

# AP 303

## Reporting Student Achievement

### Background

---

Assessment, evaluation and reporting (communicating student learning) are essential to making informed decisions regarding student progress and the effectiveness of educational programs. Assessment practices in the District shall be designed to support student learning, guide instruction, and provide clear information about student progress. On-going communication between the teacher, student, and parents/guardians is a critical component of the learning cycle. The District supports a strengths-based approach to assessment, evaluation and reporting that assumes competency for all students. Equity, diversity, inclusion and anti-racism are embedded into our practices.

### Procedures

---

#### PROCEDURES

##### 1. Assessment Guidelines:

- 1.1. Assessment, evaluation, and reporting practices are designed to enhance student learning and must be fair, transparent, and equitable for all students.
- 1.2. Criterion-referenced evaluation is expected for classroom evaluation. From the information collected through assessment activities, teachers evaluate student performance. They use their insight, knowledge about learning and experience with students, along with the specific criteria, to make professional judgments about student performance in relation to the specific Learning Standards in the BC Curriculum in each area of learning being studied.
- 1.3. A variety of assessment methods should be used to collect information on student progress.
- 1.4. For those students requiring additional support, (with or without an Individual Education Plan), consultation between parents/guardians and school personnel should involve plans for differentiating instruction and assessment practices to meet individual student learning needs.

## **ROLES AND RESPONSIBILITIES**

### **2. The Assistant Superintendent will ensure that:**

- 2.1. Assessment, evaluation and reporting practices in the District are in alignment with the School Act, related regulations, Ministerial Orders, the K-12 Student Reporting Policy, and the K-12 Student Reporting Policy-Communicating Student Learning Guidelines.
- 2.2. District assessment, evaluation and reporting practices are reviewed periodically.
- 2.3. Administrators and teachers are provided ongoing leadership and direction with assessment, evaluation and reporting practices that support student learning through training and professional development opportunities.

### **3. The Principal will ensure that:**

- 3.1. School procedures on assessment, evaluation and reporting of student progress are established and in keeping with provincial legislation and policy, and District Administrative Procedures.
- 3.2. Parent/guardian requests for information about assessment, evaluation and reporting practices are addressed.
- 3.3. Teachers are provided with ongoing leadership and direction with assessment, evaluation and reporting practices that support student learning.

### **4. Teachers will ensure that:**

- 4.1. Assessment and evaluation are criterion-referenced, based on the Learning Standards, which include the curricular competencies, required content, and Core Competencies, as set out in the curriculum for each learning area or course K-12.
- 4.2. Formative and summative assessments are used to guide instruction and evaluate student progress.
- 4.3. Students are provided with multiple opportunities and multiple ways to demonstrate their understanding and skills throughout the year.
- 4.4. Student records and related information including work samples and achievement measures are maintained.
- 4.5. Parents/guardians are informed of the procedures used to evaluate students.

## **REQUIREMENTS**

Communicating Student Learning is more than written report cards and conferences. It also includes ongoing communication between home and school. Phone calls, meetings, online tools, email, assessed

work sent home, communication books, and checklists may also be used to provide timely, clear and responsive learning updates throughout the year. However, as per the [Ministry of Education K-12 Reporting Policy](#), parents and guardians can expect the following required reporting events:

#### **5. Communicating Student Learning/Reporting Guidelines and Frequency:**

- 5.1. For Elementary and Middle Schools there are: two written Learning Updates, two informal Learning Updates, and one written Summary of Learning.
- 5.2. For Secondary Schools/programs on a semester calendar, there is: one written Learning Update, one informal Learning Update, and one written Summary of Learning each semester.
- 5.3. Elementary and Middle Schools will provide the opportunity to meet with teachers for a conference at ~~least once~~ twice each school year.
- 5.4. Secondary Schools will provide one informal Learning Update per semester.
- 5.5. Parents/guardians who are unable or choose not to attend a scheduled elementary/ middle schools conference must be provided with an informal Learning Update in another format (e.g., written, checklist, email, virtual meeting, phone call).
- 5.6. Teachers are required to document the date, format and content of informal Learning Updates.

#### **6. Requirements for Learning Updates and Summary of Learning**

- 6.1. Written Learning Updates and the written Summary of Learning will be provided in MyEducationBC and will include:
  - 6.1.a. Information on attendance and engagement in learning, areas of growth and opportunities for further development.
  - 6.1.b. Descriptive feedback on student progress in relation to the Learning Standards of the curriculum in all required areas of learning.
  - 6.1.c. A proficiency scale (Emerging, Developing, Proficient, Extending) for students in Grades K-9 in all areas of learning and a letter grade/percentage for students in Grades 10-12.
  - 6.1.d. Student Self-Reflection of the Core Competencies and Student Goal Setting.
  - 6.1.e. Summary of Learning (end of semester and end of year) will also include the Graduation Status Update for students in Grades 10-12.
- 6.2. Informal Learning Updates (Elementary and Middle school Conferences) will include:
  - 6.2.a. Information on attendance and engagement in learning, areas of growth and opportunities for further development.

- 6.2.b. Descriptive feedback on student progress in relation to the Learning Standards of the curriculum.
- 

### **6.3 Insufficient Evidence of Learning**

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.

6.3.a Where an IE has been assigned, a plan will be developed with the parents, caregivers, and student (AP303-1). The plan will include areas of strength, areas that need future growth, and how the student will meet the learning standards.

**References:** [Sections 17, 20, 22, 65, 85, School Act](#)  
[Ministerial Order 192/94, the Provincial Letter Grades Order \(PDF\)](#)  
[Ministerial Order 191/94, the Student Progress Report Order \(PDF\)](#)  
[Ministerial Order 190/91 the Permanent Student Record Order \(PDF\)](#)  
[Ministerial Order 295/95, the Required Areas of Study Order \(PDF\)](#)  
[K-12 Student Reporting Order](#)  
[K-12 Student Reporting Policy Communicating Student Learning Guidelines](#)  
[BC K-12 Curriculum](#)

## AP 303-1 Action Plan for 'IE' Insufficient Evidence of Learning

School: \_\_\_\_\_

Student: \_\_\_\_\_

Course/Subject & Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Areas of Strength:

---

---

---

Areas that need further growth

---

---

---

Outcomes Learning Standards to be addressed:

---

---

---

---

Tasks to be completed by the student: \_\_\_\_\_

---

---

---

---

Date for Completion: \_\_\_\_\_

Signatures:

---

Teacher

---

Parent/Guardian

---

Student

'IE' Letter Grade changed to \_\_\_\_\_ on \_\_\_\_\_ Date