

501.14AP – K-12 Reporting Student Progress

Purpose

In supporting student success, Nanaimo Ladysmith Public Schools encourage teachers to base assessment, evaluation, and reporting practice on the principles of learning:

1. Learning requires the active participation of the learner.

This principle commits the education system to work toward increasing the extent to which students are intellectually engaged by their studies and perceive the relevance of their schooling. Also, it expects that students will be encouraged and taught to take greater responsibility for their success as learners in school and throughout their lives.

2. Learning is an individual and social process.

This principle respects each learner's need to interpret and internalize ideas in personal ways, and recognizes the importance of building upon and challenging individual beliefs and values in light of what is more generally understood about the world. In other words, students must be expected and encouraged, both to make up their own minds on issues and to grasp what others have thought.

3. People learn in varying ways and at different rates.

This principle recognizes that all students should not be expected to learn in the same way and at identical rates. No approach works for all students and students may be receptive to a given subject matter at different times and may need differing amounts of time to master the material. Within reasonable limits curriculum, instruction, and assessment must accommodate diversity in student learning. The district is committed to a learning model that is focused on the continuous improvement of instruction and assessment.

The purpose of reporting on student progress is to communicate clearly to students and parents how well students have achieved the learning outcomes of the various courses or subjects they are taking. Teachers gather evidence of what students are able to do based on criteria for the learning outcomes for each course. At regular intervals teachers evaluate students' progress and report this to parents and students. The process of assessing, evaluating, and reporting student progress enables teachers to monitor student learning, and identify what action, if any, is needed to help students succeed. Assessment and reporting should support learning and not be harmful to children.

Procedure

1. During the school year, schools will provide parents of students with at least five reports describing students' school progress. Three of the reports will be formal written reports and two will be informal reports.
2. Formal written reports must, for grades K to seven and, when appropriate, for grades eight to twelve, describe:
 - 2.1. What the student is able to do;
 - 2.2. The areas in which the student requires further attention or development; and
 - 2.3. Ways to support the student in his/her learning.
3. Informal reports to parents may include: telephone calls, conferences (three-way, parent/teacher, student led), digital platforms (email), and interim reports (written or oral). Schools and teachers determine how they will informally communicate with parents.
4. Parents of students in Kindergarten to grade three must be provided with oral or written comments on student's school progress. Comments should relate progress to the expected development of students in a similar age range. A performance scale indicating the student's level of progress in relation to the prescribed learning outcomes in language arts (reading, writing, and speaking/listening), mathematics, science and social studies should also be included.
5. In grades four to seven, letter grades will be used to indicate students' level of performance in relation to the learning outcomes for each course or subject and grade. Percentages and letter grades will be reported for grades eleven and twelve.
 - 5.1. For grades four to seven:
 - Letter grades and structured written comments will appear on the formal report card.
 - 5.2. For grades eight to twelve:
 - Letter grades will appear on the formal report cards.
 - Structured written comments, when appropriate, will appear on the formal report cards.
 - 5.3. For grades ten, eleven and twelve:
 - Percentages, as outlined in the Provincial Letter Grades Order, will appear on formal report cards.
 - Structured written comments, when appropriate, will appear on the formal report cards.
6. All formal reports will include written comments to describe student behaviour: attitudes, work habits, and effort. Grades eight to twelve will include symbols (G - Good, S - Satisfactory, U - Unsatisfactory).
7. When students with special needs are unable to meet the learning outcomes of a course, and it is necessary to modify the program, an Individual Education Plan (IEP) or Student Support Plan (SSP) outlining goals and objectives for each student will be established. In these cases the use of letter

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grades and percentages on reports is encouraged but may be inappropriate. Structured written reports will be used to report how well students have succeeded in meeting the modified goals and objectives of their educational plans. A *Curriculum Modifications* form should be completed in consultation with the school team and the parent/guardian.

8. Letter grades and percentages, when appropriate, may be assigned when students with special needs or registered with English Language Learning (ELL) are able to meet the learning outcomes as set out in the provincial course curriculum.
9. An "I" (In Progress) letter grade is assigned when a student is making progress, but it has been determined that she/he needs additional time and/or alternate instructional/assessment strategies to meet the expected learning outcomes.
10. An "I" can be assigned at any time throughout the school year.
11. When an "I" reporting symbol has been assigned:
 - 11.1. Students and parents must be informed and must be provided with an opportunity to consult with the teacher about the problem the student is having and possible solutions; and
 - 11.2. Teachers must identify what the problem is and specify a plan of action that is intended to help students achieve the learning outcome.
 - 11.3. Information must be communicated to parents and students will include:
 - 11.3.1. the areas in which a student required further attention or development;
 - 11.3.2. what must be done to achieve the learning outcomes; and
 - 11.3.3. a time frame for achieving the learning outcomes.
 - 11.4. This information may be communicated in a variety of ways including: through a written plan, verbally by telephone; or in a direct meeting involving teacher, parent and student.
12. The "I" letter grade must be converted to another letter grade:
 - 12.1. Before a student's records are transferred to another school unless there is agreement between the two schools to defer conversion of the "I" reporting symbol;
 - 12.2. When letter grades are recorded on the permanent student record card;
 - 12.3. Before submissions of Grade 11 and 12 marks to the Ministry for inclusion on student transcripts.
13. An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned or, as a result of failing a provincially examinable course.

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