



# 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:
  - o 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?),
  - o 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

|                       | BEGINNING             | APPROACHING            | MEETING                  | MASTERY                 |
|-----------------------|-----------------------|------------------------|--------------------------|-------------------------|
|                       | 40%                   | 60% 70%                | 75% 85%                  | 90% 100%                |
|                       |                       |                        |                          |                         |
|                       |                       |                        |                          | <b>-</b>                |
| Grading               | Partial or limited    | Basic understanding    | Complete                 | Deep or enriched        |
|                       | understanding         |                        | understanding            | understanding           |
|                       |                       | Completed with some    |                          |                         |
|                       | SMOKE                 | assistance             | Proficient               | Demonstrates            |
|                       |                       |                        |                          | application of learning |
|                       |                       | Not sustained FLAME    | Consistently             |                         |
|                       |                       |                        | independent              | Extends beyond          |
|                       |                       |                        |                          | expectations            |
|                       |                       |                        | FIRE                     |                         |
|                       |                       |                        |                          | BONFIRE                 |
| Planning and feedback | ACTIVATION            | EXPLORATION            | ESSENTIAL                | ENRICHMENT              |
|                       | QUESTIONS to          | QUESTIONS to help      | QUESTIONS that           | QUESTIONS to enhance    |
|                       | introduce or activate | students explore the   | indicate proficiency for | exploration.            |
|                       | the background        | learning goal.         | the learning goal.       |                         |
|                       | knowledge so          | _                      |                          | TASKS provide           |
|                       | learners can          | TASKS target specific  | TASKS include            | opportunities for       |
|                       | approach the          | skills and knowledge a | opportunities for        | students to apply       |
|                       | learning goal.        | student needs to       | learners to              | knowledge and skills    |
|                       |                       | develop in order to    | demonstrate              | beyond understanding.   |
|                       | TASKS build the       | understand the intent  | independence,            |                         |
|                       | learners readiness to | of the learning goal.  | confidence and           |                         |
|                       | approach the          |                        | consistency.             |                         |
|                       | learning goal.        |                        |                          |                         |
|                       |                       |                        |                          |                         |

Teachers cannot create learning – only learners can do that. What teachers can do is create the situations in which students learn. The teacher's task, therefore, moves away from "delivering" learning to the student and towards the creation of situations in which students learn.

Marnie Thompson and Dylan Wiliam (2007)