



YEAR-END REPORTING

The following statement is to be included on each summative year-end report:

- *During the COVID-19 pandemic, teaching and learning has continued within a context of diverse circumstances for students, families, and educators. Teachers have used their professional judgement to determine a final grade/assessment for each student by considering the assessment data available for each learner. As a result, year-end reporting may be more heavily based on learning that was done prior to the suspension of in-class instruction.*

Guidelines for Year-End Reporting

Learning has occurred within a context of diverse circumstances for students and their families, and assessment and reporting practices will consider these unique challenges. When formulating year-end assessments of learning, teachers are the following are Ministry and District expectations:

- teachers are preparing summative year-end reports for each student in June;
- teachers are determining a final grade/assessment for each student based on work completed prior to March break and the assessment of learning opportunities that students participated in during the remainder of the school year. For many students, the majority of evidence of student learning will have occurred prior to March break;
- the evaluation of learning taking place after the suspension of in-class instruction, in many cases, is in relation to a smaller selection of learning standards which students have been able to complete at home;
- assessment practices continue to align with the District's [Principles of Assessment](#) Policy (506);
- assessment of learning activities may focus on the development of competencies, key literacy and numeracy skills, social-emotional wellbeing, and the First Peoples Principles of Learning (FPPL) rather than mastery of specific content;
- for students with disabilities or diverse abilities who are on Individual Education Plans, a report card for that student will communicate the student's progress in relation to the expected learning outcomes set out in that student's Individual Education Plan;
- educators have been encouraged to continue to be culturally-responsive in their assessment practices and honour the different worldviews and perspectives of our diverse students and families.

FREQUENTLY ASKED QUESTIONS

General Questions

Questions	Responses
<p>Given the complexity of evaluation and reporting since the suspension of on-site learning, will summative year-end reports reflect the circumstances of the global pandemic?</p>	<p>Yes. <i>The statement at the beginning of this document is to be added to all student summative year-end reports.</i></p> <p><i>Student summative year-end reports will represent the complex nature of remote teaching and learning during the COVID 19 pandemic. As educators are triangulating evidence to determine final assessments on the learning standards that students have engaged in, consideration will be given to the unique and diverse situations of students and families. Final evaluations will be a reflection of student learning over the course of the year, weighed heavily toward evidence of learning collected before March break.</i></p> <p><i>As educators we understand that there are many variables that impact a student’s ability to participate in remote learning. We recognize the importance of adult support in the success of children participating in remote learning. Therefore, it is important that we are not penalizing our students for the circumstance that they may have found themselves in during this time.</i></p>
<p>What can parents expect to find on the year-end summative report?</p>	<p><i>The purpose of the summative year-end report is to outline and summarize the learner's progress in all of the required areas of learning outlined in the curriculum for that school year and to provide information about how to access the learner's self-assessment of the core competencies (K-9).</i></p> <p><i>Final assessments prepared under these circumstances may not provide the amount of rich, detailed feedback that usually goes on a summative year-end report.</i></p>
<p>How will year-end summative reports be distributed?</p>	<p><i>Schools will be using a variety of electronic and in-person delivery options. Schools will communicate directly with parents about how to access their child’s year-end report.</i></p>
<p>How are students with diverse and unique home situations who have been unable to engage in remote learning being assessed?</p>	<p><i>In order to determine a final assessment for summative year-end reports, teachers are empowered to use their professional judgement to determine a final grade/assessment for each student based on work completed prior to March break and the assessment of learning opportunities that students participated in during the remainder of the school year. For many students, the majority of evidence of student learning will have occurred prior to March break; the evaluation of learning taking place after the suspension of in-class instruction should be in relation to a smaller selection of learning standards which students are able to complete at home. We cannot assume to know each student’s experience of this pandemic or to know all of what each student is coping with and how it has affected their learning. This is why it is important to approach our assessments of student learning from a strength-based perspective, triangulating the evidence that we have around the</i></p>

	<i>learning standards that they have engaged in. (More grade specific information below.)</i>
Will there be a mark for the final term?	No. <i>Anecdotal comments will be used for the final term to describe learning opportunities students have taken part in.</i>
Will feedback from students and families be considered in reporting?	Yes. <i>Feedback from parents and/or students can be used as a source of triangulation. Teachers will use their professional judgement in considering a variety of sources of evidence of learning.</i>
Can peer and self-assessment evidence be used in reporting for students?	Yes. <i>Peer and/or self-assessments can be used as a source of triangulation. Teachers will use their professional judgement in considering a variety of sources of evidence of learning.</i>

K-9 Specific Questions

Questions	Responses
Are schools able to continue with alternate reporting templates if they have already been using an alternate format to communicate student progress to parents/guardians?	Yes. <i>Educators (K-9) who have engaged in a process to shift their reporting processes to alternate forms of communicating student learning using the District's Interim Guidelines for Communicating Student Learning (K-9) are able to continue to use their alternate reporting templates. Educators who have used alternate forms of communicating student learning that do not include the use of strength-based performance scales will ensure anecdotal comments communicate the student's progress in relation to the learning standards in each required area of learning.</i>
Will educators still support students in completing a year-end core competency self-reflection?	Yes. <i>Teachers will assist students in selecting evidence that they have collected throughout the year, including evidence collected prior to the COVID-19 pandemic, as well as any evidence gathered after March break. While teachers will do their best to support students in their self-assessments, the core competency self-assessments prepared under these circumstances may not provide the same amount of rich, detailed information that might be provided under normal circumstances.</i> <i>Students' collections of evidence and reflections on core competency development during terms one and two may be used as their summative core competency self reflection.</i>
What will be done for middle school students who were not able to take part in exploratory courses that were to be offered after March break? (quarterly or trimester courses).	<i>A "W" representing that a student has been withdrawn from the course should be entered for these elective courses that students did not participate in. Additionally, the comment "Due to the suspension of in-person learning, the student did not participate in this course." will be entered in the comment section.</i>

10 - 12 Specific Questions

Questions	Responses
<p>Are there a minimum number of hours required that students must have engaged in to receive credit for a course in the graduation years (10-12)?</p>	<p>No. Teachers will use their professional judgement to evaluate learning taking place after the suspension of in-class instruction in relation to a smaller selection of learning standards which students have been able to complete at home. For many students, the majority of evidence of student learning will have occurred prior to March break.</p>
<p>In elective courses in the graduation years (10-12), where students need the credits for graduation, what will be reported?</p>	<p>Assessments will be based on on whatever the student has been able to do at home and at school. For many students, the majority of evidence of student learning will have occurred prior to March break. Teachers will determine if a student has completed sufficient learning by triangulating evidence on the outcomes students were able to complete. This could be a situation where teachers use “standing granted.”</p>
<p>If a student in the graduation years (10-12) has not engaged in learning activities in semestered courses since cancellation of in-person learning prior to March break, how will teachers assess the child’s progress?</p>	<p>This will be determined on a case-by-case basis through an examination of the student’s circumstances by the school-based team, coupled with teacher professional judgement. This also could be a situation where teachers can discuss with the principal the use of “standing granted.”</p>