2023-2024

REPORTING ORDER GUIDELINES

FOR SECONDARY SCHOOLS

Delta School District
Inspired Learning

RESOURCES EMBEDDED THROUGHOUT

Updated June 29, 2023

Secondary School Reporting Guidelines

Delta School District

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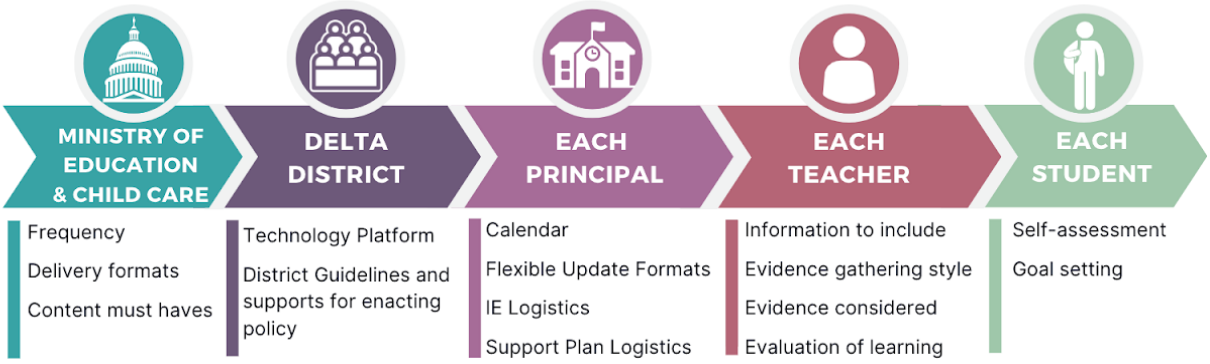
Purpose Of These Guidelines

These guidelines aim to make clear the Reporting Order as it is enacted in the Delta School District, and outline supports and guidance available to educators within the Delta School District. While the Reporting Order sets expectations and standards around the process of communicating student learning, districts, principals, and teachers have space to enact those standards in ways that best pertain to their contexts. The image below locates the responsibility for the various decisions at specific people or levels of the system. Note: decisions made under the responsibility of the school principal may be made through a variety of vehicles (such as a school calendar committee, for instance) or by the principal themself depending on the decision and the context of the school.

Who Decides What?



Look for these icons throughout the document to help clarify who can influence the various components of the order as it is enacted in schools.

Why are these changes coming into effect?

The changes to the reporting order aim to center the learner and their learning. These guidelines focus on how to bring the reporting order into effect. If you are curious about the *reason* behind the reporting order changes, please refer to this video. You may also find the foundational understandings displayed on the next page helpful in grounding the processes explained in these guidelines.

These changes align with Delta's Vision. Delta School District envisions being *an innovative, inclusive community where all learners belong and everyone soars*. The reporting order seeks to celebrate the gifts of every learner so they feel a sense of belonging and success in the process of learning, even when things are challenging.

These changes also align with Delta's definition of Inclusion *Inclusion as a mindset is about valuing all learners as individuals who contribute to a greater whole. This looks like (1) accessible authentic learning experiences and targeted support, and (2) meaningful opportunities to ensure all learners are able to achieve their goals, including graduating with purpose and options.Inclusion is the practice of creating joyful, positive & inspiring learning communities which are safe, connected and welcoming for every individual. Educators will collaborate to provide learners with equitable access to all spaces, will foster high expectations, and engage students with the curriculum purposefully and thoughtfully.*

The reporting order is designed to include all learners, no matter the program they are in or the story they bring to their learning. The strengths-based approach of this reporting order seeks to celebrate students' gifts and support them in their challenges alongside their caregivers.

Foundational Understandings about Assessment and Reporting In Delta

These understandings are based on the Ministry documents and Delta's Administrative Procedure 360.

Purpose

Our purpose as educators working in the education system is to nurture students' learning and development as individuals and as members of our communities. We do this in ways that nurture their gifts and their growth. We are not in the business of ranking and sorting learners.

Assessment

Assessment for learning is a powerful characteristic of learning focused pedagogy.

Emotion

There can be (and often is) an emotional aspect to assessment.

Work habits

Evaluations of learning will not be conflated with observations about student behaviours. Comments about work habits are best made in anecdotal feedback through the written comments section of a Learning Update or Summary. Work habits may not form any part an evaluation of student learning which are communicated in part through proficiency levels, letter grades, and percentages.

Triangulation

A triangulated approach to assessment is an effective way to assess the whole child. Triangulation is a way to gather evidence of learning in three ways: through observation, conversation, and product. This approach empowers students to demonstrate their learning in less traditional ways. (Ministry, Ed)

AFL

Assessment for learning (AFL) is useful as an ongoing practice throughout reporting cycles. AFL means focusing on what a learner can do and responding to that learning in ways that help the learner move forward with learning.

Identity

There can be (and often is) a sense of identity that gets unconsciously connected to assessment for both learners and teachers. Examples: "I'm an A student"; "I'm a hard marker."

Evaluation

Evaluations of learning for the purposes of reporting will be based on the most recent, consistent, and relevant evidence of student learning.

Inclusive

All assessment practices should foster holistic development of the whole person by honouring and incorporating students' cultures and encouraging self-determination, self-identity, and self-actualization.

Foundational Definitions

AIPs **[DEFINTION COMING SOON]**

Assessment part of the learning cycle and refers to the process of noticing where a learner is at in their learning. Just as teachers can assess a learners' learning progress, students can self assess their development towards a learning standard.

Assessment for learning also known as formative assessment or AFL for short. AFL is when teachers or learners use assessment to help inform and form the learning. For example, when a teacher notices trends in achievement with a certain part of a task students have just completed and that teacher plans the next lesson in order to deal with that trend, the teacher is using assessment *for* learning. Teachers can use any evidence of learning in a formative way, even learning tasks that we typically classify as summative assessment such as unit tests and projects.

Communicating student learning anytime we share information about how a student's learning is progressing, we are communicating about student learning. This phrase may be favored by some over the term "reporting" because it connotes a more holistic tone to the process.

Differentiated Assessment a flexible approach in which a teacher plans and carries out varied assessment methods to address unique and individualized learning needs in their classroom (definition from the Ministry of Education and Child Care).

Evaluation is when teachers measure evidence of student learning against a defined standard and use evaluative language to describe the level of achievement at that given point in time. In the graduation program (Grades 10-12) we use letter grades and percentages to communicate this level. From Kindergarten to Grade 9 we use the proficiency scale.

Individual Education Plan (IEP) a documented plan teachers are required to follow developed for a student with disabilities and/or 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. IEPs are ONLY for students who are assigned formal ministry designations.

Learning Update There are two types of Learning Updates: written and informal. Learning updates must be offered a number of times per course or per year. Please see chart on page ## for specifics.

Learning Summary is a document much like the written Learning Update with a few key differences as outline in the chart on page ##. The key difference is that it comes at the end of the year or course and summarizes the students' achievement to that point against the learning standard.

Reporting when we use a formalized process in accordance with the Reporting Order to share a snapshot with parents and caregivers as to how the learner is progressing up to that point in time.

Student Learning Plan **[DEFINTION COMING SOON]**

Support Plan a plan created in collaboration and/or consultation with students and their families in the event the student receives an IE from a teacher. The Support Plan describes a strategy for the student to be successful in the learning at hand.

Preparing for Learning Updates and Summaries

Preparing for Learning Updates and Summaries means considering the most recent, relevant, and consistent assessments of student learning up until the time of reporting and then communicating that information to students and their families. In accordance with the Reporting Order (July 2023), reporting will occur via informal Learning Updates, written Learning Updates, and a written Learning Summary prepared by the teacher. The logistics of reporting will be designed at the school level as appropriate given the specifications in the table below.

Form and Frequency of Reporting

FORM		
Informal Updates	Written Updates	Written Summaries
EACH PRINCIPAL *Completed in many formats as set at school level. Options include Student leds, Parent-Teacher Interviews, emails, exhibitions, celebration events, documented call.*	DELTA DISTRICT *Completed via MyEd*	DELTA DISTRICT *Completed via MyEd*
FREQUENCY		
Informal Updates	Written Updates	Written Summaries
8 – 12 Linear Courses EACH PRINCIPAL Dates chosen at school level, at least twice during the year	8 – 12 Linear Courses EACH PRINCIPAL Dates chosen at school level, at least twice during the year	8 – 12 Linear Courses EACH PRINCIPAL Date chosen at school level, near to end of school year
8 – 12 Semester Courses EACH PRINCIPAL Dates decided on by the school, at least once per semester	8 – 12 Semester Courses EACH PRINCIPAL Dates decided on by the school, at least once per semester	8 – 12 Semester Courses EACH PRINCIPAL Dates chosen by the school, near to end of semester

Written Updates and Summaries Overview

In addition to the demographic, attendance, and graduation status (if appropriate) automatically populated by MyEd, written updates will include the following elements as generated by teachers

- Grades 8 – 9: a proficiency level (Emerging, Developing, Proficient, Extending) for each subject taught during the term (frequency can be found in the Delta Reporting Guidelines)
- Grades 10 – 12: a letter grade and percentage for each subject

- Grades K - 12: descriptive comments that
    - refer specifically to the student's strengths
    - include information on goals a student can work toward and a next step
    - include feedback on the student's behavior (i.e. work habits, attitudes, effort, social responsibility)
    - if appropriate, provide information on specific supports a student is receiving or could receive to move them forward in their learning.
    - if desired by the teacher, include quotes from students

Proficiency Scale

Here is a document from the Ministry called Unpacking the Proficiency Scale - Support for Educators (PDF). Delta's Learning Services has made a poster you can use as a teaching tool. Please ask your Principal or Vice Principal for a copy.

Digital Copy! Click here.

Making this language visible and familiar to students can assist in using assessment *for* learning.

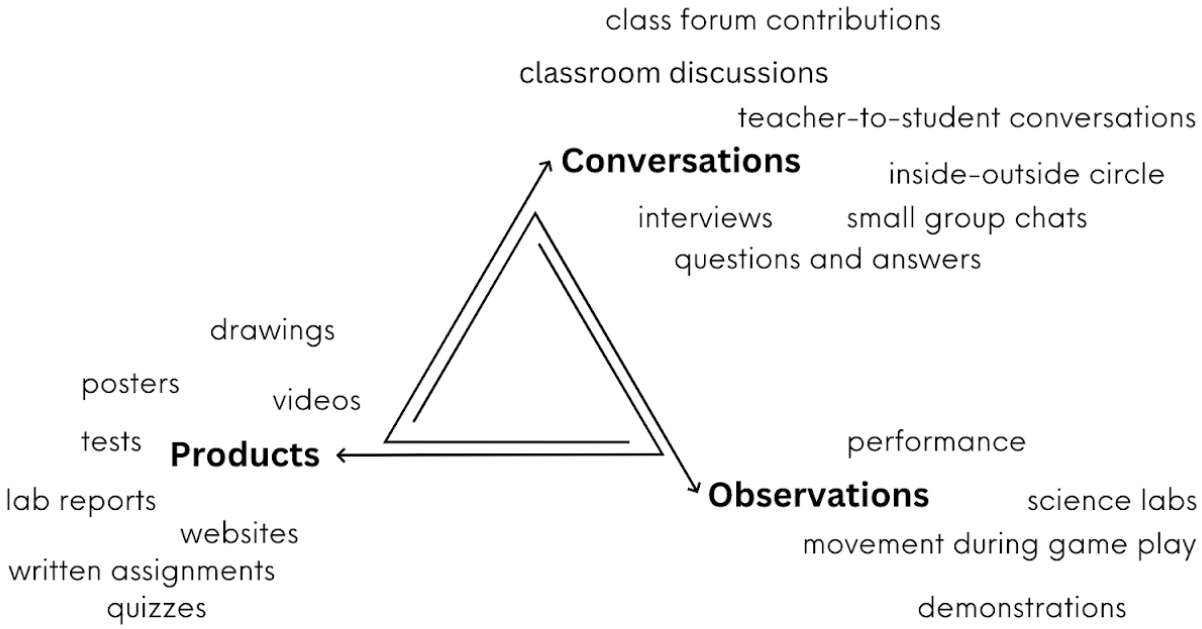
For example, you could:

- **ground conversations** by asking students to self-assess learning using the scale's language;
- **develop success criteria** and make it clear to students or co-develop it with students;
- **illustrate the levels with exemplars**, annotating level-specific characteristics in the task.
- **purposeful practice:** design learning in ways that students have opportunities to return to foundational ideas and competencies multiple times, giving them more chance to move through the levels.

Determining Proficiency Levels and Letter Grades/Percentages

In making a judgment as to how to best represent a student's level of achievement at the time of reporting, teachers should consider a breadth of evidence to triangulate patterns and insights. Evidence should include quantitative and qualitative data from products, conversations, and observations of student learning. A most accurate assessment of student learning comes from triangulating such evidence.

For more practice, Try this.
To see how Shelley Moore describes Triangulated Evidence, Click here.



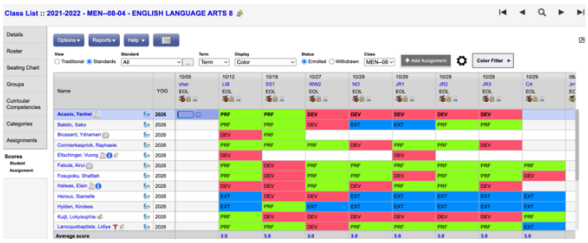
Collecting Evidence of Learning

Regardless of whether or not you are collecting products, observations, or notes from conversations, you'll need a place to collect your thoughts about that

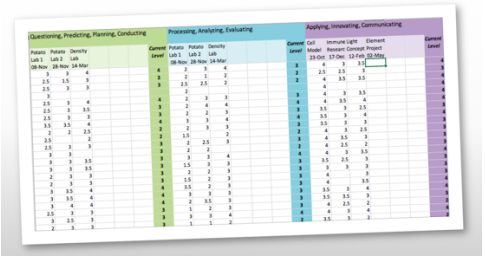
Gradebooks can help highlight trends and patterns of achievement for the most recent, relevant, and consistent evidence of student learning. We assess achievement in relation to the learning standards outlined in the curriculum (curricular competencies & curricular content).

Here are some examples of gradebooks / markbooks that align with the reporting order. One of them uses MyEd but the other three do not. There are lots of ways to keep records, so it is important to find one that works best for you. On the next page you'll find a visual tool meant to help teachers in determining what level of achievement best describes the evidence of learning. This is especially tricky for teachers in Grades 10-12 who use a proficiency scale for their day-to-day teaching and record keeping, but need to translate it into a letter grade / percentage for reporting. Note: CIMS is no longer used to track learning progress.

[Here is how to use the MyEd Gradebook]



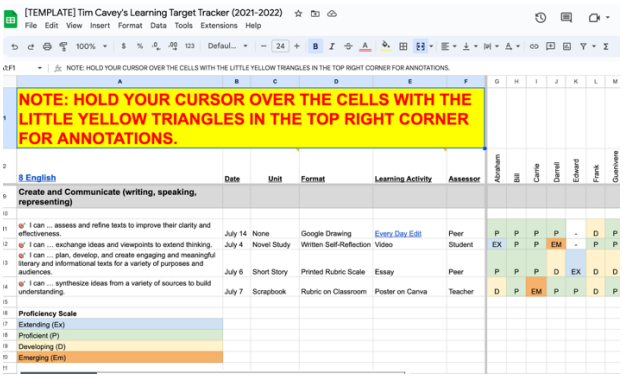
Here is how Michelle Wood, science educator, designs her markbook. Click here to view her slides.



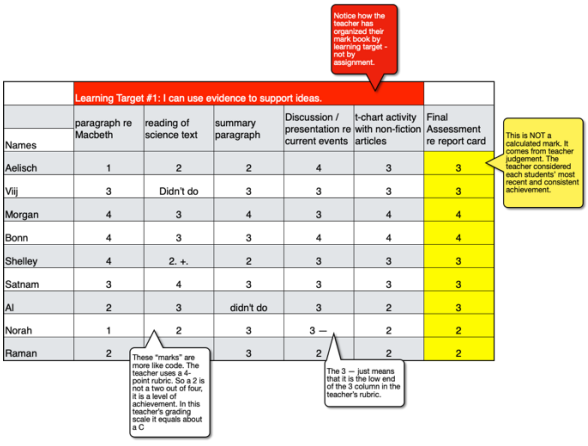
[TEMPLATE] Tim Cavey's Learning Target Tracker

Here is a video of Tim explaining this approach!) Here are other templates in this same style:

- English 8 Marksbook by Criteria Category
- Style A: Competency bins + Content bin
- Style B: Competencies & Content by Unit



This teacher included a cross curricular science assignment in her evidence for the learning target (in red). Notice how the tasks are all different. They involve writing, note taking, reading, and presentations - but because all address the learning target, they belong here. She could use these tasks for other learning targets too.



Names	paragraph re Macbeth	reading of science text	summary paragraph	Discussion / presentation re current events	t-chart activity with non-fiction articles	Final Assessment re report card
Aelisch	1	2	2	4	3	3
Viij	3	Didn't do	3	3	3	3
Morgan	4	3	4	3	4	4
Bonn	4	3	3	4	4	4
Shelley	4	2. +.	2	3	3	3
Satnam	3	4	3	3	3	3
Al	2	3	didn't do	3	2	3
Norah	1	2	3	3 –	2	2
Raman	2	3	3	2	2	2

Note: CIMS will no longer be supported as a gradebook option. If you'd like to access training for the MyEd Gradebook option, please contact Cherie Nagra, the Teacher Coordinator for MyEd, Assessment, and Reporting.

Note: student learning habits and engagement should not contribute to a student's overall mark (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time, 20% for class participation) but should be addressed in descriptive feedback, if necessary. Some curricula such as Physical and Health Education or Applied Design Skills and Technology require physical demonstration of learning. Some of this learning may require participation. It is significant to note that, it is not the participation per se that is being assessed, rather the learning being demonstrated through participation. LIkewise, showing up ready to learn with the appropriate clothing or materials is not a learning outcome but it can be addressed, if need be, in a comment about learning behaviors (what used to be called work habits).

On the next page you'll find a visual tool designed to help teachers determine what level of achievement best describes the evidence of learning.

A Decision Making Tool

Purpose: to support teachers in their professional decisions when preparing for Learning Updates & Summaries.

Created by Delta, Langley, New West, Vancouver, & West Vancouver School Districts

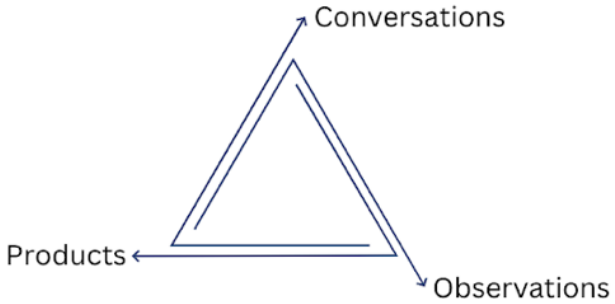
HOW TO USE THIS TOOL

Start by gathering evidence of students' most recent, consistent, and relevant learning.

At the time of reporting, make a judgment call as to which proficiency level best describes their achievement. If you teach Grades 10-12, only then do you move into the yellow zone and determine which letter grade / percentage best aligns.

EVIDENCE OF LEARNING

In making your judgment, consider a breadth of evidence to triangulate patterns and insights. Evidence should include quantitative and qualitative data from products, conversations, and observations of student learning. A most accurate assessment of student learning comes from triangulating such evidence.

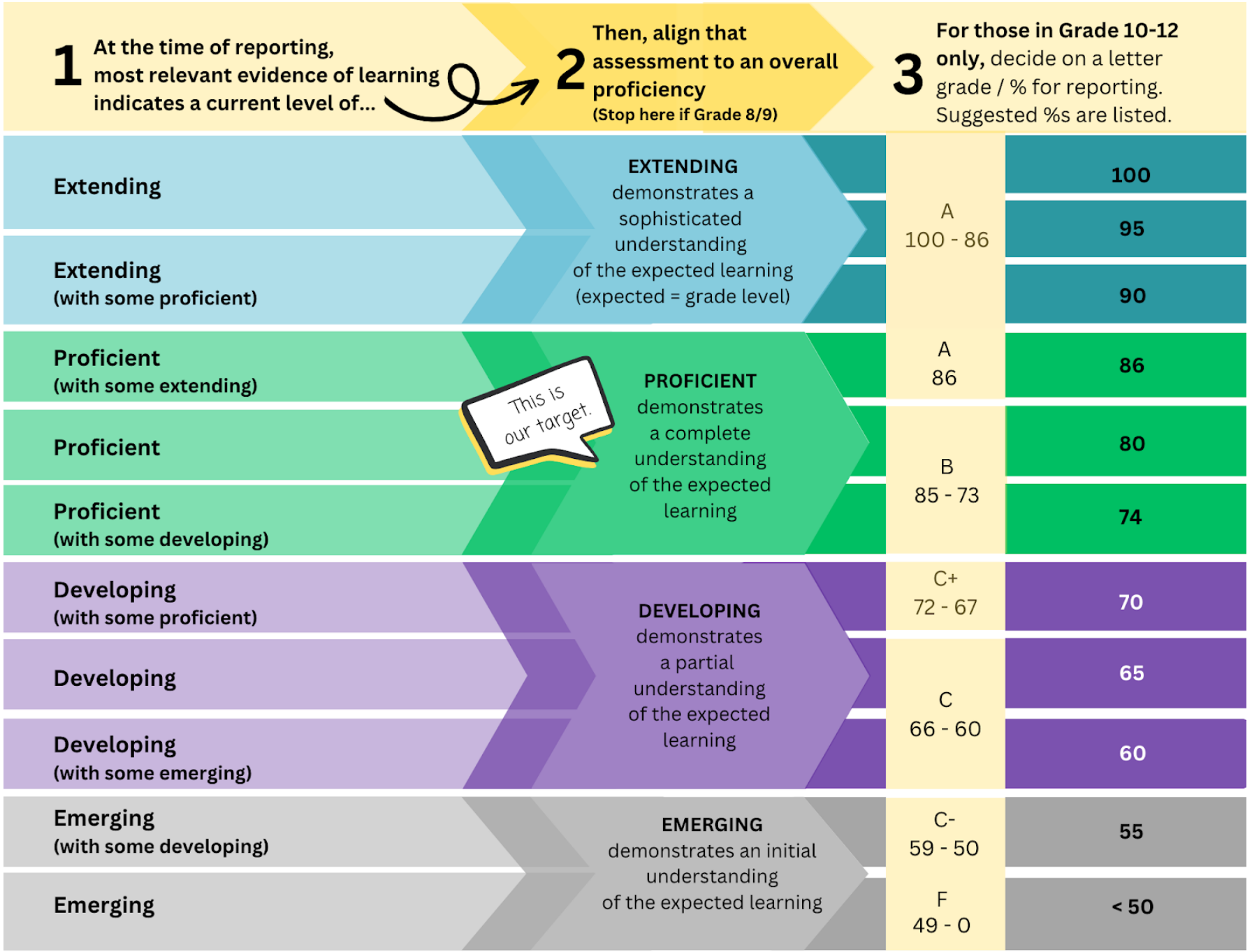


Insufficient Evidence (IE)

Lack of evidence has prevented meaningful assessment of grade level student learning at this time. A support plan may be created in consultation with relevant people, including the student. As per the timeline specified in the support plan, an IE must be changed to a proficiency level or letter grade / % as the case may be.

This tool prioritizes

- **Teacher professional judgment**
- **Conversations around assessment & reporting with students**
- **Student learning & growth**
- **Most recent, consistent, & relevant evidence of learning**


1 At the time of reporting, most relevant evidence of learning indicates a current level of...
2 Then, align that assessment to an overall proficiency
(Stop here if Grade 8/9)
3 For those in Grade 10-12 only, decide on a letter grade / % for reporting. Suggested %s are listed.
Extending
Extending (with some proficient)
EXTENDING demonstrates a sophisticated understanding of the expected learning (expected = grade level)
A 100 - 86
100
95
90
Proficient (with some extending)
Proficient
Proficient (with some developing)
This is our target.
PROFICIENT demonstrates a complete understanding of the expected learning
A 86
B 85 - 73
86
80
74
Developing (with some proficient)
Developing
Developing (with some emerging)
DEVELOPING demonstrates a partial understanding of the expected learning
C+ 72 - 67
C 66 - 60
70
65
60
Emerging (with some developing)
Emerging
EMERGING demonstrates an initial understanding of the expected learning
C- 59 - 50
F 49 - 0
55
< 50

A Note about Emerging (Grade 8-9)

> "Emerging" indicates that a student is just beginning to demonstrate learning in relation to the learning standards, but is not yet doing so consistently. Students who are not yet demonstrating learning in relation to the learning standards can be assessed as Emerging. Note: If this is due to insufficient evidence of learning, the student can be assigned an IE (Insufficient Evidence).

Given that Emerging can be above or below grade level expectations for the learning standards, it is important for teachers to inform the student and their caregivers about the details as to the Emerging. Is the student on track? Is the student needing extra supports? Any teacher who uses "Emerging" to describe a student's progress must include this comment in the written feedback section followed by a plan for supporting this students' learning: *[student name] is not currently achieving learning outcomes at the expected level for this course.*

A Note about "F" Letter Grade & Percentages Below 50% (Grades 10-12)

Teachers should inform guardians that a student has not yet provided sufficient evidence of learning at the first possible opportunity, but at least 2 weeks prior to, assigning a failing grade on a formal Learning Update or Summary. If there is an IE on a previous Learning Update and the students' support plan was not successful, then an F may be appropriate. If there was an IE on a previous Learning Update and the support plan was successful, but since then there has been insufficient evidence of learning at a passing standard, then another IE must be given before an F is appropriate. Informing the student and guardians can occur via an informal or formal learning update. In doing so teachers will note the following in a written comment: *The student has not yet provided sufficient evidence of achievement at the expected learning standard and is therefore receiving an "IE" for insufficient evidence*.

There must also be an opportunity to rectify the lack of sufficient evidence (see below re: Support Plans).

A Note about Insufficient Evidence "IE" and Support Plans

Insufficient Evidence (IE) is a descriptor used to indicate that the student has not yet provided enough evidence of learning for the teacher to be able to adequately assess the student's progress or achievement.

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An IE may be appropriate when a secondary student

- has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term),
- has been ill or away from school for a significant period (e.g., has been traveling for several weeks),
- has not demonstrated significant learning evidence for the teacher to provide an accurate assessment, or
- when a student's current standing is below 50% as there is "Insufficient Evidence" to indicate a passing grade for the course.

The teacher may use the IE to describe this situation **at any point during the course.** The teacher must notify the student and parent(s)/caregiver(s) of the IE through a documented phone call, a documented face-to-face conversation, an email, or a Written Update with documented confirmation from the family. In other words, sending an email or leaving a voice mail is not enough; it's important that the family actually responds to this information.

In some ***rare*** cases, a teacher may find the IE an appropriate indicator to use on a Learning Summary. In this case, it must be converted to an alternative proficiency level (grade 8-9) or letter grade and percentage (grade 10-12) at some point because an IE cannot be used on a student's final transcript. Ideally, it is converted before the end of the school year (in the case of semester 1 courses) or after the summer (in the case of semester 2 and linear courses). Only in extremely unique circumstances and in consultation with the school Principal may a teacher extend that time period to within one calendar year. In most cases one calendar year would be an unreasonable timeline.

The use of an IE prompts a support plan.

The purpose of the support plan is to ensure students are afforded the support and time to provide specified evidence of learning. **Support plans must** be created in consultation with the student, relevant staff, and parent(s) and/or caregivers. Support Plans can be created at any point during a course because an IE may be used at any point in a course.

When an IE is given on a Learning Update and the plan does not extend beyond the end of the course, the teacher who developed the plan would be responsible for removing the IE and replacing it with a proficiency scale or letter grade/percentage.

When an IE is used in a Learning Summary, the terms of the support plan may not extend beyond one calendar year. The teacher has the option to monitor the students' progress until the completion of the support plan specifications. If the teacher is not able to monitor the student's progress, then the Principal or Vice Principal or their designate will do so. If one of them is unavailable, then the Director of Learning or their designate will do so. **NOTE: in most cases one calendar year would be an unreasonable timeline. It is expected that timelines will not go beyond the course except in unique circumstances.**

Support Plans are only necessary if the student and family would like one. If the student and family are not interested in a support plan, then a formal decline of this support from the family must be noted in the Support Plan template (see next page). In this case a proficiency scale or letter grade/percentage may be more appropriate (please see letter grade descriptors).

In the case where a student has an active support plan that includes moving on to a higher-level course with support, the support plan should involve both the promoting teacher and the receiving teacher, whenever possible, to identify the specific types of supports and services the student may need to allow them to achieve expected Learning Standards. The use of "IE" and the accompanying support planning may be a good conversation for the school-based team.

A copy of the Support Plan must be shared with parents/guardians, the student, and, if the plan goes beyond the timeline of the course, a copy of it must be placed in the student's file.

Support Plan Template **(For the actual form, please see your school's TEAM channel.)**

Student Name:	Start date:
Course and Grade:	End date:
Teacher Name:	
Reason for the IE: *(extended absence, lack of evidence to suggest student is meeting the learning standard, etc)*	
The Teacher has discussed the creation of this support plan with the family. • The family has agreed to move ahead with the support plan creation. • The family has declined the creation of this support plan.	Date:

The teacher has created this support plan in consultation with

Name	Role (ex: student, counselor, parent, Vice Principal, etc)

There is a lack of evidence for the following Learning Standards. (Question for student: what do I need to learn? why does it matter?)

[if written digitally, this box will expand as the text requires]

In the space below, please detail the plan for what evidence is required (note that this does not have to be the same as it was originally assigned) and what supports will be provided in order to provide the best environment for success. (Question for student: how can I best show this learning?)

[if written digitally, this box will expand as the text requires]

Transition or Promotion Meetings for Grades 8 and 9

Link to Delta's Student Placement, Retention, Acceleration Procedure)

Transition / Promotion Meetings are meant to provide a process for teachers, counselors, principals, vice principals, and other relevant educators to discuss and then decide on transition supports for learners in Grades 8 and 9 who receive an Emerging on their Learning Summary or who receive an F on their Learning Summary. (

During the transition days at the end of a semester or term, educators will meet to discuss promotions with support or retentions for each student on the agenda. When possible, all teachers who work with the student should attend the meeting or have offered those attending the meeting meaningful input. In addition, the teacher will engage in meaningful consultation with the student and their guardian(s). Please see the following sample agenda for a transition meeting. Transition Plans should be placed in the students' file.

Transition Meeting Sample Agenda

School:	Date:
Student:	Grade:
Staff in attendance:	(this list should include all educators who have worked with the student this term/semester. The student and their caregivers might also be in attendance should the team decide so)
Course in question:	Presentation of area of concern: (teacher who teaches the course for which the student has not met the learning standard describes the students' progress in the course and identifies gaps)
Discussion of area of concern:	(educators compare experiences to determine if this gap is truly a gap or if the student has demonstrated these curricular competencies outside of the course in question) 1) What actions and supports are necessary for the student to succeed as they continue with their studies? Are these actions and supports meaningful and manageable for both the student and the school community? 2) Should the student be placed in the subsequent grade-level course or re-enrolled in the current grade-level course? What would be necessary for the student to successfully transition to the next level? Please consider the student's intended career pathway, specifically for grade 9 to 10 transitions (e.g., dual credit programs, etc.).
Decision:	(transition team comes to consensus as to the plan for the student)
Supports to be established:	(what supports will be put in place to help ensure success as best we can?)
Communication:	(What will be communicated to the family? What feedback is required or sought after from student and family? Who will inform student and family? Who will follow up if follow up is needed?)

Inclusive Assessment Practices and Implications for Reporting

* Universal Assessment Supports (All- not restricted to students with IEPs)

[COMING SOON}

* Targeted (Some- not restricted to students with IEPs)

[COMING SOON}

* Specific (Few- essentially restricted to students with IEPs)

[COMING SOON}

English Language and French Language Learners

This section is copied and pasted from the Ministry's support document (source link).

The reporting requirements for English Language Learning (ELL) and French Language Learning (FLL) students who are following the learning standards of the B.C. curriculum for a course, area of learning or grade are the same as for other students.

In alignment with the English Language Learning Policy Guidelines (2018), Provincial Proficiency Scale indicator or letter grades and percentages are appropriate for ELL and FLL students where, with the appropriate supports, they are capable of meeting the learning standards for a particular area of learning and/or for a Board/Authority Authorized course.

Provincial Proficiency Scale indicator or letter grades and percentages are not appropriate where ELL or FLL students are not yet able to meet the learning standards in some areas of learning because of their level of language proficiency, even with supports. In this case, reports on student learning must contain information describing what the student can do, areas that require further attention or development, and ways of supporting their learning. Note that IE (insufficient evidence of learning) may be the most appropriate letter grade to use until a teacher feels they have sufficient evidence to authentically assess and evaluate a student's learning in relation to the learning standards.

ELL or FLL student language progress information must be included in some format in each of the school's regular reporting periods during the year.

In cases of language difference, wherever appropriate and possible, interpreters could be provided for conferences or other communication of student learning events.

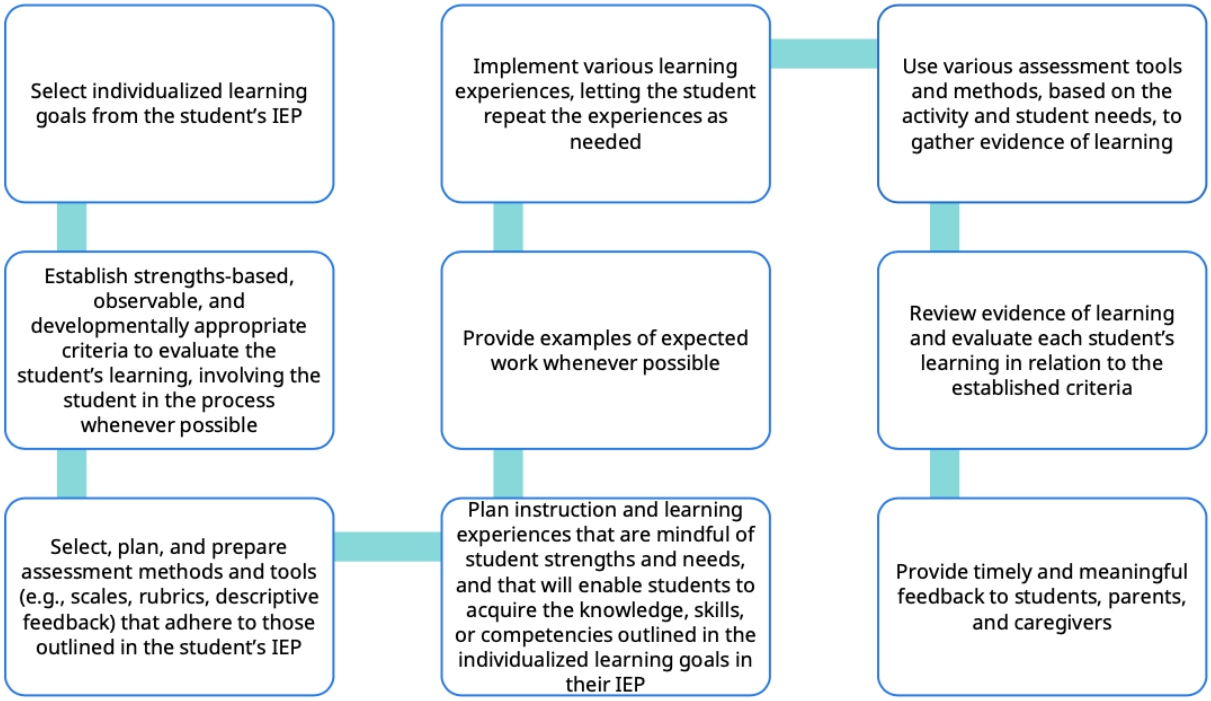
Learners with IEPs

This section is copied and pasted from the Ministry's support document (source link).

A student whose learning is supported through specific assessment supports will have individualized learning goals that are substantially different from the learning standards outlined in the curriculum and are specifically selected to meet the student's individual needs. These students are assessed and evaluated in relation to the goals and objectives established in the student's IEP.

It is important to note that this method of evaluation and communicating student learning pertains only to the small number of students who are assessed in relation to the individualized learning goals outlined in their IEP, rather than the learning standards. These are students who are working toward a School Completion Certificate rather than a Certificate of Graduation. It is also important to note that their learning experiences in the classroom should still be connected with the same content and competencies as their peers as their peers are exploring but with modifications to meet their unique needs. Students with disabilities and diverse abilities whose learning is supported by individualized learning goals must have an IEP that outlines their goals and the methods for evaluating the goals. Students receive feedback in a manner that is identified in the individualized learning goals of their IEP (e.g., scales, letter grades and percentages, descriptive feedback). Communication of student learning aligns with the school and/or district's regular reporting periods and formats.

Evaluation referenced to individualized learning goals involves the following process:



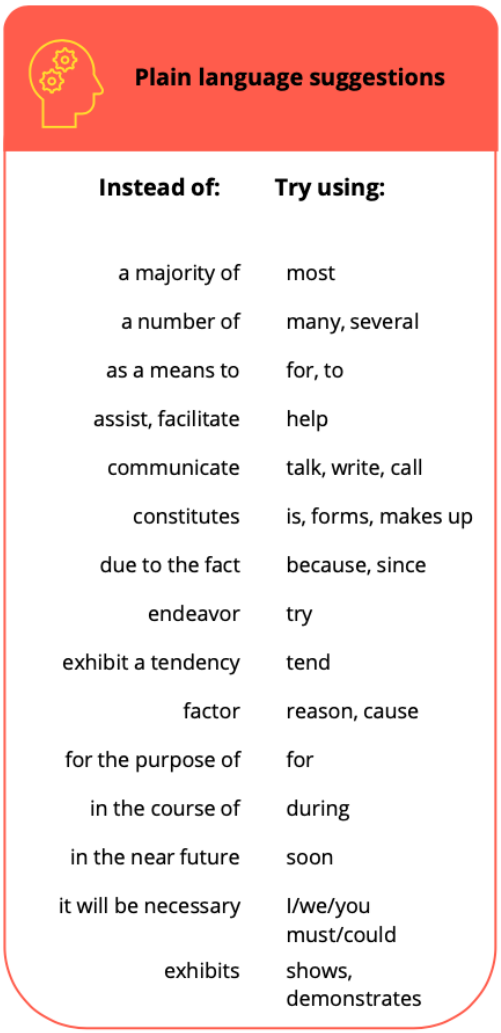
Here is a helpful video from Dr Shelley Moore about gathering evidence for IEPs: link.

Written Comments

Descriptive comments provide space for more personalized feedback to students and their families. To ensure your comments are understood, be concise, use specifics, and prioritize plain language. Teachers must comment on

- what the student is able to do and
- an area of growth and what the student can do to move towards this goal.

Any comments about student behavior and work habits must also be expressed in the written comments.



Plain language suggestions

Instead of:	Try using:
a majority of	most
a number of	many, several
as a means to	for, to
assist, facilitate	help
communicate	talk, write, call
constitutes	is, forms, makes up
due to the fact	because, since
endeavor	try
exhibit a tendency	tend
factor	reason, cause
for the purpose of	for
in the course of	during
in the near future	soon
it will be necessary	I/we/you must/could
exhibits	shows, demonstrates

Words that might be helpful when describing student behavior

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

Useful Words and Phrases to Consider when Writing Report Card Comments

Strengths	Ongoing learning	Goals for future growth
Action Verbs: Advocates - Applies - Extends - Builds - Illustrates - Compares - Interprets - Completes - Knows - Constructs - Organizes - Creates - Operates - Describes - Participates - Practices - Evaluates - Performs - Experiments - Produces - Explains - Shows - Expresses - Solves		
Able to construct, determine, extend, research, respond, support Can accurately, adapt, consistently, easily, effectively, explain, identify, solve, successfully Consistently makes Continues to Demonstrates a clear understanding, effective Displays strong / exceptional Has achieved a good grasp of successfully learned very good insight improved tremendously at Is able to competent in consistently able to capable of developing proficient at skillful at very good at Often uses Recognizes the importance of Shows commitment Successfully interprets Skillfully uses Understands how / that Uses a variety of	Attempts to Continues to need help with Is beginning to Is benefiting from practice with Is developing Is learning to/that Is receiving additional help with Is working at Needs ongoing help with Needs support Needs clarification with / to Requires adult support for Requires guided instruction Requires more time Requires further understanding Tries to	Will be supported in, to Can work with peers/teachers to Is encouraged to focus be more seek strive to review refer to ask consider continue expand on practice It is important / recommended that Spend more time on Work on Ask for help Ask questions Seek out additional practice opportunities, teacher feedback Continue to Practice more Further practice will Take the time to Use options for Work towards Would benefit from Will have opportunities to

Interdisciplinary comments in K- 9

When two or more subjects are taught simultaneously (i.e. Humanities), strength-based comments may be used in lieu of individual area of learning strength-based comments if the following guidelines are followed:

- Consultation with administration has occurred
- Parents have received direct communication prior to reporting informing them of this approach to learning
- The areas of learning covered within the interdisciplinary comment are clearly indicated
- Each individual area of learning is still assigned a proficiency level.
- Interdisciplinary comments should be placed alongside the Student Engagement comment in MyEd BC.
- All comments must be written for the intended audience: parents and caregivers. Teachers must prioritize plain language.

Comment Examples

Kaylen is creative and generates ideas well which really shone in their use of the design process. Kaylen did require support during the idea stage because they wanted to rush. Next time, they can use ideation strategies to slow down and think critically about which idea is strongest.

Cheyenne is:

- Curious and hard working
- 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 encouraged to use graphic organizers and sentence stems to help thoughtfully process information. Cheyenne is good at advocating for their own needs.

Quinn:

- Is very engaged and actively participates in our everyday French language routines
- Can respond appropriately to simple commands and instructions
- Continues to develop in their comprehension of both written and spoken French language.

Quinn has a strong vocabulary that they can use, along with more exposure and practice, to build their comprehension.

Comment for Emerging (when below learning standard) or F

This student is not currently achieving learning outcomes at the expected level for this course.

Comments for IE

Due to _____'s extended absence(s), there is not enough evidence of _____'s learning from which to base a judgment as to their progress in the course. A meeting will be held soon to discuss a support plan for _____ in order to help them meet their learning goals; students, their caregivers, and relevant educators will be invited to consult.

For a grade 10-12 student

While _____ has been attending most classes, there is not enough evidence that meets the expected learning standards to suggest that _____ is passing this course. In order to help them meet their learning goals; _____, caregivers, and relevant educators will be invited to consult on the creation of a support plan.

Core Competency Self-Assessments and Goal-Setting

This is the one component of the students' learning update and summaries that learners get to own. The purpose of having students self-assess their core competency development and set goals around those skills is to engage students in this thinking in an intentional way.

While it is the school's responsibility to provide students with the meaningful opportunity to do their self-assessment and set their goals, if a student/family chooses not to do so, that is their decision. In this case, a comment to this effect would be appropriate: *Students were invited to self-assess on their core competencies and set goals for going forward. While your child did not complete this task, you may still wish to ask them about their learning. It can be as simple as "What are you learning? How is it going? What are you hoping to improve on or learn next?"*

Here are some key logistical considerations schools need to take into account:

- Families must have access to self-assessments and goals. Families do not need their own copies of the self-assessments and goals. For example, if a school decides that these self assessments will be stored in a folder called "Self Assessment and Goal Setting" in each students' Google Drive, including a note that a student's self-assessment of the core competencies may be viewed in the student's Google folder is sufficient.
- Schools need to determine a best practice that suits their context for engaging students in this self-assessment and for communicating that self-assessment and must account for variability in the student population.
- All students need the opportunity to complete their self-assessment three times per year (not three times per course, but three times per year). Schools may decide to have all students do the assessment in A block, for example. Or they might decide that this reflection will be done during reallocated flex-time over one week each term.

Students' self-assessment and goal setting will be communicated via MyEd in the formal Learning Updates and Learning Summaries for a total of three times per year. If the student provides something other than a blurb, the teacher may input one of the following comments:

- Please go to this link to see your child's self-assessment and goals: [insert link here].
- Please ask your child to show you their self-assessment and goals on their Google Classroom / in their Google Folder.
- Please join us at the Celebration of Learning on [insert date here] to see your child's core competency and goal setting.
- Students were invited to self-assess on their core competencies and set goals for going forward. While your child did not complete this task, you may still wish to ask them about their learning. It can be as simple as "What are you learning? How is it going? What are you hoping to improve on or learn next?"

A note to teachers: Elementary Teachers have been doing this process for a few years now. Typically, the logistics seem easiest when students fill in a Google Form (here is one you can copy and tweak if you like) then the teacher copy and pastes the statements or blurbs into the Student Self-Assessment and Goal Setting section of MyEd.

A note to Vice Principals: An administrative assistant will need to create the 'course' XSTU-08 (for a grade 8 course, for example) and assign the teacher who is going to plug in the self reflection. This is the responsibility of the designated teacher.

To facilitate this process, Learning Services will share bundles of “plug and play” lessons for topics (relevant to life but course neutral) such as goal-setting, core competency reflection, wellness, decision-making, and so on. Schools may decide to reallocate some of the Flex Time sessions and lock it in for this bundled learning where every teacher would deliver the same set of lessons. If schools choose to do this, they are advised to consider alternate names for this learning time so as not to dilute the integrity of the idea behind *flexible* learning time where students have agency. Schools are also advised to create and share a calendar ahead of the school year noting the dates, times, and topics dedicated to for this purpose.

“plug and play” lesson bundles

Resources to support classroom habit of student self-reflection and goal-setting: Assessment Reflection Log Learning log 1 Learning log 2 Learning updates using Student Conferencing Metacognition / Reflecting on Feedback over a Term/Semester Metacognition / Synthesizing Feedback from Evidence of Learning Metacognitive prompt: Hidden Thinking

A Note about Transition Days

Transition Days are the days between semesters or at the end of the school year before summer vacation.

Transition Days are instructional days.

Many activities may be scheduled during this time such as those noted in the lists below.

It may be used for students to

- complete unfinished work and/or demonstrate their learning so teachers have sufficient evidence to provide the student a final grade or level of proficiency for the course
- demonstrate understanding of key concepts that may have been delayed or missed earlier in the course
- schedule individual time with teachers, counselors and other staff to support their course planning and any other aspect of their educational program
- be involved in reviewing and updating their Individual Education Plan goals and strategies as necessary
- ensure that course requirements are complete

It may also be used for teachers to

- hold transition or promotion meetings
- finalize reports and update any changes as incomplete assignments are submitted and assessed
- meet in school-based teams to focus on priority student planning needs for the next school year
- collaborate to support the highest priority learners in multiple ways (e.g., LST working with Classroom Teachers to support and assess students as necessary)
- work together, with students, to implement plans for Commencement Ceremonies
- to meet with or contact parents as necessary

It is also a time when a time when principals may assign teachers (e.g., non-enrolling, or elective) and support staff (EA's) to work with other staff in support of students

Transition Days are not a time for students to submit substantial amounts of incomplete assignments and projects, or write multiple unit tests, without prior coordination with the classroom teacher. Any incomplete assignments and requirements outlined in the Support Plans created in consultation with the family and the student should be established well in advance to the Transition Days.

Discussions with the Principal and/or Vice Principal in advance of the Transition Days will clarify how the days will unfold in each schools' context well in advance of the final day of classes for the year or semester.

Communicating with Families

Schools will decide how they want to educate their parent community about the reporting process. It is important for caregivers to feel prepared for and clear about the shift to proficiency language and other changes. Here are some considerations to work through when designing a parent communication plan on this point.

It's important families do not feel surprised at report card time.

- Supporting caregivers to think about these changes will help them feel more clear about and more trusting of this change.
- Often emotional reactions come from uncertainty. Clarity is helpful.

When designing your communication with parents, remember you have supports available to you.

- Here is a plain language letter you may use in full or in part as you like. Plain language parent Letter
- Here are some documents the Ministry has provided to support communication, including information sheets **in a variety of languages.**
- You are welcome to reach out to your Learning Services liaison to attend a parent night and otherwise support your communication plan.

Course outlines are one way for teachers to establish a positive, helpful, and clear approach from the beginning. Here are a variety of Delta teachers to help you consider your own in a new light. (Note - these examples all come from pre-reporting era years but use performance-based language so it is the language that is out of date but the ideas are very much in alignment.)

COURSE OUTLINES:

- PHE
- English
- Life Sciences
- Science
- Socials