

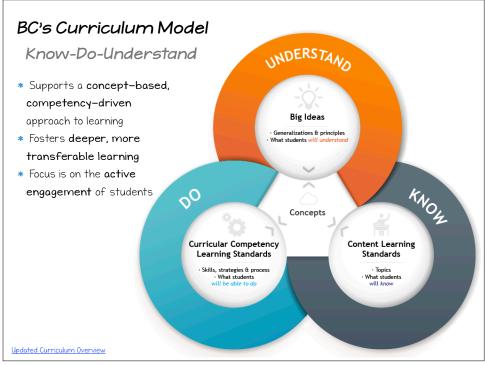
Today we are exploring...

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)







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.

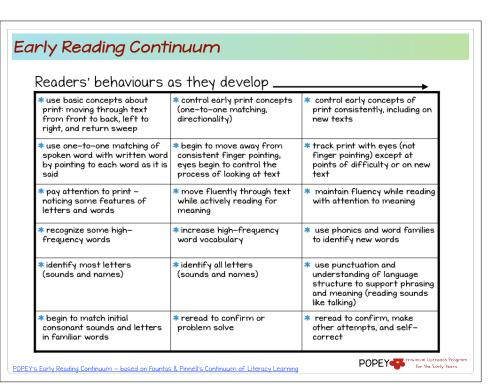
We differentiate instruction and assessment to 'ensure that we are providing access points for all students in our schools' - Jo Chrona

Facilitator's Guide: Assessment Literacy in BC - Ministry of Education and Child Care









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.

prepared by:



Literacy and Numeracy Performance Standards - Ministry of Education and Child Care

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.
- 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 - Developina

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/I and Grade 2/3 ELA

Criteria category	Grades K-1	Grades 2-3
Engaging and Questioning	Listen and respond Discover that story/text has purpose Make connections and use background knowledge to show understanding Ask questions related to the topic	Listen and respond Choose story/text for purpose Make connections and use background knowledge to show understanding Ask meaningful questions
Processing	Make meaning from shared story/text Recognize that print goes left to right and top to bottom Recognize the difference between a letter and a word Recognize that a letter makes a sound Put letters together to make words Identify familiar sight words Recognize beginning, middle, and end of story/text	Use decoding skills and reading strategies to decipher text Identify sight words Understand beginning, middle, and end of story/text

Classroom Assessment Resources Package K-3 ELA - Ministry of Education and Child Care



Criteria Categories & Criteria for K/I and Grade 2/3 ELA

Criteria category	Grades K-1	Grades 2-3
Analyzing	Make connections with self, text, and world	Make connections with self, text, and world
	Make predictions and visualizations about story/text	Use multiple strategies to make sense of story/text
	Access information from story/text	 Use information from story/text for multiple purposes
Recognizing Identity and Voice	Connect story/text with personal experiences	Connect story/text with self, family, community and culture
	Recognize that story/text reflects family and community	 Recognize that story/text builds understanding of community and culture
	Communicate about self and family	 Match communication depending on purpose and audience
	Share ideas, feelings, and perspectives	 Share ideas, feelings, and perspectives to build understanding of self and community
	Listen to the ideas of others	

Criteria Categories & Criteria for K/I and Grade 2/3 ELA

Criteria category	Grades K-1	Grades 2-3
Constructing and Creating	Experiment with print to tell a story	Create and share a story
	Share ideas, feelings, and opinions	Share ideas, feelings, and opinions
	Orally share a story	Orally share a story using vocal expression to clarify meaning
	Recognize elements of text	Use elements of text to create meaning
	Apply beginning, middle, and end format in the creation of story/text	Apply beginning, middle, and end format in the creation of story/text

Classroom Assessment Resources Package K-3 ELA - Ministry of Education and Child Care



Writing Sample - Grade I A francis special To ma Licit Wan my friend S nos for nic, A Friend Areas of strength Understands how to ... Recognizes that... Often uses... Areas for growth Is beginning to... Is learning to... Is encouraged to... Should continue to...

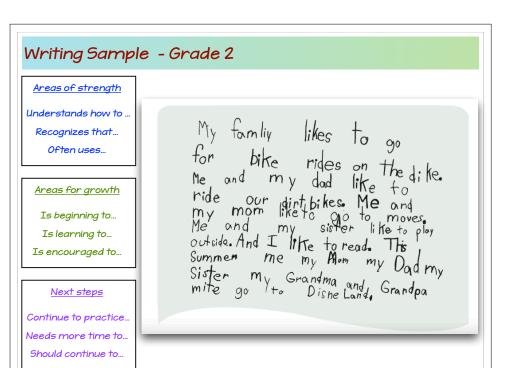
Sample Application for Kindergarten ELA

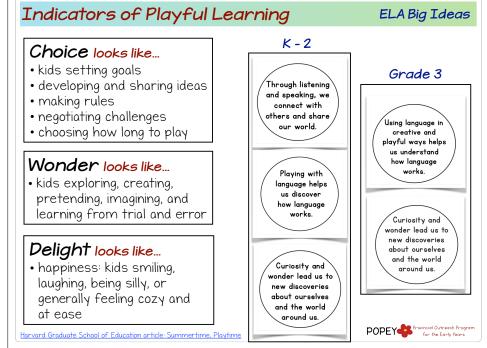
Teacher's comments: This term we have focused on key concepts of self and family through discussion, story, and pictorial representation. Nora is engaged during circle time and encourages other students to join her. Self to the beginning of the school year, Nora has found her voice and her place among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

Criteria category	Kindergarten criteria	Descriptive feedback	Goal setting
Engaging and Questioning	Listen and respond Discover that story/text has purpose Make connections and use background knowledge to show understanding	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.
Processing	Make meaning from shared story/text	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.
Analyzing	Make connections with self, text, and world Make predictions and visualizations about story/text	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.
Recognizing Identity and Voice	Connect story/text with personal experiences Recognize that story/text reflects family and community Communicate about self and family Share ideas, feelings, and perspectives Listen to the ideas of others	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.

Classroom Assessment Resources Package K-3 ELA - Ministry of Education and Child Care

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DODEV	rrovincial Outreach rrogran
PUPEI	Provincial Outreach Program for the Early Years





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



K-12 Student Reporting Policy Guidelines - Ministry of Education and Child Care







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

Adapted From - Motivating Students: 25 Strategies to Light the Fire of Engagement - Chapman & Vagle



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

K-12 Student Reporting Policy Guidelines - Ministry of Education and Child Care



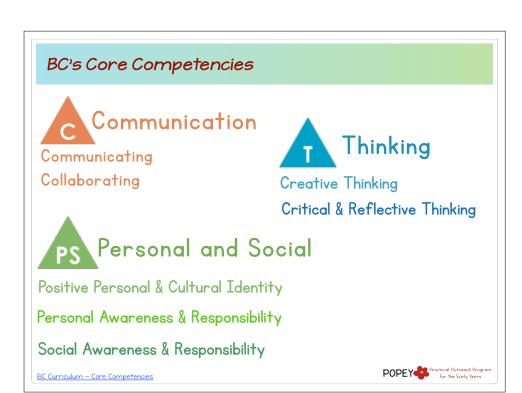
Multiple Means of Engagement, Action & Expression

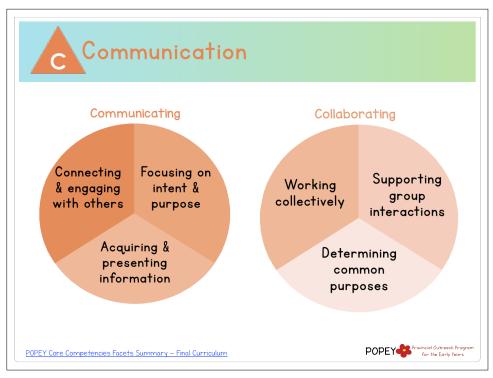
Choose your top three ways to show what you know:

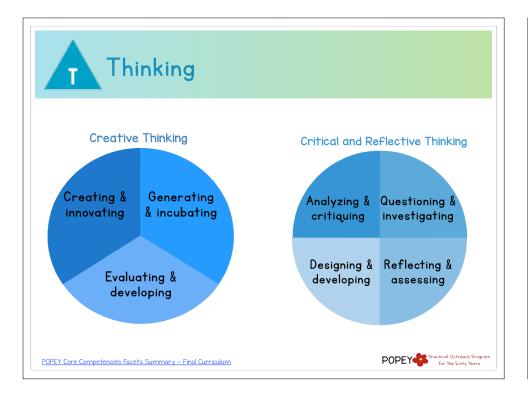
- charts/sorting activities
- √ comic strips
- √ dioramas/displays/models
- dramatic presentations
- √ graphic organizers
- ✓ illustrations
- ✓ interviews
- ✓ letters/writing

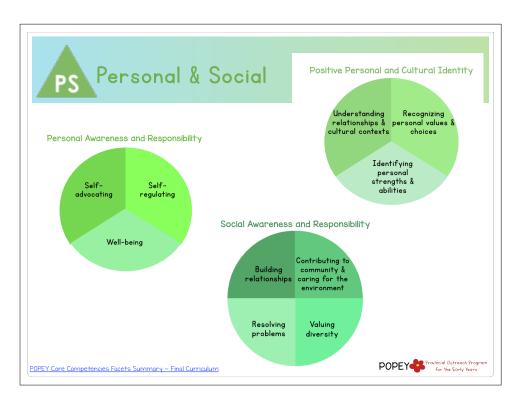
- ✓ photos
- √ poems
- v puppet shows
- questions and conversations
- ✓ oral reflections/conversation
- √ stories original or reimagining
- ✓ videos
- √ visual timelines

Can we provide choice and differentiation for students to <u>show what they know</u>?









Ongoing Assessment of the Core Competencies

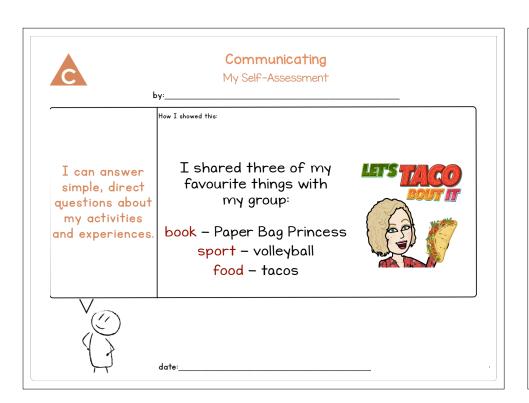
- encourage students to talk about and document their strengths in relation to the Core Competencies and in different areas of learning
- ~
- * ask open-ended questions to prompt student self-reflection and increase metacognition
- ★ use think-alouds to model what reflection looks like during learning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



POPEY Provincial Outreach Program
for the Early Years

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







Collaborating

My Self-Assessment

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.





POPEY's CSL Padlet

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



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



