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Timeline and Preparation

- Implementation September 2023
- A year of planning and preparation
- Ministry co-developing resources to support including teacher learning supports (pedagogically focused to support educator, parent, caregiver, and student understanding). These resources will also support deeper understanding of the Provincial Proficiency Scale, the language used within it, and its many benefits for learners

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Grades K-9

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- Use of proficiency scales (emerging, developing, proficient, extending)
 - 4 learning updates, 1 summary of learning
 - 2 learning updates must be in writing (digital or paper) and 2 can be in alternate formats

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Grades 10-12

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- Letter grades and percentages
 - IE for insufficient evidence of learning
 - Graduation status updates - summarizes a student's progress towards obtaining the credits and graduation assessments needed for graduation

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All Grades

- Descriptive feedback (written feedback or documented conversations)
- Student self-assessment of Core Competencies and goal setting in all grades (format determined by districts) - must be included in two written learning updates and summary of learning
- Pertains to all learners in the B.C. education system. Assessment and reporting must be inclusive of all learners.

"...all students, regardless of needs, are fully participating members of a community of learners."

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Reporting on Behaviour

- Reporting on student behaviour will be achieved through a combination of student self assessment of the Core Competencies, goal setting, and descriptive feedback.
- While student behaviour and attendance may need to be communicated home, these needs are separate from reporting a student's growth in relation to the Learning Standards of the provincial curriculum. Student behaviour or attendance should not contribute to a student's overall mark in each learning area (e.g., 10% of the grade for attendance, 5% of the grade for handing in assignments on time)

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Self- Assessment and Goal- Setting

- Self-reflection and self-assessment are an important part of learning and developing
- Self-assessment of Core Competencies and goal setting help to involve students in the assessment process and develop responsibility for engaging deeply with their learning

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First Peoples Principles of Learning

- “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place),”
- “Learning involves generational roles and responsibilities.”

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SD 75 Vision

- The Board supports assessment practices that develop student self-awareness and ownership of learning. The Board also supports communication of learning that values and centres student voice and makes learning visible to all stakeholders.
- Assessment and CSL practices will:
 - be equitable;
 - be inclusive;
 - be reflective of Indigenous worldviews and perspectives;
 - communicate growth over time;
 - emphasize student ownership of learning;
 - include student voice.

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How Will We Get There – Technical Changes

- Changes to K-6 reporting template
- Changes to comments K-12
 - Not necessary to describe learning activities or standards
 - Strength-based feedback with areas for growth
 - Student voice
- Changes to grading practices (behaviour)

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How Will We Get There – Foundational Changes

- What role does assessment play in *learning*?
- What processes will support these shifts?
- What will we let go of in order to add these processes?
 - ***What am I learning and why is it important?***
 - ***How am I doing with my learning?***
 - ***Where am I going next with my learning?***

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Questions for Teacher	Questions for Student Reflection
What do I want students to know and be able to do?	What am I learning and why is it important?
How will we know if they have learned it?	How am I doing with my learning?
How will we respond when some students do not learn?	What goals do I have for my learning?
How will we extend the learning for students who are already proficient?	What goals do I have for my learning?

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