

B.C. Graduation Program Implementation Survey

Purpose

This is your opportunity to provide feedback on the new curriculum (Grades 10, 11 and 12) and the associated graduation program policies, prior to implementation. We have already received input from thousands of teachers and educators during the development of the curriculum. Please help ensure our policies are well aligned to support student success.

The Ministry has developed the [B.C Graduation Program: Implementation Guide](#), which brings together all of the information about the program into one place.

Before responding by April 30th, you are encouraged to use the Guide to work with teachers, district staff and other stakeholders to gather feedback. Written submissions can be provided through this online survey, or can be sent directly to curriculum@gov.bc.ca.

There are 19 questions in this survey.

This pdf version of the survey is meant as a reference before completing the [online questionnaire](#).

This survey will remain open until 4pm on Monday April 30, 2018.

Privacy and Confidentiality

Personal information collected through this feedback form will inform planned changes to BC's graduation program and confirm and consolidate existing policies and those planned through to 2020 by the Ministry of Education, under the authority of s.26 of the Freedom of Information and Protection of Privacy Act.

If you have any questions about the collection, use and disclosure of your personal information, please contact:

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Please tell us about yourself:

1. Which of the following groups do you belong to? (Please select one)

- BCSTA
- BCSSA
- BCPVPA
- FISA/Independent Schools
- BCTF
- Other _____

2. What region do you represent? (Please select one)

- Vancouver Island
- Metro Vancouver
- Fraser Valley
- Thompson Okanagan
- North
- Kootenay Boundary
- Not applicable

Graduation Program – Overview

Please refer to the [B.C Graduation Program: Implementation Guide](#) as you complete the survey.

Implementation timing

The redesigned curriculum for Grades K-9 was mandated in the 2016/17 school year. The redesigned Grade 10 curriculum will be delivered to all BC students in 2018/19, and the redesigned Grade 11 and 12 curriculum in 2019/20. The draft Grades 10-12 curriculum has been available for review and feedback by stakeholders since 2016; feedback is being integrated into the final curriculum prior to full implementation. The managed implementation of the Graduation Numeracy Assessment launched in January 2018 and the Graduation Literacy Assessment is planned for 2020.

What has changed

- Curriculum has been redesigned to be more learner-focused and flexible, with a focus on core competencies, big ideas and learning standards; Indigenous culture and perspectives have been integrated into all curriculum.
- New Course Structures:
 - i. 8-credits of Career Education with flexible delivery options and a Capstone Project
 - ii. Courses designed to be accessible to all students; Communications 11 and 12 discontinued
 - iii. Health Education has been combined with Physical Education
- Two new provincial graduation assessments – Numeracy Assessment and Literacy Assessment – aligned with the redesigned curriculum
- BAA Guidelines updated to align with the redesigned curriculum

What is staying the same

- High standards still placed on core skills (reading, writing, math)
- Still require at least 80 credits to graduate (52 required course credits and 28 elective credits) representing a breadth of subject areas
- Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken
- No changes to Independent Directed studies, External Credentials, Course Challenges, Dual Credit courses, Equivalency credits or scholarships

Curriculum

For more information about the redesigned **curriculum**, see the [B.C Graduation Program: Implementation Guide – pg 4 and Appendix 2](#).

WHAT'S NEW: Curriculum Structure

- 1** **Focus on learner-centered and flexible learning.**
Focus on learner-centered and flexible learning. Personalized options enable students to participate in choosing course content. An inquiry-based, hands-on approach encourages students to take more personal responsibility for learning. Teachers have greater flexibility in creating learning environments that are relevant, engaging and novel, promoting local contexts and place-based learning.
- 2** **Three main components that work together to support deep learning, regardless of subject: Big Ideas, Content, Curricular Competencies.**
 - Big Ideas (what students will understand) – generalizations, principles, key concepts
 - Content (what students will know) – essential topics and knowledge
 - Curricular Competencies (what students will be able to do) – skills, strategies, processes
- 3** **Three core competencies embedded in all learning standards: Communication, Thinking, Personal and Social Competency**
Provides learners with a strong foundation of Core Competencies that are driven by global and technological changes. These competencies encompass the intellectual, personal and social skills students need to develop for success in life beyond school and to become educated citizens.

Competencies are embedded within the learning standards of all curriculum. They come into play when students are engaged in “doing” in any area of learning. Together, the literacy and numeracy foundations and core competencies contribute to the development of educated citizens. The competencies are:
 - **Communication** – the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them and to understand and effectively engage in the use of digital media
 - **Thinking** – the knowledge, skills and processes we associate with intellectual development
 - **Personal and Social** – the set of abilities that relate to students’ identity in the world, both as individuals and as members of their community and society
- 4** **Courses are not designed to stream student into easier or more difficult pathways**
All courses allow for differentiation of teaching methods and all students are able to access any course.
- 5** **Indigenous world views, perspectives and content built into all new and redesigned curricula (K-12)**
For example, place-based learning and emphasis on Indigenous ways of knowing reflect the First Peoples Principles of Learning in the curriculum.
- 6** **Literacy and numeracy skills developed through applications in all curricular areas**
Renewed focus on reading, writing and math as core skills and their applications in the graduation years.
- 7** **More course options in each subject area.**
These course options reflect a broad diversity and respond to emerging trends and student preference.

1. As we prepare to implement the Grades 10-12 curriculum, to what extent do you agree or disagree with the new courses, credit structures and redesigned curriculum content?

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please provide information to explain your level of agreement to your responses above. (response box) _____

3. Does the level of choice and flexibility meet student and local needs in your district or school?

a. Yes

b. No.

Please explain _____

4. Do you see any challenges with the new curriculum that require adjustment before the July 2019 implementation? What are the biggest problems? (response box)

Graduation Numeracy and Literacy Assessments, Student Achievement and System Performance

Two new provincial graduation assessments are being introduced to ensure alignment with the redesigned curriculum. They provide system-level information (schools, districts, province) about student performance in literacy and numeracy, and communicate feedback to students regarding their proficiency in numeracy and literacy.

For more information about **Assessments**, see the [B.C Graduation Program: Implementation Guide – pg 7](#)

Provincial Graduation Assessments

- Since July 2016, course based provincial exams for Math 10, Science 10, Language Arts 10, Social Studies 11 and BC First Nations Studies 12 and have been discontinued. Students in these courses are now fully assessed in the classroom.
- Two new provincial graduation assessments aligned with the redesigned curriculum – one in literacy and one in numeracy – are required for graduation.
- The Graduation Numeracy Assessment was implemented in January 2018, and the Graduation Literacy Assessment will be implemented in January 2020.
- Language Arts (LA) 12 Provincial Exam will continue to be administered, and weighted 40% of the final course mark, until the Graduation Literacy Assessment is implemented.
- The following set of policies are associated with the new assessments:
 - Stand-alone assessment (not tied to a specific course).
 - Students can take the graduation assessments at any time during their graduation years (Grades 10-12).
 - Students must write each assessment once and may choose to rewrite up to two times, if required.
 - Scored on a 4-level proficiency scale.
 - Results will appear on [Student Transcripts](#) and their best outcome (proficiency score) will be recorded on their final transcript.

1. To what extent do you agree or disagree with the statements below related to policies affecting the new graduation assessments that were introduced with the launch of the first Graduation Numeracy Assessment in January 2018?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Students can take the graduation assessments at any time during their graduation years (Grades 10-12).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students can rewrite each assessment up to two times, if required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results will appear on Student Transcripts and their best outcome (proficiency score) will be recorded on their final transcript.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The new provincial assessments adequately align with the redesigned curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please provide information to explain your level of agreement to your responses above. (response box)

3. Are the Graduation Numeracy and Literacy Assessments adequately assessing student achievement and system performance? (response box)

4. How do we ensure the information gathered from the Graduation Numeracy and Literacy Assessments is effectively used?

5. What existing assessment information could be used to better inform student achievement and system performance? (response box)

Student Progress Reporting

For more information about the **Student Progress Reporting**, see the [B.C Graduation Program: Implementation Guide – pg 10](#)

- There are no planned changes to the Grades 10-12 reporting policy for 2018/19 or 2019/20.
- Letter grades and percentages will continue to appear on formal report cards and transcripts for all courses taken.
- New Graduation Numeracy and Literacy Assessments evaluated with a 4-point provincial proficiency scale.

1. To what extent do you agree or disagree with the statement below?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
The current Grades 10-12 reporting policy aligns with the redesigned curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please provide information to explain your level of agreement to your response above. (response box)

3. Would you recommend any changes to the Grades 10-12 reporting policy? If so, what? (response box)

Graduation Requirements

- All students are required to achieve at least 80 credits total (52 required credits + 28 elective credits).
- Two new mandatory stand-alone provincial assessments: the Graduation Numeracy and Literacy Assessments.
- 8 credits of career education are required for graduation.
- Letter grades and percentages continue to appear on formal report cards and transcripts for all courses taken.
- No changes to Independent Directed Studies, External Credentials, Course Challenges, Dual Credit courses, equivalency credits or scholarships.
- Board/Authority Authorized (BAA) courses must now be reviewed periodically, and revised according to the new BAA guidelines; July 1, 2018 (Grade 10) and July 1, 2019 (Grades 11 and 12).
- The requirements to graduate with a Dual Dogwood for Francophone and French Immersion students remain the same.

For more information about **Graduation Requirements**, see the [B.C Graduation Program: Implementation Guide – pg 11](#)

1. To what extent do you agree or disagree with the following statements?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
The current graduation requirements align with the redesigned curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is enough flexibility built into the graduation requirements to prepare students for success after secondary school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please provide information to explain your level of agreement to your responses above. (response box)

3. What other modifications are required to the graduation requirements before the implementation of Grades 11 and 12 in July 2019? (response box)

Additional Comments

1. Do you have any further comments on the new Graduation Program?

a. No additional feedback.

b. Yes → Please explain:
