



Secondary Reporting Goals, Guidelines and Requirements

Goals of Student Reporting	<ul style="list-style-type: none"> 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 student's learning, and understand ways to support and further their student's learning.
Reporting Overview	<ul style="list-style-type: none"> To satisfy the Reporting Order, five (5) Learning Updates must be scheduled and delivered to parents, including: <ul style="list-style-type: none"> Two written Learning Updates must be provided in writing, and can include either digital or printed documents. Two informal Learning Updates provided in-person. One Summary of Learning at the end of the end of the course must be provided in writing.
Two Written Learning Updates - Grade 9 (formerly known as Mid-term Report Cards)	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 (Grade 9): <ul style="list-style-type: none"> 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 progress including areas of future growth, specific examples, and ways to support further development Student-generated content including goal setting and self-reflection on the Core Competencies (completed in Student Connect).
Two Written Learning Updates - Grades 10-12 (formerly known as Mid-term Report Cards)	<ul style="list-style-type: none"> Written Learning Updates include the following (Grades 10-12): <ul style="list-style-type: none"> 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 letter grades and percentages. Feedback describing the student strengths, areas for future growth, and opportunities for further development (completed in MyEducation BC). Student-generated content including goal setting and self-reflection on the Core Competencies (completed in Student Connect).
Two Informal Learning Updates (in-person)	<ul style="list-style-type: none"> Informal Learning Update formats could include either in-person conference or 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: <ul style="list-style-type: none"> Virtual discussions Telephone calls Emails Written summaries
Two Written Summaries of Learning (Semester end and year-end)	<ul style="list-style-type: none"> The Summaries of Learning are a written report that describes and summarizes student learning and growth across the semesters in clear and accessible language. It describes student learning in relation to the Learning Standards at the end of the school year. It includes: <ul style="list-style-type: none"> Summary of student learning in areas of learning in which the student has studied during the school year, using the Provincial Proficiency Scale or letter grade and percentages as appropriate Feedback describing student strengths, areas for future growth, and opportunities for further development Summary information of student attendance Student-generated content including student goal setting and self-reflection on the Core Competencies (completed in Student Connect)
Resources	<ul style="list-style-type: none"> Go to https://drive.google.com/drive/folders/1Oml5iiURVLlyJACS6JNddiygg-AFBk3y?usp=sharing <div style="text-align: right;">   </div>

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

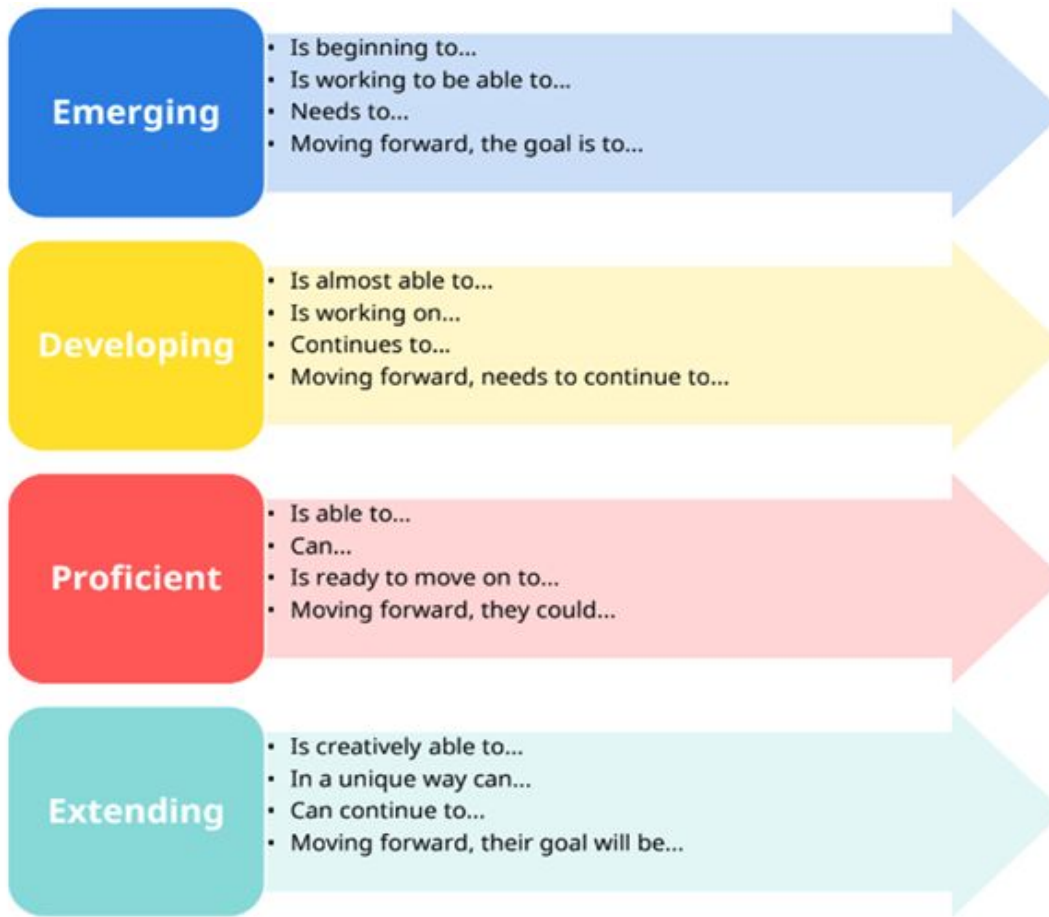
- Includes concise, strength-based, written comments or documented conversations.
- Focuses on what students can do now and what they are working towards.
- Clearly and simply explains areas for future growth, as well as strategies to support them.
- Describes student learning in their current area of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

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 Insufficient Evidence, "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.

Reporting on Student Behaviour (Work Habits)

- Reporting on student behavior 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).



Insufficient Evidence of Learning (IE)

Insufficient Evidence (IE) is only appropriate when students, parents, and caregivers have an interest in demonstrating further evidence of learning and/or would like to have the student's mark eventually translated into a proficiency scale indicator or letter grade and percentage. Otherwise Standing Granted (SG) or Failed "F" may be more appropriate.

Examples include:

- A student has recently moved to a new school (arriving a few weeks before the end of a term)
- A student has been away from school for a significant period
- A student who is below 50% and needs to provide further evidence of learning to pass a course
- Example: May be appropriate for some ELL students. See ELL Language Learner section for more information.

When an IE is considered, consultation with the student, family and school team is required to determine the next steps. Further explanation and examples can be reviewed in the K-12 Student Reporting Policy Framework on page 32.

Student Goal Setting and Self-Reflection of Core Competencies

Student goal setting and self-reflection of Core Competencies is communicated to families in both written Learning Updates and Summaries of Learning. This activity is completed in GVSD's Student Connect application.

Inclusive Assessment Practices

- A student who uses assessment supports should not be assessed automatically as "Emerging" or "Developing".
- If with supports, the student is demonstrating learning in relation to the Learning Standards, then they should be assigned a scale indicator or letter grade and percentage according to the learning standard they have demonstrated.
- The use of supports does not mean they are not adequately meeting the Learning Standards of the curriculum.
- 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.
- For students on an Evergreen Path, learning updates are in relation to IEP goals rather than Learning Standards ([see District Process for Evergreen for more information](#)).

Graduation Status Update

The aim of the graduation status update in Grades 10-12 is to make sure that parents, caregivers, and students have the information they need to ensure that graduation requirements are being met and to make parents and caregivers aware of any areas that require attention. The graduation status update must include:

- The graduation requirements outlined in the Graduation Requirements Policy
- Indication of a student's progress toward meeting those requirements, including courses that the student cross-enrolled in
- The graduation program the student is in
- The student's completion of any provincial assessments

Letter grade	Percentage range	Definition
A	86-100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
B	73-85	The student demonstrates very good learning in relation to the learning standards.
C+	67-72	The student demonstrates good learning in relation to the learning standards.
C	60-66	The student demonstrates satisfactory learning in relation to the learning standards.
C-	50-59	The student demonstrates minimally acceptable learning in relation to the learning standards.
F	0-49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
IE	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards.