LANGLEY CHRISTIAN SCHOOL

2003 ASSESSMENT & REPORTING POLICY

Policy Type: Educational Programs
Applies To: All Staff, Students
Approved By: Head of School
Policy Reviewed: every 2 years
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1. PURPOSE & AUTHORITY OF THIS POLICY:

   (a) The LCS Assessment & Reporting Policy describes evidence-based practices that best support student achievement. The purpose of assessment at Langley Christian School is about honouring our students as children of God, inviting them into the learning process and nurturing them in their growth.

   (b) Assessment is about helping students identify their unique abilities and skills, progress in response to positive, supportive feedback, and imagine new possibilities that compel learners to move forward.

   (c) These guidelines also form part of the teacher's job description and are therefore a contractual requirement for all teaching staff and will be included as part of the teacher growth and evaluation process. Parents, caregivers, and all stakeholders can expect that administrations will ensure the guidelines and principles included in this policy are in place in all K-12 classrooms.

   (d) These guidelines are designed to be consistent with provincial requirements for assessment and reporting, and to support the BC K-12 curriculum:

   - K-12 Reporting Policy https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting As an independent school, LCS uses the Ministry of Education & Childcare reporting policy as guidelines, but has autonomy to develop practices specific to our school community.
   - K-12 Classroom Assessment and Reporting: https://curriculum.gov.bc.ca/classroom-assessment

   (e) Consistent with the Framework for Enhancing Student Learning (2021), LCS will use assessments in educational planning and professional development for educational staff with the aim of improving student achievement: SEE 2111 Enhanced Learning Framework Policy (NEW)

2. PRINCIPLES OF ASSESSMENT

   These principles are required for implementation and as such are used as the basis for teacher evaluations.

   (a) Use effective, evidence-based assessment practices.

(b) Use common descriptions of each level of achievement.

(c) Make visible the ongoing impact of our teaching on student learning.

(d) Share clear learning intentions and success criteria makes learning accessible for all students.

(e) Carefully collect data and evidence to make informed decisions about next steps forward in learning.

(f) Use formative assessment to determine "what's next" in order to improve the quality of their performance, and which provide information for the teacher about how to adapt, change or modify the instruction to improve student achievement.

(g) Construct standards-based assessments as an evaluation of a student's current proficiency relative to the expected goal or learning target. It is not based on cumulative averages of scores; instead, evidence of learning (determination over calculation) and professional judgment determines proficiency.

(h) Engage students in self assessment and goal setting as an important part of learning and developing; involving students in the assessment process encourages a sense of ownership.

(i) Report (report cards and conferences) and communicate the level of proficiency the student is currently achieving, rather than an average over time.

3. LCS K-12 GUIDING PRINCIPLES OF STANDARDS-BASED ASSESSMENT

These practices are required for implementation by all K-12 LCS teachers, and as such, are used as the basis for professional standards and teacher evaluations:

(a) Rely on evidence of learning and exemplars of student performance in relation to the learning standards/competencies.

(b) Use performance standards, rubrics, checklists or point-schemes to focus on criteria and performance level requirements.

(c) Make a student's level of achievement visible to him or her, and provide direction about "what's next."

(d) Measure the impact of teaching on student learning by collecting evidence and tracking student growth and achievement (gradebooks with some formative and all summative data, combination of formal assessments like the Fountas and Pinnell reading assessment and in class, teacher designed assessments).

(e) Use evidence about student progress to inform instruction to target areas where a student is not meeting the learning standard.

(f) Facilitate regular formative assessment: ongoing, daily, and timely feedback on student learning.

(g) (Develop summative learning opportunities that measure the impact of teaching at the end of a learning cycle, term, lesson or unit and that follow formative opportunities for practice and feedback.

(h) Provide clear success criteria and learning standards that encourage students to take ownership of their own learning.

(i) (Practice goal-setting before the learning cycle with regular opportunities for self assessment and reflection during the learning cycle. Reflection on core competencies at the end of the learner cycle should inform future goal-setting.

(j) Establish and maintain high expectations for all students' achievement and communicate purpose through clearly-communicated, standards-based goals.

(k) Create well-designed and differentiated learning experiences to help students get closer to the learning targets while maintaining high expectations and standards.

(l) Create and design learning experiences for students with diverse learning abilities or disabilities, who are currently unable to meet the learning standards of a subject area, may have tasks adapted to be assessed using the learning standards of the same subject area in a different grade; teachers and learning services teachers must include plans in the IEP to achieve grade level proficiency within 3 years.

(m) Fully engage, support, and monitor students on a modified program with Individual Education Plan (IEP) that indicates personalized education goals, how these goals will be achieved, and on-going monitoring and assessment to determine when the goals have been met. New goals will be set as students achieve their learning targets.

(n) Students with diverse learning abilities or disabilities who are currently unable to meet the learning standards of a subject area may have tasks adapted to be assessed using the learning standards of the same subject area in a different grade; teachers and learning services teachers must include plans in the IEP to achieve grade level proficiency within 3 years.

4. PROFICIENCY SCALES

The following descriptors, terms and language must be used on summaries of learning, reports and assessments.

ELEMENTARY & MIDDLE SCHOOL PROFICIENCY SCALE			
EMERGING	DEVELOPING	PROFICIENT	EXTENDING
The student demonstrates an initial or undeveloped understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial or limited understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a proficient or complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated or mastery level understanding of the concepts and competencies relevant to the expected learning.
Students who, for a variety of factors, do not produce any evidence of learning for teachers to use in their assessments, will be assigned an "Insufficient Evidence (IE)" grade on reports until such a time that sufficient evidence of learning is produced.			

HIGH SCHOOL PROFICIENCY SCALE				
FAILING (0-49%)	EMERGING [50-64%]	DEVELOPING [65-79%]	PROFICIENT [80-92%]	EXTENDING [93-100%]
The student demonstrates an **insufficient or inadequate** understanding of the concepts and competencies relevant to the expected learning	The student demonstrates an **initial or undeveloped** understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a **partial or limited** understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a **proficient or complete** understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a **sophisticated or mastery level** understanding of the concepts and competencies relevant to the expected learning.
Students who, for a variety of factors, do not produce sufficient evidence of learning for teachers to use in their assessments, will be assigned an "Insufficient Evidence (IE)" grade on reports until such a time that sufficient evidence of learning is produced. If sufficient evidence is not produced before the end of the reporting period then a failing grade will be assigned based on the limited evidence that was produced.				

5. GUIDING PRINCIPLES OF COMMUNICATING LEARNING UPDATES AND SUMMARIES OF LEARNING

   (a) Reports and conferences are a snapshot of to what extent the student is currently demonstrating achievement relative to the learning goals for the *end* of the learning cycle.

   (b) Final grades or term-end achievement levels are not an average of marks but are a teacher's evidence-based judgment of the student's proficiency.

   (c) Rely on authentic evidence and collected samples of student learning, and provide information about the trajectory the student is on.

   (d) Emphasis is on both an understanding of conceptual content knowledge and curricular competencies (skills).

   (e) Provides comments or direction on a student's achievement in communication skills, thinking skills and self-regulation.

   (f) Invites open communication and dialogue between home and school.

6. K-12 REQUIREMENTS FOR LEARNING UPDATES (interim reports, parent conferences etc.)

   (a) LCS will provide all parents/caregivers with at least 4 Learning Updates during the school year and 1 Summary of Learning at the end of the school year.

   (b) Each campus administration will provide a summary document for parents/caregivers of how and when (scheduled dates) the learning updates are provided. Learning updates may include any of the following:

6.b.1. Portfolios (physical or virtual) of student learning, (i.e. SeeSaw)

6.b.2. Parent-teacher and/or student-led conferences (in-person or online)

6.b.3. Interim reports (written)

6.b.4. Report cards (written)

(c) At least 1 Learning Update must take place within the first 25% of scheduled instructional time.

(d) Learning Updates provide responsive and timely information to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. During the school year, parents/caregivers must be provided with at least 2 written Learning Updates of which must follow the requirements below.

6.d.1. Elementary (K-5) & Middle (6-8)

- Proficiency level required for all subjects currently being studied in relation to the Learning Standards, using the Provincial Proficiency Scale and Descriptive Feedback; (Social Studies & Science must be included as separate subject areas on reports and permanent student records)
- Reports provide feedback on student attendance; general summative comments are included outlining areas of significant growth and opportunities and/or strategies for further development in reading, writing, numeracy and social emotional learning.
- Student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

6.d.2. High School (9-12)

- Communication of progress in each subject area currently being studied in relation to the Learning Standards, using letter grades and percentages and Descriptive Feedback— these Learning Updates may also include the Provincial Proficiency Scale.
- Feedback on student attendance, areas of significant growth and opportunities and/or strategies for further development in Curricular Competencies related to the subject area.
- Student-generated content including Student Self-Assessment of the Core Competencies and Student Goal Setting.

7. K-12 REQUIREMENTS FOR SUMMARIES OF LEARNING (report cards)

(a) At the end of the school year LCS must provide 1 written Summary of Learning to parents/caregivers.

(b) The Summary of Learning will use clear and accessible language to provide information about student progress in relation to the Learning Standards of the Provincial Curriculum.

(c) The Summary of Learning must include:

7.c.1. Elementary (K-5) & Middle (6-8)

- Summary of student progress in all subject areas studied during the school year using the Provincial Proficiency Scale and Descriptive Feedback;

- Summary of student attendance, areas of significant growth, and opportunities for further development; and
- Student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

7.c.2. High School (9-12)

- Summary of student progress in all subject areas studied during the school year using letter grades and percentages and Descriptive Feedback—the Summary of Learning may also include the Provincial Proficiency Scale;
- Summary of student attendance, areas of significant growth, and opportunities for further development; and
- Student-generated summary of Student Self-Assessment of the Core Competencies and Student Goal Setting.

8. INSUFFICIENT EVIDENCE OF LEARNING

(a) As defined in the Provincial Letter Grades Order, the "IE" reporting symbol will be used on Learning Updates to alert parents/caregivers when students, for a variety of reasons, have provided insufficient evidence of learning in relation to the Learning Standards of the Provincial Curriculum.

(b) The "IE" symbol is temporary and indicates that further information is required before students can be assessed.

(c) When an "IE" reporting symbol has been assigned teachers must:

8.c.1. Identify the subject areas where there is insufficient evidence of learning

8.c.2. Develop a plan of action to support students in meeting the Learning Standards of the Provincial Curriculum; and

8.c.3. Inform students and parents/caregivers and provide an opportunity to discuss the plan of action, including the insufficient evidence of learning, any problems the student is having, possible solutions, suggested supports and a timeline for resolution.

9. DEFINITIONS

- Core Competencies – Sets of intellectual, personal, social and emotional proficiencies all students need in order to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social.
- Descriptive Feedback – Written comments and/or documented conversations that describe student performance in relation to the Learning Standards and may describe how student learning will be supported by the teacher. This feedback should be in clear language that is accessible to parents/caregivers.
- Learning Updates – Responsive and timely updates to parents/caregivers about student progress in relation to the Learning Standards of the Provincial Curriculum. The requirements for Learning Updates are detailed in the Student Reporting Policy and ensure parents/caregivers are well informed about student learning.

- Learning Standards – The curricular competency Learning Standards (including the skills, strategies, and processes that students develop over time) and the content Learning Standards (the essential topics and knowledge at each grade level), as set out in the Provincial Curriculum.
- Provincial Proficiency Scale – The four categories of student performance (Emerging, Developing, Proficient or Extending) as defined in the Provincial Letter Grades Order and the Student Progress Report Order.
- Student Goal Setting – Student goals for their own learning and development for the given school year. Goal setting should begin as early in the year as possible and is usually a year long process. Goals should be informed by Student Self-Assessment of the Core Competencies and may connect learning to broader career and life aspirations.
- Student Self-Assessment – Student reflection on their personal progress in developing the Core Competencies and student reflection on their learning engagement and responsibility. These reflections should inform Student Goal Setting.
- Summary of Learning – A summative, written report to parents/caregivers that describes student progress and achievement at the end of a school year.

RELEVANT POLICIES:

2001 CURRICULUM POLICY
2002 INSTRUCTIONAL GUIDELINES
2111 ENHANCED LEARNING FRAMEWORK POLICY

Reviewed: 10 2026