

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

Wednesday, June 7th

3:15 – 4:15pm

Presenter:
Lisa Thomas

Today we are exploring...

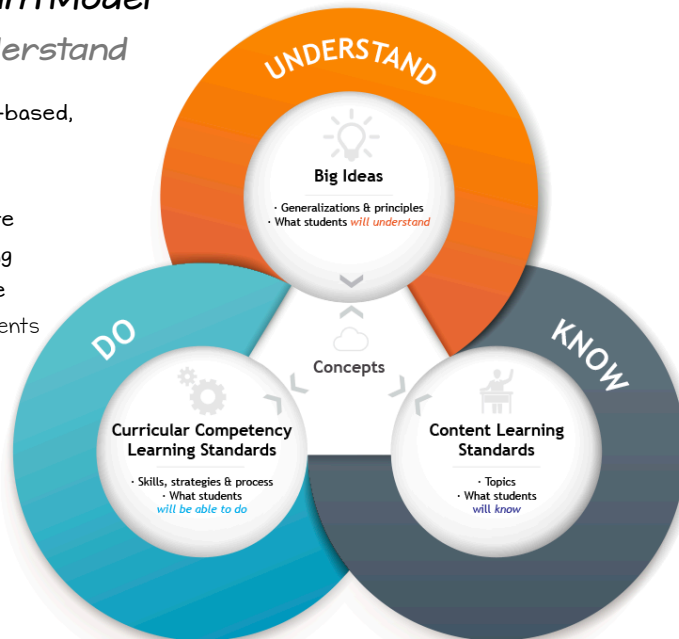
Strategies, resources, and ideas for:

- * 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.

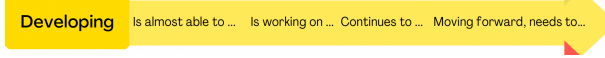
Kindergarten ELA - Learning Goals (term 3)

Teacher language

Student-friendly language

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

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



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.

BC's Core Competencies

C Communication

Communicating
Collaborating

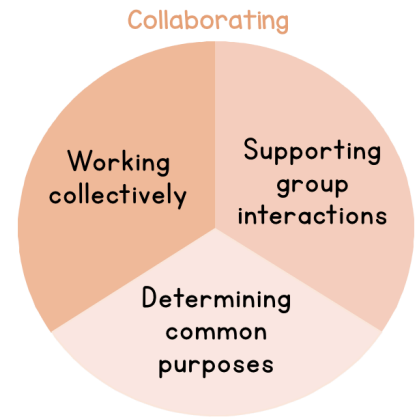
T Thinking

Creative Thinking
Critical & Reflective Thinking

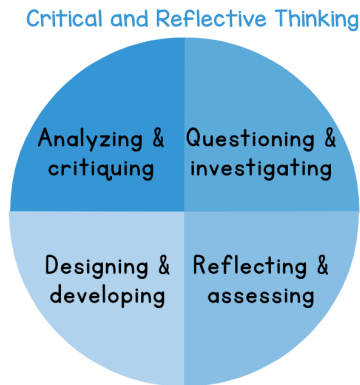
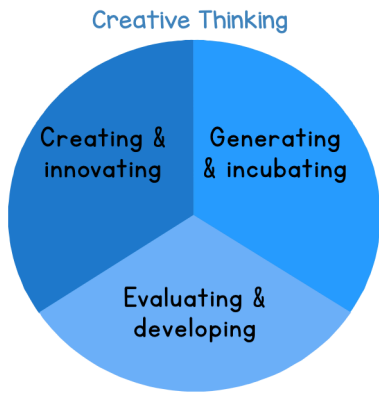
PS Personal and Social

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

C Communication



T Thinking





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.

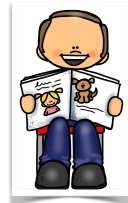
We decided which flowers would look nice together and where to put the pots on the deck.

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



Sources

[POPEY's CSL Padlet](#)

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