

Communicating Student Learning – New Reporting Order September 2023

What is not changing:

- Student assessment and reporting is based on the Learning Standards of the provincial curriculum. [Content and Competencies]
- Teachers use the Learning Standards to develop assessment criteria and learning activities. The criteria are used to provide feedback, evaluate progress, and communicate student learning
- Five points of progress throughout the year (interims, parent teacher nights, term reports twice a semester)
- Percentages/Letter grades for grades 10-12 courses
- Student self assessment of core competencies and goal setting for grade 8 and 9

Link to Updated Reporting Order:

shorturl.at/GQ018

What is changing:

- Using proficiency scales for reporting on learning in grade 8 and 9 courses
- Descriptive and strength-based language for feedback/comments for reporting
- Student self assessment of core competencies and goal setting for grades 10-12

Goal of changes:

- The use of the Provincial Proficiency Scale gives students, parents, caregivers a clear understanding of what students can already do and areas for future growth
- Student self-assessment of Core Competencies and student goal setting help to involve students in the assessment process and develop responsibility for engaging deeply with their learning
- Build confidence, develop efficacy and inspire growth
- Focuses on gathering evidence of learning instead of collecting marks

Provincial Proficiency Scale

The four-point Proficiency Scale is used to communicate student learning in all areas of learning. It is a requirement for reporting in Grades K-9. The four points on the scale are Emerging, Developing, Proficient, and Extending.

**See reverse side for clarifying information on the proficiency levels*

	Emerging	Developing	Proficient	Extending
Proficiency Scale	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.

- The new reporting order introduces a new reporting symbol, "IE" for **Insufficient Evidence of Learning**. This symbol is used to alert parents and caregivers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards. The "IE" symbol is temporary and may be used at any time during the school year on a Learning Update or a Summary of Learning.
- Assessment feedback for each of the learning areas needs to be in relation to the Learning Standards alone. Therefore, **reporting on behaviour** and achievement needs to be done separately. Student behaviour and engagement should not contribute to a student's overall mark (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time etc.) but can be highlighted in descriptive feedback.

What does the language of the Proficiency Scale mean?

Insufficient Evidence (IE)

- You have yet to show your understanding or learning for most of the criteria
- You are working with your teacher(s) to co-create a plan of action with possible solutions, supports and timelines, to enable you to provide your evidence of learning.

Emerging (EMG)

- You have a level of familiarity with a few of the concepts and competencies
- You know parts of some of the skills related to the task(s)
- You have partially met a few of the criteria
- You may find that frequent and regular support helps you on the path to more complete understanding

Developing (DEV)

- You understand many aspects of some of the concepts and competencies, and have a familiarity with the others
- You have developed parts of the skills and competencies related to the task(s)
- You apply your understanding in specific situations
- You have partially met some of the criteria
- You gain a deeper and more thorough understanding of the concepts and competencies with frequent support

Proficient (PRF)

- You understand this concept and related competencies and usually do the skills very well
- You can clearly communicate your understanding
- You apply your understanding in many situations
- Your work is mostly thorough, and components include creation, evaluation, or analysis
- You met most of the criteria
- Some aspects may benefit from more thorough investigation and/or detail
- Any support you take advantage of helps you complete your understanding

Extending (EXT)

- You have mastered this concept and related competencies and skills.
- You have gone deeper than typical in your explorations
- You apply your understanding in different situations
- Your work is thorough and/or unique and includes aspects of creation, evaluation or analysis
- You understand it well enough to teach it to someone else
- You met each of the criteria and then went deeper into most of them
- Any support you take advantage of deepens your understanding

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