



POPEY

Provincial Outreach Program  
for the Early Years

[www.popey.ca](http://www.popey.ca)

Communicating Student Learning  
& Student Self-Assessment of  
the Core Competencies in K-3 Literacy

Wednesday, June 7th

3:15 – 4:15pm

\*Workshop resources available at [POPEY's CSL Padlet](#)

Presenter:  
Lisa Thomas

POPEY  Provincial Outreach Program  
for the Early Years

# Workshop resources available at [POPEY's CSL Padlet](#)

**Workshop Handouts**

- June 7th Workshop Handouts
- Communicating Student Learning**
- Click on either link to access the PDF handouts:
- Electronic Handout**
- Print Handout**

**Zoom Link for Workshop**

Click [HERE](#) to join the Zoom workshop by 3:15pm on June 7th

Or you can go to the [Zoom website](#) and enter our Meeting ID and Passcode there.

Meeting ID: 895 0047 1344  
Passcode: 654321

**Developing & Supporting K-12 Student Reflection and Self-Assessment of Core Competencies**

BC's Curriculum - Communicating Student Learning

**POPEY's Resources for CSL**

To support educators in the changes to the K-12 Student Reporting Policy and the new Provincial Proficiency scale, we have created some documents that may be useful when planning, assessing, and reporting.

**POPEY's K-3 Self-Assessment Resources for Core Competencies**

**Articles Shared**

- Using children's books to support social-emotional development**
- slideserve.com
- Using children's books to support social-emotional development
- Harvard's Graduate School of Education Article**
- [gse.harvard.edu](#)
- Summertime, Playtime
- A look at the benefits of play, and how to encourage it.

\*Additional K-3 literacy resources available at [popey.ca](#)

# Today we are exploring...

Strategies, resources, and ideas for:

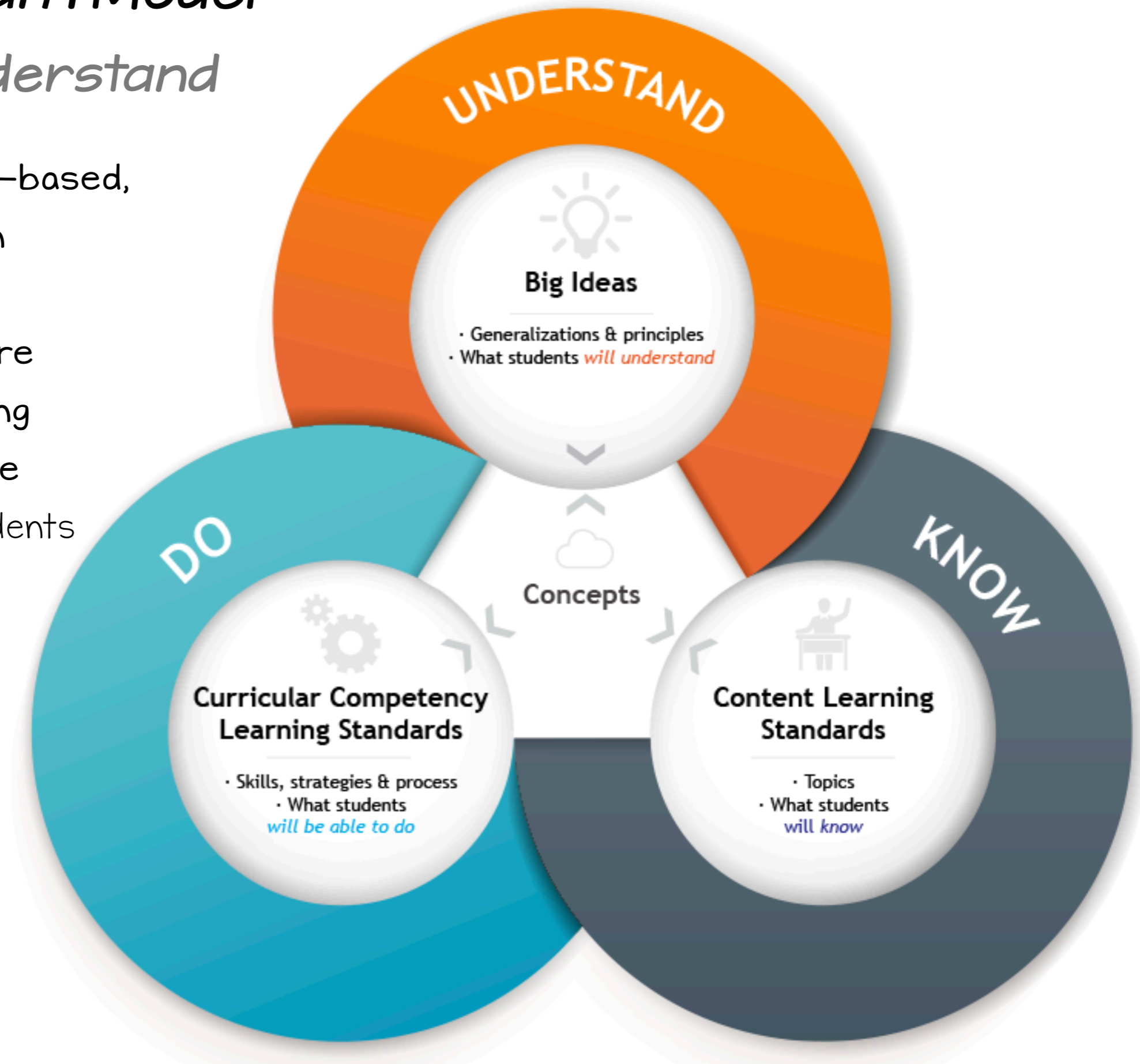
- \* Using the provincial proficiency scale for literacy and an early reading continuum
- \* Assessment in play-based learning opportunities
- \* Student self-assessment of the Core Competencies & SEL (social emotional learning)



# BC's Curriculum Model

## Know-Do-Understand

- \* Supports a concept-based, competency-driven approach to learning
- \* Fosters deeper, more transferable learning
- \* Focus is on the active engagement of students





# Key Ideas

Assessment is...

- \* formative and differentiated
- \* infused in the learning cycle
- \* co-constructed
- \* strength-based and includes goal setting



Infusing formative assessment into the learning cycle  
enables responsive teaching.

We differentiate instruction and assessment to 'ensure that we are  
providing access points for all students in our schools' - Jo Chrona

# POPEY's Resources to Support CSL

## BC's Curriculum - Communicating Student Learning

To support educators in the changes to the K-12 Student Reporting Policy and the new Provincial Proficiency scale, we have created some documents that may be useful when planning, assessing, and reporting.

[➕ Additional Resources](#)

### Assessment in Play-based Learning Opportunities

Assessment and Reporting

Provincial Proficiency Scale

### Communicating Student Learning through Descriptive Feedback

Descriptive Feedback Sentence Starters

Early Reading Continuum


Additionally, we have provided some sample units that have been planned with outcomes from BC's Redesigned Curriculum.

### Planning and Assessment - Focus on Learning

Planning and Assessment - Focus on Learning (editable & auto download)

Teacher Checklist (auto download)

# Early Reading Continuum

Readers' behaviours as they develop 

* use basic concepts about print: moving through text from front to back, left to right, and return sweep	* control early print concepts (one-to-one matching, directionality)	* control early concepts of print consistently, including on new texts
* use one-to-one matching of spoken word with written word by pointing to each word as it is said	* begin to move away from consistent finger pointing; eyes begin to control the process of looking at text	* track print with eyes (not finger pointing) except at points of difficulty or on new text
* pay attention to print – noticing some features of letters and words	* move fluently through text while actively reading for meaning	* maintain fluency while reading with attention to meaning
* recognize some high-frequency words	* increase high-frequency word vocabulary	* use phonics and word families to identify new words
* identify most letters (sounds and names)	* identify all letters (sounds and names)	* use punctuation and understanding of language structure to support phrasing and meaning (reading sounds like talking)
* begin to match initial consonant sounds and letters in familiar words	* reread to confirm or problem solve	* reread to confirm, make other attempts, and self-correct

# The Provincial Proficiency Scale

*Literacy definition: the ability to make meaning from text and express oneself in a variety of modes. This includes comprehending, making connections, critically analyzing, and creating and communication for a variety of purposes.*

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.
I am beginning in my learning.	I am learning more on my own and need more practice.	I get it and can show you how much I understand.	I get it and go beyond what is expected of me.





# Kindergarten ELA - Learning Goals (term 3)

## Teacher language

1. *Students will be able to identify and describe setting, characters, and events using a few details.*
2. *Students will be able to make connections and ask questions while reading texts independently.*
3. *Students will be able to represent a personal connection to a text through writing.*

## Student-friendly language

1. *I can tell you about setting, characters, and events using some details.*
2. *I can make connections and ask questions while reading.*
3. *I can share a personal connection to a book through my writing.*

Developing

Is almost able to ... Is working on ... Continues to ... Moving forward, needs to...

# Example report card based on learning goals

Clea - Grade One Student  
ELA - Developing

Legend - parts of a strength-based comment

Areas of strength

Areas for growth

Next steps

Clea is interested in reading stories about animals in our classroom.

She makes meaningful connections when discussing her reading with educators and other students.

She is able to read basic books and that has helped her progress her reading ability to move towards more complex texts.

She is able to discuss characters, setting, and events in detail.

When writing words, Clea can usually write the first sounds and last sounds correctly.

Both at school and home, the next steps for Clea would be to practice saying words slowly and matching the words in books with the words she is saying.

She can also practice trying to write vowel sounds in her words.

# Communicating Student Learning through Descriptive Feedback

## Possible Sentence Starters...

### Strengths:

- \*Consistently demonstrates
- \*Often uses
- \*Identifies strategies when
- \*Is skilled at
- \*Confidently
- \*Has successfully
- \*Understands how
- \*Displays strong understanding
- \*Has learned
- \*Recognizes that
- \*Improved tremendously

### Areas for Improvement:

- \*Is beginning to
- \*With significant support is able to
- \*Is learning to
- \*Attempts
- \*Has trouble with
- \*Has not yet demonstrated
- \*Demonstrates limited understanding
- \*Starting to
- \*Is encouraged to
- \*Is working on
- \*With support shows an understanding of

### Ways to Support Learning:

- \*Should continue to
- \*Needs more time to develop
- \*Will continue to work on
- \*Needs reinforcement doing
- \*Will have further opportunities to
- \*Is working to be able to
- \*The goal moving forward is
- \*Moving forward needs to
- \*Moving forward they could
- \*Will continue to have opportunities to practice

# Criteria Categories & Criteria for K/1 and Grade 2/3 ELA

Criteria category	Grades K-1	Grades 2-3
<b>Engaging and Questioning</b>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Discover that story/text has purpose</li> <li>• Make connections and use background knowledge to show understanding</li> <li>• Ask questions related to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Choose story/text for purpose</li> <li>• Make connections and use background knowledge to show understanding</li> <li>• Ask meaningful questions</li> </ul>
<b>Processing</b>	<ul style="list-style-type: none"> <li>• Make meaning from shared story/text</li> <li>• Recognize that print goes left to right and top to bottom</li> <li>• Recognize the difference between a letter and a word</li> <li>• Recognize that a letter makes a sound</li> <li>• Put letters together to make words</li> <li>• Identify familiar sight words</li> <li>• Recognize beginning, middle, and end of story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Use decoding skills and reading strategies to decipher text</li> <li>• Identify sight words</li> <li>• Understand beginning, middle, and end of story/text</li> </ul>



# Criteria Categories & Criteria for K/1 and Grade 2/3 ELA

Criteria category	Grades K-1	Grades 2-3
<b>Analyzing</b>	<ul style="list-style-type: none"> <li>• Make connections with self, text, and world</li> <li>• Make predictions and visualizations about story/text</li> <li>• Access information from story/text</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections with self, text, and world</li> <li>• Use multiple strategies to make sense of story/text</li> <li>• Use information from story/text for multiple purposes</li> </ul>
<b>Recognizing Identity and Voice</b>	<ul style="list-style-type: none"> <li>• Connect story/text with personal experiences</li> <li>• Recognize that story/text reflects family and community</li> <li>• Communicate about self and family</li> <li>• Share ideas, feelings, and perspectives</li> <li>• Listen to the ideas of others</li> </ul>	<ul style="list-style-type: none"> <li>• Connect story/text with self, family, community and culture</li> <li>• Recognize that story/text builds understanding of community and culture</li> <li>• Match communication depending on purpose and audience</li> <li>• Share ideas, feelings, and perspectives to build understanding of self and community</li> </ul>

# Criteria Categories & Criteria for K/1 and Grade 2/3 ELA

Criteria category	Grades K-1	Grades 2-3
<b>Constructing and Creating</b>	<ul style="list-style-type: none"><li>• Experiment with print to tell a story</li><li>• Share ideas, feelings, and opinions</li><li>• Orally share a story</li><li>• Recognize elements of text</li><li>• Apply beginning, middle, and end format in the creation of story/text</li></ul>	<ul style="list-style-type: none"><li>• Create and share a story</li><li>• Share ideas, feelings, and opinions</li><li>• Orally share a story using vocal expression to clarify meaning</li><li>• Use elements of text to create meaning</li><li>• Apply beginning, middle, and end format in the creation of story/text</li></ul>

# Sample Application for Kindergarten ELA

**Teacher's comments:** This term we have focused on key concepts of self and family through discussion, story, and pictorial representation. Nora is engaged during circle time and encourages other students to join her. Since the beginning of the school year, Nora has found her voice and her place among her peers. Below you will find specific information on where Nora is at in her learning.

Criteria category	Kindergarten criteria	Descriptive feedback	Goal setting
<b>Engaging and Questioning</b>	<ul style="list-style-type: none"> <li>Listen and respond</li> <li>Discover that story/text has purpose</li> <li>Make connections and use background knowledge to show understanding</li> </ul>	Nora has learned about some of our important school structures, like waiting your turn, sharing spaces, and the way we go about learning in our day. She enjoys story time and sharing her life experiences with her classmates.	In this next term, Nora will be working on asking questions related to the topic.
<b>Processing</b>	<ul style="list-style-type: none"> <li>Make meaning from shared story/text</li> </ul>	Nora listens to stories and can reflect on key ideas. She contributes her ideas to the group and asks thoughtful questions to grow her understanding.	Nora is working to recognize beginning, middle, and end of story/text.
<b>Analyzing</b>	<ul style="list-style-type: none"> <li>Make connections with self, text, and world</li> <li>Make predictions and visualizations about story/text</li> </ul>	Nora is learning to use reading strategies and has a keen ability to identify details within a story that might be overlooked by others.	Nora will continue to make connections with self, text, and world to extend her learning.
<b>Recognizing Identity and Voice</b>	<ul style="list-style-type: none"> <li>Connect story/text with personal experiences</li> <li>Recognize that story/text reflects family and community</li> <li>Communicate about self and family</li> <li>Share ideas, feelings, and perspectives</li> <li>Listen to the ideas of others</li> </ul>	Nora is learning about herself. She is finding her place in the classroom community. Nora enjoyed listening to the story I told about my family at Disneyland. In addition, Nora often shares stories about her family and her experiences. During a story, she was able to see how the main character was like her grandmother. She was very proud of this connection!	We will continue to nurture the growth of Nora's new-found voice.



# Writing Sample - Grade 1

A friend is special To me

I Licit wan my friend

is nos to me. A Friend

## Areas of strength

Understands how to ...

Recognizes that...

Often uses...

## Areas for growth

Is beginning to...

Is learning to...

Is encouraged to...

## Next steps

Continue to practice...

Needs more time to...

Should continue to...



# Writing Sample - Grade 2

## Areas of strength

Understands how to ...

Recognizes that...

Often uses...

## Areas for growth

Is beginning to...

Is learning to...

Is encouraged to...

## Next steps

Continue to practice...

Needs more time to...

Should continue to...

My famliy likes to go  
for bike rides on the dike.  
Me and my dad like to  
ride our dirt bikes. Me and  
my mom like to go to moves.  
Me and my sister like to play  
outside. And I like to read. This  
Summen me my Mom my Dad my  
Sister my Grandma and Grandpa  
mite go to Dishe Land.

### **Choice** looks like...

- kids setting goals
- developing and sharing ideas
- making rules
- negotiating challenges
- choosing how long to play

### **Wonder** looks like...

- kids exploring, creating, pretending, imagining, and learning from trial and error

### **Delight** looks like...

- happiness: kids smiling, laughing, being silly, or generally feeling cozy and at ease

## K - 2

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

## Grade 3

Using language in creative and playful ways helps us understand how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

# Assessment in Play-Based Learning Opportunities

*Effective methods for gathering and evaluating assessment information in play-based learning opportunities include:*

- \* Oral responses during play
- \* Visual responses by looking at what a child drew, painted, or created
- \* Physical responses by looking at what a child built
- \* Pedagogical narration, where an educator observes, records, and shares out areas of significance that occurred during play
- \* Discussions and two-way communication
- \* Self-assessment using pictures and co-constructed criteria



# Self-Monitoring Skills



These skills need to be **taught**:

- \* provide time for students to **self-monitor** their understanding
- \* students become more **motivated** when they understand their **current knowledge level**
- \* they feel a **sense of accomplishment** and that they are making **progress**



## Reflection and Self-Assessment

*Self-assessment encourages students to think about their thinking*



Over time, students:

- \* Gain the ability to **assess** their own **strengths**
- \* **Create** realistic and achievable **goals**
- \* **Construct** a **clear plan** to reach their goals
- \* Provide **illustrations** of their learning
- \* **Revisit** previous self-assessment to **monitor** their **growth**

# Multiple Means of Engagement, Action & Expression

*Can we provide choice and differentiation in how students show what they know?*

- ✓ charts/sorting activities
- ✓ comic strips
- ✓ dioramas/displays/models
- ✓ dramatic presentations
- ✓ graphic organizers
- ✓ illustrations
- ✓ interviews
- ✓ letters/writing
- ✓ photos
- ✓ poems
- ✓ puppet shows
- ✓ questions and conversations
- ✓ oral reflections/conversation
- ✓ stories – original or reimagining
- ✓ videos
- ✓ visual timelines



# BC's Core Competencies



## Communication

Communicating  
Collaborating



## Thinking

Creative Thinking  
Critical & Reflective Thinking



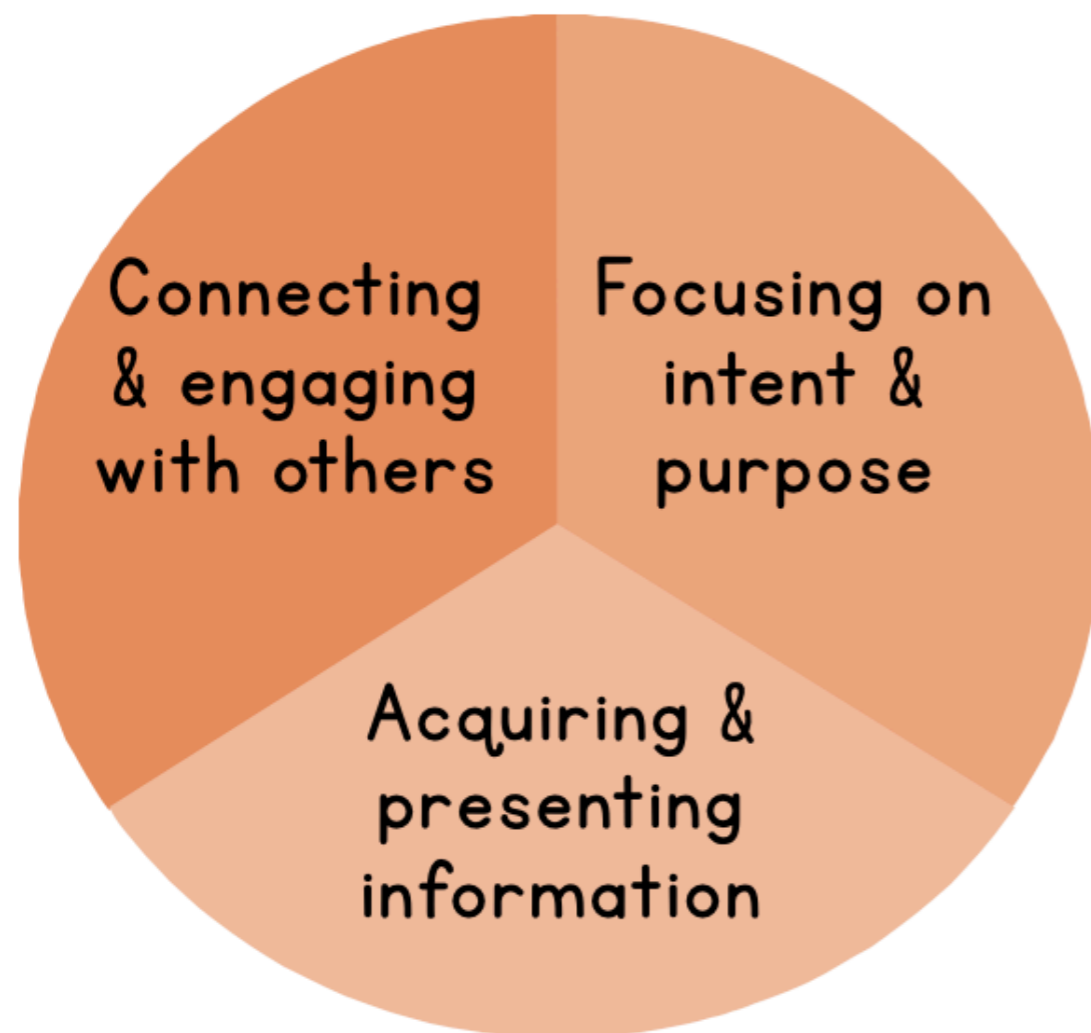
## Personal and Social

Positive Personal & Cultural Identity  
Personal Awareness & Responsibility  
Social Awareness & Responsibility

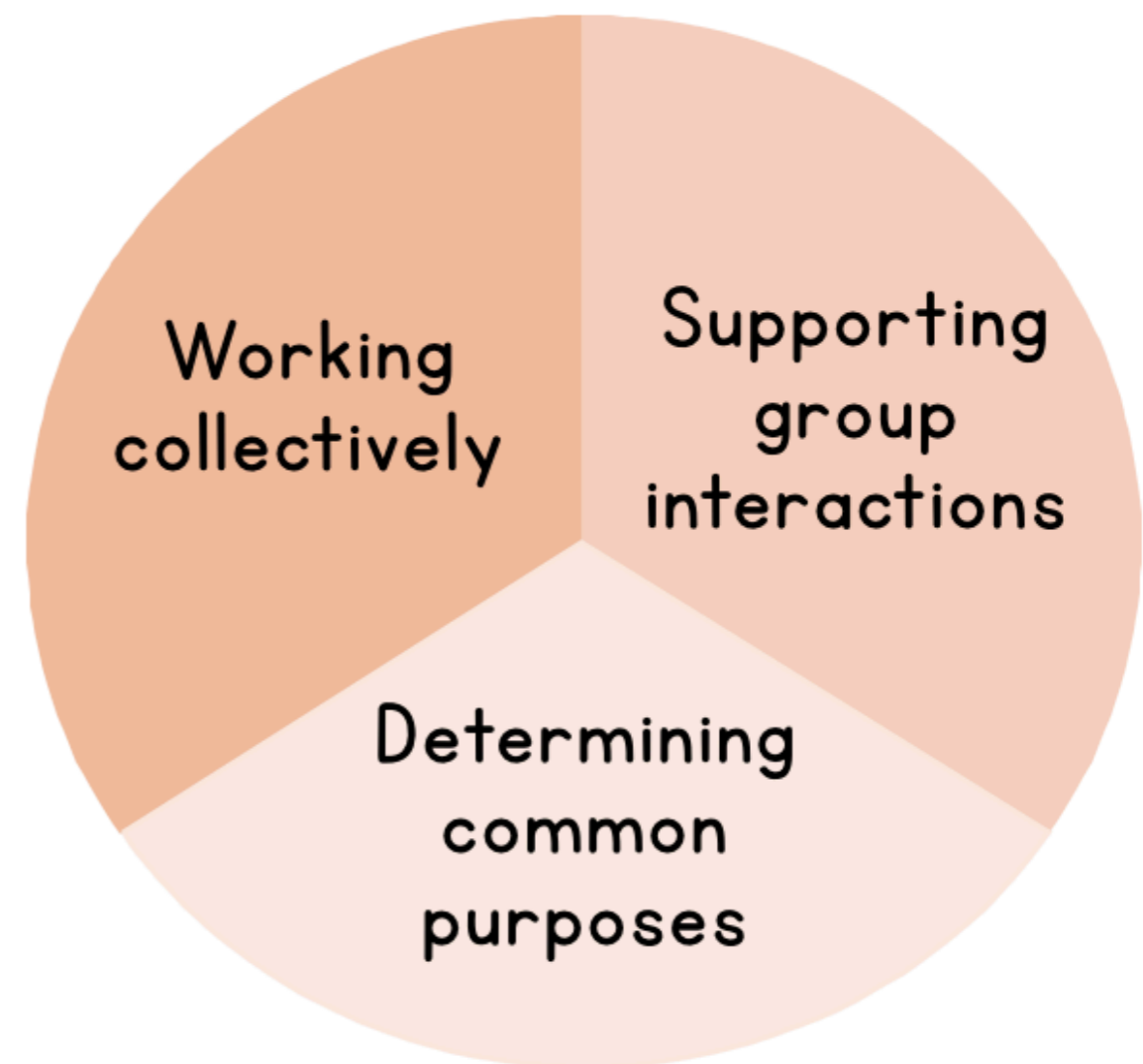


# Communication

## Communicating



## Collaborating

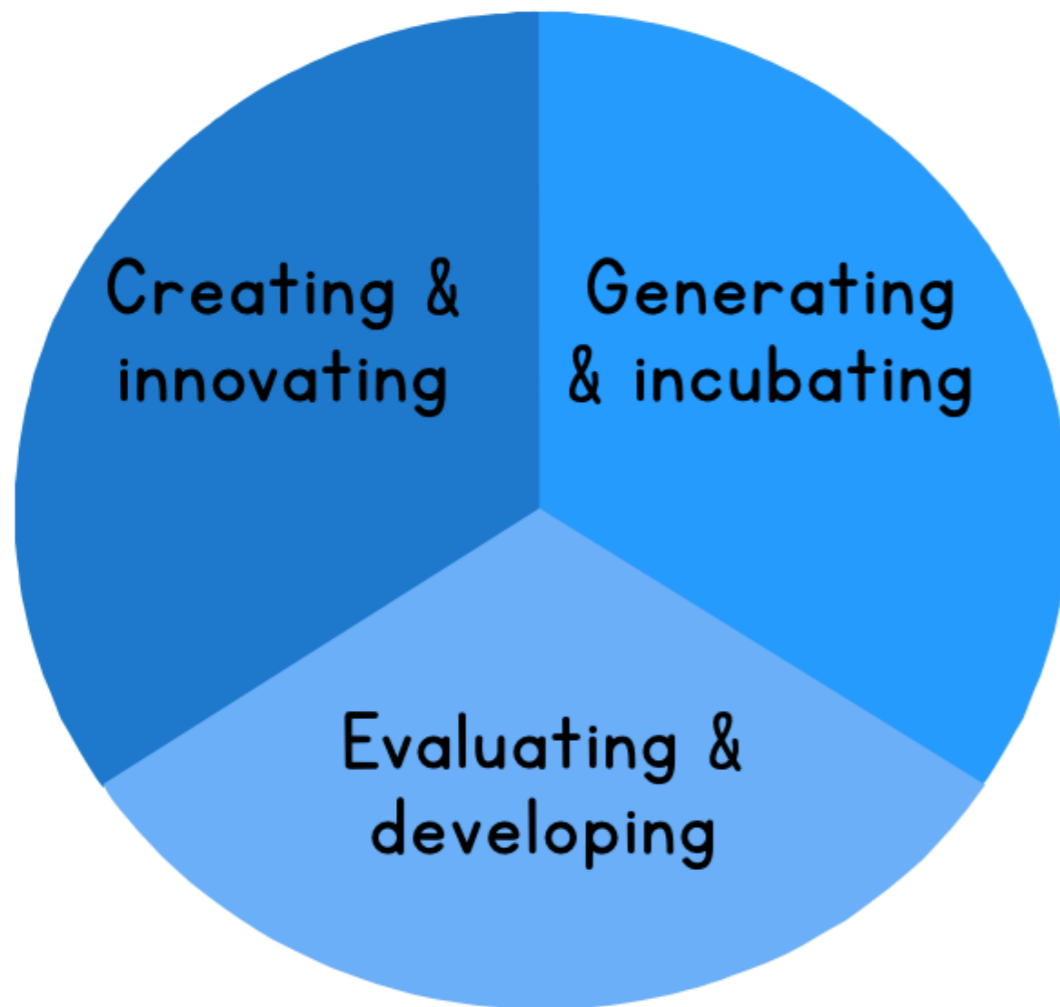




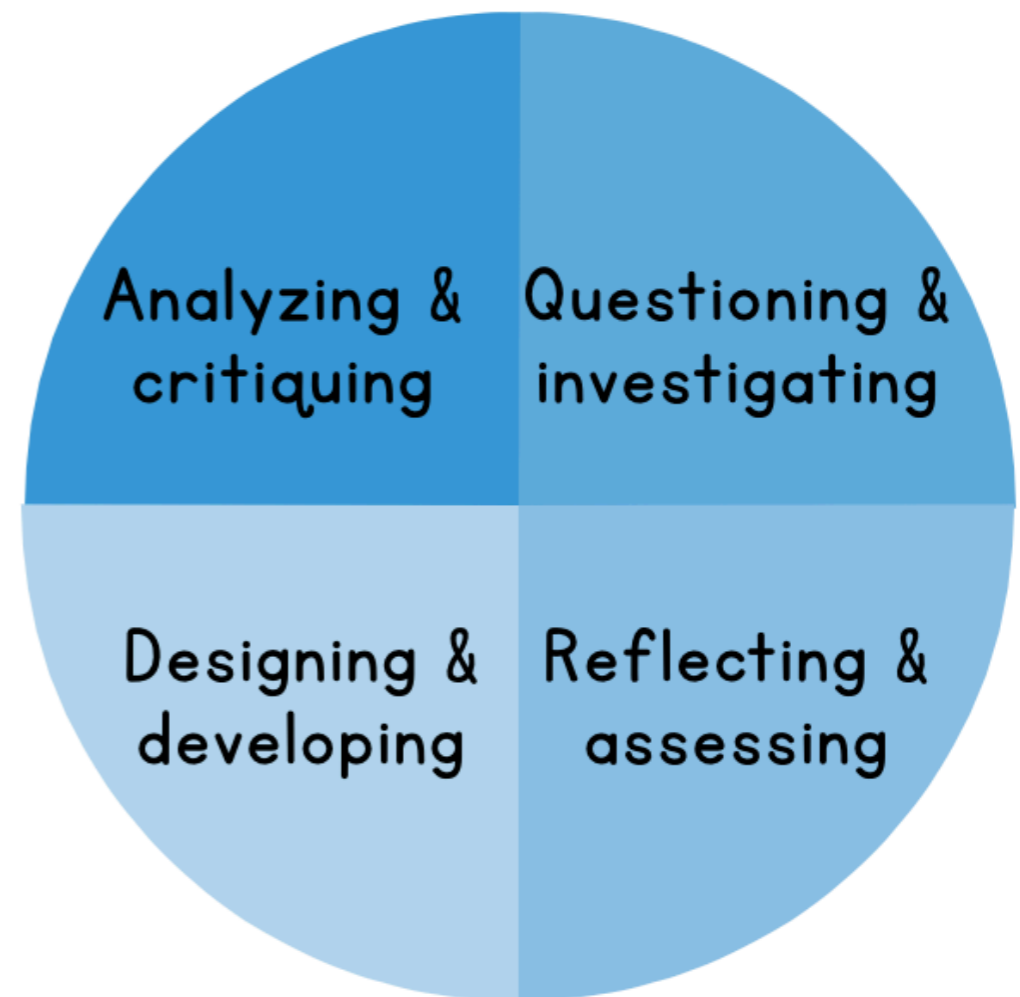


# Thinking

## Creative Thinking



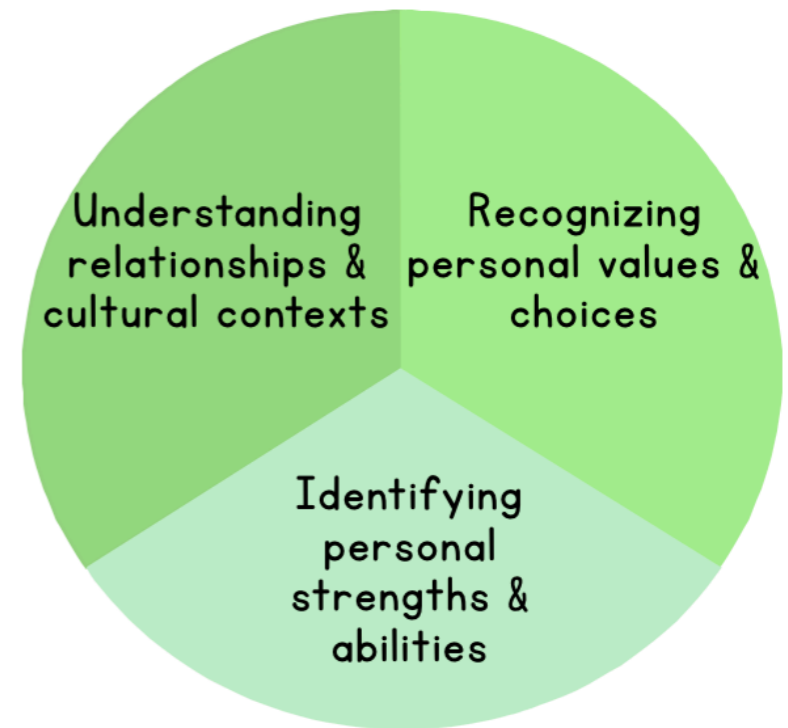
## Critical and Reflective Thinking





# Personal & Social

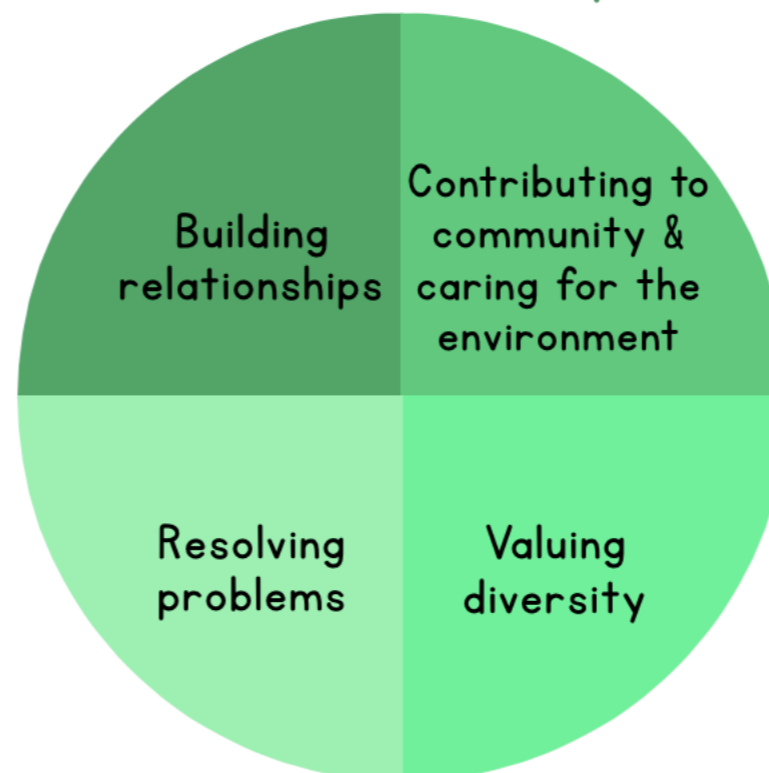
## Positive Personal and Cultural Identity



## Personal Awareness and Responsibility

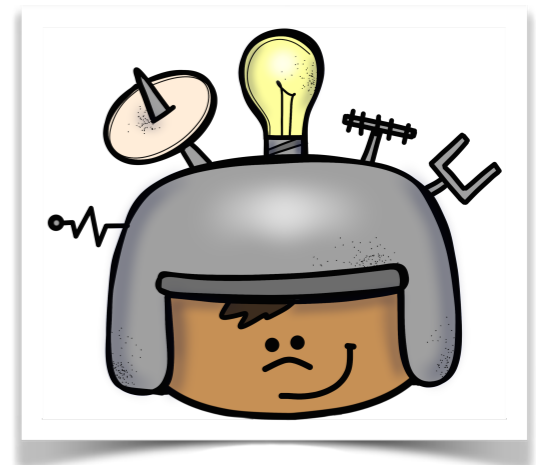


## Social Awareness and Responsibility



# Ongoing Assessment of the Core Competencies

- ★ encourage students to **talk about** and **document** their **strengths** in relation to the Core Competencies and in different areas of learning
- ★ ask **open-ended questions** to **prompt** student **self-reflection** and increase **metacognition**
- ★ use **think-alouds** to **model what reflection looks like** during learning and goal setting
- ★ promote student **ownership** by providing multiple **opportunities** for students to **document** and access their **reflections** throughout the year



## K-3 Self Assessment Support Documents



### Communication

Communicating

Collaborating



### Thinking

Creative Thinking

Critical & Reflective Thinking



### Personal & Social

Personal Awareness & Responsibility

Positive Personal & Cultural Identity

Social Awareness & Responsibility

[Editable Versions of These Documents](#)





# Communicating

## My Self-Assessment

by: \_\_\_\_\_

I can answer simple, direct questions about my activities and experiences.

How I showed this:

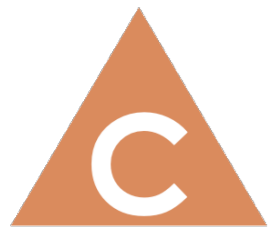
I shared three of my favourite things with my group:

- book – Paper Bag Princess
- sport – volleyball
- food – tacos

**LET'S TACO BOUT IT**



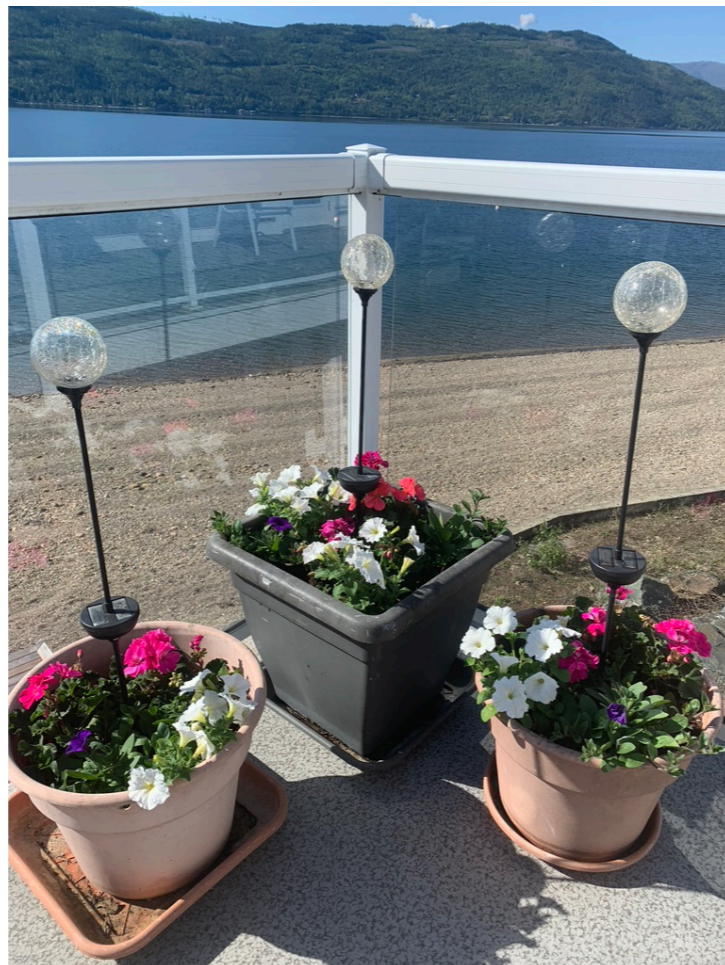
date: \_\_\_\_\_



# Collaborating My Self-Assessment

by: \_\_\_\_\_

In familiar  
situations, I can  
cooperate with  
others.



Steve and I planted  
flowers together.

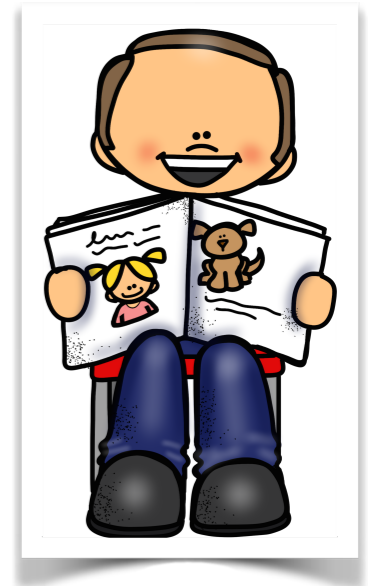
We decided which flowers  
would look nice together and  
where to put the pots on the  
deck.

Then we planted the flowers  
together in one pot at a time.



# Mentor Texts as Bridges to the Core Competencies

- \* easy & fun way to be more intentional about supporting talking and thinking about the Core Competencies
- \* stimulates natural curiosity
- \* helps children to better understand concepts & life's experiences
- \* promotes insights into human behaviours, emotions, learning situations...
- \* helps to develop social, problem-solving, communication, & thinking skills
- \* helps children to acquire, practice & become fluent in these skills



## Info Links

more info links are available on our [website](#)

[Updated Curriculum Overview](#)

[BC Curriculum – Core Competencies](#)

[Facilitator's Guide: Assessment Literacy in BC – Ministry of Education and Child Care](#)

[Classroom Assessment Resources Package K–3 ELA – Ministry of Education and Child Care](#)

[Harvard Graduate School of Education article: Summertime, Playtime](#)

[K–12 Student Reporting Policy Guidelines – Ministry of Education and Child Care](#)

[Developing & Supporting K–12 Student Reflection & Self–Assessment of Core Competencies](#)

[Using Children's Books to Support Social–Emotional Development – NAEYC](#)

[POPEY's Resources to Support CSL](#)

[POPEY Core Competencies Self–Assessment Support Documents](#)

## Books

*Motivating Students: 25 Strategies to Light the Fire of Engagement* – Chapman & Vagle





Have a wonderful summer break  
and we hope to see you next year!



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