

LEARNING UPDATE ORDER

Authority: *School Act*, sections 79 (3), 85 (2) (j) and 168 (2)

{	Ministerial Order 184/23 (M184/23).....	Effective June 19, 2023
	Repeals M191/94	
	Ministerial Order 221/24.....	Effective July 1, 2024
	Orders of the Minister of Education and Child Care	

Interpretation

- 1 In this order
- “**area of learning**” means a required area of learning set out in Ministerial Order 295/95, the Required Areas of Learning in an Educational Program Order;
- “**board**” includes a francophone education authority;
- “**course**” has the same meaning as in section 1 of Ministerial Order 192/94, the Provincial Letter Grades Order;
- “**descriptive feedback**” has the meaning given to it in section 4;
- “**ELL student**” means
- (a) a student who is receiving services to assist the student in becoming proficient in English, or
 - (b) a student of a francophone school who is receiving services to assist the student in becoming proficient in French;
- “**IEP**” has the same meaning as in section 1 of Ministerial Order 638/95, the Individual Education Plan Order;
- “**learning outcome**” is a learning outcome or learning standard applicable to a course as set out in:
- (a) the applicable educational program guide set out in Ministerial Order 231/19, the Educational Program Guide Order,
 - (b) the local program developed and offered by a board under section 85 (2) (i) of the School Act, or a francophone education authority under section 166.4 of the School Act, or
 - (c) a Board Authorized Course authorized under Ministerial Order 285/04, the Board Authorized Course Order;
- “**learning update**” means a report required under sections 4 (1) (j) and 5 (8) of the *School Regulation*;
- “**letter grade**” means a letter grade set out in section 2 of Ministerial Order 192/94, the Provincial Letter Grades Order;
- “**percentage**” means a percentage set out in section 4 of Ministerial Order 192/94, the Provincial Letter Grades Order;
- “**provincial proficiency scale**” has the meaning given to it in section 5;
- “**standard of assessment**” means the standard by which a student’s learning is assessed, as set out in section 2;
- “**student**” includes a francophone student;

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“student with disabilities or diverse abilities” means a student with disabilities or diverse abilities, as defined in Ministerial Order 150/89, the Students with Disabilities or Diverse Abilities Order;

“summary of learning” means a written learning update that describes a student’s learning in relation to the learning outcomes at the end of a school year or semester;

“written learning update” means a report required to be prepared in accordance with sections 4 (2) (a) and 5 (9) (a) of the *School Regulation*.

[am. M221/24]

Standard of assessment

2 (1) A written learning update must assess a student’s learning in relation to the applicable standard of assessment.

(2) For the purposes of subsection (1), the standards of assessment are as follows:

- (a) the goals set out in a student’s IEP, if the student:
 - (i) is a student with disabilities or diverse abilities,
 - (ii) has an IEP, and
 - (iii) is enrolled in an educational program that is not designed to meet the graduation requirements set out in Ministerial Order 302/04, the Graduation Program Order;
- (b) a student’s goals for language proficiency, if the student:
 - (i) is an ELL student, and
 - (ii) has a level of language proficiency in English or French, as the case may be, that prevents the student from demonstrating their learning in relation to the learning outcomes in one or more areas of learning;
- (c) in any other case, the learning outcomes.

[am. M221/24]

Timing of learning updates

3 For a student referred to in section 2 (2) (a) or 2 (2) (b), a learning update must be provided on the same schedule as that student’s peers who are assessed in relation to the learning outcomes.

Descriptive feedback

- 4** Descriptive feedback is concise written comments about a student that
- (a) describe the student’s learning in relation to the applicable standard of assessment,
 - (b) focus on the student’s strengths,
 - (c) support specific goals for the student’s further development; and
 - (d) use language that is clear and accessible to the student and the student’s parent,

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Provincial Proficiency Scale

5 (1) The provincial proficiency scale must be used in a learning update for a student in kindergarten to grade 9, other than a student referred to in section 2 (2) (a) or 2 (2) (b).

(2) The provincial proficiency scale referred to in subsection (1) is a scale used to communicate a student's progress in relation to the learning outcomes, with the following 4 indicators:

- (a) Emerging;
- (b) Developing;
- (c) Proficient;
- (d) Extending.

(3) For the purposes of the 4 indicators of the provincial proficiency scale referred to in subsection (2),

- (a) "Emerging" means the student demonstrates an initial understanding of the concepts and competencies relevant to the learning outcomes;
- (b) "Developing" means the student demonstrates a partial understanding of the concepts and competencies relevant to the learning outcomes;
- (c) "Proficient" means the student demonstrates a complete understanding of the concepts and competencies relevant to the learning outcomes;
- (d) "Extending" means the student demonstrates a sophisticated understanding of the concepts and competencies relevant to the learning outcomes.

Written learning updates – requirements for all students

- 6** (1) A written learning update must include
- (a) the school's name, address and telephone number,
 - (b) the student's name,
 - (c) a definition of the indicators of the provincial proficiency scale used, or the letter grades and percentages used, as the case may be,
 - (d) the number of days that the student was absent during the reporting period,
 - (e) the number of days that the student was late during the reporting period,
 - (f) an assessment of the student's learning for each course offered to the student during the reporting period, using
 - (i) the provincial proficiency scale, for students in kindergarten to grade 9, and
 - (ii) letter grades and percentages, for students in grade 10 to 12,
 - (g) descriptive feedback for each course offered to the student during the reporting period,
 - (h) student-generated content, including the student's
 - (i) self-reflection on the core competencies of
 - (A) communication,
 - (B) thinking, and
 - (C) personal and social, and

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- (ii) goal setting for the next reporting period,
 - (i) the name of the teacher who prepared the report,
 - (j) the signature of the principal, vice principal or director of instruction, and
 - (k) a statement that the written learning update is on a form ordered by the minister or on a form approved by the board.
- (2) A written learning update for a student referred to in section 2 (2) (a):
- (a) may, despite paragraph (1) (f), assess the student’s learning without using the provincial proficiency scale, or letter grades and percentages, as the case may be; and
 - (b) must contain a statement that the student is being assessed in relation to the goals set out in the student’s IEP.
- (3) A written learning update for a student referred to in section 2 (2) (b) must:
- (a) despite paragraph (1) (f), assess the student’s learning using descriptive feedback, but not the provincial proficiency scale or letter grades and percentages, as the case may be, until the student is able to demonstrate their learning in relation to the learning outcomes; and
 - (b) contain a statement that the student is being assessed in relation to the student’s goals for language proficiency.

Written learning updates for kindergarten to grade 7 – parent’s signature

7 In addition to the requirements set out in section 6, a written learning update for a student in kindergarten to grade 7 must include a place for the signature of a parent of the student to acknowledge receipt of the written learning update.

Summaries of learning for grades 10 to 12 – graduation status update

8 (1) In this section:

“graduation program” means an educational program, after the successful completion of which a student is entitled to one of the following diplomas as set out by Ministerial Order 164/96, the Student Credentials Order:

- (a) British Columbia Certificate of Graduation (Dogwood Diploma);
- (b) British Columbia Adult Graduation Diploma (Adult Dogwood Diploma);
- (c) Diplôme de fin d’études secondaires en Colombie-Britannique (French immersion version); and
- (d) Diplôme de fin d’études secondaires en Colombie-Britannique (francophone version).

“graduation requirements” means the requirements set out in

- (a) Ministerial Order 302/04, the Graduation Program Order, and
- (b) Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Order.

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(2) In addition to the requirements set out in section 6, a summary of learning for a student in grade 10 to 12 must include an update on the student's graduation status.

(3) For the purposes of subsection (2), an update on a student's graduation status must identify the following:

- (a) the graduation program in which the student is enrolled;
- (b) the graduation requirements for the graduation program in which the student is enrolled, and
- (c) the graduation requirements the student has completed.

(4) For the purposes of paragraph (3) (a), a student is presumed to be enrolled in the British Columbia Certificate of Graduation (Dogwood Diploma) graduation program referred to in paragraph (1) (a), unless the student

- (a) has been enrolled in another graduation program referred to in subsection (1), or
- (b) is a student referred to in section 2 (2) (a).

(5) The requirement in subsection (2) is satisfied for a student referred to in section 2 (2) (a) by

- (a) indicating that the student is working towards a British Columbia School Completion Certificate (Evergreen Certificate); and
- (b) listing the courses and programs in which the student is participating.