

4.17 STUDENT ACHIEVEMENT AND REPORTING

Purpose:

To clarify Bella Bella Community School's procedures regarding student assessment and achievement reporting to parents/guardians

Scope:

All administrators, teachers, students and parents.

Policy:

All administrators, teachers, students and parents are familiar with Bella Bella Community School's grading scales and reporting procedures.

Procedure:

The Bella Bella Community School is committed to evaluating and communicating student learning to parents in ways that are meaningful and transparent. The Board's policy for communicating student learning is based upon Ministerial Orders and regulations authorized under the *School Act*. See the following Ministerial Orders and regulations:

- 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 \(PDF\)](#)
- Regulation 265/89, the [School Regulation \(PDF\)](#)

Provincial policies for communicating student progress require that parents or legal guardians be provided with both three formal written (one of which must be a summative report at the end of the school year or semester) and two informal reports describing students' school progress, each year.

Grade K-3

For the following areas of learning, the three formal reports will include a performance scale and descriptions of progress in relation to the learning standards set out in the curriculum:

- English Language Arts or
- Mathematics
- Science
- Social Studies
- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative formal report at the end of the year will also include descriptions of progress in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support.

Grades 4 – 5

For the following areas of learning, formal reports will include letter grades and written reporting comments to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- English Language Arts or
- Mathematics
- Science / Sciences
- Social Studies
- Physical and Health Education
- Arts Education
- For Grades 5, Haítzaqv Language

For the following areas of learning, the three formal reports will use written reporting comments, or a performance scale accompanied by written reporting comments, to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Physical and Health Education
- Arts Education.

For the following areas of learning, the summative report will also include written reporting comments, or a performance scale accompanied by written reporting comments, to indicate students' levels of performance in relation to the learning standards set out in the curriculum:

- Applied Design, Skills and Technologies
- Career Education.

The summative report will include student self-assessment of the core competencies, with teacher support as appropriate for the student.

Grades 6-9

In Grades 6-9, 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 set out in the curriculum for the following areas of learning:

- English Language Arts
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education
- For Grades 6, 7 and 8, Haítzaqv Language

The summative report at the end of the school year or semester will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Grades 10 - 12

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. The successful completion of a course numbered 10, 11 or 12 requires a minimum of a C- grade.

When students are meeting the Prescribed Learning Outcomes of the Graduation Transitions Program, a comment of "**Meeting requirement**" will be made on the term and final reports. A comment of "**Not meeting requirement**" will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a "Not meeting requirement" comment is made, it is recommended that a further comment is made to outline a plan for the student to meet the requirement.

Upon successful attainment of the Graduation Transitions Program, "**Requirement Met (RM)**" will be recorded on the student's transcript.

All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.

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 parents will be in relation to these specific individual goals as they relate to each XSIIEP 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.

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.

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.

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 problems 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.

*ORIGINAL POLICY JULY 18, 1978
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UPDATED: approved by BBCSS*