

ADMINISTRATIVE PROCEDURE #411

ASSESSMENT OF STUDENTS AND REPORTING OF STUDENT ACHIEVEMENT

BACKGROUND

This procedure outlines the expectations for reporting students' progress to parent(s) and/or guardian(s) in accordance with the Ministry of Education and Child Care's K-12 Student Reporting Policy (2023). Reporting is an integral part of the teaching and learning process and should support student growth and development. The reporting process is designed to provide timely, clear, and meaningful communication regarding a student's learning, progress, and achievement.

PROCEDURES

Principals are responsible for ensuring that school reporting practices align with this procedure and provincial requirements.

1. Schools must provide a minimum of five reports to parent(s) and/or guardian(s) throughout the school year, including at least three written reports and two informal communications. One of the written reports must be a summative report at the end of the school year.
2. Students shall engage in reflection on the Core Competencies and participate in goal setting three times per year.
3. Reporting shall align with BC's K-12 Student Reporting Policy and include information on student progress in relation to curricular competencies, literacy and numeracy development, and Core Competencies.
4. Reports must include information on:
 - a. achievement - level of performance in relation to learning standards; and,
 - b. progress - the portion of specified learning outcomes the student has completed during the reporting period.
5. In specific cases where a student has not yet provided adequate evidence to be assessed against the learning standards, Insufficient Evidence (IE) may be applied. This temporary reporting symbol indicates to parent(s) and/or guardian(s) and students that further action is required.

To support the student in demonstrating their learning, a targeted action plan must be developed. This action plan should aim to ensure that the IE designation can be replaced

with a proficiency scale indicator or, for students in Grades 10 - 12, a letter grade.

6. Where applicable, reports should outline a plan for improvement, including specific supports and interventions.
7. Reporting shall utilize proficiency scales to indicate student progress for students in Kindergarten through Grade 9, while letter grades and percentages shall be used for students in Grades 10 to 12, in alignment with provincial guidelines.
8. Anecdotal comments shall provide descriptive feedback on the student's strengths, areas for growth, and next steps in learning.
9. Graduation status updates will be made available to students in Grades 10 to 12 annually in June.
10. Conferences with teachers and parent(s) and/or guardian(s) shall be offered to facilitate communication and collaboration in support of students' learning.
11. Reporting procedures must be inclusive of students with disabilities or diverse abilities and tailored to Individual Education Plans (IEPs) where applicable.
12. Schools shall provide timely learning updates and communicate expected learning outcomes to parent(s) and/or guardian(s) and students.
13. Schools are encouraged to use digital platforms to enhance accessibility and transparency in reporting.

Date Adopted: 1987-10
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Cross References: