

Evaluation of Students & Staff

Student Report Cards

Record of Student Evaluation

Report Card Review

Formative Supervision & Summative Evaluation of Staff

Student Report Cards

Students will have their work assessed regularly throughout the school year. Through the reporting system teachers will inform both students and parents of the students progress.

Student progress reports are sent home regularly throughout the year. Final reports are issued at the end of January and June for secondary students in semesterized courses and at the end of November, March and June for elementary students. Twice per year Parent/Teacher interviews are held and parents are encouraged to contact the school to arrange to discuss their child's progress.

Primary Reports (Kindergarten to Grade 3)

Formal reports for each student in Kindergarten to Grade 3 must:

- include a structured written report that clearly describes, in relation to the learning outcomes
 - a. what the student is able to do
 - b. areas in which the student requires further attention or development
 - c. ways of supporting the student in his or her learning
- provide comments (written on the report card or communicated orally to the parents) about student progress with reference to the expected development for students in a similar age range
- include written comments to describe student behaviour, including information on attitudes, work habits, and effort.

At the end of the school year, the following information must be placed in each student's Permanent Student Record file:

- a copy of the final formal report
- documentation of the oral or written statements provided to parents regarding the student

Intermediate Reports (Grades 4 to 7)

Formal reports for each student in Grades 4 to 7 must:

- provide Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance as it relates to the learning outcomes for each subject or course and grade
- include a structured written report that clearly describes, in relation to the learning outcomes
 - a. what the student is able to do
 - b. areas in which the student requires further attention or development
 - c. ways of supporting the student in his or her learning
- include written comments to describe student behaviour, including information on attitudes, work habits and effort
- follow district policy for communicating letter grades to parents

At the end of the school year, the following information must be placed in each student's Permanent Student Record file:

- a copy of the final formal report
- documentation of the student's progress as indicated by letter grades.

Early Secondary Reports (Grades 8, 9)

Formal reports for each student in Grades 8 and 9 must:

- provide Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance as it relates to the learning outcomes for each subject or course and grade
- include written comments, where appropriate, that describe, in relation to the learning outcomes
 - a. what the student is able to do
 - b. areas in which the student requires further attention or development
 - c. ways of supporting the student in his or her learning
- include written comments to describe student behaviour, including information on attitudes, work habits and effort.

At the end of the school year, the following information must be placed in each student's Permanent Student Record file:

- a copy of the final formal report
- documentation of the student's progress as indicated by letter grades.

Graduation Reports (Grades 10 - 12)

Formal reports for each student in Grades 10, 11 and 12 must:

- provide Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance as it relates to the learning outcomes for each course or subject and grade
- include percentages for all courses numbered 10, 11 and 12
- include written comments, where appropriate, that describe, in relation to learning outcomes
 - a. what the student is able to do

- b. areas in which the student requires further attention or development
- c. ways of supporting the student in his or her learning
- include written comments to describe student behaviour, including information on attitudes, work habits and effort.

include the credits assigned toward meeting the general requirements for graduation as set out in the Ministerial Order 205/95, [Graduation Requirements Order](#) (203 kb pdf).

Ministry-Approved Letter Grades and Descriptions

On student progress reports in Grades 4 to 12, teachers must use the approved letter grades as set out in the [Provincial Letter Grade Order](#). In September 2004, Grades 10 to Grades 11 and 12, percentages must accompany letter grades. Beginning in September 2004, percentages must accompany letter grades in Grade 10.

Letter Grades for Grades 4 to 12

Teachers use the following letter grades in student progress reports in Grades 4 to 12.

A The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.

B The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade.

C+ The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.

C The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.

C- The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.

I In Progress or Incomplete. The student is not demonstrating minimally acceptable performance in relation to the learning outcomes.

F Failed or Failing. The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade. F may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade.

W Withdrawal. According to board policy, the principal in charge of a school may permit a student to withdraw from a course or subject. This may be done at the request of the parents or, when appropriate, the student.

The following may be used only on final reports in Grades 4 to 12:

SG Standing Granted. When completion of normal requirements is not possible but a sufficient level of performance has been attained, standing may be granted in a course or subject and grade. In such cases as serious illness, hospitalization, late entry or early leaving, standing may be granted through an adjudication process authorized by the principal in charge of the school.

TS Transfer Standing. Transfer Standing may be granted by the principal in charge of a school after examination of records from an institution other than a school, as defined in the School Act. Alternatively, the principal in charge of a school may assign a letter grade on the basis of those records.

Grade	Percentage	The Student Demonstrates:
A	86-100%	Excellent or outstanding performance
B	73-85%	Very good performance
C+	67-72%	Good performance
C	60-66%	Satisfactory performance
C-	50-59%	Minimally acceptable performance
F	0-49%	Failed or failing

For more information check

Ministry of Education - Guidelines for Student Reporting

www.bced.gov.bc.ca/classroom_assessment/reporting/chap1.htm

<http://www.bced.gov.bc.ca/reportcards/>

Record of Student Evaluation

Each teacher shall have a systematic record of student work from which he/she bases the progress report of the student. This may include a book (or class list) where student marks are recorded and student files where pertinent examples of student work are placed. It is also helpful to keep a simple file of anecdotal comments of student behaviour and progress.

Report Card Review

Coming Soon!

The Ministry of Education is in the process of developing this pilot project.

Please check the following link for more information

<http://www.bced.gov.bc.ca/reportcards/>

Formative Supervision & Summative Evaluation of Staff

Formative supervision and summative evaluation are carried out with teachers by administration officers and the Superintendent. Formative supervision should be ongoing and is a vital component of staff development. Summative evaluation occurs approximately once every three years and is intended to assess teacher competence and reinforce quality of teaching. Guidelines for summative evaluation are included in the Collective Agreement.