

LITERACY AND NUMERACY PERFORMANCE STANDARDS



Ministry of
Education and
Child Care

Developing Literacy and Numeracy Skills

The redesigned Performance Standards highlight literacy and numeracy thinking and communication skills that are essential to all learning areas of the curriculum. These include interpreting a problem or a text, connecting ideas and information, communicating ideas and information, and analyzing a strategy or thinking process.

Educators provide students with learning opportunities to develop and practice these numeracy and literacy skills in all learning areas. Literacy and numeracy connect the Core Competencies with the Curricular Competencies, or skills of each learning area, and help develop literate and numerate educated citizens who can think and communicate confidently and effectively.



Literacy is the ability to understand, critically analyze, and create a variety of communication forms, including oral, written, visual, digital, and multimedia, to accomplish one's goals. Literate students can make meaning from text and express themselves in a variety of modes; they are able to comprehend, make connections, and critically analyze as well as create texts and communicate for a variety of purposes.



Numeracy is the ability to understand and apply mathematical concepts, processes, and skills to solve problems in a variety of contexts. Numerate thinking requires the interpretation of information within a given situation, application of mathematical understanding to solve an identified problem, and the analysis and communication of a solution

Educated citizens learn and practice thinking and communication skills to support comprehension and expression of ideas, healthy connections with themselves and others, and exploration and care for the world around them. A strong foundation in literacy and numeracy is needed to become an educated citizen.

Planning, Instruction, and Assessment

The goal of the Performance Standards project is to create a K-12 classroom planning, teaching and assessment resource that aligns with the redesigned curriculum. The finalized Performance Standards will summarize the **learning progression of an educated citizen** who can use their numeracy and literacy skills to confidently think and communicate in real-life contexts.

The Performance Standards:

- describe and give examples of Proficient student work using the **Proficiency Scale** (Emerging, Developing, Proficient, and Extending)
- assist teachers in planning instruction and assessments, in their classroom assessment, and when communicating student progress to parents and caregivers
- focus on the entire learning process, using strength-based language
- highlight cross-curricular literacy and numeracy thinking and communication skills
- promote inclusive, personalized learning
- emphasize the importance of local contexts, and
- provide opportunities for First Peoples Principles of Learning to be incorporated.



Intentional literacy and numeracy instruction and assessment in all classrooms is important in supporting the development of students as Educated Citizens. The Performance Standards support planning, instruction, and assessment by

- ▶ providing a resource to help design lessons and assessments which embed and intentionally develop literacy and numeracy skills. These critical and creative thinking and communication skills progress as students move from kindergarten to Grade 12 and can be applied in all learning areas.



The Performance Standards build on the existing foundation of meaningful learning already taking place in classrooms across BC. Teachers can use the Performance Standards as a tool to support cross-curricular project design, to

- ▶ identify next instructional steps, and to provide descriptive feedback about student learning. The Performance Standards promote inclusive, personalized learning and emphasize First Peoples Principles of Learning through assessment aspects which are holistic, reflexive, reflective, experiential, and relational.



The Performance Standards are intended to support all teachers in all learning areas to create opportunities for students to develop and regularly practice these numeracy and literacy skills in the classroom. Provincial assessments that focus on the demonstration and application of literacy and numeracy processes continue to serve as system checkpoints for the literacy and numeracy skills of BC students.

Please refer to the **Supporting Resources** section for additional planning, instruction, and assessment supports.

Using the Performance Standards

The new literacy and numeracy Performance Standards build upon the strong foundational skills described by the Language Arts and Math curricula. Literacy and numeracy thinking, and communication skills can also be found within the curricular competencies of each learning area. *Through learning opportunities which intentionally develop literacy and numeracy skills, students can develop and demonstrate a deeper understanding of these curricular competencies.*

Educated citizens must be literate in the sense that they are able to use their critical thinking and analytical skills to make meaning from and to communicate ideas through texts, across all learning areas. Literacy includes comprehending, making connections, critically analyzing, creating, and communicating for a variety of purposes. Learning opportunities which intentionally include literacy skills support deeper understanding and demonstration of the curricular competencies.

Numeracy learning opportunities allow students to demonstrate their thinking and communication skills by applying foundational math learning to understand situations and solve problems in real world contexts. While students develop their competency in numeracy, teachers may choose to focus learning activities and assessments on one or two numeracy aspects at a time. Focused numeracy activities also support student understanding of learning area curricular competencies.

Planning a Learning Opportunity

A literacy and/or numeracy learning opportunity should:

- have multiple entry points (i.e., the task has varying degrees of challenge within it and can be approached in a variety of ways)
- have multiple exit points (i.e., students can demonstrate their learning in a variety of ways)
- provide opportunities for students to analyze their and others' ideas and communicate their learning in a variety of ways
- be grade and age appropriate
- be accessible to a wide range of learners

When designing a literacy and/or numeracy learning opportunity, consider the following:

- the aspect(s) of literate and/or numerate thinking and communication
- the curricular competencies
- the curricular content
- a context that may be connected to place, story, cultural practices, and perspectives relevant to local First Peoples, and local communities and cultures
- cross-curricular opportunities
- the interests, experiences, and passions of your students

Instructional Support Resources

Curricular Connections

A collection of BC teacher-developed lesson ideas in multiple learning areas to show the connection between intentional literacy and numeracy instruction and the development and assessment of learning area curricular competencies

Illustrations of Student Learning

Sample lesson plans and demonstrations of proficient student learning developed and assessed by BC classroom teachers.

Classroom Assessment

How to Read the Performance Standards

