

Outcome-Based Reporting and New Curriculum



Community Information Night at
Four Winds Public School



Land Acknowledgement

The students of 6A acknowledge that we are on treaty 6 territory. We respect the histories, languages and cultures of our local First Nations, Metis and Inuit peoples. We honour Mother Earth and give gratitude for the dirt where all living things start and end. We celebrate the greenery surrounding us that nurtures us and provides us with air to breath, paper to learn, and food to nourish our bodies. We celebrate water and the rain for giving us and the ground around us life. We acknowledge gravity and the moon for keeping us grounded and on the right path. We are thankful for the classroom and school community that gives us opportunities to support each other and grow together.

Agenda

1. Land Acknowledgement
2. Introductions
3. New Curriculum
4. Outcome Based Reporting
5. Assessment Scales & PATs
6. Questions

New Curriculum



"Regardless of the curriculum being taught, we will continuously work to meet each student where they are at in their learning."

ELAL



FILAL



Math



PEW



Science Coming Sept 2024



Outcome Based Reporting

Shift to Outcome Reporting Mindset

Traditional Grading Practices	Outcome Based Grading Practices
Judges all attributes/work habits	Factor out non-achievement attributes/work habits
A single grade	Involves levels of proficiency
Assesses and reports on overlapping Tasks	Separates the outcomes in assessment and reporting
Finds the average	Seeks most frequent evidence
“One size fits all” assessments	Provides access point and inclusion for all learners.
Powerschool example: “Mystery Decoder Escape Room”.	Powerschool example: “Solving for a single variable”.

Instead of:

- Homework
- Tests
- Quizzes
- Assignments
- Participation

We now have:

- Outcome 1
- Outcome 2
- Outcome 3
- Outcome 4

Due: Fri Oct 13

LO.5: Write to Inform, Explain, Describe, Report

5

5 of 5

English Language Arts and Literature 6 Assessme...

Description

Outcome: Students can write to inform, explain, describe, or report for a variety of purposes and audiences.

-Sept: Students were assessed on their understanding of descriptive paragraph structure by finding a leaf and describing it using the 5 senses.

<https://opentextbc.ca/buildingblocks/chapter/descriptive-paragraphs/>

-Oct: Students chose a topic of interest to write a paragraph about. The paragraph needed a topic and concluding sentence, and at least 3 detail sentences.

<https://www.edrawmax.com/article/hamburger-paragraph-examples.html>

English Language Art...

Y1

Fri Oct 27

LO.1: Examine Text Features

4

Assessments

4 of 5

Fri Oct 20

LO.6: Capitalization

4

Assessments

4 of 5

LO.6: Punctuation

5

Assessments

5 of 5

LO.6: Spelling

5

Assessments

5 of 5

Mon Oct 16

LO.6 Sentences

5

Assessments

5 of 5

Fri Oct 13

LO.5: Write to Inform, Explain, Des...

5

Assessments

5 of 5

Tue Oct 10

LO.4: Comprehend Texts

5



Dashboard



Classes



Calendar



Schedule



More

Assignment Details

Due: Thu Jun 27

[N9.2] - Solving Algebraic Equations

Mathematics 6 Assessments

Description

Essential Skills & Procedures: Solve problems using equations, limited to equations with one or two operations

Date of Assessment:

Learning Activities:

Rubric

1	2	3	4	5
Student has not yet shown an attempt of the learner outcome	Student is beginning to develop an understanding of the learner outcome	Student is building a basic understanding of the learner outcome	Student is consistently conducting an understanding of the learner outcome	Student is extending their understanding and applying their knowledge of the learner outcome

Resources: [One Step Equations](#), [Modelling & Solving Two Step Equations](#), [Solving Equations on the Number Line](#)

[N2.1] - Solving Problems with Addition

Mathematics 6 Assessments

5 of 5

Description

Essential Skills & Procedures: Students will solve problems in various contexts developing and utilizing addition strategies involving money and metric measurement

Assessment: Oct. 5, 2023, Oct. 20, 2023

Students completed an assessment of adding numbers into the ten thousands and hundredths, as well as observed on whiteboards (see examples in rubric below). Students will continue practicing addition strategies with numbers into the millions and thousandths.

Examples of Learning Activities: [Adding Multiple Decimals](#), [Desmos Activity](#), [Adding Decimals to Closest 1](#), [Making a Million](#), whiteboard practice, collaborative note taking, quiz assessment

Rubric: [link to rubric](#)

Resources: [Adding on a Number Line](#), [Sums with Decimals](#), [Whole Numbers with Base 10](#)

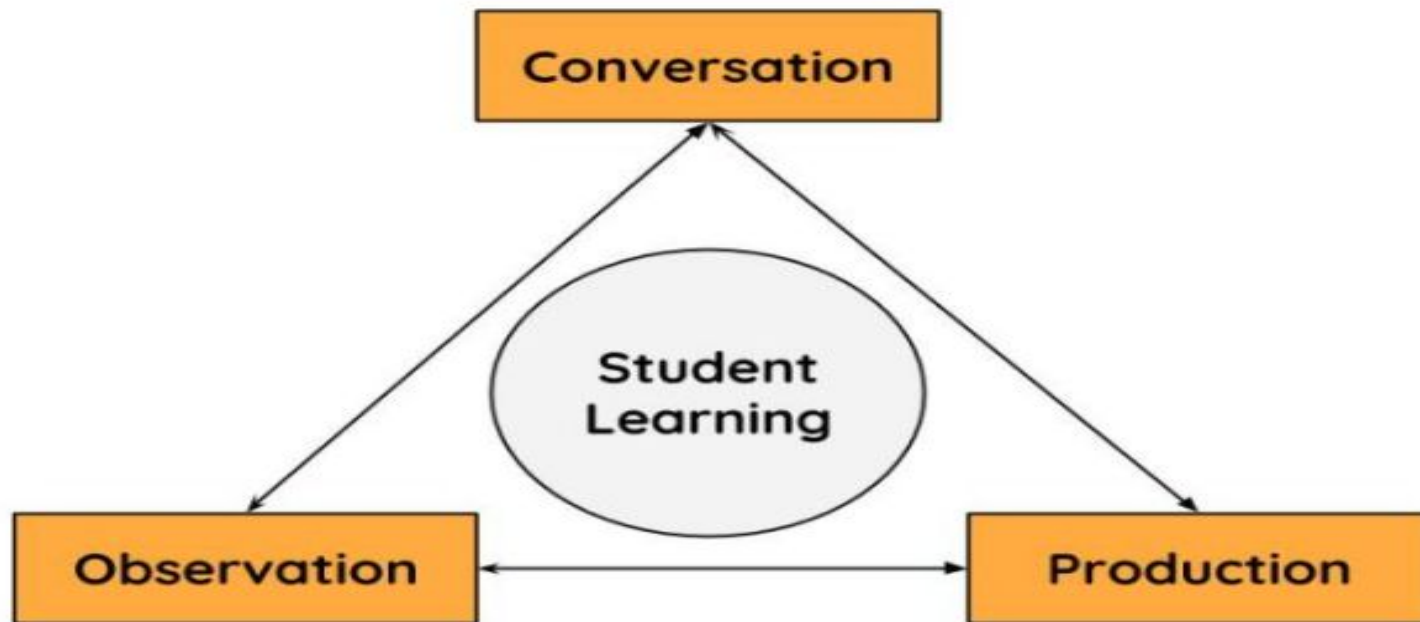
Which Outcomes are Being Assessed?

- Through working groups and grade level teams, essential skills and procedures have been chosen for every core class in grade 5-9. These are the skills that are assessed throughout the year in that class.
- Essential skill criteria:
 - Can be formally assessed
 - Built upon in other areas/grades/subjects
 - Help develop readiness in students
 - The “big rocks” of the curriculum

Goals of Outcome Based Reporting

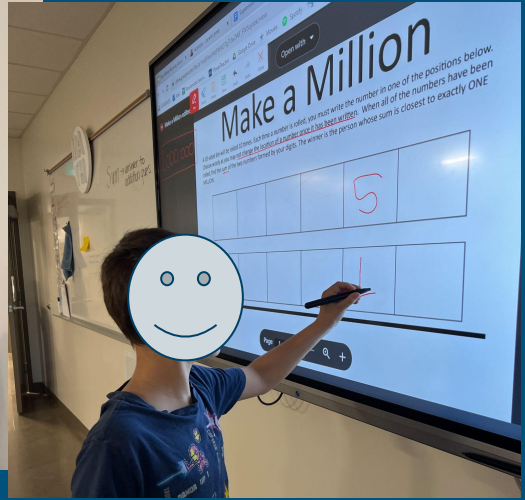
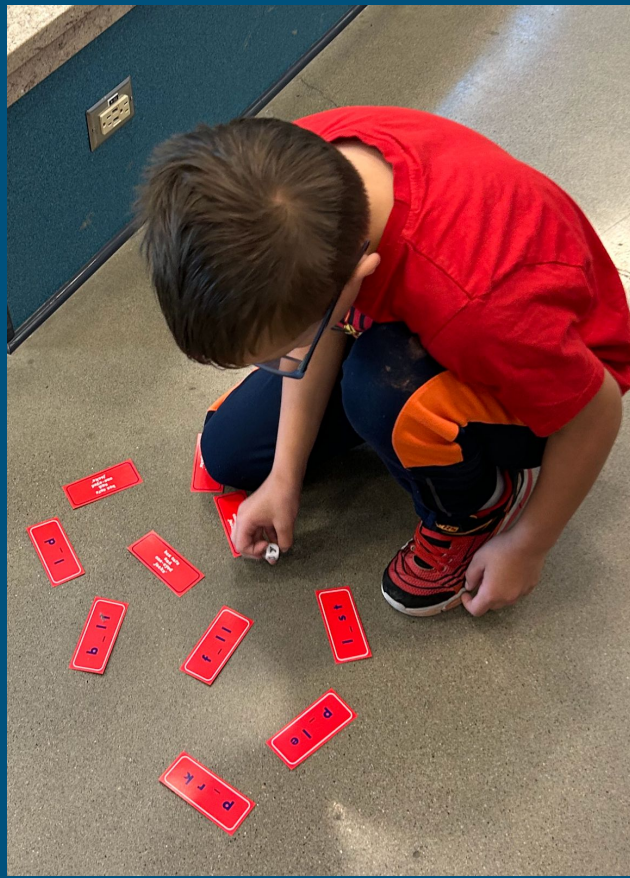
- Accurately report student proficiency while maintaining students confidence in their continued growth.
- Making assessment specific enough that teachers, parents and students understand and are on the same page about the outcomes being assessed.

“Can you skip count by 2s starting at 0 and going to 20?”
“What do you notice?” “How do you know?”



“Students can count to 100 by 1s, 2s, 5s, and 10s with support.”

“Students will highlight numbers on a 100s chart to show skip counting by 2s, 5s & 10s.”



Assessing through observation

“What predictions could we make by looking at the title and cover of the story? “I predict the story will be about a tiny family that is stuck in a snowglobe because of the title and picture.

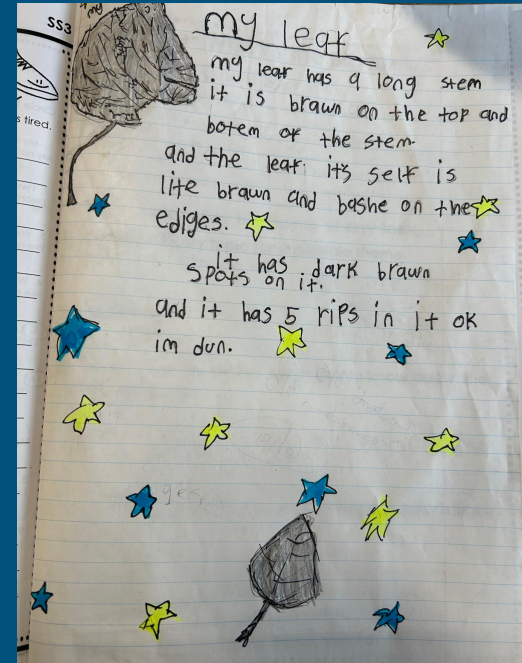
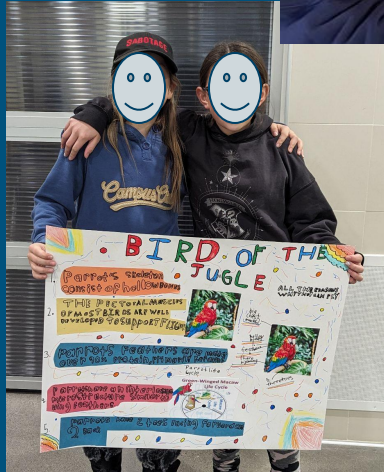
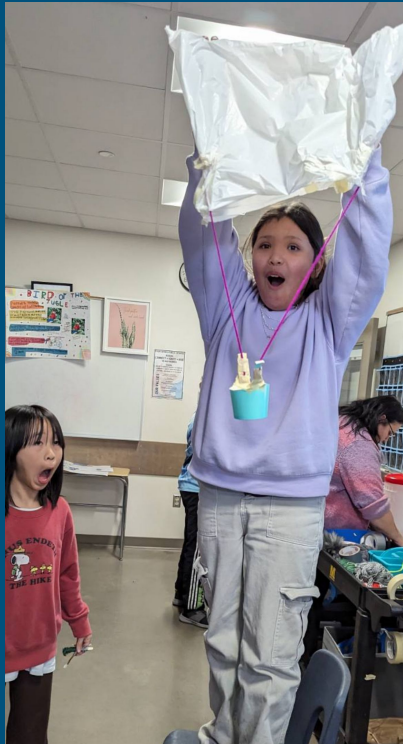
“What did you notice about how fast or slow your parachute fell? Why do you think that is?

I noticed that my parachute fell slowly and the egg didn't break. I think this is because I used a large piece of plastic to take up more space and catch more air.

“What is the theme topic of the 3 Little Pigs? How do you know?

“The theme topic of the 3 Little Pigs is hard work. I know because in the story the pig that worked the hardest on his house saved his siblings, and because I can relate this topic to my life and other stories.

Assessing through Conversation







Assessing products

My leaf is a burgundy orange. It has a semi long stem thumb. It's not new either; it's crunchy with an uneven with a small crater that suggests something has or had away at it. The back is an ashy light brown that's faded weather, the stem is light beige that fades into basic color of the leaf on the back. The end of the stem looks like fire wood that's just starting to burn, coal black to then fades into a less saturated brown. On the back it

Progression Example

Magnitude - Grade 6

	<p>As you progress through each level of understanding, it is assumed that students have all of the skills at this level and all levels before it.</p>			
	Goals for All	Goals for Most		Goals for a Few
				
Access Point (must)	Fundamental (need)	Increase Complexity (Can)	Increase Complexity (Could)	Increase Complexity (Can try to)
SP2 Using positive and negative numbers in context	SP3 relate magnitude to to distance from zero on the number line	SP 5 Compare and order (+) and (-) numbers	SP 12: Model and add two integers	SP 13 Express a difference as a sum



Achievement Scales

GRADES 1-6 ACHIEVEMENT

THIS SCALE IS USED TO COMMUNICATE ACHIEVEMENT IN THE FOLLOWING SUBJECT AREAS:

- English Language Arts
- Mathematics
- Science
- Social Studies

ACADEMIC ACHIEVEMENT SCALE

Grade level achievement – Unless otherwise stated, the student is working at grade level.

Student level of achievement and understanding with reference to the learner outcomes:

5	Student demonstrates an excellent performance and understanding of the learner outcomes by extending their learning and applying his/her knowledge.
4	Student demonstrates a consistent performance and a proficient understanding of the learner outcomes.
3	Student demonstrates an acceptable performance and a basic understanding of the learner outcomes.
2	Student demonstrates a developing understanding of the learner outcomes.
1	Student is experiencing difficulty meeting the learner outcomes.
IPP	Student is on an Individual Program Plan.

THE NON-CORE ACHIEVEMENT SCALE IS USED TO COMMUNICATE ACHIEVEMENT IN THE FOLLOWING SUBJECT AREAS:

- Art
- French
- Music
- Physical Education
- Character Education
- Health
- Religion

NON-CORE ACHIEVEMENT SCALE

E	Excellent performance and understanding.
A	Acceptable performance and understanding.
N	Needs to improve performance and understanding.

GRADES 7-9 ACHIEVEMENT

THE ACADEMIC ACHIEVEMENT SCALE IS USED TO COMMUNICATE ACHIEVEMENT IN THE FOLLOWING SUBJECT AREAS:

- English Language Arts
- Science
- Physical Education
- Mathematics
- Social Studies

ACADEMIC ACHIEVEMENT SCALE

Grade level achievement – Unless otherwise stated, the student is working at grade level.

Student level of achievement and understanding with reference to the learner outcomes:

90-100%	Excellent and Insightful
80-90%	Excellent
70-80%	Proficient
60-70%	Competent
50-60%	Basic
Below 50%	Limited
IPP	Student is on an Individual Program Plan.

THE NON-CORE ACHIEVEMENT SCALE IS USED TO COMMUNICATE ACHIEVEMENT IN THE FOLLOWING SUBJECT AREAS:

- Health
- Option Courses

NON-CORE ACHIEVEMENT SCALE	
E	Excellent performance and understanding.
A	Acceptable performance and understanding.
N	Needs to improve performance and understanding.

THE WORK ETHIC GRADE SCALE IS USED TO COMMUNICATE ACHIEVEMENT AROUND THE STUDENT'S RESPONSIBILITY AND INDEPENDENCE.

WORK ETHIC GRADE SCALE	
E	EXCELLENT – The student demonstrates excellent responsibility and independence by turning in all assignments and takes initiative for his/her learning.
C	COMPETENT – The student demonstrates satisfactory responsibility and independence by turning in most assignments and is usually ready to work and learn.
N	NEEDS IMPROVEMENT – The student has assignments missing or is frequently not ready to work and learn.

Provincial Achievement Tests

Grade 9 PAT Information

Grade 9s will have PATs in all core subjects

- Math
- Language Arts
- Social Studies
- Science

Grade 6 PAT Information: English

English Grade 6s will have PATs in all core subjects.

- Math and ELAL PATs will be based on the new curriculum.
- Social Studies will be based on the current curriculum.
- As we did not pilot the optional new grade 6 science curriculum, there will be a PAT for grade 6 science

Grade 6 PAT Information: French Immersion

French Immersion Grade 6s will have PATs in all core subjects except FLAL.

- Math and ELAL will be based on new curriculum.
- Social Studies PAT will be based on current curriculum.
- **As we did not pilot the optional new grade 6 science curriculum, there will be a PAT for grade 6 science**
- **As we piloted the optional new FiLAL curriculum, there will be no PAT for it this year.**

PAT - Schedule and Parent Guide

[Schedule](#)

[Grade 6 Parent Guide](#)

[Grade 9 Parent Guide](#)

Questions?