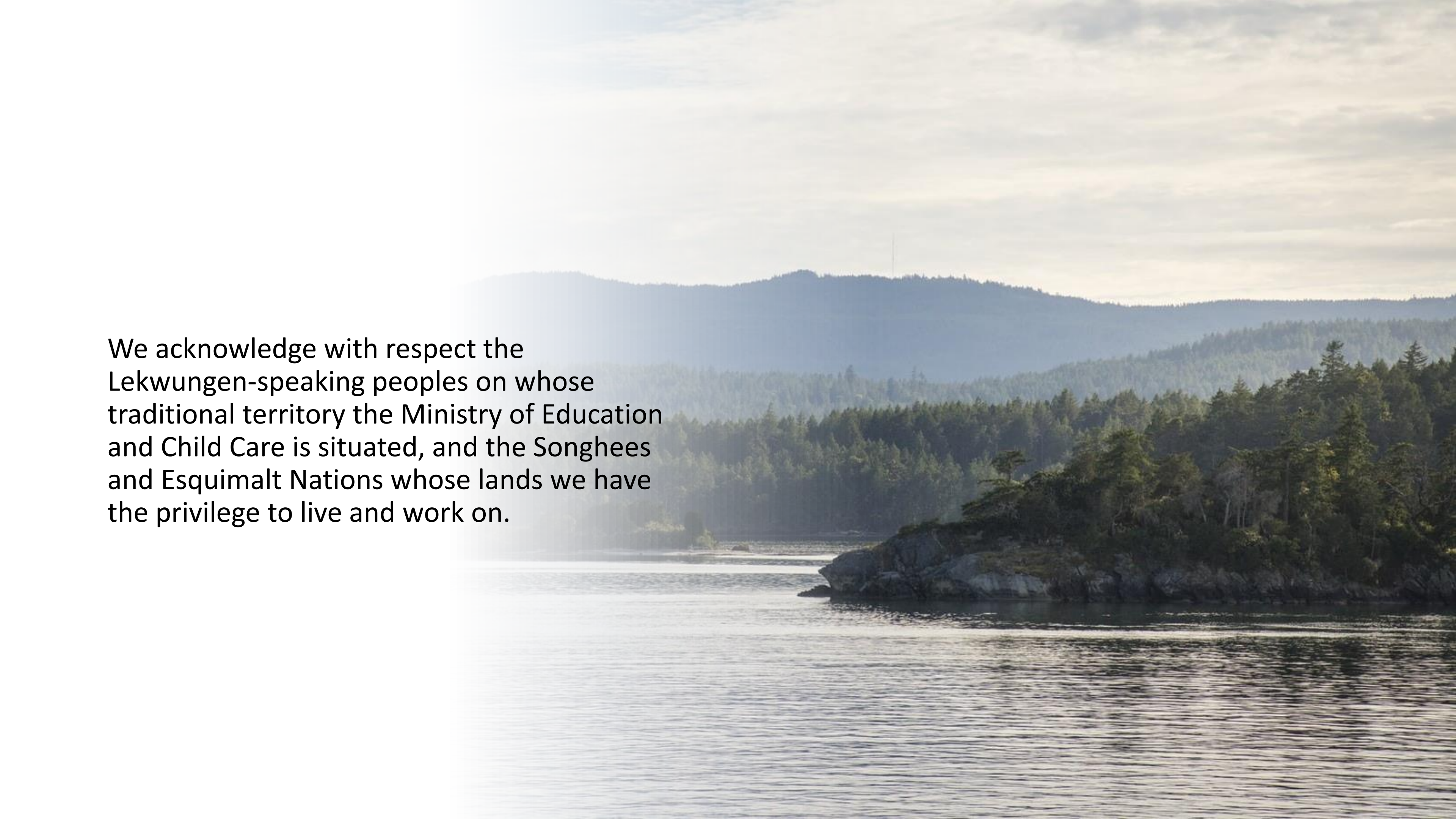# Shifts in Student Reporting

October 2022

We acknowledge with respect the Lekwungen-speaking peoples on whose traditional territory the Ministry of Education and Child Care is situated, and the Songhees and Esquimalt Nations whose lands we have the privilege to live and work on.

Why is student reporting changing?

It began with the curriculum redesign

Curriculum was developed in collaboration with B.C. and Yukon educators and academic specialists.

Key shifts in redesigned curriculum:

- Competency focused, not skill based
- Personalized and flexible
- Development of Core Competencies (Thinking, Communication, and Social and Personal Responsibility)
- Focus on literacy and numeracy foundations
- Indigenous perspectives, worldviews and content woven into all learning areas and grades

While the current provincial curriculum began implementation in 2016, the Ministry's Student Reporting Policy had stayed largely unchanged since 1994.
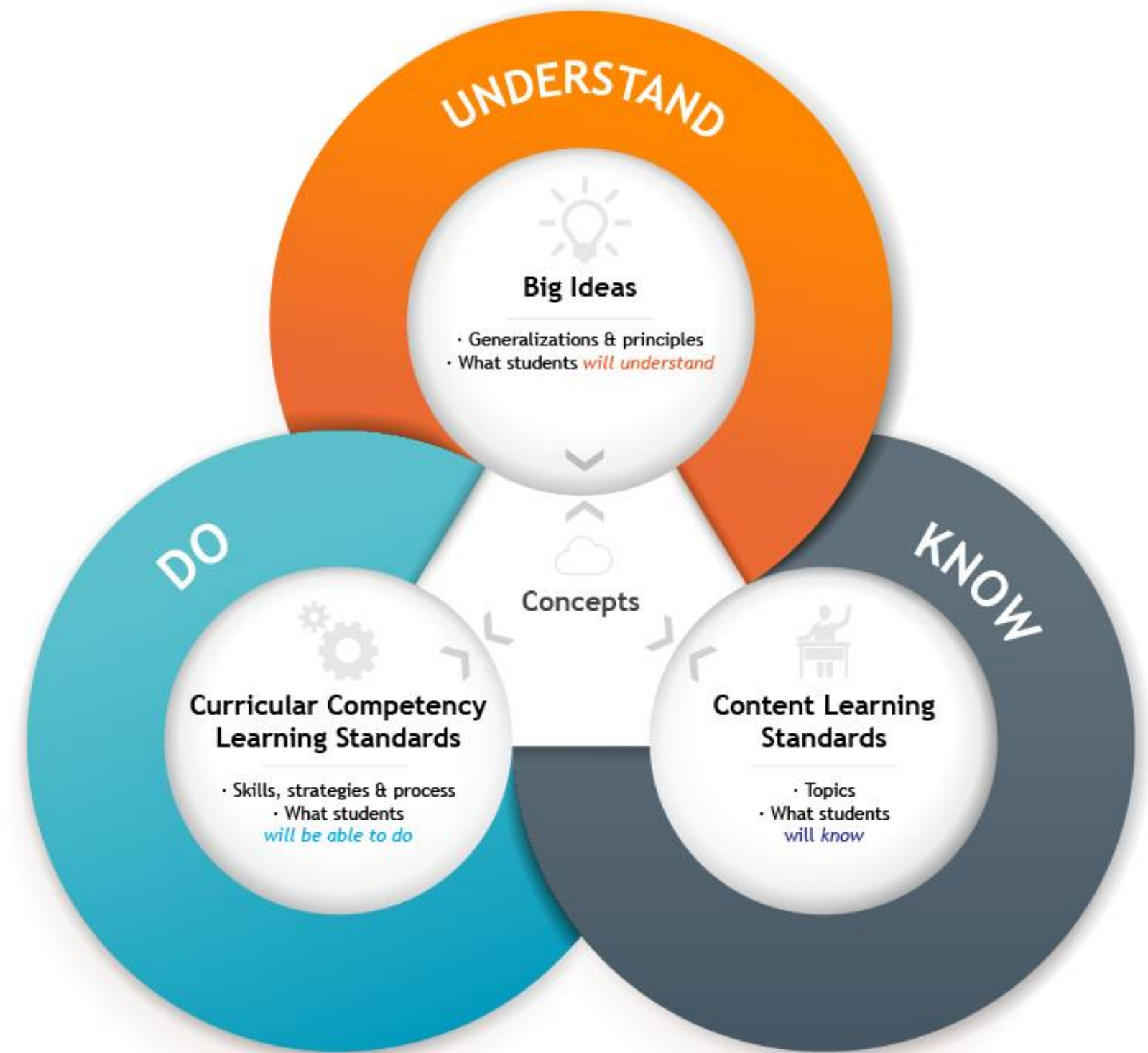
Updating Student Reporting Will...
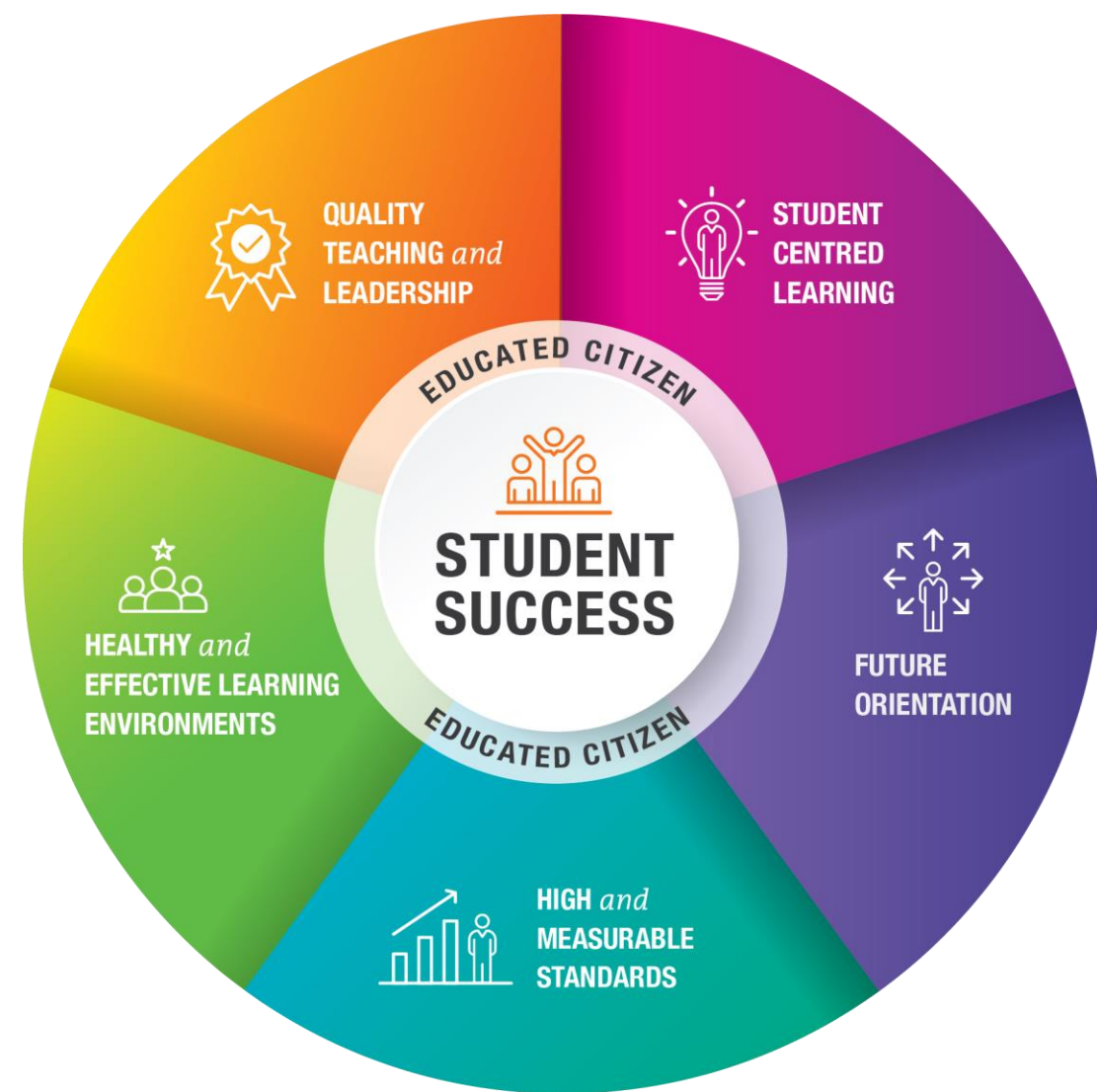
Align assessment and reporting with BC's curriculum and Provincial assessments

The previous policy was seen as increasingly outdated by educators and was no longer aligned with key principles of the provincial curriculum, such as developing important competencies and making students more active participants in their learning.

Ensure consistency of reporting practices in BC

Unifying 3 reporting options into 1 comprehensive reporting policy creates an equitable, consistent standard for students province wide.

Center students, parents, and caregivers as equitable partners in the assessment and reporting process

The purpose of the updated policy is to ensure parents, caregivers and students are well informed on where a child is at in their learning, and strategies for how to move them forward.
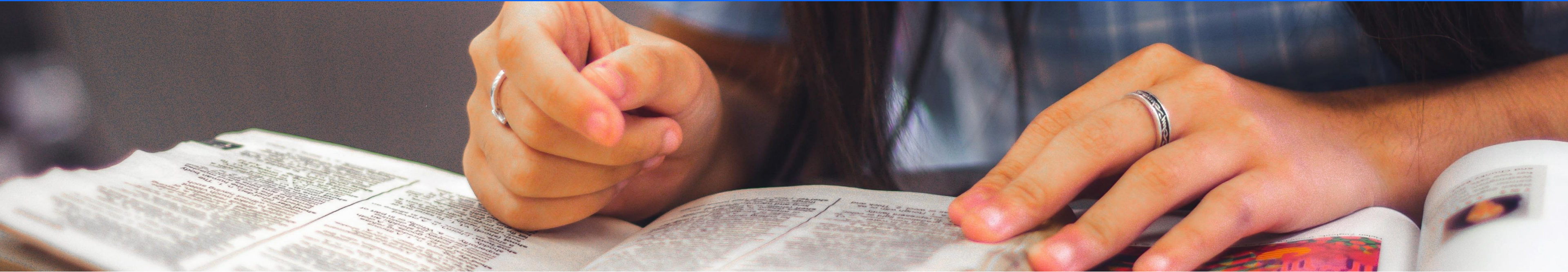
The Reporting Policy is Backed by Research

In 2015, at the request of the Ministry, faculty from three BC universities (UBC, UVic, and VIU) reviewed the literature on assessment, evaluation, and reporting and provided comprehensive reports to Ministry staff and the Classroom Assessment and Reporting Advisory Committee.

Key Findings

Meaningful Communication

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

Student Self-Assessment

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

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.

Formative Assessment

Globally, there is a shift toward assessment of learning so that the student is regularly informed of where they're at in their learning and how to move them forward.

K-9 OPTION A (INTERIM)

- 5 reporting events a year
  - 4 points of progress report
  - 1 summary of progress report at the end of year/semester
- 1 self-reflection of Core Competencies
- A scale at K-3
- District choice on scale or letter grades at grades 4-9

K-9 OPTION B

- 5 reporting events a year
  - 2 informal reports
  - 3 formal reports
- 1 self-reflection of Core Competencies
- Performance Scale at K-3
- District choice on scale or letter grades at grades 4-5
- Letter grades at 6-9

GRADES 10-12

- 5 reporting events a year
  - 2 informal reports
  - 3 formal reports
- Letter grades and percentage with written comments where needed

Updated K-12 Policy

- 5 reporting events a year
  - 4 Learning Updates (2 written; 2 of flexible format)
  - 1 Summary of Learning (written)
- Student self-reflection of the Core Competencies & student goal setting
- Provincial Proficiency scale and descriptive feedback in K-9
- Letter grades & percentages with descriptive feedback in 10-12
- Graduation Status Update at 10-12
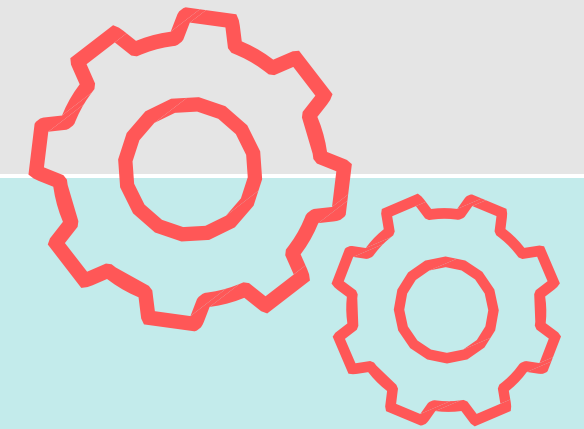
Let's Dig Into Some Policy Elements

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 Provincial Proficiency Scale	EMERGING	DEVELOPING	PROFICENT	EXTENDING
	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

What does each scale indicator mean?

Emerging

⟷

Developing

⟷

Proficient

⟷

Extending

'Emerging' indicates that a student is just beginning to demonstrate learning in relation to the Learning Standards of the curriculum but is not yet doing so consistently. Emerging isn't failing.

Students who are not yet demonstrating any learning in relation to the Learning Standards can be assessed as 'Emerging'.

If this is due to insufficient evidence of learning, the student can be assigned an "IE".
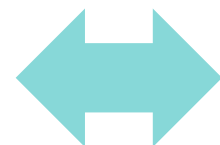
'Developing' indicates that a student is demonstrating learning in relation to Learning Standards with growing consistency; The student is showing initial understanding but still in the process of developing their competency in relation to the Learning Standards of the curriculum.

Developing isn't failing. All students will be developing in some areas and specific time points.

'Proficient' is the standard for students. It is when a student demonstrates the expected learning in relation to the Learning Standards of the curriculum

'Proficient' is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.

'Extending' is not synonymous with perfection. 'Extending' is a student demonstrating learning, in relation to Learning Standards, with increasing depth and complexity.

'Extending' is not a bonus, or a reward, and does not necessarily require that students do a greater volume of work or work at a higher grade level.

'Extending' is not the standard for all students, 'Proficient' is. Therefore, if students turn in all their work and demonstrates evidence of learning in all Learning Standards for the given area of learning, they are not automatically assigned 'Extending'.

A who uses supports, or a student with an IEP or student learning plan should **not** be assessed automatically as 'emerging', 'developing', or at a lower letter grade and percentage.

What about the "IE" letter grade?

- The "IE" letter grade can be used in grades K through 12

- The "IE" symbol is temporary and needs to be converted to another scale indicator and/or letter grade and percentage within one calendar year.

- "IE" will not be accepted by TRAX as it is not grade which means the course is completed. Therefore, any course with an "IE" won't be on a student transcript until it is converted to another scale indicator or letter grade and percentage.

What About Descriptive Feedback?

- Descriptive feedback is concise, 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.

- It should be concise and in family and student-friendly language

- Lesson plans and the learning standards of the curriculum do not need to be summarized

- Every area of learning reported on does need descriptive feedback

- However, that feedback can be a single comment per learning area or an integrated response that covers all learning areas and is reflective of the cross-curricular nature of learning.

What about reporting on Attendance, Behaviour, and Work Habits?

- Communicating student learning habits and engagement through a combination of student self-assessment of Core Competencies, goal setting, and descriptive feedback.

- How attendance is communicated to families will be decided at the school and/or independent school board level. An autogenerated number on any of the written reports is sufficient.

- Reporting on student learning habits and engagement and academic learning needs to be done separately.

- Assessment and reporting are also not a disciplinary tool. Students cannot have their marks penalized for missing classes or behaviour they demonstrate

- When students have not attended enough classes or submitted enough student work samples for a teacher to evaluate adequate evidence of learning an "IE" would be assigned and/or a student would not pass a given learning area.

What the self-assessment of Core Competencies and goal setting components?

- During the school year, students self-reflect and self-assess on their Core Competency development, and it is shared in **the 2 written Learning Updates** and **1 Summary of Learning.**

- Every Core Competency does not need to be reflected on during a school year unless outlined by a local school and/or board policy.

- Goal setting also does not need to be in relation to the Core Competencies, unless decided on by the student, educator, school and/or independent school board.

- Districts determine formats, templates, and procedures, ensuring that the self-assessment and goal setting process is meaningful.

- Self-reflection and goal setting do not need to go in the student permanent record

- The K-12 Student Reporting Guidelines will provide examples of different formats schools could elect to use and processes with fulfill the requirement in various school structures.

Social Responsibility

I am a good member of our team.
I am kind to others, by using kind words and actions.
I can work with others and take turns.
I can solve problems by myself or find someone to help if I need it.

My example is: (This is a time when...)

When I came to school, I didn't ask to use the crayon I just ripped it out of her hands.

But a little while later I asked if I could have it after she was done.

What about the graduation status update?

The First Nations Education Steering Committee (FNESC) asked for a mechanism in the reporting policy that would inform parents, caregivers and students of the graduation requirements and student progress toward them. The goal of this policy element is support parents, students and caregivers in planning toward graduation and to notify families early to any missing graduation credits or assessments.

Requested elements

- A list of all courses required for graduation
- All provincial assessments required for graduation
- Denotation of courses and assessments that have been completed
- What graduation program the student is on

Implementation Supports

When the Ministry released the K-12 Reporting Framework in June 2022 to the public, they also released a **brochure for families** explaining the proficiency scale and upcoming changes to student reporting.

As well as **interim guidelines** as a support for educators and school leaders.

Implementation Supports

A development team of BCTF and FISA teachers, BCPVPA, and BCSSA reps have been supporting us in developing implementation supports this summer.

They will be producing

- **K-12 Student Reporting Policy: Communicating Student Learning Guidelines**

- **Frequently Asked Questions Documents for Educators & Families**

- **Ongoing learning supports for teachers, school leaders, and families**

Ongoing Learning Supports to be Developed
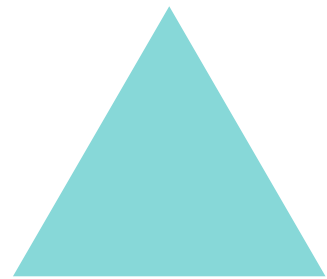
Understanding the Written Reports

Teachers requested a document that outlines what makes a good written report that doesn't increase their workload.

Parents, caregivers, and students requested a document that outlines what they can expect to see in a written report.
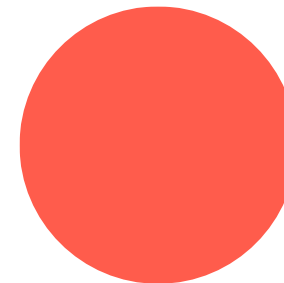
Unpacking the Proficiency Scale

Teachers requested a document that explains the scale, how to use it, and the scale's value to inform their practice and ability to communicate this information to parents.

Ongoing learning Slide Deck

School leaders requested a slide deck & webinar series that can support teachers in this shift in practice.

Questions?

Thank-you

It was a pleasure to join you.