

Assessment

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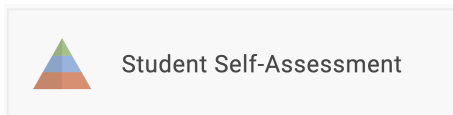
Completing the Student Self-Assessment

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.

Core Competencies

The core competencies are a set of intellectual, personal, and social and emotional proficiencies that students will develop through the course of their schooling. These core competencies encompass a set of skills and abilities that are embedded in each discipline and area of learning. Students will learn skills at Flex Academy in self-assessing their core competencies.

[See this page](#) for more information

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.

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.

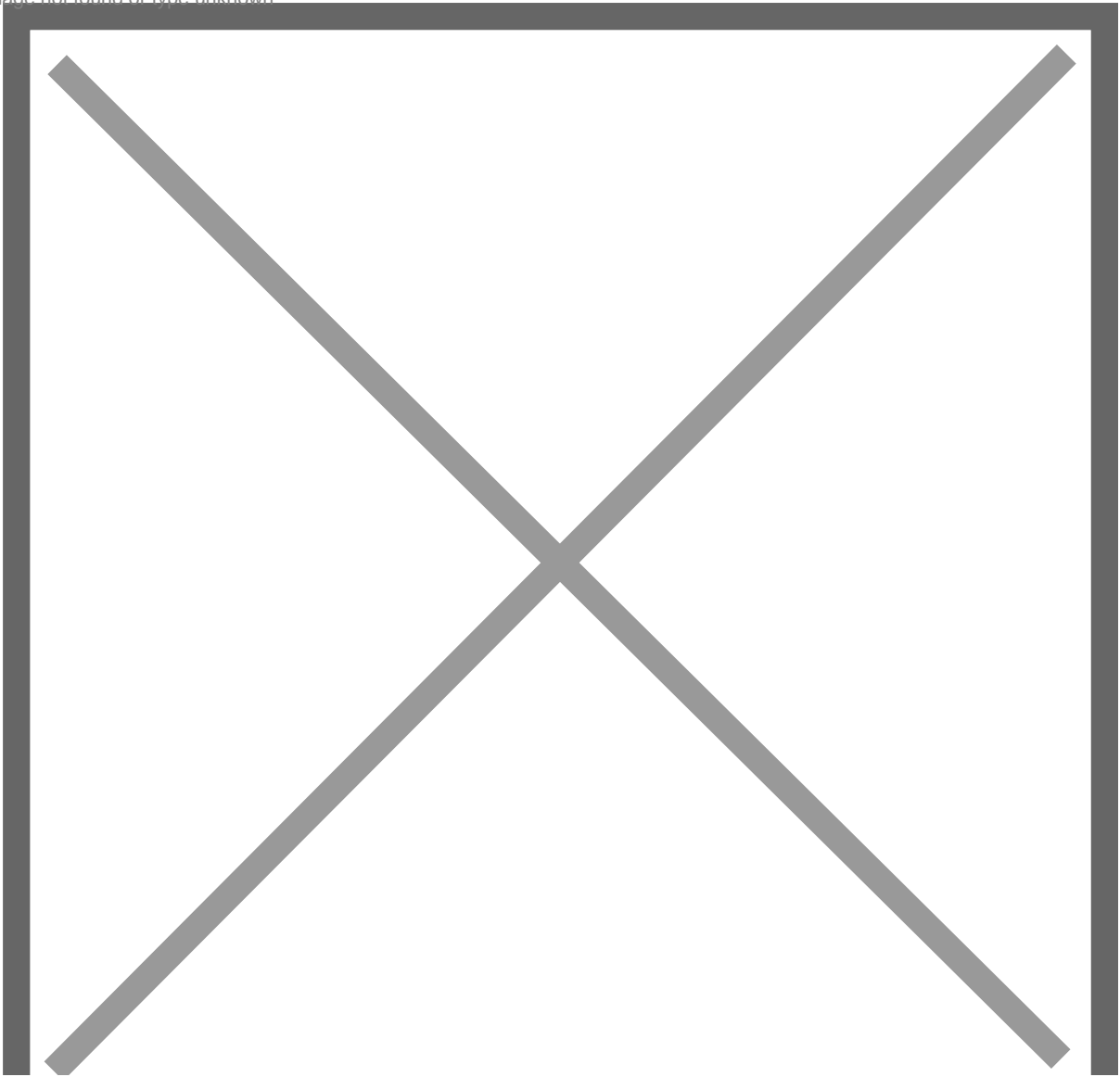
IGRs do not replace early interventions, ongoing communication, or formative feedback provided by a teacher.

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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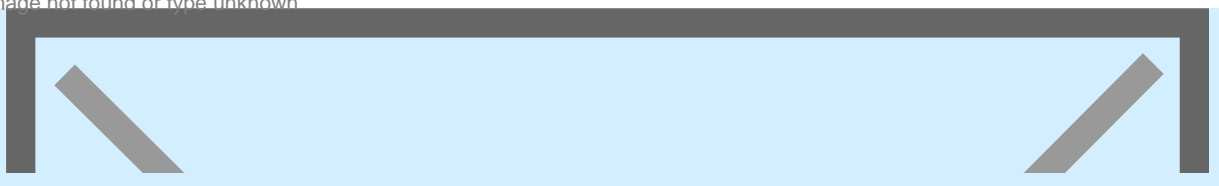
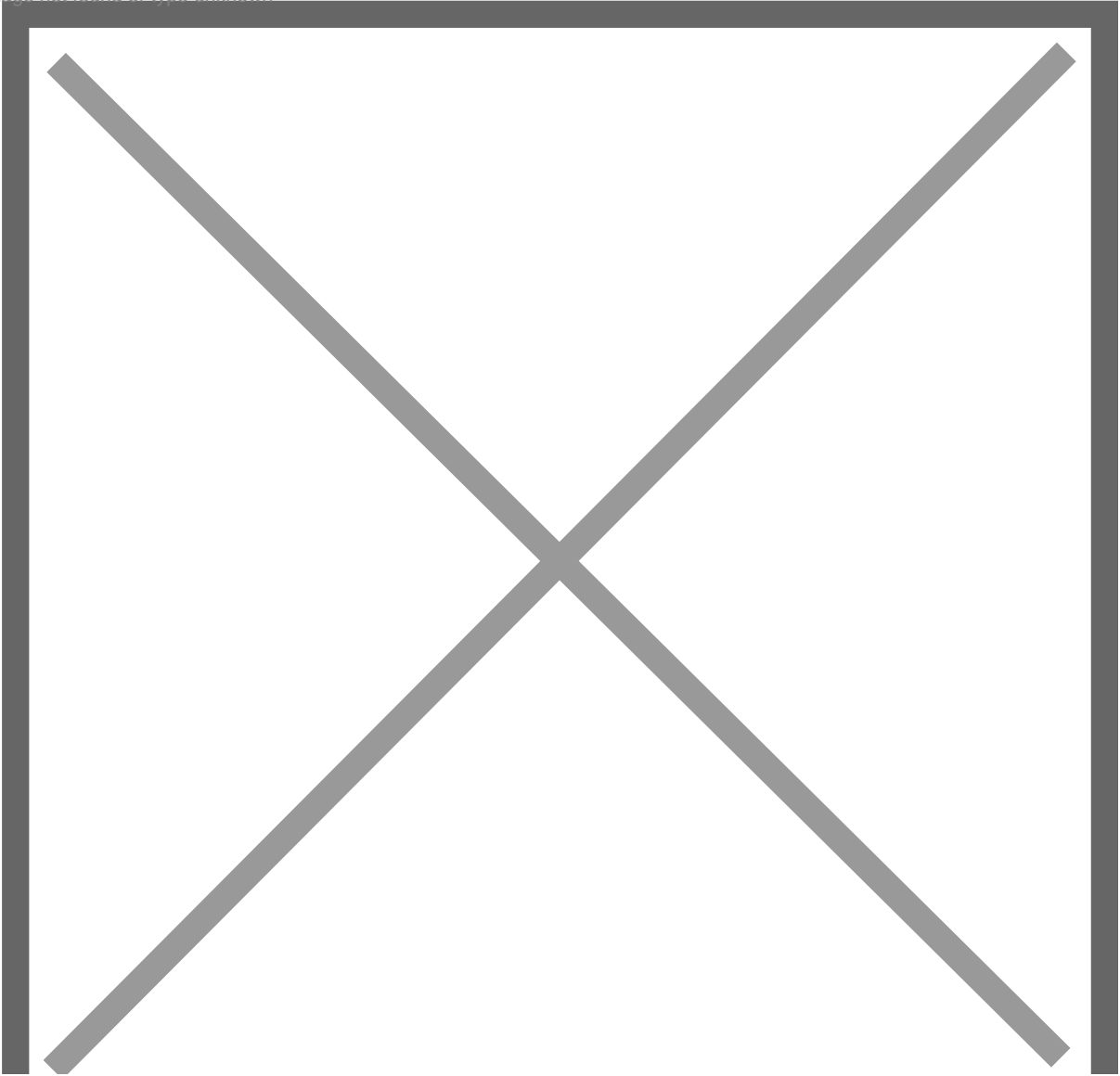


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Understanding Your Report Card

Flex Academy has three reporting periods for grades Junior Kindergarten through grade 9 and two reporting periods for grades 10-12. 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 will also 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. As well, courses taught by course specific teachers will receive a subject-specific report card. .

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.

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.