PROFICIENCY SCALES

Tuesday, June 22nd, 2021

SCHOOL DISTRICT 46 - SUNSHINE COAST
Excellence in all we do!

STUDENT REPORTING POLICY (2016) AND STUDENT PROGRESS REPORT ORDER (2016) 1 (K)

- **Policy Option A*** (Schedule 2 of the Ministerial Order) allowed districts to develop local reporting policies (e.g.: Fresh Grade)

- **Policy Option B** (Schedule 1 of the Ministerial Order) allowed districts to follow a slightly revised version of the previous policy.

STUDENT REPORTING POLICY (2016) AND STUDENT PROGRESS REPORT ORDER (2016) 1 (K)

- More timely and flexible communication

- Descriptive four-point provincial proficiency scale for K-9

- End-of-year student self-assessment of Core Competencies, as well as additional student selected evidence-based reflection during the school year

STUDENT REPORTING POLICY (2016) AND STUDENT PROGRESS REPORT ORDER (2016) 1 (K)

- Points of progress must be provided at least four times during the school year.

- At least once, communicate progress in each area of learning in relation to the learning standards, using the standard four-point provincial proficiency scale and descriptive feedback.

- At least twice, provide written descriptive feedback (paper or digital) on student engagement and behaviour (e.g., growth in personal and social responsibility).

- At least once, include student-selected evidence of and reflection on Core Competency development
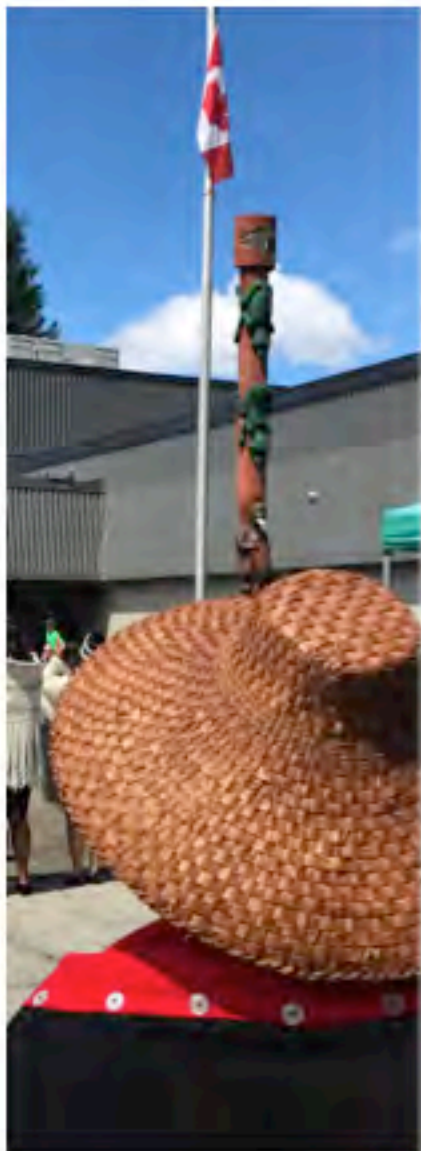
NEXT STEPS

- Today: Review our history of proficiency scales

- September Education Committee: Reporting to parents presentation. Develop recommendation (if needed).

- October – Board approved local reporting (if needed).

SCHOOL DISTRICT 46
SUNSHINE COAST

PROFICIENCY SCALES
AND REPORTING
IN SCHOOL DISTRICT NO. 46

June 2021

EXPLORING PROFICIENCY SCALES IN SD46

- Teachers at all grade levels in SD46 have been exploring using Proficiency Scales this year
- Math CAMPs – Primary, Intermediate & Secondary
- Multiple sessions over the year
- Working with experts in other districts, to stay in touch with what is happening across the province.

PROVINCIAL LENS - BACKGROUND

- With the shift in the curriculum to the concept-based, competency driven curriculum, and the 'Know, Do, Understand' (KDU) model

- came the introduction of Proficiency Language.

| Emerging | Developing | Proficient | Extending |

Proficiency scales represent a shift in thinking...

- Instead of designing a task, like a test or a quiz, and generating a number (scored 17/25)

- We spent time thinking about what proficient would look like...and defining a 'learning standard' for proficient.

Example: For grade 3, Number Concepts to 1000 (the learning standard), an SD46 Teacher said 'Proficient' would look like a student who ...

Proficient

Independently...

- counts by skip counting from any starting point, increasing and decreasing
- can explain skip counting's relationship to multiplication using manipulatives

'Emerging' – where they show some initial understanding and can do it *with support*!

'Developing' – where they show partial understanding and can do it with *some support*.

'Extending' – where the student shows sophisticated understanding & depth

- Compared to the 17/25 ... This language tells us a lot more about what a student can do!

- This highlights a big difference Task-based /Standards-based

- Task-based is about assessment of **Tasks**. (17/25 on the TEST)

- Standards-based is about assessment of **Learning:**

Proficient

Independently...

- counts by skip counting from any starting point, increasing and decreasing
- can explain skip counting's relationship to multiplication using manipulatives

Focused on the LEARNING

EVIDENCE INSTEAD OF POINTS

- Task-based – POINTS are gathered
- Standards-based – EVIDENCE is gathered
- To improve, students don't need to get more points, they need to show evidence of learning.
- Evidence can be gathered by paper/pencil AND by listening to students in conversation & observing students 'doing.'

CURRICULAR ALIGNMENT: CONTENT & COMPETENCIES

- Task-based tends to focus on content.
- Standards-based integrates both content AND *competencies*!
  - ... explain
  - ... visualize
  - ... demonstrate
  - ... justify, model, represent, etc....

Curricular Alignment: Content AND Competencies

CURRICULAR ALIGNMENT: STRENGTH BASED

- Task-based tends to focus on deficits
- Standards-based is focused on *competencies*!
    - ...can explain
    - ...can visualize
    - ...can demonstrate
    - ...can justify, model, represent, etc....
- NOT 'Can't' (the 'incompetencies')

I can ask questions and make connections.

I can be an active listener – body, mind, and heart.

I can share information in a clear and organized way.

I realize that other people have different opinions and P.O.V.s than me – and that's OK!

EXPECTATION LANGUAGE TO PROFICIENCY LANGUAGE

- We see a shift from 'expectation' language.

In the Primary years, children are assessed and evaluated according to their individual progress. It is normal for young children to acquire skills at differing rates and times.
The following developmental scale is used to describe student progress:

| 1 – Not yet meeting expectations | 2 – Approaching expectations | 3 – Meeting expectations | 4 – Exceeding expectations |

- To 'Proficiency' Language (Emerging, Developing, Proficient, Extending) and this language is
- Positive
- Additive
- Progressive

- 'I can'....Strength-based and Descriptive

IN SD46 & ACROSS THE PROVINCE

- In SD46, teachers have been exploring Proficiency Scales and requested that we look at shifting to this.

- Across the Province –

In response to teacher's requests, the Ministry is currently developing K – 12 literacy & numeracy performance standards, with proficiency scales embedded.

- Starting with proficiency benchmarks, that can be used in all learning areas.

K-12 Literacy and Numeracy Performance Standards

PERFORMANCE STANDARDS

Proficiency Scale

EMERGING · DEVELOPING · PROFICIENT · EXTENDING

SUPPORT MATERIALS: Exemplar tasks, samples of student work, instructional and assessment strategies

1. Proficiency benchmarks

2. Proficiency scale

3. Exemplar tasks

4. Samples of student work

5. Instructional and assessment strategies for teachers

Ministry Objectives

- Provide all K – 12 teachers with a clear picture of what proficiency looks like in literacy and numeracy with examples by grade level and learning area.

- Support teachers in assessing a student's current competency and assist them in determining instructional next steps.

- Further support understanding of literacy and numeracy and the role it plays in all learning areas.

- Establish a consistent, common language and approach for literacy and numeracy that is aligned province-wide, across grades and assessments.

Phase 1 Stages (K-5)

Teacher Participant
Orientation

Coding and Analysis of
Student Work; Revisions
of Proficiency Benchmarks

Nov 2020

Student Work Collection

Phase 2: District Trialing

Phase 1 Stages (6-12)

Teacher Participant
Orientation

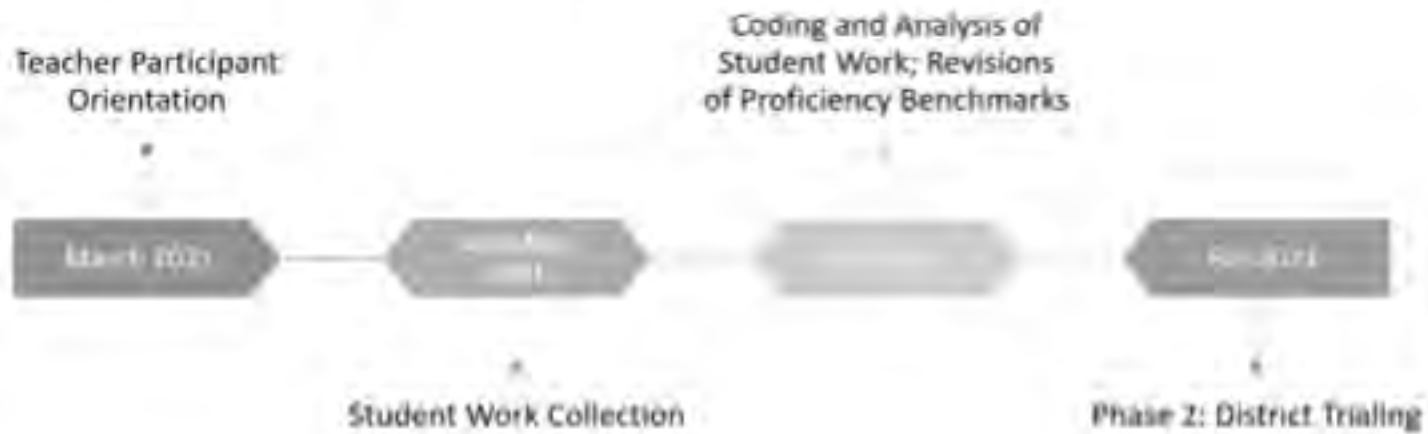Coding and Analysis of
Student Work; Revisions
of Proficiency Benchmarks

Student Work Collection

Phase 2: District Trialing

Opportunities for Collaboration

- May/June 2021: Review draft of foundational numeracy and literacy proficiencies and provide feedback to project team.

- Fall 2021: Participate in extended Grade K – 5 district trialing

- incorporate draft proficiencies into instructional and assessment practices and provide feedback to the project team.

PROVINCIALLY - REPORTING

- Currently - Interim Reporting Order – published by the Ministry – Adopts the 4 point Proficiency Scale implemented by the districts who are piloting the new order.

- Student Reporting Policy will be released in the Fall, and we will have a year to familiarize ourselves with this.

- It will then be officially signed in the Spring, and then implemented the following school year.

- The Ministry can offer SD46 sessions on the 'Revisions of the Performance Standards' and 'Student Reporting Policy' update. (Tentatively scheduled for June 29 & Aug. 26th)

SD46 PROCESS

June 7, 2021 - Elementary principals consulted with teachers in a district-wide meeting and decided unanimously to support adopting the proficiency scale language of 'Emerging; Developing; Proficient; Extending' to replace:

- Schedule 1 –Expectation Language:

'Not yet meeting Expectations; Approaching Expectations; Meeting Expectations; Exceeding Expectations'

- Schedule 2 (FreshGrade) - Interim 3-poing Scale Language: 'Concerns/Not Yet; Acquiring; Accomplished.'

CONSULTATION

Process Moving Forward –

- May/June - Broad Consultation/Discussion (teachers & principals)
- June – Take it to the Superintendent for approval
- June/September - Superintendent brings it to the Board's Education Committee
- Fall – Goes to the Board of Education for formal approval before changes can be implemented for the 2021-22 school year.
- This is the First Step! Learning about Proficiency Scales & where we are in this process