

Definition of common terms

area of learning: often referred to as the courses, curricular areas, or subjects that make up the provincially mandated curriculum. Teachers are responsible for communicating student progress in all areas of learning listed in the [Required Areas of Study Order](#) (grades K-9) or [Graduation Program Order](#) (grades 10-12).

classroom assessment: the systematic gathering of evidence of learning about what students know, are able to do and, are working toward.

co-construct: take a collaborative approach that brings students to the the centre of the assessment process so they are involved in setting criteria, setting their own learning goals, and deciding how they will provide evidence of learning.

Core Competencies: sets of intellectual, personal, social, and emotional proficiencies all students need to engage in deep, lifelong learning. The Core Competencies are Communication, Thinking, and Personal and Social.

criteria: a descriptive principles or benchmarks, in relation to learning standards, by which student progress may be assessed and evaluated.

curriculum: The B.C. curriculum contains the learning standards for each area of learning from Kindergarten to Grade 12. The curriculum describes what students are expected to know, do, and understand at each grade and in each area of learning.

descriptive feedback: strengths-based written comments and/or documented conversations that describe student learning in relation to the learning standards and support specific goals for further growth. Feedback should be in clear language that is accessible to students, parents, and caregivers.

evaluation: a decision about the quality of learning evidence, based on established criteria and standards. Typically, this is where a proficiency scale indicator, letter grade and percentages, and descriptive feedback are assigned.

evidence of learning: the artifacts, examples, or products of learning a student provides that a teacher evaluates in relation to established criteria and the learning standards of the curriculum.

formative assessment: has two components: first, the ongoing collection of evidence of learning for the purpose of informing instruction and student growth, and second, the provision of feedback to students to help extend their learning.

inclusion: a philosophy of education that recognizes the diversity of the student population and ensures that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of education.

Learning Updates: responsive, timely, flexible, and accessible communications to students, parents, and caregivers about student growth in relation to the learning standards set out in the B.C. curriculum. The requirements for Learning Updates, both the written Learning Update and the

informal Learning Update, are detailed in the K-12 Student Reporting Policy and ensure that students, parents, and caregivers are well informed about student learning.

learning standards: include both the Curricular Competencies (the skills, strategies, and processes that students develop over time) and the Content (the essential topics and knowledge at each grade level), as set out in the B.C. curriculum:

- Curricular Competencies are the skills, strategies, and processes that students are expected to develop in each area of learning at a given grade. They represent what students are expected to be able to do as a result of their learning.
- Content represents what students are expected to know (knowledge) as a result of their studies in a given year in a given area of learning.

Provincial Proficiency Scale: a four-point scale for evaluating student proficiency (Emerging, Developing, Proficient, or Extending) as defined in the [Student Progress Report Order](#). The Provincial Proficiency Scale is also used in the provincial Literacy and Numeracy Assessments.

student goal setting: setting of goals by students for their learning and development for the school year. Goal setting should begin as early in the year as possible and is usually a year-long process. Goals should be informed by student self-reflection on the Core Competencies and may connect learning with broader career, community, and life aspirations.

student self-reflection on Core Competencies: student reflection on their personal progress in developing the Core Competencies and on their learning engagement and responsibility. Students' reflections should inform their goal setting.

Summary of Learning: a summative, written communication of learning to students, parents, and caregivers that describes student learning in relation to the learning standards at the end of a school year and/or semester.

summative assessment: usually takes place at the end of an instructional period (e.g., at the end of a project, unit, course, semester, program, or school year) to evaluate students' progress in relation to the learning standards, in contrast to formative assessment, which is ongoing throughout the learning cycle.