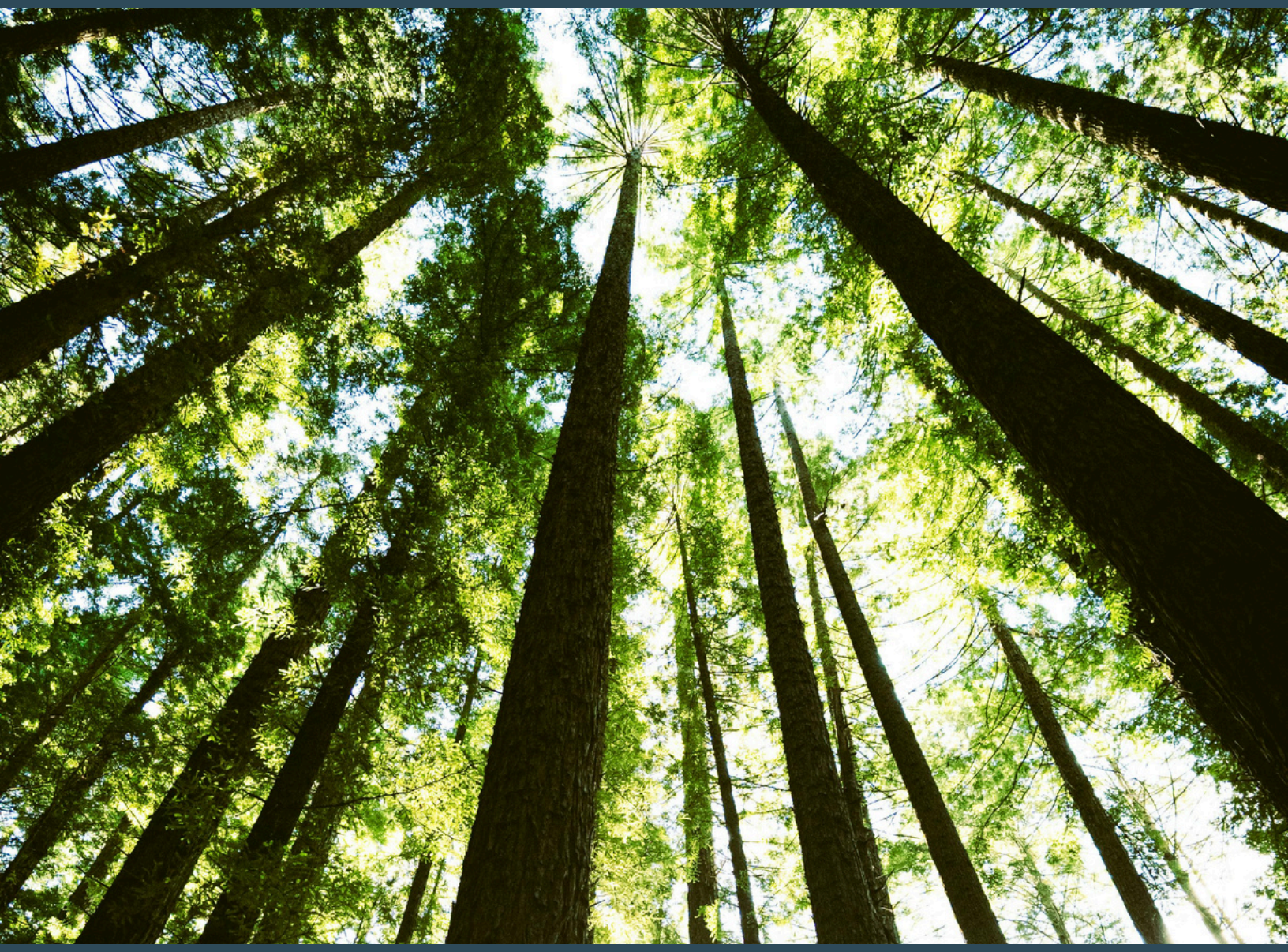
COMMUNICATING STUDENT LEARNING GUIDELINES K-12



November 2026

COWICHAN VALLEY
School District

CONTENTS

2 INTRODUCTION

3 PRINCIPLES OF ASSESSMENT

4 TYPES OF REPORTING

5 REPORTING TIMELINE: ELEMENTARY

6 ONE PAGE K-9 REPORTING GUIDE

7 INSUFFICIENT EVIDENCE K-9

8 THE F LETTER GRADE AND K-9 REPORTING

9 REPORTING TIMELINE: SECONDARY

10 ONE PAGE 10-12 REPORTING GUIDE

11 INSUFFICIENT EVIDENCE 10-12

12 STUDENT VOICE: CORE COMPETENCIES AND GOAL SETTING

13 INCLUSIVE EDUCATION GUIDELINES

15 DESCRIPTIVE FEEDBACK

17 LEARNING HABITS/ENGAGEMENT



CLICK DIRECT TO PAGE

INTRODUCTION

PURPOSE OF COMMUNCATING STUDENT LEARNING:

- Students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning.
- Parents and caregivers are well informed of their child's progress, involved in decisions and dialogue about their child's learning, and understand ways to support and further their child's learning.

REPORTING POLICY GUIDELINES

The K-12 Student Reporting Policy Guidelines were developed after an extensive community feedback process. The guidelines highlight key components that are included in the policy which was implemented province wide in August 2023.
For your reference, these guidelines will support teachers, administrators and district level staff to implement the K-12 Student Reporting Policy.

KEY FEATURES

Descriptive Feedback
Clearly provides feedback on student learning and focuses on what students can do now and what they are working toward.

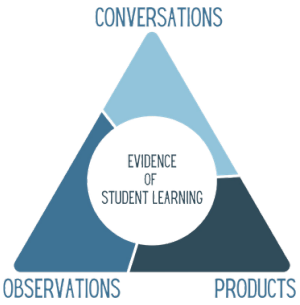
Focus On Proficiency (K-9)
Assessment that is focused on student proficiency in relation to learning standards leads to improved reliability of assessment results and increased student engagement.

Self-Relfection and Goal Setting
Student reflection leads to an increase in student confidence, greater responsibility for their own learning and greater student satisfaction.

Graduation Status Update
Ensures that students, parents and caregivers have the information they need to plan for graduation and are aware of what graduation requirements are being met.



PRINCIPLES OF ASSESSMENT



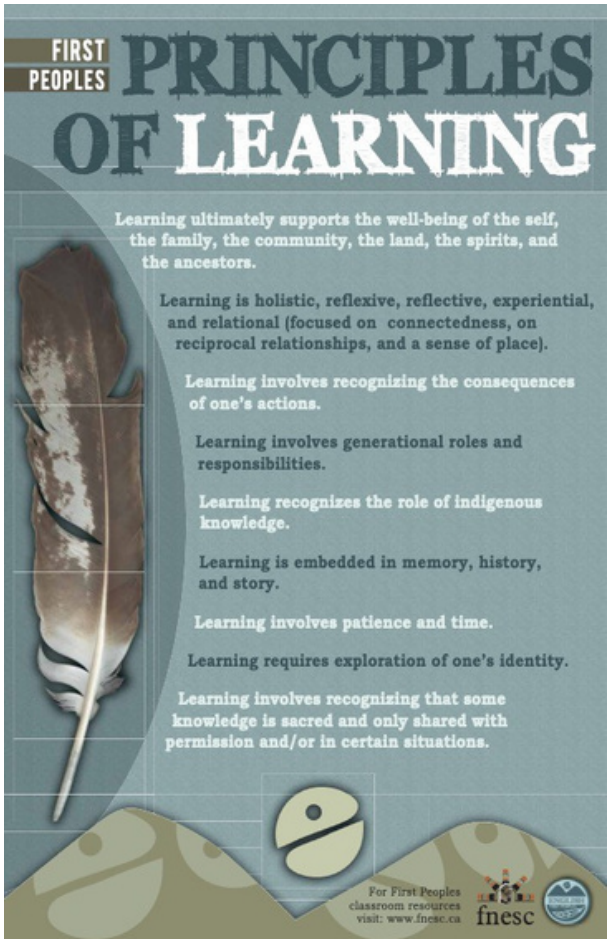
These principles provide teachers with guidance for classroom assessment that aligns with the curriculum and honours cultural context.

Quality Assessment

- is transparent, meaningful and responsive to all learners
- focuses on the components of the curriculum model: knowing, doing, understanding
- is ongoing, timely, specific, and embedded in day-to-day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves students in their learning
- promotes development of student self-assessment and goal setting
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly where the student is, what they are working towards and the ways that learning can be supported (descriptive feedback)

https://curriculum.gov.bc.ca/redesigning-assessment

First Peoples Principles



TYPES OF REPORTING

Learning updates should primarily consider evidence that is recent, relevant and consistent. Learning updates are:

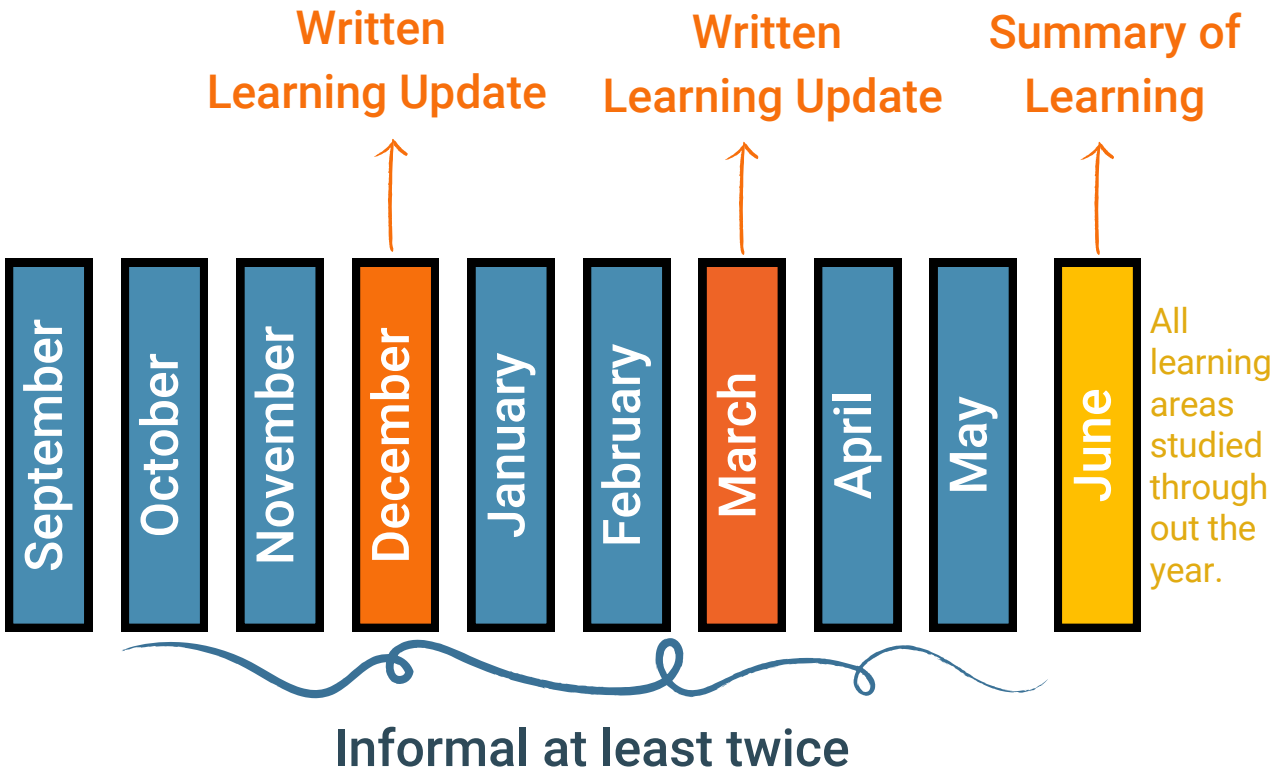
- communication from a teacher to a family/caregiver about student learning
- responsive to learning, at any stage of the learning process

Types of Learning Updates

<table>
<tr><th>Informal (2)</th><th>Written (2)</th></tr>
<tr><td>Flexible formats:
conferences
portfolios and e-portfolios
emails, phone calls
written comments, journals (digital or paper)
exhibition of learning or showcase of learning
student work samples with descriptive feedback from the teacher</td><td>Formal written reports:
document and are kept on record
include proficiency scales (K-9) or letter grades/percentages (10-12)
include information on student attendance
include descriptive feedback on strengths, areas for growth and ways to support learning
include student generated content on self-reflection of core competencies and goal setting</td></tr>
<tr><th colspan="2">Summary of Learning (1)</th></tr>
<tr><td colspan="2">written report summarizing all areas of learning studied throughout the year in relation to the learning standards.
provided at the end of the year in Grade K-7 classes or linear secondary courses, or at the end of the course in semester structures.
is part of student's permanent record and must have a final proficiency scale (K-9) or letter grade/percentage (10-12).
in Grade 10-12, includes a Graduation Status Update indicating student progress in relation to graduation program requirements.</td></tr>
</table>

REPORTING TIMELINE: ELEMENTARY

Learning Update Timeline for K-7 or K-9 in a Linear Model



Reporting Responsibilities:

What does “areas currently being studied” mean?

All areas of learning taught during a reporting period must be reported on.

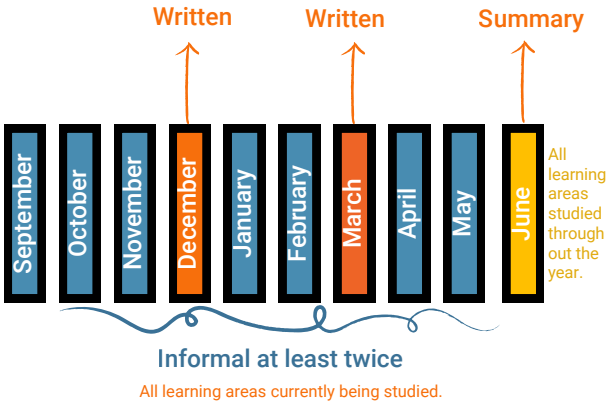
- Linear Subjects (e.g., English Language Arts, Mathematics and Physical and Health Education). Appear in all written updates, as they are taught throughout the year.
- Possible Non-Linear Subjects (e.g., ADST, Arts Education, Science Social Studies, Careers, French): Must be reported on at least once by the end of Term 2. The reporting should be included in updates when instruction has occurred.

All areas of learning must be communicated at least once by the end of March and prior to the Summary of Learning.

ONE PAGE GUIDE:
GRADE K-9 YEARLONG/LINEAR

KINDERGARTEN TO GRADE 9

TWO WRITTEN LEARNING UPDATES	TWO INFORMAL LEARNING UPDATES	ONE WRITTEN SUMMARY OF LEARNING
Two written learning updates in MyEd BC at reporting windows defined by the district which includes attendance and late information.	Provide relevant, growth-oriented information that is communicated in a timely, responsive way.	Summary of Learning report at the end of the year that describes and summarizes student learning and growth including a summary of attendance and late information.
• All learning areas must be communicated at least once by the end of March • Proficiency scale • Descriptive feedback includes three areas: strengths, areas for growth and ways to support • Student generated content including self reflection of core competencies and goal setting	Flexible formats: • In person • Virtual • Phone calls • Emails • Digital portfolio • Written summaries • Student work samples • Proficiency scale not required	• Includes all learning areas • Descriptive feedback for all learning includes three areas: strengths, areas for growth, and ways to support • Student-generated content including self reflection of core competencies and goal setting.



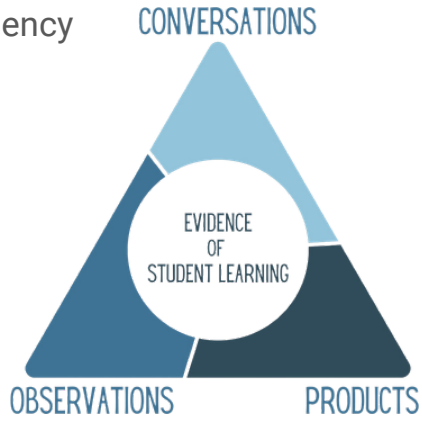
Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates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

Note: 8/9 semester courses will follow the 10-12 semester reporting schedule, but will report with the Provincial Proficiency Scale, NOT letter grades.

INSUFFICIENT EVIDENCE (IE) K-9

In Grades K - 9: Written Learning Updates

In Written Learning Updates, Insufficient Evidence (IE) may be used temporarily to indicate that there is not enough evidence to determine a student's proficiency of learning.



Appropriate use of IE includes situations such as:

- extended absences
- limited participation
- recent enrolment
- insufficient time in the course.

When IE is assigned, reports must include:

- Clear descriptive feedback explaining why the IE was assigned
- Reason for IE (e.g., extended absence, recent enrolment)
- Specific actions the student must take to demonstrate learning

Note: An IE should not be included in a Written Learning Update without prior communication, documentation, and consultation with parents/caregivers and school administration.

Additionally, teachers and school teams must:

- Plan for and provide opportunities to gather evidence
- Refer the student to the School-Based Team to collaborate on appropriate supports and strategies
- Replace the IE with a proficiency scale rating if sufficient evidence has been collected and professional judgment can be applied

In Grades K - 9: Summary of Learning

In the Summary of Learning, an IE should not be used unless there is interest from the family and student in demonstrating and providing further evidence of learning within the following school year, at which time a proficiency scale would be entered. To support this plan a completed Insufficient Evidence (IE) Final Mark Support Plan is required.

THE F LETTER GRADE AND GRADE K-9 REPORTING

In Grades K - 9: When is it appropriate to give an F letter grade?

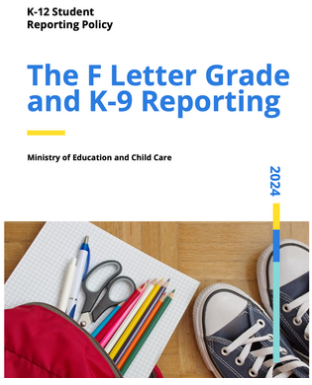
In rare or extenuating circumstances, a Failure to Demonstrate Learning (F) may be assigned in K-9.

An F should only be considered:

- following communication with parents or caregivers and after significant effort, opportunities, and strategies have been implemented to support the student in demonstrating progress and learning. This should be clearly addressed in the descriptive feedback.
- if the student or family are unwilling to engage in learning and are not willing to take part in the IE process in order to provide sufficienct evidence of learning.

*Before entering a Failure to Demonstrate Learning (F) for a student in Grade K-9, consultation with an administrator must occur and an IE must have been previously assigned.

In Grades K-9, Failure to Demonstrate Learning (F) does not mean retention. There are no prerequisites for any BC course and awarding an F in a course does not prevent a student from moving to the next grade or course.

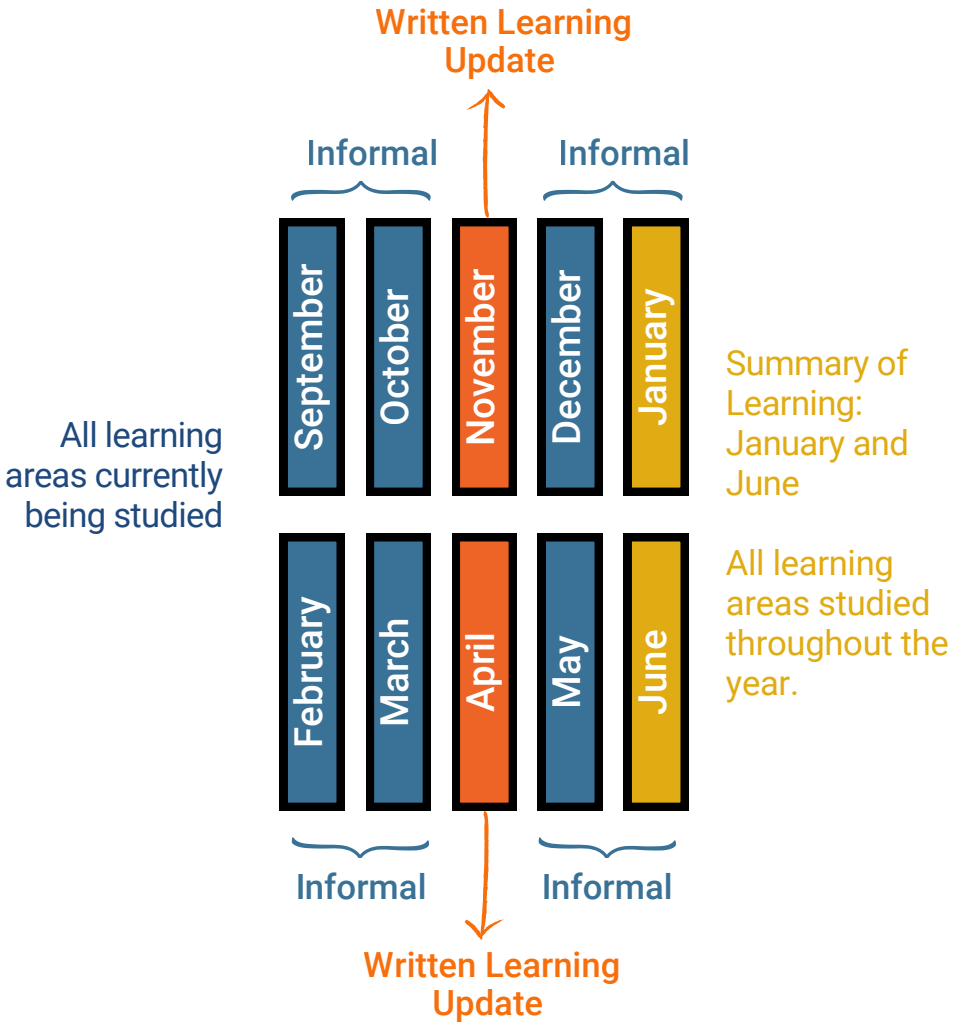


The F Letter Grade and K-9 Reporting

REPORTING TIMELINE: SECONDARY

Suggested timeline for semester courses

.



Reporting Responsibilities:

What does “areas currently being studied” mean?

All areas of learning taught during a reporting period must be reported on.

In Secondary reporting, when reporting on linear subjects, all areas of learning must be communicated at least once by the end of March and prior to the Summary of Learning.

ONE PAGE GUIDE: GRADE 10-12 SEMESTER

FOR EACH 10-12 SEMESTER COURSE

ONE WRITTEN LEARNING UPDATE	ONE INFORMAL LEARNING UPDATE	ONE WRITTEN SUMMARY OF LEARNING
One written update in MyEd BC at reporting windows defined by the district (November and April) which includes attendance and late information.	Provides relevant, growth-oriented information that is communicated in a timely, responsive way.	Written summative report at the end of the course (January and June) which includes attendance and late information.
• All learning areas currently being studied • Letter grade/percentage • Descriptive feedback including strengths, areas for future growth and ways to support. • Student generated content including self reflection of core competencies and goal setting.	Flexible formats: • In person • Virtual • Phone calls • Emails • Digital portfolio • Written summaries • Student work samples • Letter grade not required	• All learning areas • Letter grade/percentage • Descriptive feedback including strengths, areas for future growth, and ways to support. • Includes graduation status update indicating student progress in relation to graduation program requirements. • Student-generated content including self reflection of core competencies and goal setting.

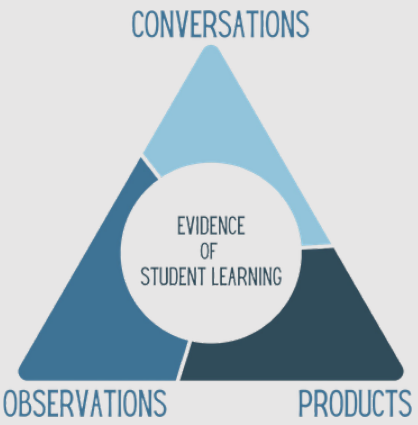


Letter grade	Percentage range	Definition
A	86–100	The student demonstrates excellent or outstanding performance in relation to learning outcomes for the course.
B	73–85	The student demonstrates very good performance in relation to learning outcomes for the course.
C+	67–72	The student demonstrates good performance in relation to learning outcomes for the course.
C	60–66	The student demonstrates satisfactory performance in relation to learning outcomes for the course.
C–	50–59	The student demonstrates minimally acceptable performance in relation to learning outcomes for the course.
F	0–49	The student is not demonstrating minimally acceptable learning in relation to the learning outcomes for the course. The letter grade "F" may only be assigned if an "IE" (Insufficient Evidence of Learning) letter grade has previously been assigned for that course.

Note: 8/9 semester courses will follow the 10-12 semester reporting schedule, but will report with the Provincial Proficiency Scale, NOT letter grades.

INSUFFICIENT EVIDENCE (IE) 10-12

In select instances, Insufficient Evidence (IE) may be used to inform parents, caregivers, and students that there is not enough evidence of learning in relation to the learning standards. In these situations, teachers do not have sufficient information to accurately assess a student's progress.



Examples of when an IE may be appropriate include:

- A student has recently transferred to the school or district.
- A student has been absent for a significant period of time.
- A student is currently achieving below 50% and needs to provide additional evidence of learning to demonstrate course competencies.

In Grades 10-12, if an 'IE' mark is being submitted on a written learning update, the following must be in place:

Assigning an IE Mid-Course: Written Learning Update

When IE is assigned, written learning updates must include:

- Reason for IE (e.g., extended absence, recent enrolment)
- Specific actions and plans the student must take to demonstrate learning
- Supports available for the student to complete the learning
- In addition, teachers may refer the student to the School-Based Team to collaborate on appropriate supports and strategies.

Note: An IE should not be included in a Written Learning Update without prior communication, documentation, and consultation with the student and parents or caregivers.

The letter grade "F" may only be assigned if an "IE" (Insufficient Evidence of Learning) letter grade has previously been assigned for that course.

Assigning IE as a Final Mark at the End of a Course: Summary of Learning
In the Summary of Learning, an IE should not be used unless there is interest from the family and student in demonstrating and providing further evidence of learning within one calendar year, at which time a proficiency scale or letter grade and percent would be entered. Documentation of this plan must be outlined in the IE Final Mark Request Support Plan.

STUDENT VOICE: CORE COMPETENCIES AND GOAL SETTING

Students will be given opportunities in all grades and learning areas to reflect on the core competencies and personal goal setting throughout the year.

- During the school year, students self-reflect on their Core Competency development. This is shared as part of each written learning update and summary of learning.
- Every Core Competency does not need to be reflected on during a school year unless outlined as a school wide initiative.
- Goal setting does not necessarily need to be in relation to the Core Competencies. Students could set curricular goals.
- Self-reflection and goal setting are not recorded on the student permanent record.
- Formats, templates, and procedures are flexible, but must ensure that the self- assessment and goal setting process is meaningful.



Core Competencies

https://curriculum.gov.bc.ca/competencies

Primary Teachers are the first to introduce Core Competencies in their classrooms, inviting wonder, play and self-discovery.

The practices outlined in the Early Learning Framework support teachers of young students in engaging in the self-reflection on Core Competencies and goal-setting components of the K-12 Student Reporting Policy.



The K-12 Student Reporting Policy requires that student self-assessment of the Core Competencies and goal setting will be included in all Written Learning Updates and in the Summary of Learning.

INCLUSIVE EDUCATION GUIDELINES

BC provides an inclusive education system in which all students, regardless of need or ability, are fully participating members of a learning community. Inclusive assessment practices allow students multiple ways and opportunities to practise and demonstrate competencies, which are assessed through observations, conversations, and different types of learning activities.

Reporting for students with an Individual Education Plan (IEP):

All students have a right to personalized reporting. Those who are supported by an IEP will have individualized goals and strategies to differentiate their learning. The classroom teacher will report based on how the student is able to access the course curriculum with the support of their adaptations or modifications



The role of the classroom teacher is:

When a student with an IEP is able to demonstrate learning in relation to the learning standards, Written Learning Updates and Summaries of Learning must:	When a student with an IEP is unable to demonstrate learning in relation to the learning standards, Written Learning Updates and Summaries of Learning must:
• include a proficiency scale rating • include descriptive feedback that reference: • strengths • areas for growth • ways to support learning	• not include a proficiency scale rating • include descriptive feedback within the written report • reference significant adaptations used to support learning • describe progress in relation to goals outlined in the student's IEP, SLP, or AIP

The role of the program manager is:

- to design, implement and report on programming for students to meet curricular learning goals.

Program managers and teachers will collaborate and consult to:

- complete and update the IEP
- determine growth and progress of students with an IEP
- design and implement supports and adaptations to meet the learning standards in the curriculum

Program managers will:

- complete the annual IEP by the first written learning update
- provide progress reports with each additional written learning update or summary of learning which identifies the student's progress towards their IEP goals.

ENGLISH LANGUAGE LEARNERS (ELL)

ELL teachers write an Annual Instructional Plan (AIP) for all students who are ELLs, which is in their ELL file, on MyEd, and shared with the classroom teacher.

Most students who are English Language Learners can meet outcomes with adaptations and will be assigned a letter grade or proficiency scale.



For those students who are ELL and who do not meet learning standards due to their language proficiency, teachers will provide written comments that describe:

- what the student can do
- areas that require development
- ways to support their learning

In this case, the final mark will be left blank. Please reference Ministry ELL Policy Guidelines (page 13). The ELL teacher will report on the students' language proficiency based on AIP goals.



DESCRIPTIVE FEEDBACK

Assessment for each area of learning should be in relation to the learning standards alone. Student learning habits and behaviours should not contribute to a student's overall mark.

Descriptive feedback includes concise, strengths based, written comments or documented conversations that are aligned with the learning standards and describe student learning, as well as identify specific areas for future growth.

Descriptive feedback includes three areas: strengths, areas for future growth, and ways to support learning. Feedback can be provided in paragraph form or by using bullet points.

K-12 Descriptive Feedback Exemplars:

Physical and Health Education 6
XXX demonstrates strengths in team work, coordination and understanding rules and strategies. Areas for future growth include improving stamina and refining more complex coordination movement-skills. Continued structured practice and regular physical activity will support ongoing growth.

English Language Arts 10
This term in English Language Arts 10, XXX demonstrated strength in transforming ideas and information to create original texts. One area that XXX is still working on is using writing and design processes to plan, develop and create engaging and meaningful texts for a variety of purposes and audiences. As XXX continues their learning, XXX plans to focus on using paragraph structures (point, evidence, explain) in their writing, use sentence stems and work with a peer or adult editor.

French 7
Areas of Strength: XXX is developing an understanding of French letter patterns connected to pronunciation and is building vocabulary related to body parts, colours and clothing.
Areas for Future Growth: Continue to build confidence by speaking French and taking more risks during pronunciation practice.
Ways to Support Learning: Practice speaking French regularly and repeat pronunciation patterns.

English Lanuage Arts 6 - Reading
XXX has demonstrated growing reading proficiency this term. They read aloud with appropriate pacing in familiar text, and demonstrate a growing ability to make inferences. They would benefit from reading with greater expression to improve fluidity of their oral reading fluency skills. Moving forward, XXX is encouraged to continue improving fluency through regular independent reading and focus on reading with expression that reflects punctuation and meaning.

Mathematics 2
You are beginning to develop your understanding of number concepts and you can count, represent and compare numbers. Using a number line, you can solve simple addition and subtraction problems. Continue to practice addition and subtraction facts to 20 with and without tools to build fluency. Exploring number games with dice and money through hands-on experiences will further support the development of your numeracy skills.

English Language Arts 1- Writing
XXX has moved from being reluctant to engage in writing tasks to independently recording ideas using letters, sounds, words and simple sentences.
Areas for Growth: XXX is continuing to develop sentence construction, spacing and conventional spelling. They benefit from support when organizing and expanding their written thoughts.
Next Steps: Continued opportunities to write for a variety of purposes, combined with explicit instruction in spelling patterns, will support XXX's growth as a writer.

Foundations of Math and Pre-Calculus 10
- demonstrates a mathematical understanding of sine, cosine, and tangent ratios. Accurately solves for missing sides and angles in right triangles.
- benefits from more practice recognizing when to apply specific exponent laws in complex expressions. Needs to improve accuracy when dealing with negative and zero exponents.
- create a personalized "Exponent Rule Cheat Sheet" to review regularly and practice a variety of problems to reinforce these rules.

English Language Arts - Oral Language 5
Areas of Strength: Speaks confidently during class discussions and frequently contributes thoughtful ideas and observations.
Areas for Further Growth: Continue to build on ideas shared by classmates by asking questions and/or making connections.
Ways to Support Learning: Encourage XXX to explain their reasoning and support their opinions with examples.

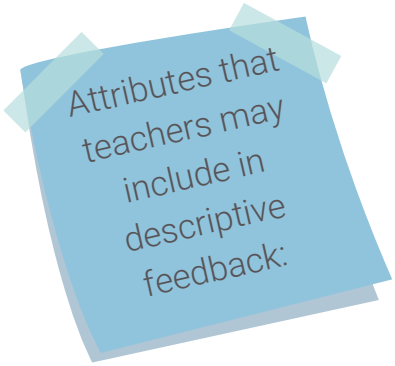
Foods 11
XXX shows a growing proficiency in the components of recipe development and modification, including ingredients, functions, proportions, temperatures and preparation methods. XXX has demonstrated a solid understanding of issues involved with food security and food preservation.
Areas for Growth: Continue to participate in discussions and group-work during theory classes and cooking demonstrations, as well as cultivating culinary curiosity to expand cooking repertoire and broaden cooking skills and techniques.
Next Steps: XXX is encouraged to try more recipes including meal planning and design.

LEARNING HABITS AND ENGAGEMENT

Work habits are not included on Written Learning Updates or Summary of Learning. Instead, descriptive feedback is used to provide information on behaviours for success and engagement.

Feedback on engagement:
- is observable
- is supported with evidence
- isn't just commenting on on-task behaviour
- is meaningful
- empowers students with opportunities for growth
- develops core competencies
- supports personal goals

Educated citizen:
- has a lifelong appreciation of learning
- demonstrated curiosity about the world
- has a sense of self-worth and initiative
- has a sense of social responsibility
- is flexible and able to deal with change
- is capable of independent decisions
- demonstrated acceptance and respect for others
- has effective work habits to prepare for the future



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