

<b>Section:</b>	<b>Students &amp; Instruction</b>	
<b>Title:</b>	<b>Assessment, Evaluation and Student Reporting</b>	<b>4.5.1</b>

The Board of Education will establish standards for fair and accurate assessment that support the district's student achievement goals.

The Board of Education's policy for reporting student progress is based upon regulations authorized under the *School Act, Ministerial orders and District Directives*.

### Guiding Principles

- The primary purpose of assessment is to improve student learning and inform teaching practice.
- Assessment practices will be fair and equitable for all students.
- Communication about assessment will be ongoing, clear and meaningful.
- Professional staff development and collaboration will support assessment.
- Parents, staff and students are involved in the assessment process.
- Assessment practices will be regularly reviewed and refined.
- Effort marks will be separate from academic assessment marks.

### Standard of Fair Student Assessment

- Provide students with appropriate, multiple and varied opportunities to demonstrate the knowledge, skills, attitudes and behaviours being assessed.
- Inform students in advance of the basis and criteria for assigning letter grades.
- Use methods that should be appropriate for and compatible with the purpose and context of the assessment.
- Use both formative and summative student assessment activities to address the following areas:
  1. The use of school-based formative assessments 'as' and 'for' learning to inform classroom instruction and improve student learning;
    - 1.1 Assessments 'for' learning seek and interpret evidence for teachers and students to use in order to know where learners are, where they need to go and how to get there.
    - 1.2 Assessments 'as' learning involve the purposeful use of assessment activities to directly inform learning e.g. developing the criteria for assessment with the students and then examining work in progress to judge what is needed next.
  2. The use of summative assessments of learning to inform classroom instruction, improve student learning, and to indicate where a student's performance is in relation to the learning outcomes;
- Minimize sources of bias and distortion that can lead to inaccurate assessment.
- Demonstrate that the procedures for judging or scoring performance are consistently applied and monitored.
- Collect and retain sufficient information to make informed decisions.
- Provide communication that is clear, accurate, and of practical value to parents, students and staff.
- Align assessment with the prescribed learning outcomes specified in Integrated Resource programs (IRPs).
- Align assessment with established assessment practice, including Performance Standards, District Assessment, Foundation Skills Assessment (FSA), or the student's Individual Education Plan (IEP), Individual Modified Plan (IMP) and Individual Adapted Program (IAP).

### Student Reporting and Placement

Parents or legal guardians will be provided with regular written reports of student progress and will be offered the opportunity to meet directly with the teacher for an individual interview in order to discuss the contents of the student progress report.

## General Guidelines

Student reporting must:

- Communicate to the parents or guardians, students and teachers.
- Communicate if student is following an adapted or modified program in any area.
- Comply with the *School Act and Ministry of Education policy*.
- Communicate what the student is able to do, areas which require further attention or development and ways of supporting the student.

Student reporting should:

- Personalize the uniqueness of individual students, indicate strengths and successes, and include comments about ways for students to improve and what the teacher, parent and student can do.
- Ensure information regarding how well student is doing relative to grade level expectations and prescribed learning outcomes based on a set of widely held assessment criteria.
- Provide accurate information on work habits.
- Build on conversations already held with parents.
- Minimize use of jargon – be precise and concise.

Following is an outline of the general guidelines and specific directions for reporting on each subject area. These guidelines are annotated on the report card samples from the [Ministry website \(make this a link\)](#)

For sample report cards for grade K-3, [click here](#).

## Student Reporting Guidelines Grades K-3

- Parents or guardians will be provided with a minimum of three formal written reports and two informal reports each school year.
- Formal written reports will be made on a [form ???](#) approved by the Board of Education.
- One of the formal written reports will be made at the end of the school year.
- Formal written reports and informal reports must describe to parents or guardians, student progress as related to the outcomes identified in the IRPs.
- Letter grades are not used in the primary grades K-3.
- Formal reports will include a description of student attitudes, work habits and effort. For K-3, written comments about behaviour, attitude and effort must be included in every formal report.
- Formal written reports must follow the specific requirements in the *Student Progress Report Order (Ministerial Order 191/94 [M191/94])*, and both formal and informal reports must be accordance with the *Ministry of Education Student Reporting Policy*.
- Parents (guardians) have the opportunity to meet with teachers for conferences at least twice each school year.
- A copy of formal reports and a record of informal reports (including information reports communicated orally) must be kept in the student file (see [Student Records Administrative Procedure #316](#)). For informal reports, the date of the report, type of report and topic(s) of discussion must be kept.

- At the end of each school year, a progress description must be entered on each student's Permanent Record Card.

### Student Reporting Guidelines Grades 4-7

- Parents or guardians will be provided with a minimum of three formal written reports and two informal reports each school year.
- Formal written reports will be made on a [form](#) approved by the Board of Education.
- One of the formal written reports will be made at the end of the school year.
- Formal written reports and informal reports must describe to parents or guardians, student progress as related to the outcomes identified in the IRPs.

Following is an outline of the general guidelines and specific directions for reporting on each subject area. [Is there a ministry link for these?](#) These guidelines are annotated on the [attached report card samples](#).

Formal reports for each student in Grades 4 – 7 must:

- Provide letter grades to indicate the students' level of performance in relation to the expected learning outcomes for each course/subject and grade.
- Letter grades will be used in grades 4 – 12 in accordance with the *Provincial Letter Grades Order (Ministerial Order 192/94 [M194/94])* and the *Ministry of Education Student Reporting Policy*.
- Include written reporting comments describing what the student is able to do; areas that require further attention, and ways of supporting learning for the student.
- Include written comments that describe student behavior, including work habits, attitudes, effort, and social responsibility.
- Formal reports will include a description of student attitudes, work habits and effort.
  - For grades 4 – 12, symbols "G, S, N" must be used to describe attitude, effort and work habits for each subject. (A definition of those terms will be printed on parent signature cards.
- Language Arts will be reported as one letter grade, which will reflect achievement in various aspects of creating, understanding and responding to communications.
- Grades 4 – 12 French Immersion students will receive both a French and an English Language Arts letter grade.
- Daily Physical Activity (DPA) – Must be reported 3 times per year as (M) Meeting Requirement or \*(NM) Not Meeting Requirement. *\*Recommended that a further comment is added to outline a plan for the student in meet the requirement.*
- Fine Arts will be reported as one letter grade – disciplines may be identified in the body of the written report.
- Formal written reports must follow the specific requirements in the *Student Progress Report Order (Ministerial Order 191/94 [M191/94])*, and both formal and informal reports must be in accordance with the *Ministry of Education Student Reporting Policy*.
- Parents (guardians) have the opportunity to meet with teachers for conferences at least twice each school year.
- A copy of formal reports and a record of informal reports (including information reports communicated orally) must be kept in the student file (see [Student Records Administrative Procedure 2.1.1](#)). For informal reports, the date of the report, type of report and topic(s) of discussion must be kept.
- At the end of each school year, a progress description must be entered on each student's Permanent Record Card.

## Adapted/Modified Programs

For students with special needs on an adapted/modified curriculum schools are expected to:

- Inform parents on the written report if their child is following an adapted/modified curriculum with outcomes significantly different than the student's grade.
- Use written reporting comments to report how well students have succeeded in meeting the goals and objectives of their Individual Education Plan (IEP).
- Use letter grades to report student progress when students are working on the learning outcomes of the curriculum.

## Use of the "I" Letter Grade

An "I" may be assigned at any time during the school year and is not restricted to formal or informal reports.

When an "I" reporting symbol has been assigned:

- Students and parents must be informed using the "I" ([Incomplete / In Progress Symbol](#)) Reporting form and must be provided with an opportunity to consult with the teacher.
- The teacher must be prepared to identify what the problem is and specify a plan of action to help the student achieve the learning outcomes.

An "I letter grade and intervention plan" may be communicated in a variety of ways, including in writing, verbally by telephone, or in a meeting involving the teacher, parent and student. Teachers need to ensure a written record of the "intervention Plan" developed is kept on file.

The "I" letter grade must be converted to another letter grade:

- Before student records are transferred to another school, unless there is agreement between the principals to defer conversion of the "I" reporting symbol.
- When the letter grades are recorded on the permanent student record card.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned.

## Student Reporting Guidelines Grades 8 – 12

- Parents or guardians will be provided with a minimum of three formal written reports and two informal reports each school year.
- Formal written reports will be made on a form approved by the Board of Education.
- One of the formal written reports will be made at the end of the school year.
  - Grades 8 to 12 students will receive a formal written report card at the end of each of the formal reporting periods.
- Formal written reports and informal reports must describe to parents or guardians, student progress as related to the outcomes identified in the IRPs.

Following is an outline of the general guidelines and specific directions for reporting on each subject area. These guidelines are annotated on the report card samples from the [Ministry website](#)

Formal reports for each student in Grade 8 – 12 must:

- Provide letter grades and written reporting comments, where deemed to be appropriate, to indicate the students' level of performance in relation to the expected learning outcomes for each course/subject and grade.
- Formal reports will include a description of student attitudes, work habits and effort.
  - For grades 4 – 12, symbols “G, S, N” must be used to describe attitude, effort and work habits for each subject. (A definition of those terms will be printed on parent signature cards.)
- Provide percentages along with letter grades for students in grade 10 – 12.
- Provide a description of the student's social responsibility behavior.
- Daily Physical Activity (DPA) – Must be reported 3 times per year as (M) Meeting Requirement or \*(NM) Not Meeting Requirement. *\*Recommended that a further comment is added to outline a plan for the student in meet the requirement.*
- Formal written reports must follow the specific requirements in the *Student Progress Report Order (Ministerial Order 191/94 [M191/94])*, and both formal and informal reports must be in accordance with the *Ministry of Education Student Reporting Policy*.
- Parents (guardians) have the opportunity to meet with teachers for conferences at least twice each school year.
- A copy of formal reports and a record of informal reports (including information reports communicated orally) must be kept in the student file (see [Student Records Administrative Procedure 2.1.1](#)). For informal reports, the date of the report, type of report and topic(s) of discussion must be kept.
- At the end of each school year, a progress description must be entered on each student's Permanent Record Card.

## Adapted/Modified Programs

For students with special needs on an adapted/modified curriculum schools are expected to:

- Inform parents on the written report if their child is following an adapted/modified curriculum with outcomes significantly different than the student's grade.
- Use written reporting comments to report how well students have succeeded in meeting the goals and objectives of their Individual Education Plan (IEP).
- Use letter grades to report student progress when students are working on the learning outcomes of the curriculum.

## Use of the “I” Letter Grade

An “I” may be assigned at any time during the school year and is not restricted to formal or informal reports.

When and “I” reporting symbol has been assigned:

- Students and parents must be informed using the [“I” \(Incomplete / In Progress Symbol\) Reporting](#) form and must be provided with an opportunity to consult with the teacher.
- The teacher must be prepared to identify what the problem is and specify a plan of action to help the student achieve the learning outcomes.

An “I letter grade and intervention plan” may be communicated in a variety of ways, including in writing, verbally by telephone, or in a meeting involving the teacher, parent and student. Teachers need to ensure a written record of the “intervention Plan” developed is kept on file.

The “I” letter grade must be converted to another letter grade;

- Before student records are transferred to another school, unless there is agreement between the principals to defer conversion of the “I” reporting symbol.
- When the letter grades are recorded on the permanent student record card.
- Before submission of grades 10 – 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.

## Placement Statements

### Elementary

Decisions on promotions are a joint responsibility of the principal and teachers in consultation with the parents (guardians) and, where appropriate, the student. Final responsibility rests with the principal.

- Kindergarten to Grade 2 – *“Continuing in the Primary Program”*.
- Grade 3 – *“Continuing to the Intermediate Program”*.
- Grades 4 to 7 – *“Assigned to Grade \_\_\_\_”*.
- Grades 4 to 7 regular program without Letter Grades – *“At parent’s (guardian’s) request, letter grades have been communicated orally through a conference”*.
- Grades K to 7 Designated Special Needs – *“This student’s achievement is measured against goals established in the student’s Individual Education Plan (IEP)”, or “Letter grades based upon the provincially prescribed curriculum are assigned for the following subject (s):” (See Special Education Policy)*.
- Grades K to 7 students on an Adapted/Modified program a special comment must appear in bold at the beginning of the report card that says *“With the approval of the parent (guardian) this student’s program has been adapted/modified”*.

### Secondary

Decisions on promotions are a joint responsibility of the principal and teachers in consultation with the parents (guardians) and, where appropriate, the student. Final responsibility rests with the principal.

- Grades 8 to 12 – *“Assigned to Grade \_\_\_\_”*.
- Grades 8 to 12 regular program without Letter Grades – *“At parent’s (guardian’s) request, letter grades have been communicated orally through a conference”*.
- Grade 8 to 12 Designated Special Needs – *“This student’s achievement is measure against goals established in the student’s Individual Education Plan (IEP)”, or “Letter grades based upon the provincially prescribed curriculum are assigned for the following subject(s):” (see Special Education Policy)*.

## Promotion and Retention

- Students generally take 13 years to graduate from secondary school.
  - In the primary years, students should not repeat a year. In grades 4 – 12, the decision to advance or repeat a grade or course will be made in the best interest of that student by the school principal in consultation with teachers and parents.
- Where a student is showing signs of not meeting expectations of a course or the grade level, intervention must be put in place.

- Students who are promoted without achieving expected learning outcomes in one or more areas must have an intervention strategy developed in consultation with the promoting teacher, receiving teacher, parent and school principal.
- Parents and students should be informed of the educational impact of adapted/modified programs on student's ability to access post-secondary education or training.

**Date Adopted:** June 2001

**Date Reviewed:** March 2010 (Combined AP 201 & 215) (Formerly Administrative Procedure #216)

**Date Amended:**

*Legal Reference: Ministry of Education Student Reporting Policy  
Provincial Letter Grades Order (Ministerial Order 192/94 [M192/94])  
Student Progress Report Order (Ministerial Order 191/94 [M191/94])*

*Cross Reference: [Assessment and Evaluation Administrative Procedure](#)  
[Special Education Administrative Procedure](#)  
[Student Records Administrative Procedure](#)*

*Resources: Addressing Student Differences: Next Steps (1997)  
Ministry of British Columbia Integrated Resources Packages (IRP)  
Ministry of British Columbia Performance Standards*