



Frequently Asked Reporting Questions

School District 22 has created a “Communicating Student Learning” section on its website where students/parents/community can access the most up-to-date information on student reporting.
www.sd22.bc.ca/Programs/curriculum/csl/

Q: What can parents expect now that there is no more terms or report cards at the elementary level?

Educators will be working hard to ensure there are opportunities for ongoing communication of student progress, that depicts the learning standards, provides teacher feedback and student reflective voice, in all the core curricular areas and evidence of students’ self-reflection of the Core Competencies.

Q: What are the changes to reporting parents can expect?

Elementary (K-7)	Secondary (Grades 8 & 9)
<ol style="list-style-type: none"> 1. A proficiency scale with strength-based feedback will be used instead of grades. 2. Reporting will no longer be an event. Report cards and terms are replaced with Points of Progress. 3. Fall and Spring Conferences will be focused on student goals and growth. 4. A summary report at the end of the school year will be provided to students and parents. 	<ol style="list-style-type: none"> 1. A proficiency scale with strength-based feedback will be used instead of grades. 2. Reporting will no longer be an event. Report cards and terms are replaced with Points of Progress. 3. Semester 1 and 2 conferences will provide an opportunity for parents and students to come into each classroom and confer on a written point of progress. 4. A summary report at the end of each semester will be provided to students and parents.

Q: What is the provincial proficiency scale?

All schools (K-9) will use the provincial proficiency scale to report student progress. This will replace any previously used performance scales, letter grades, and percentages. The provincial proficiency scale will be used to provide consistent communication of student growth and progress in all areas of learning and describes the level of proficiency in relation to learning standards of the provincial curricula.

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
Student demonstrates an initial understanding of the concepts and competencies.	Student demonstrates a partial understanding of the concepts and competencies.	Student demonstrates a complete understanding of the concepts and competencies.	Student demonstrates a sophisticated understanding of the concepts and competencies.

Q: How do I interpret the proficiency scale?

This scale will reflect the student’s progress in relation to the curricular competencies, as well as their level of independence. The proficiency scale is used along side strength-based feedback.

- ✓ **Emerging** - Beginning to demonstrate initial skills and/or understanding
- Requires significant support
- ✓ **Developing** - Demonstrates partial skills/understanding
- Requires ongoing support
- ✓ **Proficient** - Demonstrates complete skills and understanding
- Works independently, with minimal support
- ✓ **Extending** - Demonstrates comprehensive and sophisticated skills/understanding
- Works independently
- Transfers skills/understanding to other areas or complex situations

Q: How often and in what form will I receive information about my child’s progress?

Parents will receive responsive ongoing communication throughout the school year.

2019/2020 ELEMENTARY (K-7) SCHOOL REPORTING TIMELINE



SECONDARY SCHOOL (GRADES 8 & 9) SCHOOL REPORTING TIMELINE



Q: With no letter grades in K-9, how does a post secondary institution evaluate whether a student gets accepted or not?

Letter grades will still be used for all Grade 10-12 students, of which post secondary institutions rely on.

Q: How will Grade 10-12 be affected by the new reporting order?

Currently, there are no changes to student reporting for Grade 10-12 students. However, the new curriculum will be implemented at the Grade 10-12 level this year.

Q: What are the many ways my child's teacher will communicate their learning?

A variety of formats for points of progress may be used to communicate student learning and build relationships with families. Formats include, but are not limited to:

- growth plan or student-led conferences
- portfolios and e-portfolio reviews
- parent/teacher/community meetings
- written comments
- documented conversations
- student work samples with descriptive feedback from the teacher

Q: What is the rationale for using proficiency language instead of percentages and grades?

When students receive ongoing feedback throughout the learning process, they become more engaged in their learning and make greater gains than students who receive a grade or even a grade with feedback. Students are more able to adjust what they are doing to improve the quality of their work as the conversation communicates learning more than the grade. The rationale for using proficiency language is not to replace percentages and grades with words, but to completely refocus our communication on growth and progress as opposed to achievement at a place in time. A report card with grades is not a tool for growth as students have little investment beyond what they got as a mark, not the ways in which they can make improvements.