BC Ministry of Education Reporting Policy

*"British Columbia promotes an inclusive education system in which all students regardless of needs or abilities are fully participating members of a community of learners…A student who…has a disability or diverse ability (with…an IEP)...should **receive regular communications of student learning in the same ways as their peers** in any other program and aligned with the school districts' regular reporting periods" ([BC Ministry of Education K-12 Student Reporting Policy, p.11](#)).*

Learning Updates: Changes & What This Means in SD61

1. Teacher Descriptive Feedback

Teacher Descriptive Feedback communicates strength-based comments aligning with learning standards and describing both student learning (what they can do) and areas for future growth (what they are working toward). Student behaviours (attitudes, work habits, effort and social responsibility) are commented on in this section and not reflected in a proficiency scale indicator. We also communicate, here, when a student is working on IEP goals **in addition to** grade level learning standards. For grades 10 to 12 students on an Evergreen path with replacement goals, identify that the student is working on IEP goals **instead of** grade level learning standards.
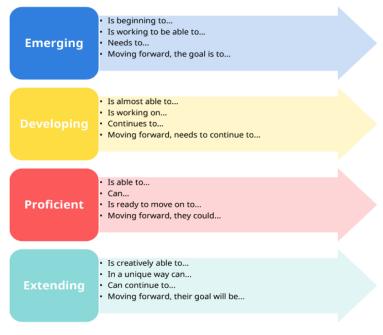
Example:

James is a great communicator and enjoys interacting with others to share his ideas. He is sensitive to others and is aware of how his actions and words impact those around him. At times, James requires support when working through difficult or uncomfortable situations with peers or staff. In addition to grade level learning standards, James is also working towards the goals outlined on his Individual Education Plan (IEP). Progress towards his curricular IEP goals are included in the descriptive feedback below while James' self-assessment of his core competency goals are included in the bottom of this learning update.

2. Communicating CB IEP Progress (September 2023)

For ALL students, learning is communicated **within one Learning Update**:
- No inserts recommended
- LST/Counsellor/ELL/Classroom Teacher collaborate to communicate progress
- CORE & CURRICULAR goals and at least one objective reported in each Update.
- Align with goal-based subjects (i.e. IEP literacy goals reported in ELA)
- Strength-based language accessible to families, demonstrating you know their child's gifts and honour their value as a school/classroom community member.

3. Inclusive Assessment Practices

Emerging
- Is beginning to…
- Is working to be able to…
- Needs to…
- Moving forward, the goal is to…

Developing
- Is almost able to…
- Is working on…
- Continues to…
- Moving forward, needs to continue to…

Proficient
- Is able to…
- Can…
- Is ready to move on to…
- Moving forward, they could…

Extending
- Is creatively able to…
- In a unique way can…
- Can continue to…
- Moving forward, their goal will be…

ALL students are eligible to receive universal assessment supports, not just students with disabilities or diverse abilities.

"A student with an IEP… [is] not automatically assessed as Emerging or Developing… because they use supports to access and demonstrate their learning... Use of supports does not mean they are not adequately meeting the learning standards." ([BC MoE K-12 SRP, p.18](#)).

Students using universal & targeted assessment supports are:
- reported on in the same manner and time as their peers
- assessed using the learning standards
- not identified as using universal/targeted supports on Learning Updates
- eligible to receive full credit for completed courses, working towards a Dogwood Diploma (BC Ministry of Education K-12 Student Reporting Policy, p. 15)
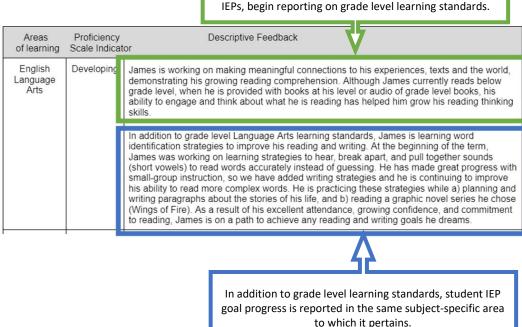
4. Curricular Competency Goals

Within the English Language Arts and/or Math Areas of Learning, communicate the following information as it relates to students' curricular competency goals.

Supplementary Curricular Goal *best follows this format:*
1. ***In addition*** to grade level (subject) learning standards, Ss is working on..."
2. Performance at the beginning of term...
3. Objectives we worked on & progress, including programming & strategies
4. Next steps, next term...

> All Learning Updates, including those for students with IEPs, begin reporting on grade level learning standards.

Areas of learning	Proficiency Scale Indicator	Descriptive Feedback
English Language Arts	Developing	James is working on making meaningful connections to his experiences, texts and the world, demonstrating his growing reading comprehension. Although James currently reads below grade level, when he is provided with books at his level or audio of grade level books, his ability to engage and think about what he is reading has helped him grow his reading thinking skills.
		In addition to grade level Language Arts learning standards, James is learning word identification strategies to improve his reading and writing. At the beginning of the term, James was working on learning strategies to hear, break apart, and pull together sounds (short vowels) to read words accurately instead of guessing. He has made great progress with small-group instruction, so we have added writing strategies and he is continuing to improve his ability to read more complex words. He is practicing these strategies while a) planning and writing paragraphs about the stories of his life, and b) reading a graphic novel series he chose (Wings of Fire). As a result of his excellent attendance, growing confidence, and commitment to reading, James is on a path to achieve any reading and writing goals he dreams.

> In addition to grade level learning standards, student IEP goal progress is reported in the same subject-specific area to which it pertains.

Replacement Curricular Goals *may consider following this format:*
1. ***Instead of*** grade level learning standards, "Ss is working on..."
2. Performance at the beginning of term...
3. Progress/current performance, including successful programming & strategies
4. Next steps, next term…

5. Core Competency Goals

In all Learning Updates, the K-12 Student Reporting Policy requires the inclusion of goal-setting and student self-reflection on Core Competencies.

Teachers can support students in self-reflection by noticing, naming and nurturing the Core Competencies. Often, students will be able to self-reflect with scaffolding, however, for the few students not yet independently able to self-reflect, teachers can notice and share their observations of evidence of core competency growth.

Consider sharing:
- Where is this progress happening?
- How is this goal being supported?
- What strategies have been used to support?
- Next steps for this goal?

> All Learning Updates include student self-reflections on core competency goal, through their voice or video evidence when possible (i.e. QR Code).

Self-assessment of Core Competencies and goal setting	
My goal:	My reflection:
I can do things that bring me joy and satisfaction and notice that I play a role in my well-being by setting a goal, using strategies to persevere, and celebrating my efforts and accomplishments.	"It's fun to set a goal in my goal book. I like when we dance when I meet my goal." (insert pic & QR)
	My team notices that I am more involved and happier to participate in ELA, Science, PE and Art when I: • choose a goal from a visual goal-bank of 3 that my teacher offers at the beginning of the block • use a strategy to achieve my goal (Using strategies works best when my teacher reminds me of ones that work well for me or new ones they think I might like, as well as reminds me how to use them successfully.) • have a visual cue of the strategy on the table because sometimes I forget (When I see the picture to remind me, or someone gives a quick point to the strategy visual, I don't get frustrated in the same way I used to.) Next steps will be supporting me to reflect on which strategies work well for me and why, and which ones don't, so that I start to see the important agency and role I have in my own success and happiness.

> In addition to student self-reflections, teachers can share their observations of core competency growth evidence AFTER a student's voice is shared.