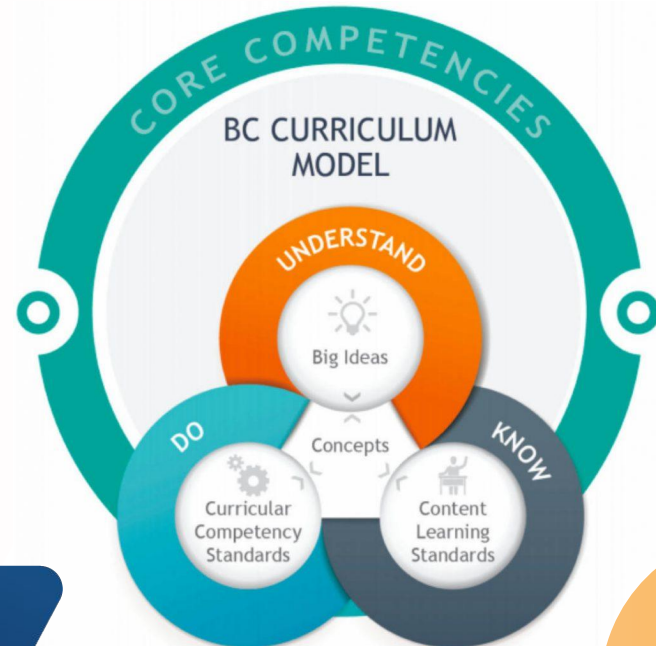


COPAC Update

Draft Ministry Student Reporting Order

November 7, 2022



k^wu limt p cyzap

we are glad that you have arrived



**We acknowledge that we
are learning together
on the unceded,
Traditional Territory
of the Okanagan,
Syilx, People.**



k^wu limt p cyzap

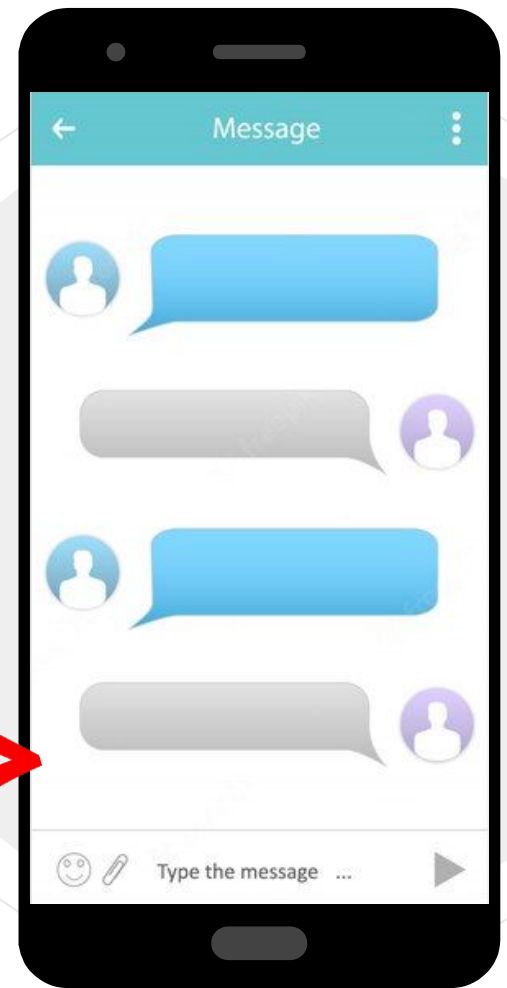
nous sommes si heureux que vous soyez arrivés



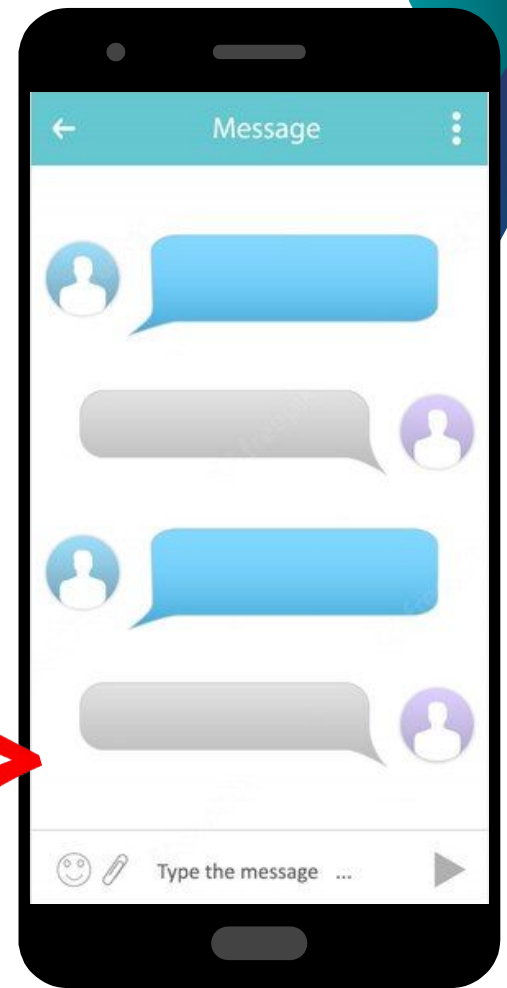
**Nous reconnaissons que nous
apprenons ensemble
sur le Territoire traditionnel,
non cédé,
du peuple Syilx
de l'Okanagan**



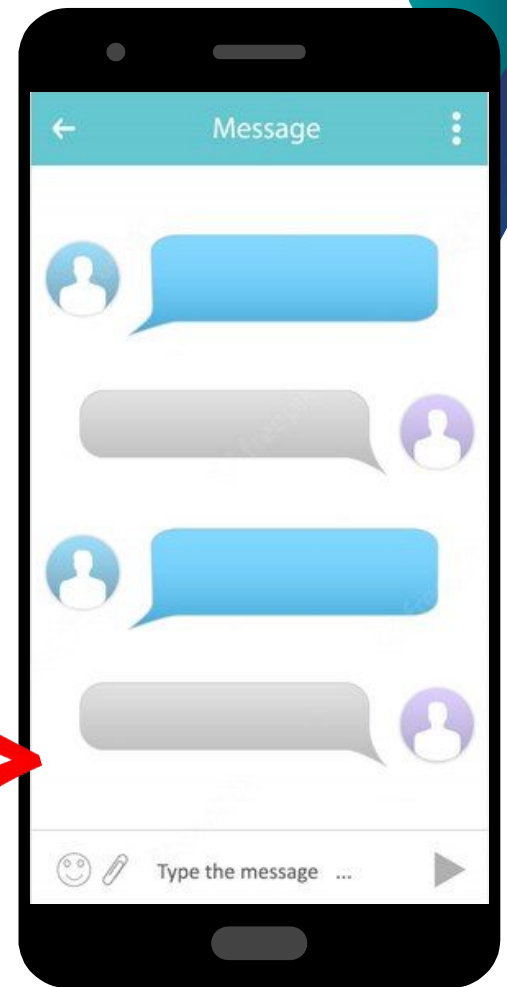
**LET'S HIT
THE CHAT!**



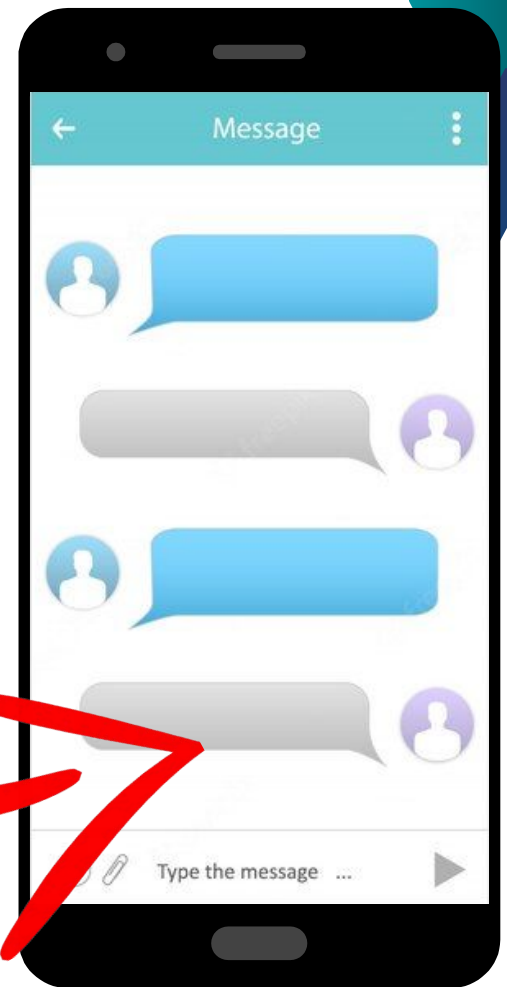
**What schools
do your
children go to?**



**What grade(s)
are your
children in?**



**What do you
care most about
in your child's
learning?**



K-12 Student Reporting Policy

Date came into force or revised

July 1, 2022

Status

New

Policy statement

Consistent, timely and meaningful student reporting across British Columbia's K-12 school system supports student learning by ensuring parents/caregivers and students are informed about student progress.

The K-12 Student Reporting Policy (the "Policy") outlines the requirements for reporting on student learning: it requires Descriptive Feedback in clear and accessible language and the use of the Provincial Proficiency Scale to ensure all students understand what they can do to ensure proficiency and growth. The Policy also requires Student Self-Assessment and Student Goal Setting as part of the reporting process.

The Policy applies to all students, including students with disabilities and diverse abilities and English and French language learners.

Rationale

Consistent, timely and meaningful student reporting in clear and accessible language enables parents/caregivers, students, teachers and administrators to proactively work together to enhance student success. Students are best positioned for success when parents/caregivers are made aware of learning challenges and prompted to provide support.

The use of the Provincial Proficiency Scale gives students and parents/caregivers a clear understanding of both what students can already do and areas for future growth. Self-reflection is an important part of learning and developing: Student Self-Assessment and Student Goal Setting help to involve students in the assessment process and encourage a sense of ownership over performance.

All students, including students with disabilities and diverse abilities as well as English and French language learners, should be working toward the Learning Standards of the Provincial Curriculum and should receive Learning Updates and Summaries of Learning.



Ministry of
Education

Student Reporting Engagement Timeline

District-Wide Empathy Scan

Dec/Jan

Meeting with All Stakeholder Groups

Ministry Reporting Order To Be Finalized

Feb

Mar

District Reporting Guidelines Created

Schools Prepare For Draft Implementation Year

Apr

Draft Implementation Year With Feedback Loops

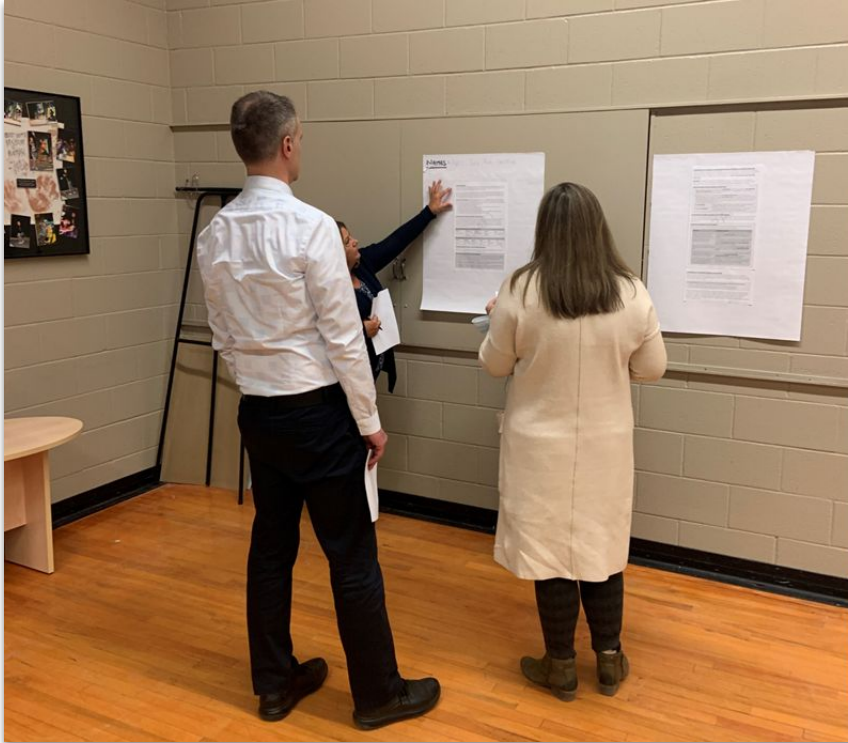
May/June

Full Implementation of Student Reporting Order

2022-23

2023-24

CO-CONSTRUCTING OUR BELIEFS



Our Collective Hopes and Beliefs for Student Reporting

We believe that Written Learning Updates should:

- **Clear and concise** approach (efficient/less-is-more)
- **Strength-based** description focused on **growth and next steps**
- Focused and **personalized** to the **whole learner** (holistic)
- **Family-friendly** (easy to understand) language
- **Learner voice/agency**
- **Consistency and alignment** (common approach)

Ministry Requirements

Each Written Learning Update must include:

1. Communication of progress in **each subject area** using the **Provincial Proficiency Scale (K-9)** or **Letter Grades and Percentages (10-12)**.
2. Descriptive Feedback on **areas of significant growth, opportunities for further development**.
3. Information on **Student Self-Reflection of the Core Competencies and Student Goal Setting** (including where families can learn more about their child's learning in this area).

**As well as an update on student attendance*

01

Learning Progress Continuum (K-9) and Letter Grades and % (10-12)

LEARNING PROGRESS CONTINUUM (K-9)

Learning Progress Continuum (in relation to Curriculum Learning Standards)			
Emerging	Developing	Proficient	Extending
Student is beginning to demonstrate learning and/or requires direct support to access learning <i>"I am beginning in my learning"</i>	Student is demonstrating learning with growing consistency and independence and may require some direct support <i>"I am learning more on my own and need more practice"</i>	Student demonstrates learning with consistency and independence <i>"I am learning fully on my own"</i>	Student demonstrates learning with consistency, independence, and increasing depth and complexity <i>"I am learning on my own and applying myself further"</i>

LETTER GRADES & PERCENTAGES (10-12)

Letter Grade, Percentage Range, and Description (for Gr. 10-12)		
A	86-100%	Excellent or outstanding learning in relation to Learning Standards.
B	73-85%	Very good learning in relation to Learning Standards.
C+	67-72%	Good learning in relation to Learning Standards.
C	60-66%	Satisfactory learning in relation to Learning Standards.
C-	50-59%	Minimally acceptable learning in relation to Learning Standards.

Proficient = the expected learning for a given grade and curricular area



Learning Progress Continuum

(in relation to Curriculum Learning Standards)

Emerging	Developing	Proficient	Extending
Student is beginning to demonstrate learning and/or requires direct support to access learning <i>"I am beginning in my learning"</i>	Student is demonstrating learning with growing consistency and independence and may require some direct support <i>"I am learning more on my own and need more practice"</i>	Student demonstrates learning with consistency and independence <i>"I am learning fully on my own"</i>	Student demonstrates learning with consistency, independence, and increasing depth and complexity <i>"I am learning on my own and applying myself further"</i>

Proficient = the learner can pedal and ride their bike from a stop position



Learning Progress Continuum

(in relation to Curriculum Learning Standards)

Emerging	Developing	Proficient	Extending
Student is beginning to demonstrate learning and/or requires direct support to access learning <i>"I am beginning in my learning"</i>	Student is demonstrating learning with growing consistency and independence and may require some direct support <i>"I am learning more on my own and need more practice"</i>	Student demonstrates learning with consistency and independence <i>"I am learning fully on my own"</i>	Student demonstrates learning with consistency, independence, and increasing depth and complexity <i>"I am learning on my own and applying myself further"</i>

What might this look like?

Emerging = the learner is just beginning and requires direct support



What might this look like?

Developing = the learner is showing growing consistency and independence and may require some direct support



What might this look like?

Proficient = demonstrates learning with consistency and independence



What might this look like?

Extending = learning with consistency and independence, and increasing depth and complexity





02 Descriptive Feedback

Quality Descriptive Feedback

Quality Descriptive Feedback:

- highlights specific areas of **growth** and **next steps** in **relation to Learning Standards**.
- shares any **helpful strategies** and **ways to support** the student.
- is **concise** (**does not communicate progress on every learning standard**, rather provides a few notable strengths and next steps within the various curricular areas).
- **does not simply note what was taught** (note: Written Learning Updates are about the child and not an overview of the curriculum).
- uses **family-friendly, strength-based language** (as families may vary widely in their familiarity with educational terms and levels of English language proficiency).

03

Student Self-Reflection of Core Competencies and Goal Setting

Student Self-Reflection on Core Competencies and Goal Setting



Ministry Requirements

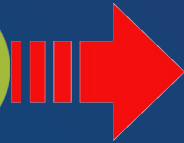
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**As well as an update on student attendance*

What Student Reporting Resources Would Be Helpful for Parents?

Share **your** thoughts



bit.ly/sd23-parents