

Education *Change*

Bulletin

Curriculum is not pedagogy. The curriculum is being revised; your pedagogical approaches are not.

November 2, 2016

Focus on

Reporting

Details

Option A (Schedule 2) or Option B (Schedule 1).

Schedule 1

- Follows previous practice (three formal, two informal reports) with the addition of:
 - new curricular areas of Core Competencies, ADST, and Careers.

K–3 written progress reports must include:

- use of performance scale and comments for all subject areas
- Applied Design, Skills, and Technologies, Career Education and student **self-assessment** on core competencies to be included on the final report of the year.

Grades 4–5 written progress reports must include:

- Letter grades and reporting comments indicating levels of performance in relation to the learning outcomes for: English Language Arts or equivalent, Mathematics, Science, Social Studies, Physical and Health Education, Arts Education, and a second language (if enrolled).
- End-of-year report must include comments in relation to learning outcomes for Applied Design, Skills, and Technologies, Career Education, and a student **self-assessment** on core competencies.
- A board **may** choose to provide letter grades to parents in a document other than a written student progress report.

Grades 6–9 written progress reports must include;

- letter grades and reporting comments indicating levels of performance in relation to the learning

- outcomes for: English Language Arts or, equivalent, Mathematics, Science, Social Studies, Applied Design, Skills, and Technologies, Career Education, Physical and Health Education, Arts Education, and a second language (if enrolled).
- End-of-year report must include comments on learning outcomes for Applied Design, Skills, and Technologies, Career Education, and
- a student **self-assessment** on core competencies.

Grades 10–12 written progress reports must include:

- Letter grades, and where deemed to be appropriate, written reporting comments.
- For reports where the Graduation Program order applies credits must also be assigned.

Schedule 2—Alternative Student Progress Reporting

- Boards must provide policies to minister and information on the public consultations done in developing its alternative reporting policy.
- The frequency and method of reporting will be developed by the board in consultation with teachers and parents.
- Written student progress reports for students in K–9 must include:
 - information about a student’s progress in relation to the learning outcomes set out in the curriculum.
 - a description of the student’s progress in relation to the learning outcomes for all subjects at the end of the year.
 - a student self-assessment of the core competencies, and
 - letter grades, if deemed necessary by the board for students in Grades 4 to 9.

NOTE: Boards must provide a student's current letter grade to that student's parent, upon request.

There is to be no teacher evaluation of the core competencies. It goes against the intent of the Ministry reporting order on core competencies.

BCTF Advice

Members must be involved in "Joint Education Change" committees at both the local and school level, participating in the decision-making around reporting tools and procedures in order to:

- ensure appropriate supports are put in place to support teachers.
- ensure changes in reporting tools do not increase workload or infringe on an individual's professional autonomy. Reports need to be timely and meaningful, not constant .
- be aware of which schedule (1 or 2) the district is following.

- ensure that teachers are not evaluating and/or reporting on the core competencies.
- ensure appropriate student self-assessment tools on the core competencies are available.
- decide which curricular areas will be reported on each report.

Note: Curriculum implementation is a process. It will not happen overnight. There is some flexibility in the Grade 6–9 reporting on ADST and Careers given that not all schools are able to deliver these curricula this year. It is expected that both will be reported on at year end.

Links

Some teachers are being asked to communicate how they are "fully implementing" the revised curriculum. If this is a direction you have received contact your local union office.

You can locate all of the updated curriculum information at this BCTF [site](#).

- Update on reporting, October 20, 2016, BCTF webinar
- Curriculum resources at *TeachBC*.

The Ministry's new policy statement explains the rationale and guidelines to student reporting.

Educator Update: Reporting Student Progress K-9 Guidelines Student Progress Report Order.