

# Communicating Student Learning

Ridgeway Family Info Session

November 20, 2023





Tsleil-Waututh Nation  
PEOPLE OF THE INLET

Sḵwǵwú7mesh Úxwumixw  
Squamish Nation



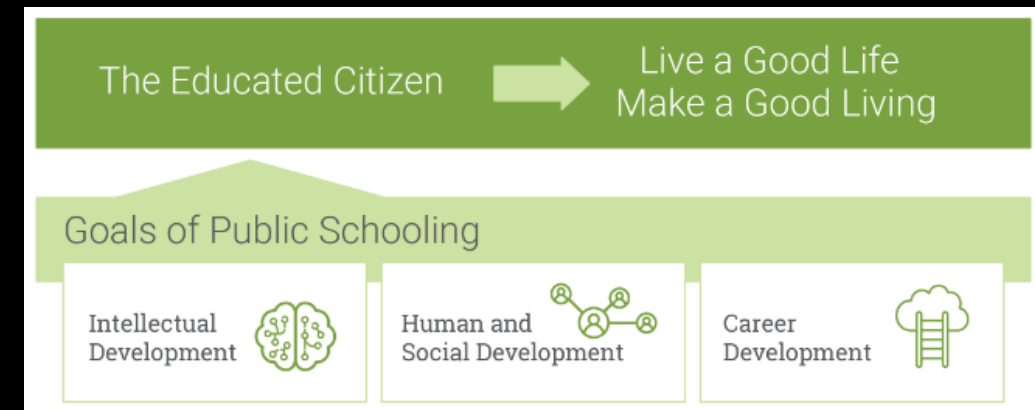
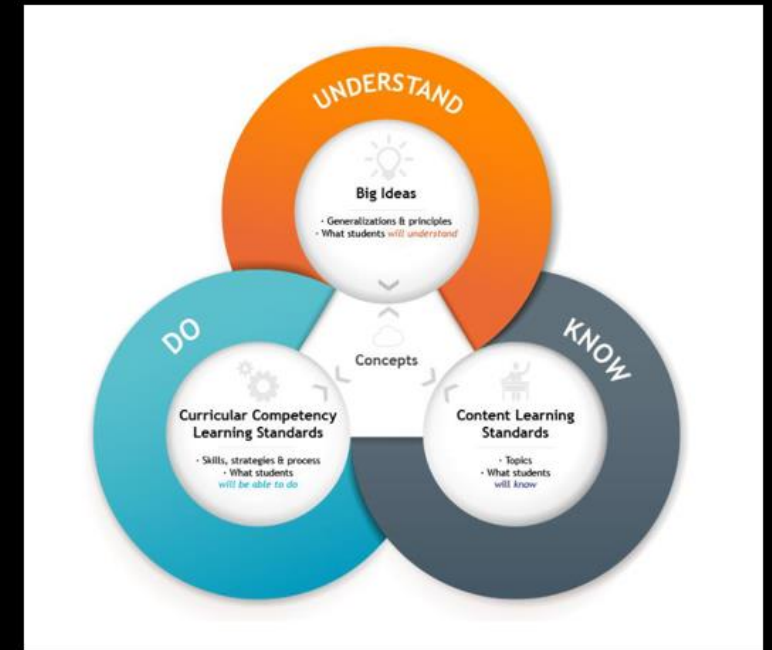
# Shape of the Evening

- Why are there changes?
- What are the changes?
- The BC Proficiency Scale
- What can you expect this year?
- Questions



# Why are things changing?

- This is a Ministry mandate
- BC redesigned the provincial curriculum in 2014, but report cards haven't changed since 1994
- Assessment, evaluation and reporting practices are shifting to align with our current curriculum
- Student self-reflection of the Core Competencies and goal setting gives every student input into their learning, including where they go next
- Changing the frame of learning to centre on a continuum



# What is changing?

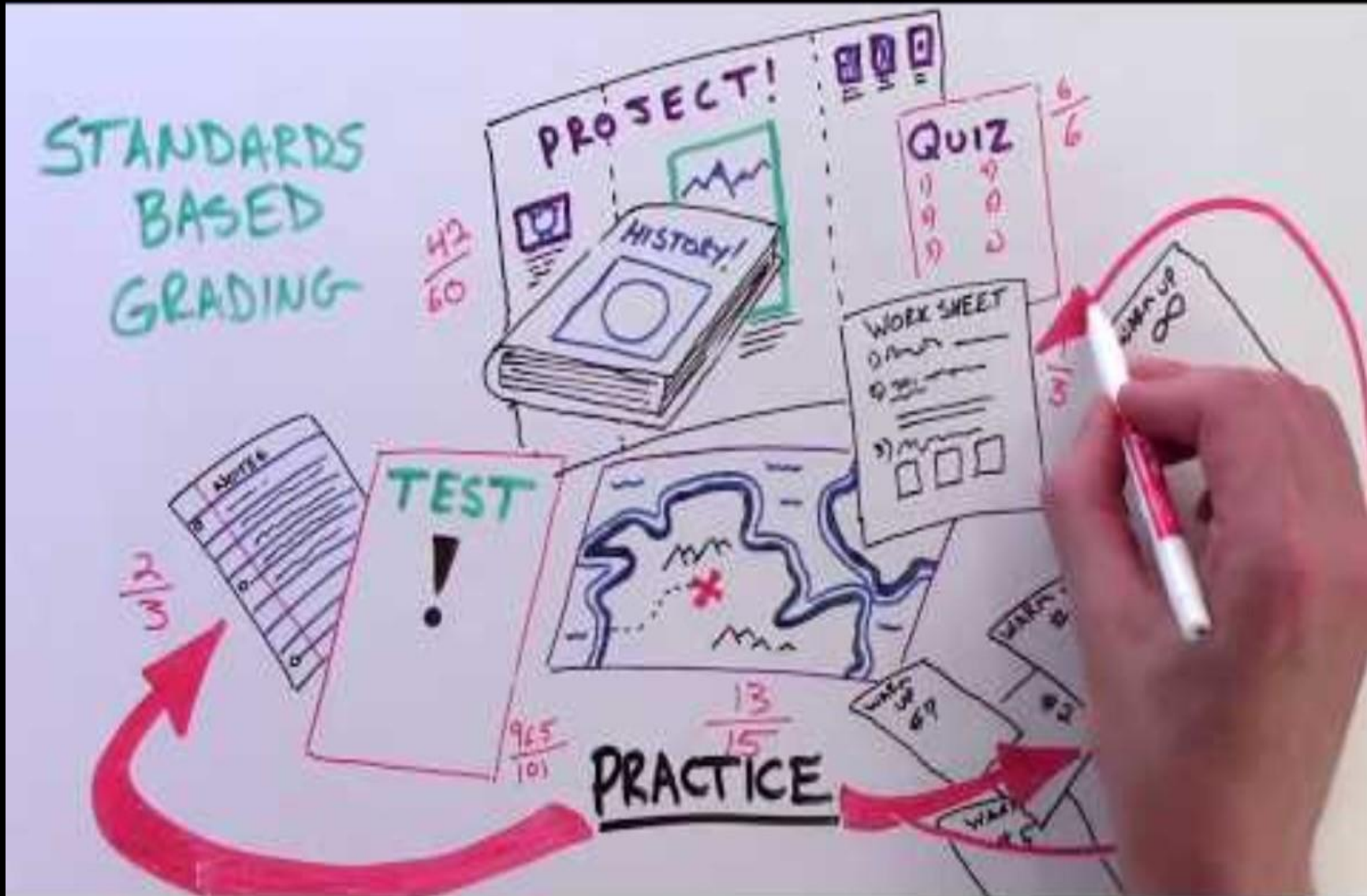
## What is the same?

- 5 communications of student learning (3 written & 2 conferences)
- Letter grades and percentage Grades 10-12
- Written comments for each subject
- Information about what your child can do and what your child needs to work on


## What is new?

- Proficiency Scale for K-9
- Written comments for each subject will focus on student abilities, not what was covered in class
- Information on your child's learning habits and behaviour
- Student self-reflection of the Core Competencies and goal setting in all grades in all three terms
- Focus on clear language and less jargon

# Standards Based Grading Video



# The BC Proficiency Scale



Proficiency Scale <sup>1</sup>	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.

# What does each scale indicator mean?

## 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 standard 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'.

A who uses supports, or 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.



# Ride a Bike through the Proficiency Scale

1. Talk with your table.
2. What would someone learning to ride a bike be able to do at each proficiency indicator?
3. Choose a recorder. Write group ideas on the paper in the corresponding column.



## EMERGING



I don't get it yet,  
but I am trying.

I am just getting started  
and learn best with help.

I demonstrate an initial  
understanding of the concepts  
and competencies relevant to  
the expected learning.



I'm starting to get it.

I understand some of it and  
am beginning to do more  
and more on my own.

I demonstrate a partial  
understanding of the concepts  
and competencies relevant to  
the expected learning.

## PROFICIENT



I get it.

I understand and can  
do it on my own.

I demonstrate a complete  
understanding of the concepts  
and competencies relevant to  
the expected learning.



I really get it and can  
teach others how to do it.

I understand and go beyond  
what is expected of me.  
I can teach it to a friend.

I demonstrate a sophisticated  
understanding of the concepts  
and competencies relevant to  
the expected learning.

## EXTENDING

## Emerging



- May have all equipment out
- Started to dig a hole
- Minimal effort to plant a garden
- Haven't planted any actual seeds

Is Beginning to look like what I need.

## Developing



- Starting to create a flower garden
- Few sprouts
- Needed help from others
- Watered once in a while

Almost what I needed but missing some aspects

## Proficient



- Have created a beautiful flower garden
- Properly watered and fertilized
- Flowers of many vibrant colours.
- In a proper garden box.

Exactly what I needed

## Extending



- Beautiful flowers of lots of vibrant colours and varieties
- Not just a flower garden there's more
- Everything is very well taken care of.

What I needed and more

# EMERGING ◉ DEVELOPING ◉ PROFICIENT ◉ EXTENDING ◉

Um...? What do I do now?

Ahhh!

THANKS!

Wow!

- Starting to get some ideas for the procedure.
- Collecting ingredients for the cooking
- Doesn't know what to do a little bit
- Needs help from someone
- Sometimes panics
- A bit nervous

- starting to make some effort
- Panicking, but more calmer
- Sometimes needs help
- Can imagine the procedure
- Not confident yet.
- Starting to control their cooking skill a little bit

- Confident
- Needs no help
- Really Calm
- Can control their cooking skill
- Successfully imagine the procedure
- Mostly Successful

- Can easily cook things.
- always successful
- extremely calm
- Can possibly cook other things too.
- Do not need to imagine the procedure
- Can help others
- Extremely confident

TRICK OR TREAT CANDY			
Proficiency Scale			
1-Emerging	2-Developing	3-Proficient	4-Extending
This ain't even candy man.	Um... okay thank you I guess.	Nice! Thank you! Happy Halloween.	I better come back next year!
<ul style="list-style-type: none"> <li>• Not what I asked for</li> <li>• Not Candy</li> <li>• No use for</li> <li>• Still needs work with</li> <li>• I wanted candy I got a broken pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Close to what I asked</li> <li>• Still is not candy</li> <li>• Is a healthier option but still not good</li> <li>• Half of what is needed</li> <li>• I wanted chocolate, I got a granola bar</li> </ul>	<ul style="list-style-type: none"> <li>• Is exactly what I asked for all that exceeded delight!</li> <li>• I wanted candy I got candy</li> </ul>	<ul style="list-style-type: none"> <li>• More than what is needed</li> <li>• Much, much, more</li> <li>• extras</li> <li>• I wanted candy and I got more than just candy</li> </ul>

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none"> <li>• Beginning to understand the concept but not fully grasping the whole idea</li> </ul> <p>- I asked for a three story house and I got a doghouse</p>	<ul style="list-style-type: none"> <li>• The work has the foundation of what I asked for but it is still missing quite a few specifics</li> </ul> <p>- I asked for a three story house and I got a cabin</p>	<ul style="list-style-type: none"> <li>• The work is exactly what I asked for. My every wish for it was made a reality.</li> </ul> <p>- I asked for a house and that's what I got</p>	<ul style="list-style-type: none"> <li>• The work is what I asked for and more! It has extra details that bring the whole piece together</li> </ul> <p>- I asked for a house and I got a modern mansion with a car and a rooftop deck</p> <p>- It's more than just a house</p>
<p>See a doghouse!</p>			

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# What can you expect this year?

Types of Reporting	Format	Date(s)
First Informal Learning Update	STF Conferences	Oct 16, 18, 24, 26, Nov 1
First Written Learning Update	Term 1 Report Card	Published Dec 15
Second Informal Learning Update	Student Leds/Open House	Tuesday, March 12
Second Written Learning Update	Term 2 Report Card	Published Mar 15
Summary of Learning	Term 3 Report Card	Published June 25

- STF Core Competency goal on Term 1 Report Card
- STF Core Competency goal reflection on Term 2 and Term 3 Report Cards

# Resources and Questions

- [Communicating Student Learning \(Reporting\) - North Vancouver School District \(sd44.ca\)](https://www.sd44.ca)
- [K-12 Student Reporting Information for Parents and Caregivers Package 3 PAGER Updated \(gov.bc.ca\)](https://www.gov.bc.ca)

