AP 300 STUDENT REPORTING PRACTICES

CARIBOO - CHILCOTIN
SCHOOL DISTRICT

RATIONALE:

This procedure sets out the provisions for reporting student progress and is based on ministerial orders and regulations authorized under the School Act. It outlines requirements for formal and informal reporting, as well as the responsibilities of the principal and teachers, for the implementation of this procedure.

PROCEDURE:

Grades K-7:

3 formal reports per year
- Term 1, Term 2, Term 3/final: issued on published district reporting dates.
- report on each of the areas of learning identified by Ministry policy for grade levels.
- requirements for formal reports to follow below.

2 informal reports per year
- on or by district published reporting dates
- may be written (paper, electronic), by telephone, or by meeting or conference (Note: there must be a record of the call, meeting etc. in the student cumulative file.)
- format determined by school.

Grades 8-12:

4 formal reports per year
- (Term 1, Term 2, Term 3, Term4/final) issued on published district reporting dates.
- report on each of the areas of learning identified by Ministry policy for grade levels (in the terms/semester course is taken)
- requirements for formal reports to follow below.

1 informal report per year
- on or by school published interim reporting date
- may be written (paper, electronic), by telephone, or by meeting or conference (Note: there must be a record of the call, meeting etc. in the student cumulative file.)
- format determined by school.

1. **REQUIREMENTS for FORMAL REPORTS**

    All students in Grades K-12 will receive formal reports that are the Standard Report Card entered in and printed from MyEducation BC meeting the following requirements:

2. **SUBJECT/LEARNING AREAS**

    Grades K-7: reporting on the following for Term 1 and 2 reports: Language Arts, Math, Science, Social Studies, Physical and Health Education, and Arts Education

(and French for Grades 5-7, Career Education and Applied Design, Skills, and Technology for Gr. 6-7); Term 3/final report will include all of these (and Career Education and Applied Design, Skills, and Technology for K-5 which may be reported as a comment or a performance level/mark),

Grades 8-12: reporting on all subjects taking each term with final mark at end of term that course concludes in,

Grades K-9: final report will include Student Self-Reflection on Core Competencies in the subject/learning area of Core Competencies (which is set up as a course in MyEducation BC for our district with a standard comment directing the parent to the record of the student self-reflection attached or linked to the report card).

3.   **MARKS/PERFORMANCE LEVELS**

Grades K-3: **term and final marks** will be the Ministry defined standards of emerging, developing, proficient, and extending,

Grades 4-7: **term and final marks** will be the Ministry defined standards of emerging, developing, proficient, and extending,

Grades 8-9: **term and final marks** will be letter grades as defined by the Ministry (A = excellent, B = very good, C+ = good, C = satisfactory, C- minimally satisfactory, I = *Incomplete or in progress as a placeholder only, F = failing or failed),

Grades 10-12: **term and final marks** will be percentages with corresponding letter grades as defined by the Ministry (A = 86-100%, B = 73-85%, C+ = 67-72%, C= 60-66%, C- = 50-59%, F = 0-49%, I = *Incomplete or In Progress, W = withdrawal, SG = standing granted, TS = transfer standing).

Ministry Reporting Policy re: Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes. The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it. When an "I" reporting symbol has been assigned:

- *students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problem's students are having and possible solutions; and,*

- *teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be*

communicated in a variety of ways, including through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents, and students.

*The **"I"** letter grade must be converted to another letter grade or percentage:*

- *before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol,*

- *when letter grades are recorded on the permanent student record card; and,*

- *before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students' transcripts of grades.*

*An **"F"** letter grade can only be assigned if an "I" reporting symbol was previously assigned, or as a result of failing a provincially examinable course.*

4. SUBJECT/LEARNING AREA COMMENTS

Subject/Learning Area comments will be included for each subject/Learning Area being reported on.

The full comment may be entered in MyEducation BC, <u>or</u> an abbreviated comment may be entered in MyEducation directing the reader to see.

- a comment attachment to the report card, or

- a record of +parent conference attached to the report card, or

- a point in time (current snapshot as of the reporting period) summary of learning within the ++e-portfolio. (Note: Attachment or print out of e-portfolio summary document must be attached to the report card in the student cumulative file.

+If parent does not attend conference a full written report card must be provided.

++Must have parent permission and effective advance communication with parents on how to access and navigate the e-portfolio platform if using that as a reporting comment tool to accompany the MyEducation BC report card. The e-portfolio must be in a district-approved program or platform. Please refer to appendix for additional reporting guidelines.

Regardless of the format the comment for each subject/learning area must meet the following expectations:

5. EXPECTATIONS for COMMENTS

Comments (MyEducation BC standard commenting, comment attachments, FreshGrade portfolio or SD 27 e-portfolio, or parent conference documentation) will include the following for each learning area:

- Description of what the student can do relative to the curricular standards (i.e., not just indicate the outcome/standard but describe the student's level of achievement of that standard.

- Areas for attention or growth

- Next steps and supports.

Comments in the standard MyEducation BC report card will be by subject/learning area.

Other forms of commenting may be organized in cross-curricular themes, projects and around learning demonstrations but <u>must</u> explicitly reference all the subjects/learning areas being reported on and the student performance, needs, and plans for support for each.

Comments will be personalized to the student in all cases and not descriptions of what the class did or learned about. (The latter may be communicated in blogs, newsletters, course summaries, or supplementary handouts/attachments to the report card).

6.   SELF-REFLECTION ON CORE COMPETENCIES

The final report will include student self-reflection on the core competencies, with teacher support as appropriate for the student. The same comment will be entered for each student in the district under the subject/learning/area Core Competencies on the final report. The evidence of the student self-reflection will be attached.

The self-reflection at the end of the year is to be on more than one Core Competency but does not need to include all of the Core Competencies.

Format of the self- reflection will be determined at the school level but must be open-ended to allow the child to describe themselves as a thinker, as a communicator, etc. without a rubric, scale, or other rating. (1-4, sad/neutral/happy face, and other ratings are not consistent with the intent of the curriculum.)

Report card comment to be used by all schools:

In the new BC Curriculum, students are developing a set of competencies throughout the year across subject areas. Core Competencies are intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep and life-long learning. BC's Core Competencies prepare students for success beyond school in all areas of pursuit. There is a Ministry of Education and Child Care requirement for a Student Self-Reflection at the end of the year. Please see attached for your child's Self-Reflection.

7.   TERM COMMENT

Is entered for each student.

8. STUDENTS WITH SPECIAL NEEDS, MODIFIED CURRICULA, ELL AND FLL STUDENTS

Must follow Ministry revised reporting policy (below):

- Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student's IEP.

- Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.

- A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

- Unless students are on an approved modified program, their information provided on a student's progress should be in relation to their grade.

** Please contact your principal if you have any questions about reporting requirements.

[Ministry Standard Student Reporting Policy (revised) for reference:](#)

Date came into effect: July 1, 2016

Status: revised and under review