Elementary and Middle School Reporting Goals, Guidelines and Requirements - 2023-24

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

Reporting Overview	• To satisfy the Reporting Order, five (5) Learning Updates must be scheduled and delivered to parents, including:
	   ○ Two Learning Updates (formerly, "report cards") must be provided in writing.
	   ○ Two informal Learning Updates provided in-person.
	   ○ One Summary of Learning at the end of the school year must be provided in writing.

Two Written Learning Updates	• Written Learning Updates provide parents and caregivers with responsive and timely information in clear and accessible language about student learning in relation to the <u>learning standards</u> set out in the BC Curriculum.
	   ○ Learning Standard = includes both the Curricular Competencies (the skills, strategies, and processes that students develop over time) and the Content (the essential topics and knowledge at each grade level), as set out in the BC Curriculum.
	• Written Learning Updates include the following (K-9):
	   ○ Communication of student learning in all areas of learning in which the student is currently studying, in relation to the learning standards or the individualized learning goals outlined in their Individualized Education Plan (IEP) using the Provincial Proficiency Scale.
	   ○ Feedback describing the student strengths, areas for future growth, and opportunities for further development.
	   ○ Information about student attendance (auto-generated through MyEd and CSL).
	   ○ Student-generated content including student self-reflection on the three Core Competencies and goal setting.

Two Informal Learning Updates (in-person)	• Informal Learning Updates formats could include either an in-person conference or a student-led conference.
	• Informal Learning Updates must first be offered as an in-person option.
	• Based on individual family feedback and needs, other communication methods can be offered including:
	   ○ Virtual discussions
	   ○ Telephone calls
	   ○ Emails
	   ○ Written summaries

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. It describes student learning in relation to the Learning Standards at the end of the school year. It includes:
	   ○ Summary of student learning in areas of learning in which the student has studied during the school year, using the Provincial Proficiency Scale.
	   ○ Feedback describing student strengths, areas for future growth, and opportunities for further development.
	   ○ Summary information of student attendance.
	   ○ Student-generated content including student self-reflection on the three Core Competencies and goal setting.

Resources	• Resource link for the following topics below:
	   ○ Elementary and Middle Learning Updates (all, some, and few)
	   ○ Proficiency Scale
	   ○ Ministry Guiding Documents
	   ○ Principles of Assessment
	
	https://learn.sd61.bc.ca/early-elementary/assessment-and-reporting/
	https://learn.sd61.bc.ca/middle/assessment-and-reporting/

Greater **VICTORIA** School District

Focusing on Proficiency

- Supports lifelong learning by shifting the focus from marks to learning.
- Values most recent evidence of learning, rather than averaging over a term.
- Views learning as ongoing, rather than signaling that learning is done.
- Is inclusive of all students.

Descriptive Feedback

- Includes concise, strength-based, written comments or documented conversations.
- Focuses on what students can do now and what they are working towards.
- Clearly and simply explains areas for future growth, as well as strategies to support them.
- Describes student learning in their current area of learning.
- Provides feedback on student learning habits and engagement.
- Attendance, behaviour, and work habits should not factor into a student's overall academic assessment.
- Reporting on student learning habits and engagement can be achieved through a combination of student self-reflection of the three Core Competencies, goal-setting, and descriptive feedback.
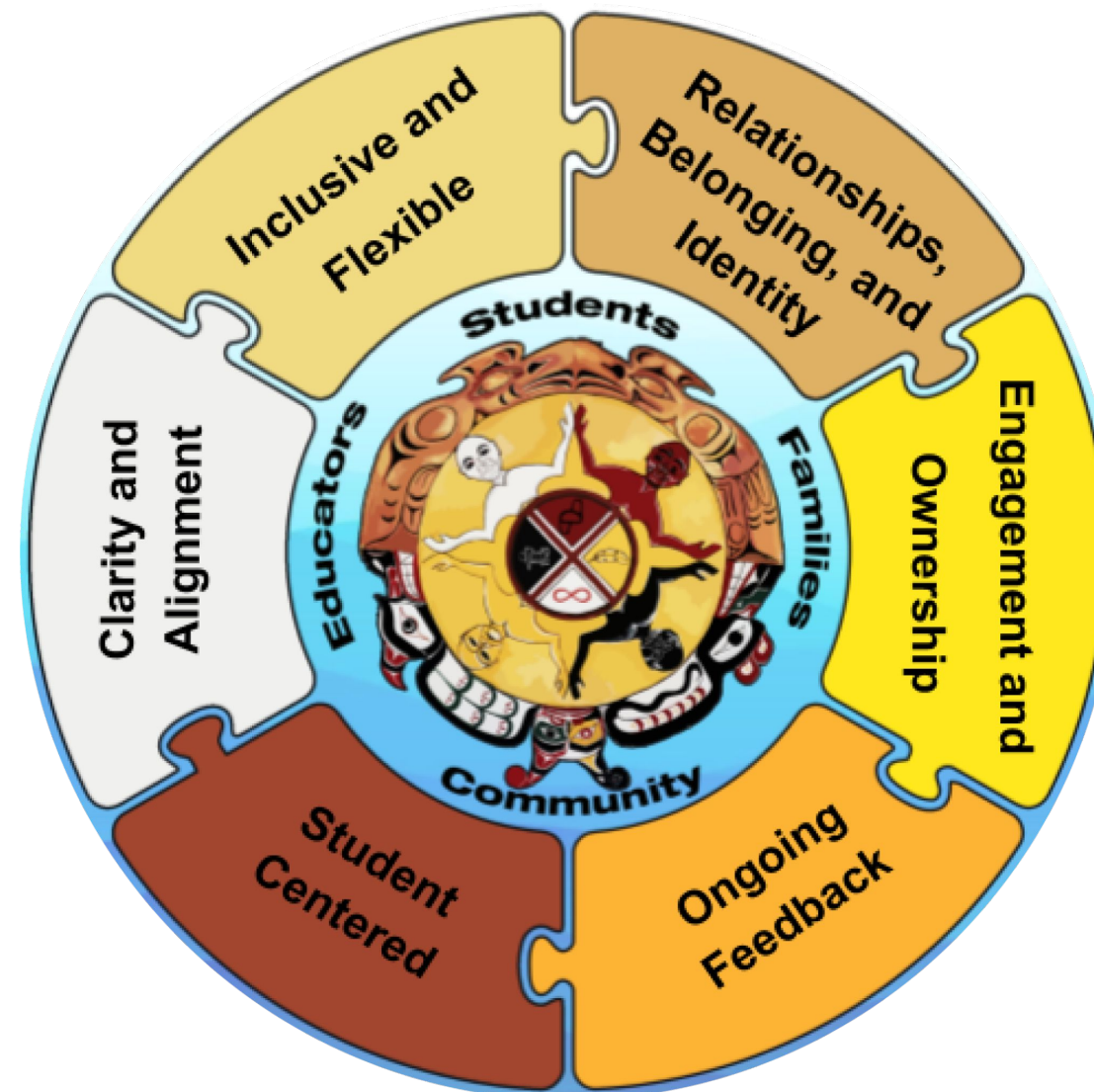
Inclusive Assessment Practices

- A student who uses assessment supports should not be assessed automatically as "Emerging" or "Developing".
- In rare occasions, students with significant cognitive disabilities and diverse abilities are still taught in connection with the learning standards of the curriculum but may be assessed and evaluated in relation to the individualized learning goals outlined in their IEP.
- Learning updates are completed in CSL, in consultation with school administrators and case managers.

Glossary of Terms

- **Area(s) of Learning**: Often referred to as the courses, curricular areas, or subjects that make up the provincially-mandated curriculum. Teachers are responsible for communicating student progress in all areas of learning listed in the Required Areas of Study Order (Grades K-9) or Graduation Program Order (Grades 10-12).
- **Learning Update(s)**: Responsive, timely, flexible, and accessible communication to students, parents, and caregivers about student growth in relation to the learning standards set out in the BC Curriculum.
- **Learning Standards**: Includes both the Curricular Competencies (the skills, strategies, and processes students develop over time) and the Content (the essential topics and knowledge at each grade level), as set out in the BC Curriculum.
- **Provincial Proficiency Scale**: A four-point scale for evaluating student proficiency (Emerging, Developing, Proficient, Extending) as defined in the Student Progress Report Order.

Scale Indicators

Emerging
- Is beginning to...
- Is working to be able to...
- Needs to...
- Moving forward, the goal is to...

Developing
- Is almost able to...
- Is working on...
- Continues to...
- Moving forward, needs to continue to...

Proficient
- Is able to...
- Can...
- Is ready to move on to...
- Moving forward, they could...

Extending
- Is creatively able to...
- In a unique way can...
- Can continue to...
- Moving forward, their goal will be...

Student Self-Reflection on Core Competencies and Goal Setting

- Student self-reflection on Core Competencies and goal setting is communicated to families in both written Learning Updates and Summary of Learning.
- CSL Portfolio and CSL Learning Updates are streamlined for teachers in compiling student reflections and goal setting.

English Language Learners

- Provincial Proficiency Scale indicators are appropriate for ELL where, with the appropriate supports, they are capable of meeting the learning standards for a particular area of learning.
- Proficiency Scale indicators are not appropriate where ELL students are not yet able to meet the learning standard in some area of learning because of their level of language proficiency, even with supports. In this case, reports on student learning must contain information describing what the student can do, areas that require further attention or development, and ways of supporting their learning. Note the "IE" may be the most appropriate indicator until the teacher feels they have sufficient evidence to assess a student's learning.
- ELL student language progress information must be included in each of the school's regular reporting periods during the year.

Cross-Curricular Learning

- The B.C. Curriculum provides many opportunities for cross-curricular learning which includes Learning Standards from multiple learning areas (subjects).
- Within a cross curricular unit, Learning Standards need to be assessed in every learning area (subject) that is relevant.
- Communication of student learning is required in all areas of learning (subjects) in relation to the learning standards or the individualized learning goals outlined in their IEP using the Provincial Proficiency Scale.

Insufficient Evidence of Learning (IE)

- In select instances, Insufficient Evidence (IE) is used to alert parents, caregivers, and students, when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do not have enough information to adequately assess a student.
- Example: A student has recently moved to a new school or district (arriving a few weeks before the end of a term).
- Ex: A student has been away from school for a significant period.
- Example: May be appropriate for some ELL students. See ELL Language Learner section for more information.