

# Communicating Student Learning Assessment & Reporting update, 2019-20

Dear VCS Parents,

As you are aware, BC's education framework has undergone significant changes over the past few years, and the modernized K-12 curriculum is now fully implemented (Ministry overview inserted below). We are excited about the "Know" / "Do" / "Understand" focus as it supports our unique VCS vision for education.

**"Know"** - The Province has increased the flexibility of content requirements, which supports our commitment to God's Word as the foundation of our curriculum. We invite students to see THE Story, the Bible - to understand and receive it as the foundation of truth and wisdom for their lives.

**"Understand"** - The Ministry curriculum has a focus on "big ideas," which supports our vision for deep, integrated learning. We nurture the development of the whole child: mind, body and spirit. A VCS education is about who students are - God's children, and who they are becoming - a "peculiar people" - a distinct community of Christ-followers, building God's Kingdom in the world.

**"Do"** - The Province's emphasis on developing student "competencies" (skills) aligns brilliantly with our conviction that wisdom is knowledge & understanding *applied*. VCS learning activities empower students to "live the story;" to become skilled disciples of Christ through meaningful activity - real work that meets a real need, (serving, researching, advocating, designing, presenting, building, etc.)

## Curriculum Model

All areas of learning are based on a "Know-Do-Understand" model to support a concept-based competency-driven approach to learning.

Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.



### Content (Know)

The content learning standards — the "Know" of the know-do-understand model of learning — detail the essential topics and knowledge at each grade level.

### Curricular Competencies (Do)

The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the "do" in the know-do-understand model of learning. While curricular competencies are more subject-specific, they are connected to the core competencies.

### Big Ideas (Understand)

The big ideas consist of generalizations and principles and the key concepts important in an area of learning. They reflect the "understand" component of the know-do-understand model of learning.

The big ideas represent what students will understand at the completion of the curriculum for their grade. They are intended to endure beyond a single grade and contribute to future understanding.

## Concept-based, Competency-driven Curriculum

B.C.'s new curriculum brings together two features that most educators agree are essential for 21st-century learning: a concept-based approach to learning, and a focus on the development of competencies, to foster deeper, more transferable learning.

These approaches complement each other because of their common focus on active engagement of students. Deeper learning is better achieved through "doing" than through passive listening or reading. Similarly, both concept-based learning and the development of competencies engage students in authentic tasks that connect learning to the real world.

(For a complete overview of BC's modernized curriculum: <https://curriculum.gov.bc.ca/curriculum-info>)

## Communicating Student Learning

As provincial curriculum shifts, so too must assessment and reporting practices in order for communication about student learning to be effective. Below are some of the highlights and changes that you can expect to see in the area of assessment and progress reports

### K-12 Report Cards:

Report cards are intended to be a “snapshot” of student progress - in partnership with other evidences and communications of learning such as:

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

### Secondary Campus Report Cards & Parent-Teacher Conferences

- We will continue with 4 reporting periods for grades 7-12. In Terms 1 & 3 (the first period of each semester), anecdotal comments will not be included in the report card. Instead, an additional evening will be scheduled for parent-teacher conferences. We believe this will help us shift from simply reporting to parents to communicating with parents. We believe that an increased emphasis on dialogue rather than one-way comments is consistent with our desire to be in a strong partnership with parents
- ***Gr.7-12 students are encouraged to attend parent-teacher conferences with their parents.*** We believe this can help incorporate student voice, ownership, and shared goal-setting into the process of collaboration between parents and teachers.

### Elementary Report Cards:

- Grades K-6 will continue to receive three written report cards over the course of the year
- Report Card Comments:
  - are individualized, specific and may include the student’s own voice
  - address curricular “competencies”
  - are strengths-based, focusing on student strengths and abilities in order to set goals, promote progress and support learning
- Proficiency Scale (Gr.K-8)
  - Student progress in each subject area will be assessed with reference to an updated, 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.

## Student Proficiency Scale:

### A SNAPSHOT OF GROWTH IN THE CURRICULAR COMPETENCIES

The curricular competencies are the skills, strategies, and processes that students develop in each subject/discipline over time. While curricular competencies tend to be subject-specific, they are connected to the three core competencies (Communication, Thinking, Personal and Social Awareness).

<b><i>Based on student growth in relation to the curricular competencies for each subject area.</i></b>	<b>Emerging</b> *The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning *Requires significant support	<b>Developing</b> *The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning *Requires ongoing support	<b>Proficient</b> *The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning *Works independently	<b>Extending</b> *The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. *Works independently and can support the learning of others
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- For more info about assessment in BC's new curriculum: [A Framework for Classroom Assessment](#)