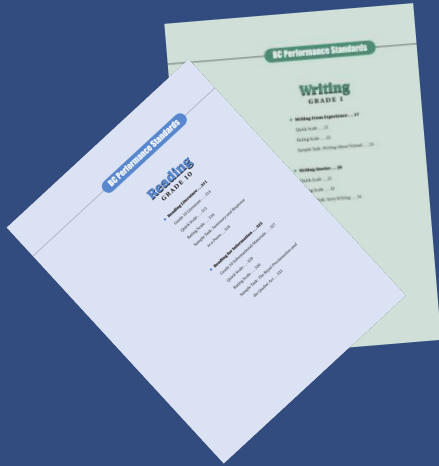


# KEY MESSAGES

- A. Initial consultation confirms the need to update BC Performance Standards to enhance student success
- B. Updated Performance Standards will include literacy and numeracy, align with the K-12 curriculum, and contain five elements:
  - 1. Proficiency Benchmarks
  - 2. Proficiency Scale
  - 3. Exemplar Tasks
  - 4. Samples of Student Work
  - 5. Instructional and Assessment Strategies
- C. Preliminary work is underway to develop Proficiency Benchmarks
- D. Sector-wide collaboration and strong sector leadership will be needed

# BC'S ORIGINAL PERFORMANCE STANDARDS



- BC's Performance Standards in Reading, Writing and Numeracy were published in 2002 with Reading and Writing revised in 2009
- Standards were developed for voluntary use and aligned directly with English Language Arts and Math curricula
- They provided teachers with standards and examples of student performance

## Quick Scale: Grade 3 Reading Literature

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	The student may be able to read and recall simple, short selections with familiar language. Often needs one-to-one support for both reading and comprehension activities.	The student is able to read simple, direct fiction and complete comprehension response activities independently. Work is complete.	The student is able to read simple, direct fiction and poetry, and complete comprehension response activities independently. Work is complete.	The student is able to read materials that have some complexity, and complete comprehension or response activities independently. Work often shows insight or exceeds requirements
<b>STRATEGIES</b>	<ul style="list-style-type: none"> <li>• relies on self</li> <li>• has difficulty with context</li> <li>• predicts/guesses logically</li> <li>• makes connections</li> </ul>			

It is expected that students will:

**Prescribed Learning Outcomes: English Language Arts**

**GRADE 3**

**ORAL LANGUAGE (SPEAKING AND LISTENING)**

**Purposes (Oral Language)**

A1 use speaking and listening to interact with others for the purposes of

- contributing to a class goal
- sharing ideas and opinions
- making connections
- solving problems

A2 use speaking to explore, express, and present ideas, information, and

- staying on topic in a focussed discussion
- recounting experiences in a logical sequence
- presenting a central idea with supporting details

A3 listen purposefully to

- sharing connections made
- identifying main ideas

# UPDATED PERFORMANCE STANDARDS FOR BC's CURRICULUM

- BC's curriculum was developed over five years from 2012 and implemented beginning in 2016
- The curriculum is concept-based and competency driven
- Updated Performance Standards in literacy and numeracy aligned with the curriculum and provincial assessments will support teachers in enhancing student success



## Area of Learning: ENGLISH LANGUAGE ARTS

Grade 3

### BIG IDEAS

Language and **story** can be a source of creativity and joy.

**Stories** and other **texts** help us learn about ourselves, our families, and our communities.

**Stories** can be understood from different perspectives.

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.

### Learning Standards

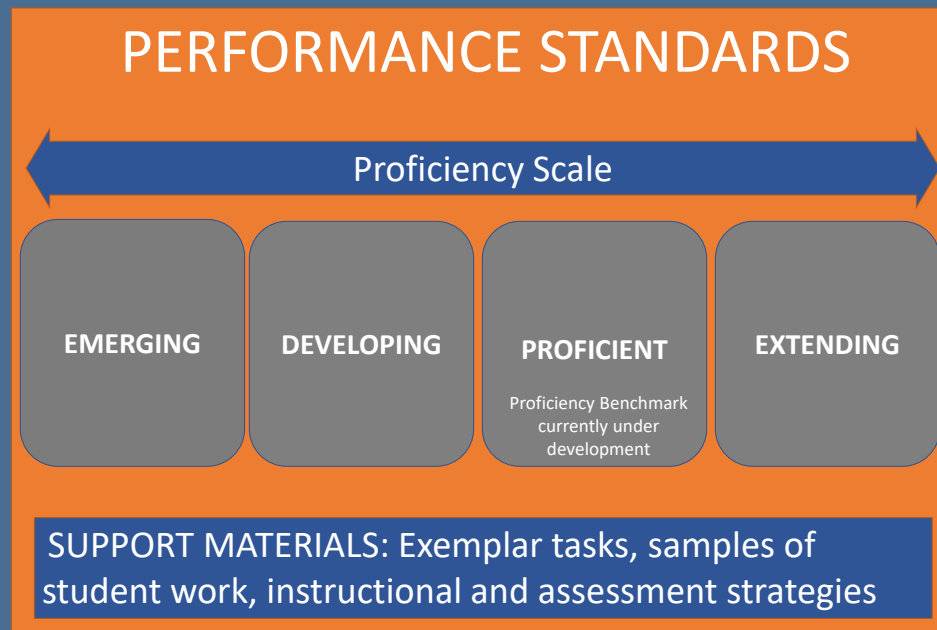
Curricular Competencies	Content
<p>Using oral, written, visual, and digital texts</p> <p>Comprehend and connect (reading)</p> <ul style="list-style-type: none"> <li>Read fluently at grade level</li> <li>Use sources of information</li> <li>Make connections between texts</li> <li>Use developmentally appropriate strategies</li> <li>Recognize how different texts are used</li> <li>Engage actively as listeners, readers, and viewers</li> <li>Explain the role that stories and texts play in society</li> <li>Use personal experience to understand texts</li> <li>Recognize the structure of texts</li> <li>Show awareness of the author's purpose</li> <li>Develop awareness of the audience</li> </ul> <p>Create and communicate</p> <ul style="list-style-type: none"> <li>Exchange ideas</li> <li>Create stories and texts</li> </ul>	<p>Students are expected to know the following:</p> <p>Story/text</p> <p>Elements of story</p> <p>Genres of stories and texts</p>

### PROFICIENCY BENCHMARKS

**Literacy Proficiencies: Comprehending Text (oral, written, and visual)**  
**Critically analyze and make meaning from diverse texts**

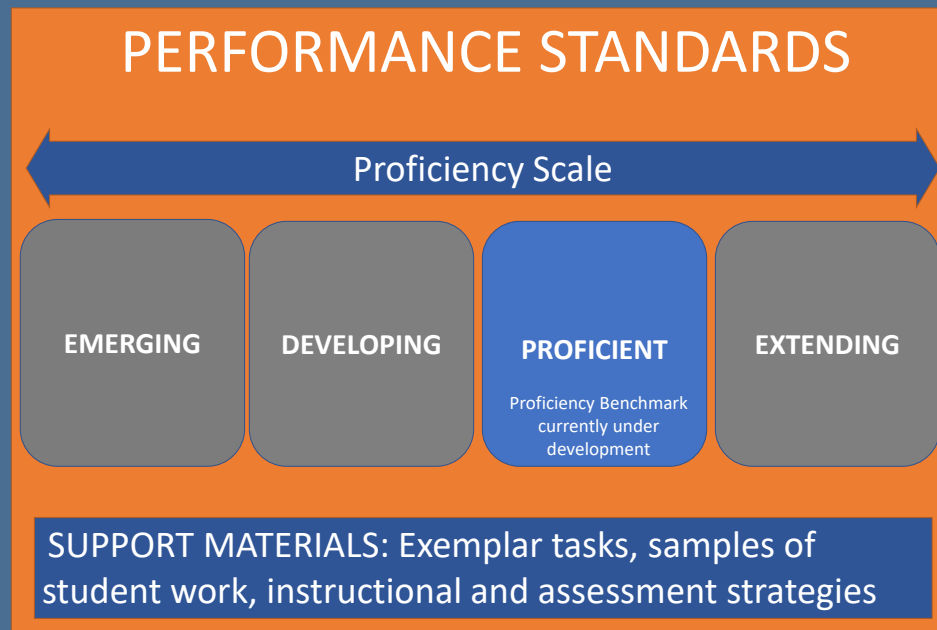
Aspect: Decodes Text	Kindergarten Proficiency	Grade 1 Proficiency	Grade 2 Proficiency	Grade 3 Proficiency
Phonological Awareness and Phonic Knowledge	Strong awareness of the phonological structure of language and successfully completes oral tasks	Gives examples of phonological structure of language and successfully completes oral tasks	Gives examples of phonological structure of language and successfully completes oral tasks	Gives examples of phonological structure of language and successfully completes oral tasks

# K-12 LITERACY AND NUMERACY PERFORMANCE STANDARDS



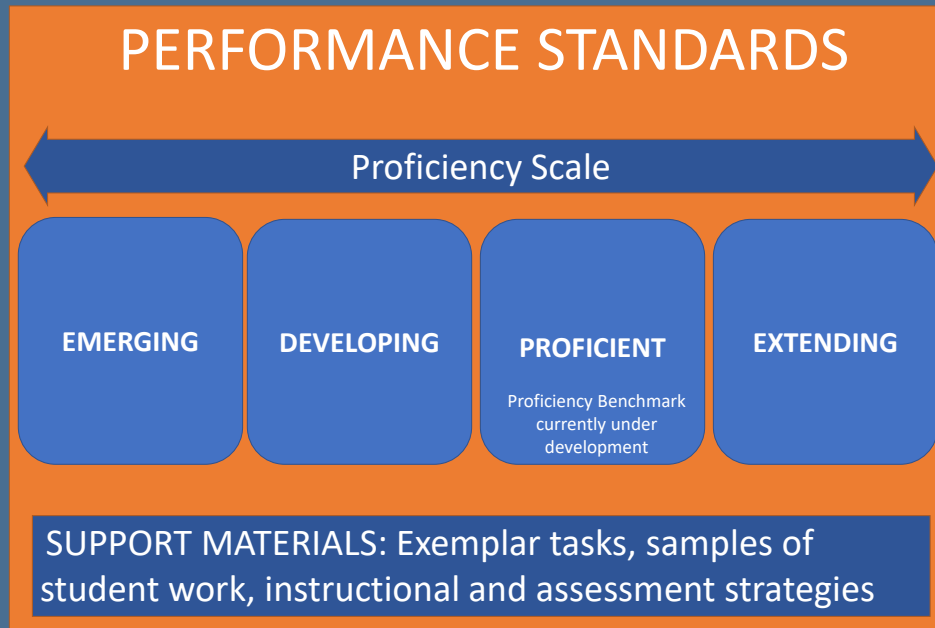
1. Proficiency benchmarks
2. Proficiency scale
3. Exemplar tasks
4. Samples of student work
5. Instructional and assessment strategies for teachers

# 1. PROFICIENCY BENCHMARKS



- Early stages of working with educators to develop literacy and numeracy proficiency benchmarks, K-12
- Proficiency Benchmarks will:
  - Set a consistent standard for learners
  - Enhance written feedback when reporting student progress
  - Serve as the foundation Proficiency Scale development

## 2. PROFICIENCY SCALE



- The Provincial Proficiency Scale shows progress in expected learning outcomes
- The four points align with the scale used for provincial graduation assessments (the Numeracy and Literacy Assessments at Grade 10, and the forthcoming Grade 12 Literacy Assessment)

### 3. EXEMPLAR TASKS

Exemplar tasks provide teachers with suggested activities that they may use to develop key literacy and numeracy skills, K-12



#### Grade 3 Curricular Competencies:

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information

#### Learning Story:

A grade three class engaged in a year-long inquiry exploring the question:

*How might plants deepen our connection to the land and contribute to our well-being?*

As part of the inquiry, the class participated in a nature walk with a Métis herbalist and educator who told them oral stories about plants in their local area.



## 4. SAMPLES OF STUDENT WORK

Samples of student work are paired with exemplar tasks and give teachers, parents, and students clear examples of what proficient work looks like.

### **Student Sample:**

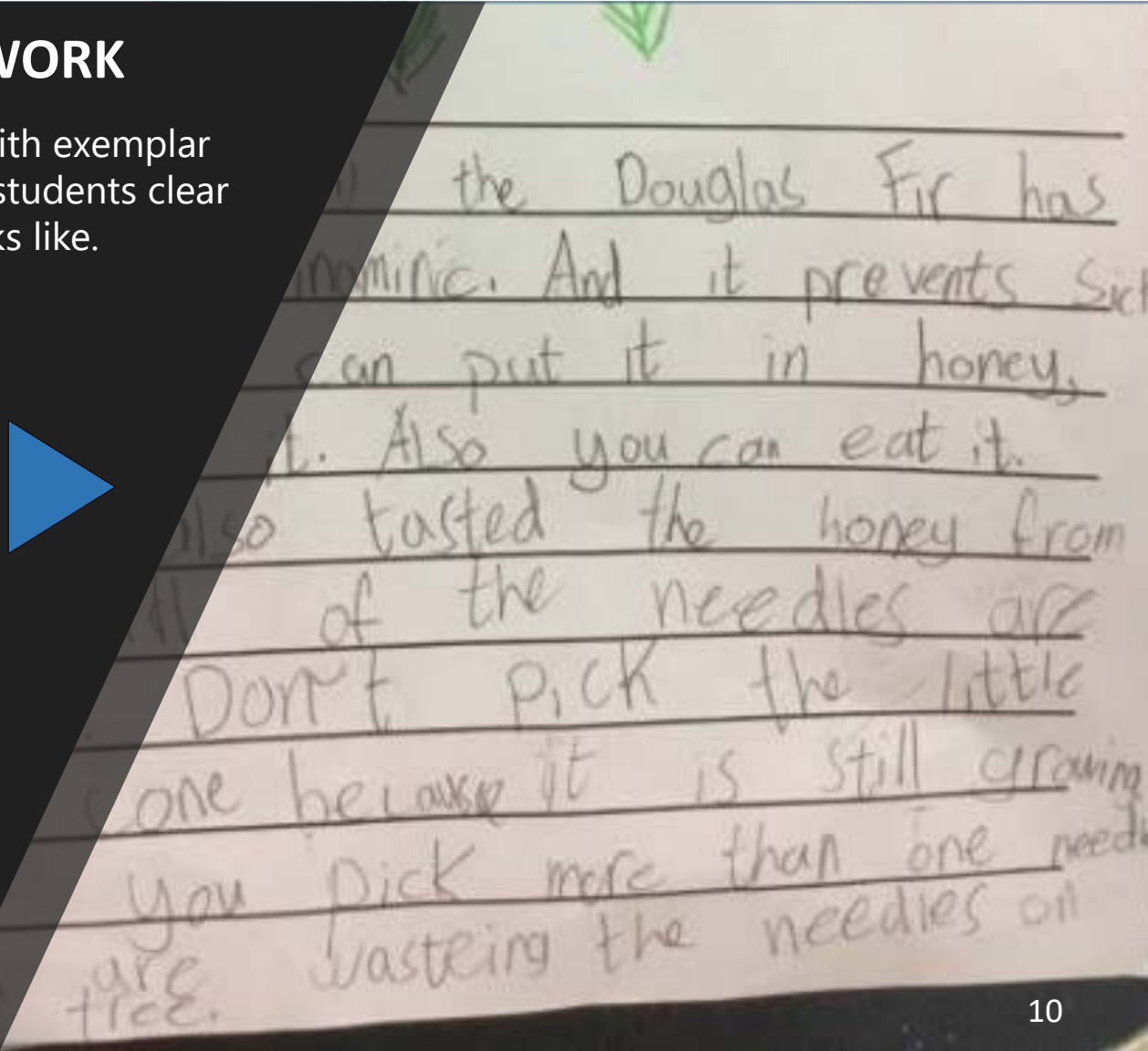
*Student A summarizes their understanding of an oral text as told by the Métis herbalist and educator.*



### **Grade 3 Proficiency**

#### **Summarizing Texts:**

- Accurately reports information
- Describes what they found interesting while including key information





## 5. INSTRUCTIONAL AND ASSESSMENT STRATEGIES



Updated Performance Standards will include guidance for teachers on:

- Strategies for literacy and numeracy skills development across the curriculum, not just in Math and English Language Arts
- Using benchmarks to support assessment and student reporting
- Commonly encountered barriers to student learning



## TIMING

### **Phase 1: Literacy and Numeracy Proficiency Benchmark Development**

- K-5 prototype development Nov 2020-Feb 2021
- Initial consultations have included several groups, including the Ministry's Classroom Assessment and Reporting Advisory Committee (CAR)

### **Phase 2: Draft Release**

- Literacy and Numeracy K-5 draft release early Spring 2021
- Opportunities for educators to review and provide feedback

### **Phase 3: District Trialing and Revision**

- Opportunities for local focus groups to trial standards in their classrooms and contribute to revisions
- Additional refinement late Spring 2021