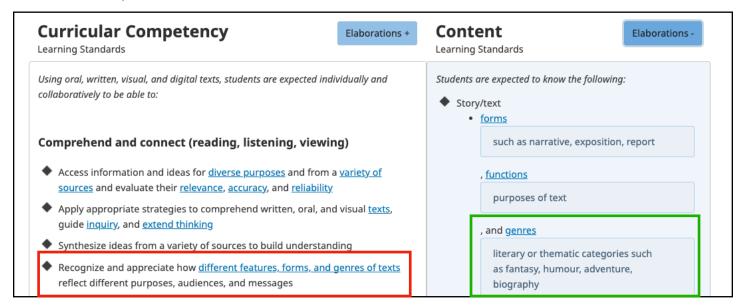When you look at a curriculum document from BC, you will see the Curricular Competencies (skills) on the left, and the content of the course on the right. You can click the Elaborations buttons to expand the document, and see some examples.

This is an example of Grade 7 English curriculum:

In your report card comments, you will be assessing individual LEARNING STANDARDS from your course.

A learning standard is a combination of a curricular competency and the content that is being used to assess that competency. You may also have heard the phrases "reporting standards" or "priority standards".

When you select a sub-set of competencies from the curriculum in order to build your report card comments, you are prioritizing some items that you would like to highlight for parents. These items would be "reporting standards" or "priority standards". If your course had 30 curricular competencies, it would be hard to discuss all 30 of them with parents in a meaningful way, so prioritizing the ones that you feel are very important makes for a better conversation.

Most teachers in Yukon schools aim for about five learning standards per course, and individually assess them. As you can see in the items highlighted above, the language for the competencies and content tend to be very teacher-oriented, and not in language that is parent-friendly. In your reporting to parents, you can change the wording so that it is more accessible to all readers.

Here is an example of a learning standard that was rewritten from the example above. In brackets, I have included a specific content example from my class. This can also be written as a complete sentence. Competencies are usually written with action verbs.

PROFICIENT - **Recognize and appreciate how different genres of text reflect different purposes** (**Fantasy Novels**)

PROFICIENT - **Recognize and appreciate how different genres of text reflect different purposes** as demonstrated in our **Fantasy Novels Unit.**

Competencies are taught multiple times in your course, with multiple kinds of content. When you assess a student as PROFICIENT on the skill of "Recognize and appreciate how different genres…" you would use whatever the most recent and relevant content was to assess their skill. That content is your evidence where they demonstrated their proficiency.

In my example, I assessed the student as PROFICIENT on that competency based on their demonstration of the skill in my Fantasy Novel Unit. That demonstration might have been orally, or on a written submission.

If a student is given multiple chances to demonstrate that competency/skill, they are likely to have an upward trend in their score from EMG > EXT. If you find that students are all EMG on a competency, they probably will need more chances to demonstrate it for you.

Tracking Learning Standards

Keeping track of all those learning standards, and assessing curricular competencies can be a big task.

You are probably familiar with the Traditional Gradebook in Aspen that allows you to enter a Term Mark and Comments (for report cards), and a Final Mark (identical to the Term Mark, for the Permanent Student Record).

Aspen also has a Standards-Based Gradebook, that allows you to track assignments/projects that you do in class, and attach curricular competencies for assessment. This will create a bank of evidence that makes reporting much easier.

Resources are available here: http://www.yukonsis.ca/teachers.html