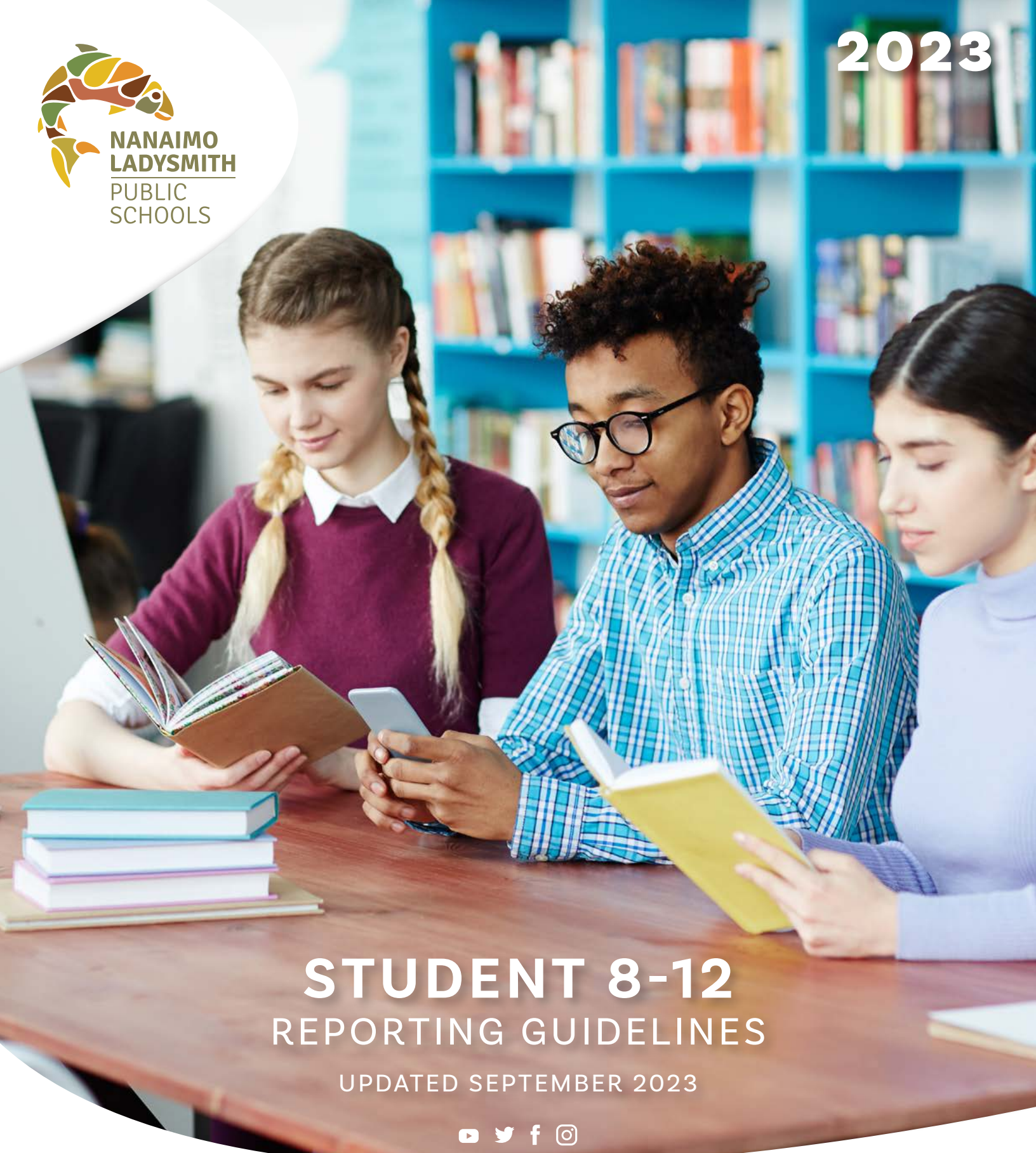




**NANAIMO
LADYSMITH**
PUBLIC
SCHOOLS

2023



STUDENT 8-12

REPORTING GUIDELINES

UPDATED SEPTEMBER 2023



LEARNING SERVICES

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Background and Purpose

COMMUNICATING STUDENT LEARNING

The objective of Communicating Student Learning (CSL) is to ensure that:

- Learners engage in meaningful discussions that foster a sense of responsibility for actively engaging learning and goal setting.
- Parents and guardians are adequately informed, engaged in discussions and decisions regarding their child's education, and understand ways to promote and enhance their child's learning.

KEY FEATURES OF THE NEW REPORTING POLICY

The CSL 8-12 guidelines document is intended to support teachers and administrators in implementing the NEW K-12 Reporting Policy. This new framework is an opportunity for teachers to build capacity around suggested practices and strategies for gathering and evaluating evidence of learning. Parents have expressed a preference for clear and concise feedback that explains where their child is in their learning and alerts them to any areas for future growth.

After extensive community feedback and working with a team of teachers, school leaders and district leaders, the Ministry co-constructed the K-12 Student Reporting Policy, set to be implemented in September 2023. The policy outlines the guidelines for communicating student learning that aligns with the redesigned curriculum, unifies existing policy, and creates consistency across the province.

MEANINGFUL COMMUNICATION

Researchers stress the importance of ongoing, comprehensive, and timely communication with parents and caregivers. Effective communication between home and school has a positive impact on student learning and engagement.

FOCUS ON PROFICIENCY

Assessment that is focused on student proficiency in relation to the established learning standards leads to improved reliability of assessment results and increased student engagement.

SELF-ASSESSMENT

Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning and greater student satisfaction.

Communicating Student Learning

TYPES OF REPORTING

Informal Learning Update
WHEN
<ul style="list-style-type: none">• Before a written learning update• Additional Informal Learning Updates can be sent at any time it is appropriate.
WHAT
<ul style="list-style-type: none">• Learning updates to inform parents and caregivers of student progress, and information on student learning habits and engagement.
HOW
<ul style="list-style-type: none">• Can be done in a variety of formats including: conferences, in-person conferences, student work with descriptive feedback, emails, phone-calls, etc.

Schools will provide staff with a schedule of reporting. To view a suggested reporting schedule, see p. 6

In NLPS, communication of student learning is responsive throughout the year, at any stage of the learning process. The format requirements for reporting are over a year of learning and are the **same for all grades**. They include:

Four **Learning Updates**:

- Two **Written Learning Updates** to be provided in writing (My Ed)
- Two **Informal Learning Updates** can be provided in a variety of formats including:
 - Parent-teacher conferences, in-person or virtual discussions, e-mails student work samples with descriptive feedback, student self-reflection
- **Summary of Learning (My Ed)**
 - Formerly 'Final Report Card'
 - Provided in writing

It is important that parents and caregivers know when to expect learning updates and the Summary of Learning.

Communicating Student Learning

Written Learning Update

WHEN

- For a semester course, one learning update at the **mid-point**.
- For a linear course, **two** written learning updates in the year

WHAT

- Communication of student learning in all areas of learning in which the student is currently studying in relation to the learning standards or the individualized learning goals outlined in their IEP using the Provincial proficiency scale for grades 8 and 9 and letter grades and percentages for grades 10-12.
- Descriptive Feedback describing student strengths, areas for future growth, and opportunities for further development.
- Information on student attendance.
- Reference to where student generated self reflection of core competencies and goal setting can be found.

HOW

- Communicate in the report card template in MyEd BC

Summary of Learning

WHEN

- At the end of the year or semester

WHAT

- Summarize progress **in all areas of learning** in which the student is currently studying in relation to the learning standards or the individualized learning goals outlined in their IEP using the Provincial proficiency scale for grades 8 and 9 and letter grades and percentages for grades 10-12.
- Descriptive Feedback describing **student strengths**, areas for **future growth**, and opportunities for **further development**.
- Summary of student attendance.
- Reference to **where** student-generated self-reflection of core competencies and goal setting can be found.
- Graduation status update (Gr 10-12)

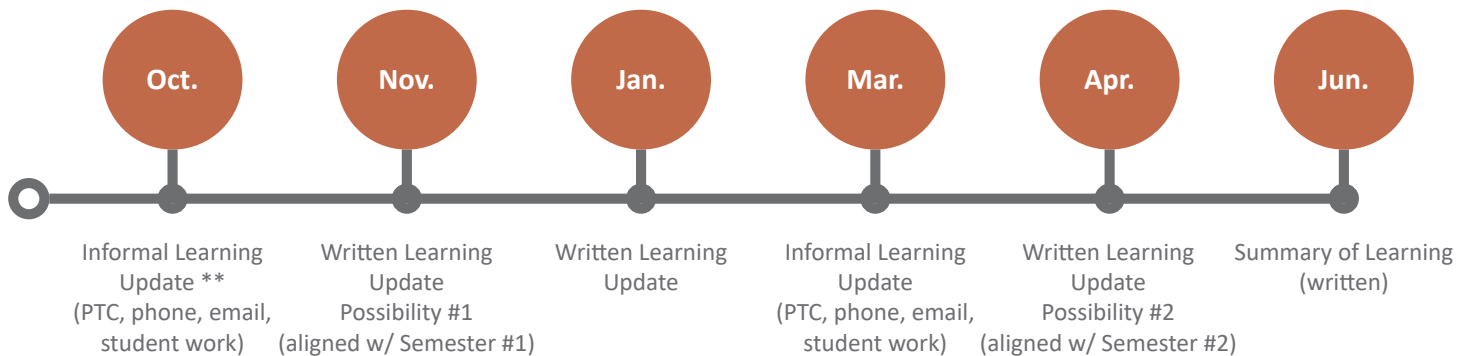
HOW

- Communicate in the report card template in MyEd BC

Written Learning Updates and Summaries of Learning (formerly report cards) for Grades 8-12 in NLPS are published digitally in MyEd BC student and parent portals

Reporting Timeline

Linear (year long) Courses



Reporting Period 1:

MyEd published for students and families – week of November 20th

Reporting Period 2 (mid-year):

MyEd published for students and families- week of February 5th

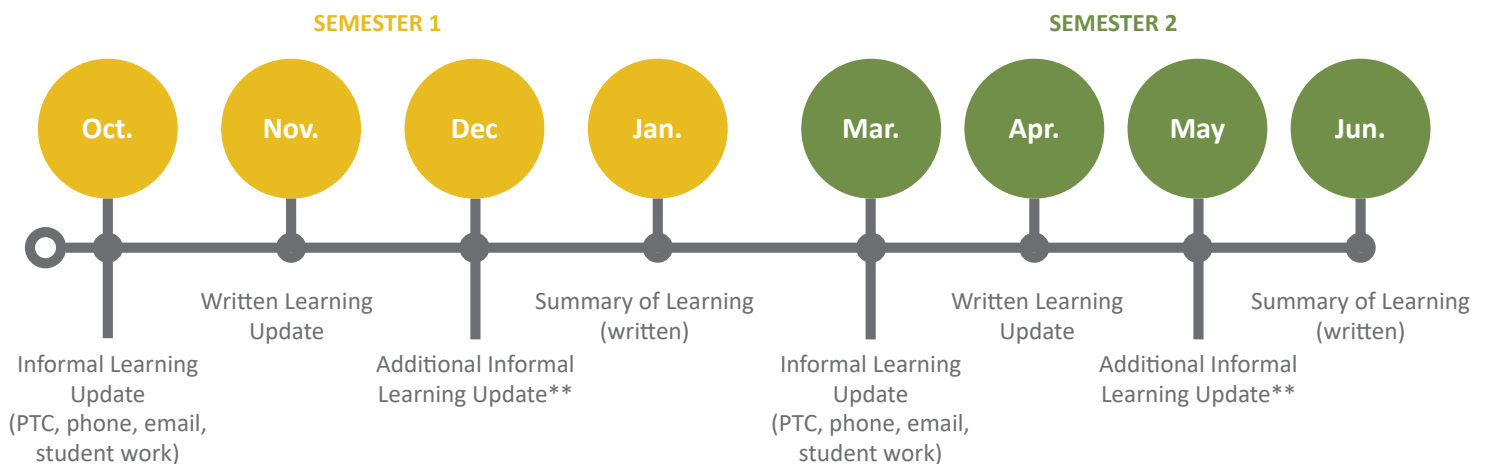
Reporting Period 3:

MyEd published for students and families – week of April 29th

Reporting Period 4:

MyEd published for students and families – week of July 2nd

Semester Courses



*** Additional Informal learning updates can be communicated anytime. They are required to be sent home before a Written Learning Update or Summary of Learning if there are specific concerns about learning habits, engagement, or an IE is assigned.*

Informal Learning Updates

IN NANAIMO LADYSMITH PUBLIC SCHOOLS, INFORMAL LEARNING UPDATES ARE POWERFUL COMMUNICATIONS OF LEARNING

The intention of the Informal Learning Update is to provide parents and caregivers with responsive and timely information about where their child is in their learning.

When communicating an informal learning update, teachers may want to consider the following:

- starting with a student strength
- student progress
- student learning goals

Informal learning updates may take many forms including;

- parent-teacher conferences
- in-person or virtual discussions
- e-mails
- student work samples with teacher feedback
- student self-reflection

Additional informal learning updates can be sent home at any time. If there are specific concerns about learning habits or engagement, an early communication home should occur before the written learning update and/or Summary of Learning.

Informal Learning Updates have taken the place of OCSLs. However, some of the former criteria for the OCSL do not apply to the Informal Learning Update.

“Behaviour that impacts student learning is best reported to parents and caregivers informally when it occurs. It is often most effective to initially communicate student behaviour with parents and caregivers through conversational means, such as phone calls, e-mails, or in-person meetings.”

- K-12 Student Reporting Policy

Reporting Student Progress

PROVINCIAL PROFICIENCY SCALE

The Provincial Proficiency scale is intended to reflect student achievement aligned with learning standards in curricular areas. This assessment is based on demonstrations of learning. Factors such as behavior are important and should be communicated through conversation with parents and guardians as well as through strength-based descriptive feedback but should not affect placement on the Proficiency scale.

Emerging	Developing	Proficient	Extending
In relation to the concepts and competencies relevant to the expected learning outcome, the student demonstrates...			
an INITIAL understanding.	a PARTIAL understanding.	a COMPLETE understanding.	a SOPHISTICATED understanding.
<p>“Emerging” indicates that a student is just beginning to demonstrate learning in relation to the learning standards but is not yet doing so consistently. Emerging isn’t failing. Students who are not yet demonstrating any learning in relation to the learning standards can be assessed as Emerging. If this is due to insufficient evidence of learning, the student can be assigned an IE.</p>	<p>“Developing” indicates that a student is demonstrating learning in relation to the learning standards with growing consistency. The students showing initial understanding but is still in the process of developing their competency in relation to the learning standards. Developing isn’t failing. All students will be developing in some areas and at specific points in time.</p>	<p>“Proficient” is the goal for all students. A student is proficient when they demonstrate the expected learning in relation to the learning standards. Proficiency is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.</p>	<p>A student is assigned “Extending” when they demonstrate learning, in relation to learning standards, with increasing depth and complexity. Extending is not a bonus and does not necessarily require that students do a greater volume of work or work at a higher grade level. Students are not automatically assigned extending when they complete all work.</p>

Reporting and Communicating Student Progress

LETTER GRADES AND PERCENTAGES

Letter grades and percentages are used in Grades 10-12 to indicate a student’s learning in relation to the learning standards. The process for letter grade symbols and corresponding percentages and definitions are set out in the Provincial Letter Grades Order.

Letter Grade	Percentage Range	Definition
A	86–100	The student demonstrates excellent or outstanding learning in relation to the learning standards.
B	73–85	The student demonstrates very good learning in relation to the learning standards.
C+	67–72	The student demonstrates good learning in relation to the learning standards.
C	60–66	The student demonstrates satisfactory learning in relation to the learning standards.
C–	50–59	The student demonstrates minimally acceptable learning in relation to the learning standards.
F	0–49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning standards. Prior to assigning an F, it is important students, parents, and caregivers are made aware of any concerns and given a chance to address the needs of the student.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal or vice-principal.
TS	N/A	Transfer Standing: May be granted by the principal or vice-principal on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal or vice-principal may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
IE	N/A	Insufficient Evidence: The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the learning standards. At the end of term may only be granted by the process outlined on pg. 2X

Descriptive Feedback

STRUCTURE OF A COMMENT

Descriptive feedback is strength-based, written or verbal comments that are aligned with the learning standards and describe student learning and areas for future growth. Feedback is focused on what the student can do and what they are working towards. Descriptive feedback is the most important part of formative and summative assessments.

In NLPS, we believe that descriptive feedback should:

- Be strengths-based and focus on each unique student as a whole learner.
- Provide an overview of areas of growth and next steps in learning.
- Be written in family-friendly language.
- Empower students in taking ownership of their learning.
- Be clear and concise.

The following table is intended to support teachers in writing descriptive feedback. It is important to use these in combination with learning standards from the curriculum.

State the strength	What student is able to do in relation to learning standards	Lily has demonstrated proficient questioning and investigating throughout our lab experiments in kinetic energy and energy change during chemical reactions.
Identify areas of growth	What is the student working towards? What evidence supports this?	Lily enjoys collaboration and is working on giving classmates time to process work at their own speed.
Strategies for development	Personalized next steps and strategies to support student's areas of future growth and/or learning in other areas.	Lily could benefit from slowing down during practice work as it can be rushed and incomplete. This will help her focus on the key steps and concepts.

Descriptive Feedback

LANGUAGE SUGGESTIONS FOR WRITTEN FEEDBACK LEARNING COMMENTS

Descriptive feedback empowers students to adjust what they are doing to continue developing their knowledge, skills, and understandings. It also helps families understand where their children are at in their learning, what their next steps are, and how we can work together to best support their child.

The following table is intended to support teachers in writing descriptive comments. It is important to use these in combination with learning standards from the curriculum. These comment areas are for teachers to provide parents with information about the student's success in the learning standards. Using a strength-based approach, comments should clearly describe what the student is able to do as well as areas for development relevant to expected learning.

STATE THE STRENGTH (IS ABLE TO DO)	<ul style="list-style-type: none">• With support is able to...• Is beginning to...• Is exploring...• Is able to...• Can independently...• Has demonstrated...
AREAS OF FUTURE GROWTH (WORKING TOWARDS)	<ul style="list-style-type: none">• Is developing...• Continues to...• Is working on/towards...• Can _____, but has some difficulty with...• Can consistently (action), as demonstrated in (assignment), but would benefit from...

Strengths and Future Growth: give specific examples (e.g., for example, for instance such as)

Descriptive Feedback

EXAMPLES OF FEEDBACK

ENGLISH

Quinn:

- Is very engaged and actively participates in our everyday routines
- Demonstrates an early understanding of plot elements and character traits
- Continues to construct personal connections between self, text, and world.

Quinn is encouraged to express and support personal connections by including specific details from the text and/or including real world situations. By expanding on these ideas, Quinn will continue to make progress.

SCIENCE

Cheyenne is:

- Curious and a hard worker
- Able to make keen observations and predictions
- Able to use strong planning skills to design their own inquiry

Cheyenne continues to need support in understanding and evaluating information, such as comparing data from a variety of sources. Cheyenne is good at advocating for their own needs, and by continuing to ask for help and getting more experience interpreting graphs, they will begin to build their ability to evaluate information.

APPLIED DESIGN, SKILLS, AND TECHNOLOGY

Kaylen demonstrated proficiency through all stages of the design process, as evidenced in our science investigation on bodily systems. Kaylen did require support during the idea stage, due to at times wanting to rush and not take the time to explore a variety of ideas, which meant they didn't always select the strongest idea to try. However, Kaylen is creative and generates ideas well, so with more opportunities to go through the design process, Kaylen will be better able to think critically about which idea is the strongest.

CAREER EDUCATION

Aidyn can recognize his strengths and set a SMART goal. When he met his goal, he was able to reflect on his success and identify how support from others contributed to his accomplishments. Moving forward, Aidyn can begin to work on how he can be a valuable support to others and help them reach their own goals.

Communicating Student Learning

LEARNING HABITS AND ENGAGEMENT

Assessment for each of the areas of learning should be in relation to the learning standards alone. Therefore, learning habits and engagement should not contribute to a student's overall mark (e.g., 10% for attendance, penalties for late assignments, 20% for participation, etc.). If there are specific concerns about student learning habits or engagement, an early communication home should occur before the Written Learning Update and/or Summary of Learning.

Please note there will no longer be a work habit column in MyEd.

Descriptive feedback on student learning habits and engagement should focus on observable qualities that the teacher can support with evidence from the classroom. Student qualities and attributes that teachers may wish to comment on can include:

Examples of comments:

- Has a basic understanding of goal setting strategies
- Skillfully applies decision making strategies in group settings
- Demonstrates respect, collaboration, and inclusivity in working with others to solve problems
- Demonstrates safety skills and appreciates the importance of workplace safety
- Needs reminders to demonstrate inclusivity in group settings

- | | | |
|------------------|---------------------|--------------------------------|
| •self-awareness | •goal setting | •growth mindset |
| •participation | •leadership | •independence and autonomy |
| •collaboration | •acting on feedback | •self-motivation and ownership |
| •citizenship | •creativity | •co-operation |
| •self-regulation | •risk taking | •respect for self and others |
| •self-reflection | •initiative | •inclusivity |
| •self-evaluation | •organization | |
| •communication | •time management | |
| •self-advocacy | •task completion | |

Learning habits and engagement replaces work habits, effort, and attitude.

Reporting for Specific Courses

In the Summary of Learning courses are usually reported on separately on the Learning Areas as defined by the Ministry Reporting Order. The Learning Areas are:

- English Language Arts OR
- French Language Arts (Français langue première) for students enrolled in a Francophone education program OR
- English Language Arts and French Language Arts (Français langue seconde) for French immersion students
- Social Studies
- Mathematics
- Science
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education

CONSIDERATIONS FOR INTERDISCIPLINARY AND COMBINED COURSES: HUM, STEM, ENGLISH 10 & EFP 10 COURSES

In situations where two courses are taught together in an interdisciplinary manner such as Humanities 8, STEM 8, English 10 and English First Peoples 10 courses the descriptive comment can be flexible. While a mark or proficiency indicator must be provided for each course, on the Written Learning Update a **combined comment** that speaks to the interdisciplinary nature of learning happening between the areas of learning is acceptable. The other course should have a comment that refers families to the right location e.g. “See EFP 10 _____comment.”

APPLIED DESIGN, SKILLS AND TECHNOLOGIES COURSES/ ARTS EDUCATION COURSES

School sites will decide the best way for teachers of ADST and Arts Ed exploratory courses to communicate with parents throughout the course. At this time, NLPS secondary schools deliver their Gr 8 ADST and Arts Ed courses with different models. The Written Learning Updates and Summary of Learning should reflect the student’s level of competency as outlined by the [BC ADST Curriculum](#)

BOARD AUTHORITY AUTHORIZED (BAA) COURSES

BAA courses for grades 10-12 are eligible credits for graduation electives. Each course is carefully designed and written with unique curriculum. All BAA courses should be instructionally planned, assessed and reported using this curriculum. All BAA courses that have been approved in NLPS can be found [here](#) and [Ministry BAA Guidebook](#) shows provincial BAA courses.

Self-Reflection on Core Competencies & Goal Setting

STUDENTS WILL BE GIVEN OPPORTUNITIES TO REFLECT ON THE CORE COMPETENCIES AND SET GOALS THROUGHOUT THE YEAR

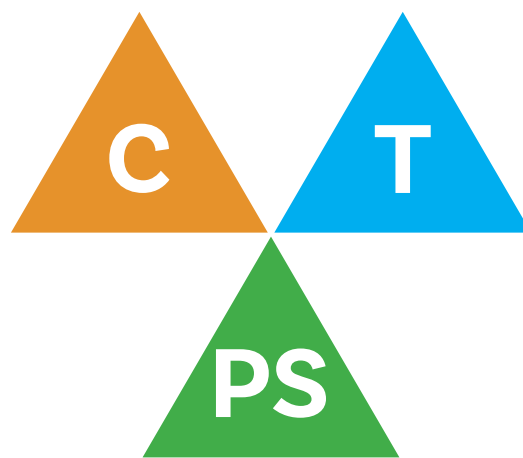
It is important that students are to develop and express their voice as they practice identifying their strengths and areas for improvement through self-reflection and goal setting. As self-reflection becomes a natural part of the learning process, it promotes personalization, inclusion, diversity, and student engagement.

Each school will decide on the format and process for supporting student self-reflection and goal setting. The process should occur at least three times per year.

In addition, as the Core Competencies are embedded within the curriculum's area-of-learning-specific Curricular Competencies, teachers can continue to have students reflect within their courses as well.

Ways to support self-reflection and goal setting:

- Ask open-ended questions to prompt student self-reflection and the acquisition of meta-cognitive language and skills
- Talk with students about how self-reflection can support them in setting and achieving their learning goals
- Ongoing conversations focused on the student's learning and life aspirations to encourage the development and refinement of personal learning goals



CORE COMPETENCIES

A reference to the student self-reflection of [Core Competencies](#) and goal setting must be included with the Gr 8-12 Written Learning Updates and Summary of Learning.

Students can reflect on any of the Core Competencies and may set goals related to their learning and growth in and out of school. The goal is to allow for a meaningful and authentic process that works for students, teachers and schools.

Examples of Core competency reflections and goal setting can be found on NLPS Learns!

Core Competencies



C **Communicating**

- Connecting and engaging with others
- Focusing on intent and purpose
- Acquiring and presenting information

C **Collaborating**

- Working collectively
- Supporting group interactions
- Determining common purposes

T **Creative Thinking**

- Creating and innovating
- Generating and incubating
- Evaluating and developing

T **Critical & Reflective Thinking**

- Analyzing and critiquing
- Questioning and investigating
- Designing and developing
- Reflecting and assessing

PS **Personal Awareness & Responsibility**

- Self-advocating
- Self-regulating
- Well-being

PS **Positive Personal & Cultural Identity**

- Understanding relationships and cultural contexts
- Recognizing personal values and choices
- Identifying personal strengths and abilities

PS **Social Awareness & Responsibility**

- Building relationships
- Contributing to community and caring for the environment
- Resolving problems
- Valuing diversity

Shared with Permission of North Vancouver School District

Inclusive Reporting Practices

INTRODUCTION

Inclusion describes the principle that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of their educational programs. This means that all assessment and reporting practices must be inclusive of all students. All students should receive universal assessment supports to support their learning – not just students with an Individual Education Plan (IEP).

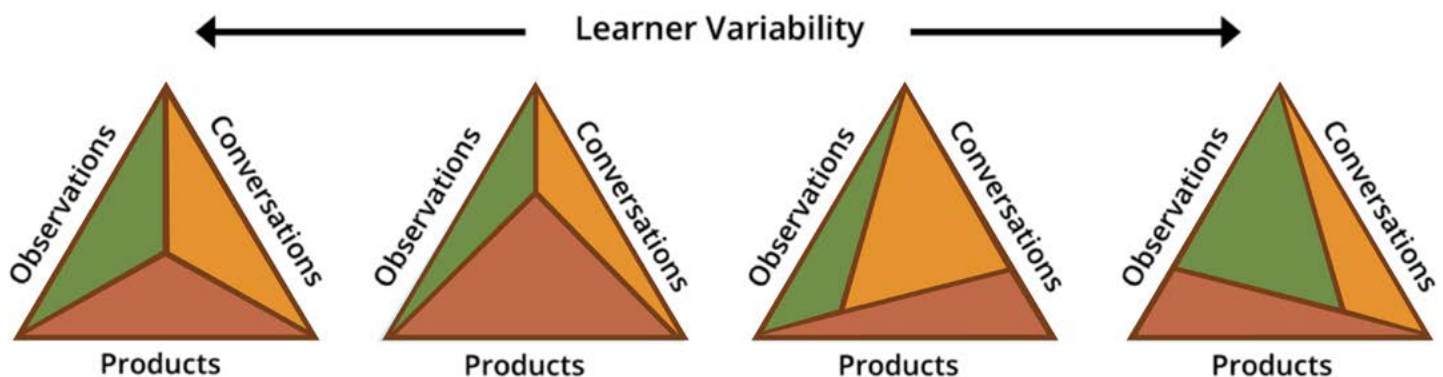
What can inclusive reporting and assessment look like?

- Creating assessments using the principles of Universal Design for Learning
- Allow students multiple opportunities to practice and demonstrate the competencies
- Use assessment practices that includes observations, conversations, and multi-model demonstrations of learning
- Differentiate assessment in the form of adaptations and/or, in exceptional circumstances, modifications. For more information on modifications, see p. 19.
- A student with an IEP, AIP, or Learning Plan should not be assessed automatically as ‘Emerging’, ‘Developing’, or at a lower letter grade and percentage. The student should be assigned a proficiency scale indicator or letter grade and percentage according to the learning they have demonstrated.
- Students should not be penalized for what they have not completed.

TRIANGULATION

The updated reporting policy emphasizes the use of triangulation when assessing students. Triangulated approach to assessment is an effective way to assess the whole child. Culturally informed assessment practices allow students flexibility during assessments so that they can bring their own cultural identities and fluencies into demonstrations of learning.

Triangulation is a way to gather evidence of learning in three ways: observation, conversation, and product.



Inclusive Reporting Practices

IN NLPS:

- All students who are designated in a BC Ministry Special Needs category must have a completed Individual Education Plan (IEP)
- All students who are learning a second or additional language must have an Annual Instructional Plan (AIP)
- Learning Plans (referred to as Student Support Plans or SSPs in MyEd) are used for students without a BC Ministry designation, who require a written plan to support their learning needs and maximize achievement levels.
- The BC Ministry of Education and NLPS require reporting for ALL students, including those who are supported with an IEP, Learning Plan or AIP. Case managers (Instructional Support Teachers, ELL Support Teachers) are required to collaborate with classroom teachers to report on progress in relation to the goals of the IEP, Learning Plan or AIP.

ANECDOTAL REPORTING FOR STUDENTS WITH IEPs:

When deemed appropriate, written Report Card comments and IEP Progress Report comments should describe ways to support the student to demonstrate their progress toward their IEP goals as well as goals that would specifically support learning specific to each curricular area. These comments are likely written collaboratively with the classroom teacher and the case manager.

REPORTING FOR STUDENTS WITH ADAPTATIONS

Teachers must carefully read the IEP, AIP or Learning Plan (or SSP) set in place for students who may require additional support and adaptations to meet the learning standards outlined in the curriculum. To support students requiring adaptations, it is important to collaborate with the Case Manager to find ways to best support the student.

When reporting for students with an IEP, AIP or Learning Plan (SSP) on the Written Learning Update and Summary of Learning, it must include:

- Student progress shown using for Gr 8-9, the proficiency scale, or for Gr 10-12, percentages.
- Embed written descriptive comments within the written report that: Reference supports and strategies used to support the achievement of grade-level learning standards.
- The classroom report card reflects all aspects of the student's learning outside of the IEP goals. Progress toward IEP goals is reported on the IEP Progress Report.



Inclusive Reporting Practices

ENGLISH LANGUAGE LEARNERS (ELL) AND INTERNATIONAL STUDENTS

In alignment with the English Language Learning Policy Guidelines (2018), Proficiency indicators or letter grades and percentages are appropriate for ELL where, with the appropriate supports, they are capable of meeting the learning standards for a particular area of learning.

For those ELLs who do not meet learning standards **due to language proficiency**, provide written comments that describe what the student can do, areas that require development and ways to support their learning. In this case, an IE may be appropriate. The ELL specialist will report on the students' language proficiency based on AIP goals.

All ELL students have an Annual Instructional Plan (AIP), which you can view in their ELL yellow file (ask your ELL on site specialist).

International Students:

Check with the International Advisor at your school or the District Principal for International Student Education regarding the educational goals of international students in your classes. In most cases, when an International Student is here to graduate, or accrue credits towards graduation, your assessment standards will be the same as all learners. In some cases, when a student is here for cultural immersion and to audit a course, no mark is required.

REPORTING ON MODIFICATIONS

While many students with complex learning profiles should be able to achieve the learning outcomes for courses with a few adaptations (as identified on their IEP), some students may require more. Some students will need individualized outcomes or goals different from the learning standards. This is referred to as a modification. These are created collaboratively with the School Based Team.

Students with special needs who require **modifications** must have an IEP, as they are **not expected to achieve the learning standards outlined in the provincial curriculum**. The decision to remove a student from BC Learning Standards is determined through a School Completion Certificate (Evergreen) Program (SCCP) Review. The SCCP Review typically takes place in **the student's Grade 10 year**, as they begin working towards graduation requirements. This process involves significant consultation with the student's family, and thoughtful review of all programming opportunities. Students who graduate on this pathway do not qualify for a Dogwood Diploma, but will instead receive a School Leaving Certificate.

A modified course will show as a 'course' on the MyEd BC report card, but should not be reported with a percentage and a letter grade. It is important that parents are provided with a clear snapshot to describe their child's progress in all areas of learning, including their IEP goals.

Inclusive Reporting Practices

Case Managers and Classroom Teachers share the responsibility for progress reporting.

CASE MANAGERS:

Assess the learner's progress toward IEP goals in the IEP Progress Report:

- In collaboration with the School Based Team and the classroom teacher(s), the Case Manager will provide an IEP Progress Report, which identifies the student's progress toward their IEP goals.

CLASSROOM TEACHERS:

Assess the learner's progress toward the modified learning outcomes explored in the classroom environment on the Report Card

- The student Written Learning Update must contain written reporting comments in relation to the expected learning outcomes set out in the student's IEP, rather than the learning standards for the curriculum of the course, subject and grade.
- Percentages are not reported for modified courses.
- Students should be participants: it is important to optimize opportunities for meaningful engagement.
- The classroom teacher should also provide an anecdotal comment describing the student's progress toward an IEP goal that was practiced in class (e.g. a social goal related to turn-taking)

Insufficient Evidence

In select instances Insufficient Evidence (IE), formerly called Incomplete (I), is used to alert parents, caregivers and students when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers **do not have enough information** to adequately assess a student.

Here are some examples of when an IE might be appropriate:

- A student has recently moved to a new school or district,
- A student has been away from school for a significant amount of time,
- A student who is below 50% and needs to provide further evidence of learning to pass the course.

During the course, when an IE is assigned, teachers will connect with the student, parents, and caregivers to discuss the area of learning in question, the needs of the student, and solutions and supports to help move the student forward in their learning.

When assigning an Insufficient Evidence, teachers may want to **consider the following**:

- reducing the number of assignments,
- alternative ways of demonstrating knowledge and understanding,
- triangulation of assessment

Insufficient Evidence

At end of course, if after considerable effort, interventions and strategies, the student is still unable to demonstrate a minimal level of achievement in the subject area, the IE should be converted to an ‘Emerging’ on the proficiency scale for Grade 8-9 with descriptive feedback on what steps need to be taken for success in the next grade level. For Gr 10-12, the IE should be converted to the appropriate letter grade/percentage.

In exceptional circumstances, an IE can be used at the end of the course that is managed by the administration and school-based team as long as:

- a) there is interest from the student and parents and caregivers in demonstrating further evidence of learning and would like to have the mark converted into a proficiency scale indicator or letter grade and percentage.
- b) there is a concrete support plan put in place with the support of the principal and/or vice principal, school-based team, the student, and parents and caregivers.
- c) the IE is converted to a proficiency indicator or letter grade and percentage within one calendar year.

Glossary

Adaptations: teaching and assessment strategies specially designed to accommodate students’ needs so they can meet the learning standards in an area of learning and demonstrate proficiency in its concepts.

Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

Annual Instructional Plan (AIP): Each AIP needs to include information for the current school year on the ELL student’s:

- Language assessment (see “Assessment and Identification” section of this document) and determined language proficiency
- Linguistic and/or literacy goals that can reasonably be met in the current school year
- Support plan for language development, including a schedule or plan showing nature of support (e.g. bi-weekly ELL specialist consultation with classroom teacher) and support strategies (e.g. explicit teaching of reading skills, adapting lesson materials).

Assessment: is the ongoing process of assessing learning to provide precise and timely information so that teachers can adjust instruction in response to individual student needs.

Information gathered through assessment:

- Helps teachers to determine students’ strengths and areas for improvement in achieving the curriculum expectations at a given point in each subject/course,
- Serves to guide teachers in adapting curriculum and instructional approaches to students’ needs and in assessing the overall effectiveness of programs and classroom practices, and
- Promotes student self-assessment.

Core Competencies: A set of intellectual, personal, and social competencies that students develop to engage in deeper learning and to support lifelong learning through their schooling. The Core Competencies are embedded in each area of learning, and are activated through the learning experiences and activities. The Core Competencies are: Communication, Thinking, and Social and Personal Responsibility.

Descriptive Feedback: Strength-based, written comments or documented conversations that describe individual student progress and identify specific goals to support further student growth. All written descriptive comments should reflect how students’ engagement and behavior impacts their growth and performance in relation to the learning standards.

Glossary

Inclusive Education Plan (IEP): a documented plan developed for a student with disabilities and diverse abilities that describes individualized goals, support measures and/or individualized learning goals, and the services to be provided, and includes measures for tracking progress.

Learning Standards: an explicit statement of what students are expected to know, understand, and be able to do in an area of learning. Learning standards are a combination of:

- **Curricular Competencies:** explicit statements of what students are expected to be able to do in a given grade and area of learning.
- **Content:** what students should know in a given area of learning at a particular grade level. They define the core knowledge (facts and concepts) essential to the development of big ideas for that area of learning in that grade. In previous curricula, these expectations were presented as learning outcomes.

Learning Updates: learning updates that provide parents and caregivers with responsive and timely information about student learning. Three types of Learning Updates:

- **Written Learning Update:** includes communication of student learning in all areas of learning in which the student is currently studying.
- **Informal Learning Update:** includes communication of student learning via conferences, email, telephone calls, portfolio, written feedback.
- **Summary of Learning:** written communication of student learning provided at the end of the school year or semester.

Modifications: instructional and assessment-related decisions made to accommodate a student’s educational needs, consisting of individualized learning goals and outcomes that are different from the learning outcomes of a course or area of learning. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged). Using modifications for students should be a rare practice.

Provincial Proficiency Scale: is used in K-9 to support communication of student progress in all areas of learning:

Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning

Self Reflection on Core Competencies and Goal Setting: student-generated self- reflection and goal setting content must be included in at least 2 written Learning Updates and the Summary of Learning. However, in the interest of flexibility for students and their learning, the policy does not specify how student goal setting should be taught or documented. The form and process to support goal setting are to be outlined and determined by the district or school and integrated into local practice.