

COWICHAN VALLEY  
SCHOOL DISTRICT

# STUDENT REPORTING GUIDELINES K-12

Updated:  
October 2025



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# INTRODUCTION

## PURPOSE OF COMMUNICATING 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, are 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 July 2023.

For your reference, [these guidelines](#) will support teachers, administrators and district level staff to implement the [K-12 Student Reporting Policy](#).



### K-12 Student Reporting Policy

Communicating Student Learning Guidelines



### MEANINGFUL COMMUNICATION

Research stresses that ongoing, comprehensive, and timely communication with parents and caregivers has a positive impact on student learning and engagement.

### FOCUS ON PROFICIENCY

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

### SELF-REFLECTION AND GOAL SETTING

Student reflection leads to an increase in student confidence, greater responsibility for their own learning and greater student satisfaction.

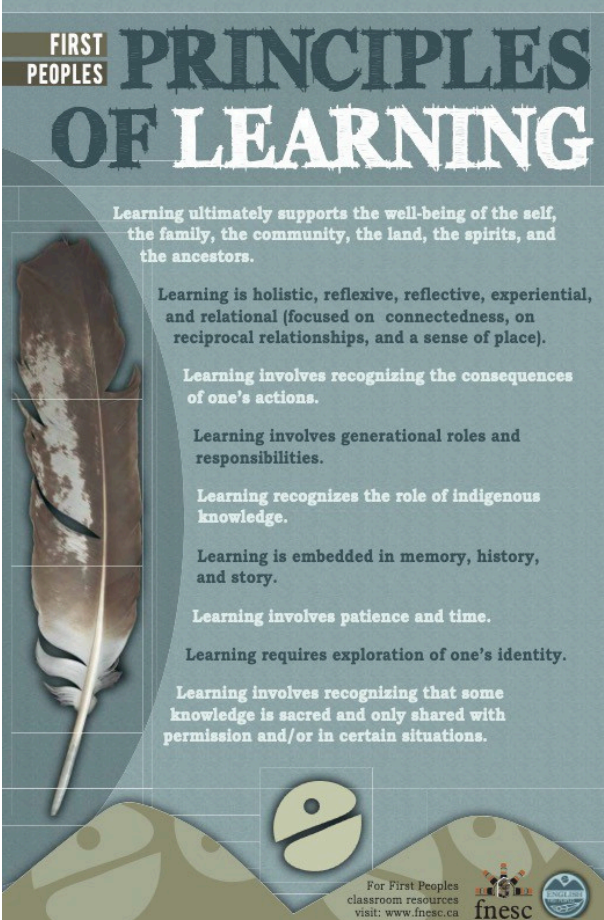
# PRINCIPLES OF ASSESSMENT

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 for
- 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)

## First Peoples Principles



**FIRST PEOPLES PRINCIPLES OF LEARNING**

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: [www.fnesc.ca](http://www.fnesc.ca)

fnesc

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



# LEARNING UPDATES

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
- the minimum requirement, but teachers are encouraged to communicate with families frequently and responsively

## Types of Learning Updates

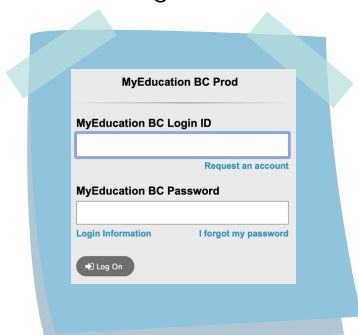
Informal (2)	Written (2)
Flexible formats: <ul style="list-style-type: none"> <li>• conferences</li> <li>• portfolios and e-portfolios</li> <li>• emails, phone calls</li> <li>• written comments, journals (digital or paper)</li> <li>• exhibition of learning or showcase of learning</li> <li>• student work samples with descriptive feedback from the teacher</li> </ul>	Formal written reports: <ul style="list-style-type: none"> <li>• documented and kept on record</li> <li>• includes proficiency (K-9) or letter grade/percentage (10-12)</li> <li>• includes information on student attendance</li> <li>• includes descriptive feedback on strengths and areas for growth</li> <li>• includes student generated content on self-reflection of core competencies and goal setting</li> </ul>
<h3>Summary of learning (1)</h3>	
<ul style="list-style-type: none"> <li>• written report summarizing all areas of learning studied throughout the year in relation to the learning standards.</li> <li>• provided at the end of the year in K-7 classes or linear secondary courses, or at the end of the course in semester structures.</li> <li>• is part of student's permanent record and must have the final proficiency (K-9) or letter grade/percentage (10-12).</li> </ul>	

# MYEDUCATION BC

All learning updates in Cowichan Valley Schools are created in the MyEducation BC template. MyEd BC is a provincial platform supported by the Ministry of Education and Child Care which ensures that the template aligns with Ministry policy.

K-7	8-12
<ul style="list-style-type: none"> <li>All K-7 Learning Updates are created in MyEd on dates set by the district at the beginning of the year. (<a href="#">see page 8</a>)</li> <li>Each K-7 template includes an area for “overall teacher comment” if the teacher wishes to provide feedback which includes multi-disciplinary approaches</li> </ul>	<ul style="list-style-type: none"> <li>8-12 courses are reported via Learning Updates in MyEd on dates set by the district at the beginning of the year. (<a href="#">see page 10</a>).</li> <li>Semester, term and linear courses will have different marks entry dates.</li> </ul>
<h3>Descriptive Feedback (Comments)</h3>	
<ul style="list-style-type: none"> <li>Each written learning update and summary of learning must include descriptive feedback. Authentic feedback needs to be brief, strength-based, and use concise language that is parent and student friendly.</li> </ul>	

Login link



To enter marks:

**In Staff View:**  
Gradebook top tab -> Scores side tab -> select class to enter marks

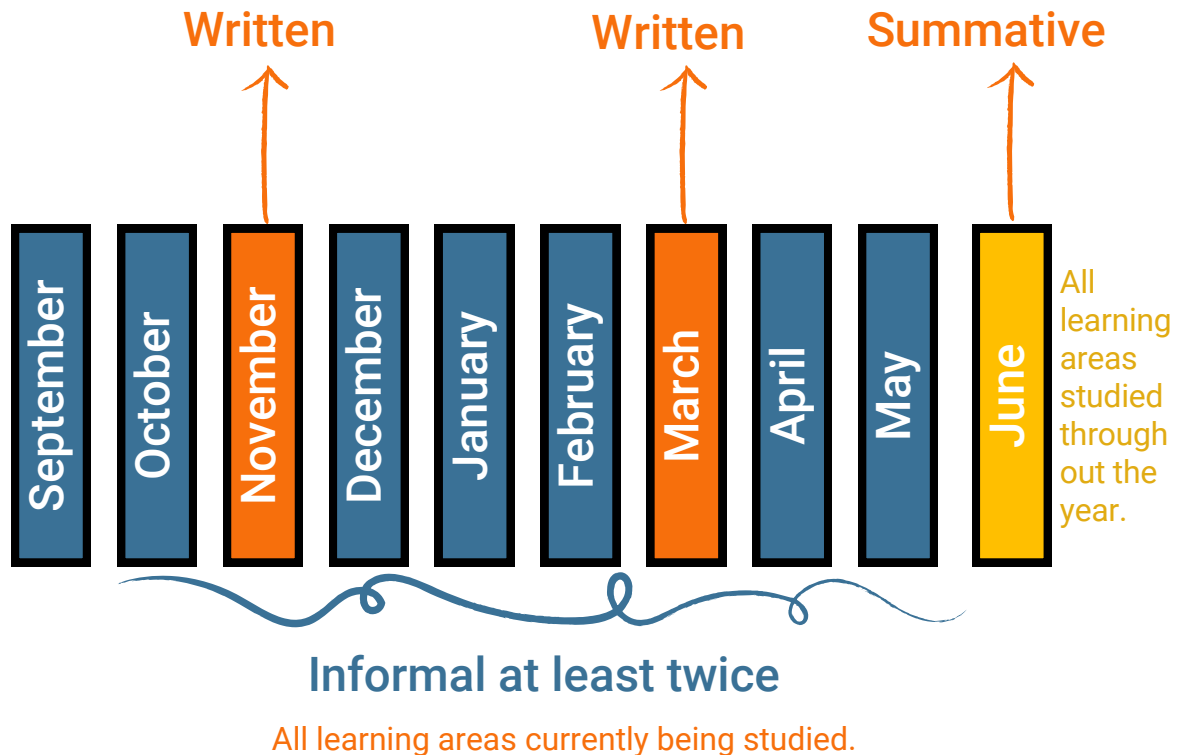
To enter comments:

click on comment icon -> expand window -> type in comment -> SAVE



# REPORTING TIMELINE: ELEMENTARY

Learning Update Timeline for K-7



## What does “areas currently being studied” mean?

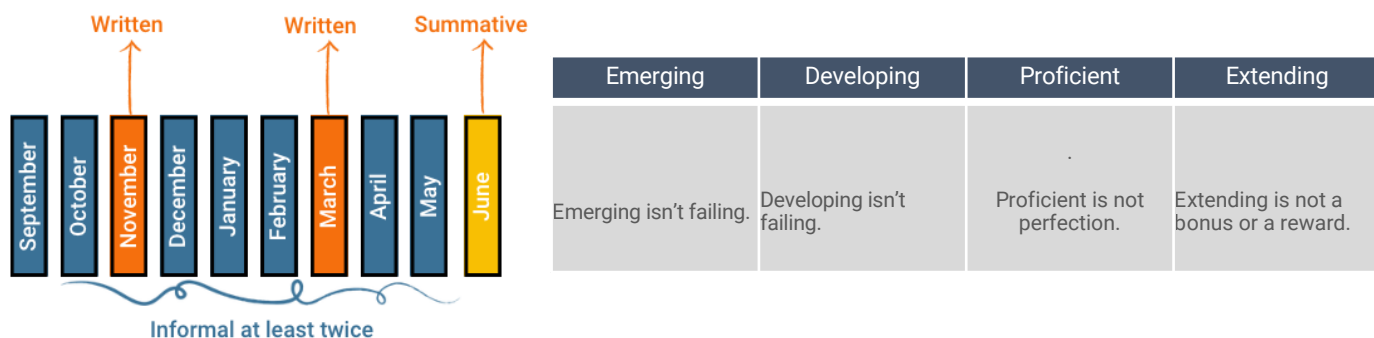
In informal learning updates and written updates that are NOT the summary of learning, teachers may report either collectively on several areas of learning (such as Humanities) or on learning areas that are being currently covered at the time of the update.

Learning updates should generally reference the foundational skills of literacy and/or numeracy that are embedded in the current areas of study.

**Note: 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: K-9 YEARLONG/LINEAR

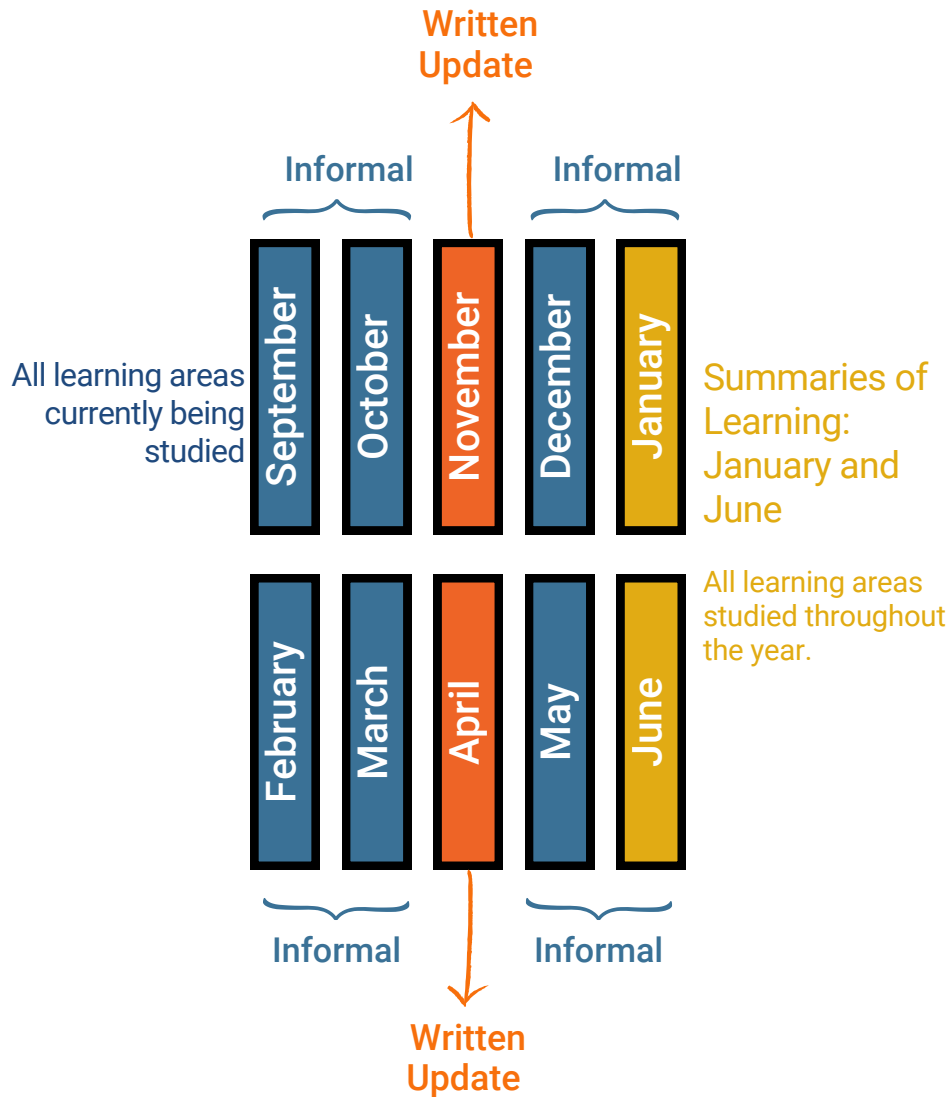
K-7		
2 WRITTEN LEARNING UPDATES	2 INFORMAL LEARNING UPDATES	1 WRITTEN SUMMARY OF LEARNING
2 written updates in MyEd BC at reporting windows defined by the district which includes attendance and late information.	Provide relevant, growth-oriented information that is communicated in a timely, responsive way.	Written summative report in June in MyEd BC which includes a summary of attendance and lates.
<ul style="list-style-type: none"> <li>All learning areas <b>currently being studied</b></li> <li>Proficiency scale</li> <li>Descriptive feedback includes three areas: strengths, areas for future growth and ways to support.</li> <li>Student generated content including self reflection of core competencies and goal setting.</li> </ul>	Flexible formats: <ul style="list-style-type: none"> <li>In person</li> <li>Virtual</li> <li>Phone calls</li> <li>Emails</li> <li>Digital portfolio</li> <li>Written summaries</li> <li>Student work samples</li> <li>Proficiency scale not required</li> </ul>	<ul style="list-style-type: none"> <li>All learning areas</li> <li>The level of proficiency is reported in the final column only (not term 3).</li> <li>Descriptive feedback includes three areas: strengths, areas for future growth, and ways to support.</li> <li>Student-generated content including self reflection of core competencies and goal setting.</li> </ul>



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

# REPORTING TIMELINE: SECONDARY

Suggested timeline for semester courses



## What does “areas currently being studied” mean?

In flexible format learning updates and written updates that are NOT the summary of learning, teachers may report either collectively on several areas of learning (such as Humanities) or only on learning areas that are being currently covered at the time of the update.

Learning updates should generally reference the foundational skills of literacy and/or numeracy that are embedded in the current areas of study.

# ONE PAGE GUIDE: 10-12 SEMESTER

## FOR EACH 10-12 SEMESTER COURSE

### 1 WRITTEN LEARNING UPDATE

1 written update in MyEd BC at reporting windows defined by the district (November and April) 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.

### 1 INFORMAL LEARNING UPDATE

Provides relevant, growth-oriented information that is communicated in a timely, responsive way.

- Flexible formats:
- In person
  - Virtual
  - Phone calls
  - Emails
  - Digital portfolio
  - Written summaries
  - Student work samples
  - Proficiency scale not required

### 1 WRITTEN SUMMARY OF LEARNING

Written summative report at the end of the course (January and June) which includes attendance and late information.

- **All learning areas**
- 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.



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.



# REPORTING FOR SPECIFIC COURSES

Summaries of Learning must include separate reports on the Learning Areas as defined by the Ministry Reporting Order.

The Learning Areas are:

- English Language Arts OR English Language Arts and French Language Arts (Français Langue Seconde) for French Immersion students
- Social Studies
- Mathematics
- Sciences
- Physical and Health Education
- Arts Education
- Applied Design, Skills and Technologies
- Career Education
- Languages

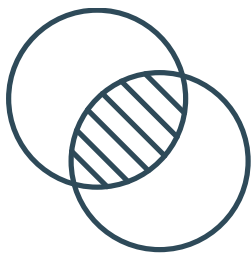
## Applied Design, Skills and Technologies courses/Arts Education courses:

School sites will decide the best way for teachers of ADST and Arts Education exploratory courses to communicate with families in the most effective, timely and responsive way throughout the course. The Summary of Learning will reflect the curricular competencies of ADST and Arts Education. The written Learning Updates and Summary of Learning must reflect the student's level of competency as outlined by the curriculum:

[ADST 8 Curriiculum](#)



[ADST 9 Curriiculum](#)



## Blended courses (eg: Humanities):

Schools may report on blended curriculum on any informal or written learning update.

However, the summary of learning must report on the learning areas separately (as above).



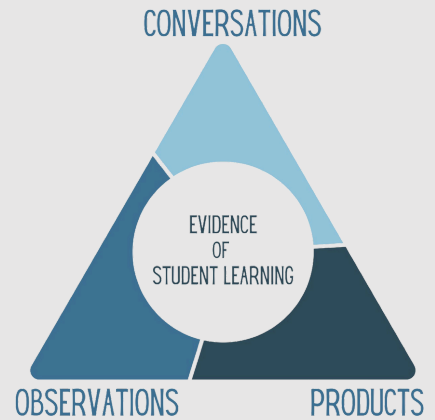
Board  
Authority  
Authorized  
(BAA) Courses

BAA courses 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 by Cowichan Valley School District can be found here: [Cowichan Schools BAA courses](#)

[Ministry BAA Guidebook](#)

# INSUFFICIENT EVIDENCE (IE)

- Insufficient evidence:
  - is when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards of the Provincial Curriculum
  - means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency Scale or letter grades and percentages
  - is temporary and must be converted to another scale indicator and/or letter grade and percentage within one calendar year



In grades K - 9:

In grades 10-12, if an 'IE' mark is being submitted on a report card, the following must be in place:

- No letter grades will be issued on report cards. Therefore, an "IE" (insufficient evidence) letter grade is not generally an appropriate learning update indicator.
- In exceptional circumstances, where there is insufficient evidence to make a sound judgement on a student's progress to date, it is necessary to communicate this with families on the learning updates.
- In these rare circumstances, embed comments that clearly explain why the scale is inapplicable. The final mark may be an IE ONLY AFTER consultation with the principal.
- Teachers are required to communicate a plan to support competency in the curricular area. The plan must include clearly defined goals and timelines needed to demonstrate learning in the subject area.
- There has already been significant prior communication with the student and family and the plan is already in place to demonstrate necessary learning to report on progress.
- The timeline for the plan will be determined in consultation with the student and the family/ caregiver.

### IE Final Mark Request and Support Plan

If, after considerable effort, interventions and strategies, the student is still unable to demonstrate a minimal level of progress in the learning area, the teacher may submit this form to the school principal for consideration of an IE as a final mark.

The IE can ONLY be entered as a final mark by the Principal after consultation with the teacher and support team.

**IE Final Mark Request and Support Plan**

In select instances, Insufficient Evidence (IE) 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.

This form will support planning for a student whose final mark is determined, in their best interest, to be an IE.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ Teacher: \_\_\_\_\_

Support Team:  Attending full time  Attending partial days  Currently not attending

Student is:  Attending full time  Attending partial days  Currently not attending

**1. Rationale**  
The reason for insufficient evidence of learning is:

**Background**  
When an IE as a final mark in this course/grade, the following supports, interventions, and \_\_\_\_\_ in place:

# STUDENT GENERATED CONTENT: 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, and it is shared in the 2 written Learning Updates and 1 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.



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 at least 2 written Learning Updates and in the Summary of Learning.

# INCLUSIVE GUIDELINES

BC provides an inclusive education system in which all students, regardless of needs or abilities, are fully participating members of a learning community. Assessment and reporting practices must be inclusive of all students and must allow students multiple opportunities to demonstrate competencies, which are assessed through multiple methods.

## Reporting for students with IEPs:

**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



## Classroom teachers:

When a student with an IEP is able to demonstrate learning in relation to curricular learning standards, the written learning updates must:

- Show progress using the proficiency scale (K-9) or letter grade (10-12)
- Embed written descriptive comments that reference:
  - strengths
  - areas for growth
  - ways to support

When a student with an IEP is NOT expected to demonstrate learning in relation to curricular learning standards, the written learning updates must:

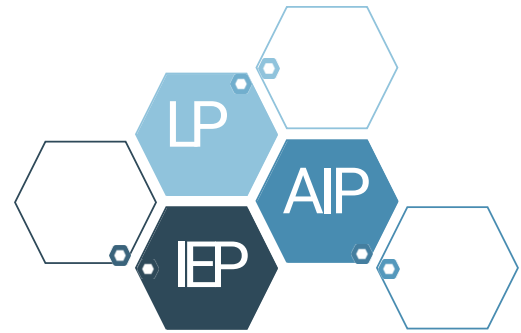
- Not use the proficiency scale (K-9) or letter grade (10-12)
- Embed written descriptive comments within the written report that:
  - clearly reference individualized goals on which the student is working
  - reference adaptations used to support the student in their learning
  - reference progress in relation to goals set out in the student's IEP, SLP, or AIP

## Program managers:

- Program managers will provide an IEP progress report with each written learning update which identifies the student's progress towards their IEP goals.
- Program managers will also support classroom teachers to design, implement and report on strategies and adaptations for students to meet curricular learning goals.

# STUDENT LEARNING PLANS: IEP/AIP/LP

While many students with complex learning profiles are able to achieve the learning outcomes with a few adaptations (as identified on their IEP), some students may require individualized outcomes or goals different from the curriculum. This is referred to as a modified curriculum.



- All students who are designated must have a current Individual Education Plan (IEP).
- All students who are receiving ELL support must have an Annual Instructional Plan (AIP).
- In Cowichan Valley Schools, learning plans are used for students without a designation, who require a written plan to support their learning needs.

## ROLES AND RESPONSIBILITIES

### Classroom Teacher:

written learning updates including percentage/letter grade/proficiency where appropriate and descriptive feedback in relation to curriculum related IEP goals

### Program Manager

provide IEP progress report which identifies student progress toward IEP goals in all areas

### School Based Team

collaborate with classroom teacher and case manager when required to support reporting of student progress toward IEP goals

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

## PROGRESS REPORTING FOR STUDENTS WITH MODIFIED PROGRAMS:

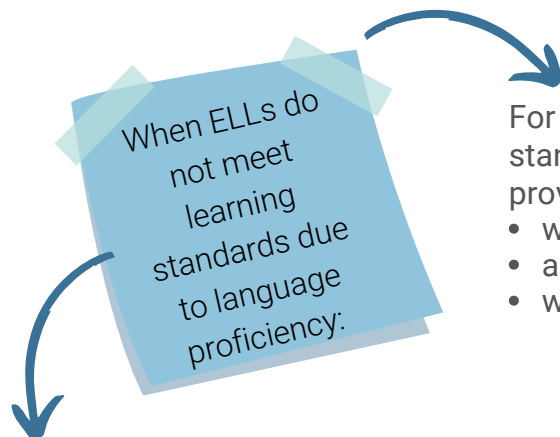
Assess the learner's progress toward the modified learning standards explored in the classroom environment on the learning updates and summary of learning.

- The written learning updates must contain descriptive feedback in relation to the learning goals set out in the student's IEP, and not in the learning standards for the curriculum of the course, subject and grade.
- Letter grades are not usually reported for modified courses.
- It is important to optimize opportunities for meaningful participation.
- Social goals from IEPs will be reported on the class report card. Ex: Goal – Interact with peers/sharing/taking turns – teacher would report on how often the student has successfully practiced their goal, and give an example of what it looks like.

# ENGLISH LANGUAGE LEARNERS (ELL)

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

Most ELLs can meet outcomes with adaptations and will be assigned a letter grade or proficiency.



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
- ways to support their learning

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

## INTERNATIONAL STUDENTS

Check with the International Teacher at your school or the District Principal for International Student Program 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.





# DESCRIPTIVE FEEDBACK

Assessment for each of the areas 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.

## Attendance:

Occasionally, attendance may be of concern on an ongoing basis and is collaboratively approached at an early stage. When there is no evidence to assess learning because of attendance, the written updates can report an IE, and use descriptive feedback that clearly provides support and next steps.



## Sample comment:

Student has not yet attended any classes this term. Student will be warmly welcomed on their return, and we will work on a reasonable plan to ensure the expectations are manageable. Please contact me anytime to discuss Student's return to class.

**Descriptive feedback includes three areas: strengths, areas for growth, and ways to support. Examples:**

**Strengths: Evidence that shows how the student has demonstrated learning.**

### Secondary ELA:

"Student" made improvements in writing over the first term, specifically in his use of supporting details around a thesis.

### Primary Mathematics:

"Student" is starting to show understanding of estimating by comparing to something familiar.

**Areas for growth: Plans for competencies that have not yet been demonstrated.**

### Secondary ELA:

- Smoothly transitioning from quotations to his own words is an area on which they could focus next term.

### Primary Mathematics:

- Explanations of their mathematical idea and decisions are limited. They often require significant support to discuss how they arrived at an answer.

**Ways to support: Plans to support growth in learning**

### Secondary ELA:

We will be reading poetry soon and it would help if they could read aloud to support their comprehension. It is a pleasure to have them in my class.

### Primary Mathematics:

Practicing thinking aloud when working through a problem will help develop these competencies.



# LEARNING HABITS AND ENGAGEMENT

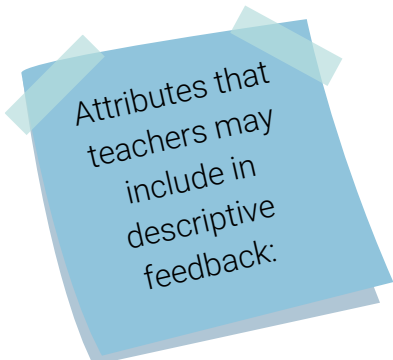
Work habits are no longer included on written report cards. Instead, descriptive feedback is used to provide information on behaviours for success and engagement.

## 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



Attributes that teachers may include in descriptive feedback:

- 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

# DEFINITIONS

(Ministry of Education, Glossary of Curriculum Terms)

## Adaptations:

Instruction and assessment strategies designed to meet students' needs so they can demonstrate learning in curricular areas of learning.

## Annual Instructional Plan (AIP):

Each AIP needs to include information for the current school year on the ELL student's:

- Language assessment and 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 and support strategies

## Assessment:

The ongoing process of assessing learning to provide 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

## Core Competencies:

Core Competencies are a set of intellectual, personal, and social competencies that students develop to engage in deep, lifelong learning. [The Core Competencies](#) are embedded in each area of learning, and are activated through learning experiences. The Core Competencies are: Communication, Thinking, and Social and Personal Responsibility.



## Descriptive Feedback:

Descriptive feedback is concise written comments about a student that:

- describe the student's learning in relation to the learning standards,
- focus on strengths,
- support specific goals for further development; and
- use clear and accessible language

## Definitions (continued)

### Inclusive Education Plan (IEP):

A documented plan developed for a student with a complex learning profile that describes individualized goals, adaptations, modifications, the services to be provided, and includes measures for tracking achievement.

### Informal Learning Update:

Meaningful and flexible communications about student growth in relation to the Learning Standards. At least 2 Informal Learning Updates are required and may include:

- Email
- Phone call/conversation
- Digital or paper portfolio update
- Student work

\*\* in semester timetables, the first informal learning update can be the first communication to all families which inform of the class schedule, content, assessment structures and learning standards.

### Learning Standards:

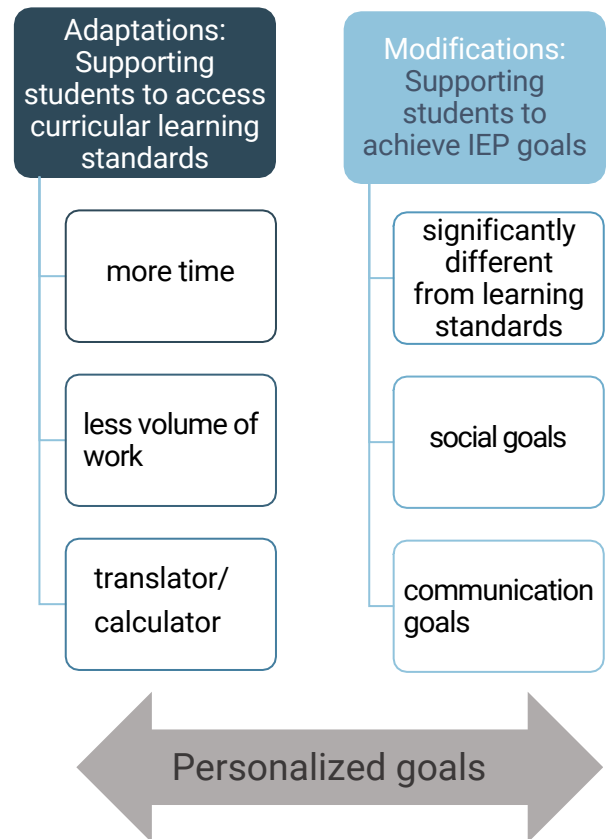
A learning standard is an explicit statement of what students are expected to know, understand, and be able to do in an area of learning. In BC, learning standards are a combination of:

- 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.

Assessment and reporting is based on the learning standards.

### Modifications:

Individualized learning goals and outcomes that are different from the curricular learning standards. Modifications should be considered for those students whose needs are such that they are unable to access the curriculum.



Learning involves patience and time.

First Peoples Principles of Learning

## Definitions (continued)

### Provincial Proficiency Scale:

Used in K-9 to support communication of student progress in all areas of learning and may be used in grades 10-12 for formative assessment.

Emerging	Developing	Proficient	Extending
Emerging indicates that a student is beginning to demonstrate learning in relation to the learning standards but is not yet consistent.	Developing indicates that a student is demonstrating learning in relation to the learning standards with growing consistency and still developing competency.	Proficient is the goal for all students. A student is proficient when they demonstrate the expected learning in relation to the learning standards.	Extending is demonstrating learning, in relation to learning standards, with increasing depth and complexity.
<b>Emerging isn't failing.</b>	<b>Developing isn't failing.</b>	<b>Proficient is not perfection.</b>	<b>Extending is not a bonus or a reward.</b>

### Reporting:

Ministry guidelines require a minimum of five reports per course/class describing students' progress. This will include:

- 3 written learning updates (including a Summary of Learning)
- 2 informal learning updates with flexible formats

Reporting Policy Guidelines: The Ministry [K-12 Student Reporting Policy Guidelines](#) align with the redesigned curriculum, unify existing policy options, and create consistency across the province.

### Student Goal Setting:

The K-12 Student Reporting Policy Guidelines require that student-generated content for goal setting must be included in at least 2 written learning updates and the summary of learning. Goal setting can be for curricular or core competencies.

- Goal setting should begin as early in the year as possible and is usually a year long process.
- Goals can be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career, community, and life aspirations.



**COWICHAN VALLEY**  
School District

