

## ASSESSMENT AND REPORTING

### Background

This Administrative Procedure includes objectives and principles for assessing, and reporting student progress. It provides an overview of District and Ministry philosophies of how assessment and reporting can support student learning.

### Procedures

1. The primary goal of student assessment is to provide authentic and timely feedback to support student growth and teacher instruction.
2. Students and parents/guardians have the right to ongoing assessment and reporting information that provides an authentic understanding of student strengths and areas of needed growth.
3. The Principal, in consultation with the staff, is responsible for the development of overall school procedures on the assessment and reporting of student learning.
4. The District is responsible for ensuring that school assessment procedures reflect District values and comply with the *School Act* and Ministerial Orders.
5. The school and District are required to review information about student assessment and reporting to determine future directions for staff professional development and strategies to support student learning.
6. Assessment shall:
  - 6.1. Reflect the British Columbia Curriculum.
  - 6.2. Be strength-based and differentiated.
  - 6.3. Make the purpose of the assessment clear to the learner.
  - 6.4. Be accessible to all learners, including those with unique needs.
  - 6.5. Include assessment 'of' and 'for' learning.
  - 6.6. Involve students in setting personal goals for learning and monitoring their progress through self-assessment and reflection.
7. Reporting shall:
  - 7.1. Occur at least 5 times per school year – 4 Learning Updates (2 Informal Learning

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- Updates and 2 Written Learning Updates) and 1 Summary of Learning as stipulated by the *School Act*. Decisions about the timing of reports may be made at the school level.
- 7.2. Include Descriptive Feedback, along with the Provincial Proficiency Scale in grades K-9 and letter grades and percentages in grades 10-12 to provide students and parents/guardians with a clear understanding of both what students can already do and areas for future growth.
  - 7.3. Include information about student attendance, student behavior, and learning habits and engagement.
  - 7.4. Include information about student-generated content in the form of Student Self-Reflection of the Core Competencies and Student Goal Setting.
  - 7.5. In grades 10-12, include in the last report of the year the graduation status update providing a snapshot of student's progress towards obtaining credits and graduation assessments needed for graduation based on their graduation path.
8. Learning Updates
- 8.1. During the school year, parents/guardians must be provided with at least 4 Learning Updates (2 Informal Learning Updates and 2 Written Learning Updates).
  - 8.2. Two conferences are scheduled each year to communicate student progress informally with parents/guardians. Parents/guardians unable to attend scheduled conferences will receive an Informal Learning Update via another means which may include, but are not limited to telephone calls, e-mails, or other means.
  - 8.3. For grades K-9, the Written Learning Updates provided during the school year must include:
    - communication of learning in each Area of Learning currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale;
    - Descriptive Feedback on areas of significant growth and opportunities for further development;
    - information about student attendance; and
    - student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting.
  - 8.4. For grades 10-12, the Written Learning Updates provided during the school year must include:
    - communication of learning in each learning area currently being studied in relation to the Learning Standards, using letter grades and percentages;
    - Descriptive Feedback on areas of significant growth and opportunities for further development;
    - information about student attendance; and
    - student-generated content including Student Self-reflection of the Core Competencies and Student Goal Setting.



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### 9. Summary of Learning

9.1. During the school year, parents/guardians must be provided with 1 written Summary of Learning at the end of the school year or semester.

9.2. The Summary of Learning will use clear and accessible language to provide information about student learning in relation to the Learning Standards of the Provincial Curriculum.

9.3. 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.

9.4. 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 in relation to graduation program requirements.

### 10. Graduation Status Update

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

10.2. The graduation status update must include:

1. the graduation requirements as outlined in the [Graduation Program Order](#);
2. indication of a student's progress toward meeting those requirements;
3. a student's completion of any Provincial assessments; and
4. what graduation program students are on.

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### 11. Insufficient Evidence of Learning

- 11.1. "IE" 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. It is accompanied by a plan of action to help the student provide sufficient evidence of learning and a timeline for converting the "IE" to another indicator or letter grade.

### 12. Standing Granted

- 12.1. Standing Granted may be used in situations when completion of normal requirements is not possible but sufficient evidence of learning has been demonstrated to grant standing for the area of learning and grade. It may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by the Principal.

### 13. Inclusive Education

- 13.1. All students, including those who may also have individual learning goals identified in a document such as an Individual Education Plan (IEP) will receive communications of their learning in the same format, and on the same schedule as their peers.
- 13.2. Where a student with a disability or diverse ability is following the Learning Standards the provincial curriculum or a local program, regular reporting procedures are used to communicate student learning.
- 13.3. There will be rare occasions where students with significant cognitive disabilities and diverse abilities are assessed and evaluated only on individualized learning goals as outlined in their Individual Education Plan (IEP), and not the Learning Standards of the curriculum for the course or grade they are enrolled. In these instances, written feedback is required that clearly explains the student's progress made towards their individualized learning goals and areas for further growth.
- 13.4. If a scale indicator or a letter grade and percentage are used on Written Learning Updates and the Summary of Learning, it must be noted that the student is being evaluated in relation to their individualized learning goals as outlined in their IEP and not the Learning Standards of the curriculum for the course or grade for which they are enrolled.

### 14. Local K-12 Student Reporting Policy

- 14.1. Educators wishing to develop their own format for reporting student progress must provide a student reporting and assessment plan to the Director of Instruction (Curriculum, Assessment, and Reporting) for approval prior to the first reporting period. Decisions must be communicated to students and parents prior to the first reporting period.



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Reference: Sections 17, 20, 22, 65, 85, *School Act*  
School Regulation 265/89  
Graduation Program Order MO93/22  
Special Needs Students Order MO150/89  
Permanent Student Record Order MO190/91  
Learning Update Order MO184/23  
Provincial Letter Grades Order MO192/94  
Education Program Guide Order MO231/19  
Required Areas of Learning in and Education Program Order MO295/95  
Individual Education Plan Order 638/95

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