



What to report on

Students are assessed in relation to the learning standards set out in the B.C. curriculum or, in very select cases, the individualized learning goals outlined in their Individual Education Plan (IEP).

While student behaviour and attendance may need to be communicated to parents and caregivers, they are communicated separately from communications about students' learning in relation to the learning standards.

Student behaviour should not contribute to a student's overall mark in an area of learning (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time, etc.), but should be described in the descriptive feedback.

Learning is continuous

Averaging marks over a term, semester, or year does not provide an accurate picture of student learning. Learning is continuous. Therefore, learning demonstrated close to the communication of student learning will be the most reflective of student proficiency and should be used as the strongest evidence of learning when deciding on a proficiency scale indicator or letter grade and percentage.



Criteria and Considerations for Written Reports

Support for Educators

The purpose of reporting

The primary purpose of student reporting is to effectively communicate with students, parents, and caregivers about where students are in their learning, what their next steps are, and how they can work together with teachers to support the students' ongoing learning journeys.

We are modernizing reporting so that:

- students participate in conversations that involve them more deeply in their learning
- parents and caregivers are well informed about their child's learning and understand ways to support and further their child's learning
- teachers have the flexibility to meaningfully communicate with students, parents, and caregivers
- report cards align with the redesigned provincial curriculum

The written Learning Update and Summary of Learning

Over the course of a school year, parents and caregivers should expect to receive 5 Learning Updates; 3 Written Learning Updates, and 2 Informal Learning Updates, such as parent-teacher conferences. Each written Learning Update and Summary of Learning include:

- Communication of student learning in relation to the learning standards in all current areas of learning, using the Provincial Proficiency Scale (Grades K-9) or letter grades and percentages (Grades 10-12)
- Feedback describing student strengths, areas for future growth, and opportunities for further development
- Student-generated content, including self-reflection on the Core Competencies and goal setting
- Information about student attendance

Note: The Summary of Learning in Grades 10-12 also includes a graduation status update.

Proficient is the goal for all students

When a student demonstrates the expected learning in relation to the learning standards for an area of learning or the individualized learning goals outlined in their IEP, they are Proficient.

For a full description of each proficiency scale indicator, see the [K-12 Student Reporting Guidelines](#).

Inclusive reporting

A student who uses assessment supports should not be assessed automatically as Emerging, Developing, or at a lower letter grade and percentage.

The student should be assigned a proficiency scale indicator or letter grade and percentage according to the learning they have demonstrated.

Descriptive feedback

- Highlights areas of growth in relation to the learning standards
- Clearly communicates areas for future growth and provides strategies to further learning
- Is strengths based
- Is concise and doesn't need to summarize the learning standards or a teacher's lesson plans
- Uses family-friendly language
- Includes feedback on student learning habits and engagement

Self-reflection of Core Competencies and goal-setting

Student self-reflection aligns with the intent of the provincial curriculum to make students active participants in their learning by working towards personalized goals. Student self-reflection on Core Competencies and goal setting is not assigned a proficiency scale indicator or letter grade and percentage.

The written Learning Updates and Summary of Learning should include information on where parents and caregivers can learn more about their child's goals and ongoing self-reflection on Core Competencies.