

# 2016- 2017 Curriculum and Assessment Update

NOVEMBER 8, 2016

## Opportunities and Challenges



1. Why a new curriculum?
2. What does the curriculum look like in the classroom?
3. How is the NVSD transforming *Communicating Student Learning: Reporting*?

### Connect

How are the ideas/info connected to what you already know?

### Extend

What new ideas did you hear that extend/broaden your thinking?

### Challenge

What puzzles you? What challenges your ideas?



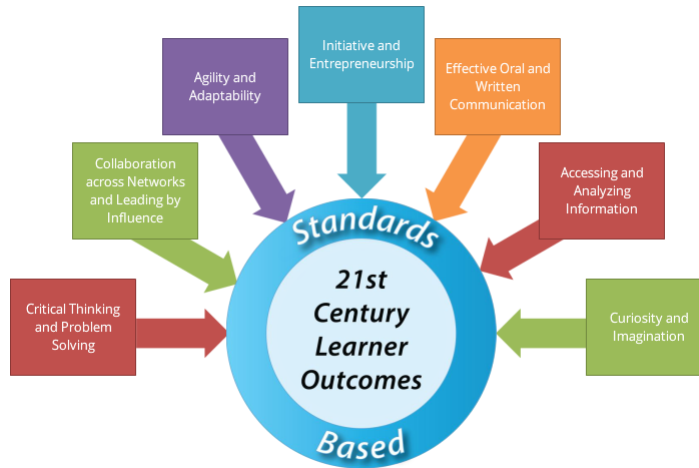
## Why a New Curriculum?



- Last major redesign of BC's curriculum was in 2004
- Need for 21<sup>st</sup> century skills to be formally brought into the curriculum/disciplines
- Technology has changed how students learn
  - Knowledge acquisition has changed
  - Acquisition vs Inference
  - Focus on higher order thinking skills



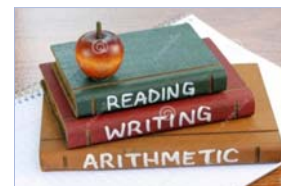
# Why a New Curriculum?



# Why a New Curriculum?



- Reduction/realignment in the topics/content for grades and subjects
- Greater depth of study in each discipline
- New courses created to meet 21<sup>st</sup> century topics
- All curricular changes are based upon:
  - the foundation of literacy and numeracy
  - practical application of skills/knowledge
  - providing opportunities for thinking



# Why a New Curriculum?



- Big ideas
- Core competencies
  - Critical thinking, communicating learning
  - Increase in metacognition
- Curricular competencies
- Inclusion
- Aboriginal perspective and content authentically integrated into all content

# Questions





**New Curriculum** 

**BUILDING STUDENT SUCCESS**  
BC's new curriculum



HOME CORE COMPETENCIES CURRICULUM ASSESSMENT & REPORTING GRADUATION

DETAILED INFORMATION  
 BROWSE BY SUBJECT  
 10 - 12 DRAFT DOCUMENTS  
 CURRICULUM SEARCH  
 INSTRUCTIONAL SAMPLES  
 TOOLS

**How do we measure success?**  
Reporting  
des résultats  
和成绩报告 [Learn more](#)

# New Curriculum



BRITISH COLUMBIA BC's New Curriculum	
HOME	CORE COMPETENCIES
Applied Design, Skills, and Technologies K 1 2 3 4 5 6 7 8 9	Arts Education K 1 2 3 4 5 6 7 8 9
Career Education K 1 2 3 4 5 6 7 8 9	Core French 5 6 7 8 9 10 11 12
English Language Arts K 1 2 3 4 5 6 7 8 9	Français langue première K 1 2 3 4 5 6 7 8 9
Français langue seconde -	Mathematics

## CURRICULUM ORIENTATION GUIDE

### What to look for in the curriculum

The screenshot shows the Social Studies curriculum page for Grade K. Callouts point to the following elements:

- Introductory Materials:** Points to the top navigation bar.
- Core Competencies:** Points to the 'Core Competencies' section with icons for Communication, Thinking, and Personal & Social.
- Big Ideas:** Points to the 'Big Ideas' section with three circular icons.
- Content:** Points to the 'Learning Standards' section, specifically the 'Content' sub-section.
- Curricular Competencies:** Points to the 'Curricular Competencies' section within the 'Learning Standards'.
- Supporting Materials:** Points to the bottom navigation bar.

# What does the New Curriculum look like ?



# What does it look like in the classroom?



## When planning, teachers ask:

- What do we want students to understand?
- How will we know they understand? What will they do?
- How can students transfer their learning to new situations or learning experiences?
- How/what will we teach so they understand?

## New Curriculum in the classroom



**Big Ideas**

**Culture Similarity**

**Multicultural Awareness**

**Cultural Diversity**

**Transfer to the unfamiliar**

**Learning Standards - Global Indigenous Peoples**

**Curricular Competencies**

Students are expected to be able to do the following:

- ▶ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ▶ Explain why people, events, or places are significant to various individuals and groups (significance)

**Content**

Students are expected to know the following:

- ◆ cultural characteristics and ways of life of local First Peoples and global indigenous peoples

## What does it look like in the classroom?



- Big Ideas set the stage for planning and units of inquiry
- Students inquire into topics of instruction and areas of interest **Local vs Global**
- Skills are taught to support learning
- Assessment is designed to replicate real life situation – what would a (.....)do?
- Problem solving and thinking are key components





# What does it look like in the classroom?



Essential questions start the units/lessons

- What causes the surface of the earth to change?
- How does what we see today unveil the earth's past?
- What role does matter have in the universe?
- What does it mean to be critically literate?
- What does it mean to consider a different perspective?
- How is worth determined?
- What is the relationship between conflict and progress?
- What stories do maps tell?
- How does what you believe affect your actions?

STAGE 1 - DESIRED RESULTS																	
<b>BIG IDEAS</b>	<b>TRANSFER GOALS</b>																
<b>BIG IDEA:</b>	<b>TRANSFER:</b> Students will be able to independently use their learning to...																
<b>CONCEPTS:</b>																	
MEANING																	
<b>UNIT UNDERSTANDINGS:</b> Students will understand that...	<b>ESSENTIAL QUESTIONS:</b> Students will keep considering...																
ACQUISITION																	
<b>CURRICULAR COMPETENCIES:</b> Students will be skilled at...	<b>CONTENT:</b> Students will know that...																
<b>CORE COMPETENCIES:</b> Which Core Competencies will be integrated into the unit?																	
STAGE 2 - EVIDENCE																	
<b>TEACHER EVALUATIVE CRITERIA:</b>	<b>AUTHENTIC PERFORMANCE TASK:</b> Assessing for Understanding Students will be able to demonstrate their understanding by: <b>What is a GRASPS task?</b>																
	<table border="1"> <thead> <tr> <th colspan="2">G R A S P S</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td></td> </tr> <tr> <td>Role</td> <td></td> </tr> <tr> <td>Audience</td> <td></td> </tr> <tr> <td>Situation</td> <td></td> </tr> <tr> <td>Performance or Product</td> <td></td> </tr> <tr> <td>Standards</td> <td></td> </tr> <tr> <td>Differentiation:</td> <td></td> </tr> </tbody> </table>	G R A S P S		Goal		Role		Audience		Situation		Performance or Product		Standards		Differentiation:	
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STAGE 3 - LEARNING PLAN																	
<b>MONITORING PROGRESS</b>	<b>EXECUTE THE LEARNING PLAN</b> <b>LEARNING EVENTS:</b>																
<b>RESOURCES</b>																	
<b>REFLECTION:</b> How will teachers and their students reflect on and evaluate the completed project?																	
<b>Teacher:</b> Next time I teach this unit I would...	<b>Student:</b> My students needed: Process: Product: Content:																
<b>Potential Student Misunderstanding:</b>																	

**Teacher creates a learning plan for the students**

- Differentiation
- Personalized learning

# Curriculum Hub




North Vancouver School District

Welcome Unit Plans Search News Assessment

## English Language Arts / Grade 10

Unit Overview STAGE 1 | Desired Results STAGE 2 | Evidence  
STAGE 3 | Learning Plan




EXPLORING IDENTITY  
English Language Arts  
Grade 10

- Big Ideas
- Essential Questions

### Unit Overview

- Subject  
English Language Arts
- Topic  
Exploring Identity
- Unit Overview  
This unit will use the Short Story genre to explore essential questions around identity and deepen student understanding of themselves and their connection to literature. The unit could also be used with poetry, a class novel study, or literature circles. Identity could also be the overarching, theme/big idea for the



BRITISH COLUMBIA  
Ministry of Education

The following resources are made available through the British Columbia Ministry of Education. For more information, please visit BC's New Curriculum.

- Big Ideas
- Core Competencies
- Curricular

# Assessment for Understanding



- Students reflect knowing and understanding in their summative assessment for the unit
- The “doing” is the performance task that demonstrates the higher level thinking – application, transfer, analysis
- Summative assessment answers the essential question
- Still have traditional assessments → provide formative feedback for teacher

# Questions



# Communicating Student Learning



## New Legislation → Interim Reporting Order – Fall 2016

### Highlights:

- Align with the new curriculum
- Descriptive feedback
- Meta cognitive processes included
- Self assessment by students
- Multiple opportunities for feedback on learning
- Ongoing, flexible, responsive, effective communication
- Flexibility in how school districts' report
- School districts can customize the report card look
- Final June summative report card



## Communicating Student Learning Pilots



### Kindergarten pilot using the *FreshGrade* Application

- Communicating using visual artifacts/evidence of student learning
  - Regular evidence demonstrated through *FreshGrade*
  - Performance standards only on report card
- 
- Canyon Heights
  - Seymour Heights
  - Sherwood Park
  - Upper Lynn

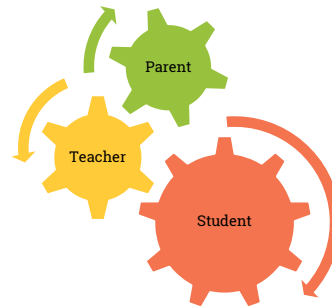


## Communicating Student Learning Pilots



### Three way conferencing: Student, Parent, Teacher

- Guided conversations around student learning
  - Evidence of learning presented and discussed
  - Incorporates the metacognitive lens
    - Student self reflect, set goals, establish learning priorities
  - Takes the place of one traditional report card
- 
- Brooksbank
  - Capilano
  - Norgate
  - Queen Mary
  - Westview



# Communicating Student Learning Pilots



## International Baccalaureate levels

- IB rubric levels in lieu of traditional grades/percent
- Specifically shows where student is relative to subject specific criteria
- Assesses Approaches to Learning (core competencies)
  
- Carson Graham – MYP
- Capilano - PYP
- Queen Mary - PYP



## Elementary Report Card



REPORT CARD  
FOR Sep 08, 2016 to Jun 30, 2017  
Page 1 of 3

STUDENT NAME	GRADE	ATTENDANCE RECORD FOR 2017																
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total				
STUDENT NUMBER	TEACHER	PRESENT	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
ATTACHMENTS	STUDENT ID#	LATE	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1

Lillian Dawn Noyes  
 2625 Lanson Rd  
 North Vancouver, BC  
 V7N 2M4  
 604-960-0572

This report describes the student's learning progress based on provincial learning expectations for each grade level. It is intended to inform about learning successes and to guide improvement efforts when needed.  
 This area can be used to put a school/principal message and explanations on how to read the report card

**Performance Scale definitions:**

- NYM - Not Yet Meeting Expectations - Grades 1 - 3 - the work does not meet grade-level expectations
- AE - Approaching Expectations - Grades K - 3 - the work meets grade-level expectations at a minimal level
- FM - Meeting Expectations - Grades K - 3 - the work meets grade-level expectations
- EE - Exceeding Expectations - Grades K - 3 - the work exceeds grade-level expectations in significant ways

Please note that you will only see a mark in the Term 1 box

There is more room for comments below

**Teacher Comments**  
 Comments/Ways to Support Learning:  
 Comments - free form or comment bank

Give a comment about the child's Overall learning progress that pertain to class - interdisciplinary units, Class project

# Elementary Report Card



REPORT CARD  
FOR Sep 06, 2016 to Jun 30, 2017 Page 2 of 3 Student Name

Term	1	2	3
ARTE			
Comments/Ways to Support Learning:			
Comments - free form or comment bank			

ENGLISH LANGUAGE ARTS

Term	1	2	3
L.G.			
NYM			
Comments/Ways to Support Learning:			
Comments - free form or comment bank			

MATHEMATICS

Term	1	2	3
L.G.			
EE			
Comments/Ways to Support Learning:			
Comments - free form or comment bank			

PHYSICAL AND HEALTH EDUCATION

Term	1	2	3
L.G.			
AE			
Comments/Ways to Support Learning:			
Comments - free form or comment bank			

## Report Cards K-7 Comments



- Teachers comment specifically about the student in regards to:
  - what the student **knows** (content)
  - can **do** (curricular competencies)
  - **understands** (transfer the big ideas/concepts)
  - adaptations that may have occurred
  - areas for further development
  - ways to support student learning

## Report Cards K-7 – June only



- Student Self Reflection
- Careers
- Applied Skills, Design, Technology



## Report Cards 8-12



- Same as past years
- % for grades 8 - 12
- Work habits
- Comments



# Report Cards



Same	New
Grading Scales For Kindergarten students → Three Point: <i>Approaching, Meeting, Exceeding Expectations</i>	Report card design K-7
Grading Scales For grades 1 - 3 students → Four Point: <i>Not Yet Meeting, Approaching, Meeting, Exceeding Expectations</i>	Report cards NOT printed – uploaded to the parent MYED portal
Grade 4 -9 → Letter Grades	
Three report cards - December, March and June	
Two Parent Teacher Interviews	
Interim/Progress Reports	

# Parent Portal Timelines



Linear Schools	
November 15th	Via Synervoice phone and email message Re: Did you get the accompanying Synervoice message? If so your email correct. If not contact the school
November 22nd	Email letter to parents regarding upcoming changes to report cards distribution, parent portal and account creation information
November 28 – 29th	Email to parent regarding setting up account
December 5 – 9th	Report Cards uploaded → auto generated parent email



# Communicating Student Learning



Parent engagement and feedback opportunities



# Questions

