



## Administrative Procedure 360

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# THE ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

## Background

The purpose of the assessment, evaluation and reporting process is to support and enhance student learning. In a clear and comprehensive manner this process will inform students and parents of what has been learned, describe the student's participation in the learning process, and provide direction for teachers and students as they plan for future learning.

Assessment involves gathering information about what the student has learned and how the student functioned in the learning process. Evaluation interprets the assessment information for the purpose of clarifying what the student can do and of setting future educational goals. Reporting communicates the interpretations and decisions and involves consultation with parents and students.

The basis for assessment, evaluation and reporting shall be the curricular learning outcomes as prescribed by the Ministry of Education and Child Care; stated outcomes of Board/Authority Authorized courses as approved by the Board, or the attributes of students as described by the [Educated Citizen](#).

The procedures for assessment, evaluation and reporting shall adhere to [School Act Regulations](#), [Ministerial Orders](#), and [Ministerial Guidelines for Student Reporting](#).

## Procedures

1. Reporting Student Progress — Written Report Format.
  - 1.1. School Act Regulations requires teachers to report at least 5 times during the school year, of which 3 shall be written reports on a form approved by the District. The District will use Ministry approved MyEd BC reporting templates for formal reports.
2. Reporting Student Progress — Informal Report Format
  - 2.1. The School Act Regulation requires teachers to provide the parent with a minimum of 2 informal student progress reports during the school year.
  - 2.2. Informal reports may describe:
    - 2.2.1. What the student is able to do.
    - 2.2.2. The areas of learning that require further attention or development.

- 2.2.3. Ways the teacher is supporting the student's learning needs (and, where appropriate, ways the student or the parents might support the learning).
- 2.3. Informal reports provide an important link between home and school and can be accomplished in a variety of ways such as:
  - 2.3.1. Telephone calls
  - 2.3.2. Interim reports (written or oral)
  - 2.3.3. Conferences (parent-teacher, three-way, student-led)
- 2.4. A record of each informal report noting the date of the report, type of report and topic(s) of discussion is to be kept.
- 2.5. Principals are to ensure that parents have the opportunity to meet with teachers for a conference at least once each school year.

Reference: Sections 6, 10, 20, 22, 23, 65, 85 School Act  
Educated Citizen - Royal Commission 1988

Adopted: December 4, 1995  
Revised: December 15, 2020