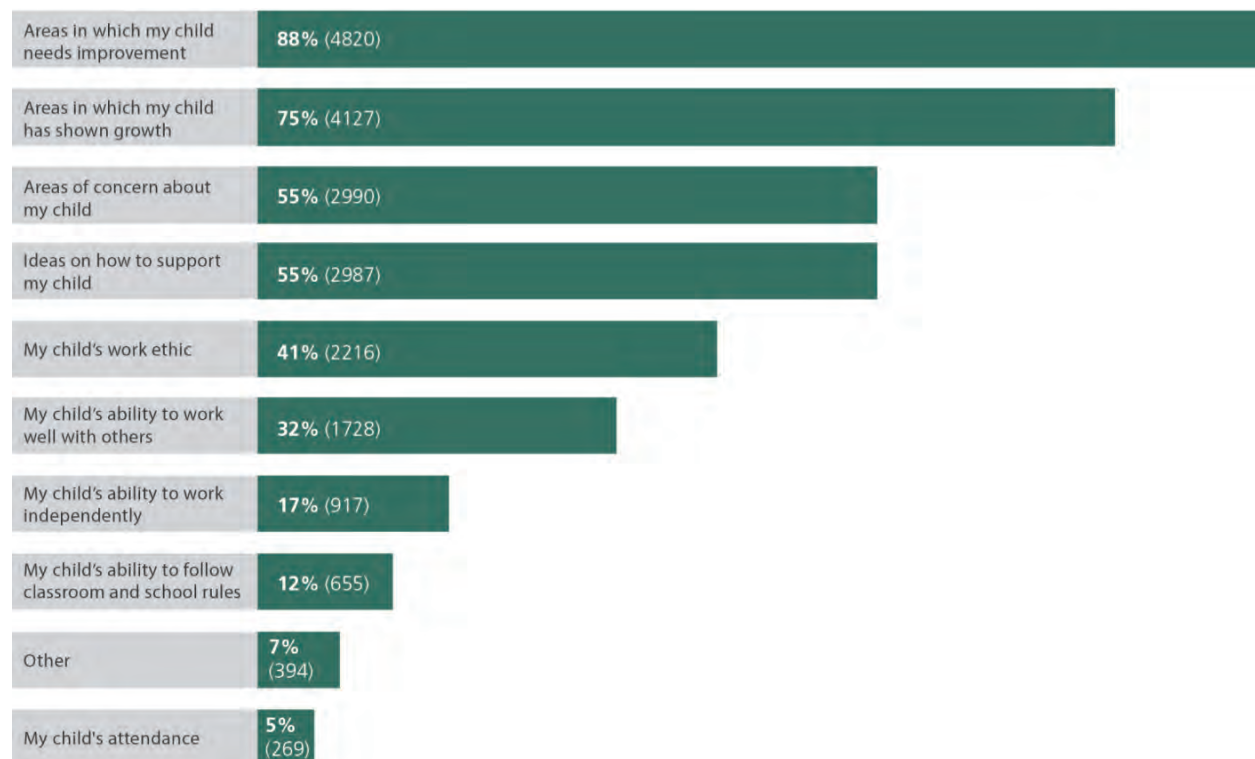
I am satisfied with the frequency of communication about my child's progress in school.



Number of respondents: 5,467

Question 3

What kind of information is most important for you to receive about your child's progress and overall achievements in school? (Respondents were asked to mark the 4 most important boxes.*)



Number of respondents: 5,531

*Note: Some respondents marked more than 4 boxes.

Question 4

How satisfied are you with the following:

The level of detail provided about my child's progress.



Number of respondents: 5,479

The level of personalized information about my child's progress.



Number of respondents: 5,463

How clear and understandable the information is about my child's progress.



Number of respondents: 5,473

Question 5:

Is there anything you'd like changed or added to reports on your child's progress?

Question 6:

Is there any information that you receive about your child's progress that is not helpful?

Question 7:

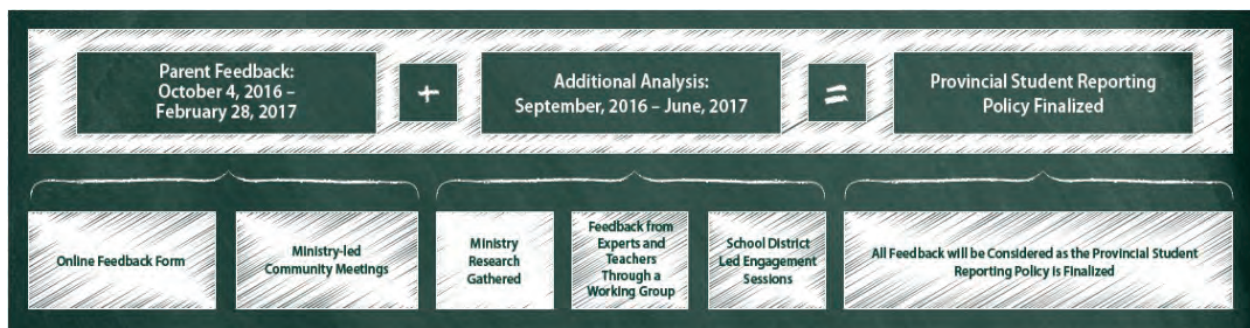
Is there anything else you would like the Ministry of Education to consider as it develops potential models for a new system for reporting on your child's progress?

Many respondents took the time to provide thoughtful, detailed answers to questions 5, 6, and 7. All responses were read, analyzed, summarized, and grouped based on theme. The frequency of similar responses was also noted, and used as an indicator of relative importance. An overall summary of the collected feedback can be found in section 4.1, above. Of particular interest was the emerging theme from Question 6, that there was no information that was not helpful: "The more information the better for parents."

5. Next Steps

The Ministry of Education would like to thank all of those who participated in this engagement process by attending open houses or small group parent meetings, or taking the time to provide detailed input through the feedback form. We value your input on what is most important for you to receive about your child's learning and progress, as well as what is working and what is not working in the current reporting system.

The public engagement feedback summarized in this report, along with research on national and international trends, feedback from experts and educators, and input from school districts, will help align reporting with assessment and curriculum, and will be considered in the process of developing B.C.'s new provincial approach to communicating student learning.



Appendix 1: Display Boards and Feedback Form

Have Your Say on Report Cards

Welcome

Welcome to the Ministry of Education Community Meeting. We're here to provide you with information on B.C.'s new curriculum and get your feedback on how you want to hear about your child's progress at school.

As part of updating and modernizing our education system, the Ministry of Education is looking for input from parents to guide the development of the reporting approach for students in kindergarten to Grade 9 so parents have a better understanding of their child's progress.

This is one of 10 community meetings that will take place in British Columbia this fall.

Submit your feedback until February 28, 2017 at 4pm: engage.gov.bc.ca/yourkidspage

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage October 4, 2016 - February 28, 2017

Have Your Say on Report Cards

Ways to Participate




The Ministry of Education wants to hear from parents. We value your input and would like to know what information you think is most important to receive about your child's progress, as well as what is working and what is not working in the current reporting system.

Event	Date	Time
Vancouver	October 27, 2016	5-8pm
Kamloops	November 1, 2016	5-8pm
Victoria	November 2, 2016	5-8pm
Prince George	November 3, 2016	5-8pm
Abbotsford	November 11, 2016	5-8pm
Fort St. John	November 16, 2016	5-8pm
Chilliwack	November 24, 2016	5-8pm
Langley	January 10, 2017	5-8pm
Richmond	February 6, 2017	5-8pm
Coquitlam	February 21, 2017	5-8pm

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage October 4, 2016 - February 28, 2017

The Engagement Process



Ministry-led Community Meetings

We are gathering input until February 28, 2017. All of the input that is submitted will be summarized into an Engagement Summary Report, which will be posted online in June 2017 and considered by the Ministry and school district leaders as they develop potential models for improved reports. The public engagement feedback, along with input from school district engagements, research by the Ministry and feedback from experts and teachers, will be considered as the provincial student reporting approach is finalized. There will be opportunities for parents to give input on progress reporting for grades 10-12 in the future.

Small Group Parent Meetings

The Ministry will be also be conducting research in the form of small group parent meetings, which will include a random sample of ages and addresses from each region. These small group parent meetings will be held in November in Prince George, Fort St. John, Courtenay, Kelowna, Nanaimo, Surrey, Victoria and Coquitlam.

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage October 4, 2016 - February 28, 2017

Why Change the System Now?




New Skills for Future

Parents expect their kids to learn the basics - reading, writing and math. The new curriculum will teach them those skills in a way that connects them to collaboration, communication, and critical thinking skills that are so important after high school. These are the core skills universities, colleges, and employers tell us they are looking for. The Ministry is also bringing a new core skill into schools - coding, which teaches students the critical thinking and logical approach crucial for success in tech careers and in almost every other field.

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage October 4, 2016 - February 28, 2017

Why Change the System Now?



Research on Learning

We are moving forward based on leading practices from around the world and research of how children and teens actually learn, which tells us:

- No two students learn the same way or at the same pace.
- Effective learning is not just memorizing, but being able to apply knowledge in real-world settings; and
- The best outcomes come through approaches that harness students' own interests and passions.

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage October 4, 2016 - February 28, 2017

Why Change the System Now?

British Columbia has one of the best education systems in the world: teachers are skilled, and students are performing at the top of international assessments. But the world is changing and we need to make sure students have the skills they need to succeed in our changing world. That's why it's critical that we refine our education system, designed in the last century, so students can succeed in the 21st Century.

Tapping into the Passions of Youth

B.C.'s new curriculum will help students learn by exploring their interests and passions. Whether it is computers, hockey or art, passion is a motivator and students can connect with their interests to excel in the classroom.



Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage October 4, 2016 - February 28, 2017

Building on Success of New Curriculum

International assessments show that our students are among the best in the world – in reading, science and math. We are building on that success. Students will pursue their passions and interests as part of their learning, helping them to learn the skills critical to success in our changing world.

Our work will build on B.C.'s high standards.

B.C.'s teachers are at the heart of this success. Teachers will continue to be guides, coaches, and mentors – helping students learn how to learn.

Development Process of New Curriculum

The new curriculum is based on solid research, international classroom successes, and extensive consultations with teachers, parents, students, and leaders in education. The Ministry of Education has worked directly with about 200 teachers in the development of the revised curriculum, and nearly 5,000 public comments were received throughout a nine-month engagement process that was held in 2011/12.



*We continue to work closely with the Association of B.C. Districts of Education and the B.C. and Canadian Councils of Administrators and Teachers.

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage

October 4, 2016 - February 28, 2017

What Students Will Learn



To help B.C.'s students thrive in today's changing world, core competencies are a focus. These critical skills are the basis of our education system, and the key components of developing an educated citizen. Students will develop the intellectual, personal, social and emotional skills required to engage deeply in their learning and succeed in work and in life.

New Skills & Knowledge

By applying their skills and knowledge in new, often interdisciplinary situations, students will develop:

- Critical thinking and problem-solving
- Collaboration and leadership
- Communication and digital literacy
- Personal and social responsibility
- Creativity and innovation
- Global and cultural understanding

Aboriginal Perspectives

Aboriginal perspectives and knowledge are an important part of the historical foundation of both B.C. and Canada, and will be integrated into every subject in the new curriculum. All students will have opportunities to better understand and respect a variety of cultures, both their own and others.

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage

October 4, 2016 - February 28, 2017

Future of Reporting Student Progress

As B.C.'s curriculum is enhanced, we must make sure our assessment and reporting of student progress keeps pace.



The Future

The goal of reporting student progress is to ensure that parents get the information they want about their children and their progress. In reporting, the goal is helping the student's learning documented over time by the teacher, using collections of the student's work to create a profile of their strengths, areas of growth, and areas for further development. Students learn best when the communication between the teacher and the parent is ongoing, responsive and clear about how the parent can help their child.

Role of Technology

Through technology and changes in assessment practices and reporting, parents will receive information on their children in a more timely and responsive manner.

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage

October 4, 2016 - February 28, 2017

Future of Reporting Student Progress



What will continue?

Exams will continue to be rigorous and based on learning standards that evaluate student achievement, core competencies, essential learning, literacy, and math skills. However, more flexibility will be introduced into the assessment process whenever possible. Parents will continue to receive information on students' progress in areas such as science, social studies, mathematics,

arts, physical health education, careers, applied skills, design and technology, as well as literacy and math skills.

New Approaches

Many school districts have been exploring new ways of reporting student progress using a number of different approaches, and we need to hear from you on what is important to you as we move forward.

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage

October 4, 2016 - February 28, 2017

Preparing Students for Success



Our education system aims to give all our students the skills they need to succeed in our changing world, and to be first in line for the jobs of tomorrow. B.C.'s new curriculum is focused on providing our children with skills and abilities needed after high school – in university, college, and skills training, as well as in the workplace.

B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training

The B.C. Skills for Jobs Blueprint sets a path for how students can best be educated and trained to align with in-demand jobs. Read more about this plan here: wslbc.ca/skills

Canada Starts Here: The BC Jobs Plan

The BC Jobs Plan will create long-term jobs and investment in the province by building on B.C.'s strengths, and converting them into competitive advantages that provide job opportunities for British Columbians. Read more about this plan here: engage.gov.bc.ca/bcjobsplan

BCTECH Strategy

The BCTECH Strategy is a key component of the BC Jobs Plan to create a powerful environment that allows further growth and investment in the technology industry. Read more about this plan here: bctechstrategy.gov.bc.ca

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage

October 4, 2016 - February 28, 2017

Have Your Say on Report Cards



Help Spread the Word

Posters are available to share and can be downloaded at:

engage.gov.bc.ca/yourkidspage/spreadtheword

Thank you for coming today!

Please complete our feedback form before you leave, or share your thoughts online by February 28, 2017 at 4pm: engage.gov.bc.ca/yourkidspage/

Have Your Say on Report Cards: engage.gov.bc.ca/yourkidspage

October 4, 2016 - February 28, 2017

Have Your Say on Report Cards



Introduction

Parents want to be involved in their children's education, and want to know more about their children's progress in school. As part of updating and modernizing our education system, the Ministry of Education is developing a new reporting approach for students in kindergarten through to Grade 9.

The Ministry of Education is inviting input from October 4, 2016 until February 28, 2017 through our online and hard copy parent feedback form. Input can also be provided in person by attending a community meeting in one of 10 locations around the province, meeting dates and locations available at: engage.gov.bc.ca/yourkidsprogress.

NOTE: If you have more than one child in K-9, please complete the feedback form for your oldest child.

Thank you for taking the time to let us know what is important to you with regards to reporting student progress in kindergarten through to Grade 9.

Submit your thoughts through this feedback form until February 28, 2017 at 4pm.

You can submit your feedback form by:

- Completing it online at: engage.gov.bc.ca/yourkidsprogress
- Email: citizenengagement@gov.bc.ca
- Mail: Ministry of Education, Attention: Kevenia Bamford, PO BOX 9183, Stn Prov Govt, Victoria BC V8W 9H9

Questions

1. First, please tell us what type of progress reports you are currently receiving from your child's school. (Please mark all applicable boxes):

- ☐ Written reports provided on a traditional report card
- ☐ Parent-Teacher Meetings
- ☐ Student-Led Conferences (student/parent/teacher present)
- ☐ Regular emails and texts
- ☐ Examples of your child's learning provided online (e.g. FreshGrade, Scholantis or other)
- ☐ A collection of your child's work for review (electronic, in-person, or through paper forms)
- ☐ Phone calls
- ☐ Other:

Other (please specify):

1 Ministry of Education (BC) New Curriculum - Your Kid's Progress

October 4, 2016 - February 28, 2017

2. What is your level of agreement with the following statements:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I am satisfied with the type of information I currently receive on my child's progress in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the frequency of communication about my child's progress in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What kind of information is most important for you to receive about your child's progress and overall achievements in school? (Please mark the 4 most important boxes):

- ☐ Areas in which my child has shown growth
- ☐ Areas in which my child needs improvement
- ☐ My child's work ethic
- ☐ My child's ability to work well with others
- ☐ My child's ability to work independently
- ☐ Ideas on how to support my child
- ☐ My child's ability to follow classroom and school rules
- ☐ My child's attendance
- ☐ Areas of concern about my child
- ☐ Other:

Other (please specify):

2 Ministry of Education (BC) New Curriculum - Your Kid's Progress

October 4, 2016 - February 28, 2017

4. How satisfied are you with the following:

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied
The level of detail provided about my child's progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How personalized the information about my child's progress is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How clear and understandable the information about my child's progress is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Is there anything you'd like changed or added to reports on your child's progress?

6. Is there any information that you receive about your child's progress that is not helpful?

7. Is there anything else you would like the Ministry of Education to consider as it develops potential models for a new system for reporting on your child's progress?

3 Ministry of Education (BC) New Curriculum - Your Kid's Progress

October 4, 2016 - February 28, 2017

To give us a better idea of who is responding to these questions, please tell us a bit about yourself. These questions, like all in the feedback form, are optional.

8. Please indicate whether you have a child (or more than one child) in any of the following grades or school types. (Please check all that apply):

	Public School	Independent School
Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>
Grade 1	<input type="checkbox"/>	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>	<input type="checkbox"/>
Grade 4	<input type="checkbox"/>	<input type="checkbox"/>
Grade 5	<input type="checkbox"/>	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	<input type="checkbox"/>
Grade 7	<input type="checkbox"/>	<input type="checkbox"/>
Grade 8	<input type="checkbox"/>	<input type="checkbox"/>
Grade 9	<input type="checkbox"/>	<input type="checkbox"/>
Grade 10	<input type="checkbox"/>	<input type="checkbox"/>
Grade 11	<input type="checkbox"/>	<input type="checkbox"/>
Grade 12	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify):

9. What region of British Columbia do you live in?

Cariboo	<input type="radio"/>
Kootenay	<input type="radio"/>
Mainland / Southwest / Fraser Valley	<input type="radio"/>
Northcoast	<input type="radio"/>
Northeast	<input type="radio"/>
Thompson / Okanagan	<input type="radio"/>
Vancouver Island	<input type="radio"/>
Nechako	<input type="radio"/>
I live outside of B.C.	<input type="radio"/>
Prefer not to answer	<input type="radio"/>

10. What is your age range?

Under 18	<input type="radio"/>
18 - 39 years	<input type="radio"/>
40 - 64 years	<input type="radio"/>
65 - 75 years	<input type="radio"/>
Over 75 years	<input type="radio"/>
Prefer not to answer	<input type="radio"/>

4 Ministry of Education (BC) New Curriculum - Your Kid's Progress

October 4, 2016 - February 28, 2017



To give us a better idea of who is responding to these questions, please tell us a bit about yourself.
These questions, like all in the feedback form, are optional.

11. Do you consider yourself to be an Aboriginal person that is First Nations, Métis, or Inuit?

Yes	<input type="radio"/>
No	<input type="radio"/>
I don't know	<input type="radio"/>

12. What is the primary language spoken in your home?

English	<input type="radio"/>
French	<input type="radio"/>
Aboriginal languages	<input type="radio"/>
Mandarin	<input type="radio"/>
Cantonese	<input type="radio"/>
Punjabi	<input type="radio"/>

Other (please specify):

Conclusion

Thank you for providing your feedback.

The public engagement feedback along with research by the Ministry and feedback from experts, teachers, will all be considered as the new provincial student reporting approach is finalized.

Please check back at engage.gov.bc.ca/yourkidsprogress in 2017 to see the results.

Privacy Policy

Personal information collected through this survey will inform the B.C. Learning Modernization Project under the authority of s.26 of the *Freedom of Information and Protection of Privacy Act*. If you have any questions about the collection, use and disclosure of your personal information, please contact:


Kevena Bamford
Executive Director, Change Management and Engagement
Ministry of Education
Victoria BC email: Kevena.Bamford@gov.bc.ca



Appendix 2: Notification Materials

Your Kid's Progress


Have Your Say on Report Cards



British Columbia has introduced new curriculum to get students ready for our changing world, and the Ministry of Education is asking parents how they want to hear about their child's progress from kindergarten to Grade 9.


Share your thoughts online by February 28, 2017.

Submit your feedback at:
engage.gov.bc.ca/yourkidsprogress/



Your Kid's Progress

Have Your Say on Report Cards




Your child's curriculum has changed, now the way we report your child's progress is changing too.

Your ideas about what would make student reporting better are valuable and we want to hear them! Drop by our casual open house anytime between 5 and 7 p.m. to learn more, you can also take part in a fun one hour brainstorming workshop from 7 to 8 p.m. Come enjoy refreshments, good conversation, and help us to shape the future of student progress reports in B.C.

DROP BY A COMMUNITY OPEN HOUSE TO LEARN MORE

Details: February 21, 2017
Penticton : IMC Building, 425 Jermyn Ave.
Open House: Drop in anytime between 5-7:00pm

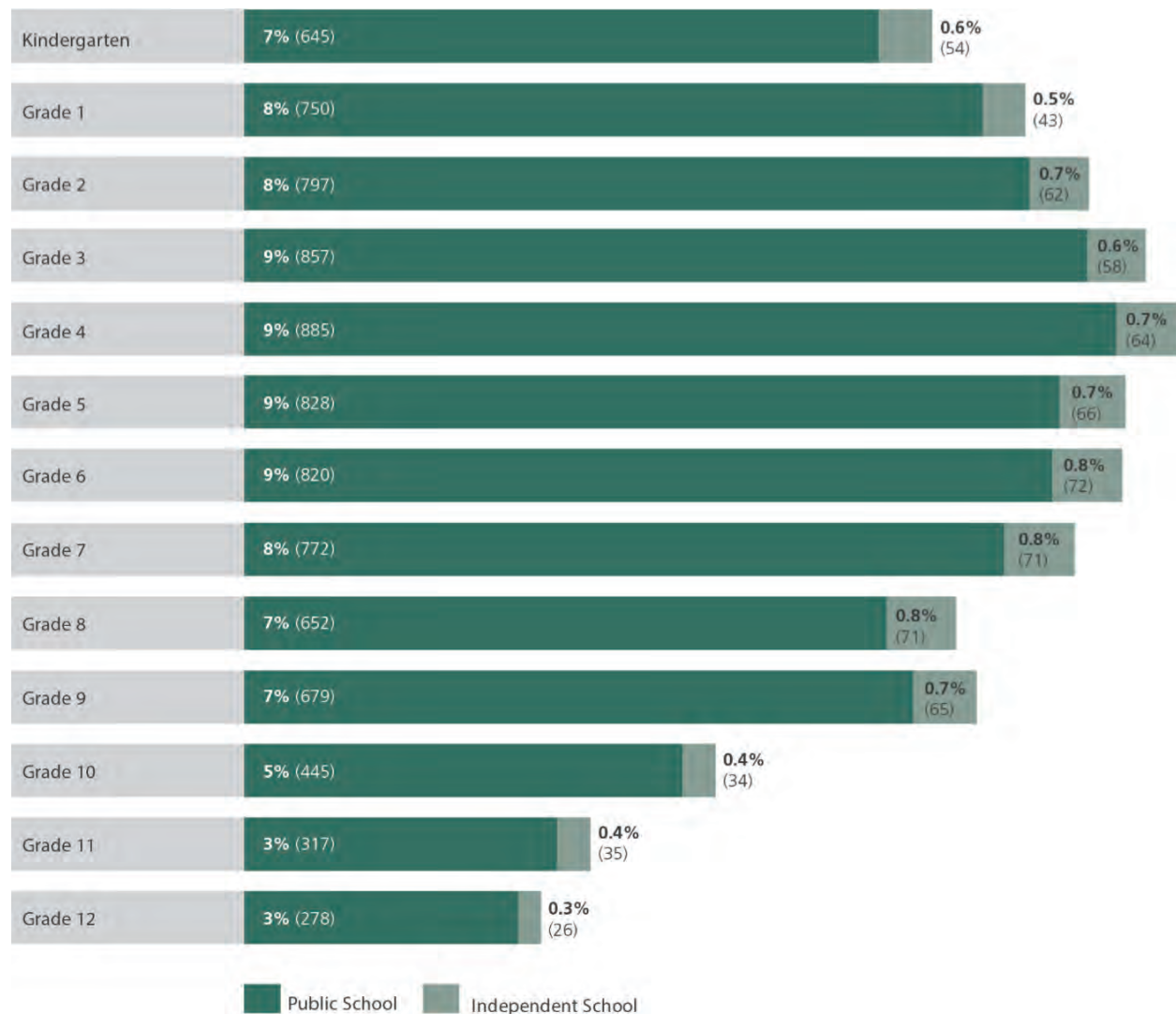
For more information please visit:
engage.gov.bc.ca/yourkidsprogress/



Appendix 3: Demographics

This section summarizes the statistical data of respondents such as the number of students represented, region, age, status, and language.

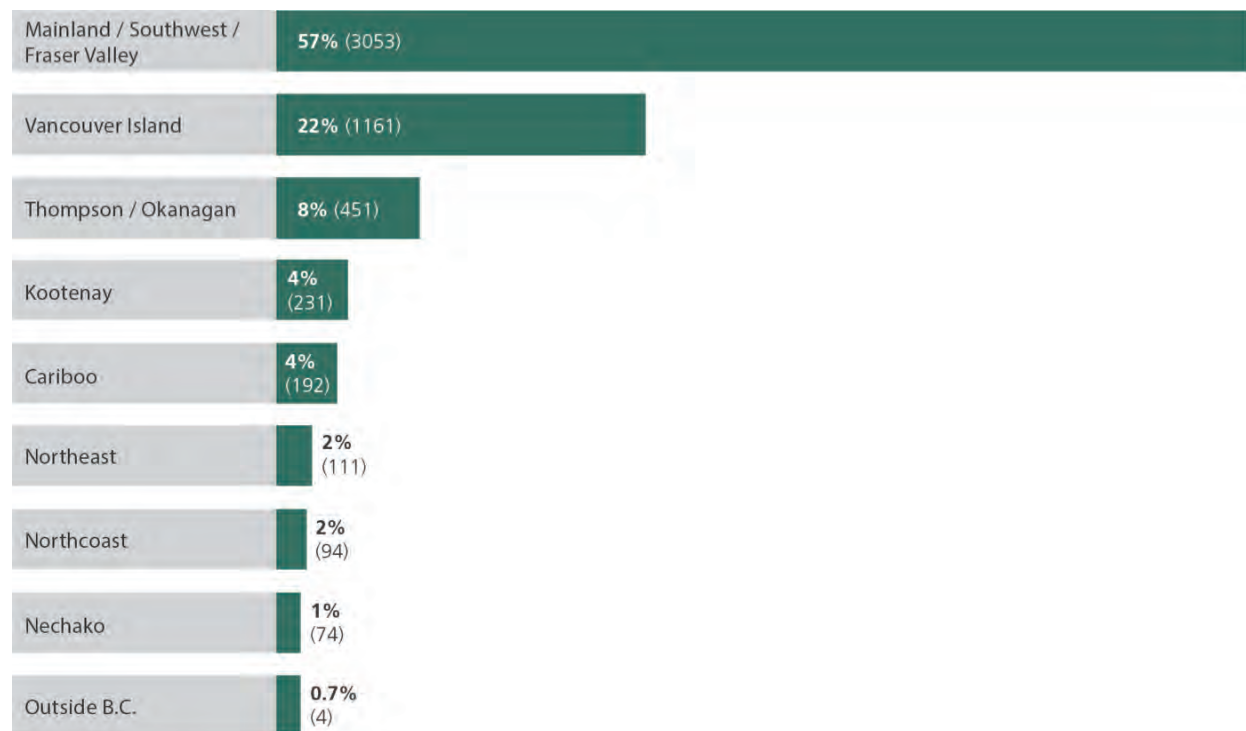
Please indicate whether you have a child (or more than one child) in any of the following grades or school types. (Respondents were asked to select all that apply.)



Number of students represented: 9,446

Question 9

What region of British Columbia do you live in?



Number of respondents: 5,371

Question 10

What is your age range?



Number of respondents: 5,346

Question 11

Do you consider yourself to be an Aboriginal person that is First Nation, Métis, or Inuit?



Number of respondents: 5,366

Question 12

What is the primary language spoken in your home? (Respondents were asked to select up to two.)



Number of responses: 5,662