

High School Outcome Based Assessment at Aberdeen School

OUR BELIEFS ON ASSESSMENT:

- Assessment is a process that involves regular feedback to clearly communicated outcomes.
- Assessment should reflect what a student knows and what they can do to improve.
- Formative assessment drives the learning process and informs the teacher on next best steps for student learning.

Schools have trained students to be “grade focused” rather than “learning-focused”.

Myron Dueck (2014)

OUR BELIEFS ON FEEDBACK:

- Feedback is the fuel that drives learning and should move students along the learning continuum.
- Feedback should reflect the learning goal.
- Feedback may include mediative questions that are:
 - in the plural form (e.g., some of your hunches..., some of the reasons...),
 - using tentative language (e.g., what might...?, what are some...?),
 - with positive presuppositions (e.g., What are you learning?),
 - open ended, rather than as ‘yes’ or ‘no’ questions (e.g., What do you want to think more about?)

When used correctly, [assessment] is one of the most powerful tools available for holistically supporting students on their learning journeys.

Katie White (2017)

OUR BELIEFS ON GRADING:

- Only after we engage in formative assessment, feedback and self-assessment do we verify student progress towards proficiency with a summative assessment. (Katie White, Softening the Edges)
- Any grade is based on ALL learning events, including observations, conversations and products.
- Grading on a traditional 100 point scale is an inaccurate and misleading way of reporting a student’s proficiency.

OUR BELIEFS ON COMMUNICATION:

- Regular communication between teacher – student , teacher – parent and parent – student is critical as students move from beginning to mastery
- Parents have valuable contributions to make in their student’s journey and their input should be gathered intentionally
- Communication through feedback is rich and meaningful and speaks more to the progress of a student than the communication of a numerical grade

