

Aligning Assessment Practices with the New Curriculum

An evening for Parents
Maureen McRae-Stanger
Director of Instruction, Learning and Innovation



New
Westminster
Schools

Traditional Acknowledgement



Learning Targets

PARTICIPANTS WILL BE ABLE TO:

- **Understand** the rationale for changes to the BC curriculum
- **Explore** the language of assessment
- **Understand** the need for alignment
- **See** how report cards are beginning to look different



Think, Puzzle, Explore



Ministry of Education: Why Change?

Capable young people thriving in a rapidly changing world

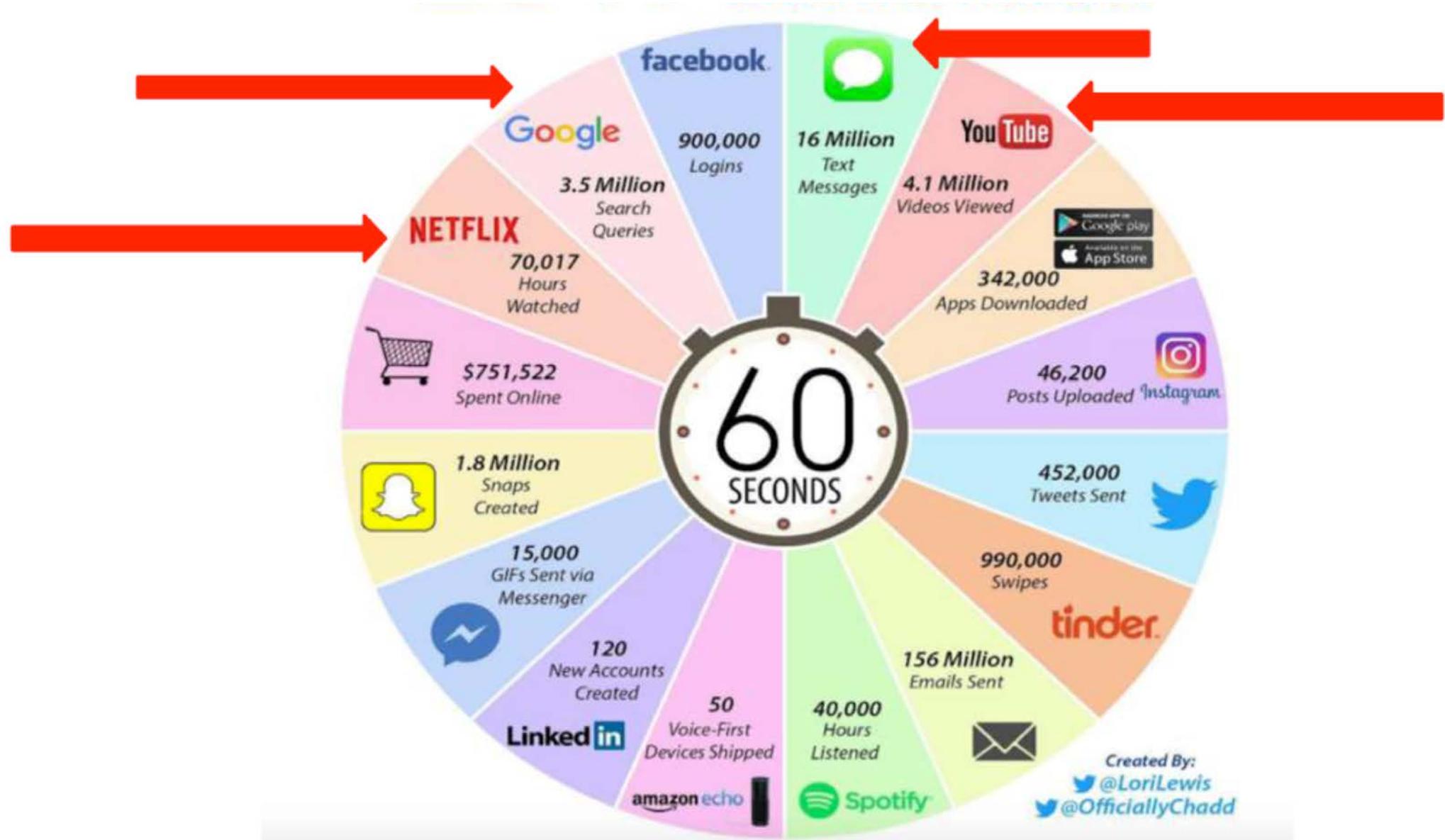
We need an education system that:

- better engages students in their own learning
- fosters the skills and competencies they will need to succeed

Focus on:

- personalized learning
- quality teaching and learning
- flexibility and choice
- high standards





Trending Job Skills: 2022

World Economic Forum: Survey of Jobs, 2018

Analytical thinking and innovation

Active learning and learning strategies

Creativity, originality and initiative

Technology design and programming

Critical thinking and analysis

Complex problem-solving

Leadership and social influence

Emotional intelligence

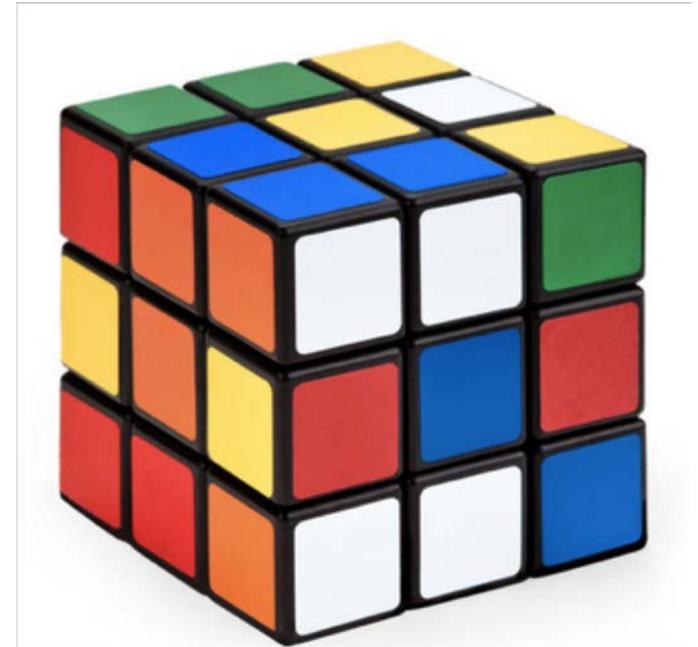
Reasoning, problem-solving and ideation

Systems analysis and evaluation

The Curriculum Shift: Then and Now...



2-D: Knowledge and Skills

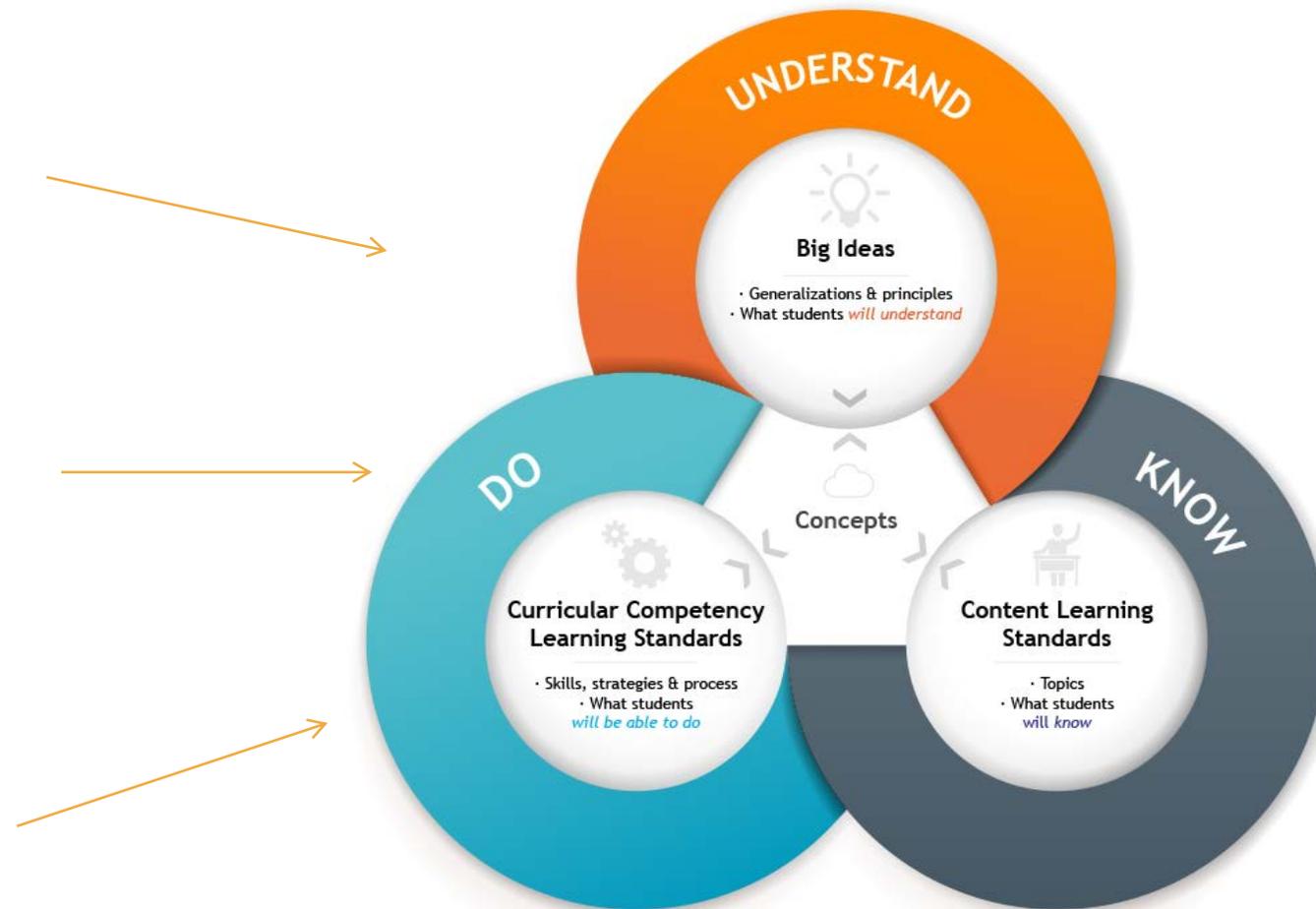


3-D: Understanding

Curriculum Framework

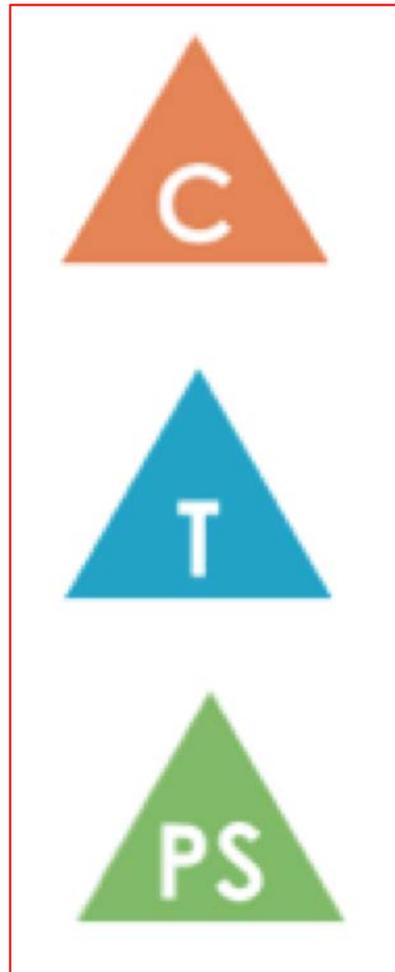


Core Competencies



Learning Standards

Core Competencies



Trending Job Skills: 2022 <i>World Economic Forum: Survey of Jobs, 2018</i>	
C	Analytical thinking and innovation
T	Active learning and learning strategies
T	Creativity, originality and initiative
T	Technology design and programming
T	Critical thinking and analysis
T	Complex problem-solving
PS	Leadership and social influence
PS	Emotional intelligence
PS	Reasoning, problem-solving and ideation
PS	Systems analysis and evaluation

Big Ideas



Area of Learning: ENGLISH LANGUAGE ARTS — English Studies

Grade 12

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to **Reconciliation**.

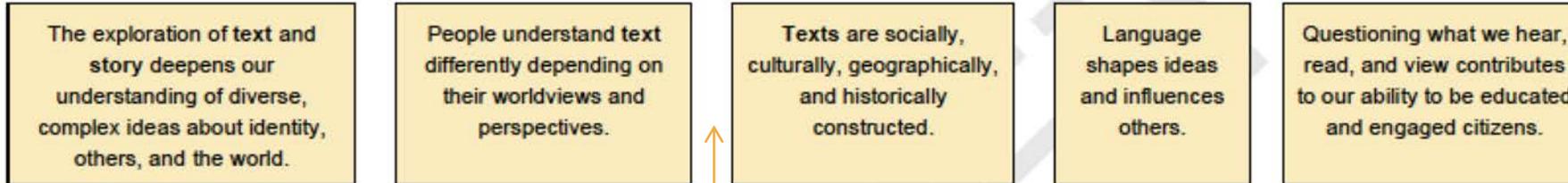


- for all students
- concept based
- cross grade levels
- cross curricular areas
- deep and enduring

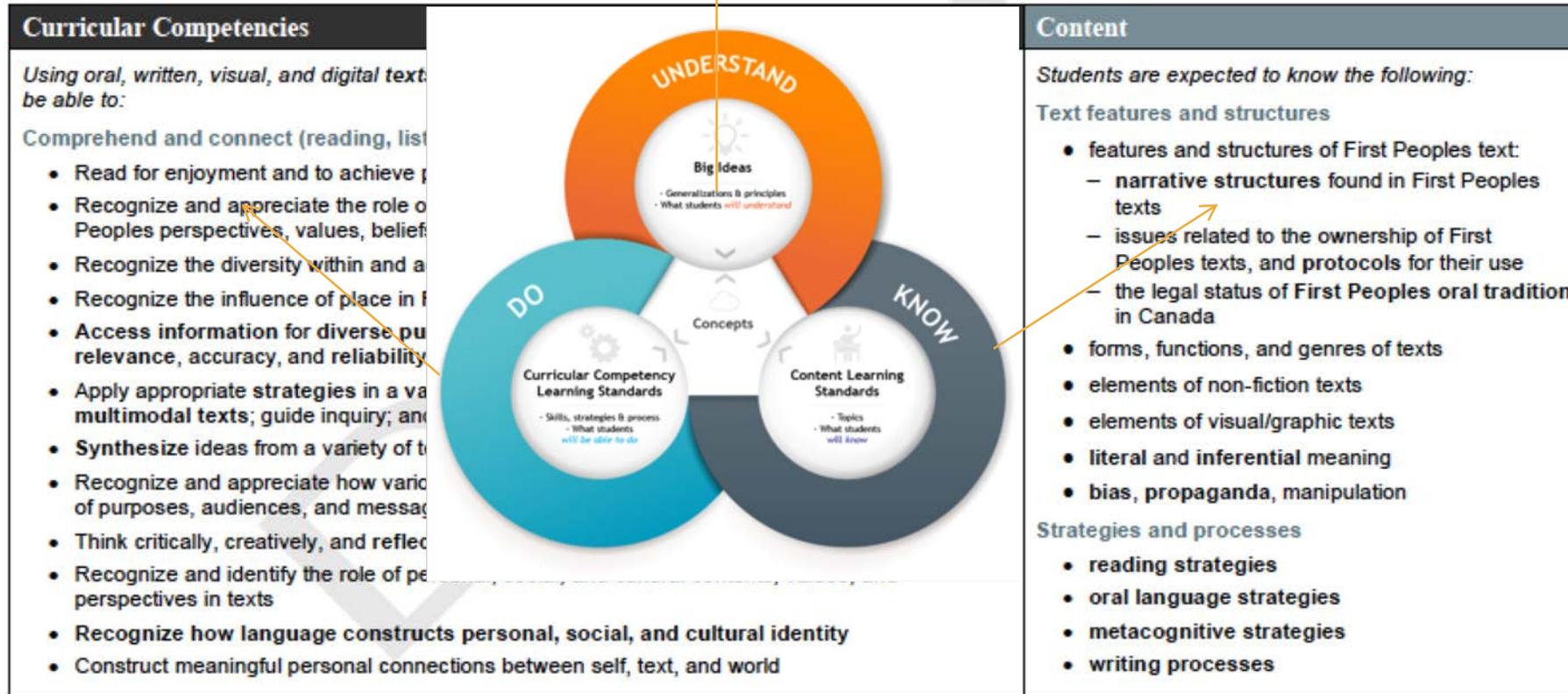
Learning Standards

Curricular Competencies	Content
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Comprehend and connect (</p> <ul style="list-style-type: none"> • Read for enjoyment and • Recognize and appreciate First Peoples perspective • Recognize the diversity • Recognize the influence • Use information for diverse • Evaluate the relevance • Select and apply appropriate oral, visual, and multimodal • Understand and appreciate of texts reflect a variety • Think critically, creatively and beyond texts • Recognize and Identify in texts, including gender • Appreciate and understand cultural identities 	<p>Students are expected to know the following:</p> <div data-bbox="662 328 2089 1142" data-label="Diagram"> </div> <ul style="list-style-type: none"> • ownership of • Peoples oral tradition • S • S <p>• multimodal reading strategies</p>

BIG IDEAS

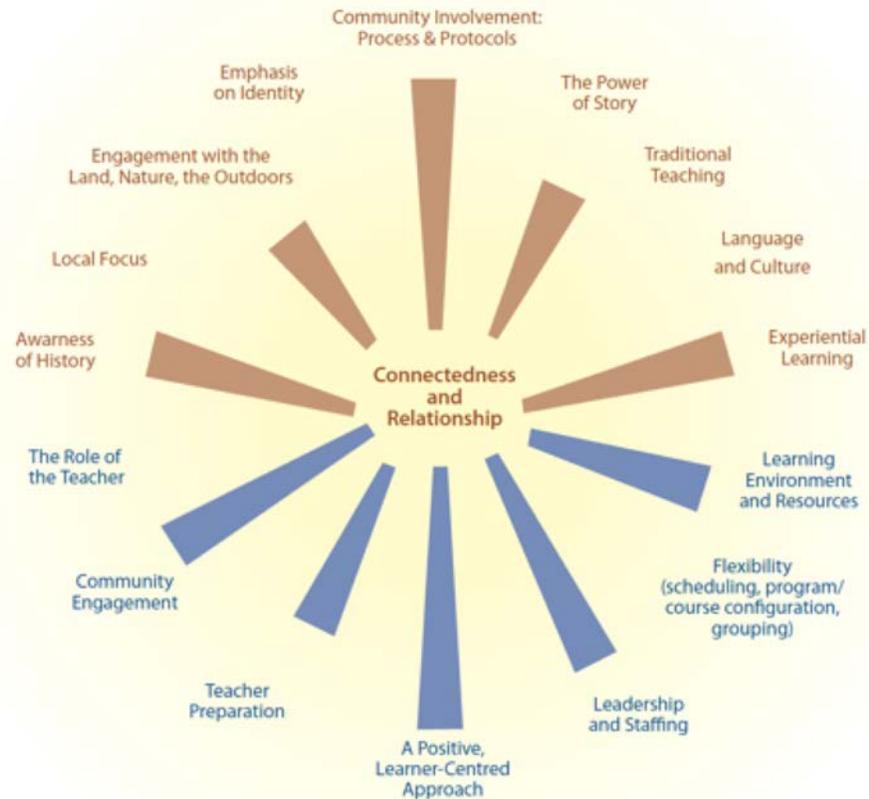


Learning Standards



Aboriginal World Views/First Peoples Principles of Learning

Characteristics of Aboriginal Worldviews and Perspectives



Attributes of Responsive Schooling

FIRST PEOPLES PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

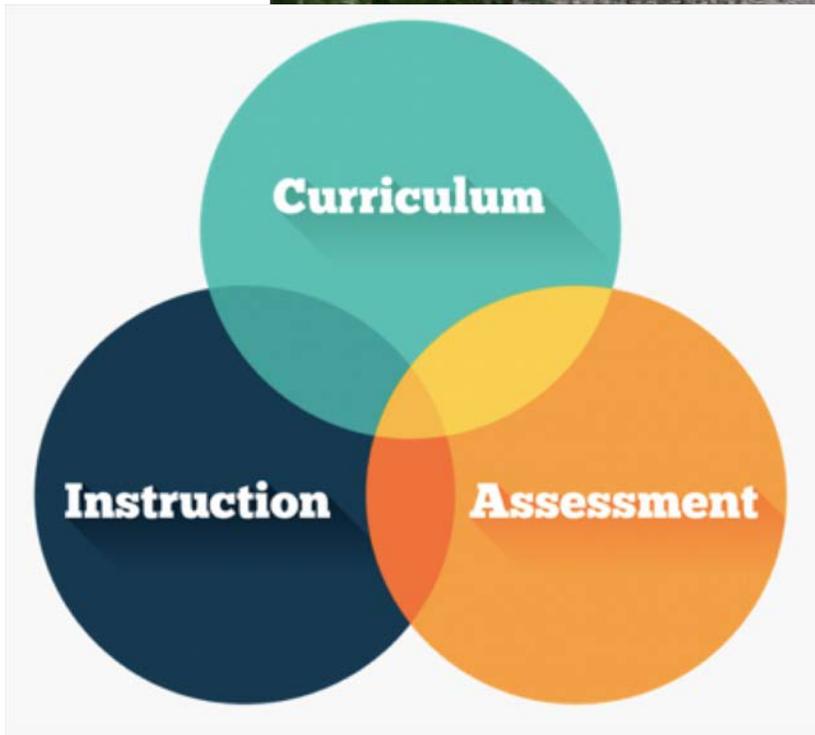
Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

For First Peoples classroom resources visit: www.fnesc.ca

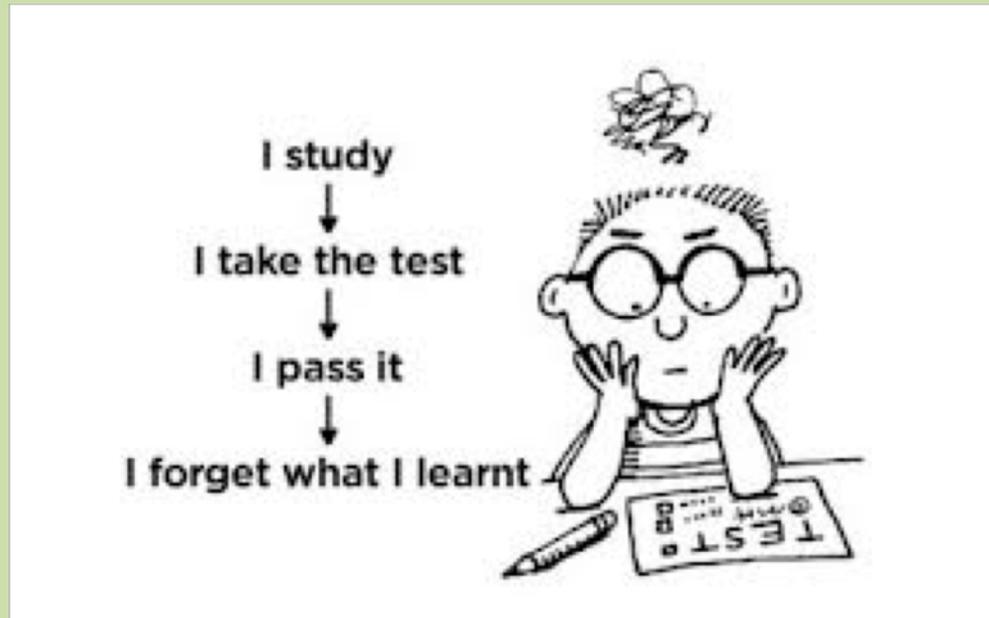
fnesc

Alignment



Shifting Our Practice...

How I Used to Assess



How I Assess Now



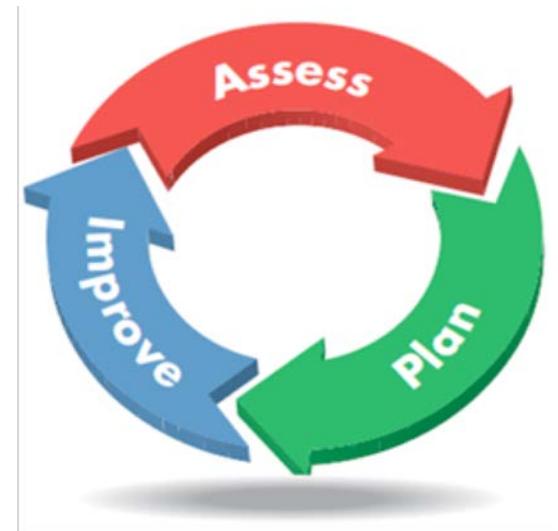
The Language of Assessment:



What is Assessment?

Evidence of student learning:

- **Formative:** feedback to improve learning
- **Summative:** snapshot at the “end”, after lots of feedback and practice
 - focuses on **know, do, understand**
 - **varied** and **frequent** over time
 - **student** involved – **at centre** of process
 - teacher constantly **reflecting/adjusting**



Evaluation

- **professional judgement** of the assessment evidence; based on criteria and standards
- **not an average of scores**
- consideration of **most consistent & recent performance level**
- drives teacher planning



Communicating Student Learning

- communication of performance to student/parent
- frequent: informal and formal
 - phone calls
 - student led conferences
 - emails
 - report cards...
- performance language: meeting, exceeding etc...
- includes student's ability to know, do and understand
- includes plans for growth and improvement



Assessing Know, Do, and Understand

Know:

- content
- facts, information

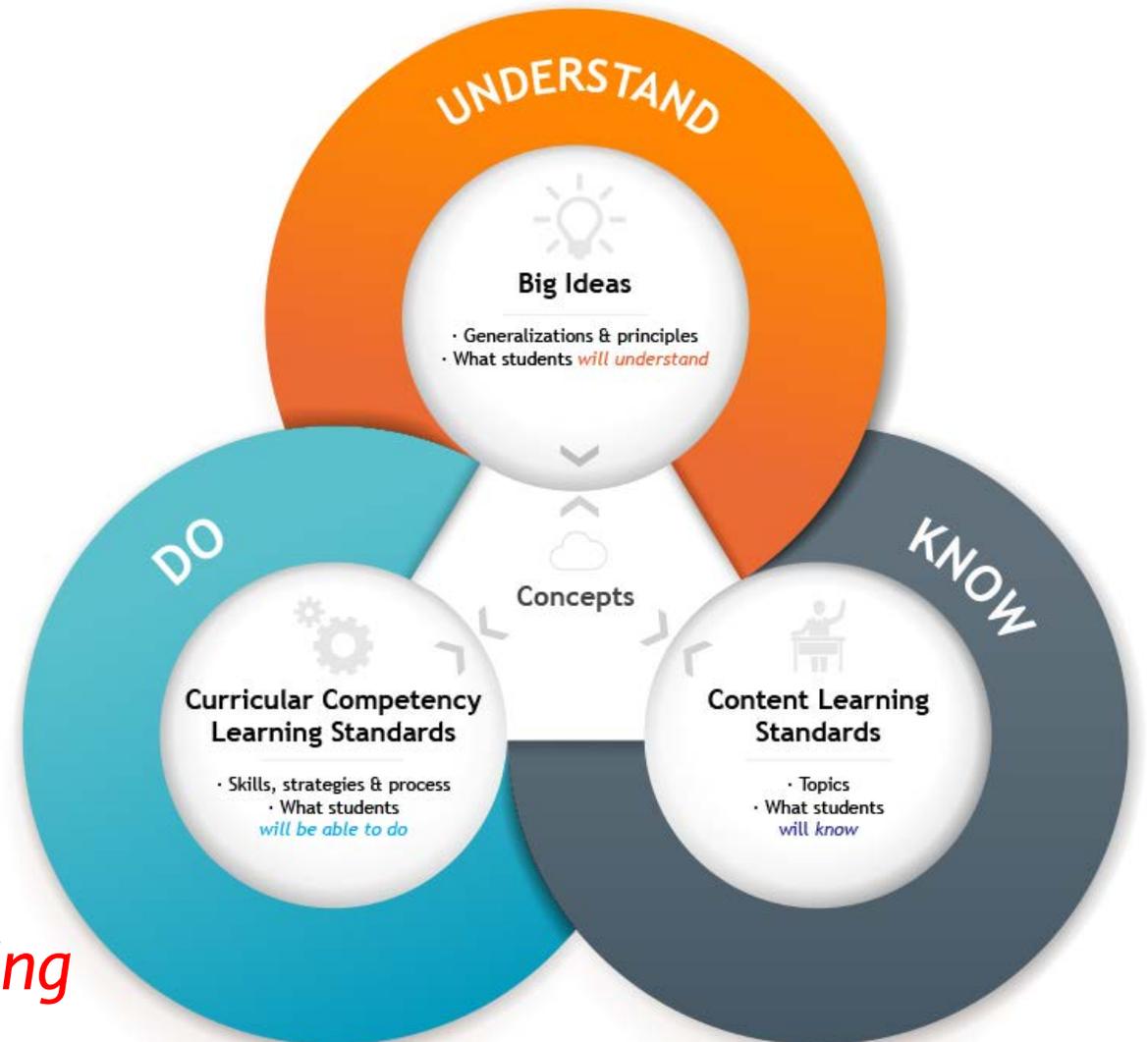
Do:

- skills and processes
- “how to”

Understand:

- apply and transfer knowledge and skills to a new situation
- deep, enduring

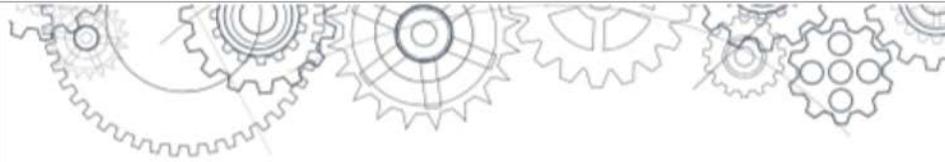
Most difficult to assess=understanding



Impact of Assessment Shifts



Assessment Supports from the Ministry



Criteria Categories and Criteria for English Language Arts K-9

Criteria category	Grades K-1	Grades 2-3	Grades 4-5	Grades 6-7	Grade 8-9
Engaging and Questioning	<ul style="list-style-type: none"> Listen and respond Discover that story/text has purpose Make connections and use background knowledge to show understanding Ask questions related to the topic 	<ul style="list-style-type: none"> Listen and respond Choose story/text for purpose Make connections and use background knowledge to show understanding Ask meaningful questions 	<ul style="list-style-type: none"> Listen and respond Locate information from multiple sources for purpose Make connections and use background knowledge to show understanding Ask clarifying questions to extend thinking 	<ul style="list-style-type: none"> Listen and respond Organize and assess information from multiple sources for purpose Make connections and use background knowledge to show understanding Ask critical questions to extend thinking 	<ul style="list-style-type: none"> Listen and respond Evaluate and synthesize information from multiple sources for purpose Make connections and use background knowledge to show understanding Question, speculate, and problem solve to extend thinking
Processing	<ul style="list-style-type: none"> Make meaning from shared story/text Recognize that print goes left to right and top to bottom Recognize the difference between a letter and a word Recognize that a letter makes a sound Put letters together to make words Identify familiar sight words Recognize beginning, middle, and end of story/text 	<ul style="list-style-type: none"> Use decoding skills and reading strategies to decipher text Identify sight words Understand beginning, middle, and end of story/text 	<ul style="list-style-type: none"> Use strategies to access text and expand word knowledge Understand beginning, middle, and end of story/text 	<ul style="list-style-type: none"> Use strategies to access text and expand word knowledge Recognize that stories follow linear, circular, and/or iterative patterns 	<ul style="list-style-type: none"> Use strategies to access text and expand knowledge Understand that authors choose a format (linear, circular, and/or iterative) through which to tell their stories

A Framework for Classroom Assessment

Criteria Categories

Teachers worked to group or “roll up” the curricular competencies into five criteria categories that reflect important aspects of the area of learning.

Table 1: Criteria categories for Science, ELA, Social Studies, and Mathematics

Science	English Language Arts	Social Studies	Mathematics
Questioning	Engaging and Questioning	Inquiry and Questioning	Questioning and Investigating
Procedures and Evidence	Processing	Evidence and Interpretation	Connecting and Reflecting
Analysis	Analyzing	Analysis	Reasoning and Analyzing
Ethics	Recognizing Identity and Voice	Ethics and Decision-making	Understanding and Solving
Communicating	Constructing and Creating	Communication and Justification	Communicating and Representing

SHIFT from TERM to TREND Grading

Term Grading: focuses reporting on the content/units covered during a specific reporting period. Each term reports on different content/skills and the marks for each term are in isolation. The third or final term report is typically an average of all three terms.

Example:

- ▶ Term 1: ELA Grade 3--Approaching Expectations
- ▶ Term 2: ELA Grade 3--Exceeding Expectations
- ▶ Term 3: ELA Grade 3--Exceeding Expectations
- ▶ Final: ELA Grade 3: Meeting Expectations

Cumulative Grading: focuses reporting on understanding, skills, and processes in relation to content. These understandings, skills, and processes are taught over the entire year, not just in one term.

Example:

- ▶ Term 1 = Formative: a snapshot in time based on most recent and consistent performance of understanding and skills
- ▶ Term 2 = Formative: a snapshot in time based on most recent and consistent performance of understanding and skills
- ▶ Term 3 = Summative: a look back at the whole year. The final summative progress grade assigned should be the most consistent/recent. This is referred to as “trend” reporting.

Shifting Reporting



A Framework for Writing Report Card Comments	
Know	<p>Overview Statement:</p> <p>Explain the “Big Idea” explored and the content covered during the Term</p>
Do/Understand	<p>Describe student performance in the Curricular Competencies:</p> <ul style="list-style-type: none"> • What can the student do and apply? • Provide evidence/examples of their proficiency
Next Steps	<p>Goal setting:</p> <ul style="list-style-type: none"> • Areas of focus for the next reporting period • Highlight goals and objectives in the IEP

Communicating Student Learning

2019

Alex Abbey

PEN: 123456789

Grade 08

Jamal Miyazaki



Glenbrook Middle
701 Park Cres
New Westminster, BC
V3L 5V4
604-517-5940

School Message

Dear Parents and Guardians,

The New Westminster School District is committed to ongoing and responsive forms of communicating student learning and reporting to parents. Effective communication involves the teacher, student, and parents participating in ongoing dialogue throughout the school year, and ensures that parents and guardians understand where your child's progress is in relation to the learning standards of the B.C. Curriculum (what your child knows, can do, and understands), what your child is working toward, any interventions your child may require, and ways to further support your child's learning. Communication should also include information about how your child approaches the learning process.

For more information about BC's new curriculum please visit <https://curriculum.gov.bc.ca/>

Student Self-Assessment of Core Competencies

Ongoing opportunities for self-assessment and goal setting may happen at any point during the learning process that seems appropriate for the students and teachers. Taking opportunities to talk with students about how self-reflection can support them in achieving their learning goals can jump start the self assessment process.

Students come to the classroom with experiences and knowledge related to Core Competencies. Self assessment lets them describe themselves as unique individuals in relation to the Core Competencies and to set goals and gain greater ownership of their learning when they can describe who they are as learners, document their progress and share their accomplishments in an ongoing and holistic manner. Find out more about the importance of self-assessment and Core Competencies at:

<https://curriculum.gov.bc.ca/competencies>

SUMMARY OF STUDENT LEARNING

Jamal Miyazaki

Alex has shown growth in her learning throughout the term. Her work in the Socials project about Mezo Americans and how European conquistadors destroyed thriving civilizations was wonderfully researched and well written.

The video she made for her yoga routine was outstanding though the sound needed a little work.

Alex also seems to have overcome most of the struggles she was having in Math at the beginning of the year. Her

ENGLISH LANGUAGE ARTS 8**B**

Jamal Miyazaki

<https://curriculum.gov.bc.ca/curriculum/english-language-arts/8>**Know:**

In this reporting period the class has focused on reading strategies and language features that help us to understand some of the "subtle" messages hidden in novels. We used *The Outsiders* as a lens through which to view ideas through different perspectives.

Do/Understand:

Alex is meeting expectations in her understanding of how language works and is able to make connections between what she reads and what happens in real life. She is exceeding expectations in her understanding of how literary devices work to enhance the plot of a story and develop empathy with the characters.

Next Steps:

When reading for information Alex needs to work on thinking more critically about the content that she's reading.

MATHEMATICS 8**A**

Jamal Miyazaki

<https://curriculum.gov.bc.ca/curriculum/mathematics/8>**Know:**

In this term we have focused on operations with integers and the relations between decimals and fractions. We spent a lot of time making sure everyone understood and could visualize what fractional values meant and how to add and subtract fractions with different denominators.

Do/Understand:

Alex is exceeding expectations in computational fluency (i.e. mental math) and is meeting expectations in her reasoning and logic skills. She is exceeding expectations in her ability to visualize and express fractional and decimal values.

Next Steps:

Alex should focus on her problem solving abilities and mentally translating from text to mathematical notation.

Our Pathway

