SHELLEY MOORE

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NEXWLéLEXM (BOWEN ISLAND)

- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been home to Indigenous peoples since time immemorial and honours the rich history, stewardship, and cultural heritage that embody this place we all call home.

- The Islands Trust council is committed to establishing and maintaining mutually respectful relationships between Indigenous and non-Indigenous peoples. Islands Trust states a commitment to Reconciliation with the understanding that this commitment is a long-term relationship-building and healing process.

- The Islands Trust council will strive to create opportunities for knowledge-sharing and understanding as people come together to preserve and protect the special nature of the islands within the Salish Sea.

2 sessions

- Session 1
  - Review of Backwards Design
  - Connecting Backwards Design to Assessment
  - How to use backwards design for pre-made tasks
  - EPSE 317 Example

- Session 2
  - Creating accessibility and challenge
  - Asynchronous strategies for activities & tasks
  - Connecting IEPs

What is standards-based curriculum design?

What is standards-based curriculum design?

- Coherent learning goals (standards) for a grade, grade band, subject or competency area within a specific jurisdiction (e.g., BC Curriculum)
- Standards describe what students need to know (content), understand (big ideas), do (skills & curricular competencies) and be (core competencies)
- When curriculum (what is taught), instruction (how it is taught) and assessment (how it is captured) are aligned to the learning standard
- Activities and tasks are evidence of meeting a standard
- Increases transparency and reduces subjectivity and bias in education, by clearly communicating to parents and students what they are expected to learn, and how they are growing over time

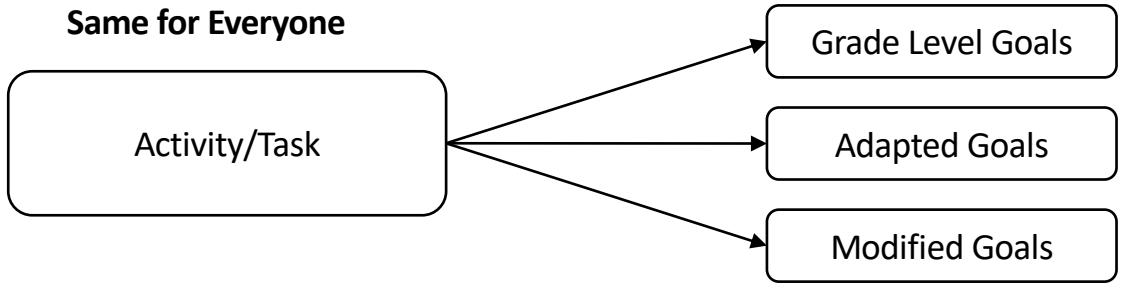
Adapted from McTigue, 2010

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

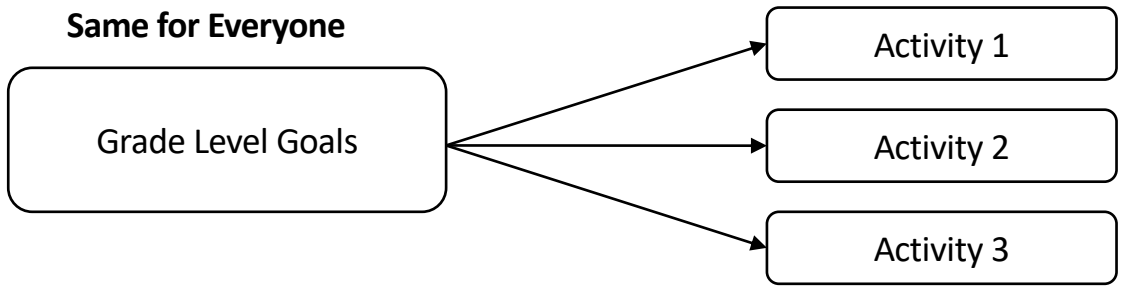


Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

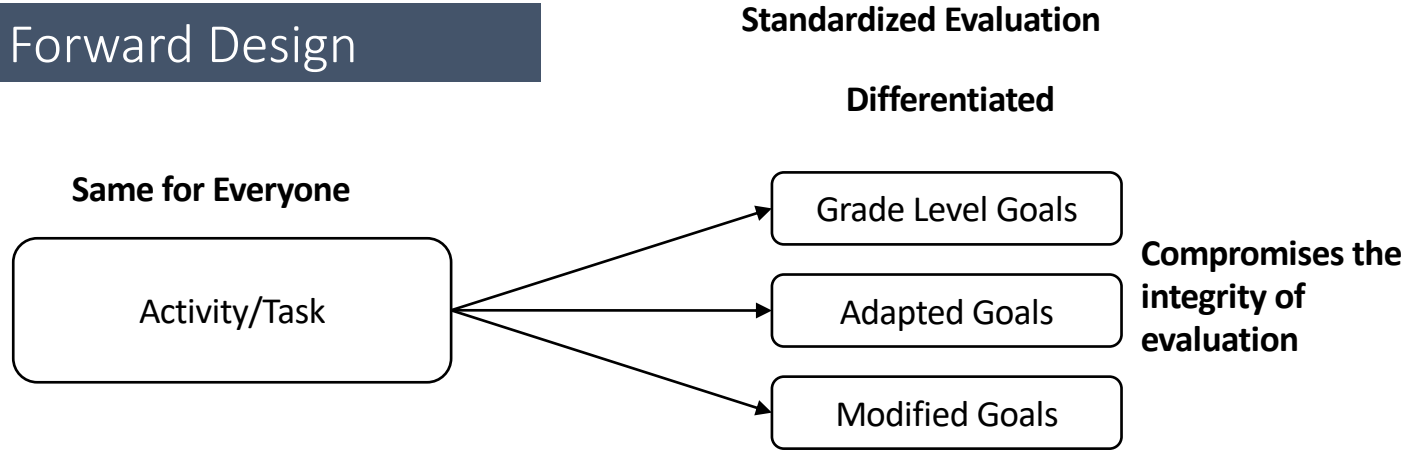


Does not compromise the integrity evaluation

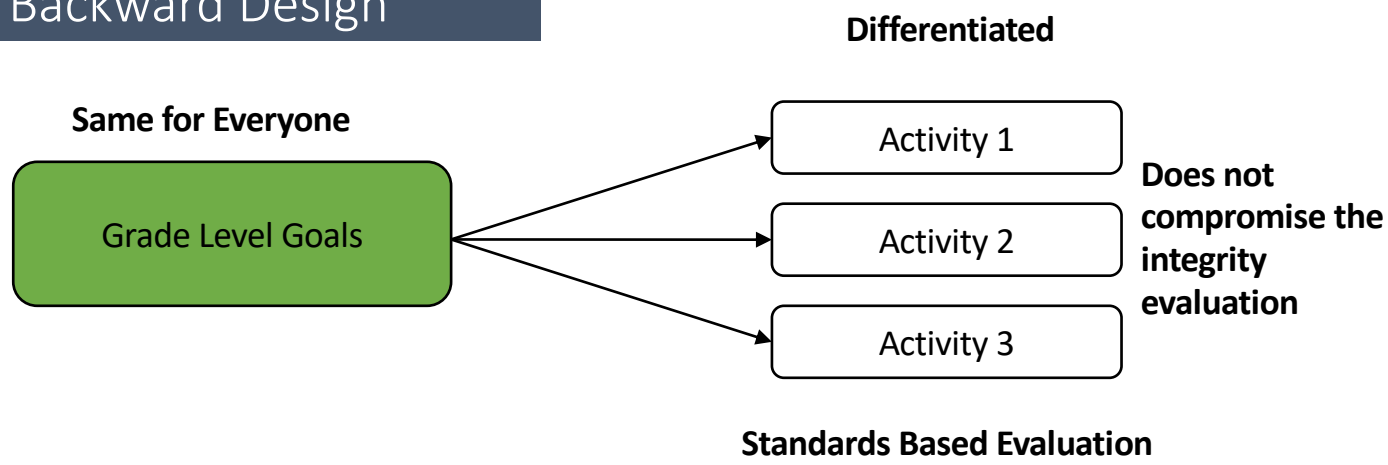
Standards Based Evaluation

Adapted McTigue, 2010

Forward Design



Backward Design



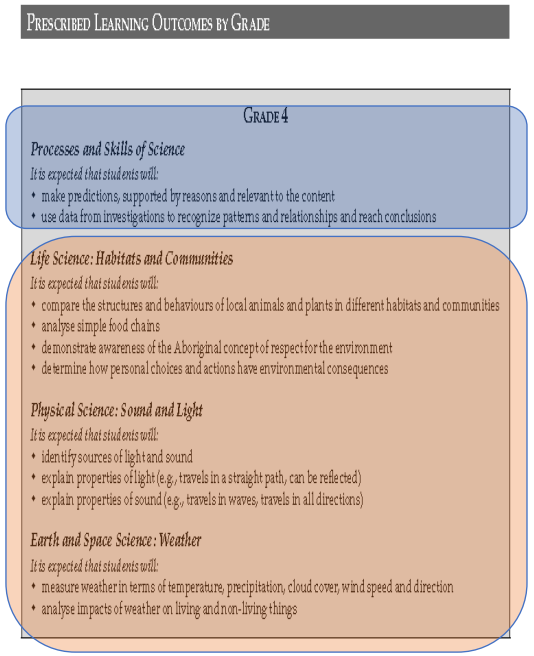
How can we *shift our thinking* towards standards-based design processes?

Is curriculum linear?

Backwards Design: Previous Curriculum

What types of goals are in the curriculum?

- **Content**
  - What do we need to know?
- **Process**
  - What do we need to do?



PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

What do you notice?

Backwards Design:
What are the GOALS?

- **Backwards Design**
  - **Big Idea**
    - What do we need to understand?
  - **Content**
    - What do we need to know?
  - **Curricular Competencies**
    - What do we need to do?
  - **Core Competencies**
    - Who do we need to become?

Renewed Curriculum
What do you Notice?

BRITISH COLUMBIA
Ministry of Education

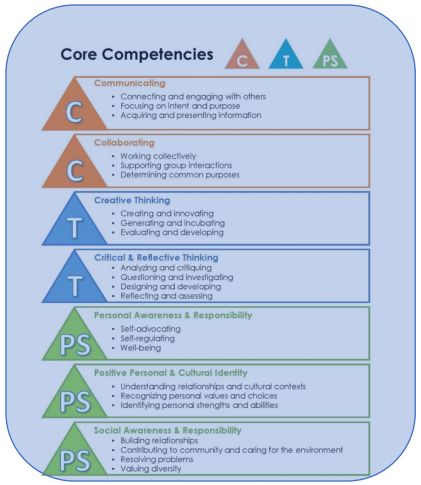
Area of Learning: SOCIAL STUDIES **Grade 8**

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.

Learning Standards

Curricular Competencies	Concepts and Content
Students will develop competencies needed to be active, informed citizens: • Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) • Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance) • Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence) • Determine key historical turning points that led to progress and decline for different groups (continuity and change) • Test and/or develop different geographic models and theories (continuity and change) • Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence) • Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective) • Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) • Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment)	*Students will know and understand the following concepts and content related to* ***Canada and the Early Modern World (15th to 18th Century)***: • relationships between expansion, exploration, and colonization • interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America • social, political, and economic systems and structures, including those of at least one indigenous society in the world • religious systems and spiritual practices, including those of at least one indigenous society in the world • scientific, philosophical, and technological innovations in this period, including cartography and navigation • the relationship between humans and the physical environment

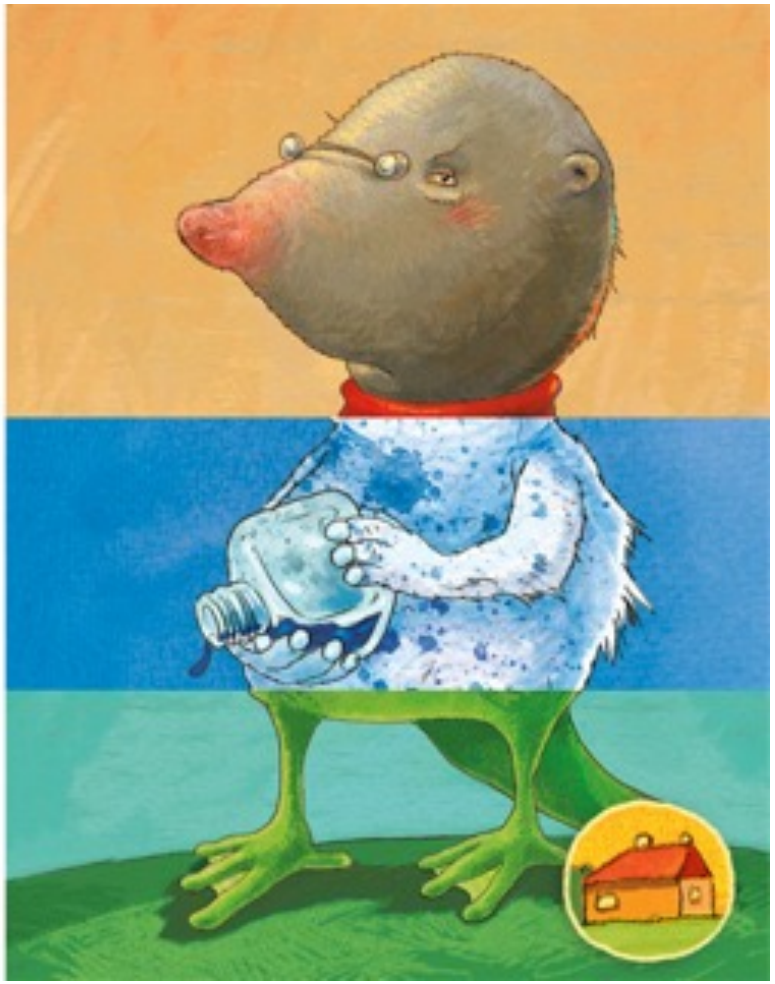


Can curriculum be less linear and more responsive?

Miserable

Two-toed

Lizard



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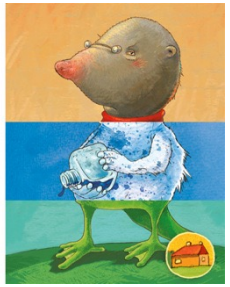

Context

BIG IDEA

Context
Place/ strengths/ interests/ experiences/inquiry/ texts that can provide context to help students to understand

Teacher Evaluation

Content

Scope & Sequence
Knowledge base relied on to develop competencies

Curricular Competencies

Responsive
Formative assessment helps us to determine priority and emphasis of competencies

Student Evaluation

Core Competencies

Responsive
Students assess/co-asses to determine which core competencies to develop

How can we *shift our practices* towards standards-based design processes?

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		

	Learning Standard	Student Friendly Language
What do students need to know? Content		I know
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
What do students need to do? Curricular Competencies		I can
Who do student need to be? Core Competency Goals	I can become/ I am…	

Grade: Gr 1/2	Subject Area: Ms. D	Planning Team: Ms. T, Ms. W, Ms. I, Ms. T & Ms. N
Big Idea: Stories and other texts help us learn about ourselves and our families		**Unit Guiding question(s):** **Who am I? How can I use stories to learn about me and my family?**

Goals	Learning Standard	Student & Family Friendly Language
Content Goal:	Oral language strategies	• I know how to use my voice to express myself
Content Goal:	Elements of a story	• I know parts of a story
Curricular Competency Goal:	Recognize the importance of story in personal, family, and community identity	• I can see why story is important to me, my family and my community
Curricular Competency Goal:	Recognize the structure and elements of story	• I can see and find parts of a story • I can understand how a story is made
Curricular Competency Goal:	Create stories and other texts to deepen awareness of self, family, and community	• I can create a story about me, my family and my community
Curricular Competency Goal:	Explore oral storytelling processes	• I can use my voice to share my story
Core Competency Goal:	Personal awareness & responsibility	• I am aware of myself and how I affect others • I am responsible for myself and my actions

Backward Design Unit Planning Template: Building the Curricular Airplane

Class: Ms. P Gr. 2/3	Subject Area(s): Cross Curricular	Planning Team: Ms. P & Shelley
Big Idea(s): • **Forces** influence the motion of an object. (Science) • Everyone has a unique **story** to share. (Language Arts)		**Unit Guiding Question(s):** Who are our monsters? What are their **stories**? How can we use **forces** to help us catch them?
Unit Goals	**Learning Standard**	**Student Friendly Language**
Content Goal: Science (2)	Types of forces	I know different types of **forces**
Content goal: Language Arts (2/3)	Story/text: elements of a story	I know what makes a **story**
Curricular Competency Goal: ADST (2/3)	Making: Make a product using known procedures or through modelling of others	I can **make** something for a **purpose**
Curricular Competency Goal: Science (2/3)	Safely manipulate materials to test ideas and predictions	I can **make** a **plan** and **try** out my **ideas**
Curricular Competency Goal: Language Arts (2/3)	Plan and create a variety of communication forms for different purposes and audiences	I can **create** a **story** for an **audience**
Curricular Competency Goal: Art (2/3)	Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts	I can **create** many things using different art **tools** and **materials**
Core Competency Goal: (Profile 1/2)	**Creative Thinking**: I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constrainst of a form, a problem or materials (2)	**We are creative thinkers because we get new ideas!** I get new ideas by: **(Students choose):** • using my **senses** to **explore** • **changing** what I am doing • **trying** something **new** • **solving a problem** in a **new way**

Grade: 4/5	Subject Area: Math	Planning Team: Kelset Team
Big Ideas:		**Unit Guiding questions:** Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?
Unit Goals	**Learning Standard**	**Student Friendly Language**
Content Goal:	addition and subtraction to 10 000	I know how to **add** and **subtract** numbers up to 10 000
Content Goal:	addition and subtraction facts to 20 (developing computational fluency)	I know how to and subtract up to 20 in my head
Curricular Competency Goal:	Develop mental math strategies and abilities to make sense of quantities	I can use **mental math** to understand **"how much/how many?"**
Curricular Competency Goal:	Develop and use multiple strategies to engage in problem solving	I can solve problems using different **strategies**
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my thinking in many ways
Curricular Competency Goal:	Connect mathematical concepts to each other and to other areas and personal interests	I can **connect** what I am learning in math to me and my life

Grade: 7	Subject Area: Science	Planning Team: Sandy & Shelley
Big Idea(s): What do I need to Understand? Earth and its climate have changed over geological time.		**Unit Guiding Question(s):** **How has the Earth and its climate changed over geological time?**

Unit Goals	Learning Standard	Student Friendly Language
What do students need to know? **Knowledge Goals**	the fossil record provides evidence for changes in biodiversity over geological time	**I know what a fossil record is** **I know that the fossil record shows how biodiversity changes** **I know what geological time and how it is used**
What do students need to do? **Skills/Process Goals**	Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest	**I can be curious about scientific topics and problems** **I can be curious about scientific topics that I am interested in** **I can identify topics of interests**
What do students need to do? **Skills/Process Goals**	Identify a question to answer or a problem to solve through scientific inquiry	**I can ask questions to help me solve problems** **I can use scientific inquiry to help me solve problems**
What do students need to do? **Skills/Process Goals**	Make observations aimed at identifying their own questions about the natural world	**I can make observation by asking question is about the world around me?**
Who do student need to be? **Competency Goals**	**I can be a critical thinker by exploring** **I can be a critical thinker by using evidence to make judgements**	

Grade: 10	Subject Area: Math 10	Planning Team: Jen
Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems		Unit Guiding Question: 1. What is Trigonometry and why is it useful? 2. How do I use trigonometry to find an indirect measurement?

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	**Primary trigonomic ratios**	I know what **trigonometr**y is and why it is useful I know how to use **trigonometry** to help me solve a problem
Curricular Competency Goals	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Curricular Competency Goals	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
Curricular Competency Goals	**Communicate & Respond:** Take risks when offering ideas in classroom **discourse**	I can **communicate and represent** by taking **risks** by sharing ideas during classroom discussion
Curricular Competency Goals	**Connecting & Reflecting: Use mistakes as opportunities to advance learning**	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I am a creative thinker	

Grade: 11	Subject Area: Math	Planning Team: Jen
Big Idea: Trigonometry involves using **proportional reasoning** to solve **indirect measurement** problems		Unit Guiding Question: 1. What is Trigonometry and why is it important? 2. How do I use trigonometry to find an indirect measurement?

Unit Goals	Learning Standard	Student Friendly Language
Content Goal	**trigonometry:** non-right triangles and angles in standard position	I know how to use **trigonometry** to find **non right triangle angles** in **standard position**
Curricular Competency Goals	**Respond & Analyse : Model** with mathematics in **situational contexts**	I can **reason and analyze** by **modelling** (mathematics) using real life situations
Curricular Competency Goals	**Understand & Solve: Visualize** to explore and illustrate mathematical concepts and relationships	I can **understand and solve** by **visualizing** (mathematical concepts) and **relationships**
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Curricular Competency Goals	**Connecting & Reflecting: Use mistakes as opportunities to advance learning**	**I can connect and reflect by making mistakes and using those as opportunities to learn**
Core Competency Goal	I can be a creative thinker	

English First Peoples' Curriculum Design Resources 10-12

These Learning Maps and curricular resources were created by the English First Peoples' Curriculum & Inclusion Working Group and are designed to be used in connection with the English First Peoples' Grade 10-12 Teacher Resource Guide developed by the First Nations Education Steering Committee (FNESC).

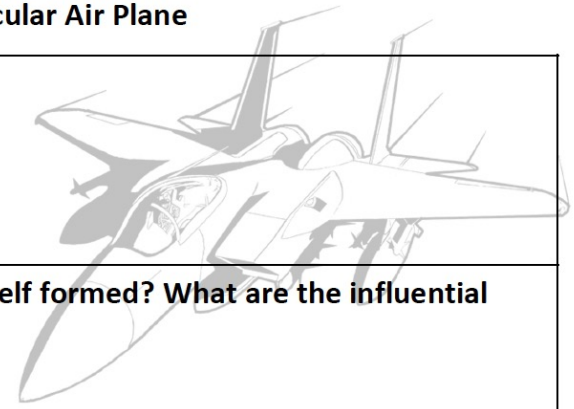
This teacher guide can be downloaded on the FNESC website and is linked here.

The EFP Course Learning Maps and sample units can be found here.

For more information about FNESC, their incredible work and useful resources, head to www.fnesc.ca

Grade: 11	Subject Area(s): Literary Analysis and Writing 11 – Unit: Relationships - Families, Communities, and the Land p. 287	Planning Team: L. Kelley
Big Idea: The exploration of text deepens understanding of one's identity, others, and the world.		**Unit Guiding Question(s): How do our relationships with our family, friends, and community strengthen us?**
Learning standards in student friendly language		**Possible aactivities to capture evidence of this goal (FNESC Resource Guide)**
Content Goal	I know reading strategies.	Lesson 3, Literature Circles, p. 289; BLM 3 Reader Response Planning and Assessment p. 298
Content Goal	I know writing processes.	Lesson 5, Character Write, p. 291, BLM 8; Lesson 8, Writing about relationships, RAFT Templates, p. 296; Revise for summative; Lesson 7, Interview, p. 292
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	Formative and summative, BLM 7 Making Connections with questions, Parts 1-4. Part 4 is summative; Lesson 7, Interview, p. 292; Unit Summative BLM Body Biography, p. 304 or BLM Concept Map, p. 305
Curricular Competency Goal	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	Lesson 5, Character Write, p. 291 BLM 8, p 307, formative; Lesson 7, Interview, p. 292; Making Connections with questions, Parts 1-4. Part 4 is summative
Curricular Competency Goal	I can demonstrate awareness of how First Peoples' languages and text reflect First Peoples' cultures, knowledge, histories, and worldviews.	Lessons 3, 4, Novel Study, Literature Circles, p. 289-, BLM Reader Response Planning and Assessment, p. 298-; Reader Response Questions, p. 300 -
Curricular Competency Goal	I can use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently, and as appropriate to context.	Using feedback on drafts to edit. Summative assessments: Lesson 5, Character Write; Making connects with guiding questions, Part 4; Lesson 7, Interview, final draft; Unit summative, Body Biography, or Concept Map

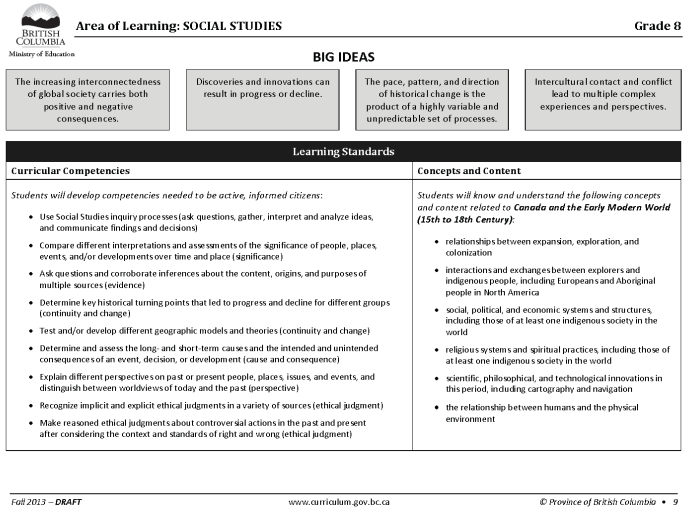
Backward Design Unit Planning Template: Building the Curricular Air Plane



Grade: 10-11	Subject Area(s): EFP Literary Studies and Spoken Language How We Define Ourselves p. 189	Planning Team: Kelley
Big Idea: Voice is powerful and evocative		Unit Guiding Question(s):How is our sense of self formed? What are the influential factors that help shape our sense of self?

Unit Goals		Activities
Content Goal	I know literary elements and devices	Lesson 5, The Boy in the Ditch, p. 192; BLM 6; Lesson 4 , Identity in Poetry, BLM 8; Lesson 4, Creating Poetry, p. 194
Content Goal	I know oral language strategies	Lesson 1 Establish Speaking and Listening Skills, p. 190- Formative assessment; Lessons 1-4, Summative assessment Oral Participation, p. 194
Content Goal	I know presentation and performance strategies	Lesson 4, Creative Representation Group Work, p. 194
Curricular Competency Goal	I can demonstrate understanding of how First Peoples' languages and texts reflect First Peoples' cultures, knowledge, histories, and worldviews.	Lesson 2, *Keeper'n Me*, Novel Study BLMs 1-5; Lesson 4 , Identity in Poetry, BLM 8
Curricular Competency Goal	I can think critically, creatively, and reflectively to explore ideas within, between, and beyond texts	Lesson 2, *Keeper'n Me*, Novel Study BLMs 1-5; Lesson 3, The Boy in the Ditch, p. 192; Lesson 4 , Identity in Poetry, BLM 8; Summative assessment, p. 194/5;
Curricular Competency Goal	I can demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes.	Lesson 1 Establish Speaking and Listening Skills, p. 190-;Lesson 2, *Keeper'n Me,* Novel Study BLMs 1-5; Lesson 4 , Identity in Poetry, BLM 8; Lesson 5, The Boy in the Ditch, p. 192, BLM 6; Lesson 4, Creative Representation Group Work, p. 194
Curricular Competency Goal	I can assess and refine oral and other texts to improve clarity, effectiveness, and impact	Lesson 4, Creative Representation Group Work, p. 194; Lesson 4, Creating Poetry, p. 194; Unit Summative Assessment Options

Standards-based curriculum design is…



BRITISH COLUMBIA
Ministry of Education

Area of Learning: SOCIAL STUDIES — **Grade 8**

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.

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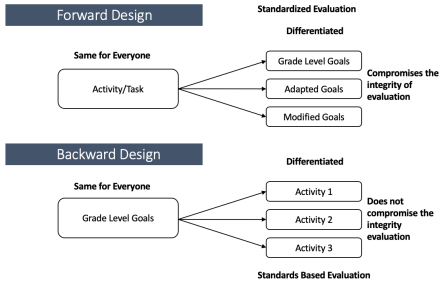
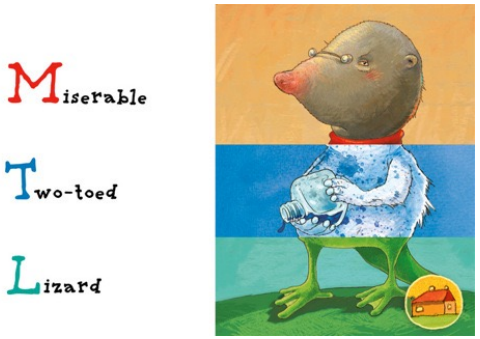
- Planning that is aligned to grade level learning standards including unit and lesson planning, materials, tasks and activities.
- Activities and tasks are evidence of learning used to evaluate a learning standard.

- An approach that promotes equity in education by reducing bias in evaluating and increasing flexibility in what student evidence can be captured for learning and growth
- Helps students and parent to better understand learning expectations and how they are assessed by increasing transparency

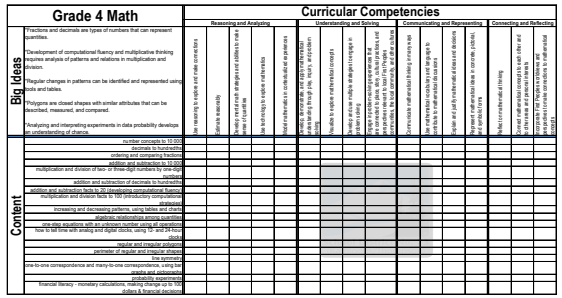
We can shift our *thinking* towards **standards-based design** by:

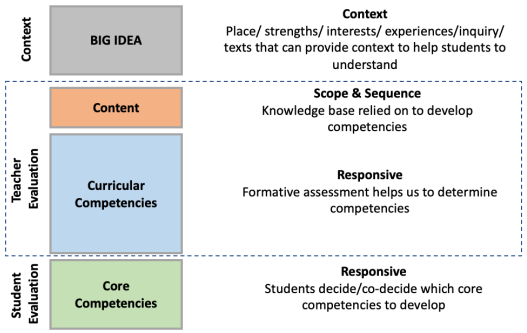


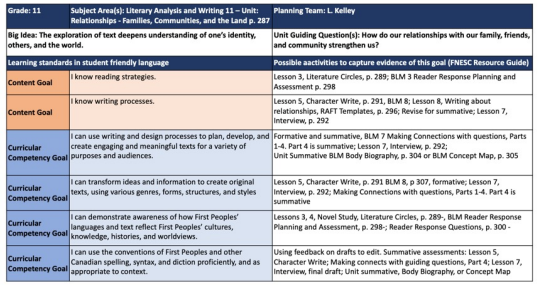


- Understand that learning activities and tasks are evidence of learning, not the goal itself. Learning standards are evaluated, not tasks.
- Understand that, unless it is specifically stated in the learning standard, any kind of evidence can count, it doesn't not have to be the same kind of evidence for everyone.
- Understand that if a student takes a different pathway to meet a learning standard, that this is not an adaptation or a modification.
- Understand that curriculum is responsive and does not have to be used in that same exact linear way in every classroom and school.

We can shift our *practices* towards **standards-based design** by:







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Content Goal	I know reading strategies.	Lesson 3, Literature Circles, p. 289; BLM 3 Reader Response Planning and Assessment p. 298
Content Goal	I know writing processes.	Lesson 5, Character Write, p. 291, BLM 8; Lesson 8, Writing about relationships, RAFT Templates, p. 296; Revise for summative; Lesson 7, Interview, p. 292
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences.	Formative and summative, BLM 7 Making Connections with questions, Parts 1-4. Part 4 is summative; Lesson 7, Interview, p. 292; Unit Summative BLM Body Biography, p. 304 or BLM Concept Map, p. 305
Curricular Competency Goal	I can transform ideas and information to create original texts, using various genres, forms, structures, and styles	Lesson 5, Character Write, p. 291 BLM 8, p 307, formative; Lesson 7, Interview, p. 292; Making Connections with questions, Parts 1-4. Part 4 is summative
Curricular Competency Goal	I can demonstrate awareness of how First Peoples' languages and text reflect First Peoples' cultures, knowledge, histories, and worldviews.	Lessons 3, 4, Novel Study, Literature Circles, p. 289-, BLM Reader Response Planning and Assessment, p. 298-; Reader Response Questions, p. 300 -
Curricular Competency Goal	I can use the conventions of First Peoples and other Canadian spelling, syntax, and diction proficiently, and as appropriate to context.	Using feedback on drafts to edit. Summative assessments: Lesson 5, Character Write; Making connects with guiding questions, Part 4; Lesson 7, Interview, final draft; Unit summative, Body Biography, or Concept Map

- Formatively assess student to prioritize competency based (core & curricular) learning standards
- Know the standards you are targeting in each unit
- Ensure the unit plan reflects the different kinds of standards and ratios in in the curriculum
- Align materials, activities, tasks and assessments to learning standards
- Assess standards, not activities and tasks
- Allow students to show any evidence to meet a standard, both formally and informally

Grade 4 Math

Curricular Competencies

		Reasoning and Analyzing					Understanding and Solving				Communicating and Representing				Connecting and Reflecting		
Big Ideas	*Fractions and decimals are types of numbers that can represent quantities. *Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. *Regular changes in patterns can be identified and represented using tools and tables. *Polygons are closed shapes with similar attributes that can be described, measured, and compared. *Analyzing and interpreting experiments in data probability develops an understanding of chance.	Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
Content	number concepts to 10 000																
	decimals to hundredths																
	ordering and comparing fractions																
	addition and subtraction to 10 000																
	multiplication and division of two- or three-digit numbers by one-digit numbers																
	addition and subtraction of decimals to hundredths																
	addition and subtraction facts to 20 (developing computational fluency)																
	multiplication and division facts to 100 (introductory computational strategies)																
	increasing and decreasing patterns, using tables and charts																
	algebraic relationships among quantities																
	one-step equations with an unknown number using all operations																
	how to tell time with analog and digital clocks, using 12- and 24-hour clocks																
	regular and irregular polygons																
	perimeter of regular and irregular shapes																
	line symmetry																
	one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs																
	probability experiments																
	financial literacy - monetary calculations, making change up to 100 dollars & financial decisions																

Area of Stretch

Area For More Practice

Area of Strength

Grade 4 Math

Curricular Competencies

		Reasoning and Analyzing					Understanding and Solving				Communicating and Representing				Connecting and Reflecting		
Big Ideas	*Fractions and decimals are types of numbers that can represent quantities. *Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. *Regular changes in patterns can be identified and represented using tools and tables. *Polygons are closed shapes with similar attributes that can be described, measured, and compared. *Analyzing and interpreting experiments in data probability develops an understanding of chance.	Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
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Area of Stretch

Area For More Practice

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Grade 4 Math

Curricular Competencies

		Reasoning and Analyzing					Understanding and Solving					Communicating and Representing				Connecting and Reflecting		
Big Ideas	*Fractions and decimals are types of numbers that can represent quantities. *Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. *Regular changes in patterns can be identified and represented using tools and tables. *Polygons are closed shapes with similar attributes that can be described, measured, and compared. *Analyzing and interpreting experiments in data probability develops an understanding of chance.	Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
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	probability experiments																	
	financial literacy - monetary calculations, making change up to 100 dollars & financial decisions																	

Student Name:

Must show evidence of all competency headings in a course (3 pieces)

Grade 4 Math

Big Ideas

*Fractions and decimals are types of numbers that can represent quantities.

*Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.

*Regular changes in patterns can be identified and represented using tools and tables.

*Polygons are closed shapes with similar attributes that can be described, measured, and compared.

*Analyzing and interpreting experiments in data probability develops an understanding of chance.

Curricular Competencies

Content	Reasoning and Analyzing					Understanding and Solving				Communicating and Representing				Connecting and Reflecting		
	Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
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one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs																
probability experiments																
financial literacy - monetary calculations, making change up to 100 dollars & financial decisions																

Must show evidence of all competencies in a grade band (e.g., 4-6; 10-12)

BUT! Student can still practice competency-based skills even if they aren't intentionally being targeted in a unit or course (e.g., estimating)

Must show evidence of all content goals in a course (3 pieces)

Student Name: Mathew B

Year: 2023

Grade 4 Math

Curricular Competencies

		Reasoning and Analyzing					Understanding and Solving				Communicating and Representing				Connecting and Reflecting		
Big Ideas	*Fractions and decimals are types of numbers that can represent quantities. *Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division. *Regular changes in patterns can be identified and represented using tools and tables. *Polygons are closed shapes with similar attributes that can be described, measured, and compared. *Analyzing and interpreting experiments in data probability develops an understanding of chance.	Use reasoning to explore and make connections	Estimate reasonably	Develop mental math strategies and abilities to make sense of quantities	Use technology to explore mathematics	Model mathematics in contextualized experiences	Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving	Visualize to explore mathematical concepts	Develop and use multiple strategies to engage in problem solving	Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures	Communicate mathematical thinking in many ways	Use mathematical vocabulary and language to contribute to mathematical discussions	Explain and justify mathematical ideas and decisions	Represent mathematical ideas in concrete, pictorial, and symbolic forms	Reflect on mathematical thinking	Connect mathematical concepts to each other and to other areas and personal interests	Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts
Content	number concepts to 10 000		I					I			I						
	decimals to hundredths											I					
	ordering and comparing fractions	I															
	addition and subtraction to 10 000																
	multiplication and division of two- or three-digit numbers by one-digit numbers		I						I						I		
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Student Name: Mathew B

Year: 2023

Grade 4 Math

Curricular Competencies

Big Ideas	Reasoning and Analyzing					Understanding and Solving				Communicating and Representing				Connecting and Reflecting		
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Content																
number concepts to 10 000		I					I			I						
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What is inclusive assessment & evaluation?

- Combines standards-based assessment with curricular mapping to accommodate the variability in a grade level classroom
- Aims to provide all students with equitable opportunities for learning, while also being flexible for individual accessibly and challenge
- Is a way of assessing student growth and performance in relation to a learning standard, while allowing for multiple exit points
- Encourages students to have a role in determining what complexity of understanding they will show evidence of, while still knowing what is essential
- It can provide data over time for how students are progressing, and connects IEP goals to standards-based planning

How can we *shift our thinking* towards inclusive assessment & evaluation?

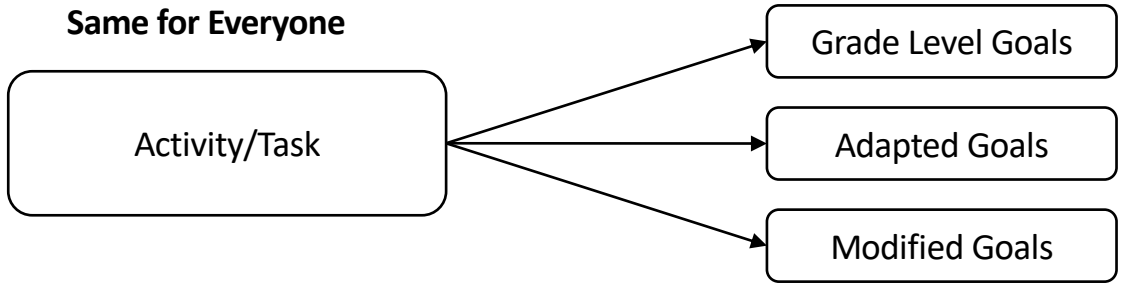
Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

Tasks are Evaluated



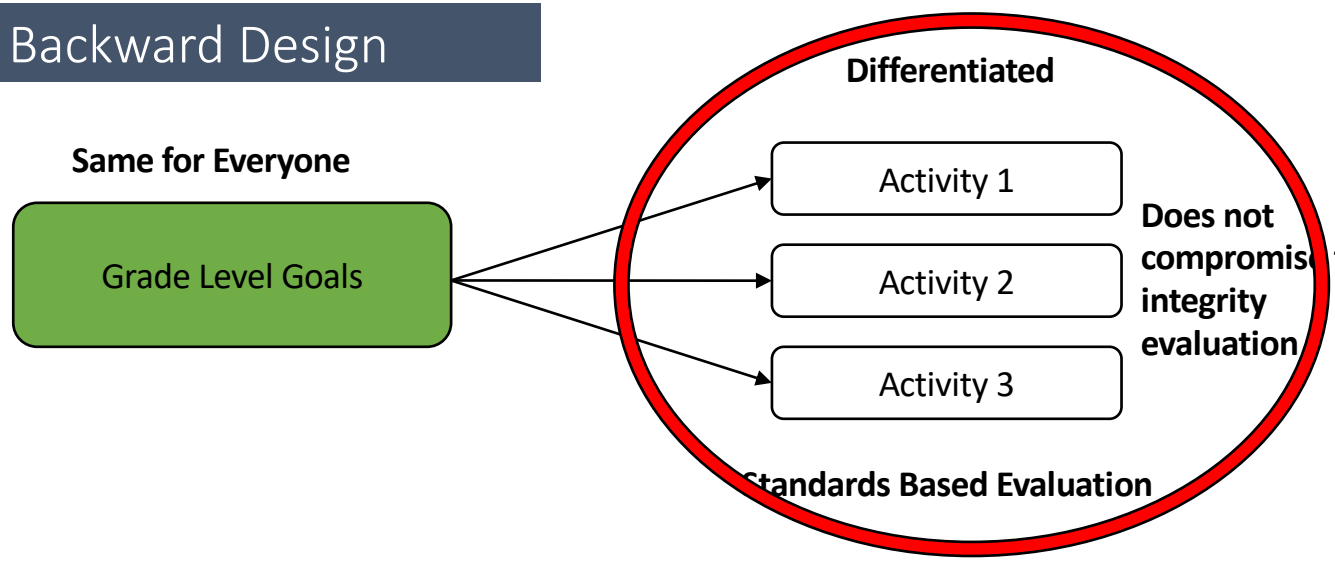
Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Goals are Evaluated

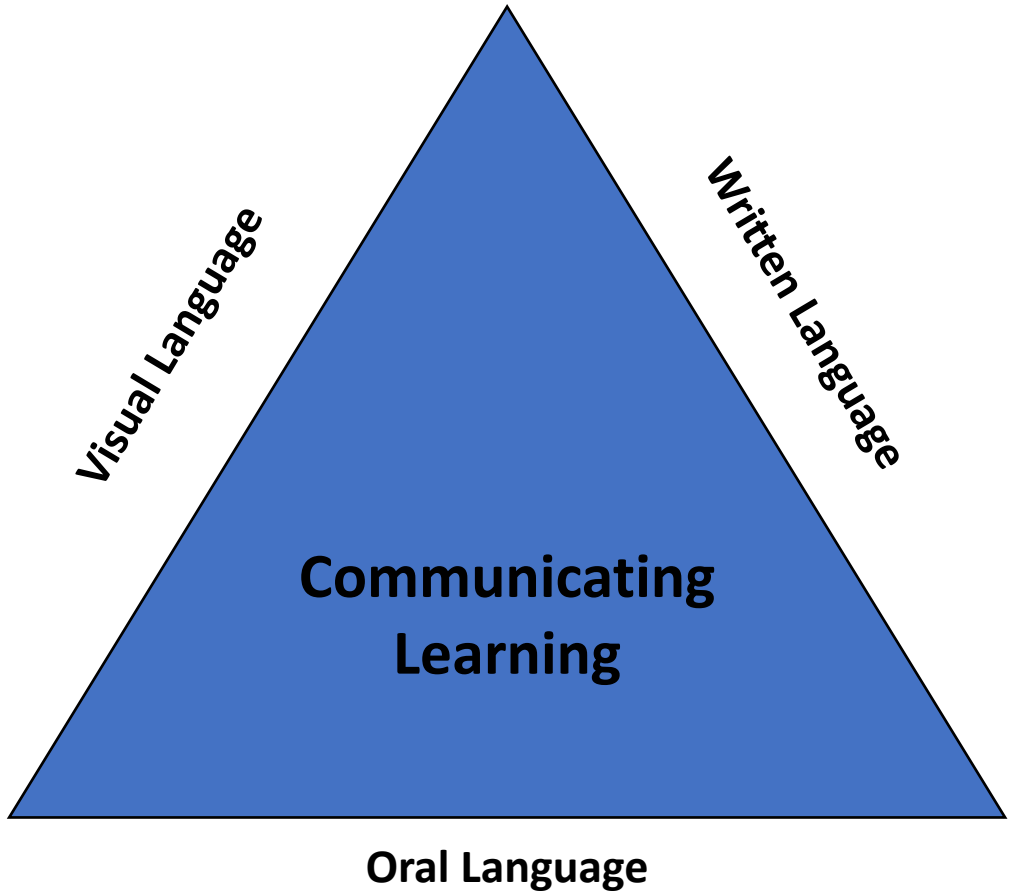


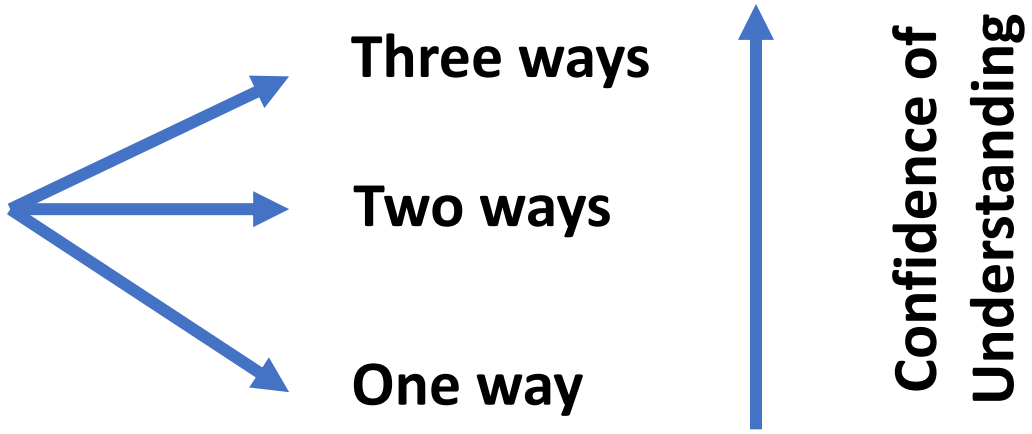
Does not compromise the integrity evaluation

Standards Based Evaluation

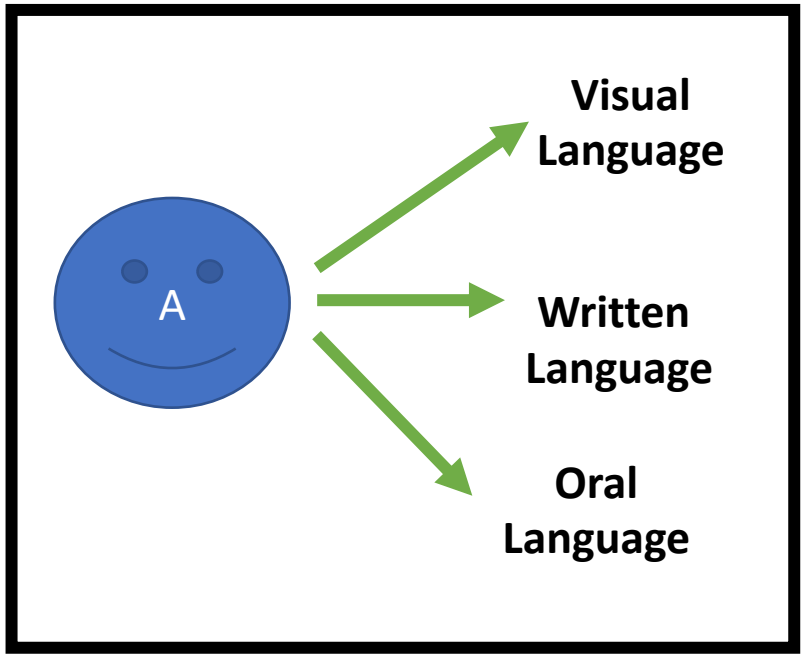
Adapted from, McTigue, 2010

How do student show what they know?





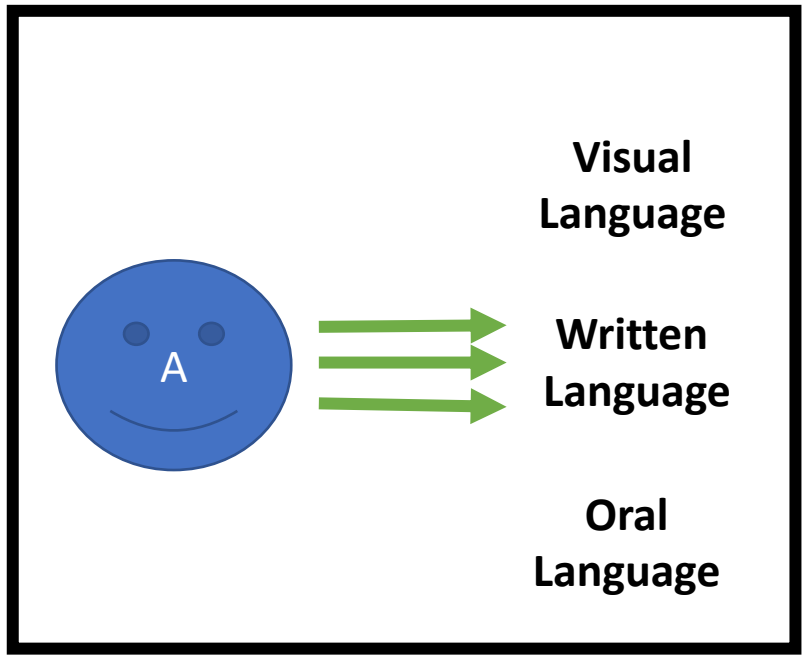
All Languages (in literacy) are Treated Equal!



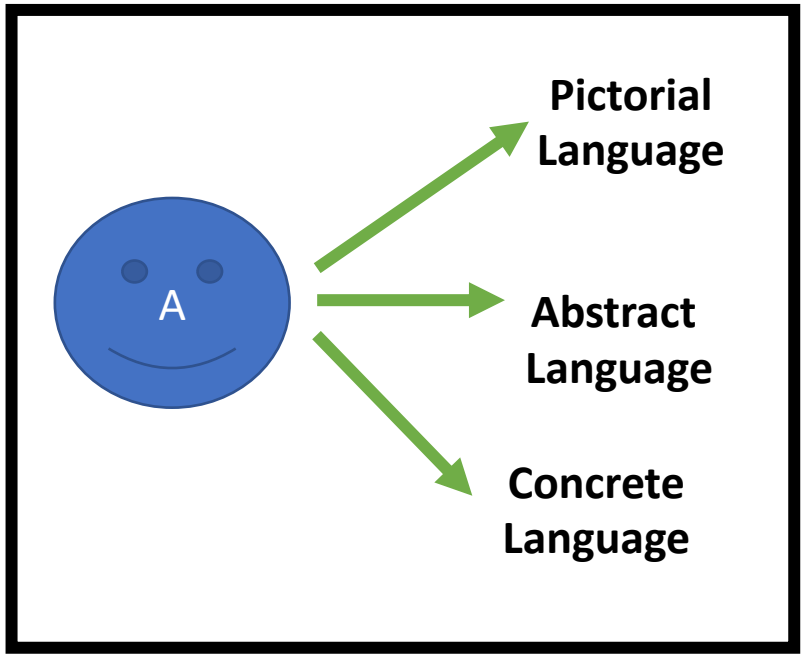
The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

Instead of

The NUMBER OF TIMES, a student can show their learning in one way, the more confident we are of meeting a goal



All Languages (in numeracy) are Treated Equal!



The MORE WAYS students can demonstrate learning, the more confident we are of meeting a goal

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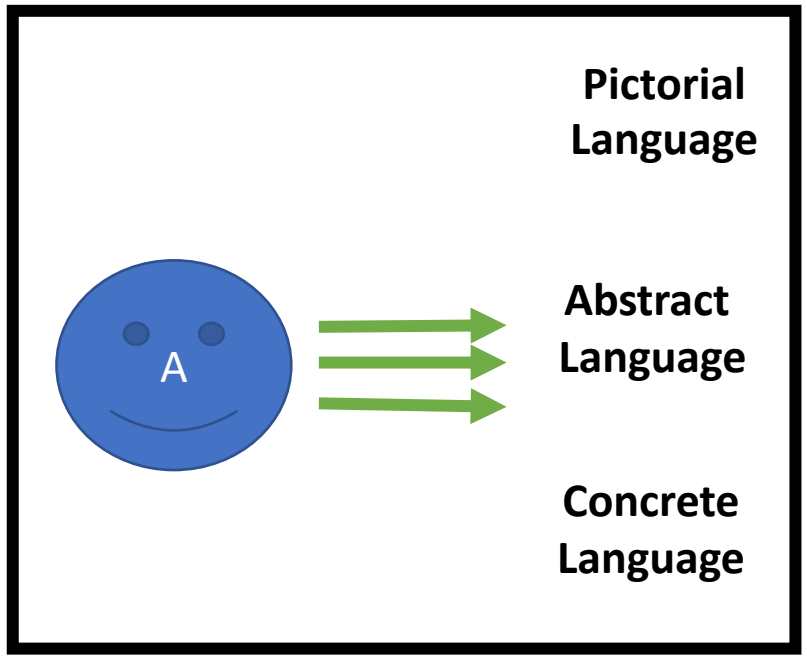


How can we *shift our practices* towards inclusive assessment & evaluation?

The strategies it this module will help to plan for learner variability in a standards-based way

Standards Based Gradebook

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ
1		Content Goals										Curricular Competency Goals																				Evaluation				
2	Learning Standards																																			
3	Possible Evidence of Learning																															Total	Out of	%	Letteer Grade	4 - Point
4	Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending					
5	4- Point	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4					
6	Student 1																																			
7	Student 2																																			
8	Student 3																																			
9	Student 4																																			
10	Student 5																																			
11																																				

Forward Design

Standardized Evaluation

Differentiated

Same for Everyone

Tasks are Evaluated

Activity/Task

- Grade Level Goals
- Adapted Goals
- Modified Goals

Compromises the integrity of evaluation

Backward Design

Differentiated

Same for Everyone

Standards are Evaluated

Grade Level Goals

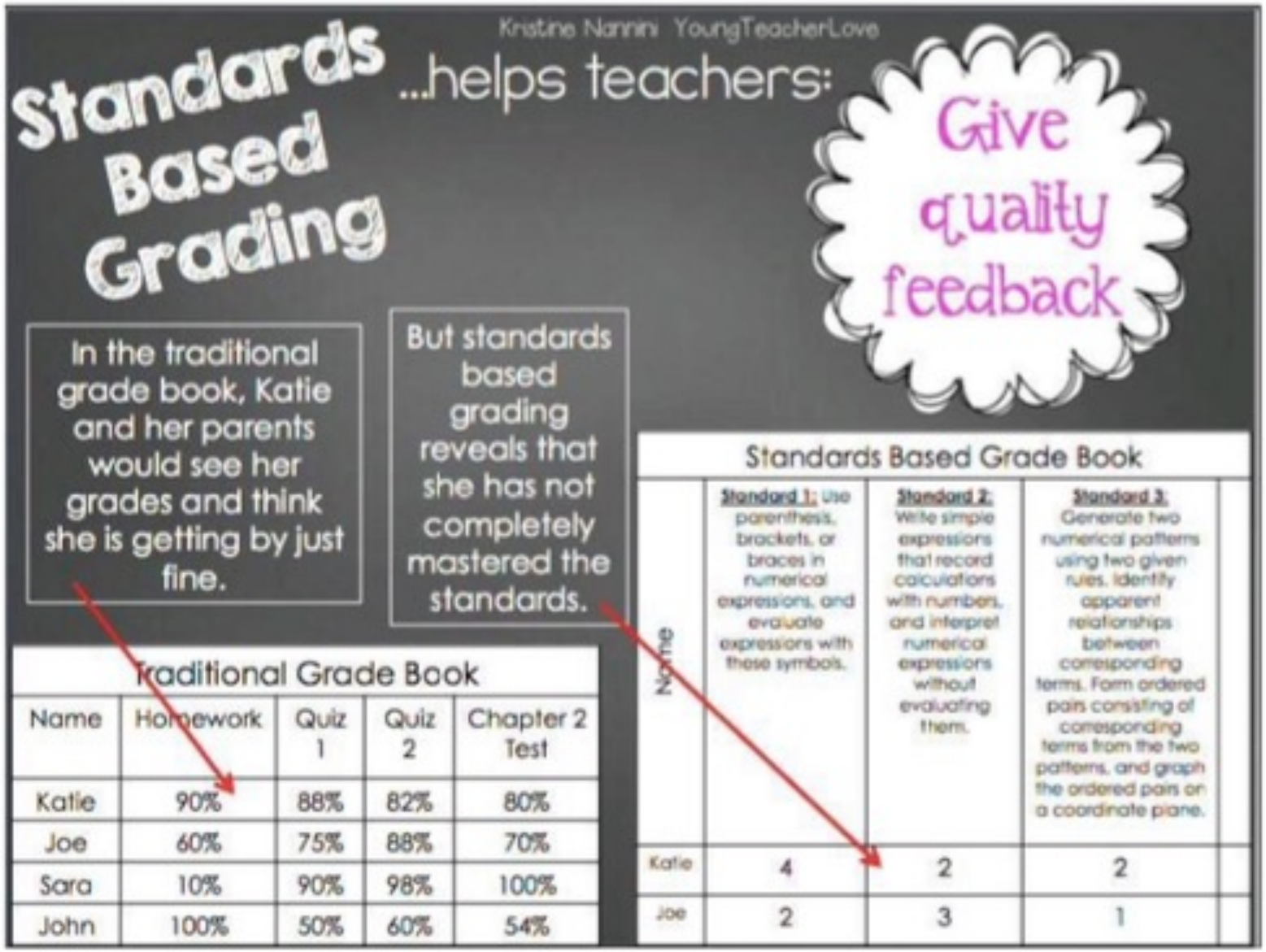
- Activity 1
- Activity 2
- Activity 3

Does not compromise the integrity evaluation

Adapted from, McTigue, 2010

Standards Based Evaluation

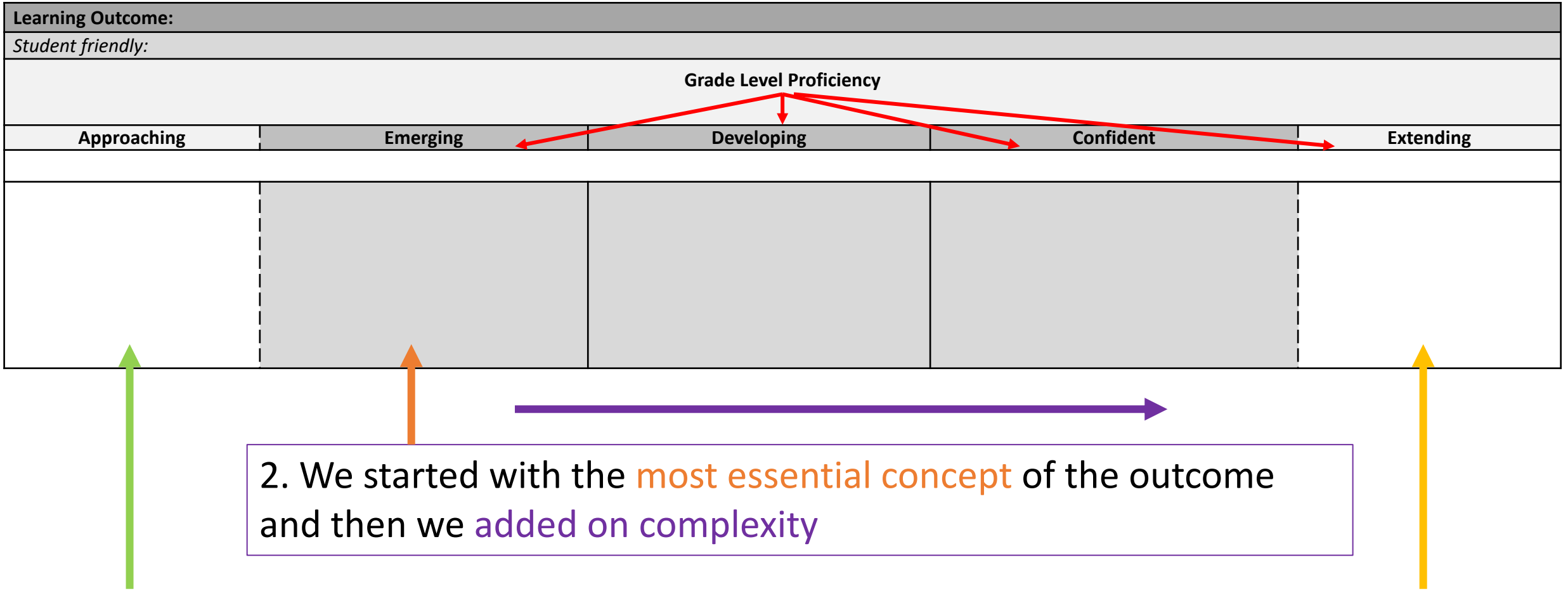
1. Standards based vs. standardized curriculum



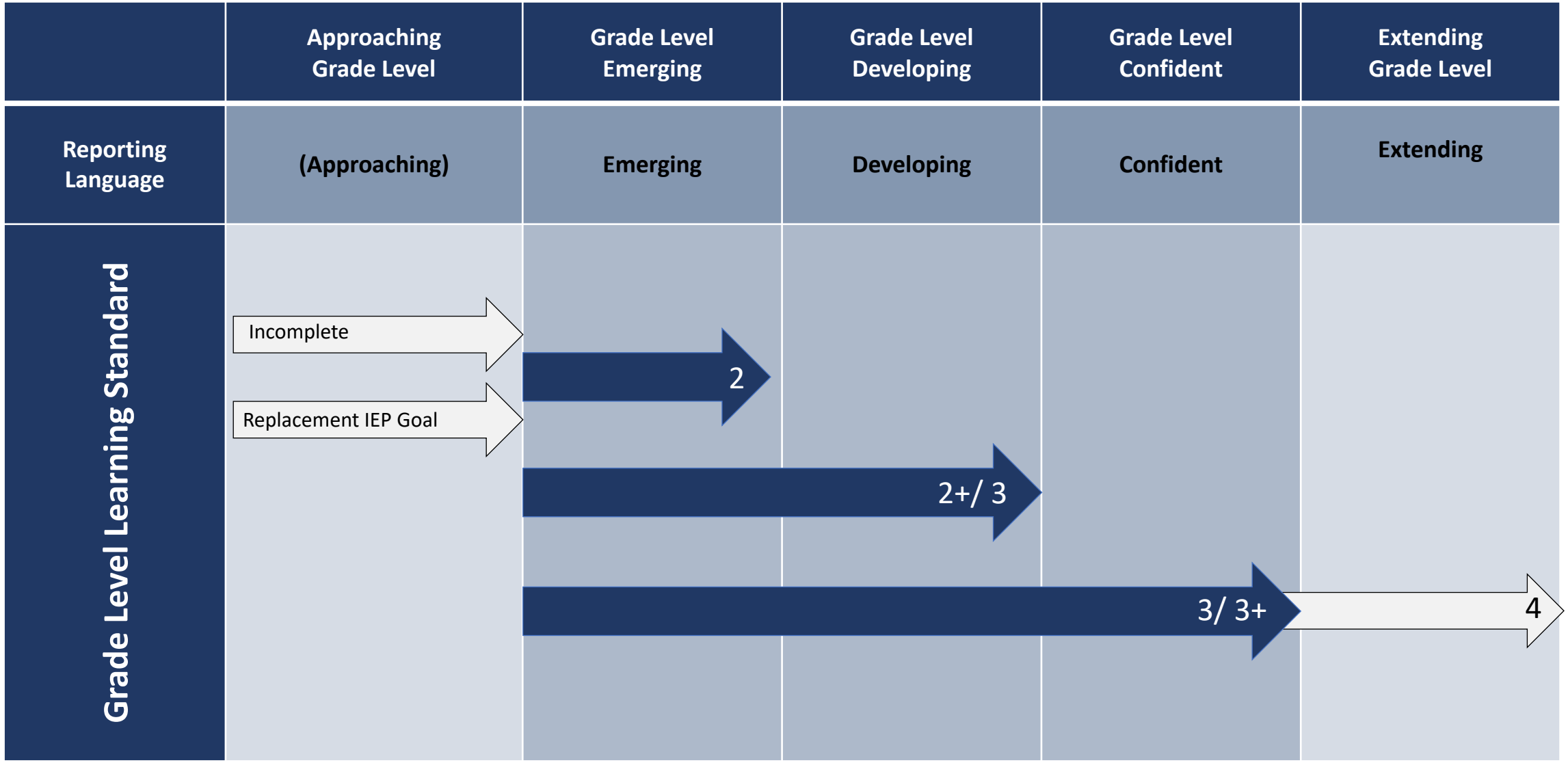
BC Reporting Order

Reporting Language	Emerging - 1	Developing - 2	Proficient - 3	Extending - 4
Grade Level Learning Standard				

Combining Standards Based Grading and Curriculum Mapping



An Additive Continuum of Proficiency



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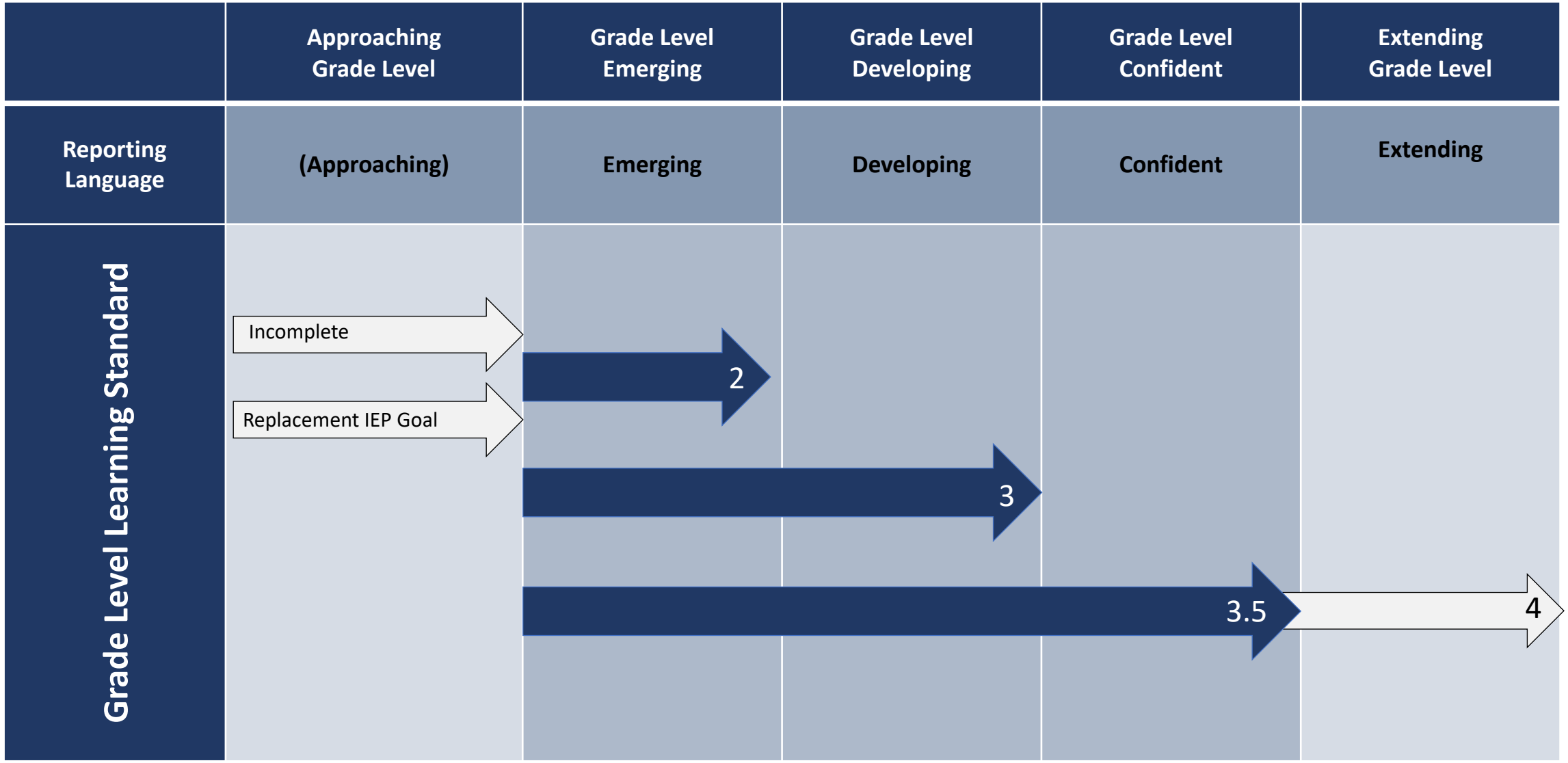


Combining Standards Based Grading and Curriculum Mapping

Standards Based Grade Book (Content)										
Learning Standards										
Possible Evidence of Learning										
Reporting Language	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**	**Approaching/ Access Point**	**Emerging/ Essential**	**Developing**	**Confident**	**Extending**
Evaluation	**I/IEP**	**2**	**2+/3**	**3/3+**	**4**	**I/IEP**	**2**	**2+/3**	**3/3+**	**4**
Student 1										
Student 2										
Student 3										
Student 4										
Student 5										

Class: 4/5	Subject Area(s): Math	Planning Team: Eva & Regan
Big Idea(s): Fractions and decimals are types of numbers that can represent quantities		**Unit Guiding Question(s):** What is a fraction? What is a decimal? How are fractions and decimals connected? How do fractions and decimals show quantity? How do fractions and decimals help us understand the world?
Unit Vocabulary	**fractions, decimals, numbers, mental math, strategies, quantity, visualize, communicate, Equivalent fractions**	
Unit Goals	**Learning Standard**	**Student Friendly Language**
Content Goal (Science)	ordering and comparing fractions (4)	I know what a fraction is I know how to put fractions in order I know how to compare fractions
Content Goal (Math)	Equivalent fractions (5)	I know what an equivalent fraction is I know how to make equivalent fractions
Curricular Competency Goal: Reasoning & Analysis	Develop mental math strategies and abilities to make sense of quantities	(I know some mental math strategies) I can use mental math strategies to help me understand quantity (how much/many)?
Curricular Competency Goal: Understanding & Solving	Visualize to explore mathematical concepts	I can visualize to help me understand math ideas
Curricular Competency Goal: Communicating & Representing	Communicate (share) mathematical thinking in many ways	I can share my thinking in math in different ways
Curricular Competency Goal: Connecting & Reflecting	Connect mathematical concepts (math ideas) to each other and to other areas and personal interests	I can connect what I am learning in math to other subjects and areas I can connect what I am learning in math to my life and my interests I can connect what I am learning in math now, to other math I have learned before
Core Competency Goal:	I can be a creative thinker by…	

Grade 4/5 Math Standards Based Gradebook

	Content Goals										Curricular Competency Goals																Evaluation				
Learning Standards	Ordering and comparing fractions (4)					Equivalent fractions (5)					Develop mental math strategies and abilities to make sense of quantities (4/5)					Visualize to explore mathematical concepts (4/5)					Communicate mathematical thinking in many ways (4/5)					Connect mathematical concepts to each other and to other areas and personal interests (4/5)								
Possible Evidence of Learning																											**Total**	**Out of**	**%**	**Letteer Grade**	**4 - Point**
Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending				
4- Point	**IE/IEP**	**2**	**3**	**3.5**	**4**	**IE/IEP**	**2**	**3**	**3.5**	**4**	**IE/IEP**	**2**	**3**	**3.5**	**4**	**IE/IEP**	**2**	**3**	**3.5**	**4**	**IE/IEP**	**2**	**3**	**3.5**	**4**	**IE/IEP**	**2**	**3**	**3.5**	**4**	24	24			
Student 1	•	•				•	•				•	•				•	•				•	•				•	•				12	24	50	C-	2
Student 2	•	•	•	•	•	•	•				•	•	•	•		•	•	•	•		•	•	•	•		•	•	•	•		20	24	83	B	3+
Student 3	•	•	•			•	•				•	•				•	•	•	•		•		•			•	•	•			IE	24			
Student 4		•	•	•		•	•		•		•	•	•	•			•	•	•		•	•				•	•				IE	24			
Student 5	•	•	•	•		•	•	•			•	•	•			•	•				•	•				•	•				15.5	24	65	C-	2+

Grade: 11	Subject Area: Life Sciences	Planning Team: Timberline Secondary
Big Ideas: • All living things have common characteristics. • Living things evolve over time.		Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?

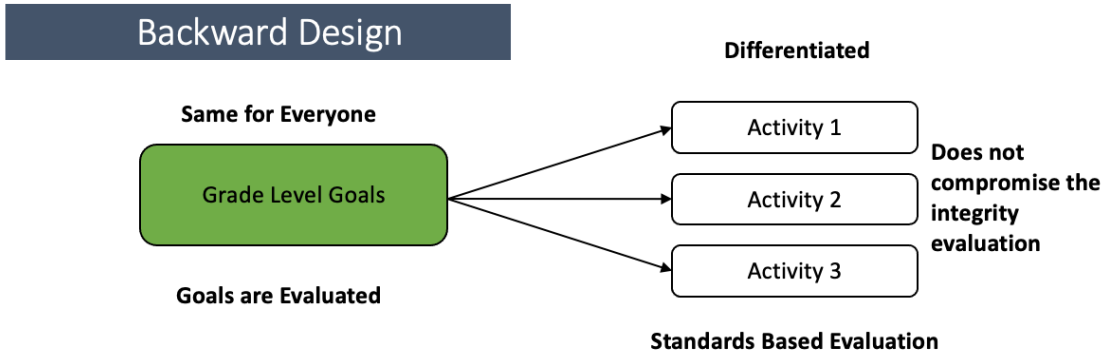
Unit Goals	Learning Standard	Student Friendly Language
Content Goal	Speciation	**I know speciation that occurs within our local ecosystems**
Curricular Competency: Process and analyze data and information	Experience and interpret the local environment	**I can understand data and information by** experiencing and interpreting the local environment
	Seek and analyze patterns, trends, and connections in data, including describing relationships between variables, performing calculations, and identifying inconsistencies	**I can understand data and information by** seeking evidence and analyze data
	Construct, analyze, and interpret graphs, models, and/or diagrams	**I can understand data and information by** constructing, analyzing and interpreting visual representations of information
Core Competency Goal	I can become socially responsible by…	

Life Science 11 Standards Based Gradebook

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1		Content Goals					Curricular Competency Goals															Evaluation				
2	Learning Standards	speciation					experience and interpret the local environment					seek and analyze patterns, trends, and connections in data, including describing relationships between					construct, analyze, and interpret graphs, models, and/or diagrams									
3	Possible Evidence of Learning																									
4	Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Total	Out of	%	Letteer Grade	4 - Point
5	4- Point	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	IE/IEP	2	3	3.5	4	16	16			
6	Student 1 (IEP - Replacement Goals)	x					x					x					x					4	4		A (IEP)	4 (IEP)
7	Student 2	x	x				x	x				x	x				x	x				8	16	50	C-	2
8	Student 3	x	x	x			x	x	x			x	x				x	x	x			12	16	75	B	3
9	Student 4	x	x	x	x		x	x	x	x	x	x	x	x	x		x	x	x			14	16	88	A	3+
10	Student 5		x	x	x	x	x	x	x			x	x	x					x	x		IE	16	IE	IE	IE

Course/Subject/Grade(s): Life Sciences 11				**Planning Team:** Timberline Secondary		
Unit Guiding Question: Why is our forest in Campbell River unique? How and why have ecosystems in Campbell River evolved over time?						
Learning Standards		**Approaching – IE/ IEP**	**Emerging - 2**	**Developing – 3**	**Confident – 3.5**	**Extending - 4**
Content: **I know speciation that occurs within our local ecosystems**		I know examples of species in Campbell River Forest ecosystem	I know an example of divergent, convergent, and coevolution in one local ecosystem	I know an example of divergent, convergent, and coevolution in more than one local ecosystems	I know how our 3 local ecosystems interact with each other	I know how local human activity affects speciation in an ecosystem
Curricular Competencies	**I can understand data and information by** experiencing and interpreting the local environment	I can experience my local forests, streams and the ocean respectfully	I can experience the local forests, streams and the ocean using my senses and collecting evidence (pictures, objects, drawings, writing)	I can interpret the local forests, streams and the ocean by keeping track of my thinking about my evidence over time	I can interpret the local forests, streams and the ocean by making connections and reflections of my evidence collected	I can interpret the local forests, streams and the ocean through ethical observation and stewardship
	I can understand data and information by seeking evidence and analyze data	I can organize and collate evidence	I can identify trends in data I can find connections in data	I can identify relationships between variables	I can identify and perform simple calculations	I can identify inconsistencies in data
	I can understand data and information by constructing, analyzing and interpreting visual representations of information	I can build a visual representation of data by following a model I can understand a visual representation of information that is familiar to me	I can construct a visual representation of data in one way I can understand what a visual is communicating (what is happening?)	I can construct a visual representation of data in more than one way I can analyze a visual representation of data (How do I know?)	I can construct a visual representation of data in any way I can interpret a visual representation of data (why does this matter?)	I can construct a visual representation of data based on the purpose I can interpret a visual representation of data (what data is missing to get a better understanding of the data?)

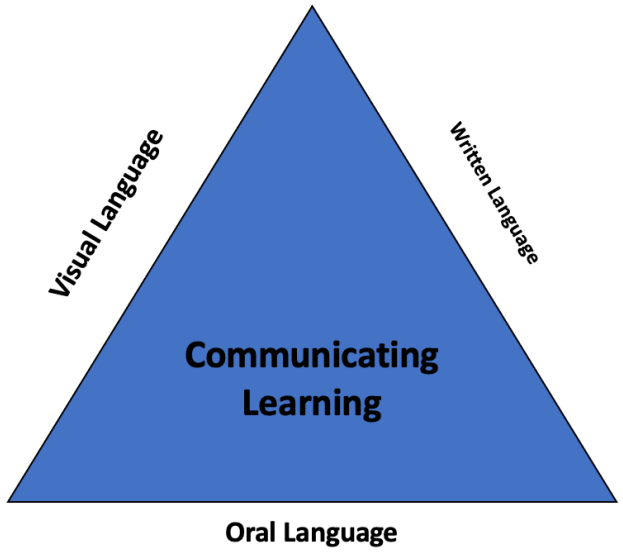
Inclusive Assessment



- Combines standards-based assessment with curricular mapping to accommodate the variability in a grade level classroom
- Aims to provide all students with equitable opportunities for learning, while also being flexible for individual accessibly and challenge
- Is a way of assessing student growth and performance in relation to a learning standard, while allowing for multiple exit points

- Clearly communicates to students and families what the expectations of learning are
- Considers both formal and informal evidence as valid assessment opportunities
- Allows for both teachers and students to receive feedback which can help them make informed decisions about their instruction and learning
- Encourages students to have a role in determining what complexity of understanding they will show evidence of, while still knowing what is essential
- It can provide data over time for how students are progressing, and connects IEP goals to standards-based planning

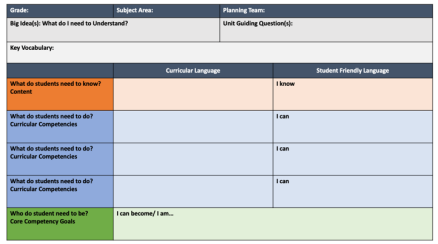
We can shift our *thinking* towards **Inclusive Assessment** by:

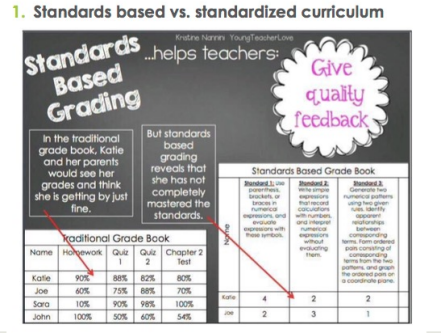


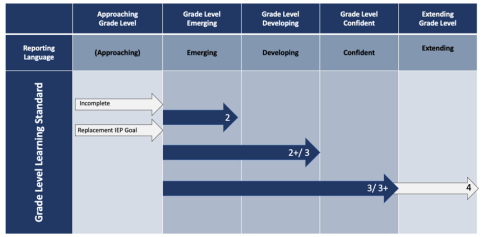
Standards Based Grade Book (Content)													
Learning Standards											Evaluation Date:		
Possible Evidence of Learning													
Reporting Language	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Approaching/ Access Point	Emerging/ Essential	Developing	Confident	Extending	Total	Out of	
Evaluation	I/IEP	2	2+/3	3/3+	4	I/IEP	2	2+/3	3/3+	4			
Student 1													
Student 2													
Student 3													
Student 4													
Student 5													
Student 5													

- Understanding that it is goals that are evaluated not tasks
- Understanding that learning activities and tasks are evidence of learning
- Understanding that students need multiple opportunities to show evidence of learning in different ways
- Understanding that all students need an understanding of the essential concept within a learning standard
- Understanding that standards-based assessment is equitable practice
- Understanding that unless a standard specifically states that students must show their learning in one way, they can rely on their strength areas to produce evidence

We can shift our *practices* towards **Inclusive Assessment** by:







- Knowing what grade level standards being targeted in a unit
- Using a standards based grade book that captures evidence of how students are meeting a standard and to what complexity
- Planning for multiple activities and tasks that reflect the same standard
- Aligning all learning activities to a standard
- Include both formal and informal evidence when assessing
- Using student evidence to inform your teaching and ensuring that there are opportunities for learning activities to reflect the standards at all levels of complexity
- Ensuring that all students have evidence of the essential concept in a standard

Example EPSE 317

EPSE 317: Development & Exceptionality in the Classroom

BIG IDEAS: I understand …

1. that disability is a social construct and identity	2. that social justice in education includes Disability justice	3. that environments need to change, not students	4. that both social and academic inclusion is important	5. the responsibility to include the voices of PwDs and their families
6. that there is variability in all learners	7. that inclusion relies on collaboration	8. how evidence-based frameworks, including UDL, can support inclusive education	9. the impact of ableism historically and today	10. how teachers can be agents of change in creating inclusive classrooms

Learning Standards - Curricular Competencies: I can…

Students are expected to *do* the following:

Recognize historical legacies of the deficit model towards disability by:
- applying the social, medical and person-environment/place models of disability to real life settings
- evaluating teaching strategies and environments to identify barriers and develop methods to address these challenges
- exploring the role of classroom environments including peers, teachers and other support adults in creating inclusive classrooms

Reflect and act on own and others' biases by:
- engaging in critical reflection of classroom practices, structures, policies, and procedures
- identify ableist and anti ableist practices in myself and others

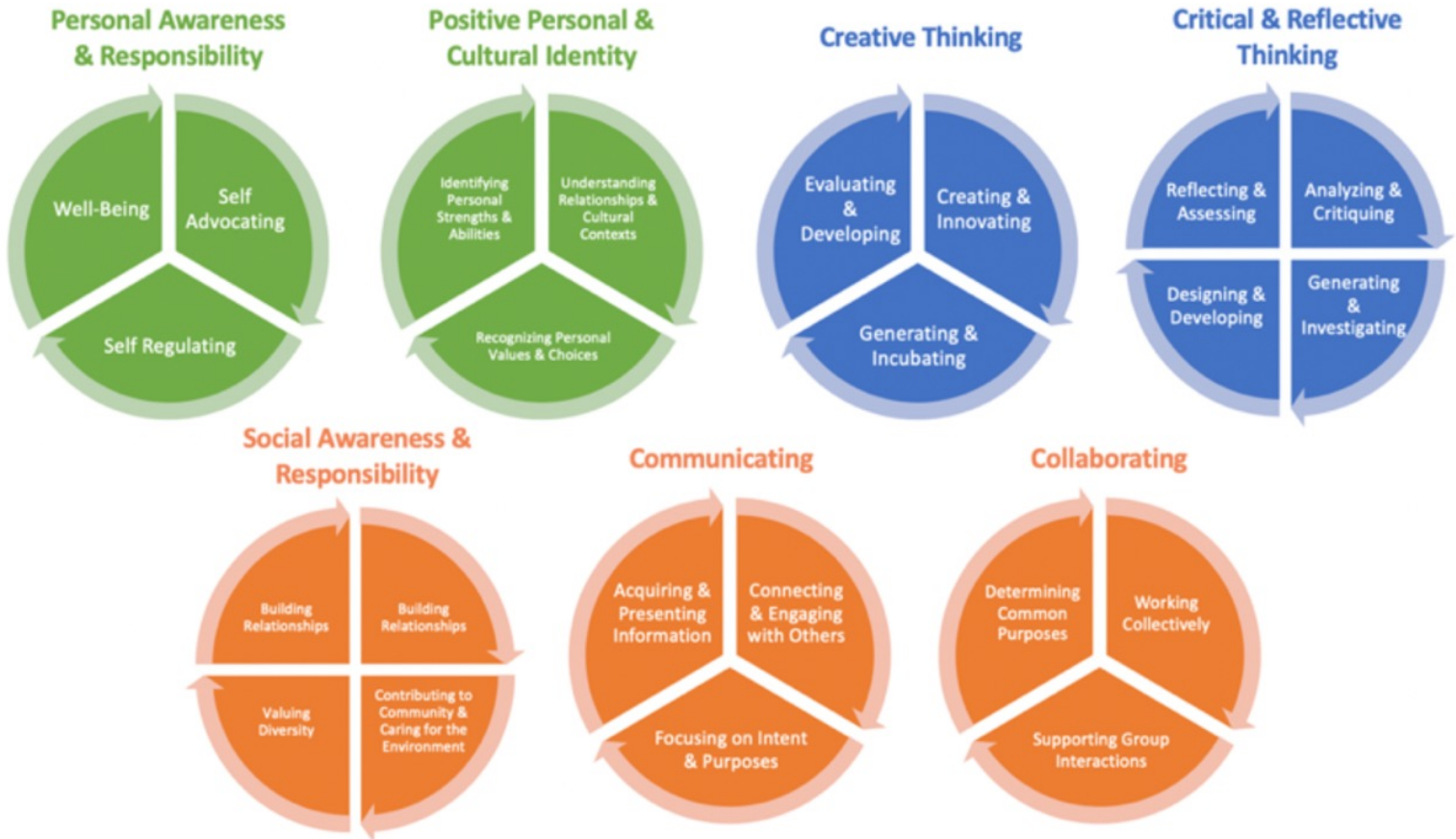
Inclusively plan, enact, reflect on, and assess in ways that maintain the integrity of classroom and individual diversities by:
- applying inclusive frameworks, including UDL principles to design classroom practices that respond to students' dimensions (identities, interests, strengths, stretches, needs, barriers & supports)
- determining flexible lesson supports (tools) and strategies (actions) informed by student dimensions
- assessing and evaluating equitably
- Using a student IEP to inform classroom planning

Collaborate with my colleagues to draw from and build on their expertise by:
- explaining the role of teachers and other adult staff in inclusive classrooms
- engaging in collaborative activities to met the needs of diverse students

Learning Standards - Content: I know…

Students are expected to *know* the following:

- **Models of disability**
- **History of inclusive education in Canada**
- **Disability Justice**
- **Ableism in classroom in schools**
- **Inclusive education**
- **Inclusive & Competency Based IEPs**
- **School based teams**
- **Collaborative support models**
- **Inclusive Frameworks and practices including UDL**
- **Strength based approaches**



British Columbia Ministry of Education, 2020

Assignment A: ICBIEP Part 1: The Student Profile Self Assessment

Start Here → Choose your complexity

ICBIEP Part	Access A Student Profile needs…	Essential A Student Profile must include…	Developing (Pass) A Student Profile can include…	Confident A Student Profile could include…	Extending A Student Profile can try to include…
1. The Student Profile	- a student - the voice of the student - evidence of student voice (e.g. the seed packet) - to consider multiple modes, formats, tools, strategies etc. to support student understanding and communication - a positive and strength based mindset about a student	- a support team identified (family, caregivers, teachers, support staff, consultants etc.) - the voice of the support team - information about the student dimensions (identities, interests, needs, strengths & stretches) - a balanced reflection of student strengths and stretches in relation to the three inclusive lenses (personal, social, intellectual) - goal areas targeted that are connected to the student profile, and aligned to the core competencies	- an honest, authentic and real representation of what the student shares – both positive and negative - student centered and non confidential comments from a support team reflecting a holistic and complimentary view of a student from multiple perspectives - the priorities of the family when determining goal areas	- additional evidence of student voice added to The Student Profile over time - information about student dimensions that is clearly connected to classroom contexts so that it is useful to classroom teachers	- multiple opportunities for teams and families to reflect on and add to the Student Profile over time

Additional Comments & Reflections: