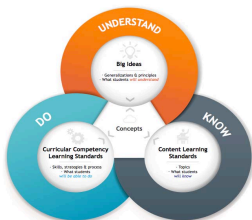


# The Redesigned Curriculum

## HOW DO WE ASSESS AND CELEBRATE LEARNING?

**H**ow Do We Assess and Celebrate Learning? Assessment, learning and the curriculum are interconnected. Assessment is rigorous and based on learning standards (curricular competencies and content), literacy and numeracy. Teachers design a wide variety of learning experiences to suit the needs of the students and the curriculum. Teachers engage in ongoing formative assessment, which guides their planning for learning and their feedback to students. Students reflect and self-assess to build important higher-level thinking skills. Students are given opportunities to set criteria, design inquiries, and participate in self and peer assessment, as well as setting goals for the next steps. Teachers document student learning over time using collections of student work and demonstrations to create a profile of individual strengths, areas of growth, and areas for further development. Through multiple means and varied strategies, the student's learning is made visible, and their successes celebrated.

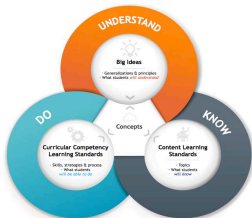
For more information about the new curriculum, visit <http://www.sd42.ca/new-curriculum>.



### Redesigned Curriculum: Know-Do-Understand

All areas of learning are based on a “**Know-Do-Understand**” model to support a concept-based, competency-driven approach to learning. In this model, three elements work together to support deeper learning: **Content (Know)**, **Curricular Competencies (Do)**, and **Big Ideas (Understand)**. BC’s new curriculum design enables a personalized, flexible and innovative approach at all levels of the education system. All areas of learning have been redesigned using this model.

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