

## 4.17 STUDENT ACHIEVEMENT AND REPORTING

### **Policy Statement (Ministry of Education and Childcare statement)**

Meaningful and flexible communication of student learning across British Columbia's K-12 school system ensures parents/guardians and students are informed about student learning.

The K-12 Student Reporting Policy (the "Policy") outlines the requirements for communicating student learning: it requires concise Descriptive Feedback in clear and accessible language to ensure students and families understand where the student is at in their learning and areas for further growth. The Policy also requires Student Self-Assessment of Core Competencies and Student Goal Setting as part of the reporting process. For Grades K-9, the Policy requires the use of the Provincial Proficiency Scale, while for Grades 10-12, the Policy requires the use of letter grades and percentages. For Grades 10-12 a graduation status update is needed on the Summary of Learning at the end of the year. All learners benefit from individualized descriptive feedback and personal involvement in the assessment process.

Communication of student learning is ongoing throughout the year. This Policy is designed to ensure BBCCS has the freedom and flexibility to communicate about student learning in a way that best meets the needs of students; this includes communication with students and parents/guardians that is inclusive, accessible, and culturally responsive.

Teachers provide timely feedback to parents/guardians and/or students that is responsive to student needs. The communication between home and school can take many forms. However, during the school year students and parents/guardians will receive at least five communications of student learning. At least three communications will be written as a Written Learning Update or Summary of Learning. At least two of these communications will be in the form of an Informal Learning Update. This ensures all parents/guardians and students in the province receive regular, informative updates on where the child is at in their learning and areas of further development.

### **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 dedicated to meaningful and transparent communication of student learning, adhering to the K-12 Student Reporting Policy of British Columbia. This Policy mandates concise Descriptive Feedback, Student Self-Assessment of Core Competencies, and Student Goal Setting to ensure parents/guardians and students are well-informed about

progress and areas for growth. For Grades K-9, the Provincial Proficiency Scale is used, while Grades 10-12 use letter grades and percentages, including a graduation status update at year-end. The Policy, inclusive of all learners, requires at least five communications of student learning annually: three written (one being a summative report) and two informal. These updates ensure regular, clear, and culturally responsive communication, with the Bella Bella Community School aligning with Ministerial Orders and regulations for comprehensive student progress reporting. See the following Ministerial Orders and regulations:

School Regulation, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)  
Ministerial Order 93/22, [the Graduation Program Order \(PDF\)](#)  
Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)  
Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)  
Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)  
Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)  
Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)  
Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)

As specified by the Learning Update Order, Bella Bella Community School will provide all students and parents/guardians with at least five reports during the school year—four Learning Updates (two Informal Learning Updates and two Written Learning Updates) and one Summary of Learning that describes student learning in relation to the curriculum's Learning Standards.

The Required Areas of Study Order (grades K-9) or Graduation Program Order (grades 10-12) outlines the Areas of Learning that must be instructed and reported on throughout the school year for each grade. Bella Bella Community School will implement reporting practices that reflect our community's needs, ensuring each student receives a comprehensive educational program aligned with these orders and the Policy.

### **Learning Updates**

Learning Updates provide meaningful and timely information to students and parents/guardians about student learning within the Provincial Curriculum's learning standards. These updates are formative in nature.

During the school year, parents/guardians will receive at least 4 Learning Updates (2 Informal Learning Updates and 2 Written Learning Updates). Bella Bella Community School Administration will determine the methods for informal communication with students and parents/guardians, which may include student-led conferences, telephone calls, conferences, e-mails, interim report summaries, and other means.

The 2 Written Learning Updates must meet the following content requirements:

### **Grades K-9**

- Communication of learning in each Area of Learning currently being studied, using the Provincial Proficiency Scale.

- Descriptive Feedback on areas of significant growth and opportunities for further development.
- Information about student attendance.
- Student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting.

### **Grades 10-12**

- Communication of learning in each learning area currently being studied, using letter grades and percentages.
- Descriptive Feedback on areas of significant growth and opportunities for further development.
- Information about student attendance.
- Student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting.

### **Summary of Learning**

As specified by the Learning Update Order, the school will provide a final written *Summary of Learning* to parents/guardians at the end of the school year. The *Summary of Learning* will use clear and accessible language to provide information about student learning in relation to the Learning Standards of the BC Provincial Curriculum.

### **Grades K-9**

For grades K-9, the *Summary of Learning* must include:

- a summary of student learning in all learning areas studied during the school year using the *Provincial Proficiency Scale*;
- summary *Descriptive Feedback* on areas of significant growth and opportunities for further development;
- information about student attendance; and
- student-generated content, including *Student Self-Assessment* of the *Core Competencies* and *Student Goal Setting*.

### **Grades 10-12**

For grades 10-12, the *Summary of Learning* must include:

- a summary of student learning in all learning areas studied during the school year using letter grades and percentages;
- summary *Descriptive Feedback* on areas of significant growth and opportunities for further development;
- information about student attendance;
- student-generated content including *Student Self-Reflection* of the *Core Competencies* and *Student Goal Setting*; and a graduation status update indicating student progress within graduation program requirements.

### **Graduation Status Update**

The graduation status update provides parents/guardians, and students the information they need to ensure graduation requirements are met.

The graduation status update must include:

- the graduation requirements as outlined in the Graduation Program Order;
- indication of a student's progress toward meeting those requirements;
- a student's completion of any Provincial assessments; and
- what graduation program students are on.

For students who are working on a School Completion Certificate (Evergreen) their graduation status update needs to indicate that the student is working towards a British Columbia School Completion Certificate (Evergreen Certificate) and listing the courses and programs in which the student is participating.

### **Insufficient Evidence of Learning**

As defined in the Provincial Letter Grades Order, the "IE" reporting symbol will be used to inform parents/guardians when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum. The "IE" symbol is temporary and indicates that further information is required before students can be evaluated.

When an "IE" reporting symbol has been assigned, teachers must identify:

- The problem or problems preventing the student from providing sufficient evidence of learning.
- A plan of action to help the student provide sufficient evidence of learning.
- A timeline for converting the "IE" to another indicator or letter grade.

An "IE" (Insufficient Evidence of Learning) must be converted to another indicator or letter grade:

- When letter grades or indicators are recorded in the permanent student record.
- Before submission to the ministry for inclusion on the student's transcript of grades.
- Before a student's records are transferred to another school, unless there is agreement between the principals of the two schools to defer the conversion of the "IE" letter grade.
- In any event, within 12 months of being assigned.

*ORIGINAL POLICY JULY 18, 1978  
ORIGINALLY POLICY 5012  
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