



Communicating Student Learning

Using Proficiency Scales
Central Middle School
Oct 19th 2022



Territorial Acknowledgement



One *Learning* Community



Proficiency Scales For Communicating Student Learning



One *Learning* Community



Overview

Goals for the session

- Introduce and explore the proficiency scale
- What does this look like in practice
- What to expect as a parent



Introducing the Proficiency Scale

- A pilot with 8 of 10 middle schools in SD61
- All teachers will use a proficiency scale to assess and communicate student learning.
- This change can be seen across the province of BC, as schools work to align with the BC Ministry of Education's communicating student learning framework and curriculum.
- We anticipate that by September 2023, all schools, K-9 in BC will be using the proficiency scale.
- curriculum.gov.bc.ca/classroom-assessment



Exploring The Proficiency Scale

The value in using the proficiency scale is that it places emphasis on descriptive feedback and facilitates self-assessment key practices for extending student learning.

Proficiency Scale	→			
	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.



L'échelle de compétence

L'**échelle provinciale à quatre niveaux de compétence** est utilisée pour communiquer le niveau de progression des élèves de la maternelle à la 9^e année dans tous les domaines d'apprentissage. Les quatre niveaux de compétence sont les suivants : Émergente, En voie d'acquisition, Maîtrisée et Approfondie.

Niveau de compétence	→			
	Émergente	En voie d'acquisition	Maîtrisée	Approfondie
	L'élève montre une compréhension initiale des compétences et des concepts associés à l'apprentissage attendu.	L'élève démontre une compréhension partielle des compétences et des concepts associés à l'apprentissage attendu.	L'élève démontre une compréhension totale des compétences et des concepts associés à l'apprentissage attendu.	L'élève démontre une compréhension approfondie des compétences et des concepts associés à l'apprentissage attendu.



Why Proficiency Scales?

The proficiency scale moves the conversation away from reporting cards and grades to a focus on communicating student learning.

- Is a student **proficient** in a set of skills, concepts or competencies? In other words, do they demonstrate a solid understanding of those concepts and competencies?
- Proficiency scales highlight strengths in student learning
- Separate learning behaviour from academic performance
- They can help indicate what the next steps are in order to become proficient or in order to challenge themselves further



Emerging

“I am beginning to...”
“With direct support I can...”





Emerging

“I am beginning to...”
“With direct support I can...”

- *shows some understanding of...*
- *is beginning to...*
- *starting to..*
- *with direct support...*

- *has a limited understanding of...*
- *is starting to...*
- *requires support to...*
- *in the beginning stages*



Developing

*I can **partially** understand...
With some support I am able to....*





Developing

*I can **partially** understand...
With some support I am able to....*

- *is able to... at a basic level/in familiar situations*
- *with support shows an understanding of*
- *is working on...*
- *needs reminders to...*
- *sometimes...*
- *with support is able to...*
- *with prompting is able to...*
- *occasionally is...*
- *has some difficulty with...*
- *is developing...*
- *is aware of... but is not yet applying independently*
- *strives to...*
- *is beginning to work independently*



Developing

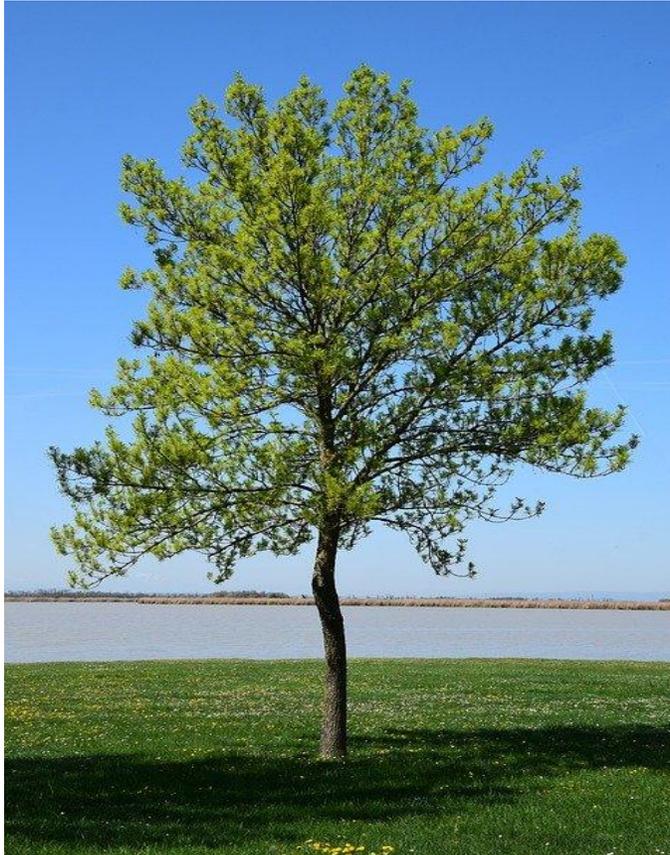
*I can **partially** understand...
With some support I am able to....*

- These students are progressing in their learning
- A developing assessment should indicate areas for concentration and growth in order to become proficient.



Proficient

I am able to demonstrate.....
I have a **solid** understanding of.....





Proficient

I am able to demonstrate.....
I have a **solid** understanding of.....

- *is able to demonstrate...*
- *engages in...*
- *consistently demonstrates the ability to...*
- *is able to...*
- *understands...*
- *is competent with...*
- *is capable of...*
- *demonstrates a solid understanding of...*
- *can describe...with detail/accuracy/confidence*
- *demonstrates a comprehensive understanding of...*
- *can independently...*



Proficient

I am able to demonstrate.....
I have a **solid** understanding of.....

- This student is exactly where we would hope they would be.
- They show a solid understanding of the main concepts and are able to complete most tasks.
- The proficient category can seem quite large sometimes so it can be helpful to share with students if they have just left developing or are approaching extending.
- Students in this category still need to know what areas they need to focus on and strategies about how to progress.
- Note: provincial scale says '**complete**' understanding



Extending

I am highly skilled at.....
I have extended my learning by.....





Extending

I am highly skilled at.....
I have extended my learning by.....

- *creatively/insightfully applies...*
- *is innovative when...*
- *shows in depth understanding of...*
- *in complex situations, is able to...*
- *is strategic...*
- *extends learning by...*
- *consistently...*
- *to a high degree...*
- *is highly skilled at...*



Extending

- Students in this category demonstrate a ***sophisticated, creative, insightful and innovated*** understanding of concepts.
- It is not about extra projects or extra work



'I Can' action statement sentence stems

Emerging	Developing	Proficient	Extending
<ul style="list-style-type: none">- I am starting to...- With support, I am able to...- I learn better with support...	<ul style="list-style-type: none">- I am developing this skill...- I am starting to understand...- I am able to do parts of...- I am beginning to work independently...	<ul style="list-style-type: none">- I am able to...on my own...- I have achieved this skill...- I understand...- I have a solid understanding of...- I am able to...	<ul style="list-style-type: none">-I have a sophisticated understanding of this concept...-I am able to make complex connections between ideas/concepts...-I am able to apply this skill...



L'échelle de compétence en langage d'élève

Émergente	En voie d'acquisition <i>(en développement)</i>	Maîtrisée <i>(Compétente)</i>	Approfondie
<ul style="list-style-type: none">-Je commence....-J'ai besoin d'aide...-J'apprends mieux avec de l'aide...	<ul style="list-style-type: none">-Je commence à comprendre ...-Je peux faire une partie...-Je commence à le faire seul...	<ul style="list-style-type: none">-Je peux le faire seul- J'ai atteint la compétence-Je comprends...-J'ai une compréhension solide de...-Je suis capable	<ul style="list-style-type: none">-Je fais des liens complexes entre les concepts...-Je peux mettre en pratique cette compétence dans des contextes différents



Students with Diverse Needs

- For a student with an Individual Education Plan (IEP) proficiency level is based on what students can do with their accommodations in place.
- It should be clear what effective strategies and accommodations are being used with success

PROFICIENCY LEVEL 			
Emerging	Developing	Proficient	Extending
The student is beginning to demonstrate basic knowledge in relation to the learning standards.	The student demonstrated some knowledge in relation to learning standards.	The student demonstrated good knowledge in relation to the learning standards.	The student demonstrated knowledge beyond the learning standards.
Works with ongoing support	Works with some support	Works independently	Works independent and can support the learning of others

"I'm just getting started."
"I learn best with help"

"I get some of it."
"I am beginning to do more and more on my own."

"I get it."
"I can do it on my own."

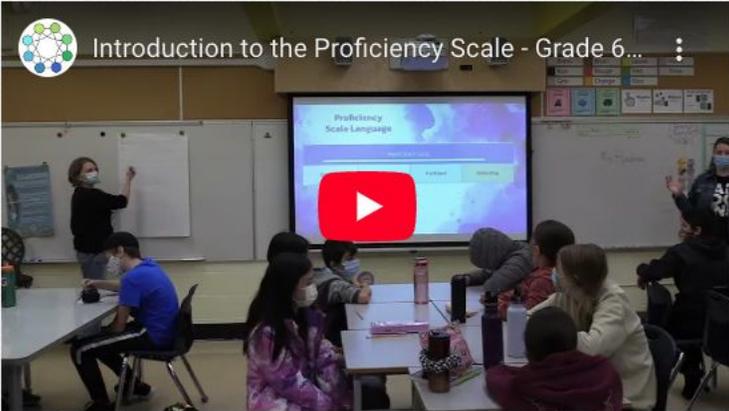
"I get it and go beyond what is expected of me."
"I can teach it to a friend."



What does it look like in the classroom?

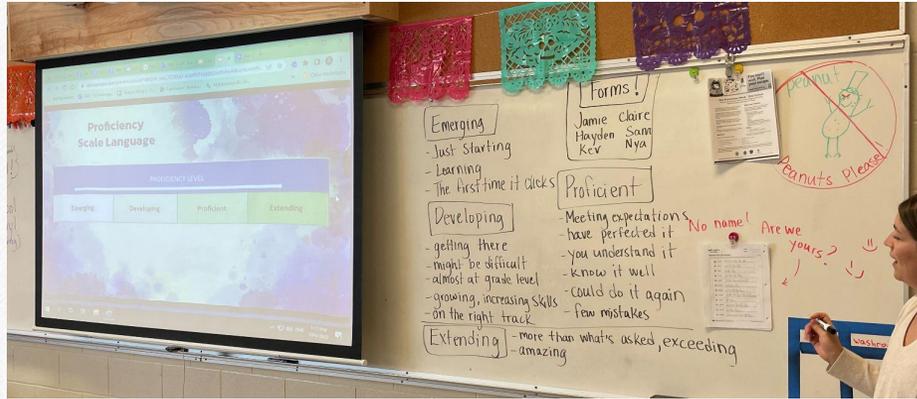
Student generated ideas and descriptive language

Video

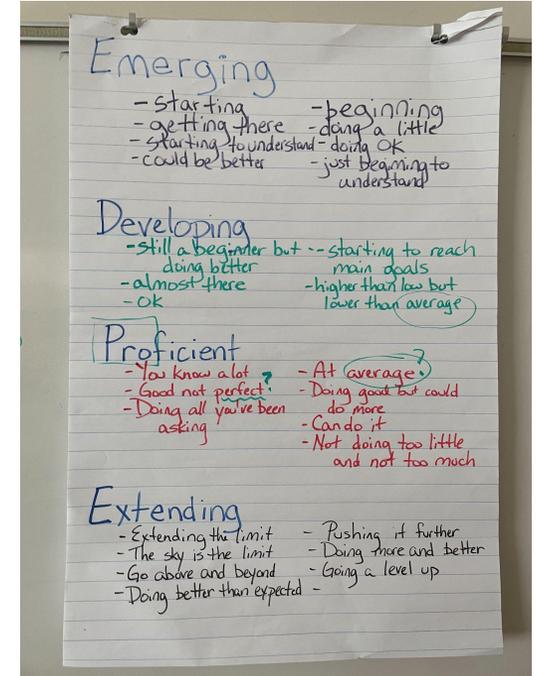


Resources

- Lesson Plan – Introducing the Proficiency Scale Lesson
- Classroom Slide Deck
- Sort – “I” student statements
- Sort – Placemat
- Ticket out the door



Div 11



Div 13



Helpful Student Analogies

Student generated analogies

EMERGING

looks like:



DEVELOPING

looks like:



PROFICIENT

looks like:



EXTENDING

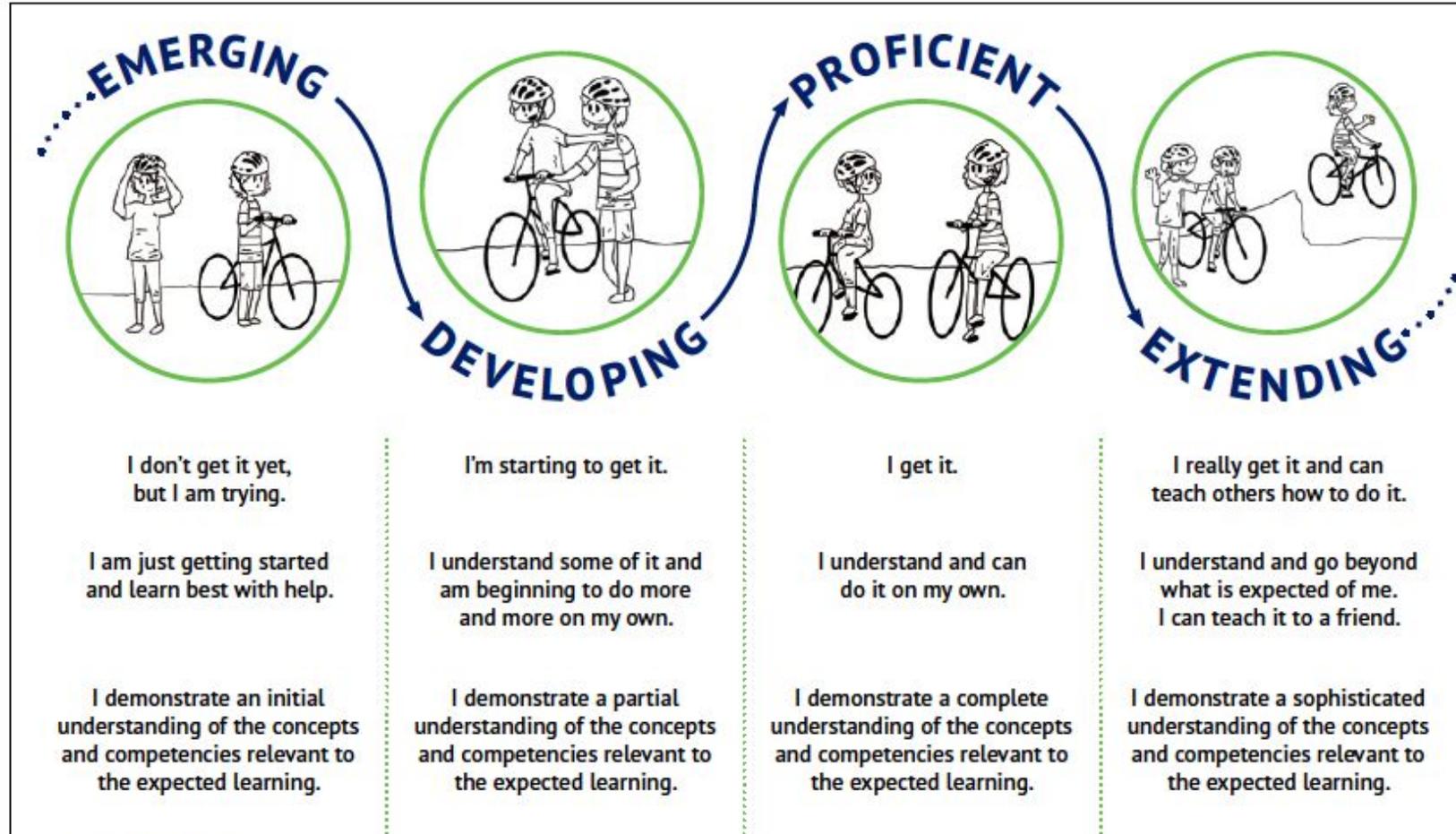
looks like:



Julie Gennai, Div 21



Helpful Student Analogies



Where am I now?



Where am I
going?



What do I need to
get there?

What we know about effective classroom assessment



Principles of Assessment

These principles represent current understanding of culturally responsive, research-based assessment practices and the First Peoples' Principles of Learning.

Inclusive & Flexible

Equitable and inclusive oriented assessment allows students to demonstrate and/or re-demonstrate their learning recognizing that students have diverse strengths, backgrounds, life experiences and interests. Equitable and inclusive classrooms create a culture of learning.

Clarity & Alignment

When learning goals are clear and transparent, criteria for success can be developed and referenced throughout learning cycles. When teaching and assessment are aligned, we increase the opportunities for success for all. Behavior attributes (such as attitude, responsibility, work ethic, respect) are considered and communicated separately from learning standards.

Student Centered

Students are at the center of their learning. As we welcome students' lived experience and perspectives into teaching, learning and assessment, we validate and honour their funds of knowledge. Opportunities such as co-creating criteria and self-assessment support students' continuous growth as a learner.

Relationships, Belonging, & Identity

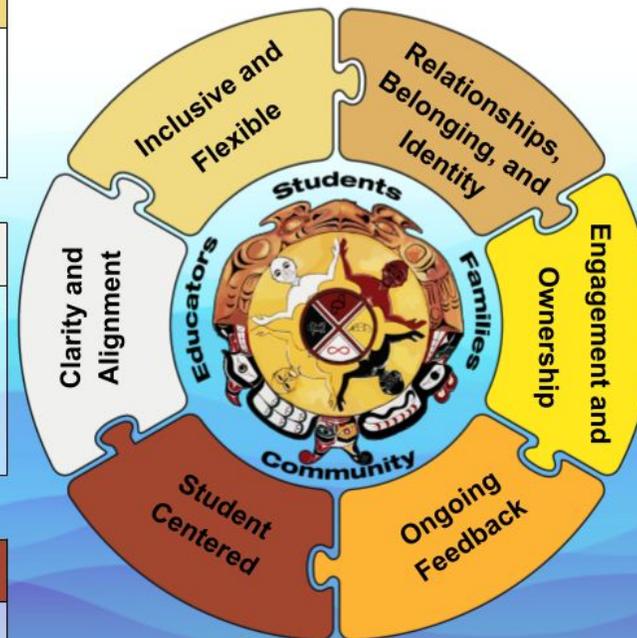
A relational approach to assessment is an ongoing conversation between teacher and students. When students feel seen, recognized and affirmed in their identity, we are fostering a sense of belonging. Assessment strengthens relationships and supports social emotional learning.

Engagement & Ownership

Student engagement and ownership of their learning increases when assessment is relevant, personalized and informs their next steps. Assessment, when accompanied by reflection, promotes curiosity and a cycle of learning and engagement for both students and teachers.

Ongoing Feedback

Ongoing feedback includes opportunities for learners to receive descriptive feedback from many sources about their strengths and areas for growth. The feedback includes what the learner is doing well *and* next steps to improve.





What to expect as a parent at the end of term 1?

- Term comments on general learning behaviour and work habits.
- A proficiency level for each of the academic areas taught that term.
- Comments for each subject on what can the student do, what do they need to work on, and how can they work on this to improve

Closing/Questions