


Christian Education K-12 - Curriculum & Assessment

Competency-driven, Content-based Assessment: *How does the BC curriculum define assessment?*

- ⊙ Curriculum, instruction, and assessment are refocused on “**doing.**”
- ⊙ Our new focus on the development of competencies (**what students can do**) is influencing classroom instruction and assessment practices.
- ⊙ Increasingly, **formative criterion-referenced assessment** is creating the basis for **responsive communication** between students, parents, and teachers on where students are in their learning (“Where am I now?”) and what students need to do to improve (“Where to next?”).
- ⊙ The essential purpose of assessment is to explore the extent to which students have developed competencies, not the facility with which they perform specific tasks. When the focus is on competence, the assessment question is, **“To what extent can students demonstrate this competency?”**

Using the language of Proficiency Scale in a Christian Education class: *providing descriptors for use in communicating student learning (summative and formative)*

PROFICIENCY SCALE



EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<p>Student <i>demonstrates</i> an INITIAL understanding of the concepts and competencies relevant to the expected learning standards. Specifically, they CAN do the following:</p>	<p>Student <i>demonstrates</i> a PARTIAL understanding of the concepts and competencies relevant to the expected learning standards. Specifically, they CAN do the following:</p>	<p>Student <i>demonstrates</i> a COMPLETE understanding of the concepts and competencies relevant to the expected learning standards. Specifically, they CAN do the following:</p>	<p>Student <i>demonstrates</i> a SOPHISTICATED understanding of the concepts and competencies relevant to the expected learning standards. Specifically, they CAN do the following:</p>
<ul style="list-style-type: none"> ▪ Beginning to show evidence of understanding and with significant support can apply it to simple situations 	<ul style="list-style-type: none"> ▪ Shows some evidence that they can transfer understanding and with some support can apply it to a specific situation / problem 	<ul style="list-style-type: none"> ▪ Shows evidence that they can transfer understanding and apply it to similar situations / problems with minimal guidance 	<ul style="list-style-type: none"> ▪ Independently (without minimal guidance) express understanding to others
<ul style="list-style-type: none"> ▪ Able to make simple/literal connections between the teachings and their own lives 	<ul style="list-style-type: none"> ▪ Able to apply a limited understanding to their own lives 	<ul style="list-style-type: none"> ▪ Apply understanding to their own lives 	<ul style="list-style-type: none"> ▪ Independently apply understanding to new and / or unpredictable situations / problems
		<ul style="list-style-type: none"> ▪ Shows confidence in demonstrating their understanding 	<p>Engage in a sophisticated dialogue with reasoned arguments</p>