

# Assessment

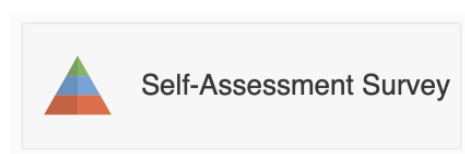
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# Completing the Student Self-Assessment

The ability to self-reflect is a life skill and student self-assessment is a central element of BC's curriculum. The K-9 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 Self-Assessment Survey button.



3. Read through this page in Encom:


Grade  Survey

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




**Communication**

- asking questions • listening skills • expressing opinions • presenting information to an audience • group skills • learning from mistakes • praising others and their efforts




**Thinking**

- developing ideas • asking good questions • designing a project • getting ideas from others • learning about a topic of interest • problem solving • discerning reliability of information • persevering



**Personal & Social**

- relationships with family, friends and community • belonging to a group • family history • identifying strengths and challenges • developing a new skill • recognizing and managing emotions • taking responsibility • developing skills to reduce stress and anxiety • living a healthy lifestyle • thinking about others • including others



**Goal Setting**

- learning to set goals is a valuable life skill • students are encouraged to set one goal for the year or for each term • goals should be evaluated regularly

4 - I can do this and explain it to someone else.

3 - I can do this by myself.

2 - I'm working on this. I need reminders.

1 - I don't understand this. I don't do this yet.

4. Choose a number from the four point scale for each row.

## Self-Assessment Survey Questions and Responses



I can summarize key ideas and identify ways we agree.

4

3

2

1



I make my ideas work or I change what I am doing.

4

3

2

1



I can imagine and work towards change in myself and my world.

4

3

2

1



I can build and sustain positive relationships with diverse people, including people from different generations.

4

3

2

1



Set some goals for the year.

Type your goals here

Save Your Goals

5. Add a goal or two, and done!

Thank you for participating in student self-assessment.

# 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) <b>or</b> 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 three formal reporting periods, Flex Academy 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; however, the natural checkpoints for teachers will be in October, January and April - the mid points of 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.
- IGRs will not replace early interventions, ongoing communication, or formative feedback provided by a teacher.

## How it will look:

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

| Interim Grade Report     |  |
|--------------------------|--|
| Course                   | Mathematics 09   |
| Date Submitted           | 2019-11-21 13:16:46  |
| Submitted By             | Jeremy Tjosvold  |
| Interim Mark             | Incomplete   |
| Percent Completed        | 5%   |
| Cause for Concern        | Tony is falling behind schedule in his course pacing and is at risk of not completing on time if he continues at this rate. In addition, when submitted his work appears rushed with minimal effort spent to demonstrate his full abilities.   |
| Ways to Support Learning | Create scheduled work periods that Tony can be held accountable to, and will help him get back on pace to complete the course in time.<br><br>Encourage Tony to have some one review his work prior to submission to ensure he is putting forward his best efforts. Please encourage Tony to access my help during my zoom office hours or use the Student Support Centre. |

Parents will receive an email with a PDF of the IGR when a teacher creates it, and can view it in Encom via the Interim Grade Report Button

# Understanding Your Report Card

Flex Academy has three 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.
- Grades 10-12 will receive percentage grades.

## K-12 Marking Legend

| Legend   |  |
|--|--|
| Extending<br>Sophisticated understanding of the concepts and competencies in relation to expected learning | A<br>Excellent Performance<br>86-100%            |
| Proficient<br>Complete understanding of the concepts and competencies in relation to expected learning     | B<br>Very Good Performance<br>73-85%             |
| Developing<br>Partial understanding of the concepts and competencies in relation to expected learning      | C+<br>Good Performance<br>67-72%                 |
| Emerging<br>Initial understanding of the concepts and competencies in relation to expected learning        | C<br>Satisfactory Performance<br>60-66%          |
|  | C-<br>Minimally Acceptable Performance<br>50-59% |
| I - Incomplete or In Progress  |  |

## 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 <a href="#">BC Curriculum: Core Competencies</a> . |          |
| Literacy   | Numeracy |

|   |   |
|---|---|
| <p>Even though the new 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.</p> <p>A specific comment will be written on literacy, identify the student's skills and abilities based on reading, writing, speaking and listening across a variety of subjects.</p> | <p>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.</p> |
| <b>Areas of Strengths</b>   |   |
| <p>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.</p>  |   |
| <b>Ways to Support Learning</b>   |   |
| <p>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.</p>  |   |

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

## Grades 10-12

Students will continue to receive subject-specific comments twice a 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.