

REPORTING GUIDELINES 2024-2025



WHY HAS STUDENT REPORTING CHANGED

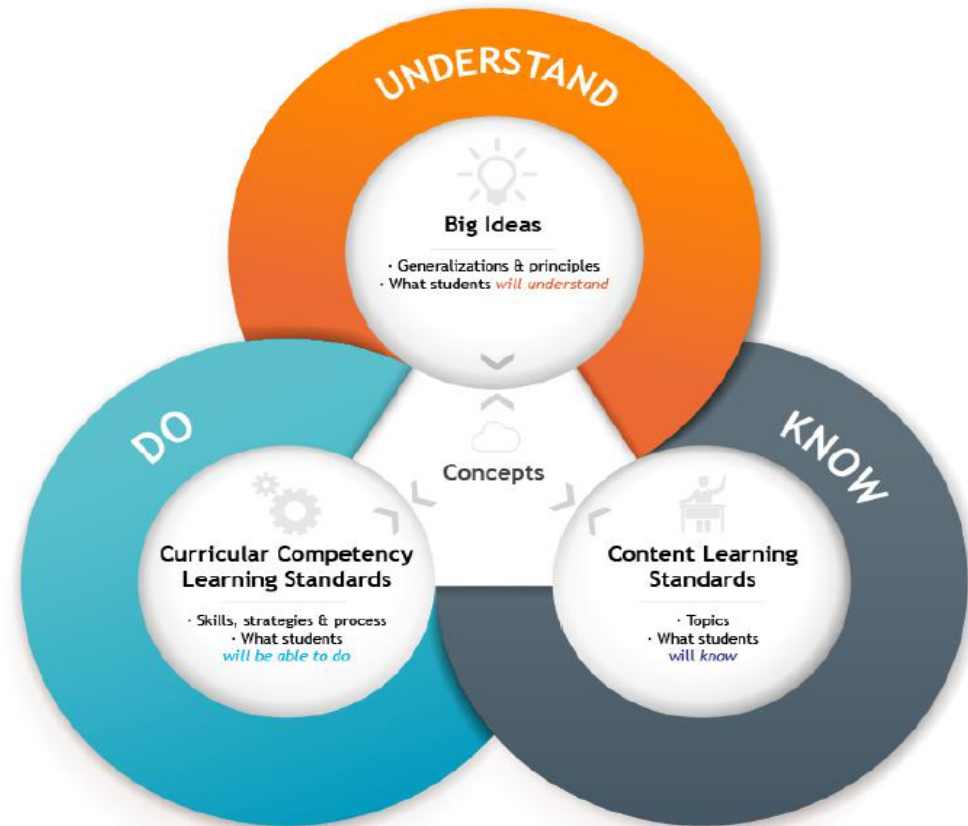
It began with the curriculum redesign

Curriculum was developed in collaboration with B.C. and Yukon educators and academic specialists.

Key shifts in redesigned curriculum:

- Competency focused
- Personalized and flexible
- Development of Core Competencies (Thinking, Communication, and Social and Personal Responsibility)
- Focus on literacy and numeracy foundations
- Indigenous perspectives, worldviews and content woven into all learning areas and grades

While the current provincial curriculum began implementation in 2016, the Ministry's Student Reporting Policy had stayed largely unchanged since 1994.



What to expect:

- **5 communication events**

- 2 written Learning Updates
- 2 flexible format Learning Updates (i.e. parent teacher, interims, student-led conferences)
- 1 written Summary of Learning

** Written Learning Updates are what we used to call Report Cards

- Student Self-Reflection of the Core Competencies
 - Communication, Thinking, Personal/Social Responsibilities
- Provincial Proficiency Scale and Descriptive Feedback in K-9
- Letter Grades and Percentages with Descriptive Feedback in 10-12
- Graduation Status Update in Grades 10-12

Graduation status update (Grades 10-12)

- Report that creates:
 - A list of all courses required for graduation
 - All provincial assessments required for graduation
 - Denotation of courses and assessments that have been completed

Each Written Learning Update and Summary of Learning includes:

- Communication of student learning in all areas of learning currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale (K-9) or Letter Grades and Percentages (Gr. 10-12);
- Feedback describing student strengths, areas for growth and opportunities for further development;
- Information on work habits

WHAT ARE THE LEARNING STANDARDS

Big Ideas

Language and [story](#) can be a source of creativity and joy.

Exploring [stories](#) and other [texts](#) helps us understand ourselves and make connections to others and to the world.

People understand [text](#) differently depending on their worldviews and perspectives.

[Texts](#) are socially, culturally, and historically constructed.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Curricular Competency

Learning Standards

Elaborations +

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (reading, listening, viewing)

- ◆ Access information and ideas for [diverse purposes](#) and from a [variety of sources](#) and evaluate their [relevance](#), [accuracy](#), and [reliability](#)
- ◆ Apply appropriate strategies to comprehend written, oral, and visual [texts](#), guide [inquiry](#), and [extend thinking](#)
- ◆ Synthesize ideas from a variety of sources to build understanding
- ◆ Recognize and appreciate how [different features, forms, and genres of texts](#) reflect different purposes, audiences, and messages
- ◆ [Think critically, creatively, and reflectively](#) to explore ideas within, between, and beyond [texts](#)
- ◆ Recognize and identify the role of [personal, social, and cultural contexts, values, and perspectives in texts](#)
- ◆ Recognize [how language constructs personal, social, and cultural identity](#)
- ◆ Construct meaningful personal connections between self, [text](#), and world
- ◆ Respond to [text in personal, creative, and critical ways](#)
- ◆ Explain [how literary elements, techniques, and devices enhance and shape meaning](#)
- ◆ Recognize an increasing range of [text](#) structures and how they contribute to meaning

Content

Learning Standards

Elaborations +

Students are expected to know the following:

- ◆ Story/text
 - [forms, functions, and genres of text](#)
 - [text features](#)
 - [literary elements](#)
 - [literary devices](#)
 - [elements of visual/graphic texts](#)
- ◆ Strategies and processes
 - [reading strategies](#)
 - [oral language strategies](#)
 - [metacognitive strategies](#)
 - [writing processes](#)
- ◆ Language features, structures, and conventions
 - [features of oral language](#)
 - [multi-paragraphing](#)
 - [language change](#)
 - [elements of style](#)
 - [usage](#)
 - [syntax and sentence fluency](#)
 - [conventions](#)
 - [presentation techniques](#)
 - [rhetorical devices](#)
 - connotation and denotation

Big Ideas

[Number](#) represents, describes, and compares the quantities of ratios, rates, and percents.

Computational [fluency](#) and flexibility extend to operations with fractions.

[Discrete linear relationships](#) can be represented in many connected ways and used to identify and make generalizations.

The relationship between surface area and volume of [3D objects](#) can be used to describe, measure, and compare spatial relationships.

Analyzing [data](#) by determining averages is one way to make sense of large data sets and enables us to compare and interpret.

Curricular Competency

Learning Standards

Elaborations +

Students are expected to be able to do the following:

Reasoning and analyzing

- ◆ Use [logic and patterns](#) to solve puzzles and play games
- ◆ Use [reasoning and logic](#) to explore, analyze, and apply mathematical ideas
- ◆ [Estimate reasonably](#).
- ◆ Demonstrate and [apply](#) mental math strategies
- ◆ Use tools or technology to explore and create patterns and relationships, and test conjectures
- ◆ [Model](#) mathematics in contextualized experiences

Understanding and solving

- ◆ Apply [multiple strategies](#) to solve problems in both abstract and contextualized situations
- ◆ Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- ◆ Visualize to explore mathematical concepts
- ◆ Engage in problem-solving experiences that are [connected](#) to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing

Content

Learning Standards

Elaborations +

Students are expected to know the following:

- ◆ [perfect squares and cubes](#)
- ◆ [square and cube roots](#)
- ◆ [percents](#) less than 1 and greater than 100 (decimal and fractional percents)
- ◆ numerical [proportional reasoning](#) (rates, ratio, proportions, and percent)
- ◆ operations with [fractions](#) (addition, subtraction, multiplication, division, and order of operations)
- ◆ [discrete linear relations](#) (extended to larger numbers, limited to integers)
- ◆ [expressions](#)- writing and evaluating using substitution
- ◆ [two-step equations](#) with integer coefficients, constants, and solutions
- ◆ [surface area and volume](#) of regular solids, including triangular and other right prisms and cylinders
- ◆ [Pythagorean theorem](#)
- ◆ construction, views, and nets of [3D objects](#)
- ◆ [central tendency](#)
- ◆ [theoretical probability](#) with two independent events
- ◆ [financial literacy](#) — best buys

Why move to the Provincial Proficiency Scale?

When you were in school and the teacher returned a test or assignment, chances are that everyone in the class rushed to compare their marks. The marks encouraged comparison instead of focusing on what students were learning.

If your child is in Grades K-9, you won't see letter grades on their report card. Instead, you will see information on where your child is on the Provincial Proficiency Scale. The proficiency scale makes learning the focus rather than the comparison with others.

The proficiency scale lets you know where your child is in their learning, and what they need to work on. Along with the information provided by the proficiency scale, you will receive written comments from your child's teacher to give you even more information about what your child can work on.

If your child is in Grades 10-12, you will continue to see letter grades and percentages. You will also see written comments because descriptive feedback will now be part of all report cards in Grades K-12.

WHY IS A MINDSET SHIFT IMPORTANT



PROFICIENCY SCALE

The Provincial Proficiency Scale

EMERGING DEVELOPING PROFICIENT EXTENDING

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Benefits of the scale

- Views learning as ongoing, rather than signalling that learning is done
- Values growth and most recent evidence of learning
- Provides feedback, to both students and their parents and caregivers, on where the student is in their learning and how to help them move forward
- Supports lifelong learning by shifting the focus from getting marks to developing competencies
- Maintains high provincial standards, helping all students attain proficiency in their learning
- Is inclusive of all learners, focusing on strengths and next steps for each individual student

SCIENCE

Big Ideas

[Life processes are performed at the cellular level.](#)

[The behaviour of matter can be explained by the kinetic molecular theory and atomic theory.](#)

[Energy can be transferred as both a particle and a wave.](#)

[The theory of plate tectonics is the unifying theory that explains Earth's geological processes.](#)

Curricular Competency

Learning Standards

Elaborations +

Content

Learning Standards

Elaborations +

Students are expected to be able to do the following:

Questioning and predicting

- ◆ Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest
- ◆ Make observations aimed at identifying their own questions about the natural world
- ◆ Identify a question to answer or a problem to solve through scientific inquiry
- ◆ Formulate alternative "If...then..." hypotheses based on their questions
- ◆ Make predictions about the findings of their inquiry

Planning and conducting

- ◆ Collaboratively plan a range of investigation types, including field work and experiments, to answer their questions or solve problems they have identified
- ◆ Measure and control variables (dependent and independent) through fair tests
- ◆ Observe, measure, and record data ([qualitative](#) and [quantitative](#)), using equipment, including digital technologies, with [accuracy](#) and [precision](#)
- ◆ Use appropriate SI units and perform simple unit conversions
- ◆ Ensure that safety and ethical guidelines are followed in their investigations

Processing and analyzing data and information

- ◆ Experience and interpret the local environment
- ◆ Apply First Peoples perspectives and knowledge, other ways of knowing, and

Students are expected to know the following:

- ◆ [characteristics of life](#)
- ◆ [cell theory](#) and [types of cells](#)
- ◆ photosynthesis and cellular respiration
- ◆ the relationship of [micro-organisms](#) with living things:
 - basic functions of the [immune system](#)
 - [vaccination](#) and [antibiotics](#)
 - impacts of [epidemics](#) and [pandemics](#) on human populations
- ◆ [kinetic molecular theory \(KMT\)](#)
- ◆ [atomic theory](#) and [models](#)
- ◆ [protons, neutrons, and quarks](#)
- ◆ [electrons and leptons](#)
- ◆ [types](#) and [effects](#) of electromagnetic radiation
- ◆ light:
 - [properties](#)
 - [behaviours](#)
 - [ways of sensing](#)
- ◆ [plate tectonic movement](#)
- ◆ major geological events of local significance
- ◆ First Peoples knowledge of:
 - local geological formations
 - significant local geological events
- ◆ layers of Earth

Course/Subject/Grade(s): Science 8		Planning Team:			
Unit Big Idea: Energy can be transformed both as a particle and a wave.		Unit Guiding Question(s): How do the properties and applications of electromagnetic radiation shape our/your world?			
Goals	Emerging Access – This is what I NEED to know and do	Developing	Proficient	Extending	
Content Goal #1: I know the types, applications & effects of electromagnetism.	I know that there are different types of energy I know that energy can be transferred through a particle and a wave.	I know that electromagnetism is a form of energy & there are different types.	I know the types, uses and effects of electric radiation and that it's on a spectrum.	I understand types, uses and effects of electric radiation and that it's on a spectrum and can apply the use to the world around me	
Content Goal #2: I know the properties, behavior and ways of sensing light.	I know that the eye is one way that organisms sense visible light. I know that there are properties that make light visible. I know the pathway of light & how the image forms in the eye.	I know that key behaviors of light are reflection & refraction. I know the structures of the eye & how they work together to produce an image.	I know the properties and behaviors of light. I know the ways of sensing light (the eye).	I know additional ways of sensing light and can explain how the properties and behaviors apply	
Curricular Competencies:	Sustained intellectual curiosity	I can wonder about a scientific topic. I can ask questions about a scientific topic.	I can ask questions to further my inquiry about a scientific topic.	I can sustain my inquiry about a scientific topic over time.	I can sustain an inquiry about a scientific topic of my own interest over time.
	Observe, measure and record data (digital technologies)	I can draw and describe what I observe. I can use my descriptive observations to make questions.	I can observe to find patterns to help explain or support a hypothesis.	I can make connections based on my observations that help me understand how electromagnetic radiation shapes my world.	I can observe ethically (accurately) in a Scientific lab.
	Use scientific understanding to identify relationships and draw conclusions.	I can use scientific information to answer questions. I can identify the scientific information that I need to explain electromagnetic radiation.	I can identify the relationships of electromagnetic radiation.	I can use my scientific understanding to identify relationships & draw conclusions about electromagnetic radiation and explain how it shapes my world.	I can use my scientific understanding... -Draw a conclusion -Apply it to a new setting
	Communicating ideas and findings using scientific language.	I can talk about scientific ideas. I can use models to help me communicate scientific ideas.	I can use scientific language when communicating my ideas and findings.	I can use scientific language and structures when communicating my ideas and findings.	I can use scientific language appropriately for my audience. (Continuing my reading Access information/higher level texts)

Big Idea: Energy can be transformed both as a particle and a wave.

Guiding Question: How do the properties and applications of electromagnetic radiation shape our/your world?

Content	Insufficient Evidence (IE)	Emerging (E)	Developing (D)	Proficient (P)	Extending (X)
Content Goal #1: I know the types, applications & effects of electromagnetism.				I know the types, uses and effects of electric radiation and that it's on a spectrum.	
Content Goal #2: I know the properties, behavior and ways of sensing light.				I know the properties and behaviors of light. I know the ways of sensing light (the eye).	
CC Sustained intellectual curiosity				I can sustain my inquiry about a scientific topic over time.	
Observe, measure and record data (digital technologies)				I can make connections based on my observations that help me understand how electromagnetic radiation shapes my world.	
Use scientific understanding to identify relationships and draw conclusions				I can use my scientific understanding to identify relationships & draw conclusions about electromagnetic radiation and explain how it shapes my world.	
Communicating					

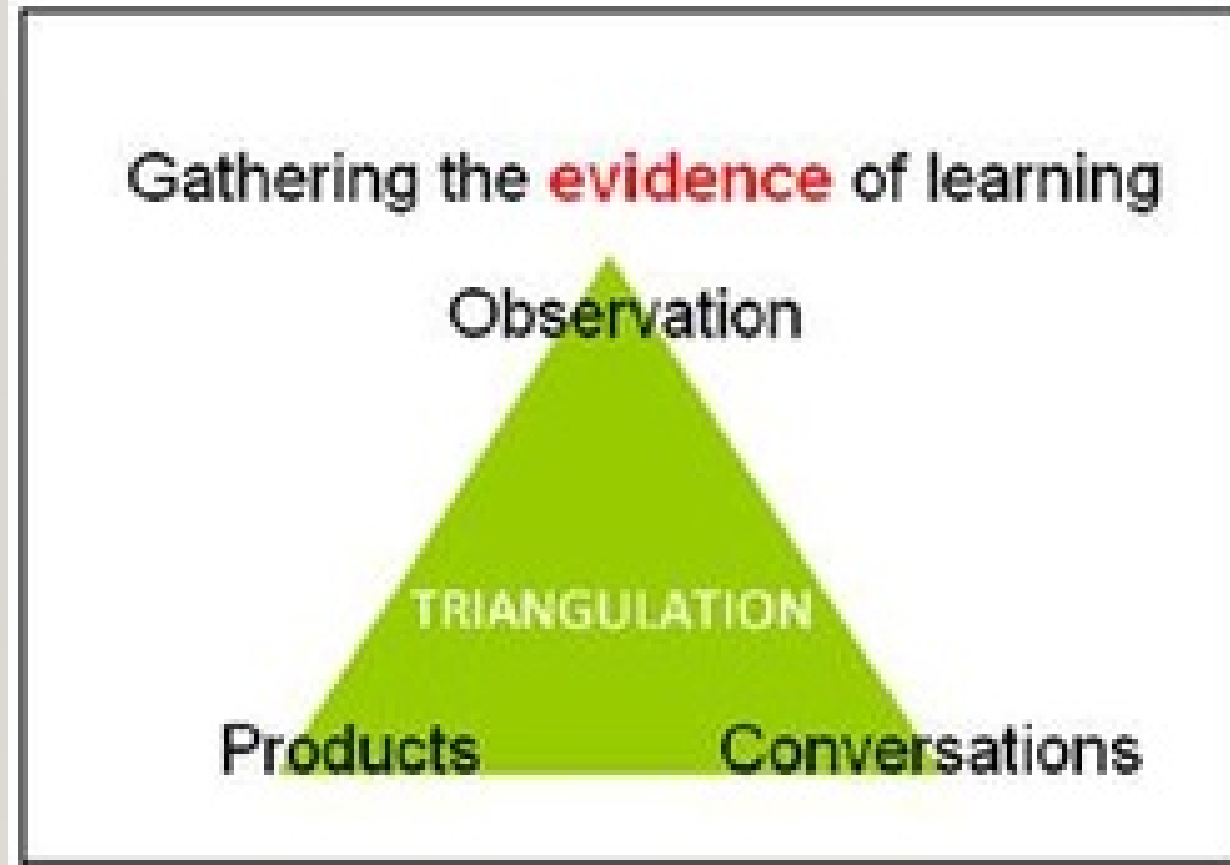
Course/Subject/Grade(s): Science 8	Planning Team:
Unit Big Idea: Energy can be transformed both as a particle and a wave.	Unit Guiding Question(s): How do the properties and applications of electromagnetic radiation shape our/your world?



Goals		Emerging The student demonstrates an initial understanding of the concepts and competencies relevant to the expected Learning	Developing The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	Proficient The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning	Extending The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning
Content Goal #1: I know the types, applications & effects of electromagnetism.					
Content Goal #2: I know the properties, behavior and ways of sensing light.					
Curricular Competencies:	Sustained intellectual curiosity				
	Observe, measure and record data (digital technologies)				
	Use scientific understanding to identify relationships and draw conclusions.				
	Communicating ideas and findings using scientific language.				



TRIANGULATION



Letter Grades & Percentages

Letter grades and percentages are used in **Grades 10-12**. The process for letter grade symbols and corresponding percentages and definitions are set out in the [Provincial Letter Grades Order](#).

Letter Grade	Percentage Range	Definition
A	86 - 100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
B	73 – 85	The student demonstrates very good learning in relation to the learning standards of the curriculum.
C+	67 – 72	The student demonstrates good learning in relation to the learning standards of the curriculum.
C	60 – 66	The student demonstrates satisfactory learning in relation to the expected Learning Standards of the curriculum.
C-	50 – 59	The student demonstrates minimally acceptable learning in relation to the Learning Standards of the curriculum.
F	0 – 49	The student has not demonstrated minimally acceptable learning in relation to the Learning Standards of the curriculum.
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 the school.
TS	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
IE	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.

What are some best practices in assigning marks?

- Averaging marks over a term, semester, or year does not provide an accurate picture of student learning. Learning is continuous.
- Averaging puts students who are struggling at the start of the year at a disadvantage because they will not be able to catch up, even if they demonstrate robust learning later.
- 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 scale indicator and/or a letter grade and percentage.

What About Descriptive Feedback?

- Descriptive feedback is concise, strengths-based, written comments or documented conversations that are aligned to the Learning Standards and describe student learning, as well as identify specific areas for future growth.
- It should be concise and in family and student-friendly language
- Lesson plans and the learning standards of the curriculum do not need to be summarized
- Every area of learning reported on does need descriptive feedback
- However, that feedback can be a single comment per learning area or an integrated response that covers all learning areas and is reflective of the cross-curricular nature of learning.

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 their own needs, and by continuing to ask for help and getting more experience interpreting graphs, they will begin to build their ability to evaluate information.

K-12 Reporting Information for Parents and Caregivers.

- Information is on all School Websites
- The resources explain the what and why of the various elements of the reporting changes



How to use the Communicating Student Learning: Information for Parents and Caregivers Package



These parent and caregiver support resources can be sent home individually to highlight a specific area. Or you can send them home as a booklet that explains everything parents and caregivers need to know about the shifts in student reporting in BC.

1.

What is my child learning?

An overview of BC's curriculum, which sets out what students are being taught and assessed on in class.

2.

How will I know how my child is doing?

This resource provides a high-level overview of the various elements parents and caregivers will find on the written reports, including if their child has a disability or diverse ability.

As an educator, you can find more information on inclusive assessment and reporting starting on page 13 of the [K-12 Student Reporting Guidelines Document](#). The reporting requirements for different communications of student learning start on page 26 of the guidelines.

3.

Why is my child not getting letter grades?

This resource provides an explanation of the Provincial Proficiency Scale and how it will be used for students in Grades K-9.

As an educator, you can learn more about the scale on page 30 of the [K-12 Student Reporting Guidelines Document](#).

4.

What is descriptive feedback?

This resource explains what parents and caregivers can expect to find in the written comments on their child's written reports.

As an educator, you can learn more about descriptive feedback on page 39 of the [K-12 Student Reporting Guidelines Document](#).

5.

Why is my child self-reflecting and setting goals?

This resource explains the importance of self-reflection and goal-setting skills, and how parents and caregivers can see their child's growth in these areas.

As an educator, you can learn more about the self-reflection of Core Competencies and goal setting on page 45 of the [K-12 Student Reporting Guidelines Document](#).

6.

How will I know my child is on track to graduate?

This resource provides information about the different pathways to graduation in BC, and how parents and caregivers can be sure their child is on track to graduate.

As an educator, you can learn more about the graduation status update on page 29 of the [K-12 Student Reporting Guidelines Document](#).