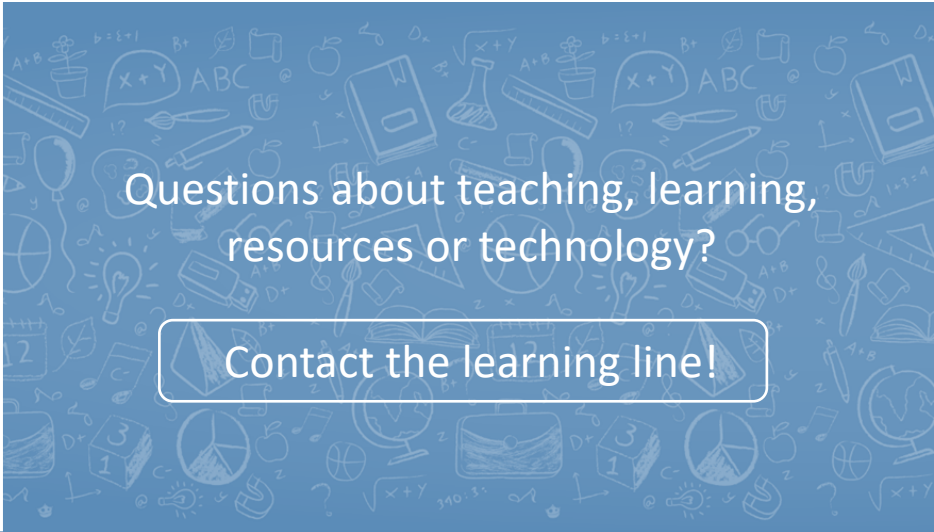




NANAIMO LADYSMITH  
PUBLIC SCHOOLS

# NLPS

## SECONDARY NEWSLETTER



### Questions about teaching, learning, resources or technology?

Contact the learning line!

### Secondary Assessment, Reporting and Curriculum

Volume 5 : Issue 5 May, 2021  
contribute your ideas / questions:  
[kdarbyshire@sd68.bc.ca](mailto:kdarbyshire@sd68.bc.ca)

### Save the Date



May 24

Victoria Day Holiday

Administrative Day

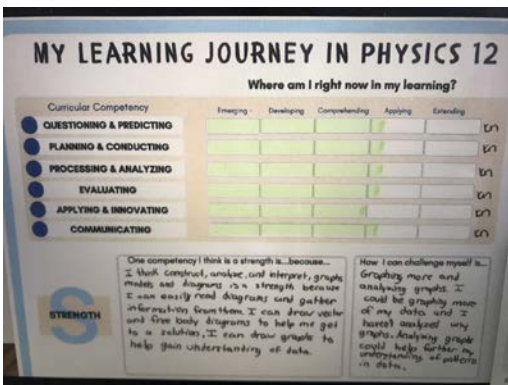
June 30

### Core Competencies and Learning Journeys:

#### Student voice and agency

Are you wondering how to embed core competency self assessments in your classes? The truth is, you already are giving students lots of opportunities to access core competencies! The trick now is to make them obvious, so students are aware of their skills: notice, name and nurture!

One easy way is to allow a moment of reflection once in a while for students to think about their learning journey. It gives them a chance to see their learning as a whole, rather than in chunks. If you want some support creating learning journey templates, contact [thelearningline@sd68.bc.ca](mailto:thelearningline@sd68.bc.ca). Here is an example from another district of what that reflection could look like:



### Reminder: Reporting Guidelines for Quarter Schedules



#### 8-12 Reporting and Assessment:

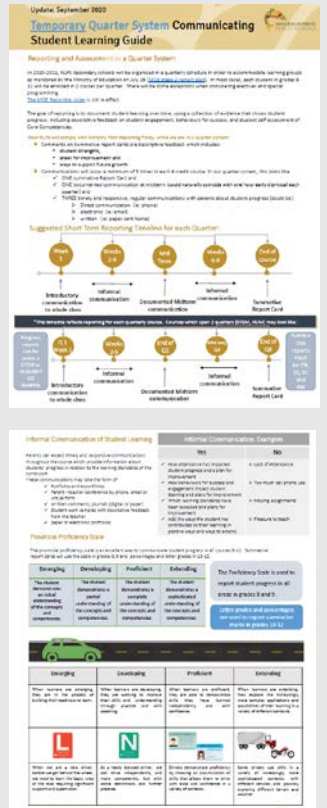
The guidelines for reporting and assessment for 8-12 in NLPS have been temporarily adjusted to align with quarter system timelines.

#### Please note:

- Ministry of Education Reporting Order is still in effect
- The assessment values of NLPS are guiding principals of all assessment and reporting
- Unique scheduling considerations will need to be discussed with school site administrators.

Please find these temporary guidelines here:

[Temporary Quarter System Communicating Student Learning Guide](#)



### Comments and Report Cards

Using a strength-based approach, comments should clearly describe what the student is able to do as well as areas for development. Students who are extending will not just have strengths, but also ways to extend further and develop the application of the learning standards. Students who are emerging, will not only have ways to develop, but also areas of strength. Consider these factors:

1. The comment is the anecdotal evidence that will further support not only the student and their family, but also future teachers when planning instruction.
2. Comments should be crafted to support growth, and will have suggestions even at the end of a course.

This year more than ever, comments will need to carefully reflect learning environments and personal situations that students have endured. This document might support you with how to craft comments in tricky situations:



### Indigenous Understandings – Learning With Syeyutsus



Jody Wilson-Raybould has dedicated her life to Indigenous Rights, representing both First Nations and the Crown at the highest levels. NLPS with UBC Press was proud and excited for Jody to share some of her experiences on how to deconstruct Canada's dark colonial legacy and embrace a new era of recognition and reconciliation for all Canadians in the TR57 Learning with Syeyutsus speaker series.



For more Indigenous Learning resources see the [Indigenous Understandings page on NLPS Learns](#).

[Watch the archived video here](#)

 **PHE**

**Mixing Movement and Math**

New Studies have shown that when students are physically active, learning can be activated as well. Therefore, mixing movement with math and other subject areas is beneficial for your learners! Here are 4 ways to mix PHE with SEL, Math, Dance and ELA concepts:



 **SOGI**

**National Film Board Resource**

The National Film Board (NFB) has launched two new playlists, one for elementary and another for high school students. They are a curated selection of films that touch on SOGI and they're here just in time for Pride month (JUNE).

Each film offers a glimpse into issues and experiences that will help to expand viewers' knowledge of 2SLGBTQIA+ individuals and communities as well as their empathy for lives that might be different from their own.



SEL check in:

**HOW TO APOLOGIZE**

- Say what you are sorry for. "I am sorry for..."
- Say why it was wrong. "It was wrong because..."
- Accept full responsibility. "I accept full responsibility for what I did/said."
- Ask how to make amends. "How can I make this better?"
- Commit to not doing it again. "Moving forward, I promise to..."
- Ask for forgiveness. "Will you accept my apology?"
- Thank them. "Thank you for bringing this to my attention."

THESE ARE NOT APOLOGIES: 😞

- I'm sorry you feel that way.
- I'm sorry you misinterpreted what I said.
- You misunderstood what I meant.
- I'm sorry but...
- What about that time you...
- It was your fault that I...

 **Environmental Stewardship:**

**Activities, games, resources!**

The province of British Columbia has proclaimed May Invasive Species Action Month (ISAM). To mark ISAM, The Invasive Species Council of BC have created a great [youth contest, games](#), lots of [educational resources](#) and [activities](#) to share on their [website](#).



 **Anti-racism:**



Not feeling prepared to facilitate conversations about current events, identity, history and justice? Consider [these strategies](#) to give you and your students space to process, learn and discuss critical topics.

 **Reading Assessments**

Are you wondering about the purpose or the value of the grade 8 and 9 reading assessments and the connection to your classes?

Check out this implementation document with some FAQs that might add some context to the assessments.

[Implementation and FAQs](#)

Assessment results will be used to inform PLC, which will be responsive to student needs.

Your student support teachers are leading the administration, response and data management of the assessments. Contact your SSTs for questions about strategies for your classroom.











*Tech Tip - Control F!*  
When doing a Google search teach your students to hold down the control key when they click on the links so it opens in a new tab. Then use Control F to find keywords so they can SKIM and look for CONTEXT clues!

**I ❤️ Ctrl+F**



**English Language Learners  
Top 10 Universal Practices for ELLS**

Did you know that all ELL students have an [Annual Individualized Plan](#)? Here are the top 10 Ministry approved adaptations to support ELLs in your classroom. Note that using these practices will have no effect on the student's grade. Talk to the ELL specialist in your school about ways to support, and remember that the adaptations and scaffolds that help our ELLs are usually supportive for ALL.

	Use models and visuals <i>Provide an example of finished projects/products</i> Use short video clips with subtitles, anchor charts, infographics		Reduced number of questions and/or assignments <i>"Only do the odd questions".</i> <i>"Only do 3 out of 6 short stories".</i>
	Provide extra time <i>For work to be completed and "wait time" for responses</i>		Provide clear objectives <i>Verbally and in writing</i>
	Offer choice in Content/Process/Product <i>Encourage independence, ownership and engagement</i>		Provide interaction opportunities <i>Partner/group, Question and response stems, share expectations for group work</i>
	Use graphic organizers		Connect to background knowledge <i>Anticipation guides, KWL, discussions, focus on Key Vocabulary</i>
	Allow first language <i>Translator technology and peer support</i>		Chunk assignments and assessments

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