NANAIMO LADYSMITH
PUBLIC SCHOOLS

COMMUNICATING STUDENT LEARNING 8-12 GUIDELINES

SEPTEMBER 2019

CONTENTS

MOVING WITH PURPOSE

COMMUNICATING STUDENT LEARNING IN NANAIMO LADYSMITH PUBLIC SCHOOLS (NLPS)

Setting the Context

The Ministry of Education has redesigned curriculum and assessment to include more choice, flexibility and personalization. This curriculum was largely implemented in NLPS in the 2016-17 school year in K-9. In addition, parents were engaged during the 2016-17, 2017-2018 and 2018-2019 school years.

Feedback from staff and students is scheduled to occur in 2019-2020.

Teachers are continuing to align instructional practices with this vision. We are moving with purpose from a model of reporting to parents, to communicating student learning with parents on an ongoing basis. This involves changes in how we assess, as well as how we communicate student learning to parents and students.

PRINCIPLES OF QUALITY STUDENT ASSESSMENT

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the redesigned curriculum.

Quality assessment

✓ is fair, transparent, meaningful and responsive to all learners

✓ focuses on all three components of the curriculum model – knowing, doing, understanding

✓ provides ongoing descriptive feedback to students

✓ is ongoing, timely, specific, and embedded in day-to-day instruction

✓ provides varied and multiple opportunities for learners to demonstrate their learning

✓ involves students in their learning

✓ promotes development of student 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 to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Throughout the learning process, teachers and students intentionally gather evidence to inform teaching and learning. This process assists students in moving toward their learning targets and goals. Students are encouraged to reflect and self-assess.

Teachers and students will document evidence of learning over time using collections of student work and demonstrations to create a profile of strengths, areas of growth, and areas for further development. The students' learning is made visible, and their successes are celebrated. Through this process, new learning goals and targets are established as well as ways to support students in their learning.

STUDENT REPORTING

2019-2020 SCHOOL YEAR

In 2016, the Ministry of Education introduced the Interim Student Reporting Guidelines for Grades K-9, within the Student Reporting Policy (Revised) effective July 1, 2016. In NLPS, Communicating Student Learning Guidelines were introduced and partially implemented in 2016-2017. In the 2017-2018 school year, all schools in NLPS were expected to align their reporting practice with these refined guidelines. In June 2018, the Ministry extended the Interim Reporting Order for one more year, with a pilot of proposed changes occurring throughout the province. In NLPS, in 2019-2020, while participating in the Ministry Reporting pilot for a second year, we will continue to implement the changes in the Reporting Order from K-9.

Minimum Reporting Guidelines

Boards of Education must provide parents with a minimum of five reports describing students' school progress. Reporting to parents should be timely and responsive throughout the school year.

For Grades K-9 beginning in the 2016-17 school year, Boards of Education will either:

- A. *Develop and follow local student reporting policy and procedures set by the Board for Grades K-9, which must meet the Interim Student Reporting Guidelines for Grades K-9, or*
- B. *Follow the revised Student Reporting Policy*

For Grades 10-12, Boards will follow the Student Reporting Policy.

Summative reporting will also include student self-assessment of core competencies, with teacher support as appropriate for the student.

Please refer to the following -

BC's New Curriculum:
https://curriculum.gov.bc.ca/

Core Competencies:
https://curriculum.gov.bc.ca/competencies

BC Performance Standards:
https://www.bced.gov.bc.ca/perf_stands/

Classroom Assessment and Reporting:
https://curriculum.gov.bc.ca/assessment/classroom-assessment-and-reporting

Provincial Assessment:
https://curriculum.gov.bc.ca/provincial-assessment

MOVING WITH PURPOSE

Learning Transformation in NLPS

| 2016-2017 | June 2017 | June 2018 | June 2019 and Beyond |

EXPLORING · **REFINING** · **SUSTAINING**

ONGOING **SUMMATIVE**
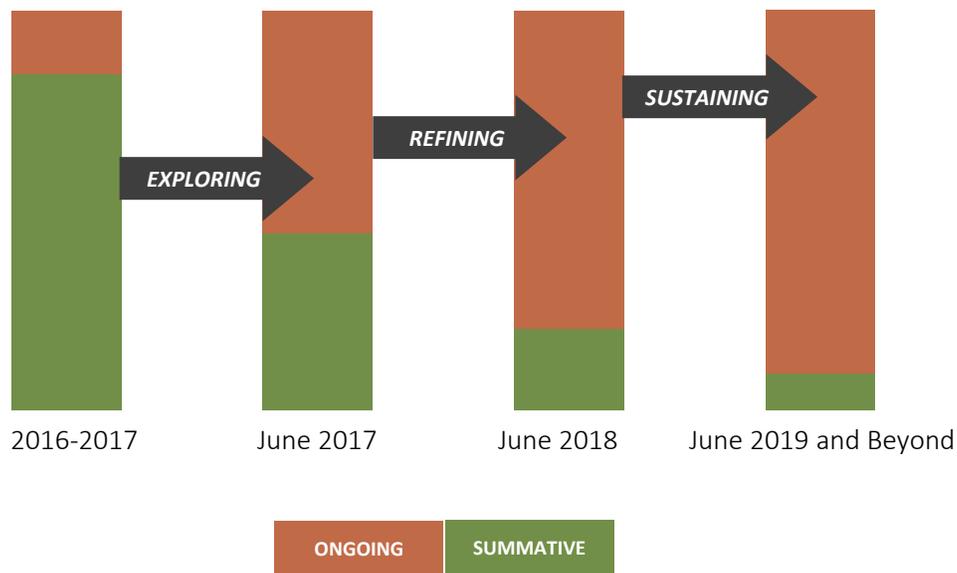
The 2018-2019 school year was one of "refining and sustaining" our new practice. We are now into a long period of sustaining the reporting and assessment practices that complement BC's Redesigned Curriculum and Interim Reporting Order.

Both the Ministry and NLPS have engaged parents and educators in a consultation and feedback process about our guidelines during our exploration year. Revisions have been made to reflect that feedback.

In 2018-2019 and again in 2019- 2020, NLPS is participating in a Provincial Reporting Pilot which will provide the opportunity to innovate and revise Ministry reporting policies.

GLOSSARY

Adaptations: teaching and assessment strategies specially designed to accommodate students' needs so they can meet the learning standards in an area of learning and demonstrate proficiency in its concepts.

Annual Instructional Plan (AIP): Each AIP needs to include information for the current school year on the ELL student's:

- Language assessment (see "Assessment and Identification" section of this document) and determined language proficiency

- Linguistic and/or literacy goals that can reasonably be met in the current school year

- Support plan for language development, including a schedule or plan showing nature of support (e.g. bi-weekly ELL specialist consultation with classroom teacher) and support strategies (e.g. explicit teaching of reading skills, adapting lesson materials).

Assessment: is the ongoing process of assessing learning to provide precise and timely information so that teachers can adjust instruction in response to individual student needs.

Information gathered through assessment:

- helps teachers to determine students' strengths and areas for improvement in achieving the curriculum expectations at a given point in each subject/course,

- serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices, and

- promotes student self-assessment.

Core Competencies: Core Competencies are a set of intellectual, personal, and social competencies that students develop to engage in deeper learning and to support lifelong learning through their schooling. The Core Competencies are embedded in each area of learning, and are activated through the learning experiences and activities. In BC, the Core Competencies are: Communication, Thinking, and Social and Personal Responsibility.

Continued Glossary

Descriptive Feedback: Strength-based, written comments or documented conversations that describe individual student progress and identify specific goals to support further student growth. All written descriptive comments should reflect how students' engagement and behavior impacts their growth and performance in relation to the learning standards.

Exhibition (Showcase) of Student Learning: As schools are experimenting with ways to communicate to parents in a meaningful, responsive and timely way, many are establishing 'exhibitions' of student learning. This may also be referred to as a 'showcase', a 'gallery' or a 'celebration of learning'.   Normally, this event will exhibit evidence of student learning, include student led conversation with parents/guardians and will include student understanding and explanation of the connection of their learning to the learning standards. Thus, exhibitions will meet the requirements of Ongoing Communication of Student Learning (OCSL).

Inclusive Education Plan (IEP): a documented plan developed for a student with special needs that describes individualized goals, adaptations, modifications, and the services to be provided, and includes measures for tracking achievement.

Learning Standards: A learning standard is an explicit statement of what students are expected to know, understand, and be able to do in an area of learning. In BC, learning standards are a combination of:

- **Curricular Competency learning standards:** are explicit statements of what students are expected to be able to do in a given grade and area of learning.

- **Content learning standards:** define what students should know in a given area of learning at a particular grade level. They define the core knowledge (facts and concepts) essential to the development of big ideas for that area of learning in that grade. In previous curricula, these expectations were presented as learning outcomes.

(Ministry of Education, Glossary of Curriculum Terms)

Modifications: instructional and assessment-related decisions made to accommodate a student's educational needs, consisting of individualized learning goals and outcomes that are different from the learning outcomes of a course or area of learning. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum (i.e., students with limited awareness of their surroundings, students with fragile mental/physical health, students medically and cognitively/multiply challenged). Using modifications for students not identified as having special needs should be a rare practice.
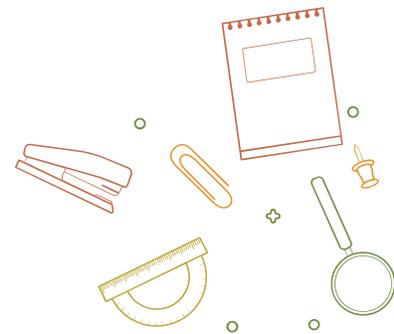
Continued Glossary

Ongoing Communication of Student Learning (OCSL): considered an informal "report" to parents. A communication from a teacher to a parent which will:

- Provide Descriptive Feedback that references the learning standards

- Include Student Voice

*** When and where possible, Ongoing Communications should include evidence of student learning. Recognizing that some curricular areas may not naturally allow evidential artifacts, written description embedded in the descriptive comments or the student self-assessment could outline the student work.*

Points of progress (ongoing communications): should provide descriptive feedback on student engagement and behaviors for success at least twice and student selected evidence of and reflection on Core Competency development at least once.

Provincial Proficiency Scale: is used in K-9 to support communication student progress in all areas of learning.

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.

Reporting: Ministry guidelines require a minimum of five reports per course describing students' progress. This will include:

- A minimum of 4 points of progress (in NLPS one of these is the mid-course progress report card and 3 are ongoing communications of student learning).

- One summary report card at the end of the course

(Reporting Student Progress: Policy and Practice, March 2009)

NLPS REPORTING POLICY AND PROCEDURES

Communicating Student Learning in NLPS: When, what and how

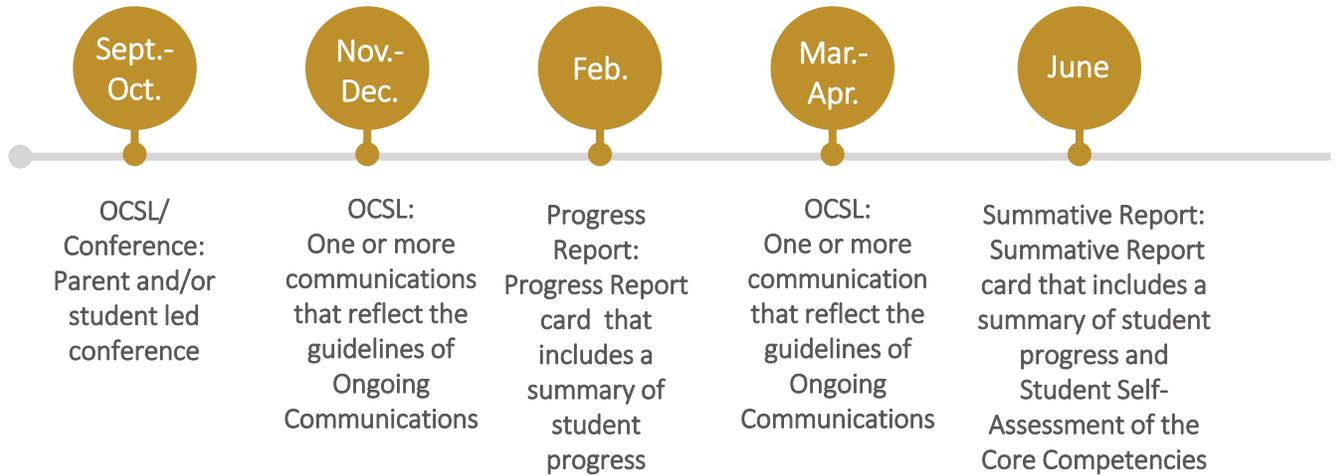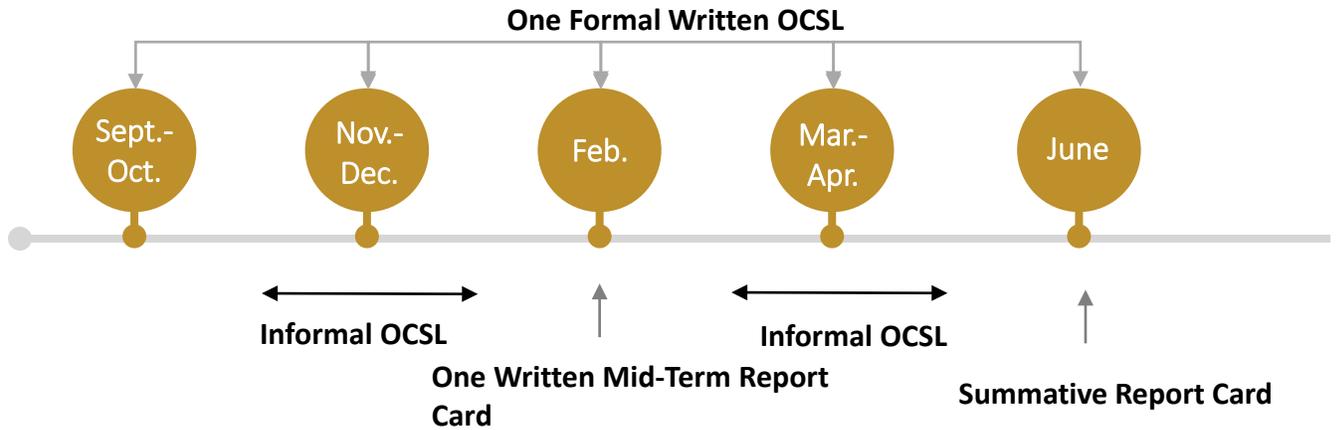| *Ongoing Communication of Student learning:* *(Informal reporting)*	*Summative Report Card:* *(Formal reporting)*
WHEN ❓	**WHEN** ❓
• At least four (4) times during the course • Responsive to student learning	• Once at the end of the year or semester
WHAT ❓	**WHAT** ❓
• At least one (1) written mid-term report card including progress in all areas of learning, using the provincial proficiency scale where appropriate, and written descriptive comments that address the student's: • Strengths • Areas for improvement • Next steps (student engagement and behaviours for success) • At least two (2) informal communications of student learning • At least one (1) formal written communication (digital or paper) • At least one of the above communications should specifically reference student reflection on Core Competency development	• Summarize progress in all areas of learning using the provincial proficiency scale (8/9) • Include self-assessment of core competencies (8/9) • Include feedback on student engagement and behavior (8-12) • Includes letter grade/percentage (10-12)
HOW ❓	**HOW** ❓
• Methods of informal communication are flexible and could include: • student led conferences • portfolios and e-portfolios • parent/teacher conference • written comments, journals (digital or paper) • exhibition of learning or showcase of learning • student work samples with descriptive feedback from the teacher • Written communication can be digital or on paper	• Communicate formally using the report card template in MyEd BC

Meets the MOE Interim Student Reporting Guidelines for Grades K-9, 2016-2017

SUGGESTED REPORTING TIMELINE 2019/2020

Sept.-Oct.

OCSL/
Conference:
Parent and/or
student led
conference

Nov.-Dec.

OCSL:
One or more
communications
that reflect the
guidelines of
Ongoing
Communications

Feb.

Progress
Report:
Progress Report
card that
includes a
summary of
student
progress

Mar.-Apr.

OCSL:
One or more
communication
that reflect the
guidelines of
Ongoing
Communications

June

Summative Report:
Summative Report
card that includes a
summary of student
progress and
Student Self-
Assessment of the
Core Competencies

Reporting Requirements 2019-2020

One Formal Written OCSL

Sept.-Oct. **Nov.-Dec.** **Feb.** **Mar.-Apr.** **June**

Informal OCSL

One Written Mid-Term Report Card

Informal OCSL

Summative Report Card

What can informal communication look like?
- *student led conferences*
- *portfolios and e-portfolios*
- *parent/teacher conference*
- *written comments, journals (digital or paper)*
- *exhibition of learning or showcase of learning*
- *student work samples with descriptive feedback from the teacher.*

What can written ongoing communication look like?
- *Digital*
- *MyEdBC*
- *Freshgrade*
- *Paper template*

ONGOING COMMUNICATION OF STUDENT LEARNING

In Nanaimo Ladysmith Public Schools, Ongoing Communications of Student Learning are timely and responsive throughout the year.

- communication from a teacher to a parent/guardian about student learning

- observes the criteria

- responsive throughout the year, at any stage of the

- learning process

- occurs a minimum of 3 times per 4 credit course

- at least one written report, and the others can be:

  - student led conferences

  - portfolios and e-portfolios

  - student led conferences

  - portfolios and e-portfolios

  - parent/teacher conference

  - written comments, journals (digital or paper)

  - exhibition of learning or showcase of learning

  - student work samples with descriptive feedback from the teacher

INCLUDES AUTHENTIC EVIDENCE OF LEARNING

EXPLICITLY REFERENCES THE LEARNING STANDARDS

4 CRITERIA: COMMUNICATING STUDENT LEARNING

INCLUDES DESCRIPTIVE FEEDBACK

INCLUDES STUDENT VOICE

Each Communication Will:

Provide Descriptive Feedback that Reflects the Learning Standards**
Descriptive feedback is strength-based and describes student progress by identifying specific goals to support further growth. The primary purpose of descriptive feedback is to help the student understand:
- what they are doing well,
- areas for growth in learning, engagement and behaviours for success

Include Student Voice **
Student voice allows the student to self-reflect and articulate what they are learning, why they are learning it and identify where they are in the learning process.

** When and where possible, Ongoing Communications should include evidence of student learning. Recognizing that some curricular areas may not naturally allow evidential
artifacts, written description embedded in the descriptive comments or the student self-assessment could outline the student work.

Regardless of the formats used, the OCSL must adhere to NLPS criteria (see above).

REPORT CARDS: PROGRESS AND SUMMATIVE

In Nanaimo Ladysmith Public Schools, report cards will be communicated to parents twice per curricular area.

Report cards for Grades 8-12 in NLPS are published digitally in MyEdBC student and parent accounts

Grades 8-9

- Letter grades are not included on 8-9 report cards; however, if requested by parent/guardian, letter grades must be provided at the end of the school year/semester (Grades 4-9).
- Letter grades will only be provided to parents after consideration of the District Parent Request for Letter Grades Application. Consult your principal for information.

The Written Reports must use the templates provided in MyEdBC, which include:

- A level of competency that reflects the student's progress to date, relevant to the expected learning, in relation to the Learning Standards (curricular competencies and content) as defined in the BC Curriculum.
- descriptive written comments that address the student's
  - what the student is able to do (strengths)
  - areas for development
  - next steps (including student engagement and behaviours for success)

Grades 10-12

- In grades 10-12, letter grades and percentages will be on both the progress and the summative report cards
- Grades 10-12 report cards will also include written descriptive comments.

The Written Reports must use the templates provided in MyEdBC, which include:

- percentages and letter grades relevant to the expected learning of curricular learning standards as defined in the BC Curriculum
- descriptive written comments that address the student's
  - what the student is able to do (strengths)
  - areas for development
  - next steps (including student engagement and behaviours for success)

REPORTING FOR SPECIFIC COURSES

Humanities/STEM courses:

Schools may report collectively on Humanities and STEM courses on the four (4) informal communications of student learning (including the mid-year Progress Report cards).

BUT!

Summative Report cards **MUST report separately** on the Learning Areas as defined by the Ministry Reporting Order:

- English Language Arts or

- For students enrolled in a Francophone education program, French Language Arts (Français langue première)

- For French immersion students, English Language Arts and French Language Arts (Français langue seconde)

- Social Studies

- Mathematics

- Science

- Physical and Health Education

- Arts Education

- Applied Design, Skills and Technologies

- Career Education

Applied Design, Skills and Technologies courses/Arts Education courses:

School sites will decide the best way for teachers of ADST and Arts Ed exploratory courses to communicate with parents. At this time, NLPS secondary schools deliver their grade 8 ADST and Arts Ed courses with different models. Schools will determine the most effective way to provide parents of those areas with timely and responsive communication throughout the course. The Summative Report Card will reflect the curricular competencies of ADST and Arts Education. The progress and summative report cards should reflect the student's level of competency as outlined by the BC New Curriculum:

https://curriculum.gov.bc.ca/curriculum/adst/8
https://curriculum.gov.bc.ca/curriculum/adst/9

REPORTING AND COMMUNICATING STUDENT PROGRESS

Provincial Proficiency Scale

The Provincial Proficiency scale is intended to reflect student achievement relevant to expected learning in curricular areas. This assessment is based on achievement. Factors such as behavior are important and should be communicated through conversation with parents and guardians as well as through strength-based descriptive feedback, but should not solely affect placement on the Proficiency scale.

The following table is intended to support teachers in determining students' level of competency in each area of study. This language is for teacher use only and is not intended to be used in written descriptive comments:

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.

Descriptive Comments on Report Cards

Based on learning standards, descriptive comments are strength-based, written comments or documented conversations that describe individual progress and identify specific goals to support further student growth. They should provide information about student engagement and behaviours for success.

The following table is intended to support teachers in writing descriptive comments. These examples are sentence starters and are aligned with the level of competency at which the student may be working. It is important to use these in combination with learning standards from the curriculum.

FRAMEWORK FOR WRITING REPORT CARD COMMENTS

Structure of a Comment		Examples
State the Strengths	Evidence that shows what the student has achieved	**Math Foundations 10:** *STUDENT achieved most of the expected learning standards in Data Management, and Numbers and Operations. For example, she can create various graphs following models but has some difficulty interpreting graphs. She struggles with the standards in Geometry, such as the relationship of surface area to volume.*
Identify Areas for Improvement	Evidence that shows what the student has not yet achieved / learned	*She is encouraged to refer to whole-class sample problems when working independently*
Next Steps	Plans to address the student's challenges	**English Language Arts 8:** *STUDENT is thinking critically and reflecting insightfully on comprehension of text. He is working on connecting perspectives in text to cultural and social structures. This term, he should focus on writing processes such as editing, revising and proofreading. This will allow him to create text that is engaging and meaningful.*

It is important to personalize "Next Steps" to the student's unique supports that will move their learning forward as well as the student's engagement and behaviours for success that have contributed to their achievement. These comments may describe individualized supports within the classroom and/or suggest ways to support student learning at home.

- Is encouraged to ask for clarification when instructions are not understood
- Is encouraged to practice math facts to increase fluency
- In encouraged to read at home daily to increase oral fluency
- Before engaging in the writing process, have someone capture student's oral thoughts in writing
- As and English Language Learner, use sentence starts to support writing

LANGUAGE SUGGESTIONS FOR DESCRIPTORS IN REPORT CARD COMMENTS

What the student is able to do (strengths) and areas and development

These comment areas are for teachers to provide parents with information about the student's success in the curricular competencies and content. Using a strength-based approach, comments should clearly describe what the student is able to do as well as areas for development relevant to expected learning. Students who are extending their learning will not just have strengths, but also ways to extend further and develop the application of the learning standards in innovative and insightful ways. Students who are emerging, will not only have ways to develop, but also areas of strength. It is important to find successes for each student to celebrate as well as ways for them to develop.

Strengths:

Emerging	Developing	Proficient	Extending
• Some understanding of • Is beginning to • May be able to • Starting to • Requires support to	• Is able to at a basic level / in familiar situations • With support, shows an understanding of • Sometimes is able to • Is working on • Needs reminders to	• Is able to show • Engages in • Chooses appropriate texts • Consistently demonstrates the ability to • Self-corrects by • Identifies strategies when	• Creatively / insightfully applies • Is innovative when • Shows in-depth understanding of • Can independently in • complex situation • Is strategic • Can describe with detail / accuracy / confidence • Extends learning

AREAS FOR DEVELOPMENT

Emerging	Developing	Proficient	Extending
• is not able to • does not yet • is unable to • needs a great deal of assistance • seldom • has not yet demonstrated • with repeated assistance rarely • has difficulty with • struggles to • has a limited understanding of	• sometimes • with support • with prompting • occasionally • is beginning to • has some difficulty with • is developing • is aware of… but is not applying independently • is approaching • strives to • has a basic understanding of • understands some of	• most of the time • is able to • for the most part • often can • usually • demonstrates • demonstrates some understanding of • understands most of • competent • capable • general(ly) • common(ly)	• consistently • to a high degree • without prompting • is skilled at • has fully demonstrated • clear(ly) • confident(ly) • independent(ly) • is proficient • comprehensive • easily • excellent • comprehensive understanding • sometimes exceeds • is able to • is very good at • skillfully uses • understands how/that

Strengths and Areas for Improvement:
Give Specific examples (eg: for example, for instance, such as)

STUDENT ENGAGEMENT AND BEHAVIOURS FOR SUCCESS

Student Engagement and Behaviours for Success should be embedded within the Descriptive Written Comments when they impact the learning process (what the student is able to do).

Behaviours for Success can be

- Self-awareness

- Working with others (collaboration and communication)

- Reflection and self-assessment

- Determining strengths and preference

Examples of comments:
- Has a basic understanding of goal setting strategies
- Skillfully applies decision making strategies in group settings
- Is working towards independently demonstrating safety skills
- Capably demonstrates respect when working with others
- Needs reminders to demonstrate inclusivity in group settings

Self-Awareness Ability to be personally aware and responsible	• **Recognize the impact of personal public identity** • **Demonstrate safety skills and appreciate the importance of workplace safety** • **Cultural and social awareness**
Collaboration and Communication Ability to cooperatively interact with peers	• **Demonstrate respect, collaboration, and inclusivity in working with others to solve problems** • **Appreciate the value of a network of resources and mentors**
Reflection and Self-assessment Ability to adjust based on self-reflection	• **Set and achieve realistic learning goals with perseverance and resilience** • **Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations**
Determining Strengths and Preferences Ability to recognize strengths in self and articulate preferences	• **Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills** • **Goal-setting strategies**

STUDENT SELF-ASSESSMENT OF CORE COMPETENCIES

In Nanaimo Ladysmith Public Schools, students will self-assess on the core competencies throughout the year and schools will report their self-assessments on their final report of the school year.

Core Competencies

https://curriculum.gov.bc.ca/competencies

Student Self-Reporting of Core Competencies (8-9)

A reference to the Student Self-Assessment of Core Competencies must be included with the grades 8-9 Written Summative Reports in June.

However, it is important that students are able to identify their strengths and areas for improvement through self-reflection and self-assessment (student voice). In taking ownership of their learning, students should be able to describe how they are developing their Core Competencies, with support from their teacher where necessary.

Teachers of grades 8 and 9 students will ensure that:

- Students will select evidence to base their self-assessment on the core competencies at least once within the course

- The summative report will include a reference to the completion of the student self-assessment.

The Student Progress Report Order for students K-9 requires a report that students have self-assessed the Core Competencies on the Summative report, as well as at least one ongoing communication per course should include student-selected evidence of and a reflection on their Core Competency development.

BC's New Curriculum: www.curriculum.gov.bc.ca/assessment-info

ONGOING COMMUNICATION OF STUDENT LEARNING

LEARNING STANDARD:	EVIDENCE:

Self Assessment:

I WAS VERY GOOD AT:	I STRUGGLED WITH:

EMERGING	DEVELOPING	PROFICIENT	EXTENDING

CONTINUED – ONGOING COMMUNICATION OF STUDENT LEARNING

Descriptive Feedback:

WHAT YOU DID WELL:	AREAS TO IMPROVE:	NEXT STEPS:

EMERGING	DEVELOPING	PROFICIENT	EXTENDING

CONTINUED – ONGOING COMMUNICATION OF STUDENT LEARNING

Core Competencies

- ❑ COMMUNICATION
- ❑ CREATIVE THINKING
- ❑ CRITICAL THINKING

- ❑ POSITIVE PERSONAL AND CULTURAL IDENTITY
- ❑ PERSONAL AWARENESS AND RESPONSIBILTY
- ❑ SOCIAL RESPONSIBILITY

I CAN:	I SHOWED THIS WHEN:	MY NEXT STEP IS:

C	**T**	**PS**
COMMUNICATION	**THINKING**	**PERSONAL & SOCIAL**
The communication competency encompasses the set of abilities that students use to impart and exchange information, expeirences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media.	The thinking competency encompasses the knowledge, skills and processes we associate with intellectual development and in demonstrated through: • Creative thinking • Critical thinking	The personal and social compentency includes • Positive personal & cultural indentity • Personal awareness & responsibility • Social responsibility

COMMUNICATING STUDENT LEARNING FOR STUDENTS REQUIRING SUPPORT

Differentiated assessment requires that teachers develop a range of accommodations to support student learning and progress over time. These accommodations may take the form of adaptations and/or, in exceptional circumstances, modifications. While many students with significant learning challenges should be able to achieve the learning outcomes for courses with a few **adaptations**, some students may require more. Some students will need individualized outcomes or goals different from the curriculum, this is referred to as a **modification**.

Assessment and reporting practices support all students.

- All students who are designated in a BC Ministry special needs category must have a completed **Individual Education Plan (IEP)**

- All students who are learning a second or additional language must have an **Annual Instructional Plan (AIP)**

- In Nanaimo Ladysmith Public Schools, **Student Support Plans (SSPs)** are used for students without a BC Ministry identified designation, who require a written plan to support their learning needs and maximize achievement levels.

The BC Ministry of Education and Nanaimo Ladysmith Public Schools require reporting for ALL students' achievement, including those who are supported with an IEP, SSP or AIP. For students with an IEP, the case manager is required to report on progress in relation **to the goals of the IEP, SSP or AIP**. The purpose of reviewing student progress according to the individualized goals is to ensure that there is alignment between how the student learns and the strategies used to differentiate instruction. **A plan for intervention must be clearly articulated in order to address the gap in achievement.**

ROLES AND RESPONSIBILITIES

When students work with specialist teachers (case managers), the classroom teacher will collaborate with the case manager to report on the progress of the IEP, SSP or AIP.

Students who require modifications must have an IEP, as they are not expected to achieve the learning standards outlined in the provincial curriculum. The most appropriate form of reporting for a student on a fully modified program should be determined by a School Based Team after regular and consistent consultation.

REPORTING FOR STUDENTS WITH ADAPTATIONS

The most important and effective way for teachers to support students requiring adaptations is to carefully read the IEP. This document is available in MyEducation BC and will be written by a case manager. In many cases, the IEP may be a "bridging" IEP for the first couple months of the school year.   These adaptations will be considered applicable until the active IEP is complete.

The following table summarizes reporting criteria for students with adaptations:

When a student with an IEP is able to demonstrate their learning in relation to grade-level learning standards, the written progress/summative report must:	*When a student with an IEP is NOT able to demonstrate their learning in relation to grade-level learning standards, the written progress/summative report must:*
✓ Show student progress using the competency scale ✓ Embed written descriptive comments within the written report that: • Reference adaptations used to support the achievement of grade-level learning standards • Reference progress in relation to goals set out in the student's IEP, SSP, or AIP	✓ Not show student progress using the competency scale ✓ Embed written descriptive comments within the written report that: • Clearly reference the current grade-level learning standards at which the student is working • Reference adaptations used to support the student in their learning • Reference progress in relation to goals set out in the student's IEP, SSP, or AIP

English Language Learners (ELL) and International Students

For ELL students with an AIP, written descriptive comments or an additional report should indicate progress in relation to the goals of the AIP. For international students, an additional progress report is not required and teachers should embed comments within the Written Progress Report/Summative Report that reflect progress in terms of the student's acquisition of the English Language in the specific curricular areas.

Examples of Embedded Written Comments:
• As an English Language Learner, continue to expand vocabulary by
• As an English Language Learner, use word endings accurately in speech
• As an English Language Learner, use sentence starters for prompting writing

INSUFFICIENT INFORMATION TO REPORT ON STUDENT PROGRESS "I"

In grades 8 - 9:

➤ No letter grades will be issued on report cards. Therefore, an "I" (in progress or incomplete) letter grade is not an appropriate report card indicator.

➤ In exceptional circumstances, where there is insufficient information to make a sound judgement on a student's progress to date, it is necessary to communicate this to parents/guardians on either the progress/summative report or in an informal report mid-course.

➤ Leave the 'mark' blank and embed comments that clearly explain why the scale is inapplicable

In grades 10-12, if an 'I' mark is being submitted on a report card, the following must be in place:

➤ Teachers are required to communicate a plan of action to support achievement in the curricular area. The plan must include clearly defined goals and timelines needed to demonstrate achievement in the subject area.

➤ The expectation is that there has already been significant communication with the student and their family prior to this report and this plan is already in place to complete the required work necessary to report on progress.

➤ The timeline will be determined by the plan in consultation with the family/caregiver

If after considerable effort, interventions and strategies, the student is still unable to demonstrate a minimal level of achievement in the subject area, a final comment and grade will be provided by the teacher in collaboration with the school administrator.