

203 Evaluation of Student Achievement and Reporting to Parents

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Policy

The Board's policy for reporting student progress to parents is based upon Ministerial Orders and regulations authorized under the *School Act*.

Provincial regulations for reporting student progress require that parents or legal guardians be provided with three *formal* written reports and two *informal* reports each school year. Formal report cards communicate significant aspects of the student's progress in the areas of intellectual, social, human, and career development. Informal reports may include telephone calls, interim reports, and conferences.

Administrative Procedures

General Requirements

Formal reports shall be on a form that complies with the content requirements set out in Ministerial Orders, including the *Student Progress Report Order* and the *Provincial Letter Grades Order*. The formal student progress report must be approved by the Board of Education.

Kindergarten to Grade 3 Reports

Student progress reports for students in Kindergarten through grade 3, must, in relation to expected learning outcomes set out in the curriculum, contain:

- Structured written comments describing what the student is able to do, the areas in which the student requires further attention or development and ways to support the student in his or her learning
- Performance scales ratings indicating the student's level of performance in relation to the expected learning outcomes set out in the provincial curriculum for Language Arts, Mathematics, Science and Social Studies
- Oral or written comments on the student's school progress with reference to the expected developments for students in a similar age range.

Grades 4 to 7 Reports

Student progress reports for students in grades 4 through 7 shall, in relation to expected learning outcomes set out in the curriculum, contain:

- Criterion-referenced letter grades (as set out in the *Provincial Letter Grades Order*) for Language Arts, Mathematics, Science, Social Studies, Fine Arts, Physical Education, Health and Career Education, and French (grades 5 through 7 only)
- Structured written comments describing what the student is able to do, the areas in which the student requires further attention or development, and ways to support the student in his or her learning.

Grades 8 to 12 Reports

Student progress reports for students in grade 8 through 12 must, in relation to expected learning outcomes set out in the curriculum, contain criterion-referenced letter grades. The approved letter grades as set out in the *Provincial Letter Grades Order* shall be used. In grades 11 and 12, percentages must accompany letter grades.

A Certificate of Graduation, a “Dogwood” Certificate, is granted to students who meet the BC secondary school graduation requirements.

Using the “I” Letter Grade

The letter grade “I” is defined in ministerial orders as “In Progress or Incomplete”. It is used to alert parents that a student is not demonstrating minimally acceptable performance in relation to the expected learning outcomes.

The “In Progress” form shall contain:

- A written plan of action that cites the areas in which the student requires further attention
- The requirements that need to be met in relation to the expected learning outcomes
- The time period for completion of the requirements and a date of review for an evaluation of the student’s performance.

The teacher assigning the “I” letter grade on a final report is responsible to either reassign the “I” or convert it to another letter grade upon the date of review as stated in the written plan provided to the student and parent.

Reporting for Students with Special Needs

Where a student with special needs is expected to achieve the learning outcomes set out in the provincial curriculum, regular letter grading and reporting procedures shall be followed.

Where it is determined that a student with special needs is not capable of achieving the learning outcomes of provincial 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). Performance scales, letter grades, and structured written comments may be used to report the level of the student's success in achieving these modified goals and objectives.

In specific cases (e.g., students with significant medical or cognitive challenges), it may not be appropriate to provide letter grades. This decision is best made in consultation with the school-based resource team. Please refer to the *Reporting Student Progress Policy* for further details.

If students receive letter grades for the courses in which they are enrolled, then a School Completion Certificate and a transcript can be produced. If no letter grades are assigned, then only a School Completion Certificate is available.

Reporting for Students Whose Second Language is English

Where a student receiving English as a Second Language Services is expected to achieve the learning outcomes set out in the provincial curriculum, regular letter grades and reporting procedures shall be followed.

Where it is determined that a student is not capable of achieving the learning outcomes set out in the provincial curriculum and substantial course or program modification is required, structured written comments and not letter grades shall be used to report student progress.