

Worksheets for The BC Performance Standards

The BC performance standards describe the professional judgments of a significant number of BC educators about the standards and expectations for the following key areas of learning:

- reading
- writing
- numeracy
- social responsibility

For each of these areas, the standards include *Rating Scales* and *Quick Scales* with descriptions of four levels of student performance, as well as samples of student work illustrating each level.

The worksheets for the BC performance standards present the criteria for “fully meets expectations” from each *Quick Scale* and provide space for teachers and students to adapt the scales for a variety of purposes. This introduction to the worksheets describes some of the situations in which the worksheets may be useful in the classroom.

The BC Performance Standards are available from:

Goverment Publication Services

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(www.bced.gov.bc.ca/perf_stands/worksheet_intro.pdf)

The Ministry of Education's Web Site: www.bced.gov.bc.ca/perf_stands/worksheet_intro.pdf

The worksheets are available at the Ministry of Education's web site only.

Prompting Instructional Planning

Examining the statements that describe work that “Fully Meets Expectations” can help teachers consider what instructional strategies may help students develop the skills and concepts they need to meet various criteria. Ideas about instructional strategies and learning opportunities for the class or individual students can be recorded on worksheets.

Example: Before beginning a unit on writing reports (Writing to Communicate Ideas and Information) at Grade 7, this teacher reviewed the worksheet, decided to focus on “form,” and noted some potential strategies for teaching students about key features of form.

Aspect	“Fully Meets Expectations” Criteria (March-April)	Planning Notes/Possible Strategies
<i>Form</i> <ul style="list-style-type: none">• text features• opening, ending• organization and sequence• paragraphs	<ul style="list-style-type: none">• required text features (e.g., titles, diagrams) are clear and correct• effective introduction; conclusion is predictable• logical sequence; organization is clear	<ul style="list-style-type: none">• lots of work earlier this year on intros and conclusions—review and have students find/discuss effective samples in their portfolios• sequencing is a problem—especially transitions—possible mini-lessons:—“reading like a writer”—copy a report, cut sentences apart, have students put the piece together in a way that makes sense to them; then discuss what clues the writer gave them that helped them put it in order• work in groups to create lists of transitions by reviewing their own portfolios, textbooks, magazine articles, and other information material—maybe post these?• work with students to identify some basic organizational patterns for reports (use their textbooks, magazine articles)—emphasize paragraphing and use of headings to signal topic changes• mini-lesson on effective titles and headings—use magazines—have students bring in magazines in an area of interest (note: review rules for acceptable materials)• work with students to make a peer editing sheet on organization to use in this unit

Designing Performance Tasks

Teachers can refer to the worksheets as they design performance tasks to ensure that the tasks will provide the evidence needed to evaluate student achievement.

Example: This teacher used the worksheet to plan questions for a reading conference (Literature) with Grade 3 students.

Aspect	“Fully Meets Expectations” Criteria (March-April)	Possible Conference Prompts/Questions
<i>Strategies</i> <ul style="list-style-type: none">• adjust for purpose• word skills• comprehension strategies	<ul style="list-style-type: none">• uses phonics, word structure, and context clues (may need prompting)• makes logical predictions using prior knowledge and story structure• rereads and skims for details needed	<ul style="list-style-type: none">• Was this story easy or hard for you to read? What made it easy/hard?• Are there any words that were hard for you at first? How did you figure them out?• Are there any words you are still not sure of? Which ones? How could you figure them out? [note/prompt cues used]
<i>Comprehension</i> <ul style="list-style-type: none">• accuracy, completeness• characters• events• retell; explain relationships• inferences	<ul style="list-style-type: none">• responses to questions or tasks are accurate, clear, and complete• accurately describes main characters and events• retells events in correct general sequence• makes some inferences; may need prompting	<ul style="list-style-type: none">• What was the story about?• Who was in the story? What do you know about them?• Tell me about the problem in the story.• How did [character] try to solve the problem?• What happened then?• What else did [character] do to solve the problem?• How did that work?• How did the story end? Was the problem solved?• Tell me about some of [character's] feelings in the story. What made him/her feel that way?
<i>Response and Analysis</i> <ul style="list-style-type: none">• connections to experiences and other selections• opinions	<ul style="list-style-type: none">• makes direct, obvious connections to self and to other selections• offers simple opinions with some support	<ul style="list-style-type: none">• Can you think of ways you and the character in the story are alike? Ways you are different?• Did you like the story? Can you tell why?• [If yes] What is your favourite part of the story?

Identifying Specific Criteria for a Particular Assignment

The performance standards outline the general criteria that identify various levels of work. Teachers and students often prefer to use more specific criteria that have been tailored to a specific situation or task.

Using the worksheets helps students and teachers develop specific criteria but still maintain links to the general criteria outlined in the standards. This can help students to see that, while specific criteria may alter, the essentials that define high-quality performances do not change from one assignment to the next.

Example 1: This example shows the criteria for “representation and communication” for a task in which Grade 6 students designed a box to hold CDs (page 91, *BC Performance Standards: Numeracy*).

Aspect	“Fully Meets Expectations” Criteria	Required for CD Assignment
<i>Representation and Communication</i> • presenting work • constructing charts, diagrams, displays • explaining procedures, results	<ul style="list-style-type: none">• work is generally clear and easy to follow• uses required charts, diagrams, or graphs appropriately; may have minor errors or flaws• explains procedures and results logically in own words	<ul style="list-style-type: none">• each box is presented in a separate section• all dimensions are labelled including units• boxes are drawn to approximate scale• includes clear and logical explanations of (1) procedures followed (2) relationship between surface area and volume

Example 2: This example is for Grade 3, Writing to Communicate Ideas and Information. It shows the “meaning” criteria that the students and teacher agreed on for travel brochures of Canadian provinces (page 58, *BC Performance Standards: Writing*).

Aspect	“Fully Meets Expectations” Criteria (March-April)	Required for Travel Brochures
<i>Meaning</i> <ul style="list-style-type: none"> • ideas and information • use of detail 	<ul style="list-style-type: none"> • clear purpose that is accomplished to some degree • accurate • some explanation, details, or examples 	<ul style="list-style-type: none"> • the brochure should include clear, detailed and accurate information about: <ul style="list-style-type: none"> - popular travel destinations - location within Canada - climate - key geographic features - major cities - specific or unique features

Example 3: Here is an excerpt from an example of how a Grade 9 teacher used the worksheet for writing poetry to focus on specific criteria for descriptive poems emphasizing setting and atmosphere (page 218, *BC Performance Standards: Writing*).

Aspect	“Fully Meets Expectations” Criteria (March-April)	Specific Criteria for Descriptive Poems
<i>Style</i> <ul style="list-style-type: none"> • clarity, variety, and impact of language • literary techniques 	<ul style="list-style-type: none"> • appropriate and varied vocabulary; experiments with literary techniques (e.g., metaphor, irony) 	<ul style="list-style-type: none"> • use vivid, descriptive (sensory) language • take risks to create a strong impact with your language
<i>Form</i> <ul style="list-style-type: none"> • poetic form • imagery, figurative language 	<ul style="list-style-type: none"> • follows rules of the chosen poetic form; may be somewhat contrived • some figurative language, imagery 	<ul style="list-style-type: none"> • develop setting and atmosphere • include effective images for each of the five senses

Selecting Specific Behaviours of Interest

Worksheets can be used to show the relative importance of aspects of the criteria or specific criteria for a particular assignment. For example, in reading, some assignments may focus exclusively on “comprehension and analysis.” In writing, teachers may choose to emphasize specific skills or features (e.g., variety in sentence structure) that have recently been the focus of instruction.

Adapting to Suit Specific Situations or Students

The worksheets can be used to develop IEPs or other tailored evaluation criteria for students whose work cannot be appropriately evaluated by the general criteria.

- Where a student is on a modified program with an Individual Educational Plan (IEP), the worksheets can be used out-of-grade-level to develop individual goals. For example, In developing an IEP in writing for a Grade 7 student who is not able to meet grade level expectations, a teacher may use the Grade 5 or Grade 3 worksheet to identify appropriate goals.
- Where a student is able to demonstrate grade-level expectations, but requires some adaptations, the teacher can note which criteria will be demonstrated in various ways. (e.g., In numeracy, a student who has difficulty with the physical act of writing may use a keyboard or provide some of the required information orally.)

Recording Observations

When observing, conferencing, or assessing student work, teachers can use the worksheets to record key observations or evidence for each aspect.

Prompting Student Self-Evaluation

Students can use the worksheets to record self-evaluation comments and evidence linked to the various aspects and criteria.

Collaborating with Other Teachers and Support Staff

Teachers who share responsibility for a class, a group, or individual students can use the worksheets to communicate. For example, when two teachers are working collaboratively, they can use worksheets to make notes about various criteria they are working on, to record what they have done, and to make suggestions. Teachers and learning assistance teachers can use a worksheet to communicate about the needs and progress of a particular student—noting, for example, which of the criteria should be the focus for additional support, what support has been provided in various areas, and how the student is progressing.

Adapting the Scale for Other Grade Levels

Groups of teachers can work together to use the worksheets to adapt scales for other grade levels. For example, teachers can use the worksheets for grades 3 and 5 Writing Information to outline what expectations might be for Grade 4.

Adjusting for Other Times of Year

Teachers can use the worksheets to record adjustments to the standards for various times of year. For example, because the reading and writing standards were developed for students' work in March-April, a teacher might decide to adjust expectations slightly to accommodate assignments earlier or later in the year.