



## 2019-2020 SCHOOL YEAR ASSESSMENT AND REPORTING DURING THE PANDEMIC

The focus is on determining if, and how, sufficient learning has taken place during these exceptional circumstances. *Sufficient learning* will be determined by teachers using their professional judgement. Grounded in the curriculum, teachers will assess what individual students know, understand, and are able to demonstrate to determine whether sufficient learning has taken place to enable the student to pursue further learning in the curricular and content area.

During this time, teachers should prioritize which learning standards can be learned from home, with emphasis on the development of a student's literacy, numeracy, and Core Competencies. This should be done in consultation with students and their families in order to determine their needs, goals, resources available to them and overall ability to engage in learning during this unique situation.

As teachers create learning experiences and assessment processes, it will be helpful to maximize student ownership and engagement by employing self-assessment opportunities. Resources for supporting self-assessment are available on the [Ministry of Education website](#).

B.C has not moved to a pass/fail approach, but teachers have the professional autonomy to decide how grades are determined for their students using both pre-and post spring break learning. For many students, the majority of evidence of student learning will have occurred before spring break. We also understand that reports prepared under these circumstances may not provide the amount of rich, detailed feedback that usually goes on a report card.

**All students will receive a report card based on student work prior to the suspension of in-class instruction, and the assessment in applicable learning opportunities during the following months.**

### K-9 Reporting

- Teachers will continue to provide feedback on an on-going basis in relation to literacy-related and numeracy-related learning standards. (Science & Social Studies are also included in the 7 – 9 curricular competencies).
- Summative standard will be based on work completed to-date and the assessment of participation in learning opportunities that will occur over the coming months
- For those courses not continuing in a remote fashion, a standard based on work that was demonstrated prior to the suspension of in-class instruction will be expected.
- The focus is on determining if, and how, sufficient learning has taken place during these exceptional circumstances.
- The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a prioritized selection of learning standards which students are able to complete at home. In doing so, they will consider the unique needs or circumstances of individual students and differentiate as appropriate.
- There is no mandate or specification of any minimum number of hours for any course

## 10-12 Reporting

At the Graduation Program years (grade 10-12 courses) level there is evaluation of each individual course, as per usual.

**Teachers will determine a final grade for students for each course that students are currently enrolled in.**

- This grade will be based on work completed to-date and the assessment of participation in learning opportunities that will occur over the coming months
- The focus is on determining if, and how, *sufficient learning* has taken place during these exceptional circumstances
- **For any course that schools are providing learning opportunities for, there is no ‘free pass’.** Students are expected to continue their learning for each course they are enrolled in and expected to demonstrate that they know and understand the learning standards for successful completion of the course.

### The concept of Sufficient Learning

Sufficient learning means that a student would be able to pursue further learning in the curricular and content area based on what they know, understand, and are able to demonstrate. Sufficient learning will be determined by teachers using their professional judgement.

The fundamental baseline question that teachers should base their assessment and reporting on is how well students are prepared for the next level of study in that content area.

- For example, to what level is a student in Physics 11 prepared to take Physics 12 next school year?

## Students with an IEP

### Assessment and Evaluation

- The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a prioritized selection of learning standards which students are able to complete at home. Please consider these when preparing the report to parents.

### Reporting

- Reporting is based on the student’s ability to demonstrate their learning in relation to the Curricular Competencies for the course or subject and grade.
  - Where the student is able, report as outlined for all students.
  - Where the student is not able (on replacement curriculum a.k.a. modified programming), a student progress report must contain written reporting comments in relation to the Curricular and Core Competencies set out in their IEP goals. “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;

## Students whom are English Language Learners

### Assessment and Evaluation

- Assessment is required and evaluation must be made as to whether the student has developed English oral, reading and written language to a level where they are able to demonstrate their learning in relation to the Curricular Competencies for the course or subject and grade.

### Reporting

- Reporting is based on the student's ability to demonstrate their learning in relation to the Curricular Competencies for the course or subject and grade.
  - Where the student is able, report as outlined for all students.
  - Where the student is not able (on replacement curriculum a.k.a. modified programming), a student progress report must contain written reporting comments in relation to appropriate Curricular and Core Competencies set out in their Annual Instructional Plan. "Reporting comments" means comments describing
    - d) what the student is able to do,
    - e) the areas in which the student requires further attention or development, and
    - f) ways of supporting the student in his or her learning