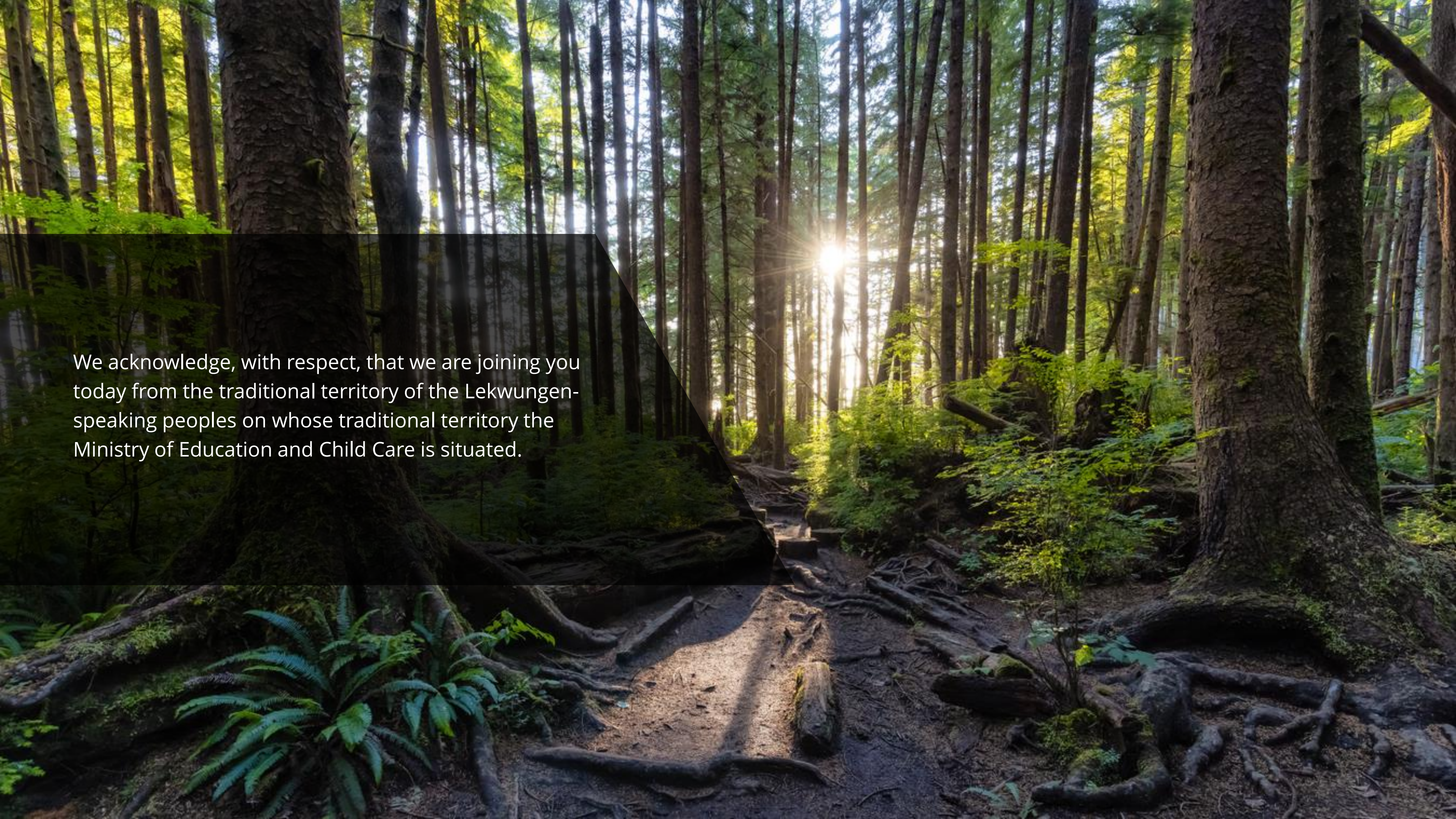


# Shifts in Student Reporting





A photograph of a forest path. The path is made of dirt and is flanked by large, mossy tree trunks and dense green ferns. Sunlight filters through the trees, creating a bright spot in the distance. A semi-transparent black box with a white border is overlaid on the left side of the image, containing white text.

We acknowledge, with respect, that we are joining you today from the traditional territory of the Lekwungen-speaking peoples on whose traditional territory the Ministry of Education and Child Care is situated.



**Why did student  
reporting change?**

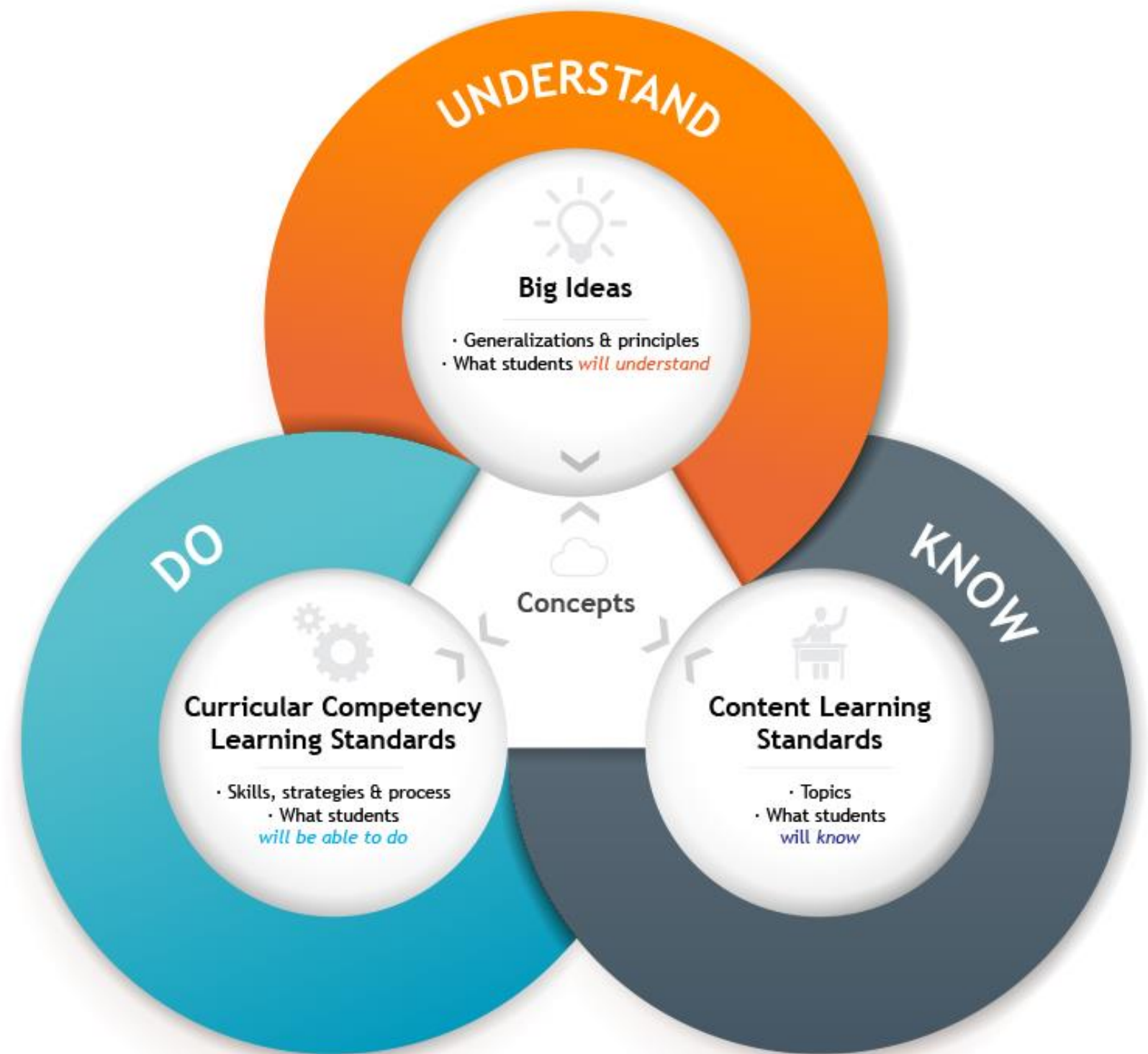
# It began with the curriculum redesign

Curriculum was developed in collaboration with B.C. and Yukon educators and academic specialists.

Key shifts in redesigned curriculum:

- Competency focused
- Personalized and flexible
- Development of Core Competencies (Thinking, Communication, and Social and Personal Responsibility)
- Focus on literacy and numeracy foundations
- Indigenous perspectives, worldviews and content woven into all learning areas and grades

While the current provincial curriculum began implementation in 2016, the Ministry's Student Reporting Policy had stayed largely unchanged since 1994.



# Backed by Research

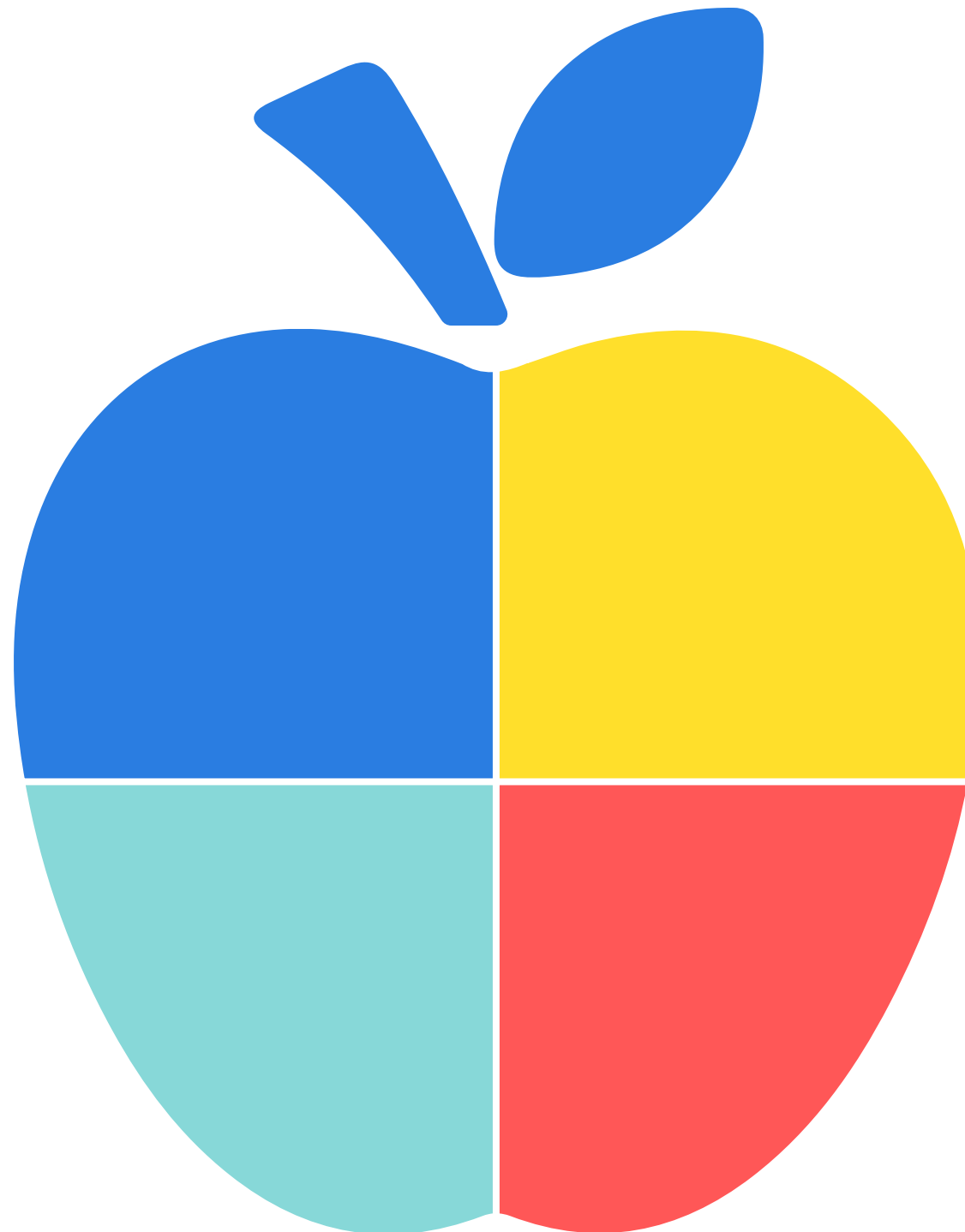
## Meaningful Communication

Researchers stress the importance of ongoing and timely communication with parents and caregivers.

Effective communication between home and school has a positive impact on student learning and engagement.

## Focus on Proficiency

Assessment that is focused on student proficiency in relation to the established Learning Standards leads to improved reliability of assessment results and increased student engagement.



## Student Self-Assessment

Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning, greater student satisfaction.

## Formative Assessment

Globally, there is a shift toward assessment for learning so that the student is regularly informed of where they're at in their learning and how to move them forward.

### **K-9 OPTION A (INTERIM)**

- 5 reporting events a year
  - 4 points of progress report
  - 1 summary of progress report at the end of year/semester
- 1 self-reflection of Core Competencies
- A scale at K-3
- District choice on scale or letter grades at grades 4-9

### **K-9 OPTION B**

- 5 reporting events a year
  - 2 informal reports
  - 3 formal reports
- 1 self-reflection of Core Competencies
- Performance Scale at K-3
- District choice on scale or letter grades at grades 4-5
- Letter grades at 6-9

### **GRADES 10-12**

- 5 reporting events a year
  - 2 informal reports
  - 3 formal reports
- Letter grades and percentage with written comments where needed

### **Updated K-12 Policy**

- 5 reporting events a year
  - 4 Learning Updates (2 written; 2 of flexible format)
  - 1 Summary of Learning (written)
- Student self-reflection of the Core Competencies & student goal setting
- Provincial Proficiency scale and descriptive feedback in K-9
- Letter grades & percentages with descriptive feedback in 10-12
- Graduation Status Update at 10-12



# The K-12 Student Reporting Policy

The [Policy](#) pertains to all learners in the B.C. education system. A student who is an English language learner, French language learner in a Francophone program, has a disability or diverse ability (with or without an IEP), adult learner, or learner in an online learning program should receive communications of student learning in the same way as their peers in any other program and should align with the school districts' regular reporting periods. All learners benefit from individualized descriptive feedback and personal involvement in the assessment process.

## Authority

See the following Ministerial Orders and Regulation:

- *School Regulation*, B.C. Reg. 265/89: [School Regulation \(PDF\)](#)
- Ministerial Order 93/22, the [Graduation Program Order \(PDF\)](#)
- Ministerial Order 150/89: [Special Needs Students Order \(PDF\)](#)
- Ministerial Order 190/91: [Permanent Student Record Order \(PDF\)](#)
- Ministerial Order 184/23: [Learning Update Order \(PDF\)](#)
- Ministerial Order 192/94: [Provincial Letter Grades Order \(PDF\)](#)
- Ministerial Order 231/19: [Educational Program Guide Order \(PDF\)](#)
- Ministerial Order 295/95: [Required Areas of Learning in an Educational Program Order \(PDF\)](#)
- Ministerial Order 638/95: [Individual Education Plan Order \(PDF\)](#)



# Let's Dig Into Some Policy Elements



## Each Written Learning Update and Summary of Learning includes:


- Communication of student learning in all areas of learning currently being studied in relation to the Learning Standards, using **the Provincial Proficiency Scale (K-9)** or **Letter Grades and Percentages (Gr. 10-12)**;
- Feedback describing student strengths, areas for growth and opportunities for further development;
- Student-generated content including student self-reflection of the Core Competencies and student goal setting (including where families can learn more about their child's learning in this area); and
- Information about student attendance.

**Note, the Summary of Learning in grades 10-12 also includes a graduation status update.**



# The Provincial Proficiency Scale

The four-point Provincial Proficiency Scale is used to communicate student learning in all areas of learning in **Grades K-9**.

	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.

# Letter Grades & Percentages

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
<b>A</b>	86 - 100	The student demonstrates excellent or outstanding learning in relation to the Learning Standards of the curriculum.
<b>B</b>	73 – 85	The student demonstrates very good learning in relation to the learning standards of the curriculum.
<b>C+</b>	67 – 72	The student demonstrates good learning in relation to the learning standards of the curriculum.
<b>C</b>	60 – 66	The student demonstrates satisfactory learning in relation to the expected Learning Standards of the curriculum.
<b>C-</b>	50 – 59	The student demonstrates minimally acceptable learning in relation to the Learning Standards of the curriculum.
<b>F</b>	0 – 49	The student has not demonstrated minimally acceptable learning in relation to the Learning Standards of the curriculum.
<b>SG</b>	N/A	Standing Granted: Although completion of normal requirements is not possible, sufficient evidence of learning has been demonstrated to warrant, consistent with the best interests of the student, 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 by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school.
<b>TS</b>	N/A	Transfer Standing: May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a proficiency scale indicator or letter grade and percentage on the basis of an examination of those records.
<b>IE</b>	N/A	The student, for a variety of reasons, has not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.



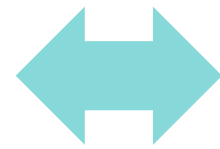
# What about the scale?

## Emerging

'Emerging' indicates that a student is just beginning to demonstrate learning in relation to the Learning Standards of the curriculum but is not yet doing so consistently. Emerging isn't failing.

Students who are not yet demonstrating any learning in relation to the Learning Standards can be assessed as 'Emerging'.

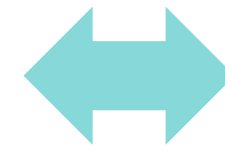
If this is due to insufficient evidence of learning, the student can be assigned an "IE".



## Developing

'Developing' indicates that a student is demonstrating learning in relation to Learning Standards with growing consistency; The student is showing initial understanding but still in the process of developing their competency in relation to the Learning Standards of the curriculum.

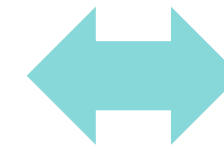
Developing isn't failing. All students will be developing in some areas and specific time points.



## Proficient

'Proficient' is the goal for students. It is when a student demonstrates the expected learning in relation to the Learning Standards of the curriculum

'Proficient' is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.



## Extending

'Extending' is not synonymous with perfection. 'Extending' is a student demonstrating learning, in relation to Learning Standards, with increasing depth and complexity.

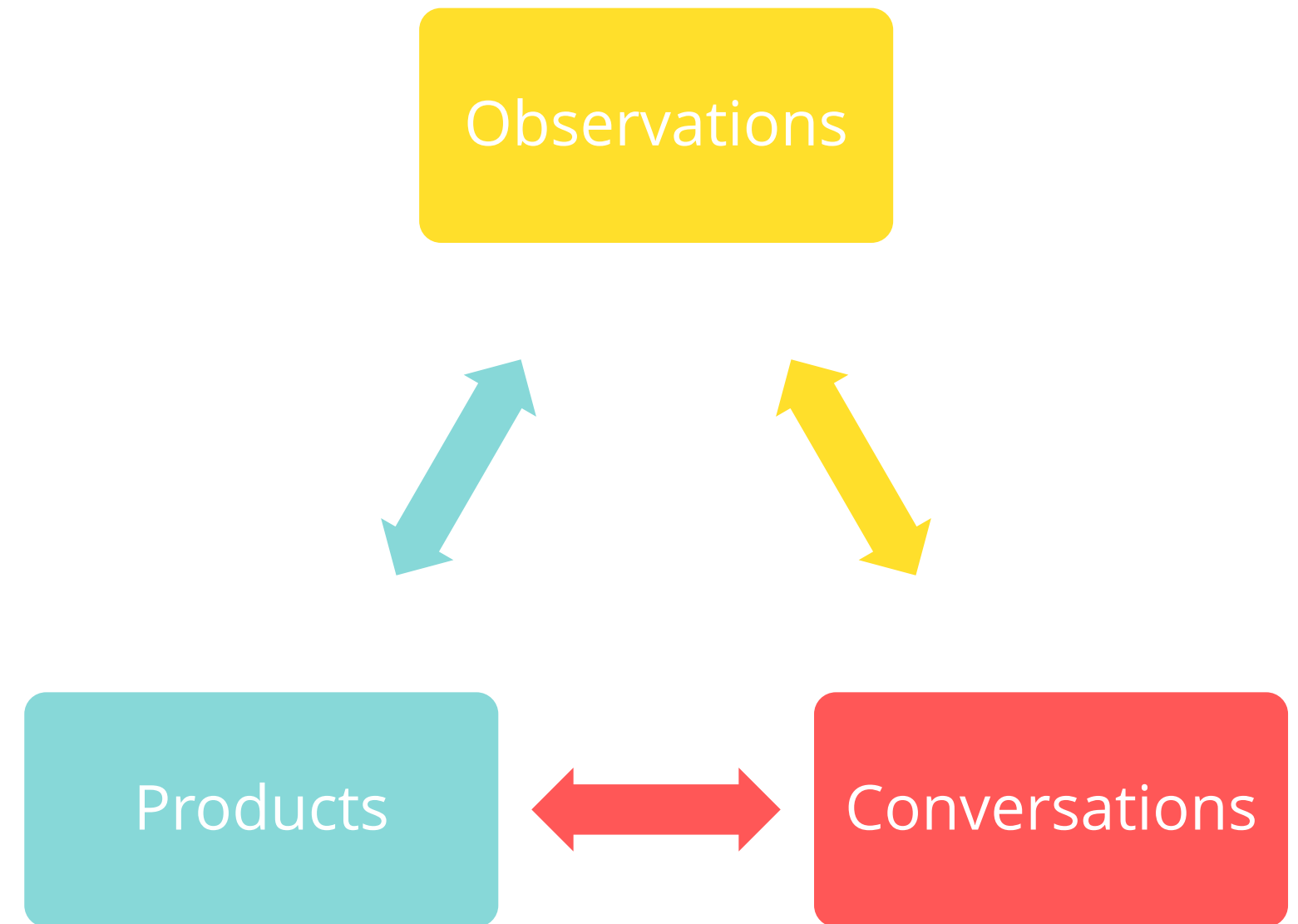
'Extending' is not a bonus, or a reward, and does not necessarily require that students do a greater volume of work or work at a higher grade level.

'Extending' is not the standard for all students, 'Proficient' is. Therefore, if students turn in all their work and demonstrates evidence of learning in all Learning Standards for the given area of learning, they are not automatically assigned 'Extending'.



## What about the “IE” letter grade?

- The “I” letter grade for “incomplete” is being replaced with “IE” meaning “Insufficient evidence”
- The “IE” is used to alert parents and caregivers when students, for a variety of reasons, have not provided sufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.
- 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.
- The “IE” symbol is temporary and needs to be converted to another scale indicator and/or letter grade and percentage within one calendar year.
- Behaviour and attendance can on occasion lead to an “IE” scenario. But a teacher should do their best to triangulate their assessment practices to gather as much evidence of learning as possible.



## What are some best practices in assigning marks?

- Averaging marks over a term, semester, or year does not provide an accurate picture of student learning. Learning is continuous.
- 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.
- 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.





## What About Descriptive Feedback?

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

### Science

Cheyenne is:

- Curious and a hard worker
- Able to make keen observations and predictions
- Able to use strong planning skills to design their own inquiry

Cheyenne continues to need support in understanding and evaluating information, such as comparing data from a variety of sources. Cheyenne is good at advocating for their own needs, and by continuing to ask for help and getting more experience interpreting graphs, they will begin to build their ability to evaluate information.

## What about reporting on attendance, behaviour, and work habits?

- Communicating student learning habits and engagement through a combination of student self-assessment of Core Competencies, goal setting, and descriptive feedback.
- How attendance is communicated to families will be decided at the school and/or district level. An autogenerated number on any of the written reports is sufficient.
- Reporting on student learning habits and engagement and academic learning needs to be done separately.
- Behavior and engagement are still important and will be addressed and communicated to parents and caregivers.
- Assessment and reporting are also not disciplinary tools. Students cannot have their marks directly penalized for missing classes or behavior they demonstrate

### Core French

Quinn:

- **Is very engaged and actively participates in our everyday French language routines**
- Can respond appropriately to simple commands and instructions
- Continues to develop in their comprehension of both written and spoken French language. Quinn has a strong vocabulary that they can use, along with more exposure and practice in class, to build their comprehension. At home, they could practice with Duolingo.



## What are the self-reflection of Core Competencies and goal setting components?

- During the school year, students self-reflect and self-assess on their Core Competency development, and it is shared in **the 2 written Learning Updates** and **1 Summary of Learning**.
- Every Core Competency does not need to be reflected on during a school year unless outlined by a local school and/or district policy.
- Goal setting also does not need to be in relation to the Core Competencies, unless decided on by the student, educator, school and/or district.
- Self-reflection and goal setting do not need to go in the student permanent record
- Districts determine formats, templates, and procedures, ensuring that the self-assessment and goal setting process is meaningful.





## Self-Reflection of Core Competencies & Goal-Setting Examples



**Self-assessment and goal-setting**

This year, I improved skills related to the thinking core competency by a large degree. I improved my critical thinking skills through solving complex math problems, applying chemistry and comparative government concepts, and analyzing literature pieces. Through these activities, I learned the process needed to understand complex ideas and became better at using these ideas to construct arguments and defend beliefs that greatly helped me in debate and essay writing. My critical thinking skills are represented by the miniature copy of War and Peace in my portfolio, since that book essentially breaks the long and complex text into simple and digestible pieces for simple comprehension (a skill that is necessary for critical analysis and reflection). Next year, I hope to become more like the box of colored markers in my portfolio: more versatile, flexible, and creative. I hope to do so by asking for others' advice and engaging in creative exercises.

In this academic year, I became more adept at using precise language when communicating with others. I grew in this area from calculus (which requires me to show my work in a very precise manner), literature 12 (which requires me to analyze complex texts), and debate (which requires me to articulate complex ideas in an understandable way). My development in my language precision is represented by the ruler in my portfolio since, like a ruler, I try to make my choice of words and mathematics notation as accurate as possible. An area of growth under the communications core competency is my collaboration skills. Like a pair of headphones (an artifact in my portfolio), I should try to better incorporate the ideas of my group members which will not only improve the quality of the assignment, but also make the learning experience of the group members better.

Through this portfolio project, I developed a better understanding of the different aspects of my identity and how they relate to society writ-large. I put a name tag I received from a debate tournament into the box as that name tag represents how I grew under this core competency. Debate and courses like AP comparative government and social studies helped me become more aware of social issues. For example, AP comparative government made me aware of the environmental devastation of Nigeria caused by foreign oil companies that are the country's natural resources. Next year, I hope to take more action to push for what I believe is right and change society for the better. I hope to do so by joining more clubs and engaging in more volunteering opportunities in my community.

Digital Document



Student Video Recording


**Social Responsibility**

I am a good member of our team.  
 I am kind to others, by using kind words and actions.  
 I can work with others and take turns.  
 I can solve problems by myself or find someone to help if I need it.

My example is: (This is a time when...)

When I came to school, I didn't ask to use the crayon I just ripped it out of her hands.

But a little while later I asked if I could have it after she was done.



School Provided Templates



Multimedia Project



Student Audio Recording

British Columbia Elementary

Student Name: Ryan B      Date: March 2023

Grade: 4      Attendance: 10 absences & a late

### Learning Update

Teacher descriptive feedback

Ryan is a great communicator and enjoys interacting with others to share his ideas. He is sensitive to others and is aware of how his actions and words impact those around him. Ryan at times requires support when working through difficult or uncomfortable situations with peers or staff. He is working on using his strong communication skills to grow in better expressing his thoughts in times of social conflict. Overall, Ryan has developed important friendships and is a valued member of our classroom community.

Areas of Learning	Proficiency Scale Indicator	Descriptive Feedback
English Language Arts	Developing	Ryan makes meaningful connections which demonstrates his good comprehension of what he is reading. Although reading below grade level, when provided books at his level, his ability to engage and think about what he is reading has helped him grow his reading skills. The next steps for Ryan would be to continue to spend time reading a variety of books that interest him and practice sounding out new and unfamiliar words.
Mathematics	Proficient	Ryan is proficient at explaining and justifying his mathematical reasoning. He is eager to try new concepts and shows curiosity when solving problems. Ryan is still building his understanding of the relationship between perimeter and area and can use his strong problem-solving skills to continue to build this skill.
Science	Proficient	Ryan is a curious student that makes keen observations and predictions through scientific inquiry. During our investigation of body systems, he demonstrated proficiency when planning his inquiry on how to take care of your respiratory system.
Social Studies	Proficient	Ryan has asked great questions throughout our various inquiries this year. When looking at a variety of issues and perspectives he also provided well-constructed arguments to defend his thinking. At times Ryan struggled to understand or consider other perspectives beyond his own, but he always took the time to ask questions along the way which is an important skill.
Physical & Health Education	Developing	Ryan has demonstrated fair play and leadership in all our physical activities. He actively participated in all activities and could recognize how personal choices surrounding physical activity and food choices impact your health and well-being. Ryan continues to develop in some of his fundamental movement skills especially when required to control an object such as a ball. With more practice and participation in sports opportunities, Ryan will become more confident and further develop his skills.
Arts Education	Developing	Ryan was able to identify various elements of art used among our Indigenous communities. During our inquiry into the various regions of Canada, Ryan required support to create pieces of art (visual, dance, music) representing the region he was exploring. He was a bit apprehensive when presenting his creations, but with more time and opportunities, he will become more confident and prouder of his creativity.

Self-assessment of Core Competencies and goal setting

My goal was to think in new ways this year. This year I had to think creatively and critically a lot. In Science I got to do an inquiry project on anything I wanted and because I really love pretty rocks I decided to study rocks and learned about so many different kind of rocks in BC. I had to really think about how to group them into categories and how to explain the different characteristics in my presentation. That was the hardest thing I did all year and I'm really proud that I did a good job.

I had a goal to get better at communicating my thoughts better. I think I did a lot of growth this year in my communication cause I learned how to write a really good paragraph and all about punctuation. I didn't know any of that last year. And my teacher gave us lots of projects that got us to write and we made posters and presentations. We wrote our own stories and plays and we also wrote reflections like this one to help us understand how we are growing. I really like that we got to do so many presentations in class too because it's fun to watch other peoples and because it helps you with speaking in front of a class. I feel more confident in my communication then in grade 3. I am also working on using these skills I am learning with my friends. Sometimes I find it hard when we have a fight but I am learning how to communicate with them too.

51

Student Generated Content on Written Report



## What about the graduation status update?

The First Nations Education Steering Committee (FNESC) asked for a mechanism in the reporting policy that would inform parents, caregivers and students of the graduation requirements and student progress toward them. The goal of this policy element is support parents, students and caregivers in planning toward graduation and to notify families early to any missing graduation credits or assessments.

### Requested elements

- A list of all courses required for graduation
- All provincial assessments required for graduation
- Denotation of courses and assessments that have been completed
- What graduation program the student is on

## The Use of Supports

- A student with an IEP or student learning plan should 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 should 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.





## Assessment Through Play

Play isn't just for the early grades.

Effective methods for gathering and evaluating assessment information in play-based learning opportunities include:

- Oral responses during play either via speaking, audio recording, or video recording
- Visual responses by looking at what a child drew, painted, or created during their play
- Physical responses by looking at what a child built out of toys and materials as they played
- Pedagogical Narration, where an educator observes, records, and shares out areas of significance that occurred during the play
- Discussions and two-way communication
- Self-assessment using pictures and co-constructed criteria





## What about the tech tools?

- The policy is platform neutral. Districts have the autonomy to select whatever reporting tool and format they wish if it fulfills all the requirements of the policy.
- MyEducationBC (MyEd) is fully capable of fulfilling all policy requirements.
- If you have any questions about the process, have your **Service Management Council (SMC) rep** bring it up at the next meeting.





# Implementation Supports

## Educator supports

The [fulsome reporting guidelines](#) and 2 print-based implementation supports for educators were released publicly in **December 2022**.

Summary guides are being released as they are developed

### Benefits of the Scale

- Views learning as ongoing, rather than signaling learning is done
- Values growth and most recent evidence of learning
- Provides feedback, to both families and students, on where the student is at and how to help them move forward in their learning
- Supports lifelong learning by shifting the focus to developing competencies rather than the achievement of marks
- Maintains high provincial standards by focusing on helping all students attain proficiency in their learning
- Is inclusive of all learners by focusing on strengths and next steps for each individual learner

### Inclusive reporting

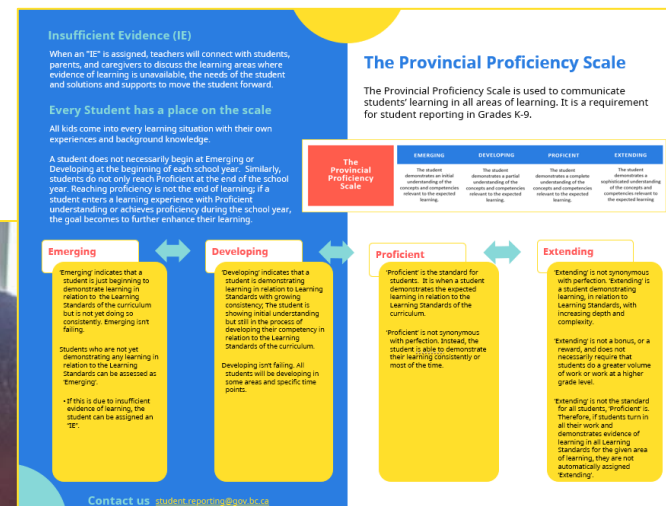
A student who uses assessment supports or has an Individualized Education Plan (IEP) should not be assessed automatically as 'emerging', 'developing' or given an 'IE'

The student should be assigned a scale indicator according to the learning they have demonstrated

### Descriptive Feedback

Pair the Proficiency Scale indicator with strengths-based descriptive feedback, explaining where the student is in their learning, and areas for future growth.

**Unpacking the Proficiency Scale**  
Support for Educators



### For all students

...trates the expected learning in the curriculum for a given learning area or their individualized goals as outlined in their individualized education plan.

### Inclusive reporting

A student who uses assessment supports should not be assessed automatically as 'emerging', 'developing' or at a lower letter grade and percentage.

The student should be assigned a scale indicator or letter grade and percentage according to the learning they have demonstrated.

### Descriptive feedback

- highlights areas of growth in relation to Learning Standards
- clearly communicates areas of further development and provides strategies to further learning
- is strengths based
- is concise and doesn't need to summarize the Learning Standards or be full paragraphs
- uses family-friendly language
- includes feedback on student learning habits and engagement

Contact us: [student.reporting@gov.bc.ca](mailto:student.reporting@gov.bc.ca)

### What to report on

- Student assessment and reporting is in relation to the Learning Standards of the provincial curriculum, and/or, in very select cases, a student's individualized goals laid out in their IEP.
- While student behaviour and attendance may need to be communicated home, this is communicated separately from reporting a student's learning in relation to the Learning Standards.
- Student behaviour should not contribute to a student's overall mark in a given learning area (e.g. 10% of the grade for attendance, 5% of the grade for handing in assignments on time etc.), but rather be described in the descriptive feedback.

### Learning is continuous

Averaging marks over a term, semester, or year does not provide an accurate picture of student learning. Learning is continuous. Therefore, 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 letter grade and percentage and/or proficiency scale indicator.

### Criteria and Considerations for Written Reports

Support for Educators

### The purpose of reporting

Our primary purpose of ongoing student reporting is to effectively communicate learning with Parents, caregivers and students to highlight where students are at in their learning, what their next steps are, as well as how parents, caregivers, students, and teachers can work together to support students in their ongoing learning journeys.

### Each Written Learning Update and Summary of Learning includes:

- Communication of student learning in all areas of learning currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale (K-9) or Letter Grades and Percentages (Gr. 10-12);
- Feedback describing student strengths, areas for growth and opportunities for further development;
- Student-generated content including student self-reflection of the Core Competencies and student goal setting (including where families can learn more about their child's learning in this area); and
- Information about student attendance.

**Note, the Summary of Learning in grades 10-12 also includes a graduation status update.**

### Self-reflection of Core Competencies and goal-setting

The self-assessment of Core Competencies & goal setting stands alone. You should not give a student's self-assessment a Proficiency Scale indicator or letter grade and percentage.

The Written Learning Updates and Summary of Learning should include information on where families can learn more about their child's goals and ongoing self-reflection on Core Competencies

## K-12 Reporting Policy

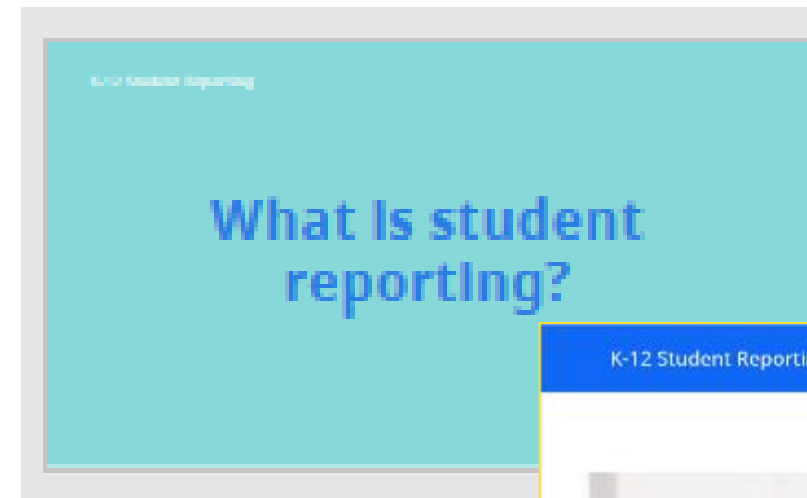
Communicating Student Learning Guidelines

BRITISH COLUMBIA Ministry of Education and Child Care



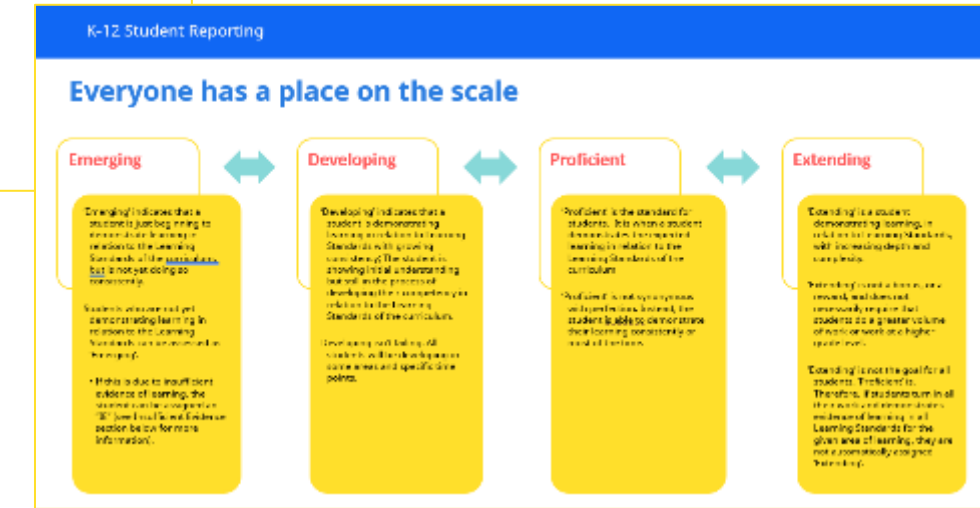
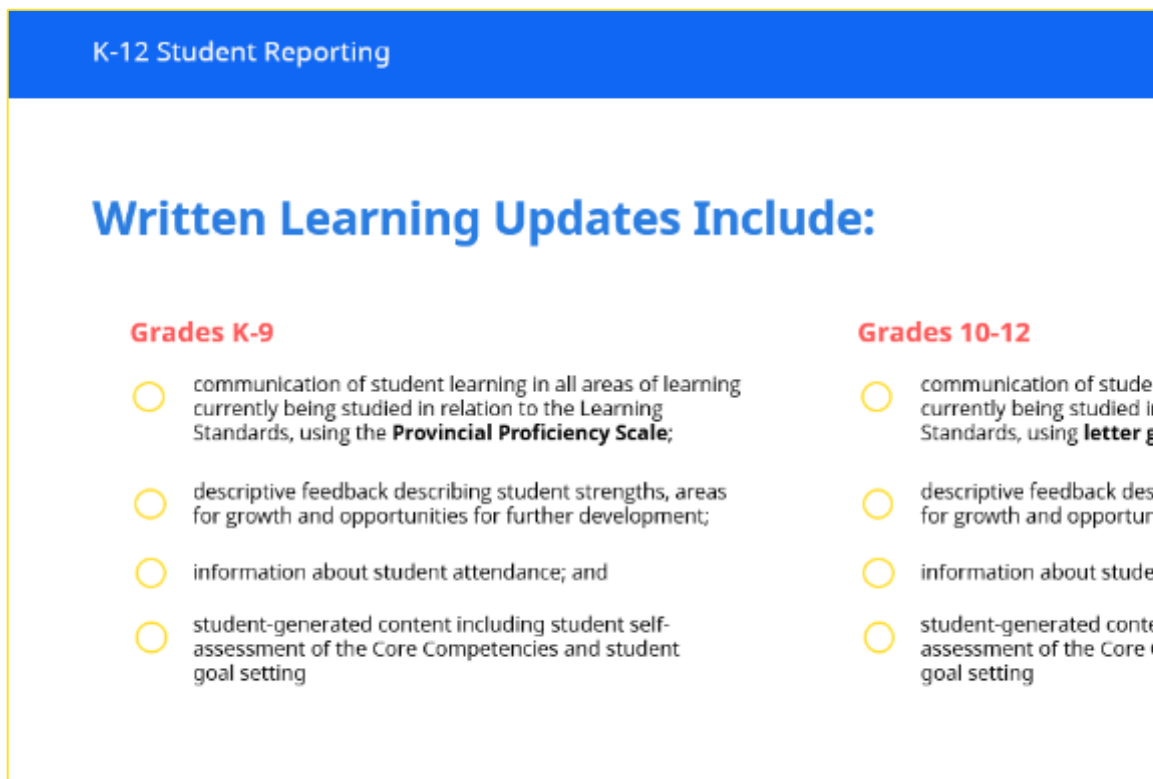
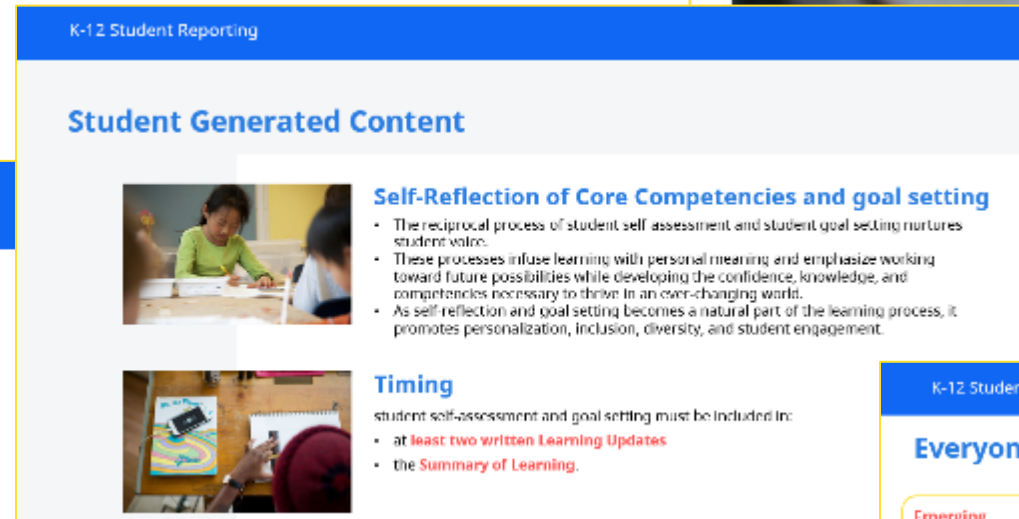
## Webinar series update

- Content outlined by the development team
- 8 modules covering the salient topics
- Intended to be self-paced and/or used at open staff meetings
- Will be co-presented by MOECC and development team members who represent key partner organizations.
- Watch it on the [curriculum webpage](#).



### The goal of communicating student learning is to ensure that:

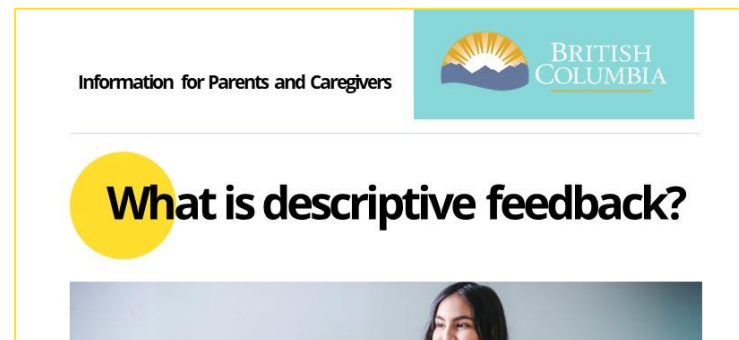
- students are engaged in meaningful conversations that help them develop responsibility for engaging deeply with their learning
- parents and caregivers are well informed, are involved in dialogue about their child's learning, and understand ways to support and further student learning
- teachers have flexibility in communicating with students, parents, and caregivers.





## K-12 Student Reporting Information for Parents and Caregivers Package

- Resources that explain the **what** and **why** of various elements of the written reports
- Can be in a booklet form, or sent out as individuals information sheets (6 in total)
- Translated into 8 languages
- Have been **released**



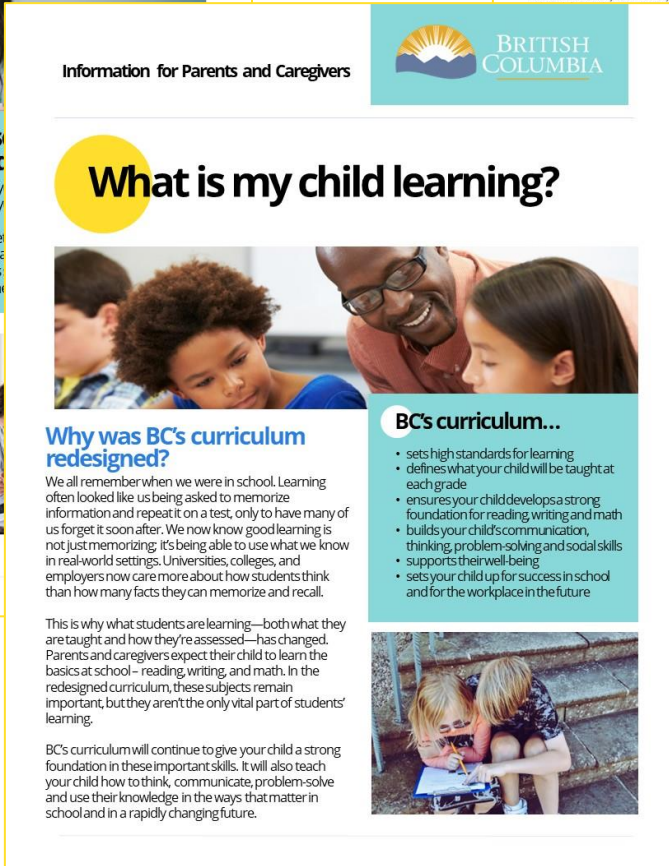
Information for Parents and Caregivers

### What is descriptive feedback?



Information for Parents and Caregivers

### Why is descriptive feedback from teachers so valuable?



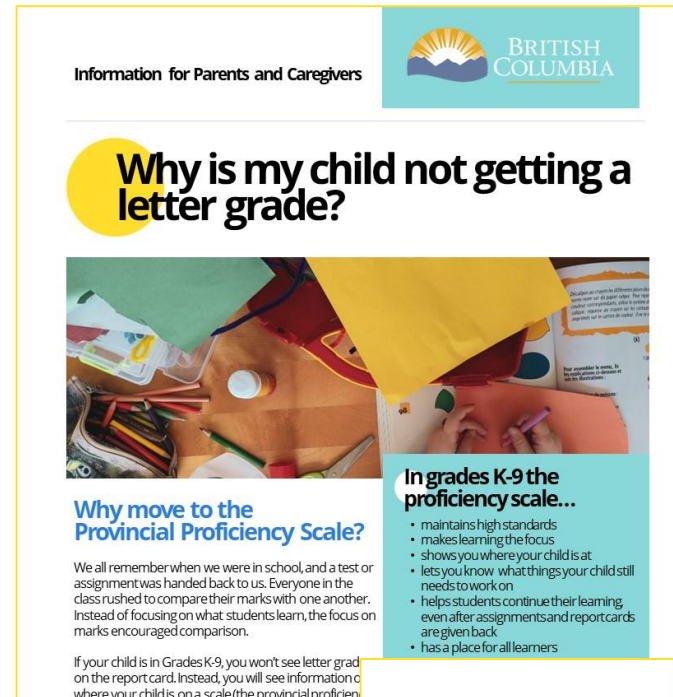
Information for Parents and Caregivers

### What is my child learning?



Information for Parents and Caregivers

### How will I know my child is on track to graduate?



Information for Parents and Caregivers

### Why is my child not getting a letter grade?



Information for Parents and Caregivers

### How will I know how my child is doing?



Information for Parents and Caregivers

### Why is my child self-reflecting and setting goals?



BRITISH COLUMBIA Ministry of Education and Child Care

## K-12 Student Reporting: Information for Parents and Caregivers



### What's inside?

1. **What is my child learning?**  
An overview of BC's curriculum, which sets out what your child is being taught and assessed on in class.
2. **How will I know how my child is doing?**  
A summary of what you can expect to find on your child's report cards.
3. **Why is my child not getting letter grades?**  
An explanation of the Provincial Proficiency Scale and how it will be used if you have a child in grades K-9.
4. **What is descriptive feedback?**  
A description of what you can expect in the written comments your child will get on their report cards.
5. **Why is my child self-reflecting and setting goals?**  
An overview of the importance of self-reflection and goal setting skills, and how your child will grow in these areas.
6. **How will I know my child is on track to graduate?**  
Information about the different pathways to graduation in BC, and how you can be sure your child is on track to graduate.





# Thank-you

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