



Communicating Student Learning

VCS Assessment & Reporting 2025-26

Dear VCS Parents,

Below is an overview of how VCS reports on student learning throughout the school year. Regular updates on progress help parents understand their child's strengths and areas for improvement, empowering them to engage more effectively in their child's education and goal-setting. Effective communication also helps build trust between educators and families, as we seek to work in partnership to “equip students for a life of discipleship by providing excellent education in a Christ centred community.”

K-12 Report Cards

Report cards are intended to be a “snapshot” of student progress, working together with other evidence of learning throughout the year, such as...

- Parent-teacher conferences
- Student-led conferences
- Celebration of Learning events
- Email and phone-call correspondence
- Student work samples, portfolios, and self-assessments
- MySchool student and parent portal (online assessment data)



Elementary Campus Report Cards:

Dates: November 14 / February 27 / June 27

- Grades K-6 students receive three written report cards over the course of the year.
- Report Cards include written comments that are individualized, specific and address “competencies.” Comments are designed to be strengths-based – focusing on student strengths and abilities in order to set goals, promote progress, and support learning.
- Student generated content (self Assessment & goal setting) will be regularly included within report cards, or sent home by the teacher along-side published report cards.
- Proficiency Scale (Gr.K-9): Student progress in each subject area will be assessed with reference to a province-wide, 4-level proficiency scale (inserted below). These achievement indicators are intended to reflect student progress in relation to widely held grade-level standards.

Secondary Campus Report Cards

Dates: November 14 / January 23 / April 17 / June 26

- We have 4 written report cards for grades 7-12 (one for each term). An achievement indicator and a comment will be posted for each course (the exception is that comments will not be posted in Term 1, as we prioritize parent-teacher conference dialogue); a work-habits/attitude-behaviour descriptor will also be posted for each course, including “Crew” and “Flex.”
- Student generated content (self assessment & goal setting) will be included in Terms 1 and 3.

Parent-Teacher Conferences (K-12)

- We value parent-teacher conferences as a way to communicate *with* parents, rather than simply report to parents. This emphasis on dialogue comes from a desire to maintain strong school-family partnerships.
- K-12 Parent-teacher conferences are scheduled for **October 23** (sign-up procedures will be emailed).

Student-Led Conferences (K-6)

- Students lead their parents through a portfolio of their learning journey in the classroom
- Student-led conferences are scheduled for the evening of **February 11** (sign-up procedures will be emailed).

Proficiency Scales & Assessment Descriptors

K-9 Student Proficiency Scale

Emerging	Developing	Proficient	Extending
Demonstrates an initial understanding of the concepts and competencies relevant to the expected learning	Demonstrates a partial understanding of the concepts and competencies relevant to the expected learning	Demonstrates a complete understanding of the concepts and competencies relevant to the expected learning	Demonstrated a sophisticated understanding of the concepts and competencies relevant to the expected learning
• I do not yet understand • I am still figuring out what I have to do • I am hesitant to participate or try • I need continual support	• I am still growing in knowledge and understanding • I am starting to get it; I think I know how to move forward • I am not always consistent enough yet to share what I know. • I sometimes need support	• My understanding is solid • I have strong and original ideas • I consistently share what I know • I can work independently	• My understanding is above expectations • I have complex, creative ideas • I confidently share what I know • I work independently and can support the learning of others

For more information about BC's Assessment & Reporting Framework: [Communicating Student Learning](#)

Grade 10 -12 Assessment Descriptors

Letter Grade	Percentage Range	Definition
A	86-100	The student demonstrates excellent or outstanding learning in relation to expected learning standards.
B	73-85	The student demonstrates very good learning in relation to the learning standard.
c+	67-72	The student demonstrates good learning in relation to the learning standards
C	60-66	The student demonstrates satisfactory learning in relation to the learning standards.
C-	50-59	The student demonstrated minimally acceptable learning in relation to the learning standards.
F	0-49	The student has not demonstrated, or is not demonstrating, minimally acceptable learning in relation to the learning outcomes of the course. The letter grade F may only be assigned if and “IE” (insufficient Evidence of Learning) letter grade has previously been assigned for that course.
SG	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.
TS	N/A/	Transfer Standing: May be granted by the principal, vice principal, or director of instruction in charge of a school based on a 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.
IE	N/A	Insufficient Evidence of Learning: The Student has not provided sufficient evidence of learning in relation to the learning outcomes for the course.
W	N/A	Withdrawal: According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, the vice principal, or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.

Gr.7-12 Attitude/Behaviour & Work Habits Descriptors

Attitude and Behaviour			
Excellent	Good	Satisfactory	Needs Improvement
Exceptional demonstration of attitude and behaviour that is respectful, positive, kind/caring and servant hearted	Consistent demonstration of attitude and behaviour that is respectful, positive, kind/caring and servant hearted	Working towards consistency in attitude and behaviour that is respectful, positive, kind/caring and servant hearted	Often does not demonstrate an attitude and behaviour that is respectful, positive, kind/caring, and servant hearted

Work Habits			
Excellent	Good	Satisfactory	Needs Improvement
Responsibility: virtually always on time and prepared for class, outstanding work ethic, meets deadlines, meets or exceeds class requirements	Responsibility: Consistently on time and prepared for class, strong work ethic, meets deadlines, meets class requirements	Responsibility: generally on time and prepared for class, willing to work and learn occasionally does not meet deadlines, usually meets class requirements	Responsibility: frequently unprepared and/or late for class, assignments are regularly overdue, often does not meet requirements
Cooperation: class leader, takes initiative by exemplifying a high degree of positive, meaningful participation and interactions with others	Cooperation: consistently works well with other students and teachers, participates in class in a meaningful way	Cooperation: usually works well with other students and teachers	Cooperation: has difficulty working with other students and teachers
Independence: a keen and enthusiastic learner, actively seeks out personal growth and learning opportunities	Independence: a self-directed learner, takes initiative in learning	Independence: sometimes requires teacher direction to be productive	Independence: often requires teacher direction to focus and be productive

