

COWICHAN VALLEY
SCHOOL DISTRICT

CLASSROOM ASSESSMENT AND REPORTING GUIDELINES K-12

September 2023



COWICHAN VALLEY
School District



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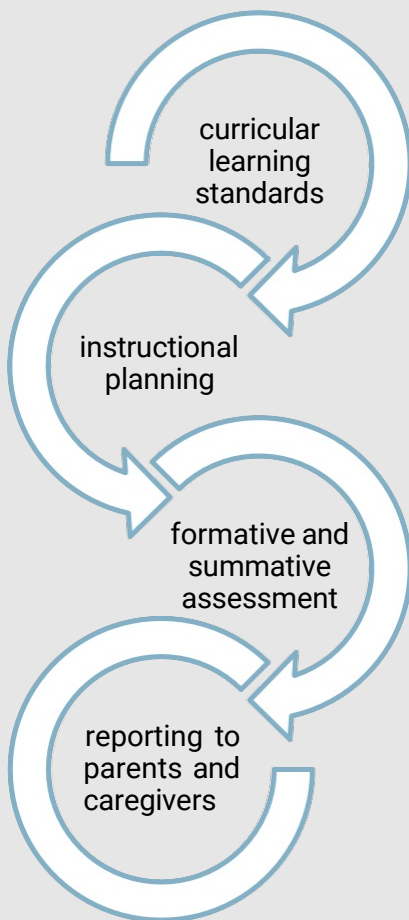
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INTRODUCTION

Purpose Statement

This resource supports teachers, administrators and district staff to implement the K-12 Student Reporting Policy in Cowichan Valley Schools. These guidelines implement the policy in ways that support clear and meaningful communication of student learning.

Classroom Assessment and Reporting



The curriculum sets the learning standards that inform **classroom instruction**.

Formative assessment includes a variety of methods that teachers use to develop an understanding of student learning to inform instructional design.

Reporting provides students, parents and caregivers with a clear understanding learning and which goals to set for growth.

PRINCIPLES OF ASSESSMENT

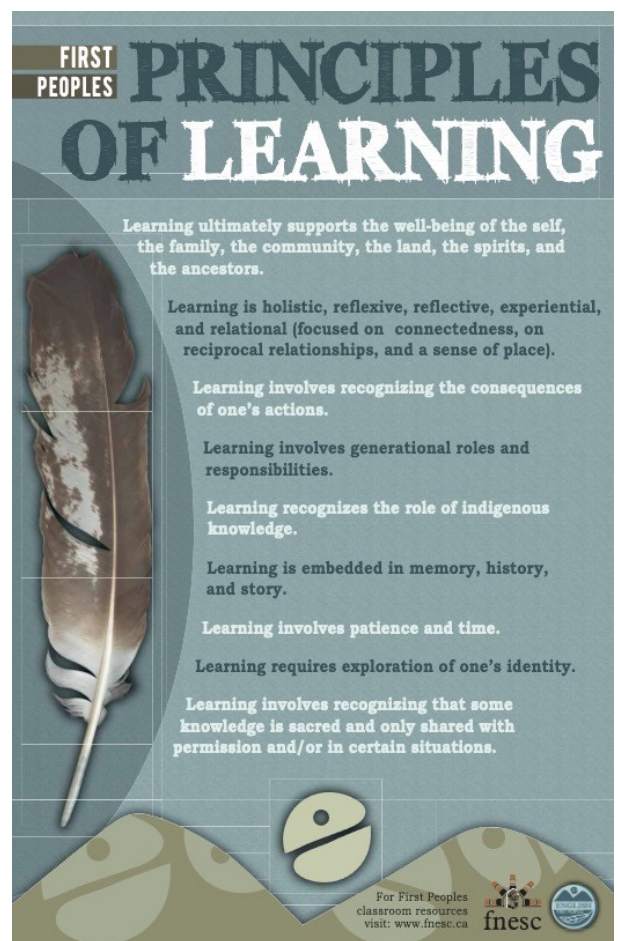
These principles provide teachers with guidance for classroom assessment that aligns with the curriculum and honours cultural context.

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)

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

First Peoples Principles



K-12 STUDENT REPORTING POLICY

Ministry Overview

The Ministry of Education and Child Care implemented a redesigned provincial curriculum in 2016. This curriculum focuses on literacy, numeracy, the First Peoples Principles of Learning and supports deeper learning through concept-based and competency-driven education.

Curriculum, classroom assessment and communicating student learning are interconnected. The goals of communicating student learning in the K-12 Ministry Student Reporting Policy are to ensure that:

- 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.



K-12 Student Reporting Policy

Communicating Student Learning Guidelines



Reporting Policy Framework

In June 2022, the Ministry of Education and Child Care released the K-12 Reporting Policy Framework after an extensive community feedback process. This framework highlights key components that are included in the policy which was implemented province wide in July 2023.

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

DEFINITIONS

(Ministry of Education, Glossary of Curriculum Terms)

Adaptations: teaching 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:

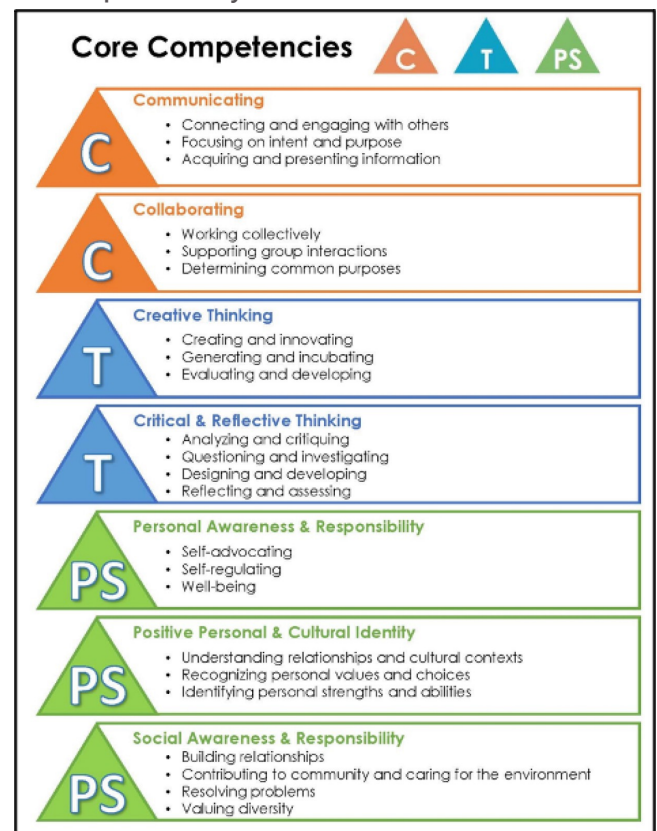
- Language assessment and language proficiency
- Linguistic and/or literacy goals that can reasonably be met in the current school year
- Support plan for language development, including a schedule or plan showing nature of support and support strategies

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

Information gathered through assessment:

- helps teachers to determine students' strengths and areas for improvement in achieving the curriculum expectations at a given point in each subject/course
- serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices

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: is used in K-9 to support communication of student progress in all areas of learning and 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.
Emerging isn't failing.	Developing isn't failing.	Proficient is not perfection.	Extending is not a bonus or a reward.

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

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

Reporting Policy Framework: The Ministry [K-12 Student Reporting Policy Framework](#) aligns with the redesigned curriculum, unifies existing policy options, and creates consistency across the province.

(Reporting Policy Framework: June 2022)

Student Goal Setting: The K-12 Student Reporting Policy Framework requires 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. [See page 22.](#)




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.

LEARNING UPDATES

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

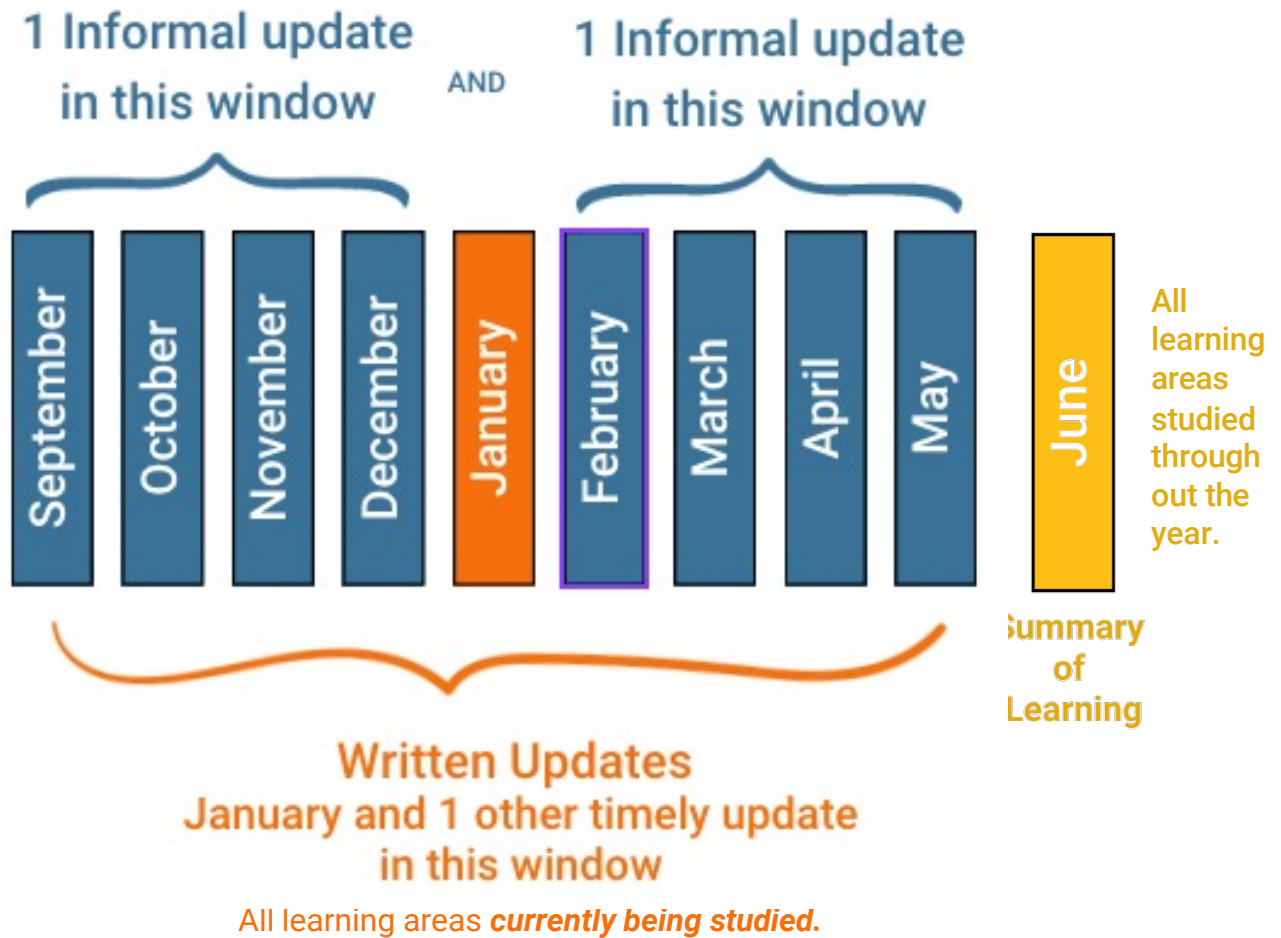
- ✓ communication from a teacher to a family/caregiver about student learning
- ✓ responsive to learning, at any stage of the learning process
- ✓ Learning updates have minimum requirements, but teachers are encouraged to communicate with families frequently and responsively.

Types of Learning updates: Informal and Written

Informal (2) 	Written (2) 
Flexible formats: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Formal written reports • Documented and kept on record • Includes proficiency (K-9) or letter grade/percentage (10-12) • Includes information on student attendance • Includes descriptive feedback on strengths and areas for growth • Includes student generated content on self-reflection of core competencies and goal setting
Summary of learning (1)	
<ul style="list-style-type: none"> • 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 elementary classes or linear secondary courses, or at the end of the course in semester structures. • Is part of student's permanent record. 	

REPORTINGTIMELINE ELEMENTARY

Suggested timeline for K-7 and linear 8/9



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 teachers may report only on learning areas that are being currently covered at the time of the update.

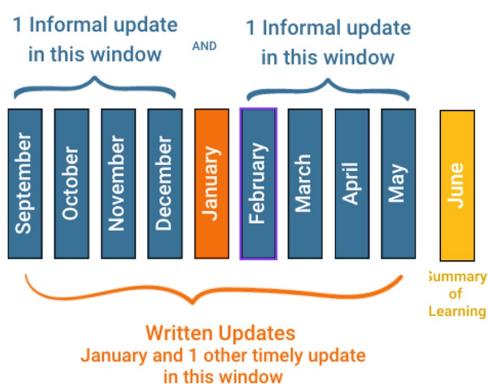
Learning updates should generally reference the foundational skills of literacy and/or numeracy that are embedded in the current areas of study.

Note: All areas of learning must be communicated at least once within the written learning updates.

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ONE PAGE GUIDE: K-9 YEARLONG REPORTING REQUIREMENTS

K-9		
2 WRITTEN LEARNING UPDATES	2 INFORMAL LEARNING UPDATES	1 WRITTEN SUMMARY OF LEARNING
1. mid-year progress report 2. district, school or class template as agreed upon within the school context.	Fills communication gaps and ensure that relevant, growth-oriented information is communicated in a timely, responsive way.	Written report (card) in June or at the end of the semester (SSDAS or MyEd BC)
<ul style="list-style-type: none"> ✓ All learning areas currently being studied ✓ Proficiency scale ✓ Descriptive feedback including strengths, areas for future growth and ways to support ✓ Information about attendance ✓ Student generated content including self reflection of core competencies and goal setting. 	<ul style="list-style-type: none"> ✓ Learning areas currently being studied Flexible formats: <ul style="list-style-type: none"> ✓ In person ✓ Virtual ✓ Phone calls ✓ Emails ✓ Digital portfolio ✓ Written summaries ✓ Student work samples ✓ Proficiency scale not required 	<ul style="list-style-type: none"> ✓ All learning areas ✓ Proficiency scale ✓ Descriptive feedback including strengths areas for future growth ways to support ✓ Summary of attendance ✓ Student-generated content including self reflection of core competencies and goal setting.



[Reporting Timeline \(p 17\)](#)

Emerging	Developing	Proficient	Extending
Emerging isn't failing.	Developing isn't failing.	Proficient is not perfection.	Extending is not a bonus or a reward.

[Proficiency Scale \(p 8\)](#)

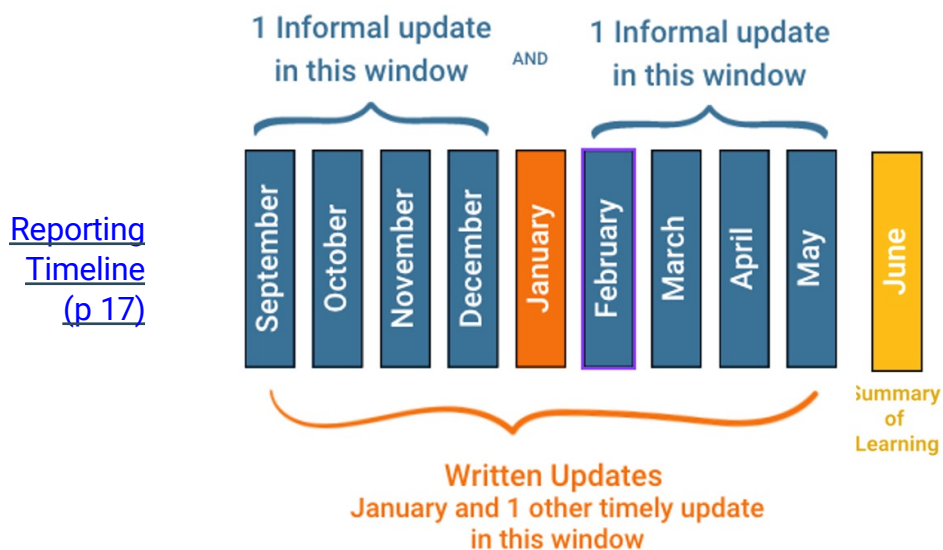
Note: 8/9 semester courses will follow the 10-12 semester reporting schedule, but will report with the Provincial Proficiency Scale, NOT letter grades.

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ONE PAGE GUIDE: 10-12 LINEAR REPORTING REQUIREMENTS

10-12 Linear Courses

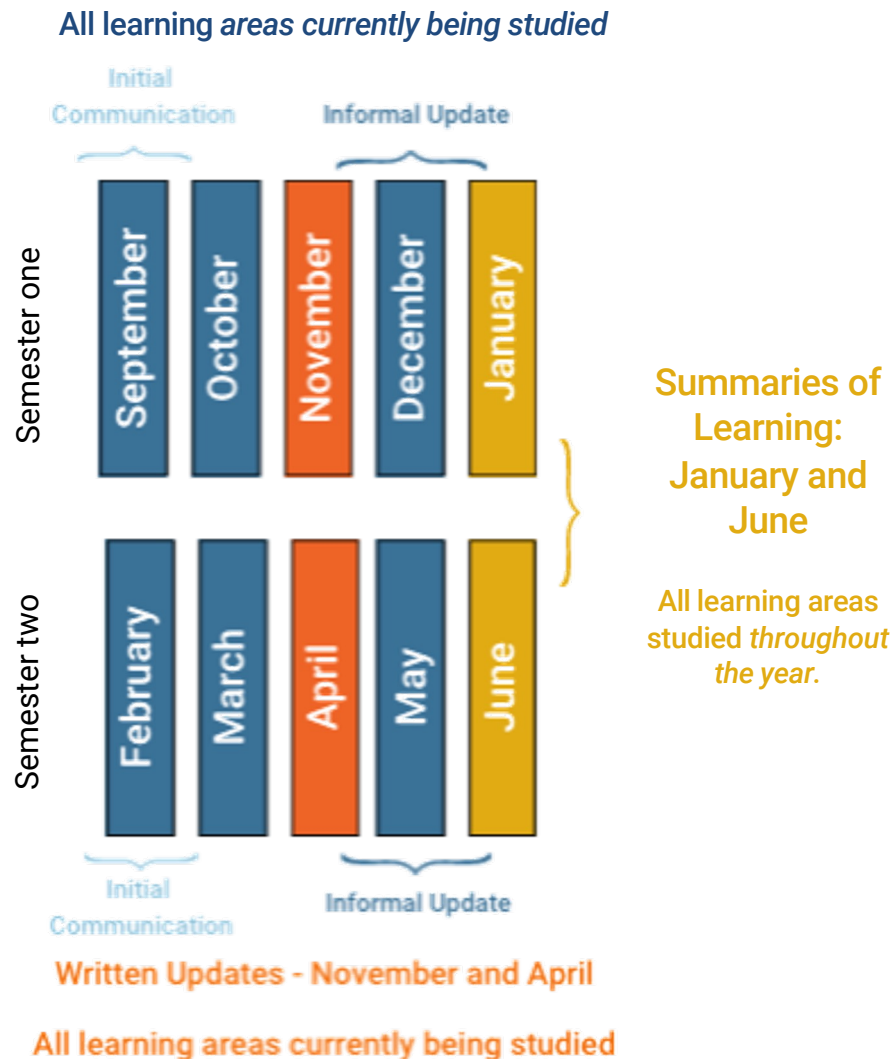
2 WRITTEN LEARNING UPDATES	2 INFORMAL LEARNING UPDATES	1 WRITTEN SUMMARY OF LEARNING
<ol style="list-style-type: none"> 1. mid-year progress report (card) 2. district, school or class template as agreed upon within the school context. 	<p>Fills communication gaps and ensure that relevant, growth-oriented information is communicated in a timely, responsive way.</p>	<p>Written report (card) in June or at the end of the semester (SSDAS or MyEd BC)</p>
<ul style="list-style-type: none"> ✓ All learning areas currently being studied ✓ Letter grade and percentage ✓ Descriptive feedback including strengths, areas for future growth and ways to support ✓ Information about attendance ✓ Student generated content including self reflection of core competencies and goal setting. 	<p>Learning areas currently being studied</p> <p>Flexible formats:</p> <ul style="list-style-type: none"> ✓ In person ✓ Virtual ✓ Phone calls ✓ Emails ✓ Digital portfolio ✓ Written summaries ✓ Student work samples <p>✓ Letter grade/percentage not required</p>	<ul style="list-style-type: none"> ✓ All learning areas ✓ Letter grade and percentage ✓ Descriptive feedback including strengths, areas for future growth and ways to support ✓ Summary of attendance ✓ Student generated content including self reflection of core competencies and goal setting.



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REPORTINGTIMELINE 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 teachers may report 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.

Note: All areas of learning must be communicated at least once within the written learning updates

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ONE PAGE GUIDE: 10-12 SEMESTER REPORTING REQUIREMENTS

10-12 Semester Courses

1 WRITTEN LEARNING UPDATE	INFORMAL LEARNING UPDATES (1)	1 WRITTEN SUMMARY OF LEARNING
Mid-course progress report card	Fills communication gaps <i>*the first communication outlines the class schedule, content, assessment structures and/or learning standards. The learning update is specific to student learning.</i>	Written report card in June or at the end of the first semester in January (MyEd BC)
<ul style="list-style-type: none"> ✓ All learning areas currently being studied ✓ Letter grade and percentage ✓ Descriptive feedback including strengths, areas for future growth and ways to support ✓ Information about attendance ✓ Student generated content including self reflection of core competencies and goal setting. 	<ul style="list-style-type: none"> Learning areas currently being studied Flexible formats: <ul style="list-style-type: none"> ✓ In person ✓ Virtual ✓ Phone calls ✓ Emails ✓ Digital portfolio ✓ Written summaries ✓ Student work samples ✓ Letter grade/percentage not required 	<ul style="list-style-type: none"> ✓ All learning areas ✓ Letter grade and percentage ✓ Descriptive feedback including strengths, areas for future growth and ways to support ✓ Summary of attendance ✓ Student generated content including self reflection of core competencies and goal setting.



Emerging	Developing	Proficient	Extending
Emerging isn't failing.	Developing isn't failing.	Proficient is not perfection.	Extending is not a bonus or a reward.

[Proficiency Scale \(p 8\)](#)

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



ELABORATIONS

Written and Informal Learning Updates

FREQUENCY, CONTENT AND FORMAT

K-7 and linear 8-12 courses

Written Learning Updates
FREQUENCY
<ul style="list-style-type: none"> 2 written learning updates per year (one is the mid-year Progress Report card)
CONTENT
<ul style="list-style-type: none"> Communication of student learning in all areas of learning in which the student is currently studying. <i>Each area of learning must be communicated at least once in the written updates.</i> Related feedback to the learning standards or the individualized learning goals outlined in their IEP, using the Provincial Proficiency Scale. Descriptive feedback including: <ul style="list-style-type: none"> student strengths, areas for future growth opportunities for growth Information about student attendance Student-generated content, including student self-reflection on the Core Competencies and goal setting
FORMAT
<ul style="list-style-type: none"> Progress report cards in K-7 are created in the SS DAS template Progress report cards for 8-12 are created in the MyEd BC template A third written update will be provided by a method decided upon by the school and could include: <ul style="list-style-type: none"> District template School or class template Teacher template

Informal Learning Updates
FREQUENCY
<ul style="list-style-type: none"> At least 2 per year
CONTENT
<ul style="list-style-type: none"> Communication of student learning in areas of current study Includes: <ul style="list-style-type: none"> information relevant for growth in learning information about engagement and behaviours for success which could impact student learning ways to support learning <p><i>For Learning Updates provided in formats other than in writing, teachers are encouraged to keep a record of such communication, noting the date, the topic or focus of the meeting, a summary of the discussion and follow-up actions</i></p>
FORMAT
<p>Flexible formats:</p> <ul style="list-style-type: none"> student led conferences portfolios and e-portfolios parent/teacher conference written comments, journals (digital or paper) exhibition of learning or showcase of learning student work samples with descriptive feedback from the teacher phone conversations emails

ELABORATIONS

Written and Informal Learning Updates

FREQUENCY, CONTENT AND FORMAT

8-12 Semester Courses


Written Learning Updates	Informal Learning Updates
FREQUENCY	FREQUENCY
<ul style="list-style-type: none"> • 1 mid-course written learning update per semester course (mid-course report (card)) 	<ul style="list-style-type: none"> • At least 1 per semester course (each semester usually begins with communication that outlines the course content, assessment structure, etc.)
CONTENT	CONTENT
<ul style="list-style-type: none"> • Communication of student learning in all areas of learning in which the student is currently studying. • Related feedback to the learning standards or the individualized learning goals outlined in their IEP, using percentages and letter grades for 10-12 and proficiency scale for 8-9. • Descriptive feedback including: <ul style="list-style-type: none"> ✓ student strengths, ✓ areas for future growth ✓ Ways to support • Information about student attendance • Student-generated content, including student self-reflection on the Core Competencies and goal setting 	<ul style="list-style-type: none"> • Communication of student learning in areas of current study • Proficiency scale or letter grade is not required • Includes: <ul style="list-style-type: none"> ▸ information relevant for growth in learning, information about engagement and behaviours for success which could impact student learning ▸ ways to support learning <p><i>For Learning Updates provided in formats other than in writing, teachers are encouraged to keep a record of such communication, noting the date, the topic or focus of the meeting, a summary of the discussion and follow-up actions</i></p>
FORMAT	FORMAT
<ul style="list-style-type: none"> • Written learning updates are created in the MyEd BC template. 	<p>Flexible formats:</p> <ul style="list-style-type: none"> • student led conferences • portfolios and e-portfolios • parent/teacher conference • written comments, journals (digital or paper) • exhibition of learning or showcase of learning • student work samples with descriptive feedback from the teacher • phone conversations • emails



ELABORATIONS

Summary of Learning

K-12

Summary of Learning Written Update	
FREQUENCY	NOTES
<ul style="list-style-type: none"> Once at the end of each course or year 	
K-9	
<ul style="list-style-type: none"> A summary of student learning in all learning areas studied during the school year using the Provincial Proficiency Scale Summary information about student attendance; Summary feedback on areas of significant growth and opportunities for further development; and Student-generated content including student self-assessment of the Core Competencies and student goal setting. 	<p>At the end of the school year students, parents, and caregivers must be provided with one written Summary of Learning. The Summary of Learning is a written report that describes and summarizes student learning and growth across the year in clear and accessible language</p>
10-12	
<ul style="list-style-type: none"> a summary of student learning in all learning areas studied during the school year using letter grades and percentages summary information about student attendance summary feedback on areas of significant growth and opportunities for further development student-generated content including student self-assessment of the Core Competencies and student goal setting 	<div>  <p><i>Learning involves generational roles and responsibilities.</i></p> <p><i>First Peoples Principles of Learning</i></p> </div> <p>Compliant with MINISTRY K-12 STUDENT REPORTING POLICY FRAMEWORK</p>

REPORTING FOR SPECIFIC COURSES

Summaries of Learning **MUST report separately** 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 Ed 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:

<https://curriculum.gov.bc.ca/curriculum/adst/8>

<https://curriculum.gov.bc.ca/curriculum/adst/9>

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](#).

[Ministry BAA Guidebook](#)

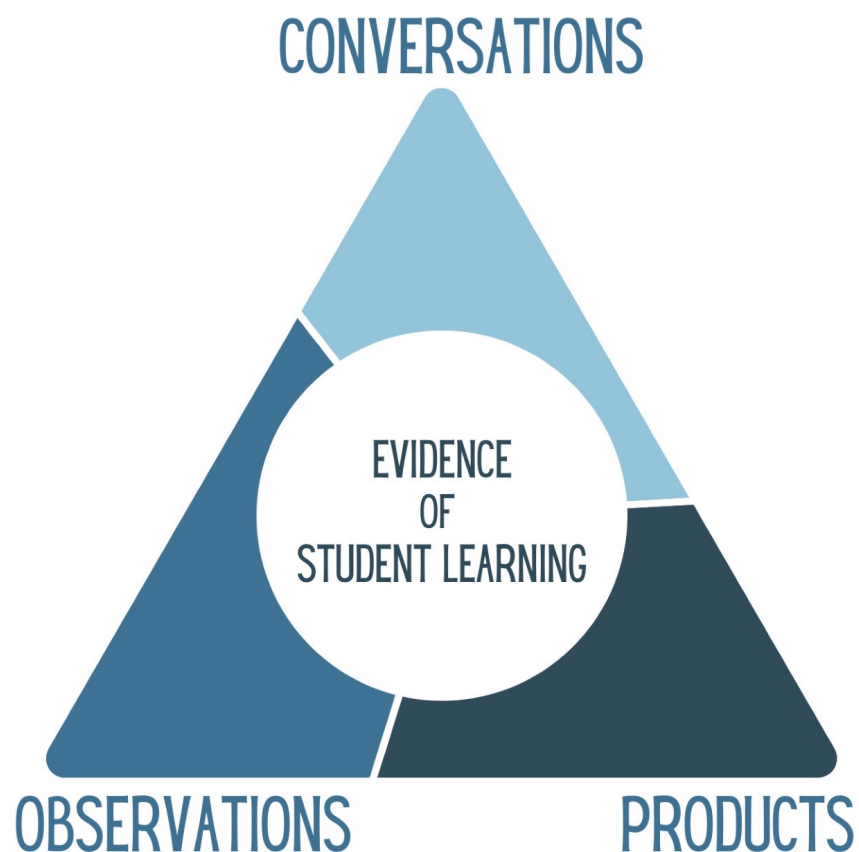
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INSUFFICIENT EVIDENCE: IE

- The “IE” is used when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the learning standards of the Provincial Curriculum.
- The “IE” 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.
- The “IE” symbol is temporary and must be converted to another scale indicator and/or letter grade and percentage within one calendar year.

Students should be given opportunities to demonstrate learning in multiple ways over time.

Triangulating Assessment



INSUFFICIENT EVIDENCE IE

In grades K - 9:

- 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 AFTER consultation with the principal.

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

- 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 communication with the student and family prior to the report and the plan is already in place to complete the required work necessary to report on progress.
- The timeline for the plan will be determined in consultation with the family/caregiver.

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: _____

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

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

2. Background
Prior to assigning an IE as a final mark in this course/grade, the following supports, collaborations have taken place:

A. Supports

B. Interventions

IE Final Mark Request and Support Plan

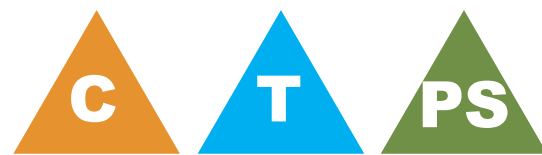
If, after considerable effort, interventions and strategies, the student is still unable to demonstrate a minimal level of progress in the learning area, the teacher may submit [this form](#) to the school principal for consideration of an IE as a final mark. The IE can ONLY be entered as a final mark by the Principal after consultation with the teacher and support team.

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STUDENT GENERATED CONTENT FOR REFLECTIONS OF 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.



Core Competencies

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

Student reflection of Core Competencies and goal setting for primary students

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.

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INCLUSIVE GUIDELINES

BC provides an inclusive education system in which all students, regardless of needs or abilities, are fully participating members of a community of learners. 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:

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 supports and strategies used to support the achievement of grade-level learning standards
 - reference progress in relation to goals set out in the student's IEP, LP, or AIP

See [K-12 Student Reporting Policy](#) pages 15-18

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 and teachers will collaborate and consult to:

- complete and update the IEP, and to
- determine growth and progress of students with an IEP



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

First Peoples Principles of Learning

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 more support. Some students will need individualized outcomes or goals different from the curriculum, this is referred to as a modification.

Assessment and reporting practices support all students.

- 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.

The BC Ministry of Education and Child Care and Cowichan Valley Schools require reporting for ALL students, including those who are supported with an IEP, Learning Plan or AIP. Program managers are required to report on progress in relation to the goals of the IEP, Learning Plan or AIP. A plan for adaptation or modification must be clearly articulated in order to address the identified learning difficulties and to maximize opportunities for success.

ROLES AND RESPONSIBILITIES

When students work with support teachers (program managers), the classroom teacher will collaborate with the program manager to report on the progress of the IEP, Learning Plan or AIP.

The most appropriate form of reporting for a student on a fully modified program should be determined by a School Based Team after regular and consistent consultation.





PROGRESS REPORTING FOR STUDENTS WITH MODIFIED PROGRAMS

It is important that parents are provided with a clear snapshot to describe their child's progress in all areas of learning, including their IEP goals.

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

*Program Managers:
Assess the learner's progress
toward IEP goals in the IEP
Progress Report.*

- ✓ In collaboration with the School Based Team and the classroom teacher(s), the program manager will update the IEP including a statement regarding the student's current level of progress for each goal
- ✓ Report any instructional practices (targeted and specific) that have been supportive to a student's learning

*Classroom Teachers:
Assess the learner's progress toward the
modified learning outcomes 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. IE: 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.

Written learning updates are for all learners

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

ENGLISH LANGUAGE LEARNERS (ELL) AND INTERNATIONAL STUDENTS

English Language Learners

ELL teachers write an Annual Instructional Plan (AIP) for all ELLs, which is in their ELL green file.

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.



Learning requires exploration of one's identity.

First Peoples Principles of Learning



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		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	Evidence that shows 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 growth	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 wish to include in descriptive feedback:



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

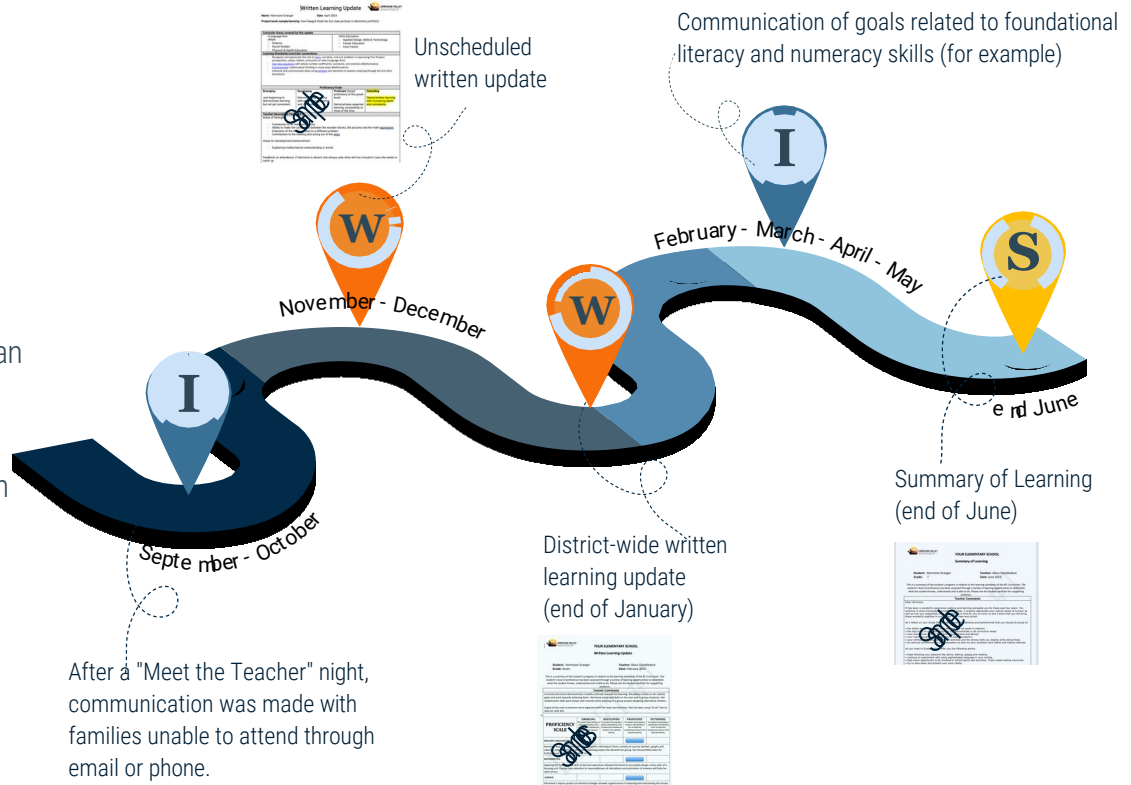
SAMPLE CSL ROAD MAPS

ELEMENTARY & SECONDARY LINEAR

Linked samples are for illustrative purposes only

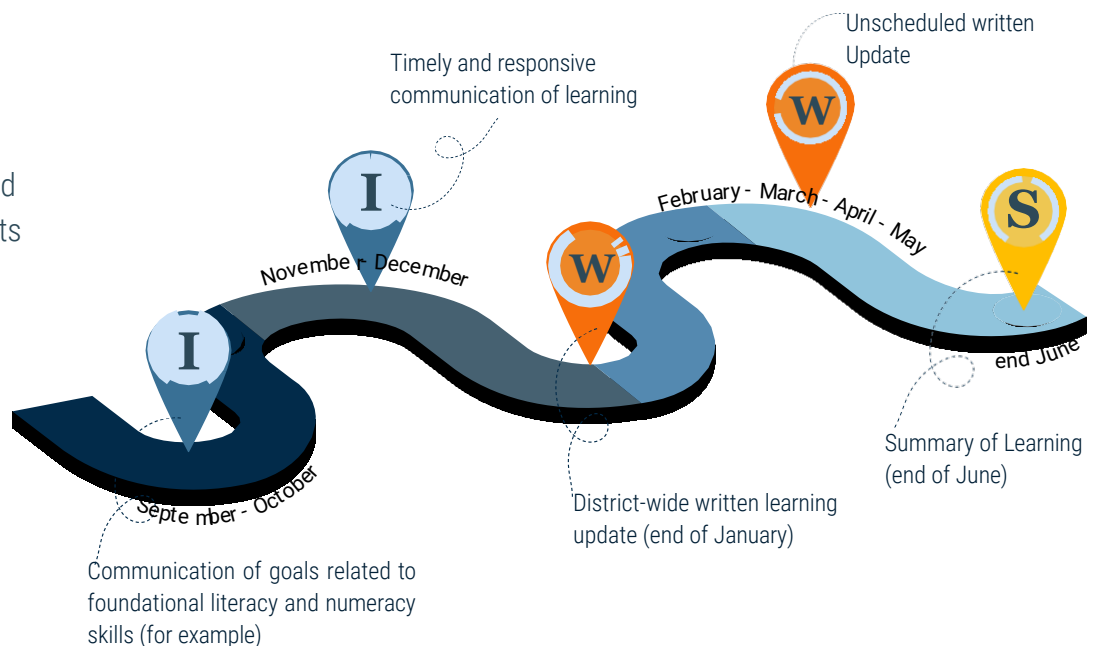
SCENARIO ONE

After consultation with Principal, teacher chooses to use the District template for an unscheduled written update, which they have decided will fall before the January written update. Informal updates involve ongoing sharing of student work samples with embedded student voice.



SCENARIO TWO

Learning progress is tracked by paper portfolios. Students also map progress, as part of their self-assessment. Teacher-student progress meetings are a regular embedded process. This begins with formal goal setting in September.



SAMPLE CSL ROAD MAPS

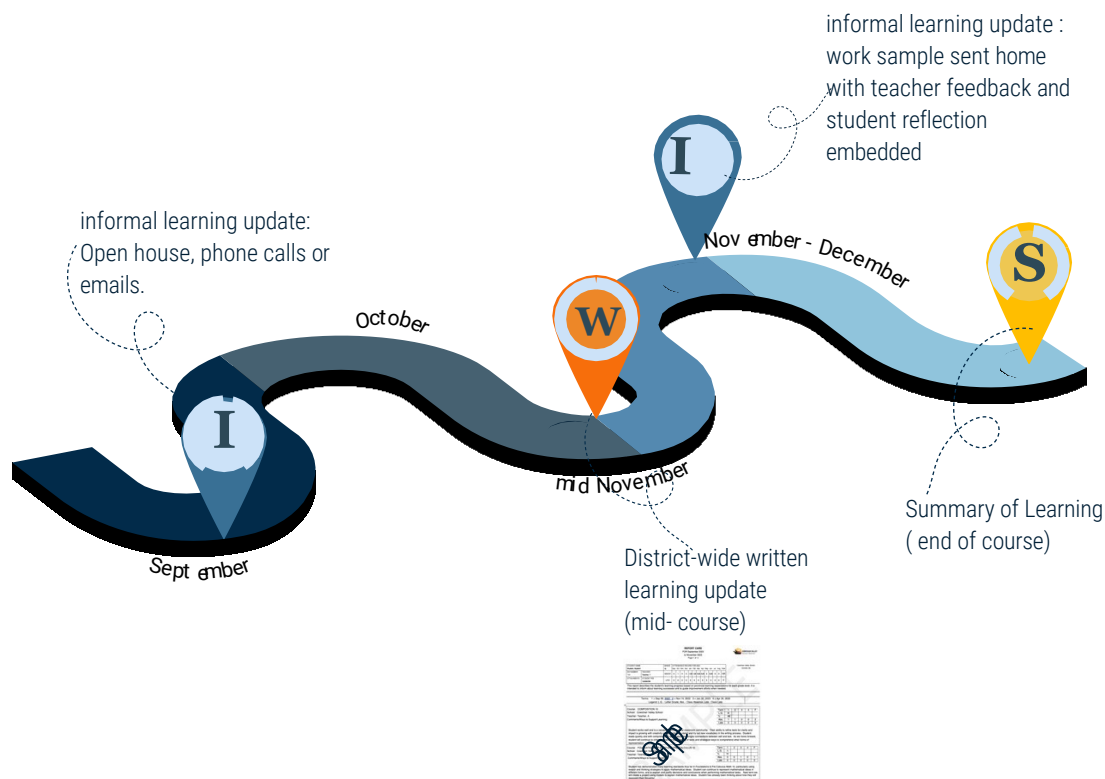
SECONDARY SEMESTER



SCENARIO ONE

This teacher does not teach combined courses to the same students. Each update is specific to one learning area . Informal updates involve sharing of student work samples with embedded student voice and teacher feedback.

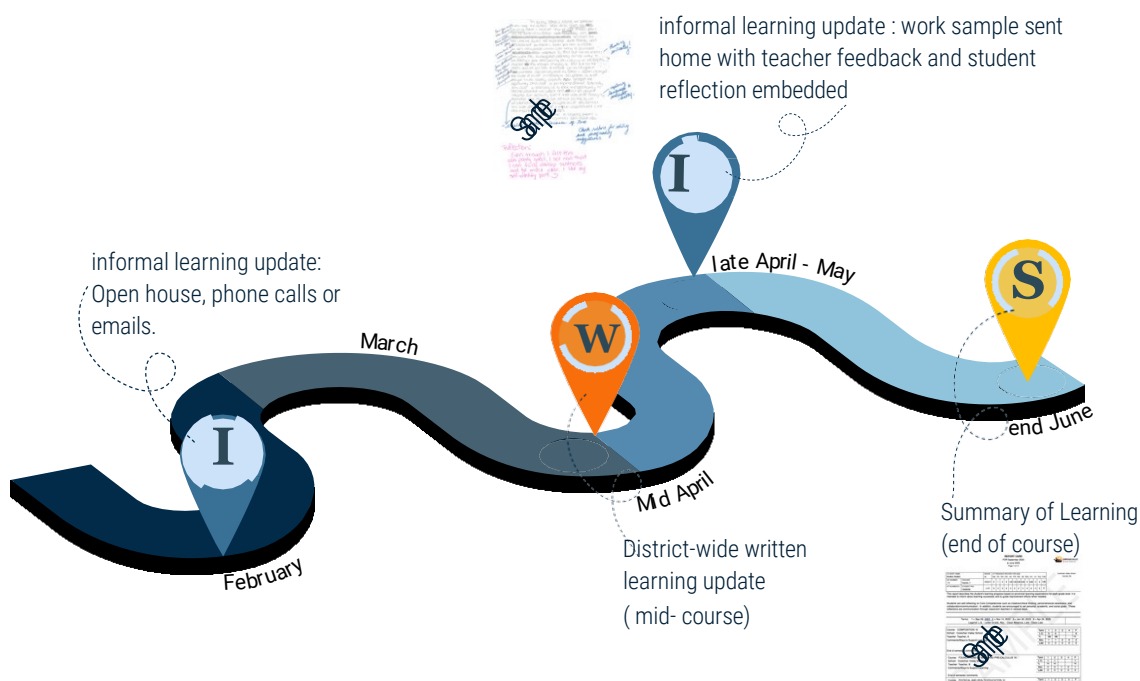
This timeline shows a first semester example.



SCENARIO TWO

This teacher teaches courses with more than one learning area (ie: Humanities). The learning updates have some combined feedback. The summary of learning always reports distinctly on each learning area.

This timeline shows a second semester example.



KEY



Informal Update
flexible format



Written Update



Summary of Learning



COWICHAN VALLEY

School District