



# School District No. 43 (Coquitlam)

*Our Mission: To ensure quality learning opportunities for all students of all ages.*

## Middle Progress Report

### Como Lake Middle School

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Strong classroom assessment practices support student achievement by informing students, parents and teachers on where students are at with their learning and for establishing new learning goals.

**Curricular Competencies** are the skills, strategies, and processes that students develop over time. They reflect the “Do” in the Know-Do-Understand model of curriculum. The Curricular Competencies are built on the thinking, communicating, and personal and social competencies relevant to disciplines that make up an area of learning.

**Big Ideas** are included in all areas of learning. Big Ideas represent the “Understand” component of the Know-Do-Understand model of learning. They represent the concepts, principles, and theories that students are expected to understand as a result of their learning experiences.

**Core Competencies** are foundational to the Big Ideas, Curricular Competencies, and Content of the renewed curriculum. This foundation ensures that students are always mindful of their growth in the Core Competencies through self-reflection, self-assessment, and providing evidence of growth. The emphasis on self-reflection promotes personalization, inclusion, diversity, and student ownership of learning therefore multiple formats can be used.



**Communication** -The communication competency encompasses 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 thinking competency encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. Thinking competence includes specific thinking skills as well as habits of mind, and metacognitive awareness.



**Personal and Social** - Personal and social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

Competencies come into play when students are engaged in “doing” in any area of learning. This includes activities where students use thinking, collaboration, and communication to solve problems, address issues, or make decisions. The ultimate goal is for learners to employ the core competencies every day in school and in life, and for the core competencies to be an integral part of the learning in all curriculum areas.

## MINISTRY APPROVED PROFICIENCY SCALE

The ministry approved proficiency scale indicates the student's level of performance as it relates to the expected learning for each subject or course.

**EXT**    **Extending:** The student demonstrates a sophisticated understanding of the concepts and Competencies in relation to the expected learning.

**PRF**    **Proficient:** The student demonstrates a complete understanding of the concepts and competencies in relation to the expected learning.

**DEV**    **Developing:** The student demonstrates a partial understanding of the concepts and competencies in relation to the expected learning.

**EMG**    **Emerging:** The student demonstrates an initial understanding of the concepts and competencies in relation to the expected learning.



*If you would like to discuss your child's progress further, please contact their homeroom teacher directly. Thank you.*