

Assessment

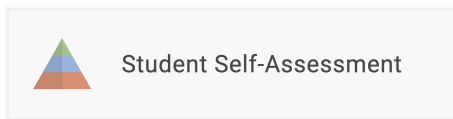
- [Completing the Student Self-Assessment](#)
- [Foundation Skills Assessment - FSA](#)
- [FSA - Confirming Student Mailing Address](#)
- [FSA Tech Support](#)
- [Interim Grade Reports](#)
- [Parent Sign-off for Student Learning Plans \(SLPs\)](#)
- [Understanding Your Report Card](#)
- [Understanding Your Student Learning Plan \(SLP\)](#)
- [Foundations Skills Assessment - FSA Q+A for parents](#)
- [Learning Habits](#)

Completing the Student Self-Assessment

The ability to self-reflect is a life skill and student self-assessment is a central element of BC's curriculum. The K-12 self-assessment tool can be accessed in each student's homepage in Encom.

To complete the survey, simply follow these steps:

1. Go to the student's Encom home page.
2. Click the Student Self-Assessment button.



3. Read through this page in Encom:

? Grade 5 Survey
Each year students will need to complete a self-assessment based on the Core Competencies.

Extending - I know what this means and apply my knowledge in new ways. Proficient - I know what this means. Developing - I understand this some of the time. Emerging - I'm starting to understand this.

G Goal Setting
Sets some goals for yourself in this school year.

Set some goals for the year.

C Communication
The set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of different forms of media.

I am learning to be considerate of other people as I talk with them, in a way that shows I am thinking about how to best present myself and what I am sharing.

Extending Proficient Developing Emerging

T Thinking
The knowledge, skills, habits, and processes associated with students taking subject-specific concepts and content and transforming them into a new, widely-applicable understanding.

I can take my time to make something new when it is something I am interested in.

Extending Proficient Developing Emerging

PS Personal & Social
Characteristics related to a student's identity in the world, both as individuals and as members of their community and society.

I can share what I am good at, what I need help with, and can choose to make good choices.

Extending Proficient Developing Emerging

I can share about who I know and where I go.

Extending Proficient Developing Emerging

S Spiritual
The way we live out our faith, how we relate to God, and how we share our faith with others.

I can read my Bible and pray for children and adults I know.

Extending Proficient Developing Emerging

R Reflection
Reflect on the goals you set earlier this year.

Reflect on your goals for the year.

3. In the Goal section, write a goal based on something to be accomplished during the current school year.

4. From the 4 Core Competency sections (Communication, Thinking, Personal & Social, Spiritual), choose a proficiency level from the four words listed at the end of each each row that identifies level of proficiency in relation to the preceding statement:

Extending Proficient Developing Emerging

To help with identifying what each of these levels mean, there is a short description on the top of the Student Self-Assessment:

Extending - I know what this means and apply my knowledge in new ways.

Proficient - I know what this means.

Developing - I understand this some of the time.

Emerging - I'm starting to understand this.

5. Toward the end of the school year, click on the Student Self-Assessment again and complete a reflection on how well the goal listed at the start of the year has been met.

Thank you for participating in helping complete the Student Self-Assessment for each of your students.

Foundation Skills Assessment - FSA

The **Foundation Skills Assessment** is an annual, province-wide assessment of British Columbia students' academic skills, and provides a snapshot of how well BC students are learning foundation skills in Literacy and Numeracy. These are assessments for students in Grades 4 and 7.

The FSA is not optional unless students meet a very narrow set of requirements for exemption.

HCOS will be administering the assessments and families receive a package in order to carry them out at home. Here is some information to help you and your child prepare for the tests.

There are two categories of assessment; the assessments in total take about four hours. Here are the categories:

- Literacy
- Numeracy

The FSA will take your child about 4 hours to complete over a few days during a four week writing period. The assessments include online and written questions and a reflection activity.

The written parts of the assessment will be marked by teachers from HCOS and the results sent to your support teacher.

The results will be based on the following proficiencies:

- **Extending** – Sophisticated understanding of the concepts and competencies in relation to expected learning.
- **Proficient** – Complete understanding of the concepts and competencies in relation to expected learning.
- **Developing** – Partial understanding of the concepts and competencies in relation to expected learning.
- **Emerging** – Initial understanding of the concepts and competencies in relation to expected learning.

FSA Questions and Answers

What does FSA stand for?

FSA stands for Foundation Skills Assessment and this test is given to all students in BC enrolled in grades 4 and 7.

What subjects are tested?	The student is tested in Literacy and Numeracy.
What is an invigilator?	An invigilator is a person responsible for supervising a test. The invigilator for the FSAs is either a teacher (in our case, with HCOS) or any person the administration deems as unbiased. This can be the parent of the child.
What time is involved for each test?	About 2 hours for each of the two sections.

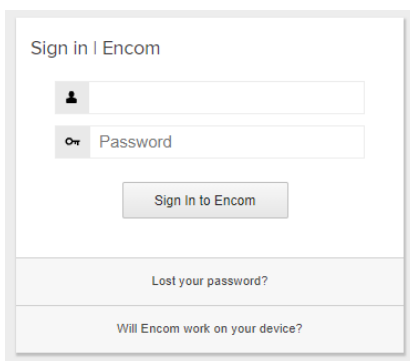
FSA - Confirming Student Mailing Address

In order to ensure families receive the Foundation Skill Assessment (FSA) packages mailed out to grade 4 and 7 students, it helps tremendously to have mailing addresses in Encom up to date.

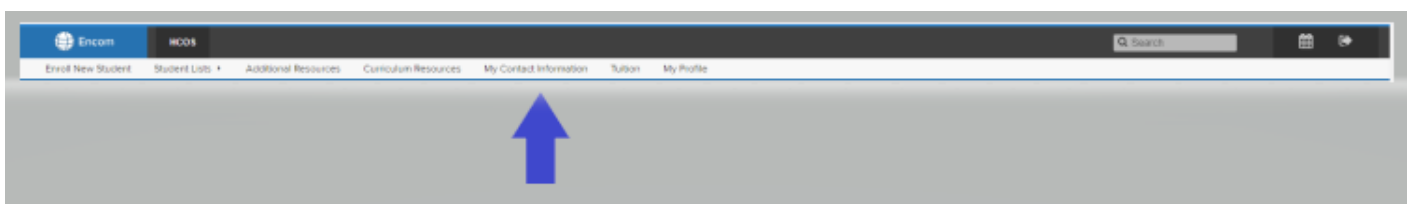
Please make sure to update the **STUDENT** mailing list (not the parent one). Thank you.

Here is a quick set of directions on where to check this and how to make any changes needed:

1. login to [Encom](#) (please ask your support teacher if you are unable to)

A screenshot of the Encom login interface. It features a 'Sign in | Encom' header, a user icon next to a text input field, a radio button labeled 'or' followed by a 'Password' text input field, and a 'Sign In to Encom' button. Below the login fields are two links: 'Lost your password?' and 'Will Encom work on your device?'.

2. Select My Contact Information in the top menu bar



3. Scroll down to '**Mailing Address**' (NOT Home address) and make sure it is correct for where your children will be receiving the FSA package.

It is important you state where you are currently living as we send FSA packages via email to families living outside of British Columbia at the time of writing (see example below).

Mailing Address

Home Address •

City •

Province/State •

Province/State (Other) ?

Postal/ZIP Code •

Country •

If you are out of province / country, please change your mailing address to just your country (see example below).

Mailing Address

Home Address •

City •

Province/State •

Province/State (Other) ?

Postal/ZIP Code •

Country •

Please also quickly check if the **email address** is correct while you are checking this page. Thank you.

4. Please click 'Save Changes' at the bottom of the screen if you updated your Mailing or Email Address.

Save Changes

FSA Tech Support

A few tips can help make the FSA process go smoother.

Pre-Administration System test:

This [Pre-Administration System Test](#) ensures that you have the correct Java Scripting components enabled, that your browser is set to accept Cookies and that Pop-Up Blockers are disabled.

A successful result will have a "pass" for every line:

FSA System Compatibility Test

Step 1: Automated Checks

PASS	1.1) Up-to-date Browser Version
PASS	1.2) Authentication Settings
PASS	1.3) Local Storage Settings
PASS	1.4) Pop-up Settings
PASS	1.5) Network Transfer Check

Continue the FSA System
Compatibility Test

Technical Information Sheet:

The online FSA is designed to run on most computers/browsers with the default installed settings. However, there are a few requirements and checks that need to be done to ensure a successful administration. This document outlines the technological requirements for running the assessment as well as the configuration details for the testing devices.

Supported Operating Systems	Supported Browser List
Microsoft Windows	Google Chrome – version 116.0 Mozilla Firefox – version 117.0 Microsoft Edge – version 116.0.1938.69
macOS 10.13.6 <i>High Sierra or higher</i> (Apple Mac, iMac, MacBook)	Safari – version 16.5 Google Chrome – version 116.0 Mozilla Firefox – version 117.0
Apple iOS (Apple iPad)	Safari – version 16.5
Android (tablet)	Google Chrome – version 116.0
ChromeOS (Chromebook)	Google Chrome – version 116.0

Browser Settings	
Basic Settings: Your web browser requires some basic settings for the online assessments to function correctly. Please ensure that these basic settings are correct. <ol style="list-style-type: none"> 1. Popup blockers must be turned "Off" (i.e., allow pop-ups). 2. Cookies must be enabled (accept cookies). 3. Javascripting must be enabled. 4. Any proxy caching must be turned "Off." 	Font Setting: The standard Browser Font setting should be: <ul style="list-style-type: none"> • Language Script: Latin Based • Web Page Font: Times New Roman • Plain Text Font: Courier New • Encoding: Western European (ISO)

Bandwidth Requirements
The assessment requires a connection that does not go below 80 kbps per device. For optimal functioning, an average of 2 Mbps or greater is recommended. The following are questions you may want to ask technical staff handling setup at the schools: <ul style="list-style-type: none"> • How are the computers connected to the Internet? Are they wired or do they use Wi-Fi? • What is the bandwidth available to each device that will be used in the assessment?

Text-Reader Software Tip Sheet:

Text-reader software is a third-party computer program, such as Kurzweil or Dragon Naturally Speaking, that will read the web out loud (or on a braille page). It is not provided by the Ministry of Education and Child Care, nor is it a built-in component of the e-Assessment system.

The school is responsible for ensuring that any text-reader software they are using is compatible and has been tested with their current Operating system and web browser prior to the assessment session. In addition, schools should contact their School or District support technicians if they are experiencing difficulties when getting these applications to work correctly.

Schools are encouraged to try a sample FSA prior to the students' actual assessment to ensure that it will work correctly.

Launching the Text-Reader

For schools to utilize external test-reader software, they must first launch the text-reader program, open a web browser within it, and use the login credentials provided for each assessment session.

Supported Operating Systems	Supported Browser List
Microsoft Windows	Google Chrome – version 116.0 Mozilla Firefox – version 117.0 Microsoft Edge – version 116.0.1938.69
macOS 10.13.6 <i>High Sierra or higher</i> (Apple Mac, iMac, MacBook)	Safari –version 16.5 Google Chrome –version 116.0 Mozilla Firefox –version 117.0
Mac iOS (Apple, iPad)	Safari – version 16.5
Android (tablet)	Google Chrome – version 116.0
ChromeOS (Chromebook)	Google Chrome – version 116.0

Caching Preventing Tip Sheet:

Cookies

Cookies are required for the E-Assessment system to run properly. Some lab environments are set so that cookies are cleared on a regular basis. Please ensure that the cookies settings in the lab environment are set so that they do not clear for several hours while students write their assessment. Failure to ensure this setting will result in the student receiving an error while navigating through the assessment.

Web Page Caching

Web page caching takes place when the computer temporarily stores a copy of a web page locally to speed up the re-loading of that page each time it is visited. In the case of the e-assessments, the web pages are required to be re-loaded directly from the server each time they are accessed (i.e., when a student moves back and forth between questions). This ensures that the client (student) computer retrieves any student responses for each question each time a page (question) is visited, and that the client computer does not just load a "saved" blank copy of that page without student responses. Any student responses are required to be reloaded from the server each time the student navigates to a question.

The E-Assessment system is a dynamic application, which means that it must return to the application server on every click of the "Next" or "Pre." buttons. If a workstation or proxy server is caching information, it is possible that a student's information may appear "lost" when the computer does not return to the application servers. Ensure that caching is turned off within the student's computer and that the school and district networks also have caching configurations turned off.

****Note: The Pre-Administration System Test can not check for proxy server or caching configurations.***

Proxy Servers

The use of proxy servers can slow down internet connections during the online assessment. A proxy server scans every item or page coming into a network for viruses or malicious content. While a proxy server will not usually adversely affect regular internet usage within a classroom setting, this proxy scanning will noticeably slow down the online assessment, since this application repeatedly requests new information from the main servers.

****Note: The Pre-Administration System Test can not check for proxy server or caching configurations.***

Student Workstations

Ensure that proxy servers are either turned off or that **bc.ed.vretta.com** and **bc.ed-api.vretta.com** will bypass the proxy server during the online administration on all computers being used by students.

The following section provides information for browser settings to help prevent caching, where possible:

Windows

Firefox

- Tools > Options > Advanced > Cached Web Content: Clear Now
- URL, type: > "About:config" > set the "browser.cache.check_doc_frequency" value to 1
- Close browser and re-launch

Microsoft Edge

Hit the "F12" key to open the Developer Tools

- Click the "Disable cache" checkbox
- You must keep the Developer Tools window open. To open it in a separate window, click on the 3 dots in the top-right corner of the window and click the first icon in the "dock side" row, which is "Undock into separate window."

Chrome

- No settings to disable cache, can only clear it prior to session, or before re-login (recommended)

Apple/MAC
Firefox <ul style="list-style-type: none"> • Menu > Settings > Privacy & Security > “Cookies and Site Data” > Clear Data • URL, type: > “About:config” > set the “browser.cache.check_doc_frequency” value to 1 • Close browser and re-launch
Safari <ul style="list-style-type: none"> • No settings to disable cache, can only clear it prior to session, or before re-login (recommended)
Chrome <ul style="list-style-type: none"> • No settings to disable cache, can only clear it prior to session, or before re-login (recommended)
Chromebook
Chrome <ul style="list-style-type: none"> • No settings to disable cache, can only clear it prior to session, or before re-login (recommended)
iPad and Android devices:
<ul style="list-style-type: none"> • No settings to disable cache, can only clear it prior to session, or before re-login (recommended)

Interim Grade Reports

In addition to two formal reporting periods, Heritage Christian Online School has developed an Interim Grade Report (IGR) to ensure families are aware of any challenges or concerns regarding their child's progress between reporting periods.

About the IGR

IGRs are an optional report designed for teachers to communicate to families any concerns that they may have with a student. For example:

- A student is performing below expectations
- A student has significantly dropped in their course progress or achievement
- There is a lack of communication with the teacher
- General concerns regarding a course grade
- If a student is in danger of failing a course

An IGR can be sent out at any point during the year; however, the natural checkpoints for teachers will be in November and April, the midway point for each term. It is possible for a student to receive more than one IGR in a school year.

IGRs will be completed on a per subject basis.

- For students in grades K-9, the support teacher may write one broad comment that addresses overall concerns in all subjects.
- For students in grades 10-12 and all course specific subjects (e.g., online, CC+), each course teacher has the option of completing an IGR.

IGRs do not replace early interventions, ongoing communication, or formative feedback provided by a teacher.

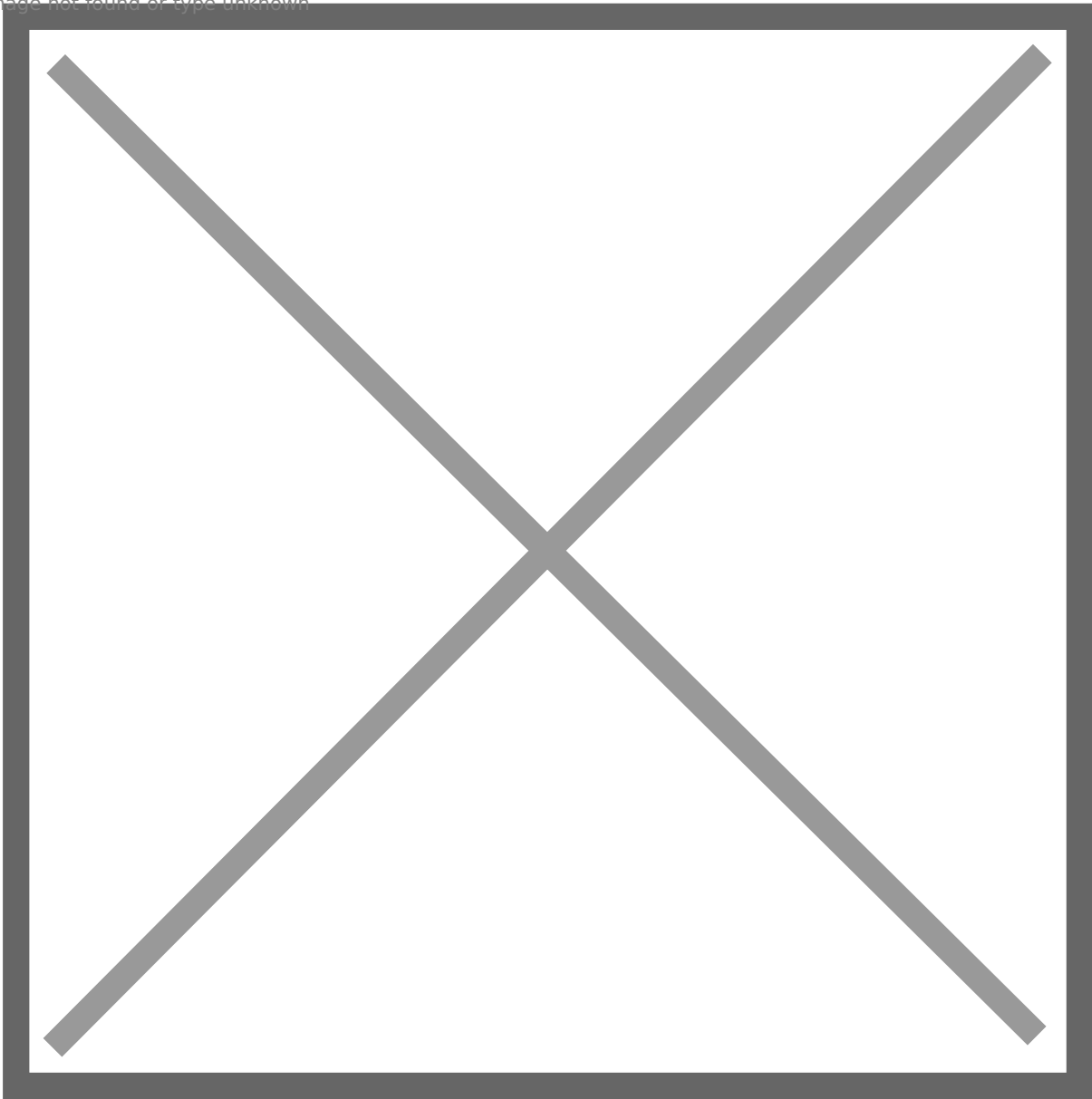
Viewing the IGR

The IGR will include the course name, date submitted, teacher's name, current interim mark, the current course completion percentage (if applicable), and two comment fields where the teacher will identify their cause for concern, and provide information on ways to support learning.

There are two ways that the IGR can be viewed.

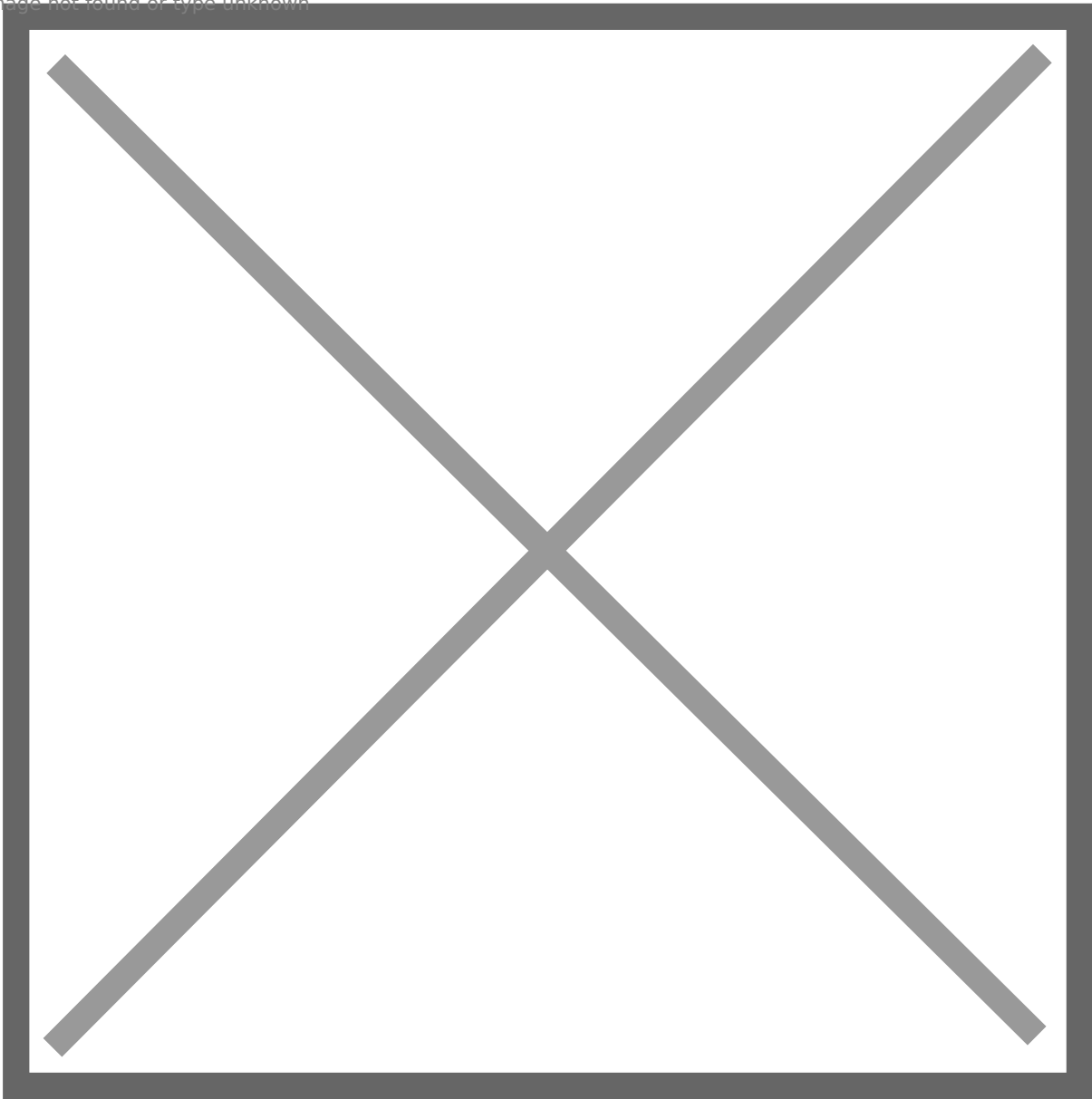
Through email:

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Or in Encom with the student's report card:

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Parents will receive an email with a PDF of the IGR when a teacher creates it and can view the IGR in Encom via the Interim Grade Report Button from the student's report card.

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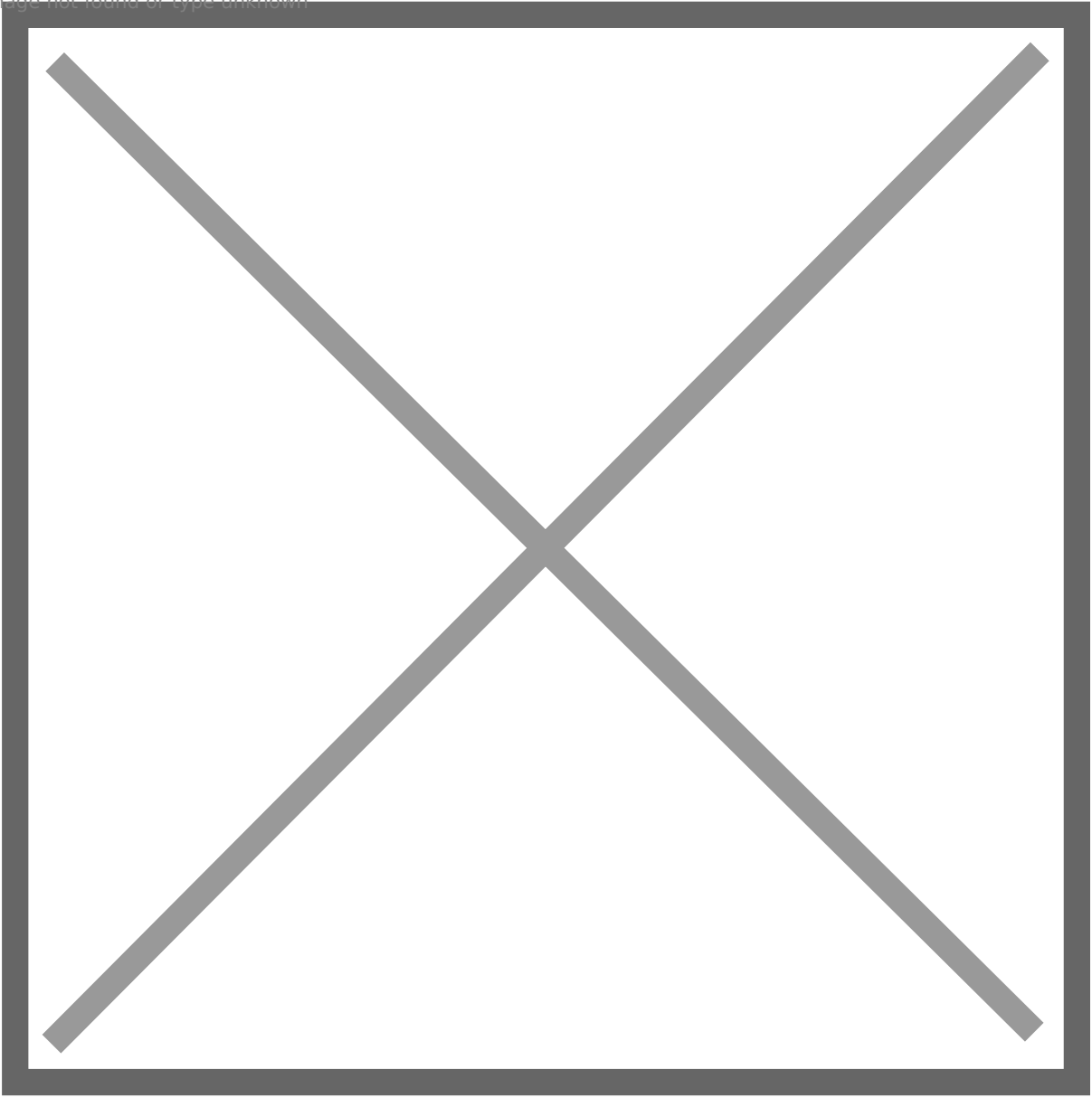
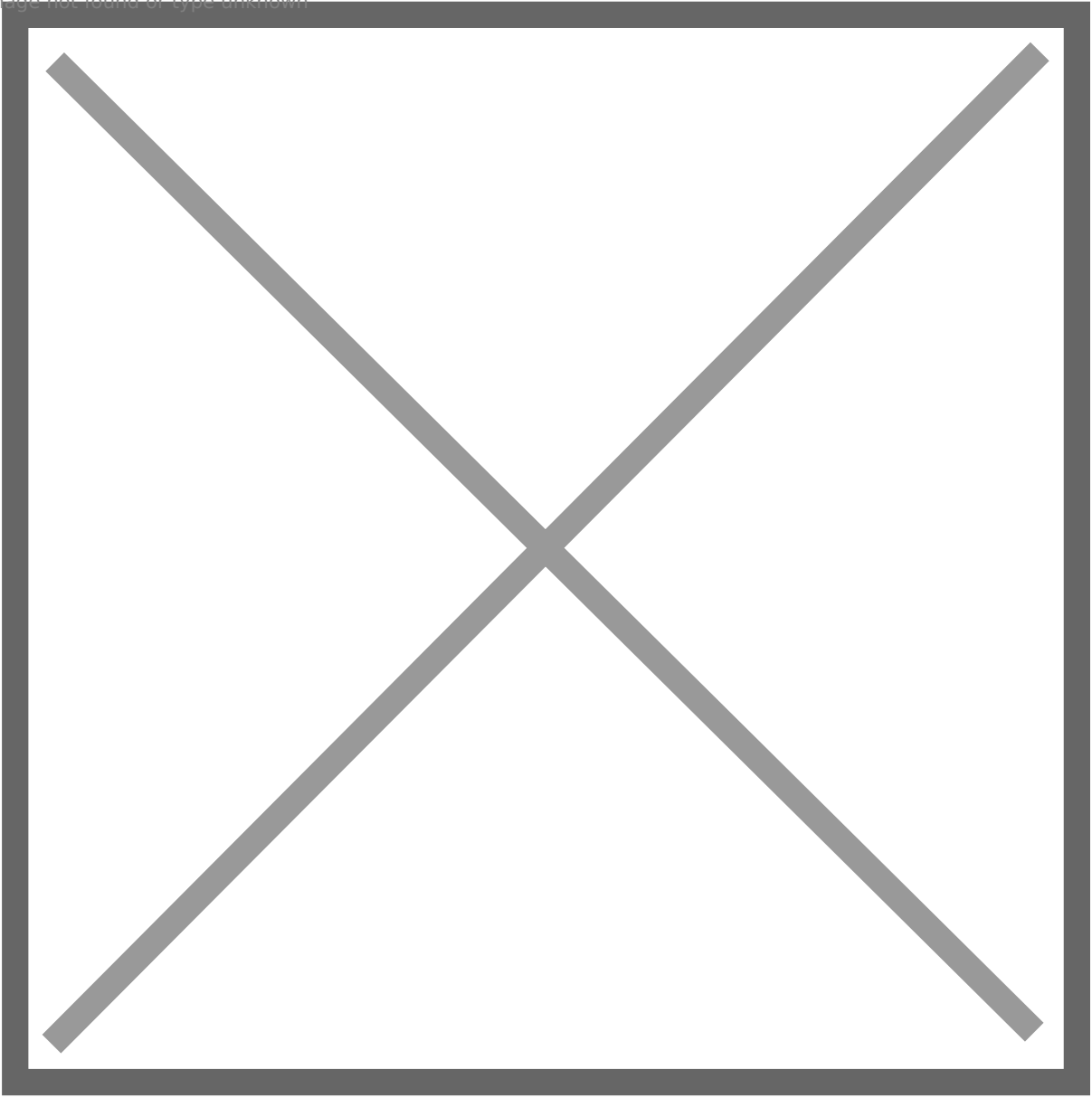


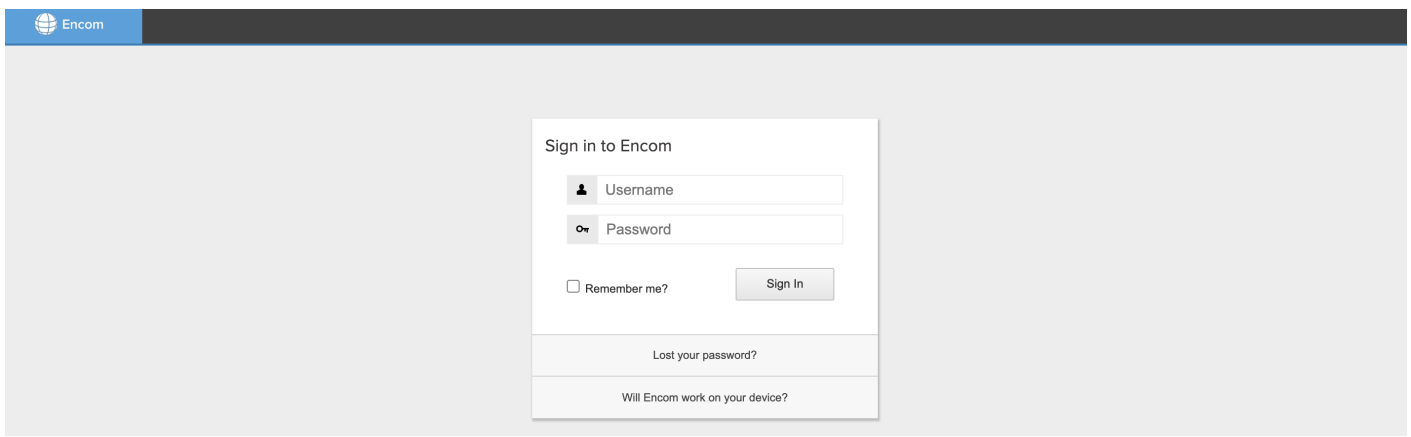
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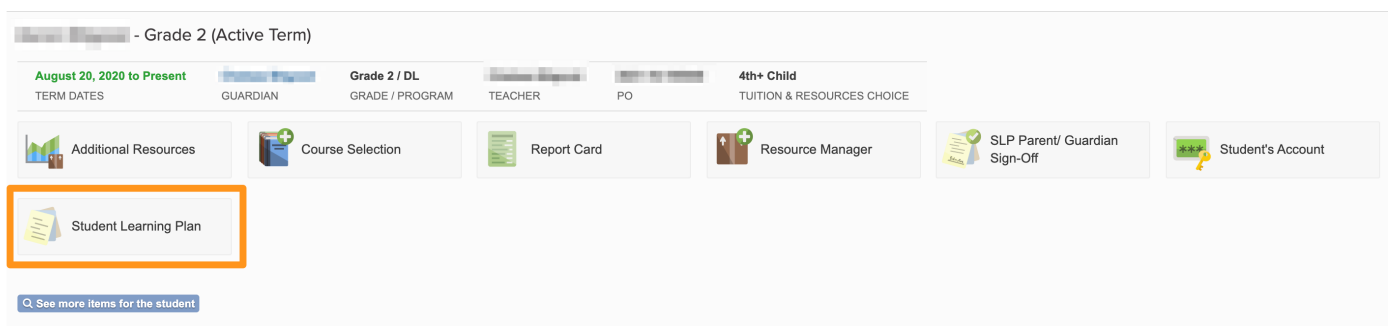
Parent Sign-off for Student Learning Plans (SLPs)

Directions for SLP Parent Sign off

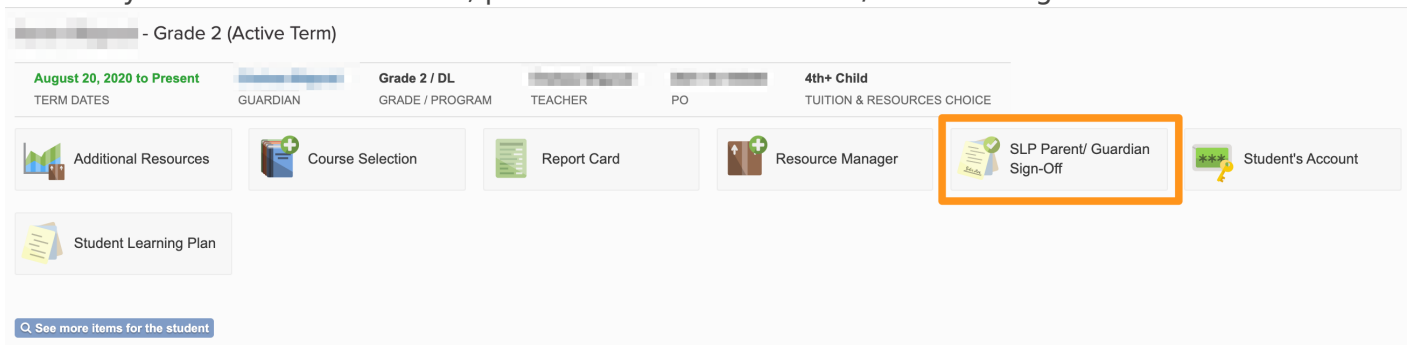
1. [Log into Encom](#). If you have forgotten your password, please choose the "Lost your password?" option.



2. Read through your child's Student Learning Plan (SLP) to ensure it reflects your child's learning plan for the year. The SLP is a fluid document and should be updated throughout the school year.



3. Once you've reviewed the SLP, please click the SLP Parent/Guardian Sign-Off.



4. You can view the SLP directly, by clicking the green Student Learning Plan button at the top of the page.

? View the SLP

Before signing this form, please review the student's **Student Learning Plan** and communicate with the Support Teacher. An SLP is a living document and changes will probably occur during the year as the need arises. For example: If an online course change happens, or equipment needs to be purchased, etc.

The SLP may be empty or incomplete while the teacher begins working on it. Please contact the teacher if you have any questions.

5. When you are ready to sign the SLP, please type your name into the Parent/Guardian Full Name, declaring that you collaboratively created the SLP in conjunction with your Support Teacher.

6. Then sign your name by typing your full name into the Legal Signature box.

Parent/Guardian Student Learning Plan Sign-Off

I, acknowledge that this Student Learning Plan (SLP) was completed collaboratively with the Support Teacher.

I agree to assist in working towards completion of the SLP.

Signature

Legal Signature • Please type your full legal name here.

This is the equivalent of writing your signature.

Date Signed • September 13, 2020

7. Click Save SLP Sign off.

You will need to repeat this process for each child enrolled in HCOS's K-9 program.

Understanding Your Report Card

HCOS has two reporting periods for all grades, Kindergarten through Grade 12. In addition to the regular reporting terms, teachers have the option of submitting an Interim Grade Report, which will be completed if a student's level of performance is below expectations or the teacher has cause for concern.

We have designed the report card to give a clear picture of a student's progress and learning. A list of the student's courses will appear connected with the teacher's assessment based on the learning standards.

Grades will be reported using the following scales:

- Grades K-9 will receive a report using proficiency scales.

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- Grades 10-12 will receive percentage grades.

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- Students in synchronous course offerings (online or face-to-face) will see a legend for Learning Habits.

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Report Card Comments

K-9

We want to ensure parents receive easy-to-read and informative comments regarding student progress. To accomplish this, we have created a system to ensure consistent, high quality comments from teachers that give parents and guardians the bigger picture, help identify areas of struggle and provide insight into your student's success at school. The comments will focus on the following five areas:

Student Engagement and Behaviour

This section reports on your child's level of engagement in learning and their behaviour, focusing on their developing skills in the Core Competencies. These competencies include communication, personal and social thinking, and creative and critical thinking. For more information regarding the characteristics of the competencies, visit [BC Curriculum: Core Competencies](#).

Literacy

Numeracy

Even though BC's curriculum encourages students to dig into topics and broaden their knowledge through inquiry projects, it is still important that each child has a solid literacy and numeracy foundation.

A specific comment will be written on literacy, identifying the student's skills and abilities based on reading, writing, speaking and listening across a variety of subjects.

Another comment will cover all aspects of numeracy to help identify skills and abilities to understand and apply mathematical concepts, processes, problem solving, and decision making.

Areas of Strengths

To celebrate successes, the teacher will highlight areas for celebration, projects completed, or skills and learning accomplished that term. The teacher will not focus on every project or area of learning, but rather on one or two that stand out and demonstrate your child's strengths.

Ways to Support Learning

To encourage student learning, teachers will also include a constructive component that provides feedback on future learning. These comments are intended to support your child with ideas, strategies and tangible ways to address areas of concern, or areas to focus on in the following term.

Students will receive a grade for every subject. Online Courses and Community Connections Plus courses will receive subject-specific comments twice a year.

Grades 5-12

Students will receive subject-specific comments twice a year. Comments will focus on proficiency level or grade level with reflections on aspects of the student's learning that can be celebrated and suggestions as to how the student should focus their time moving forward into the next term or year.

If students do not complete their course within a school year, the open course(s) will be brought forward to the next school year's report card and teachers will continue to report twice yearly, or until a final grade is assigned.

It is our hope that the report card will provide parents and guardians with a more accurate and concise reflection on how their student is doing at school.

Understanding Your Student Learning Plan (SLP)

At HCOS, it is our goal to develop learning plans for our students that are specific to each student's needs and abilities. These plans are for all subjects for a full school year and are worked on collaboratively between the Support Teacher and parent. Each Student Learning Plan is adaptable as student needs, interests, lessons, activities, and resources can change as a student works through their courses. With an open and flexible approach to how we build a student's yearly plan, the SLP captures the individual nature of each student and a new SLP is written for each school year.

The SLP is made up of the following information:

- **Overarching Goals** - One [Biblical Attribute](#) goal, one [Learner Profile](#) goal, and one [Core Competency](#) goal.
- **Subject Goals** - For at least three subjects, what do you want your child to accomplish or understand?
- **Big Ideas** - The overarching concepts of each subject.
- **Instructional Format and Resources** -What activities and resources are you planning to use? Share with your teacher plans and ideas you have for different subjects.
- **Evaluation/Assessment** - How will we check to see if your student has grown in their abilities? This is where your support teacher will evaluate/assess the work you send in.

Information your Support Teacher will collaborate with you to build:

- A list of the resources you plan to use during the current school year.
- A list of the additional activities in which you hope to enroll your child, such as music lessons, swimming, 4-H, etc. (These can be paid with your resource budget **if** they are in your SLP).
- A list of topics you plan on covering for Science and Social Studies. Often families with more than one child do these subjects together. If you are not planning on covering the topics for your child's current year, let the teacher know if you have already covered the topic or at what future date you plan to cover it.

Your Teacher:

- Will work with you to build the SLP, sharing ideas and incorporating your input.
- Will post the SLP on Encom where you can review it. Be sure to tell your Support Teacher of any changes you would like to make and ask them any questions that you have.
- Will make suggestions regarding learning standards, resources, pacing, strategies and assessment.

Note: The SLP is a living document. This means that it should be reviewed by both the teacher and the parent throughout the year to ensure that it is current, and still reflects the education that is happening in your home.

Once the SLP is completed, parents are expected to sign off on it in Encom. This indicates that the parent has participated in planning of the SLP. LINK: [How to sign off on SLPs](#)

Understanding Your Student Learning Plan (SLP)

K-9 Individualized

During a home visit, the teacher and parents/guardians will collaborate to set goals aligned to the student's learning styles and interests, while also meeting the requirements set by the Ministry of Education. These goals will encompass personal goals related to the HCOS Biblical Attributes and Learner Profile, the BC curriculum Core Competencies, and subject-specific goals as appropriate. The intent is to create goals to address the student as a whole rather than having a goal for every subject, so the result should be a lower quantity, but a higher quality, of goals. The course-specific part of the SLP will revolve around resources and activities that will be used to meet student goals, along with an outline of how the teacher will assess each course.

10-12 Individualized

Course-specific SLPs will be created within Individualized courses for students in the Grad Program. The intent is to create goals that address the student in the particular learning for that course, and to outline the necessary components needed in order to receive credit toward a Dogwood Diploma.

K-12

The SLP includes a section identifying the First Peoples Principles of Learning. The BC curriculum encourages learners to understand and respect their own and other cultural heritages. Teachers will select a few of the seven principles that naturally fit the student's educational journey and align with the values and perspectives of each family. We respect family choices, and recognize that this section will look different for each of our families.

Foundations Skills

Assessment - FSA Q+A for parents

Q: How can I support my child in the completion of the FSA?

A: There are a variety of accommodations that are allowed during the writing of the FSA. If you typically use adaptations in Language Arts or Math on a daily basis (and we have correctly documented them), you are 100% free to use these with your children while they write the FSA tests (e.g. scribing where you write down what they say, giving instructions orally, voice-to-text, reframing questions, discussing assignments before/while working on them, etc.). These accommodations should be mentioned to your support teacher if you haven't done so already so we can add them into our Educational Supports document for your student. A spell checker program is not provided for the online part of the FSA, however, this accommodation, along with supervised breaks or separate settings, may be used by all students without formal documentation. Also, talk to your support teacher as they can make suggestions and then document the Educational Supports used during the writing of the FSA in a student's Student Learning Plan.

Q: For families with multiple children, should all booklets be sent back in one envelope?

A: No. Every single booklet has to go back in a separate envelope. The prepaid envelope stamp is for one booklet in the return envelope only. Otherwise, you might be charged more money by Canada Post.

Q: Are writing times firm?

A: No, you can take as much time as you need. The time on the instructions are suggestions, but if your child needs more time to complete the assessment (booklet or online), that is fine.

Q: Does it matter which component (booklet or online) we complete first?

A: No. Feel free to start with the one your child feels most comfortable with (2 components (literacy and numeracy) in the booklet and 2 components (literacy and numeracy) online).

Q: Is online exactly the same as the booklets?

A: No. They are different.

In the booklet, there are:

- 2 Literacy components (1 in booklet, 1 online)
- 2 Numeracy components (1 in booklet, 1 online)
- In the Literacy section in the booklet, there are 3 questions (remember to choose 1 theme only)
- In the Numeracy section in the booklet there are 3 questions

In the Online part,

- For Literacy there are 30 questions (multiple choice, checkbox, and matching)
- For Numeracy there are 30 questions (multiple choice, checkbox, and matching)

Q: Do we do both, booklet and online?

A: Yes. A total of 4 components:

- 2 in the booklets (one for Literacy and one for Numeracy)
- 2 online (one for Literacy and one for Numeracy)

Q: If they run out of space in the booklet, can they finish their work on paper?

A: Yes. Please make sure to staple it to the page it belongs in the booklet (so it doesn't get lost) and also adding your child's name to the paper will help make sure their work stays associated with their booklet.

Q: What if we haven't received the booklet by mid-October?

A: Please contact Christa (christa.eichenberger@onlineschool.ca) and she can send you the PDF version with all the same instructions.

Q: Will we get the booklets back?

A: No. If you'd like a record of the work, please make a copy before sending it back. You can also share the work with your support teacher.

Q: Can my child use the keyboard for the written part?

A: Yes. Once you print the page, please make sure to staple it to the page it belongs in the booklet (so it doesn't get lost) and it helps to have their name on their work too.

Q: Where can I see where my child is at with his/her scores compared to his/her peers in BC?

A: You can ask your support teacher about the HCOS results as they will receive an overview.

Also, BC schools results will be posted on several websites:

<https://studentsuccess.gov.bc.ca/school-district/099/report/fsa>

<https://catalogue.data.gov.bc.ca/dataset/bc-schools-foundation-skills-assessment-fsa->

<https://studentsuccess.gov.bc.ca/>

<http://www.fnesc.ca/how-are-we-doing-report/>

As a school, we would caution looking at other school's for comparison as each individual is a unique learner and the FSA is meant as a snapshot of where a student is at on a single assessment at a single point in a school year. It should be considered in light of them as a complete learning with all their interests and abilities reflected on along with the FSA results. The FSA is a good, general comment on a student's general abilities in Numeracy and Literacy and should be treated as such.

Q: My child didn't have to do the Grade 4 FSA because they were doing an assessment (designation), do they have to do it now?

A: If your child has not received an exemption (due to an IEP designation), then yes, they will have to write the FSA. You can also talk this over with your support teacher.

Q: Is my child's info (name, etc.) public record? And will the results be made public?

A: No, it would only be at HCOS and shared with the Ministry of Education and Child Care (MECC) as is done with all personal student records in B.C. This information is not shared with anyone else besides a child's school.

Q: If I am using educational supports with my child to write the FSA, do I let my support teacher know?

A: Yes please. It is important that we note these supports in the Educational Supports section of your child's HCOS Student Learning Plan.

Q: What is the point of the FSA?

A: It generally helps HCOS see how are students are doing with applying Literacy and Numeracy skills and if there are ways we can help our Support Teachers work with our parents/guardians and students to help support skill development in the areas of Literacy and Numeracy. Specifically, FSA results help you and your support teacher see if there are Educational Supports that can support a student in their individual Student Learning Plan. Also, the FSA helps the MECC understand how

students are progressing in their general understanding and application of Literacy and Numeracy skills.

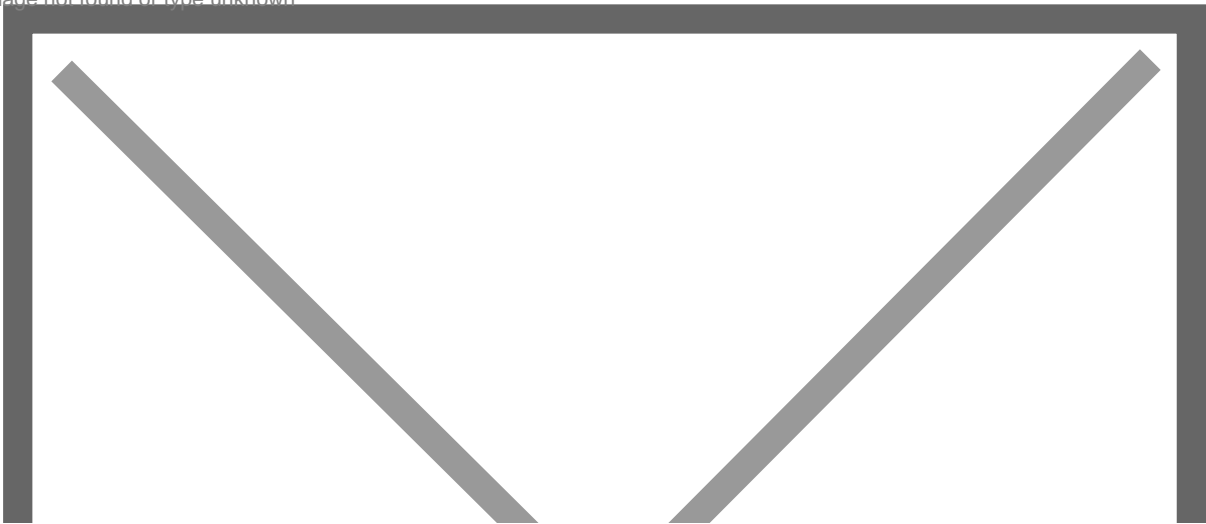
Q: If my child is more at an 'Emerging' level on the proficiency scale used to assess their FSA work, do we have to change up the resources we use?

A: It would be best to talk this over with your support teacher. It might not be best to change everything because of a snapshot taken during the FSA. The FSA is a learning experience, not a failure if a low mark is received. Your support teacher could also help you put Educational Supports in place, rather than switching everything up.

Learning Habits

Students in synchronous, face-to-face and blended courses will receive assessment on Learning Habits at the end of each reporting period. The legend appears at the top of the report card page:

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Students will receive assessment in Learning Habits in one of the following categories:

1. G - Good
2. S - Satisfactory
3. N - Needs Improvement

The Learning Habits assessment will be displayed beside the proficiency level or percentage for each synchronous, face-to-face and blended course.

A learning habit of **G - Good** or **S - Satisfactory** will not have an additional comment.

A learning habit of **N - Needs Improvement** will have an additional comment. The comment will appear beside the term comment and will describe ways to improve learning habits in one or more of the following areas:

- Class attendance
- Behaviour during class and what actions specifically need improvement
- Attitude during class
- Class progress

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Learning Habits comments do not replace early interventions, ongoing communication, or formative feedback provided by a teacher.