

ADMINISTRATIVE REGULATIONS

TITLE: STUDENT REPORTING

CATEGORY: EDUCATION

NUMBER: 1310

I. Rationale:

Effective student reporting procedures ensure that student progress is reported regularly and effectively to parents and that accurate records of student progress is maintained.

II. Reporting Procedures

As per the “Reporting Order” provided by the Ministry of Education effective July 1st, 2018, teachers will have the option of Schedule 1 (Written Reports) or Schedule 2. The critical elements of the “Order” is posted below for easy reference:

EXCERPT FROM STUDENT PROGRESS REPORT ORDER

Schedule 1 - Written Student Progress Reports

Student progress reports for kindergarten to grade 3

- 1** Written student progress reports for students in kindergarten to grade 3 must include
 - (a) a performance scale and reporting comments in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Physical and Health Education, and
 - (vi) Arts Education, and

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- (b) in relation to the report provided at the end of the school year,
 - (i) reporting comments in relation to the learning outcomes for the following subjects:
 - A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and
 - (ii) a student self-assessment on core competencies.

Student progress reports for grades 4 and 5

- 2** Written student progress reports for students in grade 4 and 5 must include
 - (a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:
 - (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
 - (ii) Mathematics
 - (iii) Science
 - (iv) Social Studies
 - (v) Physical and Health Education
 - (vi) Arts Education, and
 - (vii) a second language, if the student is enrolled in a second language course, and
 - (b) in the report provided at the end of the school year,

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- (i) reporting comments in relation to the learning outcomes for the following subjects:
 - A. Applied Design, Skills, and Technologies, and
 - B. Career Education, and
- (ii) a student self-assessment on core competencies.

3 For students in grades 4 and 5, a board may choose to provide letter grades to parents in a document other than a written student progress report.

Student progress reports for students in grades 6 to 9

4 Written student progress reports for students in grade 6 through 9 must include

(a) letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for the following subjects:

- (i) English Language Arts or, for students enrolled in a francophone education program or French immersion students, French Language Arts
- (ii) Mathematics
- (iii) Science
- (iv) Social Studies
- (v) Applied Design, Skills, and Technologies
- (vi) Career Education
- (vii) Physical and Health Education
- (viii) Arts Education, and
- (ix) a second language, if the student is enrolled in a second language course, and

(b) in the report provided at the end of the school year, a student self-assessment on core competencies.

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Grades 10 to 12 reports

5 (1) Student progress reports for students in grades 10 to 12 must, in relation to expected learning outcomes set out in the curriculum, contain

- (a) letter grades, and
- (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.

(2) Student progress reports for students to whom Ministerial Order 302/04, the Graduation Program Order, applies must, in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

(2.1) Boards must ensure that student progress reports for students working towards meeting the requirements of Graduation Transitions include comments on the student's progress in meeting the requirements in accordance with the Graduation Transitions Program Guide and DPA Program Guide.

(3) *REPEALED, M197/11 effective July 11, 2011*

Letter grades

6 For the purposes of sections 2, 3 and 4, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order.

Reporting Comments for Daily Physical Activity

7 For the purposes of section 5(1)(b) written reporting comments must be in accordance with the DPA Program Guide.

Student progress reports for ELL and IEP students

8 (1) In this section

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“IEP” means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

“ELL student” includes

- (a) a student who is receiving services to assist him or her in becoming proficient in English, and
- (b) a francophone student who is receiving services to assist him or her in becoming proficient in French,

“Students with special needs” means a student with special needs as defined in Ministerial Order 150/98, the Special Needs Order.

- (2) Sections 1, 2, 4 and 5 do not apply to student progress reports described in subsections (3) and (4).
- (3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student’s IEP.
- (4) Until an ELL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.
- (5) Student progress reports referred to in subsection (3) must contain
 - (a) a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, and
 - (i) where deemed to be appropriate by the teacher or principal, vice principal or director of instruction, written comments describing ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and

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(ii) the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or an ELL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

Schedule 2 - Alternative Student Progress Reporting

Board must provide policies to minister

1 Prior to the first report of the school year, the board must provide to the minister a copy of its reporting policy, and information on the public consultations done in developing its policy.

Student progress reports for kindergarten to grade 9

2 The written student progress report for students in kindergarten to grade 9 must include information about a student's progress in relation to the learning outcomes set out in the curriculum.

End of school year report

3 The written student progress report provided at the end of the school year must include

- (a) a description of the student's progress in relation to the learning outcomes for all subjects required under the Required Areas of Study Order,
- (b) a self-assessment of the core competencies,

and for students in grades 4 to 9,

- (c) letter grades, if deemed necessary by the board.

Letter grades must be provided upon request

4 Despite section 3 (c), boards must provide a student's current letter grade to that student's parent, upon request.

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References: *Student Progress Report Order - Government of B.C - September 30, 2018*

https://www2.gov.bc.ca/assets/gov/education/administration/.../e/m191_94.pdf