



NAME: 04.23 REPORTING AND ASSESSMENT POLICY	VERSION NO.: 1.0
ADOPTED: JUNE 28, 2023	REVIEW: EVERY 3 YEARS

1. Policy

Student reporting at RCS will include:

- a. A minimum of five communication events which includes 4 learning updates and 1 written summary of learning.
- b. Use the four-point Provincial Proficiency scale and descriptive feedback to communicate student learning in all areas of learning in Grades K-9.
- c. Student self-reflection of the Core Competencies and student goal setting.
- d. Letter grades and percentages with descriptive feedback in grades 10 – 12.
- e. An annual graduation status update for grades 10 – 12.

2. Communication Events

	Formal Learning Updates	Informal Learning Updates	Summary of Learning
Elementary	2 Progress reports	1 Parent-teacher conference 1 Student led conference Seesaw (digital)	Year-end progress report
Middle	2 Progress reports	1 Parent-teacher conference 1 Student led conference	Year-end progress report
Secondary	3 Progress Reports (1 per quarter)	2 Parent- Teacher Conferences	Year-end progress report

3. Proficiency Scale (K-8) and Letter Grades and Percentages (9-12)

The use of the Provincial Proficiency Scale (Grades K-9) or letter grades and percentages (Grades 10-12) gives a clear understanding of what students can already do and areas for future growth.



Classroom assessment and reporting that is focused on student proficiency in relation to the established learning standards, rather than on marks, leads to increased student engagement and deeper learning.

Use of the Provincial Proficiency System or letter grades and percentages

- Shifts the focus from marks to learning
- Values most recent evidence of learning when providing student marks, rather than averaging over a term
- Views learning as ongoing, rather than signalling that learning is done
- Is inclusive of all students
- Maintains high standards

a. Proficiency Scale – Elementary

A proficiency scale will be provided to communicate a year end standing on the summary of learning for each subject/learning area

Formal written learning updates will provide a proficiency scale for the learning outcomes of the subject/learning area.

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
I'm just getting started. I am learning with help. I am learning foundational information and/or skills so that I can move forward. Modelling and practice will be helpful to me.	I sometimes need support. I am starting to get it; I think I know how to move forward. I am still learning and growing in understanding. I am not yet consistent enough to share what I know. I am still practicing, refining, and correcting my thinking.	I am independent. I am confident in completing tasks. I have a complete understanding. I can confidently share my learning in a number of ways.	I can help others. I extend my thinking and/or the task. I am creative and original in my thinking. I can share my learning with depth and insight.



b. Proficiency Scale – Middle Campus

A proficiency scale will be provided to communicate a year end standing on the summary of learning for each subject/learning area

Formal written learning updates will provide a proficiency scale for the learning outcomes of the subject/learning area.

EMERGING	DEVELOPING	PROFICIENT	EXTENDING
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.

c. Letter Grades and Percentages (Grades 9-12)

Letter grades and percentages are used in Grades 10-12. The process for letter grade symbols and corresponding percentages and definitions are set out in the Provincial Letter Grades Order.

Letter Grade	Percentage Range	Definition
A	86-100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
B	73-85	The student demonstrates very good learning in relation to the learning standards of the curriculum.
C+	67-72	The student demonstrates good learning in relation to the learning standards of the curriculum.
C	60-66	The student demonstrates satisfactory learning in relation to the learning standards of the curriculum.
C-	50-59	The student demonstrates minimally acceptable learning in relation to the learning standards of the curriculum.
F	0-49	The student has not demonstrated minimally acceptable learning in relation to the learning standards of the curriculum.



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In line with K-12 Provincial Reporting requirements, RCS will not average marks over a term, semester, or year:

- i. Averaging marks does not provide an accurate picture of student learning. Learning is continuous.
- ii. Averaging puts students who are struggling at the start of the year at a disadvantage because they will not be able to catch up, even if they demonstrate robust learning later.
- iii. Learning demonstrated close to the communication of student learning will be the most reflective of student proficiency and should be used as the strongest evidence of learning when deciding on a scale indicator and/or a letter grade and percentage.

d. Standing Granted, Transfer Standing, Insufficient Evidence

i. Standing Granted

Standing Granted shall be given when the completion of the normal requirements is not possible but sufficient evidence of learning has been demonstrated to warrant consistent with the best interests of the students, the granting of standing for the area of learning and grade.

Standing granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted upon review by the Principal or Superintendent.

ii. Transfer Standing

Transfer Standing may be granted by the Principal or Superintendent on the basis of examination of records from an institution other than a school defined in the School Act.

Alternatively, a proficiency scale or letter grade and percentage may be assigned on the basis of an examination of those records.

iii. Insufficient Evidence

When students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum and “IE” may be used.

The “IE” means that teachers do not have enough information to adequately assess a student using the four-point Provincial Proficiency Scale or letter grades and percentages.



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The “IE” symbol is temporary and needs to be converted to another scale indicator and/or letter grade and percentage within one calendar year.

The use of “IE” must be approved by the Principal.

4. **Descriptive Feedback**

Descriptive feedback is concise, strengths-based, comments or conversations that are aligned to the Learning Standards and describe student learning, as well as identify specific areas for future growth.

General Guidelines for Descriptive feedback:

- Should be concise and in family and student-friendly language
- Lesson plans and the learning standards of the curriculum do not need to be summarized
- Every area of learning reported on does need descriptive feedback.
- Feedback can be a single comment per learning area or an integrated response that covers all learning areas and is reflective of the cross-curricular nature of learning.

a. **Kindergarten – 8 Guidelines**

Written descriptive feedback will be provided for all students in English Language Arts and Math on formal learning updates.

A student with “emerging” and/or “developing” on the proficiency scale in all other subject areas will receive written descriptive feedback specific to that learning area on formal learning updates.

b. **Grade 9 – 12 Guidelines**

Written descriptive feedback will be provided for all students on their quarter 2 progress report and on their year end summary of learning (quarter 4 progress report)

Additionally, a student with “emerging” on the proficiency scale on their quarter 3 progress report will receive written descriptive specific feedback specific to that learning area

5. **Self-Reflection and Goal Setting**

General guidelines

- a. During the school year, students will self-reflect and self-assess on their Core Competency development, and it will be shared in the 2 written Learning Updates and 1 Summary of Learning.
- b. Every Core Competency does not need to be reflected on during a school year.



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- c. Goal setting does not need to be in relation to the Core Competencies, unless decided on by the student or teacher or directed by the Principal.
- d. Self-reflection and goal setting are not included in the student permanent record.

5. Reporting on Student Behavior

- a. Reporting on student behavior will be achieved through a combination of student self assessment of the Core Competencies, goal setting, and descriptive feedback.
- b. Concerns about student behaviour and attendance will be communicated home and be kept separate from reporting a student's growth in relation to the Learning Standards of the provincial curriculum.
- c. Student behaviour or attendance will not contribute to a student's overall mark in each learning area (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time).

6. Graduation Status Update

RCS will support parents, students, and caregivers in planning toward graduation and to notify families early to any missing graduation credits or assessments.

At the end of grade 10 and 11 students are provided an update on their graduation status on the year end summary of learning, which includes:

- a. A link to the graduation program requirements
- b. Indication of which graduation program a student is on and that a student is:
 - i. On Track: expected courses and graduation assessment have been completed; or
 - ii. Not on Track: expected courses and graduation assessment have not been completed along with information on the missing courses or assessment.

For grade 12 students, a graduation status update will be completed by an academic counsellor, along with the students and a copy will be provided to parents.

7. Inclusive Assessment Practices

Universal Design for Learning (UDL) assessment supports are design practices that offer students choice in the way they express, represent, or engage with their learning. They affect the WHY of learning (engagement), recognize the WHAT of learning (representation) and support the HOW of learning (action and expression).



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- a. Tier 3 - All students are eligible to receive universal assessment supports to support their learning —not just students with disabilities and diverse abilities, or those with an Individual Education Plan (IEP).
- b. Tier 2 - Some students may require more targeted assessment supports which may include the use of universal supports.
- c. Tier 1 - Few students will require specific assessment supports to support their learning.

8. The Use of Supports

A student with an IEP or learning plan will not be assessed automatically as ‘emerging’, ‘developing’ or at a lower letter grade and percentage because they use supports to further their learning.

If with the supports, the student is demonstrating learning in relation to the Learning Standards, then they will be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated.

The use of supports does not mean they are not adequately meeting the Learning Standards of the curriculum.