K-12 Reporting Policy Framework

Interim Supporting Materials

BRITISH COLUMBIA | Ministry of Education and Child Care

DRAFT

Introduction

Statement of purpose

This resource supports teachers, administrators, and school and district level staff in preparing for implementing the updated K- 12 Student Reporting Policy. The first section of the document, titled Policy Background, provides background on the K-12 Student Reporting Policy Framework. The section of the document, titled Reporting Policy Framework, an overview of the upcoming changes to the Student Reporting Policy. The third section of the document, titled Practice, provides promising practices and strategies for gathering assessment information and translating that information into clear, meaningful communications of student learning.

Curriculum, classroom assessment and reporting

Curriculum, assessment, and the communication of student learning are interconnected. Curriculum sets the learning standards that inform classroom instruction and assessment. Assessment involves the wide variety of methods or tools that educators use to describe and evaluate students' progress toward meeting provincial learning standards. Thoughtful assessment practices inform responsive and meaningful communication that provide students and families with clear understanding of learning progress, as well as set goals for future learning.

Policy Background

K-12 Student Reporting Policy in B.C.

From 1994 to 2016, K-12 Student Reporting Policy in B.C. remained largely unchanged. In 2016 the Ministry of Education and Child Care began implementing a redesigned [provincial curriculum](#) that is flexible and focuses on literacy, numeracy, the First Peoples Principles of Learning, and supports deeper learning through concept-based and competency-driven education. The goal of this curriculum is to support the development of educated citizens who are critical and creative thinkers and communicators, and who are personally and socially responsible in all areas of their lives. The redesigned curriculum supports the ways students think, learn, and grow, and prepares them for a successful lifetime of learning where change is continuous.

Research

On behalf of the Ministry, the University of British Columbia, the University of Victoria, and Vancouver Island University conducted a review of current academic research and literature on assessment, evaluation, and reporting.

Key findings that shaped the reporting policy redesign, include the following:

- **Meaningful communication:** Researchers stress the importance of ongoing, comprehensive, and timely communication with parents and caregivers. Effective communication between home and school has a positive impact on student learning and engagement.

- **Focus on proficiency:** Assessment that is focused on student proficiency in relation to the established learning standards leads to improved reliability of assessment results and increased student engagement.

- **Self-assessment:** Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning, greater student satisfaction.

Engagement & Response

- Between September 2017 and June 2020, the Ministry ran a Student Reporting Policy Pilot to inform future changes.
- Participating districts formed the Pilot Implementation Team (PIT) with guidance and advice provided by a collective of district administrators and education partner group representatives called the Classroom Assessment and Reporting (CAR) Team.
- The Ministry consulted with parents, caregivers and educators through the *Your Kids Progress* public engagement and resulting report in October of 2017.
- The Ministry also initiated direct engagement with the sector including conversations with the First Nations Education Steering Committee (FNESC), the BC Teachers' Federation (BCTF), the BC Confederation of Parent Advisory Councils (BCCPAC), the BC Principals' and Vice-Principals' Association (BCPVPA), the BC School Superintendents Association (BCSSA) and the Federation of Independent School Associations (FISA).
- This research and feedback informed a Draft K-12 Student Reporting Policy released for feedback in September of 2021.
- Following a six-week online engagement, a summary *What We Heard Report* (WWHR) was released in December of 2021.The resulting What We Heard Report revealed differing views about student reporting held by parents, caregivers, students, educators and administrators.
- In response to this feedback, the Ministry has held follow up conversations with key partners and rightsholders to design a policy framework that balances the needs of all groups within our sector. The feedback addressed included:
    - teacher's concerns about reporting workload;
    - school administrator concerns about ensuring progressive assessment practices;
    - and parent and caregiver needs for frequent, consistent and clear reports in a format they know and understand.
- The Ministry also delayed the implementation of the policy to the 2023/24 school year to allow for additional planning, co-development of supporting resources, and testing systems requirements.

Timeline to Implementation

Policy implementation begins in September 2023. This timeline will allow for a year of planning, including the development and testing of supporting technology as well as the co-development of resources to meet the needs of school principals and vice principals, teachers, parents, caregivers, and students.

Supporting Resources

Policy implementation resources will be co-developed with a development team of teachers and administrators. Resources will be co-created by this development team for school leaders, teachers, parents, caregivers, and students. Key supports include policy guideline documents (process focused to support policy interpretation) and ongoing teacher learning supports (pedagogically focused to support educator, parent, caregiver, and student understanding). These resources will also support deeper understanding of the Provincial Proficiency Scale, the language used within it, and its many benefits for learners.

The Framework

Framework element	Context
5 communications • **2 written Learning Updates** • **2 flexible format Learning Updates** • **1 written Summary of Learning**	These 5 communications include: 4 Learning Updates (2 written and 2 of a flexible format) and 1 written Summary of Learning. • two of the four Learning Updates received throughout the year must be provided in writing, which can include either digital or printed documents • additional Learning Updates may be provided in a variety of formats, including student-led conferences, parent-teacher conferences, in-person or virtual discussions, telephone calls, emails, and written summaries • the Summary of Learning at the end of the school year must be provided in writing, which can include either digital or printed documents.
Provincial Proficiency Scale at grades K-9	The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning. It is a requirement for student reporting in Grades K-9. The four points on the scale are Emerging, Developing, Proficient, and Extending.
Letter grades and percentages at grades 10-12	Letter grades are used in Grades 10-12 to indicate a student's learning in relation to the Learning Standards. The new K-12 Student Reporting Policy introduces a new reporting symbol, "IE" for Insufficient Evidence of Learning. This is used to alert parents and caregivers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.
Graduation status at grades 10-12	The graduation status update summarizes a student's progress towards obtaining the credits and graduation assessments needed for graduation. This is to give parents, caregivers and students the information they need to ensure graduation requirements are being met and to make parents and caregivers aware of any areas of need.
Written feedback to accompany scale or letter grade/percentage	Descriptive feedback is strength-based written comments or documented conversations that describe student learning, as well as identify specific goals for future growth. These comments do not need to be full paragraphs. Comments should describe concisely where a student is at and what they are working toward. There also is no need to fully summarize lesson plans or the Learning Standards of the curriculum in written feedback.
Student self-assessment of the Core Competencies and goal setting at all grades in written communications	Student self-assessment of the Core Competencies and goal setting will be included in at least 2 written Learning Updates and in the Summary of Learning. In the interest of flexibility for students, and to support the needs and values of the local community, the Ministry does not specify how the Core Competencies should be self-assessed or how a student should set goals; the format and process of the self-assessment and goal setting are determined either at the district or school level. The Ministry of Education and Child Care will be establishing a development team of teachers and administrators to co-construct implementation supports and resources over the 2022/23 school year. The development team will support the Ministry in developing exemplars of potential age-appropriate formats for Core Competencies student self-assessment and goal setting.
Requirements based on year long calendar, to be scaled to fit varying schedules	As there are a wide variety of school calendars and delivery models used in B.C., the Ministry is purposefully not prescriptive regarding the scheduling of reports. The Ministry of Education and Child Care will be establishing a development team of teachers and administrators to co-construct implementation supports and resources over the 2022/23 school year. The development team will support the Ministry in developing exemplars for a variety of school calendars and program formats, including distance and hybrid learning.
Reporting on student behaviour	Reporting on student behaviour will be achieved through a combination of student self assessment of the Core Competencies, goal setting, and descriptive feedback. While student behaviour and attendance may need to be communicated home, these needs are separate from reporting a student's growth in relation to the Learning Standards of the provincial curriculum. Student behaviour or attendance should not contribute to a student's overall mark in each learning area (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time).
The policy pertains to all learners in the B.C. education system	The policy pertains to all learners in the B.C. education system. A student who is an English language learner, French language learner in a Francophone program, has a disability or diverse ability (with or without an IEP), adult learner, or learner in an online learning program should receive regular communications of student learning in the same way as their peers in any other program and should align with the school districts regular reporting periods.

Practice

What is Student Reporting?

Student learning is best supported when parents and caregivers are made aware of any student learning needs and what supports may be helpful. Consistent, timely and meaningful student reporting in clear and accessible language enables parents and caregivers, students, teachers, and administrators to proactively work together to enhance student learning.

The goal of communicating student learning is to ensure that:

- parents and caregivers are well informed, are involved in dialogue about their child's learning, and understand ways to support and further student learning

- teachers have flexibility in communicating with students, parents and caregivers

- students are engaged in meaningful conversations that help them develop responsibility for engaging deeply with their learning

The use of the Provincial Proficiency Scale gives students, parents, caregivers a clear understanding of what students can already do and areas for future growth. Self-reflection is an important part of learning and developing. Student self-assessment of Core Competencies and student goal setting help to involve students in the assessment process and develop responsibility for engaging deeply with their learning

The Role of Families and Students in Assessment and Reporting

Consistent, timely and meaningful communication supports the relationship between the parent, caregiver, child, teacher, administrator, and community, and implicitly recognizes that we collectively, as a community, contribute to the education of our children.

It acknowledges the values and wisdom of the First Peoples Principles of Learning, that states that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)," and "Learning involves generational roles and responsibilities."

Parents, caregivers, students and teachers are partners in the growth and development of the child's learning experience. Meaningful reporting communications build student, parent, caregiver and teacher relationships and enables the child to respond and grow.

Criteria for Student Assessment: Using the Learning Standards

Student assessment and reporting is based on the Learning Standards of the provincial curriculum. Learning Standards are explicit statements of what students are expected to be able to *do* in a given grade or area of learning (Curricular Competencies) and define what students should *know* in a given area of learning at a particular grade level (Content). Teachers use the Learning Standards to develop assessment criteria and learning activities. The criteria are used to provide feedback, evaluate progress, and communicate student learning

For All Students

British Columbia promotes an inclusive education system in which all students, regardless of needs, are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs. Assessment and reporting practices must be inclusive of all learners and reflect the perspectives of rightsholders.

The policy framework pertains to all learners in the B.C. education system. A student who is an English language learner, French language learner in a Francophone program, has a disability or diverse ability (with or without an IEP), adult learner, or learner in an online learning program should receive regular communications of student learning in the same way as their peers in any other program and should align with the school districts regular reporting periods.

Types of Reporting

Format Requirements

The K-12 Student Reporting Policy will have the same format requirements for Grades K-12:

- **two of the four Learning Updates** received throughout the year must be provided in writing, which can include either digital or printed documents

- **additional Learning Updates** may be provided in a variety of formats, including conferences, in-person or virtual discussions, telephone calls, emails, and written summaries

- the **Summary of Learning** at the end of the school year must be provided in writing, which can include either digital or printed documents

For Learning Updates provided in formats other than in writing, teachers are encouraged to keep a record of such communication, noting the date, the topic or focus of the meeting, a summary of the discussion and follow-up actions.

Written Learning Update

Learning updates provide responsive and timely information to parents and caregivers about student learning in relation to the Learning Standards of the Provincial Curriculum.

 The two written Learning Updates include:

Grades K-9

- communication of student learning in each learning area currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and Descriptive Feedback;
- information about student attendance;
- feedback on areas of significant growth and opportunities for further development; and
- student-generated content including student self-assessment of the Core Competencies and student goal setting.

Grades 10-12

- communication of learning in each learning area currently being studied in relation to the Learning Standards, using letter grades and percentages and Descriptive Feedback;
- information about student attendance;
- feedback on areas of significant growth and opportunities for further development; and
- student-generated content including student self-assessment of the Core Competencies and goal setting.

Summary of Learning

At the end of the school year students, parents, and caregivers must be provided with one written Summary of Learning. The Summary of Learning is a written report that describes and summarizes student learning and growth across the year in clear and accessible language.

A Summary of Learning must include:

Grades K-9

- a summary of student learning in all learning areas studied during the school year using the Provincial Proficiency Scale;
- summary information about student attendance;
- summary feedback on areas of significant growth and opportunities for further development; and
- student-generated content including student self-assessment of the Core Competencies and student goal setting.

Grades 10-12

- a summary of student learning in all learning areas studied during the school year using letter grades and percentages;
- summary information about student attendance;
- summary feedback on areas of significant growth and opportunities for further development;
- student-generated content including student self-assessment of the Core Competencies and student goal setting; and
- information indicating student progress in relation to graduation program requirements.

The Graduation Status Update

The aim of the graduation status update is to ensure parents, caregivers, and students have the information they need to ensure graduation requirements are met and to make parents and caregivers aware of any areas that require attention. The graduation status check must include:

- the graduation requirements as outlined in the Graduation Requirements Policy;
- indication of a student's progress toward meeting those requirements; and
- a student's completion of any of the Graduation Literacy Assessment 10, Graduation Literacy Assessment 12, and Graduation Numeracy Assessment.

The Provincial Proficiency Scale

The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning. It is a requirement for student reporting in Grades K-9. The four points on the scale are Emerging, Developing, Proficient, and Extending.

	Emerging	Developing	Proficient	Extending
Proficiency Scale	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.

How the Proficiency Scale is Used

Teachers use the four-point Provincial Proficiency Scale and descriptive feedback to communicate ongoing student learning during the year via Learning Updates and a final proficiency level for each area of learning via a Summary of Learning. The following steps outline a process that teachers may use to determine student placement on the provincial proficiency scale:

1. The teacher chooses Learning Standards that will be taught

2. The teacher develops criteria relevant to the Learning Standards, including students in the process whenever possible

3. The teacher models or provides examples of the desired quality of work

4. Students participate in learning activities to demonstrate their understanding of the required Learning Standards

5. The teacher collects assessment information and evaluates student learning

6. The teacher describes student learning as "Emerging," "Developing," "Proficient," or "Extending" expectations

7. The teacher incorporates descriptive feedback on how the student demonstrated their learning to inform the given placement on the scale and makes recommendations to support further competency development

Learning is Ongoing

Students come into every learning situation with their own experiences and background knowledge. A student does not necessarily begin at "Emerging" or "Developing" at the beginning of each school year. Similarly, students do not always reach "Proficient" at the end of the school year. It is also important to recognize that obtaining proficiency is not the end of learning; if a student enters a learning experience with "Proficient" understanding or achieves proficiency during the school year, the goal becomes to dig deeper and to reach toward extending their understanding.

Every student has a place on the scale at any given time. As such:

- The Emerging indicator includes both students at the beginning stages of grade level expectations, as well as those before grade level expectations; students who are not yet passing a given course or learning area can be placed in the Emerging category
- The Developing indicator is for students who are showing initial understanding and still in the process of developing their grade level competency
- The Proficient indicator is not synonymous with perfection. Proficient means that a student can demonstrate grade level competency consistently or most of the time
- The Extending indicator includes both students at the upper end of grade level expectations, as well as those exceeding grade level expectations

Letter Grades & Percentages

Letter grades are used in Grades 10-12 to indicate a student's learning in relation to the Learning Standards. The process for letter grade symbols and corresponding percentages and definitions are set out in the [Provincial Letter Grades Order](#).

Letter Grade	Percentage Range	Definition
A	86 - 100	The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or learning area and grade.
B	73 – 85	The student demonstrates very good performance in relation to the learning outcomes for the course or learning area and grade
C+	67 – 72	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.
C	60 – 66	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or learning area and grade.
C-	50 – 59	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or learning area and grade.
F	0 – 49	The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or learning area and grade.
IE	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.

At the end of the school year or at the completion of a course, teachers assign a letter grade to indicate each student's overall progress in the area of learning or course. Due to the cumulative nature of learning, the final term learning may be more heavily weighted as it indicates a student's learning in relation to the Learning Standards.

Considerations when weighting activities and assigning letter grades:

some activities may be worth more than others; for example, the marks from a short test may be worth less than the mark from a large project

learning is cumulative, students may not demonstrate the same high level of learning at the beginning of the unit as they do near the end

averaging marks may not provide a true picture of the student's abilities

Insufficient Evidence of Learning

The K-12 Student Reporting Framework introduces a new reporting symbol, "IE" for Insufficient Evidence of Learning. This symbol is used to alert parents and caregivers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards of the provincial curriculum. This means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency Scale or letter grades and percentages. The "IE" symbol is temporary and may be used at any time during the school year on a Learning Update or a Summary of Learning.

Some examples of when an "IE" symbol might be required include:

- when a student has recently moved to a new school or district, resulting in a lack of submitted work or observable learning
- when a student has been ill or away from school for a significant period, resulting in a lack of submitted work or observable learning
- when a student has not submitted a significant volume of work for other reasons

Procedures for Assigning an IE

The "**IE**" designation allows students to continue working toward the Learning Standards without failing or repeating an entire year or course.

When an "IE" reporting symbol has been assigned, teachers will provide students, parents, and caregivers with an opportunity to consult and discuss the situation, including the learning areas where evidence of learning is unavailable, the potential needs of the student and solutions and supports to move the child forward.

When teachers assign an "**IE**", they must also provide a clear support plan. The plan will include areas that require further attention or development or specific requirements that must be fulfilled to meet the learning standards. Therefore, the "**IE**" can be assigned at the end of a year if the student's support plan involves continuing to work toward the Learning Standards in the upcoming school year. However, if the student is transferring to another school the "**IE**" letter grade must be converted to another letter grade and percentage, unless both principals agree to the plan that is in place.

In secondary schools, when the course is a graduation requirement, the teacher who assigns the "**IE**" is responsible for assessing the student's progress towards the completion of the course and converting the "**IE**" to another letter grade and percentage. Teachers should establish timelines (that are at most a year in duration) for "**IE**" completion that consider the school's timetable and course availability.

When the teacher who assigned the "**IE**" is not available, the school principal will review the documentation accompanying the "**IE**," decide whether the requirements have been met, and convert the "**IE**" to another letter grade and percentage.

Supporting Students in the Shift From Letter Grades to Proficiency Scale

Teachers can support students who were previously familiar with letter grades in understanding the Provincial Proficiency Scale by:

- Using the language of the Proficiency Scale with their students through their instruction and real-time feedback;
- verbally giving students descriptive feedback in real time in class so they become familiar with the format of identifying their strengths, and continued areas of growth;
- Co-constructing assessment criteria with students so they come to understand what "Emerging", "Developing", "Proficient", and "Extending" look like;
- Providing students with opportunities to self-assess their own learning using the proficiency scale; and
- As a learning task, having students design their own learning activity with assessment criteria.

Descriptive Feedback

Descriptive feedback includes strengths-based, written comments or documented conversations that are aligned to the Learning Standards and describe student learning, as well as identify specific areas for future growth. A strengths-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates. Feedback is focused on what the student can do and what they are working toward.

Perceptions by parents and caregivers of the validity of student reporting are often directly related to the quality of these descriptive written comments. The following are some guidelines teachers may use for the creation of comprehensive descriptive written comments:

- write meaningful feedback that refers specifically to the student's strengths and areas for growth
- include information on goals a student can work on, both at school and at home
- when commenting on areas of further development focus on what the student can do at that point in time (for example, "Frances has a good grasp of sentence structure but continues to work on using punctuation correctly")
- provide information about specific supports the child is receiving or could receive to move them forward in their learning
- describe further ways in which the child's learning will be supported by the teacher and how parents and caregivers might help
- provide evidence by connecting feedback to examples demonstrated in the classroom
- explain how the child approaches the learning process

- anticipate questions parents and caregivers may ask about their children's growth and learning
- use plain language as parents and caregivers may vary widely in their educational experiences, familiarity with educational terms and levels of English language proficiency
- avoid unfamiliar expressions, and if a word may be unfamiliar to parents and caregivers, provide an explanation in parentheses (for example, instead of "... able to decode words and use context clues" say "... able to figure out unfamiliar words by using clues from surrounding words" and if you use a term like "high-frequency spelling words" add "(common words used often in writing)" in parentheses)

Instead of:	Try using:
a majority of	most
a number of	many, several
as a means to	for, to
assist, facilitate	help
communicate	talk, write, call
constitutes	is, forms, makes up
due to the fact	because, since
endeavor	try
exhibit a tendency	tend
factor	reason, cause
for the purpose of	for
in the course of	during
in the near future	soon
it will be necessary	I/we/you must/could
exhibits	shows, demonstrates

Teacher Feedback on Attendance, Areas of Growth & Opportunities for Development

Parents and caregivers need to know about student attendance, the areas in which students are excelling, and areas that may require further development.

A written Learning Update and a Summary of Learning will use written feedback to clearly articulate what strengths a student possesses and opportunities to reinforce and expand these abilities.

Ideally, teachers should communicate with parents and caregivers about major concerns in any of these areas before they receive a written Learning Update. However, in a written Learning Update or in the Summary of Learning, teachers will provide written feedback that clearly states concerns, provides specific examples, and describes methods to support further development.

When directing attention to areas of further development, a student self-assessment of Core Competencies and goal setting becomes important. Self-assessment is a student-led process that may require structuring and support from teachers. While some goals may be set by teachers, others should be developed collaboratively or set by students. Parents and caregivers should be informed of this goal setting process so they can offer support at home.

Separation of Behaviour and Academic Reporting

Assessment feedback for each of the learning areas needs to be in relation to the Learning Standards alone. Therefore, reporting on behaviour and achievement needs to be done separately. Student behaviour and engagement should not contribute to a student's overall mark (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time etc.) but can be highlighted in descriptive feedback.

It is also important to note that assessment and reporting is not a disciplinary tool. Students cannot have their mark penalized for missing classes or any other behaviour they demonstrate. When behaviour occurs that is impacting student learning it is best reported to parents and caregivers informally when it arises, opposed to waiting for a traditional reporting communication. It is often most effective to initially communicate student behaviour with parents and caregivers through conversational means such as phone calls, e-mails, or in person meetings.

Student Self-Assessment of Core Competencies

By design, the Core Competencies (Communication, Thinking, and Personal and Social) underpin all provincial curricula and are central to the development of educated citizens. Integrated self-assessment across the school year ensures that students are always mindful of their growth in the Core Competencies. As self-reflection becomes a natural part of the learning process, it promotes personalization, inclusion, diversity, and student engagement.
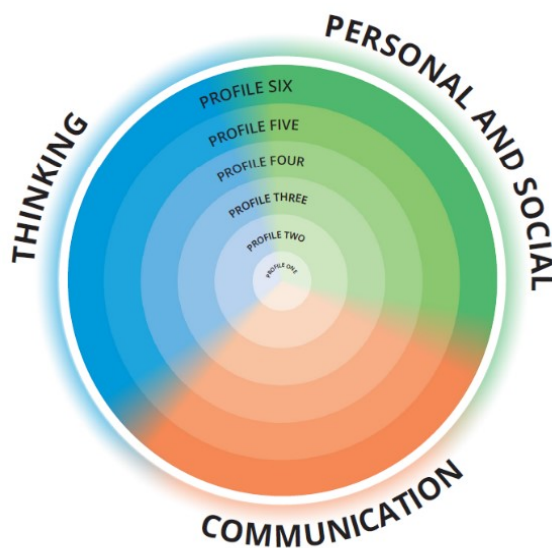
Research indicates that students have accurate perceptions of their own learning, and that self-assessment can play a significant role in helping students work towards greater achievement. Reflection and self-assessment allow students to develop the ability to describe themselves in relation to the Core Competencies.

Supporting Student Self-assessment

Teachers can support students in self-assessment by intentionally noticing, naming, and connecting the Core Competencies with their learning in school and beyond. The Core Competencies are embedded within the curriculum's learning area-specific Curricular Competencies; therefore, through their formative and summative assessment of the Curricular Competencies in each area of learning, teachers are also supporting and assessing student growth in the Core Competencies. This relationship between student self-assessment of the Core Competencies and learning area-specific teacher assessment of the Curricular Competencies is an intentional one, designed to provide teachers with opportunities to support students in their Core Competency growth through an area or areas of learning. Some ideas for ways in which teachers can support self-assessment of the Core Competencies in the classroom include:

- highlighting and providing opportunities for goal-setting and self-reflection in every learning area of the curriculum;
- explicitly developing the language of Core Competencies with their students through authentic experiences and learning opportunities;
- taking opportunities to talk with students about how self-reflection can support them in achieving their learning goals;
- providing ongoing and repeated opportunities for students to set goals and reflect on their learning and progress toward their goals;
- asking open-ended questions to prompt student self-reflection and the acquisition of metacognitive language and skills;
- encouraging students to talk about and document their strengths and areas for development in relation to the Core Competencies and in different areas of learning;

Through self-assessment of the Core Competencies, students are encouraged to set goals and take increased responsibility for their learning, rather than relying solely on external direction.

Student Goal-Setting

Students who set goals gain greater responsibility of their learning, particularly when teachers can provide students with detailed feedback that supports achieving their goals. Goals may include personal, educational, or career-related contexts. Student goals may emphasize experiential learning, cultivating community connections, gathering authentic evidence of learning, reflecting on learning in school and/or out of school, and improving Core Competency development.

Format of Student Goal Setting

The new K-12 Student Reporting Policy Framework requires that student-generated goal setting content must be included in at least 2 written Learning Updates and the Summary of Learning. However, in the interest of flexibility for students and their learning, the policy does not specify how student goal setting should be taught or documented. The form and process to support goal setting are to be outlined and determined by the district or school and integrated into local practice.

The Ministry of Education and Child Care is establishing a development team of teachers and administrators to co-construct implementation supports and resources over the 2022/23 school year. This team will support the Ministry in developing exemplars of how student self-assessment of Core Competencies and goal setting can be conducted with students in the classroom.

Supporting Student Goal Setting

Teachers can support student goal setting by providing guidance through ongoing conversations and feedback. Some ideas for how teachers can support student goal setting include:

- cultivating a mentoring relationship with students and encouraging regular self-assessment of the Core Competencies;
- offering ongoing conversations focused on students' learning and life aspirations to encourage the development and refinement of personal learning goals;
- supporting students in developing action plans to support their goals and helping them navigate challenges;
- facilitating development and learning opportunities related to specific goals; this may include introducing students to suitable resources, opportunities, other educators or community partners relevant to their goals;
- supporting students as they gather evidence of learning and accomplishment from areas of learning within and outside of school to assess progress toward their goals
- helping students recognize and celebrate their successes;
- bringing parents and caregivers into the conversation about student goal setting by building a strong home-school connection;

The reciprocal process of student self-assessment and student goal setting nurtures student voice. These processes infuse learning with personal meaning and emphasize working toward future possibilities while developing the confidence, knowledge, and competencies necessary to succeed in an ever-changing world.

Scheduling

Frequency

Under the new K-12 Student Reporting Policy Framework, students in all grades from K-12 will receive a minimum of 5 communications on student learning over the course of the school year—four Learning Updates throughout the year and one Summary of Learning at the end of the year. These frequency requirements ensure students and parents are receiving timely and consistent feedback throughout the school year to best support student learning.

School Reporting Schedules

Schools and districts are encouraged to develop responsive schedules aligned with the policy.

As there are a wide variety of school calendars and delivery models used in B.C., the K-12 Student Reporting Policy Framework is purposefully not prescriptive regarding how these requirements are translated into a school schedule. Developing a schedule that meets the requirements set out in the policy is a school or district responsibility.

It is recommended that semester-system schools provide parents and caregivers with a Summary of Learning at the end of each semester to ensure timely summative reporting is provided for each learning area a student has studied.

Applying the K-12 Student Reporting Policy Framework in a semester-system or an alternative calendar may change the overall frequency of reporting. However, the number of reports generated per student, per learning area, will remain relatively constant across scheduling systems.

1. How does this policy pertain to inclusive education, adult education, English Language Learners, French Language Learners and hybrid or distance learning situations?

The policy pertains to all learners in the B.C. education system. A student who is an English language learner, French language learner in a Francophone program, learner with diverse needs, adult learner, or learner in hybrid or distance learning programs should receive regular communications of student learning in the same way as their peers in any other program.

The Ministry of Education and Child Care will be establishing a development team of teachers and administrators to co-construct implementation supports and resources over the 2022/23 school year. The development team will support the Ministry in developing exemplars of how to support students in specialized programs.

2. How many reporting communications are required?

There are 5 reporting communications. 4 Learning Updates (2 written and 2 of a flexible format) and 1 written Summary of Learning.

While these are the official reporting requirements, teachers are at liberty to communicate student learning at any point based on the needs of students, parents and caregivers. Reporting should be timely and flexible and is not limited to specific reporting communications.

3. When does each reporting communication need to take place?

Requirements are based on year long calendar and can be scaled to fit varying schedules. As there are a wide variety of school calendars and delivery models used in B.C., the Ministry is purposefully not prescriptive regarding the scheduling of reports.

Schools and districts are encouraged to develop responsive schedules aligned with the policy.

4. Are the 2 written Learning Updates like a report card?

They can be, but schools and districts may choose another written format for the Learning Updates that fit their local context and meet the needs of the students and parents in their community.

5. Does a digital portfolio post count as a written Learning Update?

Yes, a digital portfolio post can count as a Learning Update if it:

- communicates learning in relation to the Learning Standards, using the Provincial Proficiency Scale and descriptive feedback or letter grades and percentages;
- provides feedback on student attendance, areas of significant growth and opportunities for further development;
- includes student-generated content including student self-assessment of the Core Competencies and student goal setting;

6. Does a parent/caregiver teacher conference or student led conference still count as Learning Update?

Yes, any format of conference involving parents, caregivers and/or students can count as a flexible format Learning Update (e.g., student led conference or parent/caregiver-teacher conference).

7. When communicating student learning, is clustering areas of learning allowed?

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) is possible.

However, for the 2 written Learning Updates and the Summary of Learning (and on the Permanent Student Record), schools are required to assign a separate proficiency scale indicator and/or letter grade and percentage, depending on grade, for each area of learning.

8. What needs to be included in descriptive feedback?

Descriptive feedback is strengths-based, written comments or documented conversations that describe student learning, as well as identify specific goals for future growth. Descriptive feedback can provide evidence to students, parents and caregivers about how the student demonstrated their abilities by connecting to real learning experiences that occurred in class. However, the Learning Standards of the curriculum do not need to be quoted or included in descriptive feedback. Descriptive feedback should instead focus on significant events in the student's growth and learning.

9. How is reporting on attendance, behaviour and work habits done?

Reporting on student behaviour can be achieved through a combination of student self-assessment of Core Competencies, goal setting and descriptive feedback.

10. Can attendance, behaviour and work habits factor into a student's overall mark?

No. Assessment judgements or decisions for each area of learning need to be in relation to the [Learning Standards](#) alone. Therefore, reporting on behaviour and achievement needs to be done separately.

Assessment and reporting are also not a disciplinary tool. Student's can not have their mark penalized for missing classes or behaviour they demonstrate.

11. What is expected for reporting on the Core Competencies?

During the school year, students self-reflect on their Core Competency development, and it is shared in the 2 written Learning Updates and 1 Summary of Learning. The student self-assessment of the Core Competencies encourages students to reflect on their learning and speak to how they have developed, and will continue to develop, their Communication, Thinking, and Personal and Social competencies.

12. What is the expected format for student self-assessment of Core Competencies and goal setting?

In the interest of flexibility for students and their learning, the Ministry does not prescribe how the Core Competencies should be self-assessed or how goal setting should be undertaken. Districts determine formats and procedures, ensuring that the self-assessment and goal setting process is meaningful.

13. Who is responsible for including self-assessment and goal setting in the reporting communications?

The Ministry of Education and Child Care is establishing a development team of teachers and administrators to co-construct implementation supports and resources over the 2022/23 school year. This team will support the Ministry in developing exemplars of how student-self assessment of Core Competencies and goal setting can be conducted, including considering structures for when a teacher has multiple students.

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

Yes, all schools will continue to follow the [Permanent Student Record Order](#) and PSR [instructions](#). The Ministry of Education and Child Care will review these requirements to ensure alignment between them and the new Student Reporting Policy.