

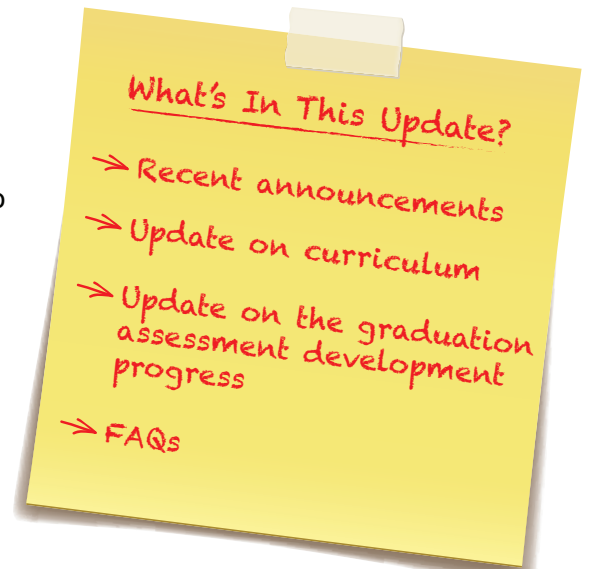
# Educator Update: Graduation Years, Grades 10–12



## WELCOME MESSAGE

The purpose of the Educator Update is to provide educators across the province with current thinking, direction, and decisions regarding the transformation of the education system.

This update brings together recent announcements relevant to the education of students in Grades 10–12, provides an update on progress related to those announcements, and outlines the next steps. Included in this update is a section of questions and answers relevant to curriculum and assessment and graduation requirements.



## Recent Announcements

### Curriculum Extension

November 2016

The Ministry announced that the redesigned Grade 10–12 curriculum will be implemented at the beginning of the 2018/19 school year. This extra year gives teachers and principals more time to work with the redesigned curriculum and provide feedback to the Ministry. This announcement is available at [BC Gov News](#).

### Provincial Assessments

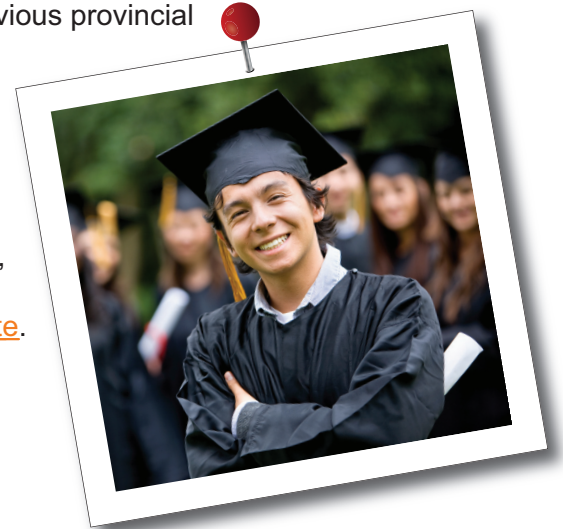
May 2016

The Ministry announced that literacy and numeracy assessments will replace the previous provincial course-based examinations. Information is available at the [curriculum website](#).

### Graduation Requirements

May 2016

The Ministry announced that the number of credits required to graduate would remain the same, at 80 credits. Information is available at the [curriculum website](#).



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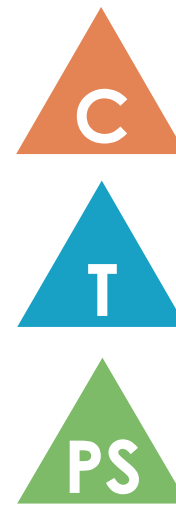
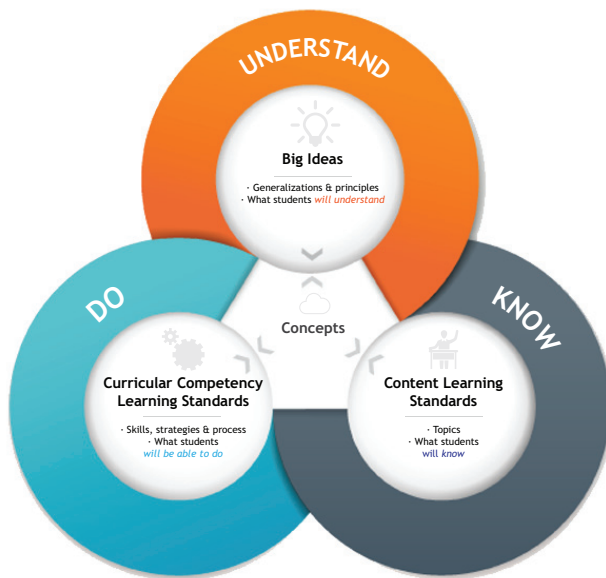
Ministry of  
Education



# WHERE WE ARE TODAY: CURRICULUM AND ASSESSMENT

## Grades 10–12 Curriculum

All curricula for K–12 have been redesigned using the same framework, including Big Ideas and Curricular Competency and Content learning standards. Core Competencies are also at the core of the curriculum redesign.



**Core Competencies**

The redesigned draft Grade 10–12 curriculum is available for trial in classrooms across the province. Trialing the curriculum is an opportunity to get accustomed to what’s new and provide feedback to the Ministry to improve curriculum before it is finalized.

**Summer 2015**

First proposals for Grade 10–12 curriculum for most areas of learning were posted. Based on feedback, these early proposals were revised to become the curriculum drafts currently online.

**Summer 2016**

Draft curricula were made available for a large number of courses in the areas of Language Arts, Science, Social Studies, Mathematics, Physical and Health Education, Arts Education, Career Education, Second Languages, and Applied Design, Skills, and Technologies.

**Winter 2016/17**

Draft curriculum for Arts Education courses were posted in December 2016, and additional Second Language courses will be posted in January 2017.



Read about [BC’s Redesigned Curriculum](#).







## Career Education

The two new Career Education courses, Career Life Education and Career Life Connections, have been posted online at the [curriculum website](#):

- Career Life Education focuses on initial planning for life after K–12 school.
- Career Life Connections builds on some of the Big Ideas from Career Life Education, continues to have a 30-hour exploration component, and culminates in a final Capstone Project. The goal is for students to leave with purpose and a plan for moving forward.

Schools have flexibility in how they may wish to deliver the Career Education program within the graduation years. Read the [introduction](#) for more detail.

It is important for the Ministry to receive feedback on both of these courses as well as the Capstone Project proposal currently online, as the feedback received will inform changes and updates before the curriculum is finalized.



## Second Languages

BC curriculum teams of teachers and Ministry staff are currently working to complete drafts for American Sign Language (ASL), German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish. The Second Language curriculum drafts will be available for review and feedback on the curriculum website in January 2017.

## What We've Heard

Targeted and specific feedback received has brought attention to the following:

- ➔ **English Language Arts (ELA):** The feedback received so far has identified areas of learning within English Language Arts (ELA) that require more immediate attention. The Ministry is compiling the feedback and will work with the ELA curriculum development team to address the concerns and questions raised. The main areas identified relate to the delivery of the two-credit course structure of ELA at Grade 10 and delivery options for students requiring a modified program.
- ➔ **Social Studies:** The feedback received so far has identified areas of learning within Social Studies that require immediate attention. The Ministry is compiling the feedback and has begun working with some of the teachers from the Social Studies curriculum team to discuss options for addressing concerns and questions raised. The main areas that require attention are related to the need and desire for a “sample course” option in Grade 11 Social Studies, the grade level designation of some courses, and the requirements of post-secondary institutions related to courses at the Grade 12 level.





## Graduation Program

As announced, graduation requirements will not change: students will require 80 credits total – 52 required course credits and 28 elective course credits. The requirement for 16 credits at the Grade 12 level also continues.

To align with transformation directions, relevant graduation policies are under review. Consultations with educators are currently underway regarding Board/Authority Authorized Courses, External Credentials, Dual Credit, Independent Directed Studies (IDS), Challenge, and Equivalency policies. Details are forthcoming.



Read the [Graduation Requirements for 2018/2019](#).







## Assessment

**September 2015**

Advisory Group on Provincial Assessment (AGPA) submitted its final report of recommendations.

**June 2016**

A Think Tank on Graduation Assessments consisting of K–12 and post-secondary educators met to discuss and provide advice about the directions for BC’s provincial graduation assessments, including purpose, definitions, structure, and reporting methods for new literacy and numeracy assessments.

**Fall 2016**

The Ministry collaborated with educators and reviewed the work of assessment specialists to draft a design framework to enable teams of educators to develop the new literacy and numeracy assessments. This process is ongoing.

**Winter 2017**

The new literacy and numeracy assessments are in the “design” and “develop” stages of assessment development as described on the curriculum website.

## Design Elements of the Numeracy and Literacy Assessments

Teacher teams are currently refining the design and developing the literacy and numeracy assessments. Consultation on various aspects of the literacy and numeracy assessments will continue as development progresses through the spring of 2017.

Central to the design framework are the definitions of literacy and numeracy. The definitions are used to clarify what is being assessed and reported:

### **Literacy**

Literacy is the ability to make meaning from text and express oneself in a variety of modes and for a variety of purposes. This includes making connections, analyzing critically, comprehending, creating, and communicating.

### **Numeracy**

Numeracy is the willingness to interpret and the ability to apply mathematical understanding to solve problems in complex situations, and the perseverance to analyze and communicate these solutions in ways relevant to the given context.

These assessments are broad-based measures of literacy and numeracy skills relevant to daily life; they are not measures of content in specific Mathematics or Language Arts courses.





**Current working assumptions on the *purpose* of the new graduation assessments is that they will:**

- ✓ Provide system-level information in the areas of literacy and numeracy
- ✓ Support decision-making at various levels (for example, interventions, planning, curriculum, policy, research)
- ✓ Serve as a common graduation requirement for all students
- ✓ Provide students with evidence of their proficiency in literacy and numeracy for use after graduation

**Current working assumptions for the assessments are as follows:**

- ✓ Numeracy will be introduced in the 2017/18 school year.
- ✓ Literacy will be introduced in the 2018/19 school year.
- ✓ Three administrations are proposed in 2017/18 – January, June, and August over one-week windows.
- ✓ Student results are not tied to any particular course, but will measure student proficiency across multiple core subjects.
- ✓ Assessment will be required for graduation; results will appear on students' transcripts.
- ✓ Student results will be reported on a proficiency scale and may also include a numeric score.
- ✓ The number of times students may rewrite the assessments is under discussion.
- ✓ Marking will be centrally organized.
- ✓ The oral component in the Français langue première and Français langue seconde-immersion assessments is under redesign.
- ✓ The Language Arts 12 exam will remain in place at this time and will continue to be worth 40% of the final course mark for Language Arts 12.



For a preview of the structure of these assessments, please see [Graduation Assessments: Design Framework and Assessment Structure](#).

## Post-Secondary Consultations

The Ministry is working with representatives from BC colleges, universities, and other post-secondary institutions to provide curriculum information to support reviews for admission purposes. The goal is to have course descriptions ready for post-secondary institutions in the spring of 2017.





## Consultations and Research

As part of its curriculum and assessment development processes, the Ministry has consulted with a wide range of K–12 and post-secondary educators and academic experts, collected and reviewed research from around the world, and sought feedback on draft materials from a broad range of educators and the public at large. The following consultation summaries provide the context for curriculum and assessment developments:

- [Advisory Group on Provincial Assessment Final Report](#) (September 2015)
- [Advisory Group on Provincial Assessment Report I](#) (June 2014)
- [Curriculum Redesign Update](#) – Summary of feedback (Winter 2014)
- [Exploring Curriculum Design](#) (January 2013)
- [Defining Cross Curricular Competencies](#) (January 2013)
- [Enabling Innovation: Transforming Curriculum and Assessment](#) (August 2012)
- [Graduation Consultations](#)



Read the Ministry's [development processes](#) on the curriculum website.

## WHAT'S NEXT

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### Curriculum

The next steps toward implementation of the Grades 10–12 curriculum in 2018/19 include posting the remaining draft curricula for Second Languages, determining the final sets of courses within each area of learning, revising and finalizing curriculum based on feedback, consulting with post-secondary institutions on course acceptance for admission, and establishing course codes.

### Assessment

The next steps in the development of the new literacy and numeracy assessments include further development and consultation on the Design Framework and Assessment Structure, further development and trialing in classrooms, technical and specialist reviews of assessment questions, and the posting of full specifications for both literacy and numeracy assessments, including sample assessments.







# Curriculum and Assessment Timeline

The chart below shows the timeframe for key next steps.



|                       | Curriculum   | Assessment   |
|-----------------------|--|--|
| <b>Spring 2017</b>    | <ul style="list-style-type: none"> <li>Determine final courses and prepare initial course summaries to support planning in secondary schools and post-secondary articulation and review</li> <li>Begin developing instructional samples for the Grades 10–12 curriculum</li> <li>Provide curriculum information to institutions, colleges, and universities to support reviews for admission purposes</li> </ul> | <ul style="list-style-type: none"> <li>Continue development and consultation on the Design Framework and Assessment Structure</li> <li>Provide general information about proficiency levels for literacy and numeracy</li> <li>Provide information and example tasks for <b>numeracy</b> assessment</li> <li>Conduct field trial of draft <b>numeracy</b> assessment in a small sample of schools</li> </ul> |
| <b>Summer 2017</b>    | <ul style="list-style-type: none"> <li>Consolidate and report on feedback received for the Grades 10–12 draft curriculum</li> <li>Provide course codes and course descriptions for scheduling in the 2018/19 school year</li> </ul>  | <ul style="list-style-type: none"> <li>Post full specifications for the <b>numeracy</b> assessment, including sample assessment and scoring rubrics</li> </ul>   |
| <b>Fall 2017</b>      | <ul style="list-style-type: none"> <li>Revise Grades 10–12 curriculum drafts based on feedback</li> </ul>  | <ul style="list-style-type: none"> <li>Conduct field trial of draft <b>literacy</b> assessment in schools</li> </ul>   |
| <b>Winter 2017/18</b> |  | <ul style="list-style-type: none"> <li>Administer <b>numeracy</b> assessment for the first time (January 2018)</li> <li>Conduct marking and standard-setting sessions for <b>numeracy</b> (January/February 2018)</li> </ul>   |
| <b>Spring 2018</b>    | <ul style="list-style-type: none"> <li>Finalize Grades 10–12 curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>Conduct field trial of draft <b>literacy</b> assessment in schools</li> <li>Post full assessment specifications for <b>literacy</b>, including sample assessment and scoring rubrics</li> </ul>   |
| <b>Fall 2018</b>      | <ul style="list-style-type: none"> <li>Grades 10–12 curriculum is mandated for use</li> </ul>  |  |
| <b>Winter 2018/19</b> |  | <ul style="list-style-type: none"> <li>Administer <b>literacy</b> assessment for the first time (January 2019)</li> <li>Conduct marking and standard-setting sessions for <b>literacy</b> (January/February 2019)</li> </ul>   |







## Frequently Asked Questions

### Curriculum

#### Q. How has the curriculum for Grades 10–12 changed?

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A full description of the redesigned curriculum is available on the [curriculum website](#).

#### Q. Why has the implementation schedule for the Grades 10–12 curriculum changed?

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The change in the implementation schedule allows more time for educators to trial the redesigned curriculum, and for districts and schools to fully prepare for implementation.

#### Q. Are new course codes available for draft Grades 10–12 curricula?

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New course codes are not available while the curriculum is in draft form. For this school year and next, teachers can trial parts of the draft curriculum; however, courses should be scheduled and reported using existing course codes. This process follows what was used for trialing of the curriculum in Grades K–9.

If you have questions about graduation requirements in relation to the draft curriculum, please contact the curriculum team at [curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca). If you have questions about graduation requirements in general, please contact Student Certification at [student.certification@gov.bc.ca](mailto:student.certification@gov.bc.ca).

The Ministry plans to have new course codes for Grades 10–12 available by August 2017 to support implementation in 2018/19.

#### Q. How might the new curriculum be delivered?

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The redesigned draft curricula are intended to support both disciplinary and interdisciplinary learning, and enable a variety of learning environments.

Because the curriculum is designed to be a flexible, enabling framework, teachers can use it to both respond to the needs and interests of students and capitalize on the local context. There are numerous ways to approach the curriculum. Classroom teachers might start by identifying a Big Idea and work down into the learning standards (i.e., the Content and Curricular Competencies) or they might start by identifying Curricular Competencies paired with Content that students can explore to lead them to a Big Idea.

Classroom teachers may also decide to combine Curricular Competencies, Content, and Big Ideas from several areas of learning to create interdisciplinary activities and approaches or explore the curriculum thematically, by looking at crosscutting concepts. The Know-Do-Understand model of the redesigned curriculum supports any approach the teacher deems most appropriate when designing learning experiences for the students in their classroom, including framing learning environments based on the Core Competencies.





## Q. What is the relationship between Core and Curricular Competencies?

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Core Competencies are embedded, connected, and integrated into the Curricular Competencies in each area of learning. When teachers focus on developing the skills and processes of that specific area of study, they are developing the Core Competencies within that area of learning. For example, students develop their abilities to think like a scientist in Science, communicate in Mathematics, and become socially responsible in Social Studies.



Watch the videos on the [Core Competencies](#) and the [Curriculum Competencies](#).

## Q. Is BC's new curriculum inclusive of students with learning disabilities and other challenges?

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Yes. British Columbia promotes an inclusive education system in which all students are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement, and the pursuit of excellence in all aspects of their educational programs.

The Ministry will provide an Educator Update focused on inclusion. Topics in the update are expected to include flexible learning environments, differentiated instruction, course offerings, and accommodations.

## Q. Do the new 4-credit courses require 100–120 hours of instruction?

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There are no specified or recommended time allotments per subject. The curriculum design is intended to support student interests and a variety of teacher delivery methods.

In Grades 10–12, the draft curricula should be viewed as equivalent to previous or current curricula in terms of time allotments, but the minimum number of instructional hours will not be explicitly stated for each.

## Q. Why are Aboriginal perspectives woven through all subject areas?

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It is recognized that BC schools serve students from diverse cultures and backgrounds. The multicultural nature of the BC school system is highly valued, and all students' heritages and cultures are celebrated. The inclusion of Aboriginal perspectives and knowledge specifically in the Guiding Principles for New Curriculum is based on the understanding that Aboriginal perspectives and knowledge are a part of the historical foundation of BC and Canada. The integration of Aboriginal perspectives and knowledge in the curriculum serves as an important step to begin to address misunderstanding of Aboriginal cultures.

For example, Social Studies includes information about residential schools while Science includes Aboriginal peoples' uses of indigenous plants and animals and their knowledge of the sky and landscape. Other areas such as Language Arts include content through opportunities to learn about Aboriginal people in the local community and local and national Aboriginal authors. The area of Mathematics includes content through different Aboriginal perspectives and contexts, such as the role of the mathematical concepts of circle geometry, surface area, and scale in the creation of circle dwellings.





## **Q. What happened to Communications 11/12?**

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The place of the Communications 11/12 courses within the draft curriculum was considered by the English Language Arts curriculum team. The decision to remove Communications 11/12 was based on an understanding that given appropriate supports, such as the provision of differentiated learning opportunities, all students can potentially do better in mixed ability groups. The Ministry has received feedback on this and has begun working with BC teachers from the ELA curriculum team to address this and other questions.

## **Q. Is Career Education an enrolling subject? How is Career Education intended to be delivered?**

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The delivery of Career Education is a local decision. What's important is that school authorities provide an education program that allows students to meet the learning standards. Schools will continue to have the flexibility to organize their programs in a manner that best meets the needs of their students. The notion for Career Education is that students will have a coach/mentor who will know their educational history and assist them in creating a profile of who they are and what they can do.

## **Q. What other Second Language curriculum drafts will be developed?**

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Curriculum teams and Ministry staff are currently completing drafts for American Sign Language (ASL), German, Italian, Japanese, Korean, Mandarin, Punjabi, and Spanish. The Second Language curriculum drafts will be available for review and feedback once posted on the curriculum website in January 2017.

## **Q. Does the curriculum for Second Languages require the learning of Aboriginal content?**

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Yes, both Aboriginal content and content relevant to the country of origin for a given language should be included. Aboriginal worldviews and perspectives as well as the First Peoples Principles of Learning greatly influenced all language curriculum and are woven throughout. The principles lend themselves well to second-language learning, as they promote experiential and reflexive learning, as well as self-advocacy and personal responsibility in learners. They also help create classroom experiences based on the concepts of community, shared learning, and trust, all of which are vital to second-language acquisition.







## Q. What resources will be made available for new Grades 10–12 curriculum?

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Teacher-created [instructional samples](#) are available on the curriculum website. The instructional samples illustrate how some BC teachers are interpreting the new curriculum and using it in their classrooms. The Ministry will be updating the site with new examples as they become available, and will continue to do so as the Grades 10-12 curriculum is finalized.

The Education Resource Acquisition Consortium (ERAC) hosts a large number of reviewed and evaluated resources for BC schools. (See the ERAC database at <http://bcerac.ca/>.) The [BCTF TeachBC website](#) is another source of information for resources and support materials.

## Q. How can I provide feedback on the utility of the curriculum website?

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The curriculum website has grown along with the development of redesigned curriculum and assessment. Feedback on its utility can be sent via email to [curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca).

## Q. How can I suggest an improvement to the curriculum drafts or report an error?

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Feedback for curriculum drafts can be sent via email to [curriculum@gov.bc.ca](mailto:curriculum@gov.bc.ca). All feedback is reviewed and is considered during curriculum revisions.



## Assessment

## Q. How long do students have to write or rewrite the previous provincial exams?

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Students who have completed courses associated with discontinued Grade 10/11 exams by June 30, 2016, will have until June 2017 to write/rewrite their exams.

Currently, Language Arts 12 exams are still in place and required.

## Q. Will students who take Foundations/Pre-calculus Math take the same assessment as those in Workplace math?

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Yes, students will take the same assessment. The numeracy assessment will not be tied to any course but will measure student proficiency in numeracy across multiple subjects.

## Q. Will those students who completed Math and Language Arts provincial exams have to write the new assessments?

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No, students do not write the new assessments if they wrote the “old” course-based exams.





## Q. When will the new literacy and numeracy assessments be introduced?

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Numeracy will be introduced in the 2017/18 school year, beginning in January 2018.

Literacy will be introduced in the 2018/19 school year, beginning in January 2019.

## Q. Can you provide an overview or description of what the new literacy and numeracy assessments will look like?

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Literacy and numeracy assessments are in the design and development stage.



For an initial outline of the assessment, see [Graduation Assessments: Design Framework and Assessment Structure](#) on the curriculum website. More details will be shared as the assessments are developed.

## Q. Will the new literacy and numeracy assessments be tied to a course?

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No. Because these are broad-based measures, it is proposed that the assessments not be tied to a course mark. Instead, students will receive a description of their overall proficiency level for both literacy and numeracy.

## Q. Will the new literacy and numeracy assessments count for graduation?

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Students will be required to write the assessments as a graduation requirement and a proficiency level will appear on their transcript.

## Q. How will they be reported?

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Results will be reported on a proficiency scale and may have an associated numeric value. The proficiency scale will have several levels along with a description of that level. The levels will be set during a standard-setting session.

More details are forthcoming regarding the proficiency scale.

## Q. Will students be able to rewrite the new assessments to improve their placement on the proficiency scale?

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Students will have opportunities to improve their proficiency by rewriting the literacy or numeracy assessments during their graduation years (Grades 10–12). The number of rewrites to be offered is currently under discussion.





## **Q. Do students need to graduate with a certain proficiency level?**

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Students are not required to reach a minimum level of proficiency to graduate; however, current thinking is that they will have to complete enough of each assessment for a proficiency level to be assigned. Students will be required to take the assessments as a graduation requirement and be encouraged to reach their maximum proficiency.

## **Q. What will be on the student's transcript?**

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The current proposal is that the assessment results would appear as a stand-alone item on students' transcripts. Assessment results are one piece of information in a student's profile for use in a post-secondary or employment setting.

## **Q. Will accommodations be provided for students who require them?**

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Yes. Current adjudication procedures are being reviewed and modernized to reflect transformation changes.

## **Q. How will the new assessments be developed?**

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Like all BC provincial assessments and examinations, subject matter experts develop the assessments according to measurement guidelines and standards. The assessments undergo several development, review, and trialling processes.

The process follows internationally accepted procedures for establishing content validity of the assessment and reliability of its scores. In BC, the process involves considerable consultation with stakeholders and experts in the field. See [BC's Curriculum and Assessment Development Processes](#) for more detail.

## **Q. How are post-secondary institutions informed about the new assessment structures in BC?**

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Post-secondary experts were involved in AGPA, the Assessment Think Tank, and the development process and will provide technical and subject expert reviews and participate in standard setting.

The Ministry liaises with educational partner groups, including the post-secondary sector, to ensure smooth transitions for students.

Post-secondary experts are informing the design of the provincial literacy and numeracy assessments and will be included in other aspects as the work unfolds.







## Graduation Requirements

### Q. How have the graduation requirements changed?

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With the exception of the discontinuation of several Grade 10 and 11 examinations, all current course requirements remain in place until the 2018/19 school year.

The new graduation requirements will take effect in the 2018/19 school year; however, students will still require 80 credits total – 28 elective course credits and 52 elective course credits. The requirement for 16 credits at the grade 12 level also continues.

Several Grade 10 and 11 examinations have been discontinued and are being replaced with new numeracy and literacy assessments.

The key differences between the current (2004) Graduation Program and the new Graduation Program are overall redesigned curricula, provincial exam changes, and changes involving Physical and Health Education and Career Education courses.



Read the [graduation requirements](#).

### Q. What is happening with graduation program policies such as BAA?

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All Graduation Program policies are under review. Consultations with educators are currently underway regarding the Board/Authority Authorized Courses, External Credential, Dual Credit, Independent Directed Studies (IDS), Challenge, and Equivalency policies. More details are forthcoming.

