KOOTENAY-COLUMBIA SCHOOL DISTRICT 20 (KCSD)
K-7 STUDENT REPORTING GUIDELINES

Context:

Since 2016, the province as been exploring alternate ways to communicate student learning to families. In 2023, the BC Ministry of Education and Child Care released a new K-12 Reporting Policy Framework. The new framework provides Kootenay-Columbia School District (KCSD) with the opportunity to build upon current reporting practices and create more consistency across all schools.

BC's Redesigned Curriculum:

As explained in the BC redesigned curriculum, all areas of learning are on based on a "Know-Do-Understand" model to support a concept-based competency driven approach to learning.

Three elements, the content (know), the curricular competencies (do) and big ideas (understand) work together to support deeper learning.

Content (Know)	Detail the essential topics and knowledge at each grade
Curricular Competencies (Do)	The skills, strategies, and processes that students develop over time. While curricular competencies are more subject-specific, they are connected to the Core Competencies
Big Ideas (Understand)	The Big Ideas consist of generalizations, principles, and key concepts important in an area of learning. The big ideas represent what students will understand at the completion of the curriculum for their grade.

Concept-based, competency-driven curriculum

BC's redesigned curriculum is flexible and focuses on **literacy, numeracy and the First Peoples Principles of Learning**. It blends two features that are essential for 21st century learning: a concept-based approach to learning and a focus on the development of competencies, to foster deeper more transferable learning. The two approaches complement each other because of their focus on **active engagement of students**. Deeper learning is better achieved through "doing" than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.

Flexible Learning Environments

Learning can take place anywhere, not just in classrooms. Many schools and teachers create learning environments that explore the **use of time and space** in creative ways. The integration of areas of learning and technology have opened the door for teachers and schools to approach the use of time and space in creative ways – ways that adapt to the students' needs and interests. The Ministry of Education defines the "what" to teach but not the "how to organize the time, space or methods to teach it.

The curriculum website will continue to evolve in ways that support planning for learning. Check out the following search engine that allows teachers to search for key words or select key elements from specific grades or areas of learning. See: https://curriculum.gov.bc.ca/curriculum

Purpose

The primary purpose of ongoing student reporting is to effectively communicate learning with families to highlight where students are at in their learning, what their next steps are, and how families and school staff can work together to support students in their ongoing learning journey.

Teachers and students communicate student learning with families throughout the school year through a variety of formats. Some examples include sending home learning evidence, providing progress reports, hosting open houses or celebrations of learning, having in-person or virtual discussions, sharing digital or paper-based portfolios, etc.

Student Reporting:

The goal of communicating student learning is:

- To ensure students take part in meaningful conversations that help them develop responsibility for engaging deeply with their learning.

- To ensure 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.

Criteria for Quality Communication of Student Learning

Clear Learning Intentions
- are derived from the learning standards.
- are constructed from curricular competencies and content.
- clearly describe what students are expected to understand, know, and do.

Meaningful Learning Experiences
- are derived from the learning standards.
- will support learners' development of the core and curricular competencies.
- will facilitate learners' deep understanding of the curricular concepts.

Student Ownership of Learning
- empowers learners to select evidence that best represents their growth over time.
- enables learners to develop their own voice as they determine how to best communicate their learning.
- encourages learners to self-reflect, and to clearly articulate what they are learning, why they are learning it, and where they are going with their learning.

Authentic Evidence of Learning
- Is triangulated from sources and represents learners' growth over time.
- is linked to meaningful learning experiences.
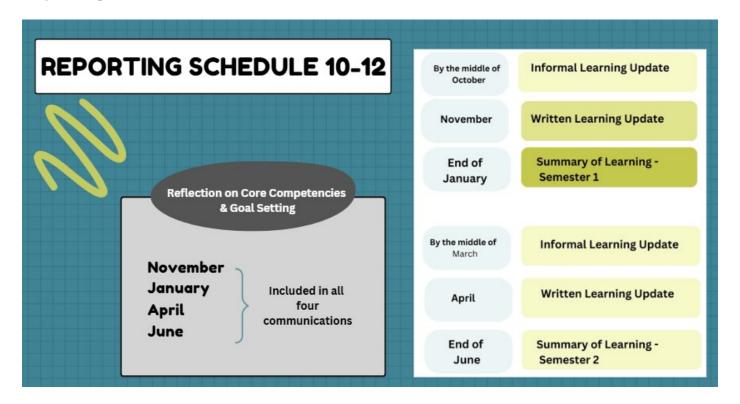- clearly represents what learner understands, what they know, and what they can do.

Thoughtful, Descriptive Feedback of Learning
- is ongoing, specific, and helpful to learners.
- helps learners understand their strengths and growth areas in relation to the learning standards as they develop their unique profile as learners.

* K-9 Student Reporting Guidelines, Central Okanagan Public Schools

What is Quality Classroom Assessment?

➢ Is responsive to all learners
➢ Embeds know, do, understand
➢ Provides ongoing descriptive feedback
➢ Provides opportunity for learners to demonstrate learning in a variety of ways and multiple times
➢ Provides students, parents and caregivers with a clear understanding of where the student is in their learning
➢ Has student setting goals for future learning
➢ Involves students in their learning and promotes self-assessment and goal setting for next steps in learning
➢ 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 learner is, what they are working towards, and the ways learning can be supported
➢ Click here to read the ministries Classroom Assessment & Reporting Guide

Reporting Schedule K-7

Informal Learning Updates (formerly called Interim Reports) - 2 per year

Examples of Informal Learning Update may include:

Conferences   Virtual discussions   Telephone calls   Emails   Written Summaries

The intention of an informal learning update is to provide parents/guardians with responsive and timely information about where their child is in their learning, heighten their awareness of their child's abilities and learn about way they can support their child's progress.

KCSD learns invites teachers to consider the following Informal Learning Update Template when planning to provide families with an informal learning update.

*Evidence of Informal Learning Update Communication must be……..

10-12 Written Learning Updates (formerly called Report Cards)

When creating Formal Written Learning Updates for families:
- be clear and concise
- empower students in taking ownership of their learning
- use family-friendly language
- be strength-based and focus on each unique student as a whole learner
- provide an overview of areas of growth and next steps in learning
- be consistent and aligned across classrooms, grades, and schools

Formal Learning Updates

Written **Formal Learning Updates a**nd the **Summary of Learning** (formerly called report cards) are ministry required learning updates that are provided to families throughout the school year as a way of communicating student progress.

FORMAL WRITTEN UPDATES

EACH WRITTEN LEARNING UPDATE INCLUDES:

- **Communication of student learning** in all areas of learning in which the student is currently studying, **using letter grades and percentages**
- **Descriptive Feedback describing** strengths, areas growth and next steps **in learning**
- **Student-generated content, including** student self-reflection on the Core Competencies and Goal Setting
- **Information about student attendance**
- **An update on the student's progress on their Graduation Plan** (included automatically as part of printing/posing Written Learning Updates in MyEdBC

Ways to Support Next Steps in Learning

Written Learning Updates and Summary of Learning must include how the student will be supported to further their learning. KCSD Learns invites staff to comment about individualized supports within the classroom and suggested ways to support student learning at home.

The communication could be framed like - In class,

- ... will have opportunities to...
- ... is encouraged to ask for help when ...
- ... can practice
- ... will benefit from...
- ... is encouraged to continue...

When creating Summary of Learning in January/June, teachers MUST enter term proficiency AND final proficiency in MyED BC. This needs to be completed to generate the permanent student record card.

Letter Grades and Percentages:

Grades 10-12 are required to use letter grades and percentages on all Written Learning Updates to indicate a student's learning in relation to the learning standards. Below is an overview of letter grades as shared in the K-12 Student Reporting Policy:
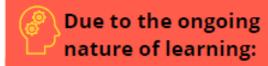
Letter grade	Percentage range	Definition
A	86–100	The student demonstrates excellent or outstanding performance in relation to learning outcomes for the course.
B	73–85	The student demonstrates very good performance in relation to learning outcomes for the course.
C+	67–72	The student demonstrates good 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.
SG	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, the granting of standing for the area of learning and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry, or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal, or director of instruction in charge of a school.
TS	N/A	Transfer Standing: Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice-principal or director of instruction in charge of the school.
IE	N/A	Insufficient Evidence: The student has not provided sufficient evidence of learning in relation to the learning outcomes for the course.
W	N/A	According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, vice-principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course.

Assigning letter grades and percentages

Throughout the term, teachers document evidence of learning by collecting student assessment and evaluation data. Evidence of learning is not just physical work products. Evidence of learning can include observations and conversations as well. Before reporting on student learning, the teacher reviews the evidence of learning. The teacher uses professional judgment to honour recent evidence and determine the overall growth of the learner in relation to the learning standards.

The teacher then determines the student's overall learning in relation to the learning standards for the unit or term and assigns Ministry-approved letter grades and percentages that correspond to the learning demonstrated by the student.

Due to the ongoing nature of learning:

- Averaging marks over a term, semester, or year does not provide an accurate picture of student learning.
- Learning demonstrated close to the communication of student learning will be the most reflective of student proficiency and should be used as the strongest evidence of learning.

Averaging marks over a term, semester, or year does not provide an accurate picture of student learning. Learning is continuous. Therefore, learning demonstrated close to the communication of student learning will be the most reflective of student proficiency and should be used as the strongest evidence of learning when deciding on a letter grade and percentage.

Assigning a letter grade as a final mark

At the end of the school year or at the completion of a course, teachers assign a letter grade and percentage to indicate each student's overall learning in each area of learning.

Because of the ongoing nature of learning, recent evidence of learning in the final term should be considered more deeply than initial evidence of learning, as it provides a more accurate demonstration of a student's learning in relation to the learning standards at the time.

Insufficient evidence of learning

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.

IE may not always be the most appropriate letter grade to assign. Student needs and goals, course scheduling, and funding implications should all be considered before assigning an IE.
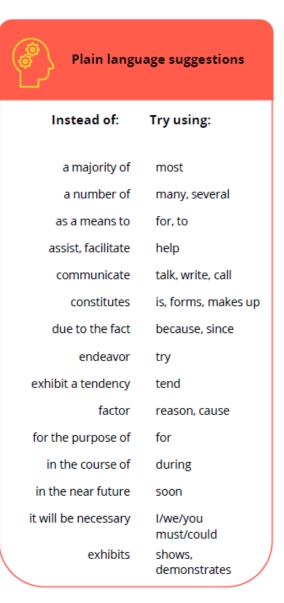
Here are some examples of when IE might be used:

- A student has recently moved to a new school or district (e.g., arriving a few weeks before the end of a term)
- A student has been away from school for a significant period
- A student who is below 50% and needs to provide further evidence of learning to pass a course

Descriptive Feedback

All written descriptive comments should use a strength-based approach and clearly describe students' strengths as well as areas for improvement in relation to grade level learning standards. As shared in the K-12 Student Reporting Policy, teachers are invited to use the following guidelines for the creation of comprehensive feedback:

- Write meaningful feedback that refers specifically to the student's strengths and areas for future growth.

- Include information on goals a student can work toward, both at school and at home.

- When commenting on areas for future growth, focus on what the student can do at that point in time (e.g., "Frances has a good grasp of sentence structure but continues to work on using punctuation correctly").

- Provide information on specific supports a student is receiving or could receive to move them forward in their learning.

- Describe ways in which the student's learning will be further supported by the teacher, and how parents and caregivers might help.

- Provide evidence by connecting feedback with examples from the classroom.

- Explain how the student approaches the learning process.

- Anticipate questions parents and caregivers may ask about their child's growth and learning.

- Use plain language, since parents and caregivers may vary widely in their educational experiences, familiarity with educational terms, and levels of English language proficiency.

Plain language suggestions

Instead of:	Try using:
a majority of	most
a number of	many, several
as a means to	for, to
assist, facilitate	help
communicate	talk, write, call
constitutes	is, forms, makes up
due to the fact	because, since
endeavor	try
exhibit a tendency	tend
factor	reason, cause
for the purpose of	for
in the course of	during
in the near future	soon
it will be necessary	I/we/you must/could
exhibits	shows, demonstrates

Teacher feedback on areas for future growth

Teachers should provide written feedback that communicates areas for future growth, provides specific examples, and describes ways to support further development. Written feedback on areas for future growth should be accompanied by feedback on student strengths, and how these strengths can be used to support the student in their areas for future growth.

"When directing attention to areas for future growth, a student's self-reflection on Core Competencies and Goal Setting becomes important. Involving students in the process of setting goals in areas where they need further development and working toward those goals is an important part of the learning process and development of the whole child." (Reporting Policy Guide pg. 40).

Separation of learning habits and engagement from academic reporting

Assessment feedback should be in relation to the learning standards alone. Learning habits and engagement should be reported on separately and should not contribute to a student's overall mark. Feedback on learning habits and engagement should be addressed in descriptive feedback where necessary.
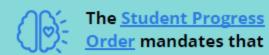
Please note: assessment and reporting are not disciplinary tools. Students should not be penalized for missing classes or any other behaviour they demonstrate. Behaviour that impacts student learning is best reported to families informally when it occurs, as opposed to waiting for a learning update.

When a student's lack of attendance begins to affect learning and the ability to provide sufficient evidence of learning, then the IE process should be utilized

Communicating about learning habits and engagement

The purpose of British Columbia's education system is to develop the "educated citizen." The concept of a well-educated citizen can provide a guiding framework when thinking about student learning habits and engagement, since we aim to develop well-educated citizens who:

• Have a lifelong appreciation of learning
• Demonstrate curiosity about the world around them
• Have a sense of self-worth and personal initiative
• Have a sense of social responsibility
• Are flexible and able to deal with change
• Can make independent decisions
• Demonstrate acceptance and respect for the ideas and beliefs of others
• Have cultivated effective work habits to prepare them to achieve their career and occupational objectives

The Student Progress Order mandates that

reporting includes "a **description** of the student's behaviour, including information on attitudes, work habits, effort and social responsibility."

Therefore, teachers can communicate this information to parents and caregivers in their descriptive feedback.

Student qualities and attributes that teachers may wish to comment on include but are not limited to:

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

Optional sentence stems for descriptive feedback:

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…

Examples of descriptive feedback

Example A: Horace has successfully communicated an in-depth understanding of polynomial factoring, systems of linear equations, and functions and relations: connecting data, graphs and situations. I encourage continued practice with prime factorization and continuing to self advocate when confused with practice work. Horace has demonstrated strong work ethic and perseverance over the term.

Example B: Lily provides insightful thoughts during our class discussions and has demonstrated proficient questioning and investigating throughout our lab experiments in potential and kinetic energy and energy change during chemical reactions. Reminders are sometimes needed to allow classmates to process work at their own speed during collaboration. Lily could benefit from some organizational skills as practice work is often rushed and incomplete.

Example C: Monique works well in collaborative group activities and projects.
- Her writing skills show strong evidence of ideas, organization, and voice.
- Her critical and reflective thought is apparent and she is encouraged to continue to take risks in her writing.

Congratulations with the success on your consistent, dedicated work.
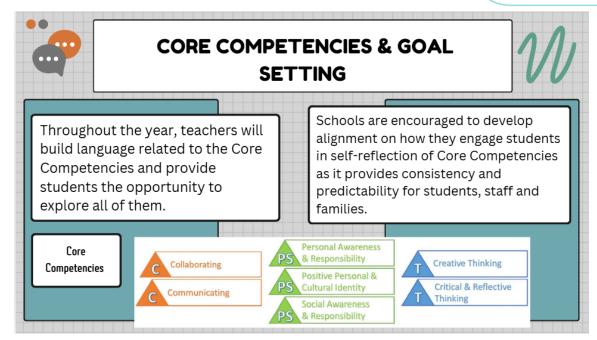
Core Competencies & Goal Setting

Self-reflection and goal setting are important parts of learning and development during K-12 years and beyond. Student self reflections on Core Competencies and student goal setting meaningfully involves students in the assessment process, amplifying **student voice**. Research shows student self-reflection leads to an increase in student confidence, abilities, and satisfaction.
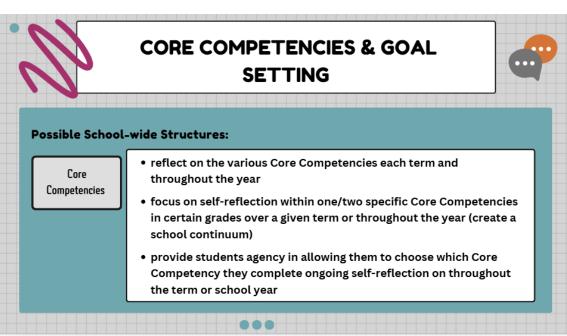
We invite staff to use the SD20 Learns Goalsetting and Core Competencies Reflection Supports
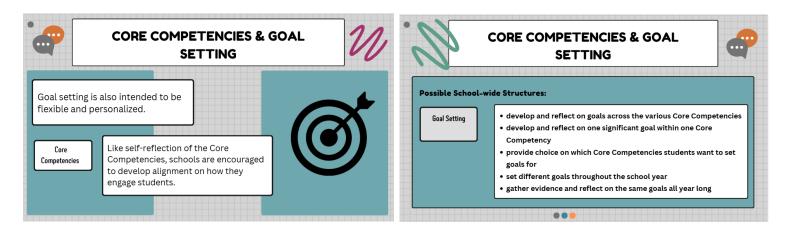
CORE COMPETENCIES & GOAL SETTING

Throughout the year, teachers will build language related to the Core Competencies and provide students the opportunity to explore all of them.

Schools are encouraged to develop alignment on how they engage students in self-reflection of Core Competencies as it provides consistency and predictability for students, staff and families.

Core Competencies

- C Collaborating
- C Communicating
- PS Personal Awareness & Responsibility
- PS Positive Personal & Cultural Identity
- PS Social Awareness & Responsibility
- T Creative Thinking
- T Critical & Reflective Thinking

CORE COMPETENCIES & GOAL SETTING

Possible School-wide Structures:

Core Competencies

- reflect on the various Core Competencies each term and throughout the year
- focus on self-reflection within one/two specific Core Competencies in certain grades over a given term or throughout the year (create a school continuum)
- provide students agency in allowing them to choose which Core Competency they complete ongoing self-reflection on throughout the term or school year

KCSD Learns invites teachers to click here to access templates for student reflections on Core Competencies.
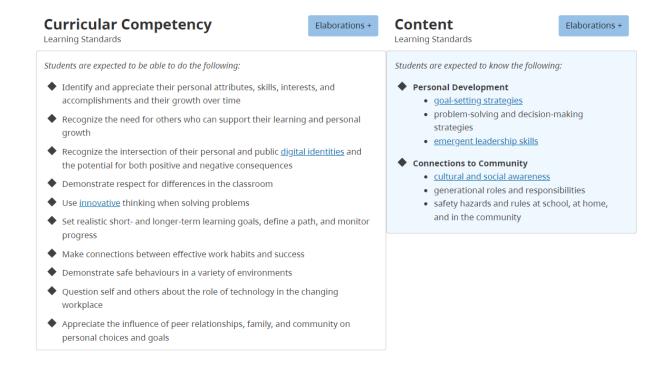
Core Competencies & Goal Setting (cont.)

Engagement for Success

Noticing a students "Engagement for Success" is a way to inform parents about a student's behaviours and efforts during learning.

Career Education has curricular competencies that align with the Communication and Personal and Social Core Competencies and we can utilize them to talk about "Engagement for Success." For example, here is a snapshot of grade 4 level:

SD20 learns invites staff to click here to explore how the Career Education Language can be used to share Engagement for Success with parents/caregivers.

Considerations for Students on Individualized Education Plans (IEPs)

As with all other students, each Written Learning Update for a student on an IEP should describe the student's growth and next steps, as well as strategies/supports provided to support their ongoing learning.

A copy of the IEP **does not** need to go home with the Written Learning Update, given that a copy of a student's IEP is sent home at the beginning and at the end of the school year, and any time significant changes or updates are made to the goals/objectives in their IEP.

Written Learning Update requirements for learners with Disabilities or Diverse Abilities with an IEP:

Most Learners:

K-9 IEP Scenarios	Assessment on Proficiency Scale	In addition to teacher generated comments, please include the comments below as they pertain to the specific K-9 I.E.P. scenario.	EXAMPLE
Student working on **grade-level learning standards**	Student is **assessed on grade-level learning standards.**	"This assessment reflects progress with the supports as noted in the student's Individualize Education Plan (IEP). See IEP for more details." Please add this comment in the specific subject area box.	If a student receives supports outlined in their IEP to access learning, they may, at the same time, be able to consistently demonstrate the expected Learning Standards in Math, and would, therefore, be assessed as 'proficient' in math
Student working on **Core Competency Goals**	Student is **assessed on grade-level learning standards.**	Inclusive supports are being provided for core competency goals, as outlined in the students' Individualized Education Plan (IEP). See IEP for more details. Please add this comment in the descriptive feedback box.	If a student receives inclusive supports to achieve the learning outcomes established for them in their IEP, and they accomplish them, thought would be assessed as proficient. **Achieving goals with support is not less than!**

Reminder: Students working with the supports of an IEP may not necessarily be 'emerging' on the Proficiency Scale. If, with the supports noted in their IEP, they are showing grade-level proficiency they should be assessed as 'proficient'.

Considerations for Students on IEPs cont.

Few Learners:

K-9 IEP Scenarios	Assessment on Proficiency Scale	In addition to teacher generated comments, please include the comments below as they pertain to the specific K-9 I.E.P. scenario.	★ Please note: ★
★ Student working on **individualized learning standards** **This requires approval from Admin./SST**	Student is **assessed on individualized learning standards** they are working on.	"This assessment reflects progress **individualized learning standards** outlined in the student's Individualize Education Plan (IEP). See IEP for more details." **Please add this comment in the specific subject area box.**	For students on IEPs working on Individualized Curricular Competencies, we are required by the Ministry to **assess them based on the Learning Standards they are working on, not by the Learning Standards of the grade they are in.** This needs to be stated on the learning update.

WHY?

Considerations for English Language Learners
Students on an Annual Instruction Plan (AIP):

The following are student reporting guidelines for students who are accessing English Language Learning (ELL) supports. At each reporting period:

ELL Teachers:

All students on an AIP who are receiving ELL supports will receive an ELL Report uploaded into MyEd BC for each reporting period.	Descriptive feedback should include: • the language development services the student is receiving • the student's progress on their language goals • ways that families can support their child in their learning

Considerations for English Language Learners cont.
Classroom Teachers:

All students on AIPs are to be assessed on **grade-level Learning Standards**, but their current language proficiency level must be considered when planning instruction and assessing learning.

Students whose language proficiency level does not allow them to fully access grade level curricular competencies may be assessed as 'emerging' on the Proficiency Scale.

As with all other students, each Written Learning Update for ELL students should describe the student's growth and next steps, as well as strategies/supports provided to the student to support their ongoing learning.

A version of the following statement can be utilized when language limitations make it difficult to assess the student:

"This student accesses ELL supports and is not yet able to demonstrate grade-level learning in: (list subject(s))."
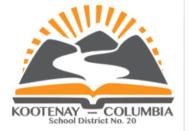Follow up with a statement about areas of growth the student has shown and their next steps in learning.
*Absolutely unable to assess - referral to the SST to put a plan in place

MORE INFO

Insufficient Evidence (IE)

Grade 10-12

KOOTENAY — COLUMBIA
School District No. 20

What to do when a student has not been successful in a secondary course

IE

DRAFT

F

Insufficient Evidence (IE) is used to alert parents, caregivers, and students when students have not provided sufficient evidence of learning in relation to the learning standards. This means that teachers do no have enough information to adequately assess a student.

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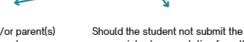
Typical Instances for 'IE'

- Based on the student learning profile, the student requires additional time to demonstrate evidence of learning.
- A student is having some physical, mental health, and/or wellness challenges
- Family responsibilities (work to support family, caring for a family member, tragic event/death in family)
- Recently transferred: new school, new to course
- Significant absences

During the Term

- Complete Early Identification of IE Form (Learning Plan timeline should not extend beyond end of course)
- Provide Copy to Principal, School Counselor, and Parents/Guardians
- Assign 'IE' in MyEdBC
- Make reference to plan in Learning Update Comments

End of Course

- Complete End of Course of IE Form (Establish timeline for completion)
- Provide Copy to Principal, School Counselor, and Parents/Guardians
- Assign 'IE' in MyEdBC
- Make reference to plan in Summary of Learning Comments
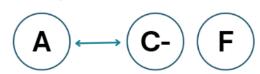
Should the student and/or parent(s) not wish to complete the plan, convert the letter grade to 'F' and enter the current course % in MyEd BC
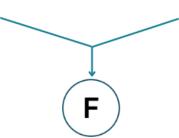
Should the student not submit the appropriate documentation from the Learning Plan by the end date, convert the letter grade to 'F' and enter the final course % in MyEdBC

Upon successful completion and submission of the 'IE' Individual Learning Plan by the student, the teacher and/or Student Support Team shall review the submission

An adjudication process shall determine the final letter grade and course % to be assigned to the student for the course in MyEdBC.

F

A ← → **C-** **F**

Early Identification of Insufficient Evidence (IE)
Grade 10-12

KOOTENAY — COLUMBIA
School District No. 20

DRAFT

Student Name: _____   Teacher Name: _____

Student Grade: _____   Course: _____

Date: _____   Current Course %: _____

Requirements Before Considering IE
(check all that have been completed)

☐ Read Student File (IEP etc.)   ☐ Communication with Student Counselor

☐ Communication with Student   ☐ Consult with School Base Team (if applicable)

☐ Communication with Family   ☐ Check-in with Indigenous Connections Teacher (if applicable)

☐ Communication with School Principal/Vice-Principal

Communication with Family has Taken Place via:

☐ Email - Date(s): _____   ☐ Phone Call - Date(s): _____   ☐ In Person - Date(s): _____

Student Contextual Information

☐ Attendance   ☐ Family Responsibilities   ☐ Wellness

☐ Lack of Engagement   ☐ Other: _____

Supports/Interventions Offered (choose all that apply)

Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼
Please Choose All That Apply	▼

Individual Learning Plan - IE

Family/Student has accepted the plan:

☐ YES

☐ NO

(Enter 'IE' into MyEdBC)

(Convert to 'F' and enter current course % in MyEdBC)

Confirmation of acceptance of the plan took place via:

☐ Email
☐ Phone call
☐ In person meeting
☐ Other:

DATE

Confirmation of acceptance of the plan took place via:

☐ Email
☐ Phone call
☐ In person meeting
☐ Other:

DATE

Essential Curricular Competencies Needing to be Demonstrated:

(in order to convert "IE" to a letter grade)

Project(s)/Assignment(s) to be completed:

(in order to demonstrate essential curricular competencies)

Projected Date for Completion:

Once complete, please provide a copy to the Principal, School Counselor, and Parents/Guardians.
If assigning an IE grade on the written learning update, reference to the plan must be included in the descriptive feedback comment.

End of Course
Insufficient Evidence (IE)
Grade 10-12

This form is required when submitting and 'IE' for a student.

At the end of a course students may receive and "Insufficient Evidence" (IE) if they have not provided sufficient evidence of learning, in relation to the Curricular Competencies, to pass the course. This means teachers do not have enough evidence (observations, conversations, and other demonstrations of learning) to assess student learning adequately and accurately.   When an "IE" has been assigned, teachers, students, and families work together to discuss the situation, including:

- ○ the areas where evidence of learning is unavailable
- ○ the potential needs of the student
- ○ possible solutions and supports

Teachers should provide a description of student needs, clear timeline, and a specific plan of action to arrive at a possible solution.

Student Name: Teacher Name:

Student Grade: Course:
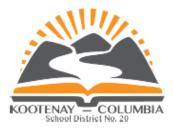
Date: Current Course %:

Additional Support Team Members

☐ Principal/Vice-Principal   ☐ SST

☐ Counsellor   ☐ Other

Requirements Before Considering IE
(check all that have been completed)

☐ Read Student File (IEP etc.)   ☐ Communication with Student Counselor

☐ Communication with Student   ☐ Consult with School Base Team (if applicable)

☐ Communication with Family   ☐ Check-in with Indigenous Connections Teacher (if applicable)

☐ Communication with School Principal/Vice-Principal

Communication with Family has Taken Place via:

☐ Email - Date(s):   ☐ Phone Call - Date(s):   ☐ In Person - Date(s):

Student Contextual Information

Provide a snapshot of student story/rationale for why the student may not have been able to demonstrate learning across all curricular competencies:

Individual Learning Plan - IE

Family/Student has accepted the plan:

☐ **YES**
(Enter 'IE' into MyEdBC)

☐ **NO**
(Convert to 'F' and enter current course % in MyEdBC)

Confirmation of acceptance of the plan took place via:

☐ Email
☐ Phone call
☐ In person meeting
☐ Other:

DATE

Confirmation of acceptance of the plan took place via:

☐ Email
☐ Phone call
☐ In person meeting
☐ Other:

DATE

Essential Curricular Competencies Needing to be Demonstrated:
(in order to convert "IE" to a final letter grade)

Project(s)/Assignment(s) to be completed:
(in order to demonstrate essential curricular competencies)

☐ Specific Evidence of Learning to be completed is attached (**REQUIRED**)

SELECT ONE

☐ I plan to work through the Learning Plan- 'IE' process with the student

☐ I need support from the Student Support Team in completing the Learning Plan - 'IE' process with the student

Once complete, please provide a copy to the Principal, School Counselor, and Parents/Guardians. If assigning an 'IE' on the Summary of Learning, reference to the plan must be included in the feedback.

Individual Learning Plan (IE)
Evidence of Completion
Grade 10-12

Principal/Vice-Principal to Complete:
(in collaboration with classroom teacher)

Evidence provided:

Person responsible for Assessment and Grade/Percentage Conversion:

COMPLETED

☐ YES

Convert 'IE' to the appropriate letter grade ☐

Percentage ☐

☐ Enter Plan Completion Date

DATE

☐ Print this document and provide a copy to the Principal/Vice Principal and School Based Team

INCOMPLETE

☐ NO

Convert letter grade to 'F'

Percentage ☐

☐ Enter Plan End Date

DATE

☐ Print this document and provide a copy to the Principal/Vice Principal and School Based Team

Path Forward

Indicate further plans or suggestions of support for this student

Written Learning Update:

Sample Secondary Written Learning Update
FOR Sept 2024 to Jan 2025

STUDENT NAME **Learner, Joe**	GRADE **11**	ATTENDANCE RECORD FOR 2024-2025										
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
PEN 123456789	ABSENT	0	1.5	0	2.0	0	0	0	0	0	0	3.5
	LATE	0	0	1	1	0	0	0	0	0	0	2

School Message

*This box **may** include:*

- *Purpose of the Written Learning Update, curriculum overview / details, school learning focus, etc…*

- *Information on Student Self-Reflection of the Core Competencies and Goal setting (including where families can learn more about their child's work in this area) - if school is taking school-wide approach*

Course: ANATOMY AND PHYSIOLOGY 12
School: City High School
Teacher: Dali, Jackson

Term	1	2	3	4	F
L.G	C+	C			
%	70	63			

Comments/Ways to Support Learning:

These boxes includes descriptive feedback which:

- highlights specific areas of **growth** and **next steps** in **relation to Learning Standards.**

- *shares any **helpful strategies** and **ways to support** the student.*

- is **concise (does not communicate progress on every learning standard**, rather provides a few notable strengths and next steps within the various curricular areas).

- **does not simply note what was taught** (note: Written Learning Updates are about the child and not an overview of the curriculum).

- uses **family-friendly, strength-based language** (as families may vary widely in their familiarity with educational terms and levels of English language proficiency).

Course: CHEMISTRY 11
School: City High School
Teacher: Dillon, Mirabelle

Term	1	2	3	4	F
L.G	C+	C			
%	70	63			

Comments/Ways to Support Learning:

Course: HUMAN GEOGRAPHY 11
School: City High School
Teacher: Farrow, Madeline

Term	1	2	3	4	F
L.G	B	B			
%	75	78			

Comments/Ways to Support Learning:

Course: FOUNDATIONS OF MATH 11
School: City High School
Teacher: Trellwood, Monique

Term	1	2	3	4	F
L.G	B	C+			
%	75	70			

Comments/Ways to Support Learning:

Course: PHYSICAL AND HEALTH EDUCATION 11
School: City High School
Teacher: Gerard, Dirk

Term	1	2	3	4	F
L.G	C-	IE			
%	54				

Comments/Ways to Support Learning:

Course: CAREER LIFE CONNECTIONS 12
School: City High School
Teacher: Swanton, Jen

Term	1	2	3	4	F
L.G	B	B			
%	82	78			

Comments/Ways to Support Learning:

Course: SOCIAL STUDIES 11
School: City High School
Teacher: Kanda, Taj

Term	1	2	3	4	F
L.G	A	A			
%	90	92			

Comments/Ways to Support Learning:

Course: NEW MEDIA 11
School: City High School
Teacher: Cress, Casey

Term	1	2	3	4	F
L.G	A	A			
%	90	92			

Comments/Ways to Support Learning:

Sample Secondary Report Card
FOR Sept 2024 to Jan 2025

STUDENT NAME **Learner, Joe**	GRADE 11	ATTENDANCE RECORD FOR 2024-2025										
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
PEN 123456789	ABSENT	0	1.5	0	2.0	0	0	0	0	0	0	3.5
	LATE	0	0	1	1	0	0	0	0	0	0	2

School Message
The purpose of this Written Learning Update is to describe students' learning progress to their parents and others, based on curriculum learning standards for each grade level. It is intended to inform parents about learning successes and to guide improvements where needed.

As part of BC's curriculum, all students K-12 complete ongoing self-reflection and goal setting around their Core Competencies. Please see your child's digital portfolio to learn more.

Terms: 1 = Sept 2024   2 = Nov 2024   3 = Jan 2025   4 = Apr 2025
Legend: **L.G.** - Letter Grade, **Abs.** - Class Absence

Course: ANATOMY AND PHYSIOLOGY 12
School: City High School
Teacher: Dali, Jackson

Term	1	2	3	4	F
L.G	B	C+			
%	75	70			

Comments/Ways to Support Learning:
This term, Joe showed lots of growth in processing and analyzing big ideas such as homeostasis and gene expression. An area of growth for Joe moving forward would be to spend more time learning the various organ systems as this will continue to be a major focus for our class in the next term.

Course: CHEMISTRY 11
School: City High School
Teacher: Dillon, Mirabelle

Term	1	2	3	4	F
L.G	C+	C			
%	70	63			

Comments/Ways to Support Learning:
Joe provides insightful thoughts during our class discussions and has demonstrated proficient questioning and investigating throughout our lab experiments on chemical reactions. Reminders are sometimes needed to allow classmates to process work at their own speed during collaboration. Joe could benefit from some organizational skills as practice work is often rushed and incomplete.

Course: FOUNDATIONS OF MATH 11
School: City High School
Teacher: Trellwood, Monique

Term	1	2	3	4	F
L.G	A	A			
%	90	92			

Comments/Ways to Support Learning:
Joe has successfully communicated an in-depth understanding of polynomial factoring, systems of linear equations, and functions and relations: connecting data, graphs and situations. I encourage continued practice with prime factorization and continuing to self advocate when confused with practice work. Joe has demonstrated strong work ethic and perseverance over the term.

Course: CREATIVE WRITING 11
School: City High School
Teacher: Gerard, Dirk

Term	1	2	3	4	F
L.G	A	A			
%	90	92			

Comments/Ways to Support Learning:
Joe works well in collaborative group activities. Writing skills show strong evidence of ideas, organization, and voice. Critical and reflective thought is apparent and Joe is encouraged to continue to take risks in his writing. Your consistent and dedicated efforts continue to help you in excelling in your learning.

Course: CAREER LIFE CONNECTIONS 12
School: City High School
Teacher: Swanton, Jen

Term	1	2	3	4	F
L.G	B	B			
%	82	78			

Comments/Ways to Support Learning:
The following comment was co-constructed through conferencing with Joe:

This term, I enjoyed exploring my career-life decisions and how I can continually improve my well-being through career-life balance. Moving forward, a growth area for me is to broaden my understanding of career options and develop my ability to engage in effective financial planning.

Course: SOCIAL STUDIES 11
School: City High School
Teacher: Kanda, Taj

Term	1	2	3	4	F
L.G	B	B			
%	75	78			

Comments/Ways to Support Learning:
This term, Joe showed significant growth in his ability to compare and contrast big ideas in Social Studies, as well assess the short- and long-term consequences of people's actions and events. Moving forward, an area of further development for Joe would be to improve his ability to infer and explain different perspectives on people, places, and events.

Course: NEW MEDIA 11
School: City High School
Teacher: Cress, Casey

Term	1	2	3	4	F
L.G	C-	IE			
%	54				

Comments/Ways to Support Learning:
Due to significant absences this term, there is insufficient evidence of learning (IE) to accurately assess Joe's progress in New Media 11. We have noticed that Joe struggles with his confidence, a problem that is compounded with continued absences. Joe has been provided an overview of learning activities that he can complete in order to provide evidence of learning for an accurate assessment.

Achievement Indicators

A	Excellent or outstanding performance in relation to the learning standards
B	Very good performance in relation to the learning standards
C+	Good performance in relation to the learning standards
C	Satisfactory performance in relation to the learning standards
C-	Minimally acceptable performance in relation to the learning standards
IE	Insufficient evidence to assess performance in relation to learning standards
F	No demonstration of minimally acceptable performance in relation to learning standards