

## STUDENT PROGRESS REPORT ORDER

**Authority:** *School Act*, sections 79 (3), 85 (2) (j) and 168 (2)

{	Ministerial Order 191/94 (M191/94).....	Effective September 1, 1994
{	Repeals M17/90	
	Amended by M397/94.....	Effective November 28, 1994
	Amended by M207/95.....	Effective September 1, 1995
	Amended by M639/95.....	Effective December 19, 1995
	Amended by M318/96.....	Effective August 21, 1996
	Amended by M19/00.....	Effective January 26, 2000
	Amended by M32/04.....	Effective February 18, 2004
	Amended by M149/04.....	Effective April 26, 2004
	Amended by M321/04.....	Effective September 1, 2004
	Amended by M101/05.....	Effective April 14, 2005
	Amended by M206/07.....	Effective September 2, 2007
	Amended by M165/08.....	Effective July 3, 2008
	Amended by M269/08.....	Effective November 4, 2008
	Amended by M197/11.....	Effective July 21, 2011
	Orders of the Minister of Education	

### Interpretation

1. In this order

“board” includes a francophone education authority;

“curriculum” means

- (a) the applicable educational program guide set out in Ministerial Order 333/99, the Educational Program Guide Order, and the subjects set out in Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order, or
- (b) the local program developed and offered by a board under section 85(2)(i) of the *School Act*, or a francophone education authority under section 166.4 of the *School Act*, or
- (c) a Board Authorized Course authorized under Ministerial Order 285/04, the Board Authorized Course Order;

“DPA Program Guide” means the Daily Physical Activity Program Guide Kindergarten to Grade 12, referred to in Ministerial Order 333/99, the Educational Program Guide Order;

"Graduation Transitions" means a collection of student documentation that demonstrates that the student has met the standards set out in the applicable educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order;

“Graduation Transitions Program Guide” means the Graduation Transitions Program Guide, referred to in Ministerial Order 333/99, Educational Program Guide Order;

“performance scale” means a performance scale, represented either as a graph or described in words, that shows progress in relation to the expected learning outcomes,

- (a) for students in Kindergarten, as one of the following:
  - (i) Exceeding Expectations,
  - (ii) Meeting Expectations, or
  - (iii) Approaching Expectations;
- (b) for students in grade 1 through 3, as one of the following:
  - (i) Exceeding Expectations,
  - (ii) Meeting Expectations,
  - (iii) Approaching Expectations, or

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(iv) Not Yet Meeting Expectations;

“reporting comments” means comments describing

- (a) what the student is able to do,
- (b) the areas in which the student requires further attention or development, and
- (c) ways of supporting the student in his or her learning;

“student progress report” includes documents approved by the board accompanying a student progress report.

[am. M152/05, am. 226/07, am 165/08]

### Application

**2** This order applies to the 3 formal written student progress reports required under sections 4(2)(a) and 5(9)(a) of B.C. Reg. 265/89, the School Regulation.

### Enabling Section

**3** For the purposes of preparing the student progress reports, a teacher must prepare the student progress reports in accordance with Schedule 1.

[am. M129/08]

## Schedule 1

### General requirements for student progress reports

**1** Written student progress reports for students in kindergarten through grade 12 must contain

- (a) the school’s name, address and telephone number,
- (b) the student’s name,
- (c) a definition of all letter grades used in the student progress report,
- (d) the number of days that the student was absent during the reporting period,
- (e) the number of days that the student was late during the reporting period,
- (f) a description of the student’s progress as required by sections 4, 5, 6, 7 and 9 as the case may be,
- (g) a description of the student’s behaviour, including information on attitudes, work habits, effort and social responsibility,
- (h) the name of the teacher involved in preparing the report, and the signature of the principal, vice principal or director of instruction,
- (i) a statement that the report is on a form ordered by the minister or on a form approved by the board, and
- (j) any other information that the teacher or principal, vice principal or director of instruction consider relevant.

**2** Written student progress reports for students in kindergarten through grade 7 must contain a place for the signature of the parent acknowledging the receipt of the student progress report.

**3** Written student progress reports for students in kindergarten through grade 9 must contain reporting on each of the subjects listed in sections 2, 3, 4, 5 and 6 of Ministerial Order 295/95, the Required Areas of Study in an Educational Program Order, for the corresponding grades.

[am. M152/05]

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### Kindergarten to grade 3 reports

**4** (1) Student progress reports for students in kindergarten through grade 3 must be in writing and, in relation to expected learning outcomes set out in the curriculum,

- (a) must contain written reporting comments and a performance scale to report on each of the following subjects,
  - (i) subject to subsection (2), English Language Arts, or in the case of a student enrolled in a francophone educational program or a French immersion student, French Language Arts,
  - (ii) Mathematics,
  - (iii) subject to subsection (3), Science, and
  - (iv) subject to subsection (3), Social Studies;
- (b) must contain written reporting comments and, in addition, may contain a performance scale to report on each of the following subjects,
  - (i) subject to subsection (4), Fine Arts,
  - (ii) Health and Career Education, and
  - (iii) Physical Education; and
- (c) must contain written reporting comments for daily physical activity; and
- (d) must include a separate description of the student's social responsibility.

(2) With respect to reporting in English Language Arts, or in the case of a student enrolled in a francophone educational program or a French immersion student, French Language Arts, the student progress report must, in relation to expected learning outcomes set out in the curriculum, include reporting using a performance scale in each of the following specific areas of the curriculum:

- (a) reading,
- (b) writing, and
- (c) speaking and listening.

(3) With respect to reporting in Social Studies and Science, at least 2 student progress reports in each school year must include separate reporting for these two subjects.

(4) With respect to reporting in Fine Arts, the student progress report must, in relation to the expected learning outcomes set out in the curriculum, include reporting, at least once during the school year, in each of the following specific areas of the curriculum:

- (a) dance,
- (b) drama,
- (c) music, and
- (d) visual arts.

(5) In conjunction with the student progress reports required under subsection (1), parents of a student in kindergarten through grade 3 must be provided with oral or written comments on the student's school progress with reference to the expected developments for students in a similar age range.

[am. M165/08, am. M129/08]

### Grades 4 to 5 reports

**5** Student progress reports for students in grade 4 through 5 must, in relation to expected learning outcomes set out in the curriculum, contain

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- (a) letter grades, unless the board provides the letter grades to parents in a different document, and
- (b) written reporting comments.

### Grades 6 to 7 reports

**6** Student progress reports for students in grades 6 through 7 must, in relation to expected learning outcomes set out in the curriculum, contain

- (a) letter grades, and
- (b) written reporting comments.

### Grade 8 to 12 reports

**7** (1) Student progress reports for students in grades 8 through 12 must, in relation to expected learning outcomes set out in the curriculum, contain

- (a) letter grades, and
- (b) where deemed to be appropriate by the teacher, principal, vice principal or director of instruction, written reporting comments.

(2) Student progress reports for students to whom Ministerial Order 302/04, the Graduation Program Order, applies must, in addition to the information required under subsection (1) contain the credits assigned toward meeting the general requirements for graduation as set out in these orders.

(2.1) Boards must ensure that student progress reports for students working towards meeting the requirements of Graduation Transitions include comments on the student's progress in meeting the requirements in accordance with the Graduation Transitions Program Guide and DPA Program Guide.

(3) REPEALED, M197/11 effective July 11, 2011.

[am. 226/07, am M165/08; am 197/11]

### Letter grades

**8** For the purposes of sections 5, 6 and 7, the letter grades to be used and the requirements to be followed in assigning letter grades are those set out in Ministerial Order 192/94, the Provincial Letter Grades Order.

### Reporting Comments for Daily Physical Activity

**9** For the purposes of section 4(1)(c), 5(b), 6(b) and 7(1)(b) written reporting comments must be in accordance with the DPA Program Guide.

[am M165/08, am. M269/08]

### Application of sections 4 to 7

**10** (1) In this section

“**IEP**” means an IEP as defined in Ministerial Order 638/95, the Individual Education Plan Order,

“**ESL student**” means a student who is receiving English as a second language service,

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**“Students with special needs”** means a student with special needs as defined in Ministerial Order 150/98, the Special Needs Order.

(2) Sections 4 to 7 do not apply to student progress reports described in subsections (3) and (4).

(3) Unless a student with special needs is able to demonstrate his or her learning in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report for that student must contain written reporting comments in relation to the expected learning outcomes set out in that student’s IEP.

(4) Until an ESL student is able to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, a student progress report order for that student must contain written reporting comments.

(5) Student progress reports referred to in subsection (3) must contain

(a) a statement that the progress of the student is in relation to the expected learning outcomes for that student in his or her IEP and is not in relation to the expected learning outcomes set out in the curriculum for the course or subject and grade, and

(b) where deemed to be appropriate by the teacher or principal, vice principal or director of instruction, written comments describing

(i) ways to enable the student to demonstrate his or her learning in relation to expected learning outcomes set out in the curriculum for the course or subject and grade, and

(ii) the time period required to enable the student to demonstrate his or her learning under subparagraph (i).

(6) A letter grade may only be assigned for a student with special needs or an ESL student where that student is able to demonstrate his or her learning in relation to the expected learning outcomes in the curriculum for the course or subject and grade.

[am M165/08]