

## **Burnsview Performance Standards**

Adapted from the Ministry of British Columbia - BC Performance Standards

<https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/curriculum/bc-performance-standards>

Burnsview's Performance Standards create a focus on performance assessment. In performance assessment students are asked to apply the skills and concepts they learn to complete complex, realistic tasks. This type of assessment supports a criterion-referenced approach to evaluation. Burnsview's Performance Standards are intended as a resource to support ongoing instruction and assessment. Burnsview Teachers can use these standards to:

- monitor, evaluate, and report on individual student performance
- identify students who may benefit from intervention
- develop a profile of a class or group of students to support instructional decision-making
- prompt discussions with parents, students, and other teachers about student performance
- inform professional development activities and teacher collaboration
- collaboratively set goals for individuals, classes, or our school

### **Burnsview's Performance Standards - Contributing to a Comprehensive Assessment and Evaluation System**

Teachers at Burnsview use a variety of methods to gather the information they need to assess, evaluate, and report on student learning. Possible methods include classroom and standardized tests, observations, student work portfolios, conferences, self and peer assessment, and performance tasks.

Performance Standards give teachers a way to assess students' abilities to apply their learning in realistic performance tasks in a variety of areas. Used with other methods, they can be an important part of a comprehensive assessment and evaluation system. The standards:

- should be used within the context of ongoing classroom instruction. They are meant to be curriculum-embedded and used as part of regular classroom learning activities
- provide resources for assessing and evaluating the quality of a specific piece or a collection of student work.
- help develop a profile of student achievement, based on a collection of student work.
- assume that in most cases teachers are observing students as they work. Often, some of the evidence needed to make decisions about a student's work comes from observations and conversations with students
- allow for teachers to intervene where students are unable to complete a task independently. The level of assistance required is often one of the criteria for determining whether or not a student's work falls within grade-level expectations
- may be adapted as needed. This might mean creating scales for grades not included in the standards, developing IEPs or other tailored evaluation, or adjusting expectations for different times of the year

## **Burnsview's Performance Standards - Assisting Instructional Planning**

Performance Standards are intended to support instructional decision-making. You may want to consider the following questions as you plan your instruction:

- How do these standards match my expectations for students at this level?
- What kinds of instructional strategies and learning opportunities will help most students develop the skills they need to meet these expectations?
- What additional support and interventions will be needed to help all students meet these expectations?
- If there are some students for whom these expectations are not appropriate, what expectations should they meet? How could the performance standard be adapted?
- What evidence do I need to collect to find out if students are making progress towards the expectations?

Performance Standards describe levels of achievement in key areas of learning. Burnsview's Performance Standards describe and illustrate the following four levels of performance in terms of prescribed learning standards relevant to key curricular areas, curricular competencies and content.

### **Emerging (EMG)**

- The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning
- The work currently does not meet grade-level expectations
- There is little evidence of progress toward the relevant learning standards
- Response to instruction maps out the need for intervention and support for student progress

### **Developing (DEV)**

- The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning
- The work may be inconsistent; however, it does meet grade-level expectations at a minimal level
- There is evidence of progress toward relevant learning standards
- Response to instruction maps out the need for support in some areas

### **Proficient (PRF)**

- The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning
- The work meets grade-level expectations
- There is evidence that relevant learning standards have been accomplished

### **Extending (EXT)**

- The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning
- The work exceeds grade-level expectations in significant ways
- There is considerable evidence that relevant learning standards have been accomplished and extension of learning has been demonstrated