

NLPS SECONDARY NEWSLETTER

Secondary Assessment, Reporting and Curriculum

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contribute your ideas / questions:

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Save the Date



January 14

Reporting Session 1

End of Quarter 2

January 29

February 1

Quarter 3 first day

School Based Pro D and
District Pro D day.

February 11-12



Reporting Sessions

Report Card Support

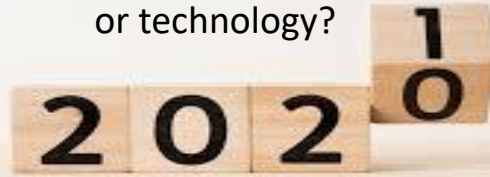
Are you looking for clarification of or support with the NLPS reporting guidelines? Do you need help using the MyEd BC Standards Based Gradebook? Join one of these sessions to ask some questions or get some support.

Sign up for one of these dates:

- [Session 1: Reporting in NLPS – January 14](#)
- [Session 2: Reporting Q & A – January 21](#)
- [Session 3: Standards Based Gradebook – February 4](#)



Questions about teaching, learning, resources
or technology?



Contact thelearningline@sd68.bc.ca



Report Card Comments

The goal of reporting is to document student learning over time, using a collection of evidence that shows student progress, including descriptive feedback on student engagement, behaviours for success, and student self-assessment of Core Competencies.

- ▶ Comments on Summative report cards are descriptive feedback which includes:

- student strengths,
- areas for improvement and
- ways to support future growth.

Anatomy of a Report Card Comment:

Strength → Josh made improvements in his writing over the first term, specifically in his use of supporting details around a thesis. Smoothly transitioning from quotations to his own words is an area on which he could focus next term. We will be reading poetry soon and it would help if Josh could read aloud to support his comprehension. It is a pleasure to have him in my class.

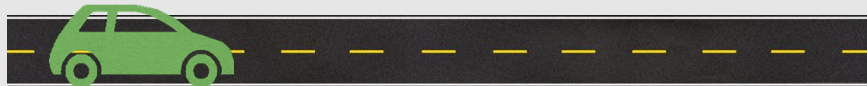
← **Area for Development**





← **Next steps**



Provincial Proficiency Scale

The Provincial proficiency scale is used to report student progress in all subject areas in grades K-9. The scale is an excellent way to communicate formative assessment in K-12. Summative report cards will include percentages and letter grades for grades 10-12.



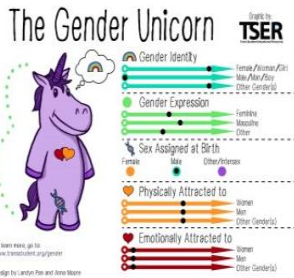
Emerging	Developing	Proficient	Extending
When learners are emerging, they are in the process of building their readiness to learn.	When learners are developing, they are working to improve their skills and understanding through practice and with coaching.	When learners are proficient, they are able to demonstrate skills they have learned independently and with confidence.	When learners are extending, they explore the increasingly more complex applications and possibilities of their learning in a variety of different contexts.
			
When we are a new driver, before we get behind the wheel, we need to learn the basic rules of the road requiring significant support and supervision.	As a newly licenced driver, we can drive independently and more competently, but with some restrictions and further practice.	Drivers demonstrate proficiency by showing an accumulation of skills that allows them to drive with ease and confidence in a variety of contexts.	Some drivers use skills in a variety of increasingly more sophisticated contexts, with different vehicles, and possibly exploring different terrain and weather.

 **Numeracy**

Every student enters into math class with different skill and comfort levels. Check out [this page on NLPS Learns](#) that outlines different instructional routines that allow for all of the students to access and contribute to the lesson, build their comfort levels with math and learn from the skills that their peers bring into the class.

 **SOGI Gender Unicorn**

Did you know that the Trans Student Education Resources [Gender Unicorn](#) is available in 12 different languages? This poster can easily be printed out for classrooms and office walls and offers education about language while being a clear message of inclusivity.



 **Outdoor Education**

Interested in learning more about the Great Bear Sea? Look [here](#) for lessons ideas that explore the importance of this region of BC – and our connection to both land and sea – through place-based stories, traditions and histories, bringing a diversity of First Peoples’ perspectives from this region into the classroom.

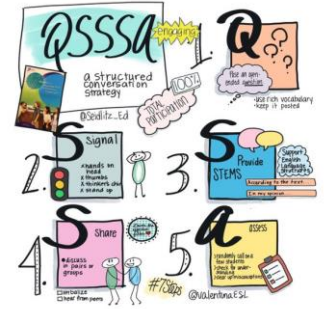


 **Plein feu sur l’immersion**

Avez-vous exploré les ressources de [Curio.ca](#)? Vous y trouverez une foule de vidéos et de reportages audios en français intégrant les grandes idées de plusieurs programmes d’études tout en soutenant le développement des compétences langagières et des compétences essentielles de vos élèves. Quelques idées pour débiter? [La pollution numérique](#), [Analyse de pub](#) ou encore [À la découverte des trois soeurs](#). Visitez aussi la page de [Curio Info](#) qui présente des reportages accompagnés de guides de l’enseignant. Allez-y et recherchez par catégories, par mots clés ou par groupes d’âge pour trouver le contenu qui enrichira vos activités d’apprentissages.

 **English Language Learners**

[QSSSA](#) is a structured conversation strategy that helps to promote interaction, engagement and low-risk participation for ELLs! If you do one strategy for ELLs in the classroom... DO THIS!! It takes your Turn and Talk/Think-Pair-Share to another level and works well for all learners.



- Q: Question
- S: Signal
- S: Stem
- S: Share
- A: Assess

 **Indigenous Education**


Language and Place

As we live, work and play on the traditional territories of Hulq’uminum speaking nations, we can make an effort to learn more about the traditional language that is embedded in this place.

One featured resource that is very useful is the [Hulquminum Words Dictionary](#). View it online or download the PDF. Use the search tool for specific words. .

Placenames

- Balleas Islands** (iqw + 'q'ig' - Bellingham, Whatcom River Swatqum
- Bonsall Creek, Chemainus Reserve # 6** xw'us' - 'go between'.
- Bush Creek area, Ivy Green Park** kw'kwam'ixw + 'm'le root'.
- beach at Cameron Island** sqwiqwm' - 'little dog'.
- Cassidy Falls** sq'uy + 'waterfall'.
- mouth of the Chase River** ih'ulw'ultun + 'conspicuous'.
- open field near Harmac** spe'ulh'kun + 'large field'.
- Indian Burial Island, Nanaimo I.R. #6** malé'qwe' + 'graveyard'.
- small bay near Jack's point** s'ih'emun + 'Site of salmon ceremony'.
- False Narrows, main village site, site of Kullet Bay** q'ulic + 'sheltered'.
- Kuper Island, Penelakut** p'um'lux'uth + 'wood edge'.
- village on east side of Kuper Island near Telegraph** H'us'ne + 'east side of a creek'.

 **Anti-racism and cultural safety**

Check out the [I Dream Library](#) for intersectional diverse literature and literary resources.

