



Communicating Student Learning Assessment & Reporting 2020-21

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, helping students understand how they are created - in God's image; and who they are called to be - 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

Below are some of the highlights 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 working together with other evidence 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 have 4 written report periods for grades 7-12. In Terms 1 & 3 (the first reporting period of each semester), a snapshot of achievement will be posted in the report card, but not anecdotal comments, in favor of parent-teacher conferences being scheduled over two days. Providing significant time for parent-teacher conferences will help us shift from simply reporting to parents to communicating with parents. This emphasis on dialogue rather than one-way commenting is consistent with our desire to maintain a strong partnership with families.

Elementary Report Cards:

- Grades K-6 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 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.

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	demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● My understanding is solid ● I have strong and original ideas ● I consistently share what I know ● I can work independently 	<ul style="list-style-type: none"> ● 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 assessment in BC’s curriculum: [A Framework for Classroom Assessment](#)