



**STUDENT PROMOTION,
COMMUNICATING STUDENT LEARNING
AND REPORTING**

APPROVED: 1985.02.05

REVISED: 2003.05.27
2011.10.25
2017.09.26

POLICY

Boards of Education must provide parent/guardian(s) of students with a minimum of five reports describing students' school progress. Reporting to parent/guardian(s) should be timely and responsive throughout the school year. The promotion of students, the assignment of grades and the reporting of student progress shall be undertaken on the basis of careful and systematic evaluation. Decisions shall be made in the best educational interests of each student.

DEFINITIONS:

“Core Competencies” are a set of intellectual, personal, and social competencies that students develop to engage in deeper learning and to support lifelong learning through the course of their schooling. The Core Competencies are embedded in each area of learning, and are activated through learning experiences and activities. In BC, the Core Competencies are the Communication competency, Thinking competency, and Social and Personal competency. (*Ministry of Education British Columbia, Glossary of Curriculum Terms*)

“Course” is the learning outcomes/learning standards at a given level within a subject.

“Grade” is a division of the school curriculum of typically one year's duration, in which prescribed learning outcomes/learning standards for each curriculum area are expected to be achieved.

“ELL” means English Language Learners

“Individual Education Plan” (IEP) is a written record that documents the individualized planning processes for students with special education needs.

STUDENT PROMOTION, COMMUNICATING STUDENT LEARNING AND REPORTING

“Learning Standard” A learning standard is an explicit statement of what students are expected to know, understand, and be able to do in a given grade and area of learning. In BC, learning standards are of two types:

- Curricular Competency learning standards are explicit statements of what students are expected to be able to do in a given grade and area of learning.
- Content learning standards define what students should know in a given area of learning at a particular grade level. They define the core knowledge (facts and concepts) essential to the development of Big Ideas for that area of learning in that grade.

“Modified Curriculum” is curriculum for students with special needs who are not working toward the learning standards or learning outcomes of the provincial curriculum or Board Authorized Courses. This curriculum is individualized goals or objectives as outlined in an IEP.

“Promotion” results from an evaluation of the educational, emotional, physical and social progress of a student leading to placement according to his/her achievement in a given level, grade or subject. Promotion means that a student has completed a level or grade or subject and is entitled to proceed to the next stage of learning.

“Self-assessment” is the process by which the student gathers information about and reflects on his or her own learning. It is the student’s own assessment of personal progress in knowledge, skills, processes, or attitudes. Self-assessment leads a student to a greater awareness and understanding of himself or herself as a learner.

“Subject” is a discrete discipline with its own set of learning outcomes/learning standards within the school curriculum.

Responsibility Centre: Assistant Superintendents
References: School Act, Section 103



STUDENT PROMOTION, COMMUNICATING STUDENT LEARNING AND REPORTING

PREAMBLE

The district needs to have a policy that clearly sets out procedures for student promotion, communicating student learning and reporting.

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STUDENT PROMOTION, COMMUNICATING STUDENT LEARNING AND REPORTING**REGULATIONS:**1. Student Promotion

- 1.1 Promotion of students in Kindergarten to Grade 7 shall be by grade, Grades 8 -12 by subject.
- 1.2 Placement of students should be based on information derived from a systematic, continuous evaluation of their educational growth and development, which includes:
 - 1.2.1 Classroom evaluation practices.
 - 1.2.2 Classroom, school and district testing programs.
 - 1.2.3 Demonstrated basic competence for the course or grade and readiness for the subsequent course or grade.
 - 1.2.4 Consideration of other information based on the social, emotional and physical development of students.
- 1.3 The principal of a school has discretionary authority to place students with deficiencies or lacking readiness for course, grade or program requirements.
- 1.4 Progress through the Kindergarten, primary and intermediate grades normally requires eight years. The decision for a student to advance or repeat a grade or subject will be made in the best interests of that student by the teacher(s), parent/guardian(s) and principal. The final decision on a child's placement will be the responsibility of the school principal.
- 1.5 The principal will ensure that students and their parent/guardian(s) are provided with information on the criteria for promotion in each appropriate subject or grade.

2. Student Reporting

- 2.1 During the school year, Boards of Education must communicate student learning to parent/guardian(s) a minimum of five times throughout the year. Communication of student learning and reporting, describing students' school progress will be timely and responsive throughout the year, following district policies and procedures.
- 2.2 In Grades K-7 Communication of student learning will provide parent/guardian(s) with information about students' progress in relation to the learning standards of the curriculum. Parent/guardian(s) will receive information that describes:
 - 2.2.1 What the student is able to do.



STUDENT PROMOTION, COMMUNICATING STUDENT LEARNING AND REPORTING

- 2.2.2 The areas in which the student requires further attention or development.
- 2.2.3 Ways to support the students in their learning.
- 2.2.4 How the student approaches their learning.
- 2.3 Communication to parent/guardian(s) will include:
 - 2.3.1 A year end Summative Report to parent/guardian(s) regarding the learning of the curriculum in all areas of learning as set out in the Required Areas of Study Ministerial Order.
 - 2.3.2 Minimum of 4 other forms of communicating student learning as outlined in School District No. 57's Guidelines and Procedures document, 2 of which must be in written form.
 - 2.3.3 Grades K-7 will use a proficiency scale to inform parent/guardian(s) of the level of performance in relation to the learning standards and expectations for the student's age/grade.
 - 2.1.3.1 Proficiency scale will be:
 - a) Emerging
 - b) Beginning
 - c) Developing
 - d) Applying
 - e) Extending
- 2.4 The focus will be on communicating progress; letter grades at the Grades 4-7 levels will not be communicated on all updates. (Parent/guardian(s) may request letter grades following a progress update).
- 2.5 In Grades 8 and 9, formal reports will include letter grades and written reporting comments, where deemed appropriate, to indicate students' levels of performance in relation to the learning standards of the curriculum in all areas of learning as set out in the Required Areas of Study Ministerial Order.



STUDENT PROMOTION, COMMUNICATING STUDENT LEARNING AND REPORTING

- 2.6 Summative reporting for Grades K-3
- 2.6.1 At the end of the school year or when a student moves, Boards must provide a written summative report to parent/guardian(s). Summative reports will use descriptive written comments that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out in the Required Areas of Study Ministerial Order.
- 2.6.2 Summative reporting will include a final indicator of proficiency in relation to grade level expectations or goals and outcomes as indicated in an IEP.
- 2.6.3 Summative reporting will also include a student self-assessment of core competencies, with teacher support.
- 2.7 Summative reporting for Grades 4-9
- 2.7.1 At the end of the school year or when a student moves, Boards must provide a written summative report to parent/guardian(s). Summative reports will include letter grades and use descriptive written comments that address the student's progress in relation to the learning standards of the curriculum in all areas of learning as set out in the Required Areas of Study Ministerial Order.
- 2.7.2 Summative reporting will include a final letter grade or final indicator of proficiency in relation to grade level expectations or goals and outcomes as indicated in an IEP.
- 2.7.3 Summative reporting will also include a student self-assessment of core competencies, with teacher support.
- 2.8 In Grades 10 to 12, formal reports will include letter grades, percentages and written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning outcomes set out in the curriculum for each course or subject and grade.
- All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.



STUDENT PROMOTION, COMMUNICATING STUDENT LEARNING AND REPORTING

2.9 Letter grades and definitions are as follows:

- “A” = (86%-100%) Excellent or Outstanding Performance in relation to learning outcomes.
- “B” = (73-85%) Very Good Performance in relation to learning outcomes.
- “C+” = (67-72%) Good Performance in relation to learning outcomes.
- “C” = (60-66%) Satisfactory Performance in relation to learning outcomes.
- “C-“ = (50-59%) Minimally Acceptable Performance in relation to learning outcomes.
- “I” = No demonstration of minimally acceptable performance in relation to learning outcomes in this reporting period.
- “F” = No demonstration of minimally acceptable performance in relation to the learning outcomes for the course.
- “W” = Student has withdrawn from the course.
- “SG” = Standing Granted. Acceptable level of performance through normal requirements not completed.
- “TS” = Transfer Granted. Standing is granted based on records from an institution other than a school.
- “RM” = Requirements Met (for use with Graduation Transitions only)

2.10 An “I” may be used at any time during the school year to alert parent/guardian(s) that a student is having problems meeting the expected learning outcomes. The reporting symbol “I” may be used on informal and formal reports.

2.11 When an “I” has been assigned:

2.11.1 The student and parent/guardian(s) must be informed and must be provided with an opportunity to consult with teachers about the problems the student is having and possible solutions.

2.11.2 Teachers must be prepared to identify what the problems are and specify plans of action to address the problems that give the student opportunities to achieve the learning outcomes.



STUDENT PROMOTION, COMMUNICATING STUDENT LEARNING AND REPORTING

- 2.12 The “I” letter grade must be converted to another letter grade:
- 2.12.1 Before a student’s 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.
 - 2.12.2 When letter grades are recorded on the permanent student record card.
 - 2.12.3 Before submission of Grade 10, 11 and 12 marks to the Ministry of Education for inclusion on student transcripts.
- 2.13 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.
- 2.14 Students with Special Needs (all grades)
Where students with special needs are expected to achieve or surpass the learning curriculum standards or learning outcomes of their learning program, regular reporting procedures will be used to indicate progress.

Where it is determined that a student with special needs is not capable of achieving the learning standards or learning outcomes of provincial or Board Authority Authorized curriculum, and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her Individual Education Plan (IEP). Reporting to parent/guardian(s) will be in relation to these specific individual goals as they relate to each XSIEP or LD (locally developed non-credit) course in which the student may be enrolled. It may not be appropriate to provide letter grades to all students.

- 2.15 Students on Modified Curricula (all grades)

For students with special needs who are not working toward the learning standards or learning outcomes of the curriculum but rather toward individualized goals or objectives in an IEP, the most appropriate form of reporting for the student should be determined by the School Based Team.

If letter grades are used, it should be stated in the body of the student progress report that the grade is given in relation to the individualized goals and objectives and not in relation to provincial or Board Authority Authorized curriculum standards and core competencies.



STUDENT PROMOTION, COMMUNICATING STUDENT LEARNING AND REPORTING

2.16 ELL and FLL Students (all grades)

Where an English language learner, or a French language learner in a Francophone program, is following the learning standards or learning outcomes of the provincial curriculum or a local program, regular reporting procedures are used to show progress.

Where these students are not following the learning standards or learning outcomes of the curriculum, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

2.17 When an IEP is provided, the Board must ensure that the principal offers to a parent of the student, or, where appropriate, the student, the opportunity to be consulted about the preparation of the IEP.

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