

Guidelines for Reporting Student Progress

The Ministry of Education released a revised document, *K-12 Student Reporting Policy*, dealing with assessing and reporting student progress, on July 1, 2023. The Office of Education strongly supports the clarification and direction the Ministry of Education gives in their publication. We anticipate the implementation of these provisions under the guidance and direction of the principal will ultimately provide useful information and support to families and the education of their children.

As specified by the Learning Update Order, Boards of Education must provide all students and parents/guardians with at least 5 reports during the school year - 4 Learning Updates (2 Informal Learning Updates and 2 Written Learning Updates) and 1 Summary of Learning that describe student learning in relation to the Learning Standards of the curriculum.

Learning Updates

Learning Updates provide meaningful and timely information to students and parents/guardians about student learning in relation to the Learning Standards of the Provincial Curriculum. They are intended to be formative in nature.

During the school year, parents/guardians must be provided with at least 4 Learning Updates (2 Informal Learning Updates and 2 Written Learning Updates). Districts, schools, and teachers determine how they will informally communicate with students and parents/guardians. Informal Learning Updates may include, but are not limited to telephone calls, conferences, e-mails, and other means.

The 2 Written Learning Updates must meet the content requirements below.

Grades K-9

For grades K-9, the Written Learning Updates provided during the school year must include:

- communication of learning in each Area of Learning currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale;
- Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance; and
- student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting.

Grades 10-12

For grades 10-12, the Written Learning Updates provided during the school year must include:

- communication of learning in each learning area currently being studied in relation to the Learning Standards, using letter grades and percentages;
- Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance; and
- student-generated content including Student Self-reflection of the Core Competencies and Student Goal Setting.

Summary of Learning

As specified by the Learning Update Order, at the end of the school year Boards of Education must provide 1 written Summary of Learning to parents/guardians. The Summary of Learning will use clear and accessible language to provide information about student learning in relation to the Learning Standards of the Provincial Curriculum.

Grades K-9

For grades K-9, the Summary of Learning must include:

- a summary of student learning in all learning areas studied during the school year using the Provincial Proficiency Scale;
- summary Descriptive Feedback on areas of significant growth and opportunities for further development;
- information about student attendance; and
- student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

Grades 10-12

For grades 10-12, the Summary of Learning must include:

- a summary of student learning in all learning areas studied during the school year using letter grades and percentages;
- summary Descriptive Feedback on areas of significant growth and opportunities for further development;

- information about student attendance;
- student-generated content including Student Self-Reflection of the Core Competencies and Student Goal Setting; and
- a graduation status update indicating student progress in relation to graduation program requirements.

Reporting

In the preparation of a reporting document, the teacher should consult the publication *K-12 Student Reporting Policy* [K-12 Student Reporting Policy - Communicating Student Learning Guidelines](#).

Descriptive feedback about what a student can do should note significant events in the student's growth, development, and learning.

Feedback could include:

- Individual evidence of learning, using appropriate pronouns and name of the student
- Strengths-based language, recognizing that student learning is dynamic and holistic
- Language that is easy to read for parents and caregivers
- Highlighting of areas of significant growth in relation to the learning standards
- Opportunities for further development in relation to the learning standards
- Suggested helpful strategies and ways to support the student in their learning
- Information about student behaviour, engagement, and their approaches to learning

The following comments are samples of descriptive feedback;

Applied Design, Skills, and Technology

Kaylen demonstrated proficiency through all stages of the design process, as evidenced in our science investigation on bodily systems. Kaylen did require support during the idea stage, due to at times wanting to rush and not take the time to explore a variety of ideas, which meant she didn't always select the strongest idea to try. However, Kaylen is creative and generates ideas well, so with more opportunities to go through the design process, Kaylen will be better able to think critically about which idea is the strongest.

Career Education

Aidyn can recognize his strengths and set a SMART goal. When he met his goal, he was able to reflect on his success and identify how support from others contributed to his accomplishments. Moving forward, Aidyn can begin to work on how he can be a valuable support to others and help them reach their own goals.

Science

Cheyenne is:

- Curious and a hard worker
- Able to make keen observations and predictions
- Able to use strong planning skills to design their own inquiry

Cheyenne continues to need support in understanding and evaluating information, such as comparing data from a variety of sources. Cheyenne is good at advocating for her own needs, and by continuing to ask for help and getting more experience interpreting graphs, she will begin to build their ability to evaluate information.

Core French

Quinn:

- Is very engaged and actively participates in our everyday French language routines
- Can respond appropriately to simple commands and instructions
- Continues to develop in his comprehension of both written and spoken French language.

Quinn has a strong vocabulary that he can use, along with more exposure and practice, to build his comprehension.

Student Self-Reflections

The K-12 Student Reporting Policy requires that student self-reflection on Core Competencies and goal setting be included in at least two written Learning Updates and the Summary of Learning. In the interest of flexibility for students and their learning, the policy does not specify how student self-reflection on Core Competencies and goal setting should be taught or documented.

Teachers can support student goal setting by providing guidance through ongoing conversations and feedback. Here are some ideas for ways to support student goal setting:

- Taking opportunities to talk with students about how self-reflection can support them in setting and achieving their learning goals
- Offering ongoing conversations focused on the student's learning and life aspirations to encourage the development and refinement of personal learning goals
- Supporting students in developing action plans to support their goals and helping them navigate challenges
- Facilitating development and learning opportunities related to specific goals; this may include introducing students to suitable resources, opportunities, other teachers, or community partners relevant to their goals

- Helping students recognize and celebrate their successes
- Bringing parents and caregivers into the conversation about student goal setting by building a strong home-school connection

Proficiency Scale

[Unpacking the Proficiency Scale- Support for Educators](#)