



Assessment Handbook



Assessment that works in the interests of children will enhance their ability to see and understand their learning for themselves, to judge it for themselves, and to act on their judgements.

-Mary Jane Drummond

Assessment Handbook

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I TEACH.

I FACILITATE THINKING.
I ENGAGE MINDS.
I LISTEN TO QUESTIONS.
I ENCOURAGE RISK.
I SUPPORT STRUGGLE
I CULTIVATE DREAM.
I LEARN EVERYDAY

SECTION 1 | BIG IDEAS OF ASSESSMENT

Assessment Beliefs

We believe assessment:

- allows students to receive immediate feedback which helps them to reflect and achieve success (growth) at a higher level through deeper thinking.
- should allow students to be risk takers, knowing trial and error leads to innovative thinking.
- should be authentic (purposeful/meaningful).
- needs to involve students in meaningful ways.
 - Where are you?
 - Where do you want to go?
- should be frequent and timely

- 2015-16 Assessment Committee

SECTION 2 | OUTCOMES BASED ASSESSMENT

Curriculum Outcomes

- set out expectations and rigour
- defines what students are to know, be able to do, and understand
- assessments are linked to specific outcomes or multiple outcomes
- criteria for outcomes clarified for students in rubrics using both the *outcome* and its corresponding indicators

Assessment of Outcomes

- Clarifying targets linked to a learning outcome (s) is an essential daily practice that includes how such outcomes will be assessed formatively, and eventually summatively.
- Students should be able to articulate what they are learning each period, where they are on the path to learning the target, and what they need to do to attain the target. (e.g., “I can” statements; Bump it up Walls).
- A plan to collect summative evidence is clearly articulated.
- TeacherLogic is set up to record both formative and summative evidence for each outcome.
- A separate formative folder with a weight of **zero** records students’ practices as they work to attain the outcome. A variety of formative evidence for each outcome needs to be recorded, so students and parents can see the learning route to outcome attainment.
- Teachers need **not** record all items of formative evidence in the grade book (2-5 items per outcome is appropriate).
- A separate summative folder in TeacherLogic tracks a variety of assessment tasks that report on student achievement at a given point in time. Summative tasks should allow students to demonstrate their learning in multiple ways (conversations, performance tasks, written tasks, etc.)
- Each outcome receives a grade, though some may be re-visited over the course of a year/semester (eg., reading, numeracy), while others may be reported on only once in a semester/year (eg., a science outcome)



Kindergarten – Grade 9

- No overall grade is calculated in K-9, only outcome grades are reported.
- Outcome grades in K-9 will be assessed on a 1-4 scale using criteria outlined in a rubric.

High School: Grades 10-12

- High school students will have grades reported by outcome each term. Individual outcome grades will be reported using a 1-4 scale **OR** a percentage grade. A final overall percentage grade will be calculated at the end of the semester/year for Ministry reporting.
- High School curricula that have not been renewed will continue to be reported as a single grade on report cards.

Pre-K

- Teacher report on the Essential Learning Outcomes using the Living Sky School Division template.
- *(Add Pre-K Appendix page).

“The role of schools has changed. Previously schools sorted students from the highest to the lowest achievers – that is, some succeeded at learning while others tumbled into chronic failure. But schools have evolved into places where all students are expected to meet increasingly rigorous academic standards.”

(Stiggins, 2006)



SECTION 3 | FORMATIVE ASSESSMENT

Assessment FOR Learning – Teacher as Coach

Formative assessment occurs during the learning process and provides feedback to both students and teachers for the purpose of identifying learning needs and making decisions about the next steps in instruction.

Components of Assessment for Learning (Formative)

- Clear learning targets
- Clear criteria – rubrics to describe what the criteria of the levels looks like
- Examples of student work at each level
- Descriptive feedback in words to students (scores in TeacherLogic as appropriate)
- Focus on one aspect of quality at a time
- Self-assessment and goal setting
- Students understand how to improve
- Student self-reflection, tracking, and sharing learning
- The adjustment of teaching (and assessing) to take into account the results of assessment
- DURING learning

(Chappuis, 2009)

Big Idea: Evidence about learning is used to adjust instruction to better meet student needs. There are 3 kinds of individuals and 5 key strategies.

	Where is the learner going	Where is the learner right now	How to get there
Teacher	1. Clarifying and sharing learning intentions and criteria for success	2. Engineering effective classroom discussions, activities, and tasks that elicit evidence of learning	3. Providing feedback that moves learning forward
Peer	Understanding and sharing learning intentions and criteria for success	4. Activating learners as instructional resources for one another	
Learner	Understanding and learning intentions and criteria for success	5. Activating learners as the owners of their own learning	

(Wiliam, 2011)

Formative assessments are **not** routinely included as a part of a student's summative grade. Formative tasks allow students to practice, receive feedback, set learning goals, make adjustments, and continue on their learning journey to attain an outcome.

In **rare** circumstances teachers may use formative assessments to inform a summative grade. In such instances, and when appropriate, students should be informed.



“For years I have told students to be selfish readers, to make sure that every time they read they get a little smarter. Happily I realize that I have become a selfish assessor. I recognize that every day I have a chance to get smarter about instruction and student growth. With this new focus I am able to embrace assessment and let it guide my instruction to help me better serve my students. Students get smarter and so do I.”

(Chris Tovani)

SECTION 4 | EFFECTIVE FEEDBACK (HATTIE RESEARCH)

*“I discovered that feedback was most powerful when it is from the **student to the teacher** When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronized and powerful.”*

(Hattie, 2009. p. 173)

Feedback characteristics that support student learning:

- Clear target
 - Identification of student progress (to date)
 - Provision of useful information about how to further growth and learning.
- (Chappuis, 2009; Hattie, 2009)

Effective feedback is:

- Directly related to the outcome
- Specific
- Suggests areas for improvement, but limited in scope (one or two aspects) so as to not overwhelm students (e.g., skillful questions to have students reflect more deeply on their learning)
- Descriptive, not evaluative (no grades or numbers)
- Timely, provided during the learning task or the next day
- Ongoing
- Necessary to ensure student errors and/or misconceptions are caught quickly before they become ‘learned’

We can learn without grades,
we can’t learn without descriptive feedback.

(Wormeli, NASSP, 2013)

SECTION 5 | SUMMATIVE ASSESSMENT

Assessment OF Learning – *Teacher as Judge*

Components of Summative Assessment

- Aligned with curriculum outcomes
- Clear criteria shared in advance; where possible co-constructed with students
- Varied and triangulated: Conversations, observations, or products designed to provide a ‘snapshot’ of student achievement at a particular time.
- Compares student achievement with established curriculum criteria
- Summarizes information using a number grade (1-4) or a percentage grade (Grades 10-12 final grades)
- Needs professional judgement
- Done AFTER learning, not during (think practices versus game)
- Students who do not show proficiency at a point in time (summative) may have other opportunities for learning and re-assessment.
- Designed to provide information to students and parents/caregivers.

Validity Checklist

In your professional judgement can you defend that a summative assessment is:

- **CURRICULUM BASED:** the assessment measures the students’ knowledge, skill, or understanding of critical, curricular outcomes (objectives).
- **INDIVIDUAL:** you have controlled the variables of the assessment in a way that ensures the work is the individual student’s own knowledge, skill, or understanding.
- **CRITERION REFERENCED:** The score given compares a student’s learning to standardized criteria based upon an outcome/objectives.
- **A SAMPLE:** the summative assessment is accurate and valid as a representative sample, part of the whole body of evidence.
- **RESPECTFUL:** the assessment format and context is respectful considering the student’s readiness.

(Lazerte High School Assessment Handbook, 2012)

Final Exams

The Question of Final Exams

- Consider purpose:
 - synthesis of all/some outcomes to determine retention of knowledge, skills, understandings. Outcomes being assessed should be clearly communicated to students in advance as a part of triangulated assessment plan
 - an opportunity for students at the end of semester/year to show learning of particular outcomes not yet attained at a proficient level.
 - Also see Appendix C

SECTION 6 | STUDENT INVOLVEMENT IN ASSESSMENT

“We must constantly remind ourselves that the ultimate purpose of education is to have students become self-evaluating. If students graduate from our schools still dependent on others to tell them when they are adequate, good, or excellent, then we have missed the whole point of what education is about.”

(Costa & Kallick, 1992)

- Ensure that students understand how their grades will be determined.
- Involve students in the assessment process, in record keeping, and in communicating about their achievement and progress. (Portfolios, L to J charts, Student Led Conference blogs, journals)
- Students can be involved by allowing choices in ways that they may demonstrate their knowledge, skills, or understanding of an outcome. Differentiated assessment strategies such as Menu Boards and Tic Tac Toe cards facilitate student choice relevant to a common set of criteria. Choice empowers students to put forth their best efforts.
- Students can also be involved in the development of specific criteria for assessment tasks at each rubric level. Teachers guide this process by providing categories and exemplars.
- Students’ frequent use of rubrics with clearly defined criteria to self-assess makes grading/evaluation feel less punitive.
- Students should be involved in discussions about assessment from the beginning to facilitate an understanding that assessment is an integral part of learning, not just an “add on.”
- Essential questions defined at the beginning of a unit, and referenced throughout, give students an ongoing context to assess their learning and progress.
- Students choose what goes in a portfolio (not everything is teacher assessed or gets dumped into a file).

Consistency

“Grades need to be consistent across teachers. The grades students receive should not be a function of whether they are in teacher X’s or teacher Y’s class.... Students achieving at the same level should get the same grade regardless of context”. (O’Connor, 2011)

SECTION 7 | TRIANGULATED ASSESSMENT PLANS

Triangulation:

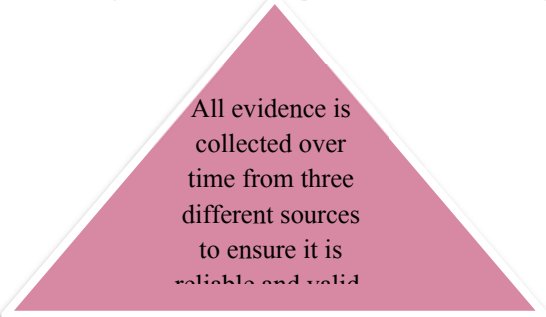
“There are three general sources of assessment evidence gathered in classrooms: observations of learning, products students create, and conversations – discussing learning with students. When evidence is collected from three different sources over time, trends and patterns become apparent. Collecting information this way is one way the reliability and validity of our classroom assessment is increased.”

(Davies, 2000).

Observations

Watch what Students do!

- Checklists
- Problem Solving
- Collaborative Work
- Anecdotal Records
- Presentations
- Peer Teaching
- Small Group Instruction
(Guided Reading, Math with Teacher)



All evidence is collected over time from three different sources to ensure it is reliable and valid

Conversations

Listen to what students say:

- Group work records
- Student-teacher conferences
- Peer Feedback
- Self-assessment
- Class discussions
- Conversations on the playground
- Video Conference
- [EduCreate/Pic Collage](#)

Products

Review what students create:

- Journals: Reflective, Personal Response, Video
- Quizzes, tests
- Portfolios, Blogs, Wikis
- Graphs, Storyboards, Illustrations
- Performance Tasks: Simulations, Podcasts
- Lab Reports, Essays
- Drama, Music Presentations
- Demonstrations

Notes:

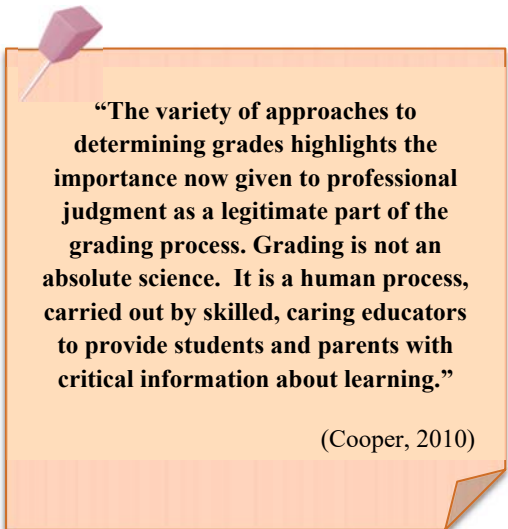
- Students given a choice to demonstrate a skill or understanding via a C, O, or P are still given feedback or a grade based upon the outcome's criteria. One rubric assesses the outcomes no matter the provided choice.
- Teachers' knowledge of their students' learning styles will assist in the kinds of assessment choices provided.
- While all students should have some varied opportunities to demonstrate their learning, some subject areas rely more heavily on one aspect of the triangle (e.g., physical education likely has a higher ratio of observations and math may have a higher ratio of products).
- Authentic/Contextual Situation Learning is Best!

SECTION 8 | DETERMINING A GRADE

- Grade books are required to be set up by outcome for **renewed** curricula so that student achievement can be reported relative to these outcomes. Teachers are **not** to organize information in the TeacherLogic Gradebook by assessment methods or by simply summarizing into a single grade. (High school teachers will follow the same timeline as the implementation of renewed curricula).
- Teachers will consider the **summative** evidence collected through conversations, observations, and student products. Information from formative assessments and practice are **not** to be used. This information would only to be used in exceptional circumstances.
- A report card grade generally captures the trend in student achievement over time, which is the most consistent achievement (not an average), with special consideration given to students' most recent achievement. *Consider that learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement. (SE Cornerstone SD).*
- A teacher will use professional judgement when reviewing student evidence to determine report card grades.
- Student behaviours (effort, participation, late work, attendance, compliance to rules, etc.) are to be reported separately from academic grades.
- Use IE (Insufficient Evidence) when not enough evidence of learning has been submitted.

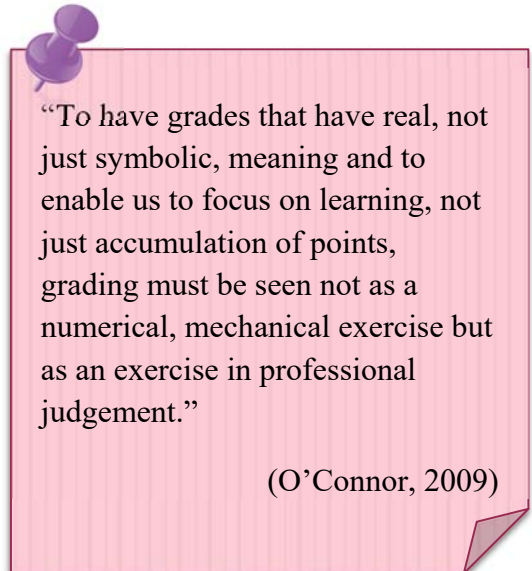
High School only:

- Students, who have not submitted the **required** summative evidence of learning for each course, after documented interventions have been put in place, will not attain credit for the course. No grade will be reported to the Ministry, nor will students in 30 level courses be eligible to write a Departmental exam in the same semester.
- Developed teacher-student relationships that support learning enhance credit attainment.



“The variety of approaches to determining grades highlights the importance now given to professional judgment as a legitimate part of the grading process. Grading is not an absolute science. It is a human process, carried out by skilled, caring educators to provide students and parents with critical information about learning.”

(Cooper, 2010)



“To have grades that have real, not just symbolic, meaning and to enable us to focus on learning, not just accumulation of points, grading must be seen not as a numerical, mechanical exercise but as an exercise in professional judgement.”

(O'Connor, 2009)

Averaging

- Scores on tasks within an outcome should **not automatically** be averaged to determine an outcome grade as this obscures the growth that has occurred.
- Grades across outcomes (high school) can be averaged. If all the outcomes are not considered equal they should be weighted (TeacherLogic folders) prior to calculating a final grade. High school teachers using rubric scores should convert each outcome grade to a percentage before generating an average for a final course grade.

High School Deadlines for Grade Determination

- Teachers will clearly communicate summative assignment due dates throughout each term.
- Students will adhere to these due dates, and when deadlines are missed will be offered **school based** interventions to ensure that summative work is completed in a timely manner for feedback and for the assessment of current achievement.
- To ensure appropriate time for teachers to accurately assess student achievement for report cards, outstanding summative assessments must be submitted for grading **no later than** 10 days prior to the mark submission deadline for each term.
- A 'Final Submission Day' (no later than 10 days prior to mark submission deadline) will be clearly communicated to students for each semester end (January and June).

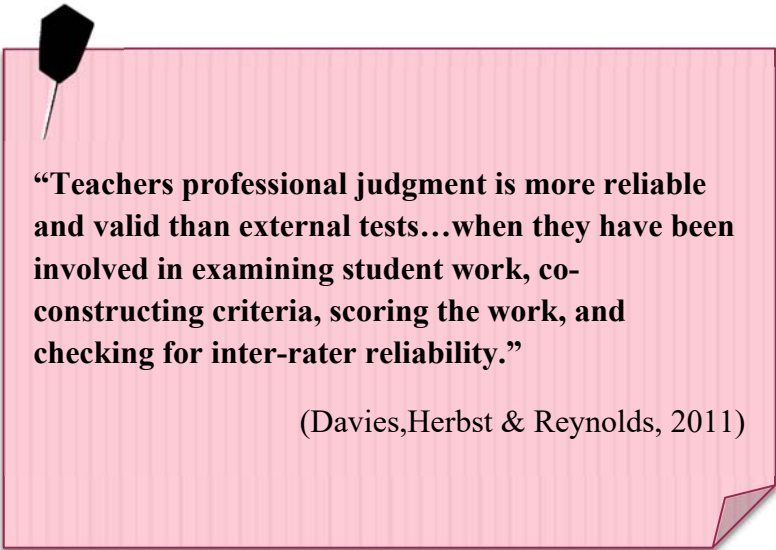
Intervention Pyramids (RTI)

- Each school will have an Intervention Pyramid to support student success.
- Students who struggle to complete summative assessments in a timely manner will be offered structured supports.
- Exploration as to the “why” summative work has not been submitted can be helpful in determining the intervention (additional teacher time, supervised learning spaces with adult supports, before school, noon, after school supervised learning times, etc.).
- Student interventions and opportunities will be documented for parent communication and for the determination of final grades in high school.



SECTION 9 | REPORTING STUDENT ACHIEVEMENT

- This is a simplistic summary of lots of information about a student's learning.
- What a report card grade should represent is the most recent trend in a student's achievement.
- Report card comments should address:
 - Strengths
 - Weaknesses
 - Next steps
 - Invitation to further discussion
- Report card comments should focus on the quality of work, not the personality of the student.
- When describing achievement reference appropriate outcomes & expectations, not other students.
- Avoid labeling students: there are no "Level 4" students, only Level 4 performances, skills, or work habits.
- See also Appendix J (Report Card Comments)



"Teachers professional judgment is more reliable and valid than external tests...when they have been involved in examining student work, co-constructing criteria, scoring the work, and checking for inter-rater reliability."

(Davies, Herbst & Reynolds, 2011)

SECTION 10 | GRADING INCLUSION STUDENTS

- Many special learners and students having a range of learning needs will be able to achieve the learning outcomes for subjects or courses with no, or minor differentiation and/or adaptations.
- When students are placed in age appropriate groups for instruction, parents can be confused about the distinction between the grade in which their child is placed and the grade level of the various outcomes that their child is working toward.
- Teachers should ensure this information :
 - What the student knows and can do in the course being studied;
 - How well the student is doing and what needs improvement;
 - What is being done at school and can be done at home to ensure continued success.
- The critical issue is knowing where the student is relative to provincial learning outcomes and providing appropriate programming.
- Guiding Questions (Wormeli, 2013)

Question #1:

“Are the learner outcomes set for the whole class also developmentally appropriate for this student?”

- If they **are** appropriate, proceed to Question #2.
- If they are **not** appropriate, identify which outcomes are appropriate, making sure they are as close as possible to the original standards. Then go to Question #2.

Question #2:

“Will these learning experiences (processes) we’re using with the general class work with the inclusion student as well?”

- If they **will** work, then proceed to Question #3.
- If they will **not** work, identify alternative pathways to learning that **will** work. Then go to Question #3.

Question #3:

“Will this assessment instrument we’re using to get an accurate rendering of what general education students know and are able to do regarding the outcome also provide an accurate rendering of what this inclusion student knows and is able to do regarding the same outcome?”

- If the instruments will provide an accurate rendering of the inclusion student’s mastery, then use it just as you do with the rest of the class.
- If it will not, provide an accurate rendering of the inclusion student’s proficiency, then identify an assessment that will provide that accuracy, and make sure it holds the student accountable for the same universal factors as you are asking of the other students. This different assessment may be entered as a separate task in TeacherLogic. Ensure that supports for differentiated practices or adaptations capture **only** the student’s thinking, understanding, skills, or knowledge.

See Appendix for Scribing Guidelines

- When reporting student progress on outcomes below grade level, choose the appropriate outcome in Period Grades in TeacherLogic to appear on report card in consultation with the Student Services Teacher and Administrator. In these cases ongoing collaborative conversation with caregivers (and students, if appropriate) are important.

OR

- Students may have ‘Not Yet Meeting’ for an outcome(s) with an insert provided relative to progress on specific IIP goals.



SECTION 11 | AVOID PRACTICES THAT DISTORT ACHIEVEMENT

Factors Not Included When Determining Course Grades:

Factor	Original Reasons	Why not?	What Instead?
Student Behaviour (effort, participation, compliance to class rules, etc.)	To communicate work habits to parents & students. To use marks as extrinsic motivators.	Academic achievement must be based on outcome criteria to accurately assess levels of achievement. Re-think motivation: “We must redefine the relationship between assessment and student motivation to one in which we use assessment, not to destroy, but rather to build each student’s confidence, each student’s belief that he/she can learn, each student’s sense of academic optimism”. (Stiggins)	Engage students in conversations & reflections about the correlation of work habits and achievement. Report behavior separately using the relative rubric: <i>Characteristics of Successful Learners (Section 13)</i>
Reduced Marks or Late Penalties	To encourage students to learn work habits, such as meeting deadlines & time management.	It distorts the measure of academic achievement of outcomes. It is discouraging to students after a deadline. It likely will not change behavior. In the ‘real world’ timelines are frequently negotiated & considered flexible.	Clearly establish what summative assessments are required for course completion at the beginning of each semester/term. Plan to have students complete major assessments in class to ensure it is their own work & to avoid late issues. Use school intervention pyramid/plan to support student task completion.
Extra Credit /Bonus Points	To use marks as extrinsic motivators To encourage students to enrich/extend their learning or exposure	It distorts the measure of achievement on academic outcomes. It creates a belief that learning is about doing more & accumulating points rather than achieving higher levels of understanding.	Offer opportunities for students to demonstrate growth or improvement (re-writes/re-dos) Offer opportunities for students already proficient to deepen their learning/ understanding of an outcome.

Factor	Original Reasons	Why not?	What Instead?
Group Work	To teach social skills To help weaker students learn from stronger students	It distorts the measure of individual achievement of curricular outcomes. Group scores are not always indicative of each student's understanding.	Use cooperative activities to help students prepare for summative assessments, but not be a part of summative assessments. May use observations of students' cooperation as a part of Student Learning Behaviour assessment.
Assigning Zeros (for incomplete or plagiarized work)	To encourage students to complete the work. To punish students for academic dishonesty	It distorts the measure of achievement on academic outcomes. It uses grades inappropriately as a tool to discipline students for inappropriate behavior. “Instead of prompting greater effort, zeros and the low grades they yield more often cause students to withdraw from learning. To protect their self-images, many regard their low mark or grade as irrelevant & meaningless. Other students may blame themselves for the low grade, but often feel helpless to make improvements.”	All summative tasks must be completed to meet the requirements of a high school credit. (See below.) INC (Incomplete) will be used in the grade book rather than 0 when work has not been submitted. IE (Insufficient Evidence) is used on the report card when summative work has not been completed.

Adapted from O'Connor (2007) *A repair kit for grading*; *Prairie Spirit SD Assessment Practices*(2011)

Bottom Lines:

1. Much of the work that students will do will be formative to support student learning and future success on summative assessments. Some formative assessments are tracked, recorded, and reported to students and parents in a timely way, but not “counted” as a part of summative grade. (2-5 items/outcomes in appropriate.)
2. There should be relatively **few** summative assessments for any course and these tasks should be clearly communicated at the beginning of a semester/term, noting that a few adjustment may be required and timely communicated (e.g., high school → 10 -12 summatives/course)

3. Students must complete the summative assessment tasks deemed (at the beginning of each course) necessary for adequate, triangulated evidence in each outcome/course to determine a grade.
4. Summative assessments should be completed in class wherever possible to minimize missed work.
5. Every attempt should be made to have a student complete missed summative assessments due to absences so evidence of learning is collected, so students stay up to date as much as possible, and so students, parents, and teachers are not caught by surprise when summative grades need to be communicated.
6. Each school must have an Intervention Pyramid/Plan to assist students who are struggling to achieve outcomes and/or the tasks connected to these outcomes. (Academic Support Time, Learning Lunches, Learning Labs, Before/After school study clubs, etc.)
7. Documentation of these supports, and consultations with parents/guardians and students should be tracked in student files (School Logic where possible)
8. Regardless of reasons for absences, students must complete the summative assessments **deemed necessary** by their teacher in the collection of triangulated evidence for an accurate grade to be determined for each outcome or course (high school). Teachers will use their professional judgement in making these determinations.
9. Teachers, in consultation with their principal, will determine final dates for submission of assessment evidence to be included for a course's grade. These dates will be clearly communicated to students.
10. Students who request to re-assess must show evidence of additional learning. Teachers decide what is reasonable and the parameters for re-assessment. (Appendix F)

SECTION 12|LIVING SKY SCHOOL DIVISION: LEVELS OF PERFORMANCE K - GRADE 9

Mastery	Indicates insightful understanding of the grade level outcomes. Students at this level can apply & transfer knowledge to novel situations.	4
More Complex Content	<i>In addition to score 3.0 performances, in-depth inferences and applications go beyond what was explicitly taught.</i>	
	In addition to score 3.0 performance, partial success at score 4.0 content	3.5
Proficient	Indicates a well-developed understanding of the grade level outcome. Students at this level are competent with the skills & knowledge identified in the outcome & are on par with curriculum expectations.	3
Target Learning Goal	<i>No major errors or omissions regarding any of the information and/or processes that were taught.</i>	
	No major errors or omissions regarding 2.0 content, but major errors or omissions regarding score 3.0 content	2.5
Approaching	Indicates a basic understanding . Students at this level demonstrate inconsistent understanding of the stated outcomes.	2
Simple content	<i>No major errors or omissions regarding the simpler details or processes, but major errors or omissions regarding the complex processes.</i>	
	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	1.5
Beginning	Indicates partial understanding . Students at this level have limited success with the stated outcome even with support. <i>With help, there is a partial understanding of some of the simpler details & processes.</i>	1
Not Yet Meeting Even with Assistance OR Insufficient Evidence	Even with help, no understanding or skill is demonstrated. Insufficient evidence of curricular outcomes to report	NYM IE

(Marzano)

Note

- Mastery (Level 4) does not indicate perfection (i.e. no errors)
- Risk taking is inherent at all levels. Students' risk taking is a behaviour that advances learning at all levels.

SECTION 13 | LIVING SKY SCHOOL DIVISION: HIGH SCHOOL CONVERSION CHART 2013-14

Mastery	Indicates insightful understanding of the grade level outcomes. Students at this level can apply & transfer knowledge to novel situations.	4 (100%)
More Complex Content	<i>In addition to score 3.0 performances, in-depth inferences and applications go beyond what was explicitly taught.</i>	
	In addition to score 3.0 performance, partial success at score 4.0 content	3.5 (90%)
Proficient	Indicates a well-developed understanding of the grade level outcome. Students at this level are competent with the skills & knowledge identified in the outcome & are on par with curriculum expectations.	3 (80%)
Target Learning Goal	<i>No major errors or omissions regarding any of the information and/or processes that were taught.</i>	
	No major errors or omissions regarding 2.0 content, but major errors or omissions regarding score 3.0 content	2.5 (70%)
Approaching	Indicates a basic understanding . Students at this level demonstrate inconsistent understanding of the stated outcomes.	2 (60%)
Simple content	<i>No major errors or omissions regarding the simpler details or processes, but major errors or omissions regarding the complex processes.</i>	
	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	1.5 (50%)
Beginning	Indicates partial understanding . Students at this level have limited success with the stated outcome even with support. <i>With help, there is a partial understanding of some of the simpler details & processes.</i>	1 (40%)
Not Yet Meeting Even with Assistance OR Insufficient Evidence (Adapted from Marzano)	Even with help, no understanding or skill is demonstrated. Insufficient evidence of curricular outcomes to report	NYM (<40%) IE

Other Learning Codes: (For teacher Gradebook)

ABS – Missed Assessment Task

INC – Incomplete or not submitted

C - Completed

NA – Not Assessed (code for formative tasks where only selected students are “assessed” -avoids a blank in Home Logic)

SECTION 14| BEHAVIOUR RUBRICS

Characteristics of Successful Learners and Other Learning Codes (For Teacher Gradebook)

Characteristics of Successful Learners - Kindergarten	Characteristics of Successful Learners Key
Engagement Tries activities, asks questions, plays for extended periods of time. Citizenship Respects rights of others, accepts responsibility for own actions, shows caring. Collaborative Listens, plays and works well with others, offers and receives ideas, follows directions. Self-directed Problem solves, takes care of self and belongings, expresses emotions appropriately.	4 – Consistently demonstrates characteristics 3 – Usually demonstrates characteristics 2 – Occasionally demonstrates characteristics 1 – Rarely demonstrates characteristics
Characteristics of Successful Learners – Elementary (1-6)	Characteristics of Successful Learners Key
Engagement Wants to learn and keeps trying when the work gets hard. Citizenship Respectful, shows caring, takes responsibility for actions. Collaborative Willing to work with all classmates, encourages and includes others. Self-Directed Stays on task, takes initiative.	4 – Consistently demonstrates characteristics 3 – Usually demonstrates characteristics 2 – Occasionally demonstrates characteristics 1 – Rarely demonstrates characteristics
Characteristics of Successful Learners – Middle Years (7-9)	Characteristics of Successful Learners Key
Engagement Involved in the learning tasks. Citizenship Respectful to others and property, takes responsibility for actions and decisions. Collaborative Willing to work with all classmates, encourages and includes others. Self-Directed Takes initiative, completes tasks, strong work habits.	4 – Consistently demonstrates characteristics 3 – Usually demonstrates characteristics 2 – Occasionally demonstrates characteristics 1 – Rarely demonstrates characteristics
Characteristics of Successful Learners – High School (10-12)	Characteristics of Successful Learners Key
Engagement Involved in the learning tasks. Citizenship Respectful, responsible, academically honest. Collaborative Offers and receives ideas while working with others. Self-Directed Takes initiative, completes tasks, strong work habits.	4 – Consistently demonstrates characteristics 3 – Usually demonstrates characteristics 2 – Occasionally demonstrates characteristics 1 – Rarely demonstrates characteristics

SECTION 15 | ACADEMIC DISHONESTY

Academic dishonesty is a particularly difficult aspect of misbehavior because it crosses the line between behaviour and achievement, because it increasingly involves the use of technology that students often understand and use more effectively and appropriately than teachers and because of the emotions involved in a breach of trust.”

(O’Conner, 2009)

- Academic dishonesty is primarily a discipline problem so it must have clear consequences as determined by each school. Such consequences should be relative to the age and maturity of the student.
- Consequences should always include the student re-doing the assignment so that learning is emphasized. Accurate evidence of a student’s achievement is required for a summative grade.
- Prevention is better than punishment (see Appendix for teaching examples). It is important that teachers do not assume that students understand what is meant by terms such as plagiarism or cheating.

We don’t let a student’s immaturity dictate his/her learning and thereby his/her destiny.

(Wormeli, 2013)

Teacher Reflection...

- I understand and clearly define, in advance of teaching, the achievement targets the students are to hit.
- I inform students regularly, in terms they can understand, about those achievement targets based on criteria (e.g., “I can...” statements).
- I ensure that students themselves can describe what targets they are to hit and what comes next in their learning.
- I can transform these achievement targets into dependable assessments that yield accurate information.
- I understand the relationship between assessment and student motivation and use assessment to build student confidence.
- I consistently use classroom assessment information to revise instruction.
- My feedback to students is frequent, immediate, and descriptive.
- I intentionally create opportunities for students to be actively involved in their own assessment, including communication about their own learning to others.

Note. Adapted from *Understanding school assessment: A parent & community guide to helping students learn*, by from Chappius & Chappius, 2008, Portland, OR: Educational Testing Service.

APPENDIX A | FORMATIVE ASSESSMENT

Formative Assessment

APPENDIX B | EFFECTIVE FEEDBACK

Effective Feedback

‘Ten Steps to Heaven’

1. Teacher is clear about purpose and task (backwards planning)
2. Teacher knows how to explain and exemplify learning expectations
3. Teacher designs and explains learning tasks
4. Teacher and students develop success criteria together
5. Students check their work, while the learning is in progress
6. Students say what’s OK and what’s not
7. Students identify a next step
8. Students continue, or correct work so far
9. Students reflect periodically on what they’ve learned, and how they learned it (once a week, end of unit)
10. Students present learning and achievement to someone else

(Winnipeg Inner City Feedback for Learning, 2000-2003)



APPENDIX C | SUMMATIVE ASSESSMENT

Summative Assessment

APPENDIX D | GOOD FIT ASSESSMENT STRATEGIES TO CURRICULUM OUTCOMES

APPENDIX E | BALANCED ASSESSMENT BEST PRACTICE

Balanced Assessment Best Practice

	Simple Formative (no paper/pen, Oral Checks of Understanding, Observations of Learning with Feedback)	Complex Formative (Formative Post Assessments, Exit tickets, Quick Writes)	Simple Summative (Chapter tests, Vocabulary Tests, Shorter Essays, Parts of Projects)	Complex Summative (Unit Tests, Cumulative Performance Assessments, Normed or Standardized Tests)	Surveys (Interest Inventories, Class Climate Checks, Feedback on Lessons, Self-Reporting Achievement)	Pre Assessment Data (Diagnostic Affective or Cognitive Data)
Best Practice	30%	20%	15%	10%	15%	10%

Lassiter, 2012, Alberta Assessment Consortium (AAC)

Mastery Learning and Evidence *(In Development)*

APPENDIX F | RE-DOING ASSIGNMENTS

Re-Doing Assignments

APPENDIX G | MISSED ASSIGNMENTS

Missed Assignments

APPENDIX H| TEACHING TO ELIMINATE ACADEMIC DISHONESTY

Teaching to Eliminate Academic Dishonest

APPENDIX I|REPORT CARD COMMENTS

Report Card Comments

APPENDIX J | SAMPLE REPORT CARD

Sample Report Card

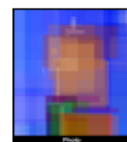


North Battleford Comprehensive High School
(306) 445-8101
Email: nbchs@lskysd.ca
Website: www.nbchs.lskysd.ca



John Smith

Student Number Demo
Homeroom Homeroom Teacher
Grade XX



Progress report
Saturday, March 08, 2014

Characteristics of Successful Learning Behaviours

Citizenship: Respectful to others and property, takes responsibility for actions and decisions.

Collaborative: Willing to work with all classmates, encourages and includes others.

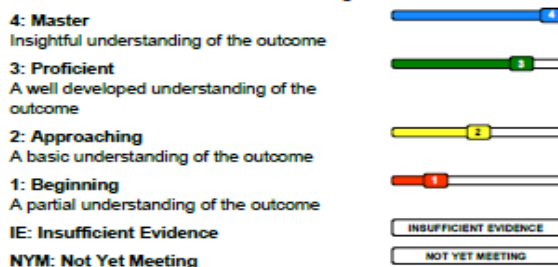
Engagement: Active in learning, faces new challenges confidently, completes work.

Leadership: Takes initiative, does the right thing.

Self-Directed: Prepared for class, organized, and uses class time well.



Achievement Legend



Art 8 (Mr. Teacher)

Comments:

4-quarter: Duis soelerisque lectus sed tellus suscipit pulvinar. Nunc ullamcorper pretium blandit

Lates: 0

Excused Absences: 3

Unexcused Absences: 1

English 8 84 (Mr. Teacher)

ELA.CR8.2 Use appropriate strategies to build comprehension from a variety of sources.

ELA.CR8.3 Use the structure of language in strategic ways to construct and confirm meaning.

ELA.CR8.6/7/8 Read independently & fluently & demonstrate comprehension of fiction & non-fiction text.

ELA.CC8.3 Select and use appropriate strategies to communicate meaning.

ELA.CC8.4 Use the structure of language in strategic ways to communicate meaning.

ELA.CC8.5 Create & present a variety of visual & multimedia presentations for a variety of purposes

ELA.CC8.8/CC8.9 Write for a variety of purposes in appropriate text forms.

ELA.AR8.1 Reflect on information from assessments to set goals for improvement.

Comments:

4-quarter: Morbi viverra volutpat sem, vitae feugiat leo elementum sit amet. Vestibulum diam ipsum, condimentum a posuere quis, venenatis et iusto

Lates: (10 min)

Excused Absences: 4

Unexcused Absences: 1

Student Name

Page 1

APPENDIX K | STUDENT LED CONFERENCING

Student Led Conferencing

What is a Student-Led Conference?

"The term *student-led conference* is almost self-explanatory. A student-led conference is a conference with parents led by the student. The classroom teacher's role becomes that of a facilitator. In a student-led conference, students lead parents through a discussion of their work, which is usually organized in a portfolio collection. Typically, several conferences are conducted simultaneously in a classroom with family groups seated far enough apart to allow for privacy. The teacher (or teachers) circulates among family groups, stopping long enough to make pertinent comments and answer any questions. Students primarily direct the conversation, which is focused on their work and classroom behavior." (Bailey & Guskey, *Implementing Student-Led Conferences*, 2001)

What is the purpose of a Student-Led Conference?

"...this practice is the biggest breakthrough in communicating about student achievement in the last century. When students are well prepared over an extended period to tell the story of their own success (or lack thereof), they seem to experience a fundamental shift in their internal sense of responsibility for that success. The pride in accomplishment that students feel when they have positive story to tell and tell it well can be immensely motivational. The sense of personal responsibility that they feel when anticipating what it will be like to face the music of having to tell their story of poor achievement can also drive them to productive work." (Stiggins, Phi Delta Kappan, November 1999)

The main purposes of Student-Led Conferences are to celebrate a child's learning, show growth over time, and provide parents with a better understanding of their child's learning process.

Tips from Teachers

- **Keep it simple.** One- to three-step directions work best. You want for your students to be able to show what they know—not to leave parents trying to figure what they are supposed to do.
- **Limit handouts.** I once provided rubrics, outcomes, and lots of home activities at each station—but most parents didn't take them. A sheet for jotting down notes is all that parents really need. You can post additional handouts online or provide them per request.
- **Keep a lot of samples throughout the year.** I found that it makes selecting samples that show growth much easier if you keep a lot. Make sure to have a way to organize them – not just by subject but by outcome.
- **Have many visuals during conference time.** This helps the students speak to their learning as it jogs their memory. Exemplars with characters attached for younger grades help them remember the criteria for each level.
- **Collect student samples of work.** Using student examples along with the ones from the website help the students connect and the expectations are more real.
- **During the conference, have something for the siblings to do.** You want to have the student-parent time special.
- **During the simultaneous with multiple families' conference, have instrumental music playing.** This helps alleviate the awkward silences and blocks what others are saying. One teacher recommended Elton John. ☺
- **Have prompts at the stations.** Making sure the student can easily access the prompts helps them feel confident.
- **When beginning SLCs, have students prepare only for sharing learning and leave behavior until they are more comfortable.** Students like talking about learning because there are positives and successes that they can share and they don't mind sharing their goals. They tense up when they have to talk about their behavior in class.
- **Make sure to debrief with the students and celebrate a job well done.** Following up with them and sending the parents an email, thanking them for coming and reviewing the goal help have long-term effects.
- **Have overlap time in the schedule.** If students have a guide, they want to complete it and not stop when the time is up.

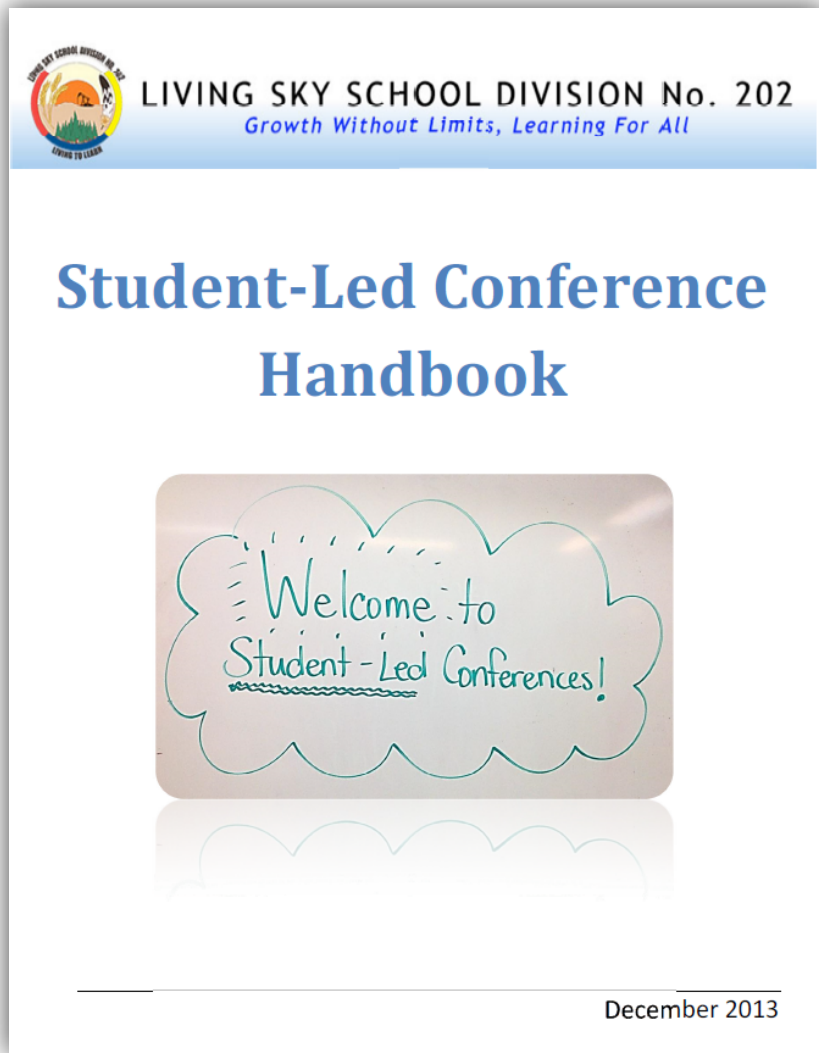
Student Led Conference Handbook

Living Sky Student Led Conference Handbook is available online at:

<http://learning.lskysd.ca/curriculumconnections/files/2014/05/SLC-Handbook-updated-01-21-2014.pdf>

Refer to the Student Led Conference Handbook for more information on:

- Formats & scheduling
- Preparing & implementing
- Templates
- Grade Level Samples



APPENDIX L | PARENT COMMUNICATION

Parent Communication

A New Look at Assessment & Reporting to Families

Assessment serves different purposes at different times:

- *It may be used to find out what students already know and can do.*
- *It may be used to help students improve their learning.*
- *It may be used to let students and their families know how much they have learned in a period of time.*

(Cooper, 2010)

What is assessment?

Assessment is a process of collecting information on student learning.

Formative Assessment occurs during instruction and is intended to help students improve their learning; this is when the teacher is the “coach”, and the student gets to practice.

Summative Assessment occurs at the end of a significant period of learning summarizing student achievement relative to set criteria; this is when the teacher is the “judge” and the student is able to demonstrate their knowledge, skills, and understanding in a number of different ways.

Why is Living Sky School Division using outcome-based assessment?

All assessment of student achievement must be based on the new Saskatchewan curricula outcomes. Outcomes describe the knowledge, skills, and understandings that students are expected to achieve by the end of a particular grade or course.

Why are students in elementary /middle grades no longer getting a percentage score on report cards?

An overall percentage grade does not clearly indicate what students know, understand, or can do. The new assessment system will focus on how the individual student is meeting the expected outcomes for that grade and subject based on specific criteria.

How will this make a difference for students, parents, and teachers?

Clear criteria outlined for each level of the 4 point rubric will provide students with the opportunity to see what quality work looks like and what they need to do to improve their work. Parents can better understand how they can work with teachers to help their student improve.

What kind of mark will my student be receiving?

A four – point scale will be used to outline student progress.

4	Mastery, an insightful understanding of the grade level outcomes. Students can apply and transfer their knowledge to new situations.
3	Proficient, a well developed understanding of the grade level outcomes. Students are competent with the skills and knowledge and are on par with curriculum expectations.
2	Approaching, a basic understanding or an inconsistent understanding of the subject outcomes for this grade level.
1	Beginning, a partial understanding. Students at this level have limited success with the stated outcome even with support.

Level 3, proficiency, is the goal for all students to achieve by the end of each school year.

How will report card marks be determined?

Before classroom work is evaluated for summative marks students will have the opportunity to practice new skills, enhance knowledge, and develop understandings expected by the curriculum (Formative Assessment). Teachers will provide feedback indicating what has been successfully learned and what still needs to be improved. Through specific comments, or via conversations with students, next steps to improve learning are outlined. It is only after these learning opportunities that teachers will collect student work to evaluate for the report card (Summative Assessment)

How will high school students' achievement be assessed and reported?

Students will be assessed using both formative and summative practices as outlined above. New high school curricula in Math, English (10 & 20), and some Practical & Applied Arts courses will be reported by outcome, with an overall percentage grade at the end of the course that will be reported to the Ministry of Education for student transcripts.

What kind of questions should I ask my student's teacher about learning outcomes and assessment?

When you meet with your student's teacher remember this system of assessment is new for them too. The most important questions to ask are:

- What does proficiency (3) look like for the learning outcomes at this grade?
- What types of assessment are used?
- How can I help my child?

How can I talk to my student about learning outcomes?

Have a regular conversation with your student about their progress. Ask your student about the feedback they are receiving from their teacher. Which outcomes do they feel confident they are achieving? Are there areas they need to improve? Help your student set learning goals and ask how you can help them meet these goals. Recognize both their improvement and success.

If our family moves to another school division will they understand this report card?

Yes, all school divisions in the province are moving to an outcome based report card and similar report cards are being used throughout Canada. The new report card will clearly outline your student's skills, knowledge, and levels of understanding.

There are 3 general sources of assessment evidence gathered in classrooms:

observations of learning, **products** students create, and **conversations** – discussing learning with students. When evidence is collected from 3 different sources over time, trends and patterns become apparent. Collecting information this way is one way the reliability and validity of our classroom assessment is increased.

(Anne Davies, 2000)

GLOSSARY

Achievement: a student's demonstration on knowledge, skills and understanding relative to learner outcomes.

Assessment *for* learning: assessment experiences that result in an ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes (also called diagnostic and formative assessment; refers to information not used for grading purposes).

Assessment *of* learning: assessment experiences designed to collect information about learning to make judgements about student performance and achievement at the end of a period of instruction to be shared with those outside classrooms (also called summative assessment; refers to performance data compiled as a grade).

Assessment: process of collecting information on a student achievement and performance that includes a variety of assessment tasks designed to monitor and improve student learning.

Criteria: what students need to do to show they have achieved the learner outcomes (e.g., compare and contrast, explain, analyze).

Evaluation: making judgements about student-demonstrated knowledge, skills and understanding.

Grade: The number reported at the end of a period of time as a summary statement of student performance.

Grades: communication to students and families that accurately report student achievement at a particular moment.

Levels of Achievement: scale, often ranging from 1-4, used in criterion-referenced assessments.

Mean: arithmetic average of a group of marks.

Median: middle mark in a group of ascending or descending scores.

Mode: most frequently occurring mark in a group of marks.

Portfolio: A student's selection of artifacts that shows evidence of learning efforts, progress, and achievement over a period of time. Artifacts are accompanied by criteria/rubrics and student's reflections.

Professional Judgement: Decisions made by educators in light of their professional experience with reference to outcomes and criteria.

Reliability: a measure of the confidence the assessor has about the conclusions drawn from an assessment.

Rubric: assessment tool that includes a set of criteria/performance indicators, often organized into several levels, to evaluate a student's performance relative to an outcome, task, or set of skills.

Triangulated Data: having at least three pieces of evidence on which to base a grade for each major learning outcome.

Validity: a measure of how well an assessment instrument measures what it is intended to measure.

COLLABORATION

To join discussion/sharing groups, go to www.schoolology.com.

- On the top right-hand corner of the screen you will click “Sign Up”.
- Choose “Instructor”
- Enter your credentials and information
- At the top-center of the welcoming screen, you will click on “Groups” tab
- Click “Join”
- Input the access code for the group you wish to join.
- You can join as many groups as you wish on your account.

SCHOOLGY ACCESS CODES

Group Name	Group Access Code
K-6	
Kindergarten	NGKTS-F4779
Grade 1	383KC-MGQNG
Grade 2	VQBWR-KK74W
Grade 3	W94W2-H92HQ
Grade 4	S9RDW-NQ74S
Grade 5	623ZV-7H9KF
Grade 6	Q6M4X-QS3KK
7-9	
Grade 7-9 Arts Ed	JPk3V-NGJK2
Grade 7-9 Career Ed	2GTJ9-8XRDW
Grade 7-9 ELA	JDRJZ-2NNZG
Grade 7-9 Health	CJHS6-S4HJ4
Grade 7-9 Math	WFWZT-98D4M
Grade 7-9 PAA	CBM33-FSGNF
Grade 7-9 Phys Ed	JSBV3-W86DP
Grade 7-9 Science	KMV2K-MD8TK
Grade 7-9 Social Studies	XS26P-GSC5M

Arts	
Arts Ed 10, 20, 30	DD8V2-5QZH2
Band 10, 20, 30	SZJS7-9D68G
Choir 10, 20, 30	FW7GG-2Q5KJ
Dance 10, 20, 30	PV6K7-DSDRR
Drama 10, 20, 30	6FB55-2D3QB
Visual Art 10, 20, 30	H9KSC-C5CGW
English Language Arts	
Creative Writing, Journalism, Media Studies 20	X696X-PH3FW
ELA 10, 20, 30	B4HCJ-FXMMW
Math	
Calculus 30	NQXFG-RSQT9
Foundations/Pre-Calc 10	WNNP4-MMQBK
Foundations 20, 30	RS8CR-Q7MZK
Pre-Calculus 20, 30	727QB-DBGB3
Workplace Math 10, 20, 30	CZJ3Z-73VMN
Science	
Biology 20, 30	HHZZP-63GW4
Chemistry 20, 30	N4T74-ZWXF2
Computer Science 20, 30	4RVQB-QTR9B
Physics 20, 30	NMJ6P-HHWR2
Science 10	X74KC-Z6NFF
Social Sciences	
History 10, 20, 30	WJ9KD-PRB7M
Psychology 20, 30	DCZ7D-JD5WW

Physical Education	
Wellness 10	CWX63-W2KS2
Phys Ed 20, 30	4SRF4-4D2HW
Practical & Applies Arts	
PAA 10, 20, 30	9CJ55-SZKPV
French	
French	MKKWS-TBSKW
Native Studies	
Native Studies	ST472-5J9R3
Other	
General Help	VCJRW-N8M76

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