Quality Assessment Practices

"assess" is derived from the Latin term "asidere" which literally means "to sit beside"

This document is based largely on the work of Ken O'Connor and Anne Davies.

Works cited include:
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Guskey & Bailey, 2001
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Tomlinson & McTighe, 2006
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Tombari and Borich, 1999
Moss & Brookhart, 2012

WE BELIEVE the primary purpose for all assessment and evaluation experiences is to support student learning while informing teacher instruction.

Assessment and evaluation in a culture of collaboration. *Collaboration*	Effective communication with members of the learning community. *Communication*	Clear & understood assessment and evaluation purposes, targets, and outcomes. *Clarity*	Data driven decision-making through effective data analysis. *Consideration*
Key Attributes	**Key Attributes**	**Key Attributes**	**Key Attributes**
⇒ Promotes team approach ⇒ Inspires student learning ⇒ Requires teacher and student involvement ⇒ Promotes teacher as coach ⇒ Builds an effective and reflective assessment and evaluation culture ⇒ Supports students as key assessment users and creators ⇒ Promotes students and parents as partners	⇒ Clearly informs who the audience is and what information is to be shared ⇒ Builds common understandings and language ⇒ Provides effective processes for sharing information (students, parents, etc.) ⇒ Enables timely feedback ⇒ Maintains confidentiality	⇒ Outcomes based ⇒ Previews expectations ⇒ Articulates consistent target and outcome focus ⇒ Informs students of progress in relation to year-end objectives ⇒ Promotes student involvement ⇒ Promotes student and teacher reflection and growth ⇒ Supports individual student growth ⇒ Promotes achievable standards and high student success rates	⇒ Informs instruction and system programming, intervention, and planning ⇒ Provides variety of assessment and evaluation instruments ⇒ Provides data from at least three sources ⇒ Considers sampling ⇒ Invites a variety of data analysis perspectives ⇒ Is strengthened through the study of patterns and trends

Quality Assessment

Quality classroom assessment uses triangulation of evidence, and feedback from teachers, parents, and students themselves, to help educators and students assess the learning that is taking place (assessment for learning). Furthermore, it gives information for taking next steps, as well as collecting the evidence needed to account for learning (assessment of learning).

What are 3 parts of a classroom assessment that work?

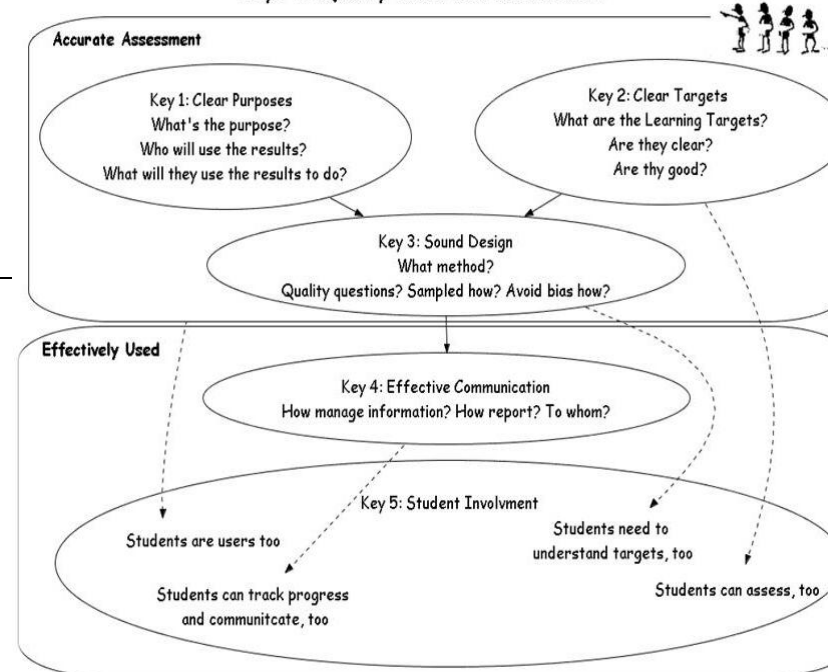| Learning Destination Part 1	Community of Learners Part 2	Charting the Course Part 3
Begin with the end in mind With students: -explain the purpose -show samples -talk about possible evidence	Involve students as partners in the assessment process Get students to: -set up and use criteria -self-assess -seek feedback FOR learning -set goals	Show proof of learning Have students: -collect evidence -select and reflect on evidence -present evidence of learning

Building Connections Publishing Inc. Anne Davies, 2011

Keys to Quality Classroom Assessment

Accurate Assessment

Key 1: Clear Purposes
What's the purpose?
Who will use the results?
What will they use the results to do?

Key 2: Clear Targets
What are the Learning Targets?
Are they clear?
Are thy good?

Key 3: Sound Design
What method?
Quality questions? Sampled how? Avoid bias how?

Effectively Used

Key 4: Effective Communication
How manage information? How report? To whom?

Key 5: Student Involvment

Students are users too
Students can track progress and communitcate, too
Students need to understand targets, too
Students can assess, too

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Definitions:

- **Grade**
The number or letter reported at the end of a period of time as a summary statement of student performance and/or achievement

- **Assessment**
Gathering evidence of student learning. Planned or serendipitous activities that provide information about students' understanding and skill in a specific measurement topic *(Marzano, 2006)*

- **Assessment FOR Learning**
The process of assessment that involves students in checking to decide what has been learned and what needs to be learned next. It includes setting criteria, having students self-assess, providing feedback by identifying what has been learned and what needs to be learned, collecting and organizing evidence, and presenting evidence of learning to others. It is designed to assist teachers to focus their teaching and to assist students to learn more.(Davies, 2004)

- **Assessment OF Learning**
The process of checking to see what students have learned to date. It compares student learning with achievement level expected. It summarizes information into marks or grades, It is designed for those not directly involved in teaching and learning. (Davies, 2004)

- **Descriptive Feedback**
Gives information that enables the learner to adjust what he or she is doing in order to improve. Descriptive feedback comes from many sources such as teachers, peers, and the students themselves, as they compare their work to samples and related criteria. (Davies, 2008) "The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be 'dollups of feedback'. *(Marzano, 2006)* (Assessment **FOR** Learning – AFL is formative assessment plus deep involvement of the learner). Descriptive feedback is not reported as a grade.

- **Evaluative Feedback**
Tells the learner how she or he has performed as compared to others or to some standard. Evidence helps the teacher consider whether the student has learned what was needed, and how well they learned it. Evaluative feedback is often reported using letters, numbers, checks, or other symbols. (Assessment **OF** Learning) (Davies, 2008). The process of making judgments about the levels of students' understanding or skill based on an assessment (Marzano, 2006)

- **Triangulation**
When evidence is collected from three different sources over time, trends and patterns become apparent, and the reliability and validity of our classroom assessment is increased. (Lincoln and Guba, 1984)

Assessment, Grading and Reporting

Purpose for Grades:

- "The primary purpose for grading should be to communicate with students, parents, and others (the board, the school division, post-secondary institutions, and the Ministry) about their achievement of learning goals.

- The secondary purposes for grading include providing teachers with information for instructional planning…and providing teachers, administrators, parents, and students with information for evaluation of school programs and for student placement.

- Grades and other communication about student achievement should be based on solid, high-quality evidence. Teachers should be able to describe that evidence and explain how they arrived at any judgments about the quality of student work. "(Brookhart, 2009)

Effective grades must be:

- **Supportive of Learning**
  - Create an environment that instills hope and provides safety
  - Grades should reflect and support improved learning
  - Include only achievement
  - Emphasis should be placed on intrinsic motivation
- **Consistent**
  - Provide a clear description
  - All grading procedures will be linked to curricular learning outcomes/indicators as determined by The Ministry
- **Accurate**
  - Use summative evidence, emphasize recent or current achievement, involve student in the process
  - "Grade in pencil, which means new evidence replaces old evidence and grades cannot be determined only numerically"
  - Grades must be about achievement with behaviours reported separately
  - Formative assessment should be no mark, comment only, and provide clear, specific, descriptive feedback
- **Meaningful**
  - Communicate organized information around learning outcomes
  - Learning Goals – both the "what" and the "how well" – must be clear for teachers, students and parents

(O'Connor, 2009)

Check List:
A Self-Assessment   FG

Classroom Assessment for Learning: A Check List for Teachers	Met	On the Way	Beginning	Evidence
I involve students in on-going assessment for learning.				
I summarize in my own words the learning that students are expected to accomplish.				
I collect and review samples and models to show what the learning looks like for students of a particular age range.				
I think about what kinds of evidence students could produce to show they have learned what they needed to learn.				
I ensure the evidence of learning is valid and reliable by using the process of triangulation. I collect evidence over time so emerging trends and patterns can be identified.				
I use classroom assessment information to fine tune instruction and the learning environment for students.				

Robust Learning for ALL – Stages of Implementation

Acquaint – to become aware and informed of quality assessment practices.
Understand – to become thoroughly familiar with quality assessment practices and to begin to implement in the classroom.
Practice – to internalize quality assessment practices and to include in everyday and long-term practice.
Sustain – to uphold and maintain quality assessment practices as an integral part of supporting student learning and informing teacher instruction in Prairie Spirit School Division.

Teacher Professional Judgment

"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)

"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, 2011)

2007-2008	2010-2011	2012-2013	2013-2014	2014-2015
Beliefs and Commitments regarding Assessment and Evaluation developed with input and feedback from various stakeholder committees	**Acquaint and Understand** - Assessment, Grading and Reporting document is in all schools – 'chewing year' Opportunity to talk about what's in the document, ask questions, look at research, involve students, no longer a draft document but always a green document	Quality Assessment Practices Document: **Practice – Sustain** – Big Idea #1 **Understand** - Big Idea #2 **Understand** - Big Idea #3 **Practice** - Big Idea #4	Quality Assessment Practices Document: **Sustain** – Big Idea #1 **Practice** - Big Idea #2 **Practice** - Big Idea #3 **Practice/Sustain** - Big Idea #4	Quality Assessment Practices Document: **Sustain** – Big Idea #1 **Sustain** – Big Idea #2 **Sustain** – Big Idea #3 **Sustain** – Big Idea #4
2008-2009	**Acquaint** - Grading and Reporting committee developing behavioural rubrics and beginning report card work **Acquaint** - Kindergarten Report card Parent assessment nights through SCCs Supports to Learning: *ILO's – Data Walls, *PD Module – Understanding Assessment, *Secondary Assessment Symposium – Damian Cooper	**Practice** - Use of Learning Behaviour Profile **Acquaint and Understand** – Progress Report/ Assessment Residency **Acquaint and Understand** - Kindergarten Learning Journey Supports to Learning:	**Sustain** – Use of Learning Behaviour Profile **Understand/Practice** – Progress Report/ Assessment Residency **Practice/Sustain** - Kindergarten Learning Journey Supports to Learning:	**Sustain** – Use of Learning Behaviour Profile **Practice/Sustain** – Progress Report **Sustain** – Kindergarten Learning Journey Supports to Learning:
Representative teacher committee developed Grading and Reporting Practices Committee began looking at research Staff conversations around assessment following day with Wayne Hulley – *Harbours of Hope*		* Parent Brochures – Learning Behaviour Progress Report * Assessment Learning Connect – Bi-monthly newsletter, webpage *Assessment Residency Model for Elementary Pilot Schools (4) * ILO's – Data Walls, Self-Assessment and Goal Setting * PD Modules – Setting and Using Criteria, Conferencing and Reporting * Secondary Assessment Symposium– SPDU * Alberta Assessment Consortium Membership www.aac.ab.ca * Connect 2 Learning – Sandra Herbst * System PD – Damian Cooper	*Parent Brochures – Learning Behaviour Progress Report *Parent Assessment Evenings – SCC's * Assessment Learning Connect – Bi-monthly newsletter, webpage *Assessment Residency Model for Middle Years Schools (5) * ILO's/PD Modules – Knowing What Counts * Secondary Assessment Symposium– SPDU * Connect 2 Learning – Sandra Herbst * System PD – Rick Wormeli * Canadian Symnposium	*Parent Brochure *Parent Assessment Evenings – SCC's *Assessment Portal *Assessment Residency Model for K-12 Schools (4) *ILO's/PD Modules – Knowing What Counts *Connect 2 Learning – Sandra Herbst (Feb) *SELU – Leading for Assessment Excellence Conference (Sept)
2009-2010	**2011-2012**			
Assessment, Grading and Reporting document developed **Acquaint** - Draft of document ready to go out to schools for fall of 2010	Assessment, Grading and Reporting document in schools: **Understand, Practice** - Big Idea #1 **Acquaint** - Big Idea #2 **Acquaint** - Big Idea #3 **Acquaint and Understand** - Big Idea #4 **Practice** - Use of Behaviour Rubrics **Acquaint and Understand** - Report Cards & Kindergarten Learning Journey Supports to Learning: * ILO's – Data Walls, Leading the Way-Administrators, Knowing What Counts; *PD Modules – Setting and Using Criteria, Conferencing & Reporting; *Secondary Assessment Symposium – Tom Schimmer, Garfield Gini-Newman; *Find Our Way III – Karen Hume, Damian Cooper; *Alberta Assessment Consortium Membership www.aac.ab.ca; *Connect 2 Learning – Sandra Herbst			

I. PRACTICES THAT PROMOTE ACHIEVEMENT

BIG IDEAS	RESEARCH	EFFECTIVE TEACHER and STUDENT PRACTICES	PSSD Recommended Practice
1. Include only academic achievement; Exclude student behaviours in grades (effort, participation, attendance, adherence to class rules, etc.). *Report academic achievement and behaviour separately.*	"A grade should give as clear a measure as possible of the best a student can do. Too often, grades reflect an unknown mixture of multiple factors… How effective is such a communication system? The problem transcends individual teachers. Unless teachers throughout a school or district completely agree on the elements and factor them into their grading in consistent ways, the meaning of grades will vary from classroom to classroom, school to school" (Tomlinson and McTighe, 2006, p. 133). Including behaviours in marks can cause grade inflation or deflation. Many believe we should reward well behaved students and punish others; this uses grades as extrinsic motivators to control student behavior; researchers, however, disagree. (Guskey & Bailey, 2010) They are often combined because teachers have no way to communicate separately about behaviours.	• Grades should reflect only student performance in mastering the public, published student learning outcomes of the province/school. • Use standards-based expanded format report card where the desirable behaviours are listed and rated separate from achievement. It enables schools to show very clearly which behaviours it values in students. • This means everyone can know what a grade means in achievement terms. • Communicate standards to school parents and students. • Self-assess achievement as well as behaviours and set goals for both. • Identify the behaviours that help and those that hinder their achievement.	Prairie Spirits emphasizes the importance of separating achievement from behavior in order to get a true understanding of what a student knows and understands. **Sustain** – continue to implement and gather evidence to report academic achievement and behaviour separately using the Learning Behaviour Profile **Sustain** – all Prairie Spirit Teachers will report academic achievement and behaviour separately using PSSD developed Learning Behavior Reports (developed Spring 2011)
a. Lates should be reported in another manner other than reducing marks in order to provide support for the learner. Teachers value the importance of students submitting work on time and it being complete. The reality is, that as part of life, lates do occur. 　i. Redo – students may have an opportunity to redo assignments or evaluations or parts thereof based on the intervention plan and/or recommended practice.	• Lates should be reported in another manner (on separate behaviour portion of report card). • "Students need to see there are consequences for not handing in assignments. However, the natural consequence of not handing in assignments should be to hand them in." (Herbst & Davies, 2014, p.85) • There are problems with the practice of reducing marks on work submitted late: 　○ They distort the grade's representation of the student's true achievement. 　○ They can motivate exactly the opposite behavior than intended. 　○ "Having absolute deadlines (and penalties) for everything does not prepare students for the world beyond school. In the 'real world' timelines are frequently negotiated or adjusted to circumstances; deadlines range from fixed to considerably flexible. If unable to meet a deadline we communicate and arrange a new mutually agreeable timeline, and then work to meet it. Our world is full of redo's; students should be permitted redo's, within reason. The work should be submitted within a common predetermined due date" (Wormeli, 2006). 　○ "Students aren't on 100% of the time. No one is. There are so many justifiable reasons students may be distracted on the day of assessment… we are teaching adults in the making, not adults." (Wormeli, 2006).	• Penalties that effect grades do not work because they do not change behavior. • Set up support systems and interventions at the school level that reduce or eliminate the problem of late work. • Teachers should acknowledge lates; they should keep records and note it on the expanded format report cards. • They can also assign consequences as they would for any other unacceptable classroom behavior. • The fix for late student work should be a positive, supportive approach that directly affects student behavior. • Leave the scores and grades as pure measures of achievement. • Input builds ownership. • Students should have input into decisions about timelines for required assessment evidence. • Students should also have input into developing the provisions for support and/or consequences. • Student's inability or refusal to complete work (lack of evidence of learning) is a behavior problem that should be addressed through interventions and consequences as needed. Herbst and Davies (2014) suggest practices such as deducting marks result in students quickly seeing no reason to submit late assignments.	We believe that if an assignment is given as an important piece of assessment data, it is an expectation that the student will do the assignment. Simply providing students an opportunity to take a zero on an assignment because they have not done it or completed it on time does not teach them the importance of completing work or provide them the opportunity to demonstrate what they know. **Sustain** – Prairie Spirit Teachers will put supports in place for students to complete and hand in work on time. Student inability or refusal to complete work (lack of evidence of learning) is a behavior problem that should be addressed through interventions and consequences as needed. Student inability or refusal to complete work (lack of evidence of learning) is a behaviour problem that should be addressed through interventions and consequences as needed. Supports: Late Assignments and Redos: Interventions and Alternatives (Herbst & Davies, 2014) Conditions for Doing Work for Full Credit (Wormeli, 2006) Plan to Address Lates: Three Levels of Support Outside of Class Assessment (Redo) Re-Assessment Application Video: Rick Wormeli: Redos, Retakes, and Do-Overs
b. Zeros: • Should not be included in grade determination as punishment. • Do not show evidence of learning. • should be avoided when evidence is missing	• A zero skews a student's average to the point that it no longer reflects what a student knows and can do. • Rather than use a zero, the piece of work should be considered lack of evidence. • When combined with other evidence, using zeros affects marks so the resulting grade does not accurately reflect student achievement. • There are fundamental problems with zeros (Wormeli, 2006). • Zeros give a numerical value to something that has never been assessed and that therefore has no basis in reality. • They can have counterproductive effects on student motivation. Once a student has more than one zero, they have little chance of recovery, increasing the likelihood that they will give up (O'Connor, 2007). • "If the grade is to represent how well students have learned, mastered established learning standards, or achieved specified learning goals, then the practice of assigning zeros clearly misses the mark." (Guskey, 2004, p.3)	• Use alternatives, such as reassessing to determine real achievement or use "I" for incomplete or insufficient evidence. Give opportunity to replace an incomplete with a score without penalty. • Schools/districts develop policies regarding these alternatives, then indicate to their teachers which alternative(s) they can or should use in their classroom. • When students understand the impact of not submitting required assessment evidence, and know what alternatives are in place in their school, they are better able to decide about submitting needed academic evidence and/or making up an Incomplete. • Students can also be involved in determining the consequences for failure to submit required assessment evidence. • Consequence for incomplete or not submitted work or behavior issues is to direct student to do the work.	**Sustain** – Zeros do not show evidence of learning; therefore, zeros should not be used unless a plan of intervention has occurred. While a student receives support through a plan of intervention, rather than assigning a zero, use No Mark or Incomplete or Insufficient Evidence. • As a last resort, zeros may be assigned if there is no evidence and/or intervention attempts have been unsuccessful. • Students may not choose to take a zero without intervention attempts.

c. Report absences apart from academic achievement.	• Because standards-based learning is not about seat time, it is about what students know, understand and can do – grades should be accurate reflections of achievement and achievement alone.	• Record attendance separately. • Have attendance policies that address ways to offer another opportunity, consider personal issues, and provide support. • School sets up support systems that reduce or eliminate the problem of continuous absences. • Have school wide attendance procedures that focus on assistance not punishment. • Develop contracts with students that directly support attendance and learning.	**Sustain** – Attendance should not be included in grade calculations.

d. Use only individual academic achievement evidence. Understand that working in a group is a social skill not an assessment tool.	• Cooperative learning is powerful learning when used as designed. It involves 5 key characteristics of academic and social learning:
	  o Positive Interdependence
	  o Individual Accountability
	  o Processing
	  o Face to Face Interaction
	  o Social Skills
	• "No student's grade should depend on the achievement (or behaviour) of other students. (Glasser, 2005)
		• Avoid group scores
		• Group scores may not accurately reflect the achievement of each student against outcomes and therefore may be unfair to some. Assess students individually after a class has experienced cooperative learning.
		• The intention is to develop achievement and social improvements on the learning journey.
		• Activities that occur in groups are learning activities and any assessment of them should be formative for practice and should not be used for grades.
		• Co-create criteria with students.
		• Use peer and self-assessment protocols for improved learning.
		• Develop accountability strategies for groups other than those that affect grades.
			Sustain – Group scores are not to be used in grading. Assess students individually based on evidence of understanding of curricular outcomes.

e. Require extra evidence rather than giving extra credit or bonus points. Seek only evidence that more work has resulted in a higher level of achievement.	• If students want to get higher grades, teachers may require 'extra' evidence that demonstrates a higher level of achievement. • The basic problem is distorted achievement; it emphasizes that quantity is key –more being better – rather than about achieving higher levels of learning.	• Avoid extra credit and bonus points that do not relate to achievement. • Communicate clearly to students and parents that better grades come from evidence of higher levels of performance, not just from more work. • Through self-assessment and teacher communication, students can acquire a clear sense of their level of achievement. • It must be clear that this will not result merely in points being added to a total – if students are able to show that they know, understand, or can perform at a higher level, their grade must reflect this.	**Sustain** –Bonus points and extra credit should not be given to top up student grades just for doing extra work. Extra work should show evidence of increased understanding of the curricular outcomes.

f. Academic dishonesty requires appropriate alternatives other than reducing grades. Apply behavioural consequences and reassess to determine actual level of academic achievement.	• This uses the assessment/grading policy as a tool to discipline students for inappropriate behavior, thus distorting student achievement.
	• Some believe that severe punishment will defer cheating.
	• Academic dishonesty needs appropriate alternatives.
	• It is important that teachers should not assume that students understand what they mean by the terms plagiarism or cheating, but fully explain them.
	• Academic dishonesty is a behavior which should have behavioral consequences which will be indicated in the school Code of Conduct. Assessment evidence needs to be accurate so we need untainted evidence, thus the assessment consequence is "DO IT AGAIN HONESTLY." (O'Connor, 2007)
		• Avoid using grading to assign a consequence to students who cheat.
		  When an incident has been discovered:
		  o The student will be required to re-submit the work in question in order to demonstrate mastery of the skills and content,
		  o The format and timing of the submission will be at the discretion of the teacher and will likely result in a loss of discretionary time privileges for the student.
		Students who are found to have committed academic dishonesty on more than one occasion will have more severe consequences applied in a manner commensurate with the incident(s) in question. A clear statement of policy or practice on plagiarism and academic dishonesty should be added to the student code of conduct." O'Connor, 2009.
		• It is important to have frequent age-appropriate discussions about what academic honesty is, using specific examples.
		• Develop assignments that reduce dependence on cheating.
		• The goal is to have students feel prepared to demonstrate their learning. There should be no surprises.
			Sustain – Prairie Spirit does not condone or support plagiarism. When a student has found to have plagiarized, it would be an expectation the student would do the assignment over again to both have an opportunity to work with and learn the content as well as to demonstrate what they know. We would also expect that there would be a behavioural consequence for plagiarism itself and that this would be documented and shared with parents. Academic dishonesty is a behaviour which should have behavioural consequences such as: detention, having to research/ learn about what constitutes plagiarism, or researching common consequences for plagiarism in adult life. Achievement evidence needs to be accurate so the achievement consequence is "Do It Again Honestly".

"Knowing where I'm going makes it easier to ensure that all students get there. When my goal is posted and

my assessments are clearly identified, grading describes the journey of *learning* instead of laying judgment on the *learner*." *(Tovani, 2011)*

g. Credit Recovery provides a means for a student in division four who has not completed the curriculum expectations to a passing level at the end of the semester/year the option to recover a credit for the class.	• Studies over the last fifteen years reveal students drop out of school primarily because they have fallen behind in a course(s) and "do not have much hope of catching up in order to graduate" (p.1). Falling behind in a few credits to a high school student may seem insurmountable. Giving students the option of recovering a credit or two through credit recovery has been deemed a viable option to prevent them from dropping out and not graduating from high school. (Educational Partnerships, Inc, Research into Practice, 2013).
	For further reading see:
	http://gearup.ous.edu/sites/default/files/Research-Briefs/ResearchBriefCreditRecovery.pdf
		• The credit recovery team is a subset of the school's Student Success Team and should include the school principal or designate, special education teacher, subject teacher, and other appropriate staff members. (Ontario Ministry of Education, 2010)
		• A credit recovery learning plan must be made by the subject teacher in consultation with the student and their parent(s)/guardian(s) if a student is deemed eligible for a credit recovery program. "The learning plan, which is developed on the basis of the Credit Recovery Profile, is intended to address the student's individual needs and should include items such as the following:
		   o Attendance expectations
		   o Workload expectations
		   o How units of instruction to be recovered will be identified
		   o Which units of study will be recovered
		   o Whether or not a cumulating activity/end task will be required
		   o How a final percentage mark will be determined (Ontario Ministry of Education, 2010, p.87)
			Exploration: Credit Recovery
			High Schools will compile procedures that students who have not completed the required course work by the end of the semester/year to recoup the credit for the class. The procedures include attention to these points.
			• Students should be offered a chance to recoup when they have a reasonable chance of success.
			• When repeating the class is the better option, considering the individual student's academic needs, credit recouping should not be offered.
			• A plan for support will be created by the teacher. This should include (as is applicable)
			   o Timeline
			   o Support personnel and availability
			   o List of criteria that must be met for specific parts of the course
			• Credit recouping should be during the semester.
			"The guiding principles listed below are intended to provide a consistent framework for the development of credit recovery programs:
			• Credit recovery is not a replacement for effective, positive instruction and intervention during the initial credit attempt, including the usual supports provided through special educators.
			• Credit recovery is one of several options for any student who fails, but the final determination of credit recovery placement should be made by a credit recovery team.
			• The final credit granting for credit recovery programs is the responsibility of the principal.
			• Access to credit recovery must be through a recommendation by the principal and agreed upon by the teacher, the student and, where appropriate (e.g. students are under the age of majority), the parent(s)/guardian(s), who must share some responsibility for the learning.
			• Credit recovery programming (should) consider all factors that limited success in the initial program.
			• The teacher of the initial program (the subject teacher), (in coordination with school administration should) provide…relevant information to be considered when placing the student.
			• Programs must be pedagogically sound and have real and credible educational value. The integrity of the recovered credit must be preserved by the student demonstrating achievement of the overall course expectations.
			• Eligibility to gain access to a credit recovery program (may) be based on a variety of indicators and not solely on a (grade) designation.
			• The final grade should reflect the achievement of all course expectations. Depending on the student's credit recovery program or may include results from the initial course and/or measures of prior learning. Regardless of the method used to determine the final grade, the evaluation practices must be consistent with school division procedures." (Ontario Ministry of Education, 2010, p.84-85)

h. Academic Integrity • Evidence of one's own learning through demonstration of responsibility, honesty, trust & respect. • Actions not in keeping with academic integrity include: cheating, plagiarism, having others complete the work, buying papers off the internet, and/or resubmitting previously submitted work.	• "All assessment & evaluation of student achievement must be based on the achievement of curriculum goals and outcomes. Assessment is not intended to be used as a disciplinary tool…Assessment information which is not related to outcomes can be gathered and reported (re: attendance, behavior, general attitude, completion of work…) to complete academic achievement." (Ministry of Education, 2011)	• Introduce concepts of personal responsibility, honesty and integrity in an age-appropriate manner in keeping with curriculum expectations, teaching students accepted conventions for referencing the ideas of others in written work. • Clearly explaining expectations of students in relation to assignments, including how assignments will be assessed, due dates, and expectations for communication. • Adopting assignments to suit individual abilities, circumstances and learning styles. • Work with colleagues to plan assignments so that there is a balanced workload for students throughout the semester. • Procedures will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors: 1) the grade level of the student, 2) the maturity of the student, 3) the number and frequency of incidents, and 4) the individual circumstances of the student". (Ontario Ministry, 2010, p.42-43)	**Sustain:** • We do not condone or support plagiarism. When a student is found to have plagiarized, the student will be expected to do the assignment over again to both have an opportunity to actually work with and learn the content as well as to demonstrate what they know. We would also expect that there would be a consequence for the plagiarism itself and that this would be documented and shared with parents. • Academic dishonesty is a behavior which should have behavioral consequences which may include detention, having to research what constitutes plagiarism or researching common consequences of plagiarism in adult life. Achievement evidence needs to be accurate, so part of the behavior consequence which supports achievement is "DO IT AGAIN HONESTLY".

II. WELL ORGANIZED QUALITY EVIDENCE

BIG IDEAS	RESEARCH	EFFECTIVE TEACHER and STUDENT PRACTICES	PSSD Recommended Practice
2. Organize and report evidence by student learning outcomes; avoid organizing information in grading books/records by assessment methods or simply summarize into a single grade.	• Grades are inaccurate when they are not curriculum referenced and do not give information about achievement.	• Grades are based on provincial curricula. • Report grades for each outcome to create a more complete profile of individual student strengths and weaknesses. This requires curriculum, instruction, assessment, grading and reporting all to be organized and aligned around the curriculum. • Develop and share assessment and evaluation protocols with students before they are assessed. • Students should track, record & report their learning.	**Sustain** – to become thoroughly familiar with quality assessment practices and to begin to implement in the classroom. • As new curricula are implemented, outcomes-based data collection and reporting methods will be developed. • Teachers are encouraged to explore ways to reach a common understanding with similar grade and subject area teachers, regarding weighting and calculation in gradebooks.
3. Provide clear descriptions of achievement expectations/learning targets; in student friendly language.	• Use clearly defined and agreed upon learning targets in understandable student and parent friendly versions, made available before and during instruction. • "Students can hit any target they can see and that holds still for them." (Stiggins, 2002.)	• Use clear student learning targets with clear descriptions communicated to students up front. • The challenge is to create clear descriptors of curriculum to judge students achievement so we can identify student achievement as competent or for a certain grade. • Have professional dialogues about student learning targets among teachers, so they develop shared understanding, apply standards consistently and establish shared levels of proficiency. • Homework - Avoid grading homework. Quiz or check items directly from the homework at another time. • Students have a better chance of hitting the target if it is clearly defined for all to see. • Samples of student work make various levels of proficiency clear. • Post user-friendly worded learning targets.	**Sustain** – Teachers will share learning targets with students in student friendly language.
4. Compare each student's performance to preset student learning targets; avoid assigning grades based on student's achievement compared to other students.	• Grading students by comparing his/her performance to one another distorts individual achievement. • One of the main problems in assigning grades based on student-to-student comparisons is, what should be the reference group? Should an individual student be compared to others in their particular class at that time? All who have taken that class over time? From their particular teacher or from all teachers? • The rationale for creating a competitive grading environment is that it provides motivation for students and that highly motivational students learn more; however, the motivational effects are not beneficial for all students.	• Base grades on preset achievement student learning targets – to be criterion referenced, not norm referenced in assigning grades. • Students need to participate meaningfully in their own learning journey. • Focuses on students' individual progress and achievement re: evidence of learning related to learning targets. • Learning targets in student-friendly language.	**Sustain** – Teachers will share learning targets with students so they can connect their learning to related outcomes.
5. Rely on quality assessments that show evidence of individual learning.	• Grades or marks are validated by and anchored in collaborative conversation and analysis of student work against agreed-upon criteria, by teachers, across grade levels and subjects, to insure consistency and fairness in judgment. Quality assurance and control processes ensure consistency of interpretation. (Davies, 2011) • Marks and grades are meaningful when-and only when-they are based on quality assessment. Thus, it is essential that teachers know, understand, and apply quality standards when they plan and implement assessment in their classrooms. According to Stiggins (1997) there are five quality standards: 1) setting clear and appropriate learning targets, 2) stating clear purpose(s), 3) matching learning targets to method, 4) selecting appropriate samples for the learning domain, and 5) controlling interference or distortion. • "Tests and other assessments should not surprise students. They should be aware of the learning targets …and understand what they will be asked to do to provide evidence of their learning. This does not mean that teachers should "teach to the test" (at least in the traditional meaning of this phrase); it means that teachers must "test the teaching" in a way which is fair and reasonable for their students" (Schafer, 1997)	• To address individual student needs, teachers should : • Have clear and appropriate learning targets. • Choose the best assessment method • "Student involvement in developing assessment approaches and student understanding about how teachers will assess their academic achievement, including how teachers will determine grades, is critical to support learning and encourage student success. Assessment is not something that is done TO students separate and apart from instruction; assessment must be-and must be seen to be-something that is done WITH students as an integral part of the learning process." (O'Connor, 2002) • Students need to be aware of their strengths and weaknesses	**Sustain** – Teachers explore ways to engage students in their own assessment and learning.

"In a school context, hope is the belief that all students can learn and that school staffs are capable of turning that belief into a reality." (Hulley 2005)

III. APPROPRIATE GRADE CALCULATION

BIG IDEAS	RESEARCH	EFFECTIVE TEACHER and STUDENT PRACTICES	PSSD Recommended Practice
6. Summarizing information and determining final grade.	• "Final grades are criterion referenced, not norm referenced. They are based on preset standards with clear descriptions of what each symbol means. • Final grades for special needs students are criterion referenced, and indicate level of attainment of the learning goals as specified in the IEP. The targets on which grades are based are clear to all parties. • The teacher understands various measures of central tendency (average, median, mode) and understands when each is the most appropriate one to use to accurately describe student learning" (Stiggins & Chappuis, 2005, p. 223). • "The principle limitation of any grading system that requires the teacher to assign one number or letter to represent…learning is that one symbol can convey only one meaning…one symbol cannot do justice to the different degrees of learning a student acquires across all learning outcomes. (Tombari and Borich, 1999, 2013)	• The gradebook may or may not have a mix of symbol types, but there is a sound explanation of how to combine them. • Rubric scores are converted to a final grade using consistent practices that result in an accurate depiction of the level of student attainment of the learning targets (Stiggins & Chappuis, 2005, P. 223). • The gradebook shows how students meet learning targets. • Students know the processes to be used.	**Sustain** – Teachers will use their professional judgment along with evidence of student learning they have collected from a variety of sources over time to determine grades.
7. Consider the measures of central tendency and use professional judgment; refrain from relying exclusively on the mean.	• Grades may mislead when they are based on simply calculating the mean (average) of a series of scores, due to the effect of outlier scores. • "Averaging falls far short of providing an accurate description of what students have learned… If the purpose of grading and reporting is to provide an accurate description of what students have learned, then averaging must be considered inadequate and inappropriate" (Guskey, 2001). • Grades or marks are derived from evidence present, not absent (thus devoid of practices such as assigning zeroes, grading on a curve, averaging, or penalty deductions) (Davies, 2008)	• Refrain from averaging grades together. The averaged grade does not reflect the student's achievement of targeted outcomes. • Refrain from using the mean as 'the measure'. • Consider other measures of central tendency and use professional judgment and discussion with all teachers. • Think and talk about not only the calculation, but the determination of grades. • Recognize that grading should not be merely a numerical, mechanical exercise. • "Assessments are modified for special needs students in ways that match instructional modifications described in IEPs. Such modifications result in generating accurate information on student achievement" (Stiggins & Chappuis, 2005). • Ensure students understand procedures	**Sustain** – Averaging grades together may not reflect current student achievement on specific student learning targets. Teachers are encouraged to consider other measures of central tendency.

The key question is, "What information provides the most accurate depiction of students' learning at this time?" In nearly all cases, the answer is "the most current information."

If students demonstrate that past assessment information no longer accurately reflects their learning, that information must be dropped and replaced by the new information.

Continuing to rely on past assessment data miscommunicates students' learning. *(Guskey, 2001)*

BIG IDEAS	RESEARCH	EFFECTIVE TEACHER and STUDENT PRACTICES	PSSD Recommended Practice

8. Student work should be:
• Assessed frequently (formative assessment)
• Graded occasionally (summative evaluation).
 	
Formative assessment can be used in summative evaluation.
 	
Avoid including all scores in a grade – sample student performance.
	• It is important that teachers, students, and parents recognize that learning is a process in which learners increase their knowledge, understanding, and skills as a result of effort, instruction, feedback from teachers and peers, and self-assessment and adjustment.
	• "We know that students will rarely perform at high levels on challenging learning tasks at their first attempt. Deep understanding or high levels of proficiency are achieved only as a result of trial, practice, adjustments based on feedback, and more practice" (McTighe, 1996, p.11). Therefore learners must believe that it is important and worthwhile to try and that it is acceptable to take risks and make mistakes; it is not necessary to always 'get it' the first time
	• Teachers distinguish clearly between teaching activities through which students learn and practice, and summative evaluations in which students 'perform' and show what they know, understand and can do.
	• It is not the type of assessment that is formative or summative, but the purpose of the collection and how students and teachers use the information gathered to adjust teaching and improve learning (William, 2009; Chappuis, 2009)
	• The key components of formative assessment for learning (AFL) are:
	  o Share the learning target with students from the beginning of the learning.
	  o Make adjustments in teaching as a result of formative assessment.
	  o Provide descriptive feedback to students from assessment.
	  o Provide opportunities for students to self and peer assess so that they understand their strengths and what they need to do to improve.
	• "When teachers join forces with their students in the formative process, their partnership generates powerful learning [targets]. Teachers become more effective, students become actively engaged, and they both become intentional learners." (Moss & Brookhart, 2012)
		• Practice is for purposes other than determining a grade
		• Avoid grading everything – if everything is graded, there's no time for students to practice, try again, improve or recover.
		• "'Scores' on formative assessments and other practice work (e.g., homework) are used descriptively as feedback to inform teachers and students of what has been learned and the next steps in learning. Grades are based only on summative assessments" (Stiggins & Chappuis, 2005).
		• "Grades are broken if scores for everything students do find their way into report card grades. The fix is to include, in all but specific, limited cases, only evidence from summative evaluations intended to document learning that is designed to serve as assessments of learning" (O'Connor, 2007).
		• The primary purpose of grades is to communicate a summary of student achievement at a particular point in time; that is, what students know, understand, and can do as a result of their learning.
		• Teacher and student should track formative assessments to show growth of knowledge over time.
		• Stiggins and Chappuis (2005) describe strategies that teachers can use to involve students including:
		  o Engage students in reviewing strong and weak samples in order to determine attributes of a good performance or product.
		  o Students practice using criteria to evaluate anonymous strong and weak work.
		  o Students work in pairs to revise anonymous weak work samples they have just evaluated.
		• Summative evaluation takes place after students have time and opportunity to learn. Students understand expectations and acceptable evidence. They are involved in co-constructing criteria and have opportunity and time to learn. (Davies , 2008)
			Sustain – include quality assessment practices in every day and long term practice.

a. Homework
"Homework is only valuable when it is closely tied to learning [targets]." (Marzano, 2001, 2007)
Why assign homework:
  • Practice
  • Intro to new content
  • Explore student interests
  • Prepare for upcoming lessons
  (Marzano, 2007; Wormeli, 2006; O'Connor, 2007)
	• "Homework (is most effective when) used as formative assessment & to adjust instruction." (Marzano, 2007; Wormeli, 2006; O'Connor; 2007)
	• Homework is not an evaluative tool.
	• "64% of today's students go home to no one." (Spence, 2009)
	• "Don't assume the home in homework." (Willms, 2010)
	• "Inherent in the old paradigm (of homework) are the assumptions that all students can do the work (not all of them can), that all the students have the time to do the work (not all of them do), and that students should take as much time as necessary to do the work (not all of them will)" (Vatterott, 2009, p.91)
		• Reporting of student achievement must be in relation to curriculum goals and outcomes. Assessment information which is not related to outcomes can be gathered and reported (e.g. attendance, behaviour, general attitude, completion of homework effort) to complement the reported achievement related to the outcomes of Pre-calculus 20. (Sk Curriculum Pre-calculus20, p.37)
		• Don't grade homework. Quiz or check items directly from the homework at another time. Descriptive feedback should be given to the student on the quality of the homework.
		• Do not assign practice homework for students who have already demonstrated proficiency at particular skills.
		• Check students understanding in class, the next day by assessing (formatively or summatively) a few questions.
		• To be effective, teachers should provide feedback to student's regarding their homework (Guskey & Baily, 2001; Marzano, 2009)
			Sustain – homework should not be used summatively in grades.
			
			Sustain – students should be able to complete/understand the homework assigned.

b. Final Exams or Culminating Tasks Final exams of culminating tasks require students to synthesize learning at the end of a unit or other instructional period. Consider a variety of formats for final exams or culminating tasks (see p.9 & 10)	• "Use a proper assessment method for the context; that is, a method that will effectively and efficiently gather the needed evidence of student achievement. The proper method depends on the nature of the learning goals (O'Connor, 2007, p. 76). • Exams are only *one way* for students to demonstrate understanding for a culminating assessment activity. Other examples include projects, demonstrations, talks, shows, and performance assessments. • If choosing to use a final exam, carefully consider what the purpose of the final exam is.	• Assessment should be authentic; it should determine the highest level of performance on worthy intellectual tasks. • Having a continuum or menu of assessments is essential – testing is adequate for monitoring performance. However, in order to improve performance a variety of assessment options is required.(see Page 9) • If the purpose of final exams or culminating assessments is for students to demonstrate what they have learned, then all students should be involved. • Only students in Grades 10-12 will write comprehensive final examinations. • No surprises • Student should understand how they will be assessed • Students should feel prepared and confident	**Sustain** – Final exams or culminating tasks should match the teaching approach. Students should have opportunities to demonstrate their understanding through an assessment format that allows them to use their learning strengths. (adapted from Hume, 2010) Only students in Grades 10-12 will write comprehension final exams and the weighting should be no more than 25% of the final grade.

"It's not too much then, for a Principal or colleague to pass a teacher in the hallway or stop by his or her classroom and ask, what's one thing you changed in the last two weeks in your instruction because of something you observed while assessing students?" Or put more directly, "What did you learn about a student *today* and what did or will do with that knowledge?" *(Wormeli, 2006)*

BIG IDEAS	RESEARCH	EFFECTIVE TEACHER and STUDENT PRACTICES	PSSD Recommended Practice
9. Emphasize more recent achievement. "Most recent evidence of student learning completely replaces out-of-date evidence when it is reasonable to do so. For example, how well students write at the end of the grading period is more important than how well they write at the beginning, and later evidence of improved content understanding is more important than early evidence" (Stiggins & Chappuis, 2005).	• Avoid summarizing evidence accumulated over time. • Learning is developmental and will grow with time and repeated opportunities. • "Educators generally recognize learning as a progressing and incremental process. Most also agree that students should have multiple opportunities to demonstrate their learning. But is it fair to consider all these learning trials in determining students' grades? If at any time in the instructional process students demonstrate that they have learned the concepts well and mastered the intended learning goals, doesn't that make all previous information on their learning of those concepts inaccurate and invalid? Why then should such information be 'averaged in' when determining students' grades" (Guskey, 2002).	• For any developmental learning we must emphasize the more recent evidence and allow new evidence **to replace, not simply be added to**, previous evidence. • By emphasizing the more recent information we acknowledge learning as a process. One of the most unfortunate effects of simply adding up all the scores is that many students will never be able to overcome the impact of early failures and very low scores. • When it comes to what grade to record in the grade book, the higher or lower one, always choose the higher grade. • Consider formative assessments as evidence only of learning and practice, not for formulating a grade. • Encourage students to learn from assessments as part of their learning journey, not exclusively as a final mark. • Include students to establish procedures for resubmissions, improvements and do-over's. • Students should have voice/input in establishing procedures for resubmissions, improvements, and d-overs.	**Sustain** – Teachers should use their professional judgment when determining grades and grades should be based on most recent evidence of student learning.
a. Recommends Schools will not offer to students at any grade level.	• Give priority to the most recent evidence. • Give priority or greater weight to the most comprehensive forms of evidence. • Give priority to evidence related to the most important student learning [targets] (Guskey & Bailey, 2001)	• Only use the most recent assessment information.	**Sustain** – Schools will not offer recommends to students at any grade level.
b. Honor Roll • Recognition of student achievement should not be based solely on marks. • Reasons to learn do not come from extrinsic motivators. **Acquaint** – In grades 10-12, a marks only honor roll is not supported in PSSD (by 2017).	• "Percentage grades give the community (students, parents, and community members) the wrong message of what school's all about, that it's the accumulation of points, when we should be doing everything to make clear that school is about learning". (Ken O'Connor, 2014) • "Recognizing excellence in academic performance is a vital aspect of any learning community…this recognition should be based on clear models of excellence developed from targets that represent our highest aspirations and goals for students. Educators more concerned with developing talent than with selecting talent should take pride in helping the largest number of students possible meet these rigorous criteria and high standards of excellence. Students will too. (Thomas Guskey, 2014) • "Completed work is not a reflection of mastery of a topic". (Tom Schimmer, 2012)	• A marks only based recognition of student achievement serves to rank and sort students. The shift in purpose for educators has moved from a ranking and sorting model to one where our desire is that all students be recognized as learners and that all students exceed their own expectations. • Use developmentally appropriate ways to affirm student growth in a variety of areas: creativity, collaboration, compassion, critical thinking, flexibility, resilience, ethics, initiative, citizenship…evidence of these types of areas could become the criteria for awards within the school. • Celebrate goal achievement – student set goals and then gather evidence of learning towards that goal. • Have students create their own awards. • Success or growth in an area should be celebrated on an on-going basis-could be done through announcements, newsletter, website, assemblies, class meetings, visits to the principal's office. Utilize monthly assemblies to celebrate student achievement in a variety of areas.	**Sustain** – The shift from percentages to levels of learning will provide a pathway to intrinsic motivation and continuous improvement. In our current reporting process, student success is compared to a standard rather than being compared to a classmate or to another student in another school in the province. A student's performance is compared to a set of expectations that clearly defines when a student has mastered what was expected. These expectations are detailed by the Ministry of Education in provincial curriculum documents. In most of our elementary schools, an honor roll does not exist. In other schools, student excellence is recognized in a variety of ways. The competitive spirit of learning is not to do better than a classmate, but rather to work together to meet challenging standards and perhaps move beyond what was thought possible.(John Kuzbik)

10. Engage Students
Ensure students have meaningful involvement in monitoring/tracking, reporting and communicating their learning and status… (Black & Wiliam, 1998).
 	
• Gradually release responsibility.
 	
• "The whole idea is to increase student's role as their own capabilities grow & reduce the teacher's role. "
(Marzano, 2008)
 	
• "Build student confidence as learners. "
(Hulley, 2005)
 	
• "Engage all students in their own assessment."
(Davies, 2010)
	• Students can – and should – play meaningful and key roles in assessment and grading that promotes achievement; involve students out of the grading process.
	• "One of the most powerful and straightforward ways a teacher can provide feedback that encourages learning, is to have students' track their own progress." (Marzano, 2006, p.89)
	• Classroom assessment is one form of feedback. Feedback is "the most powerful single modification that enhances achievement…give dollops of feedback" (Hattie & Timperley, 1992, p.9).
	• "When students are involved in their own assessment, mistakes become feedback they can use to adjust what they are doing. When students' mistakes are identified by others and feedback is limited to marks or letter grades, students are less likely to know what to do differently next time."(Black& William, 1998; Butler, 1987; Shepard & Smith, 1986, 1987).
	• "Self-assessment asks students to make choices about what to focus on next in their learning. When students make choices about their learning, achievement increases; when choice is absent, learning decreases"(Gearhardt &Wolfe, 1995; Harlen & Deakin-Crick, 2003; Jenson, 1998)
	• "When we set criteria with students the learning becomes more explicit. Student can confirm, consolidate and integrate new knowledge. Setting criteria with students scaffolds future learning. It helps teach students what quality looks like. Criteria can become a rubric when different levels of development, quality of achievement over time are described." (Davies, 2007)
		• Do learners have another chance to demonstrate what they can do better without penalty of previous effort?
		• Allow new evidence of learning to replace old evidence.
		• Use models, samples, exemplars.
		Teachers use feedback to assist students. In order to promote learning, feedback should be:
		• Not only social and managerial – but should help improve student learning.
		• Timely – at time of learning, not after
		• Continuous – allows students to self-adjust, try again.
		• Specific – increased descriptive not evaluative.
		• Tell specifically:
		  o what they have done well
		  o what needs improvement, and
		  o what they can do to improve.
		• Student's tracking/monitoring their own work so they know & can report on their own knowledge gain over time (Marzano, 2008).
		• Involve students in setting and using criteria
		• Engage students in self-assessment
		• Increase the sources of specific, descriptive feedback
		• Assist students to set goals
		• Have students collect and present evidence of learning in relation to [learning targets]. (Davies, 2007)
			Sustain – Teachers are encouraged to engage students in all parts of learning and assessment.
			
			Schools are encouraged to use student involved and/or student led conferences so students may present their own learning information to parents.

11. Use a Variety of Assessments • Selected Response • Extended Written Response • Personal Communication • Performance	• No single method can paint the picture needed and thus no single assessment should be the 'one' that gives the mark. (Prairie South School Division Grading Document) • Incorporate upper level thinking, not just testing of single concepts. Students need to explore what concept is being tested and how they will apply their knowledge to problem solve. • "Use a proper assessment method for the context; that is, a method that will effectively and efficiently gather the needed evidence of student achievement. The proper method depends on the nature of the learning goals. For example, to assess student mastery of content knowledge, we can rely on selected response or essay formats. But to assess mastery of performance skills or the ability to create products that meet certain standards of quality, we must turn to performance assessment" (O'Connor, 2007). • "We ensure reliability and validity through triangulation. If we only rely only on products as evidence of learning, we are not considering the breadth of the curriculum". (Herbst, 2014)	• A variety of assessment methods is necessary to create a complete picture of student understanding and mastery. • Provide students with options for how they will demonstrate their learning. Offer students a variety of tasks and chances to show their understanding – a menu of options. • If the aim is to improve learning, then the tasks must portray real life situations. • Match assessment purpose to appropriate assessment method. • Use Bloom's Taxonomy to develop assessments that address a variety of levels of thinking. • Students should learn to design criteria and assessments. • Offer students choice regarding variety of tasks and assessments to show their understanding.	**Sustain** – Teachers should use a variety of assessment and evaluation through the Menu of Assessment Methods on the last page of this document.

See following page for **Menu of Assessment Methods**

Triangulate – A Variety of Pathways

What Students **Say-Conversation**

> "Anything a student does, says, or creates is evidence of learning"
> Anne Davies (2009)

____ Class Discussion	____ Small group talk
____ Debate	____ Play/drama
____ Oral presentations	____ Reciting a poem/speech
____ Story/event retelling	____ Panel discussion
____ Agree/disagree and why	____ Music
____ Choral reading	____ Interviews
____ Think-Pair-Share	____Think alouds
____ You're the judge	____ Answer specific
____ Ask a question	____ Continuum lines/corners' discussions
____Make a comment	____ Podcast
____ Radio Show	____ Read alouds
____ Conferences	____ Oral exams
____ Other _____	____ Conversations
	____ Observing play with peers, social skills

Tools to Organize Data

___Rubrics
___Checklists
___Rating scales
___Anecdotal records
___Tally sheets
___Audio/Video recordings

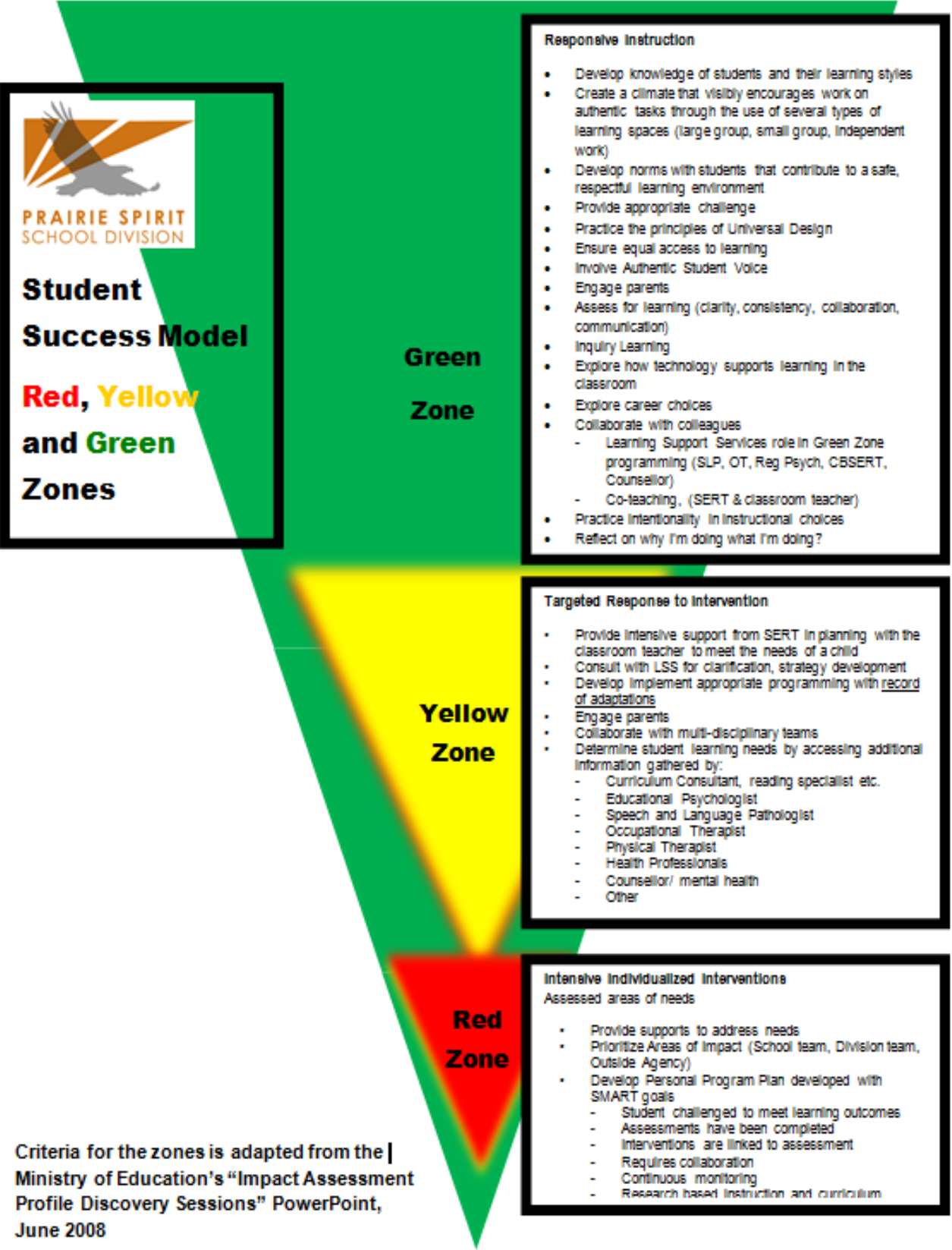### What Students **Do-Observation**

____ Total physical response	____ Hand signals for music conducting
____ Model building	____ Movement to answer corners
____ Simulations	____ Role playing
____Demonstration	____Reenactment
____ Game playing	____ Lab or other set up
____ Picture sorting	____ Interviews
____ Think-Pair-Share	____ Measurement
____ Gestures to show ideas	____ Placement of sticky notes on a wall
____Matching answers to questions cards	____ Steps in a sports move
____ Retelling	____ Debate
____ Recital	____ Proposal
____ Presentation	____ Assessment stations
____ Performance	____Seminars
____ Other _____	____ Other _____

Sources

___Self-assessment
___Peer-assessment
___Teacher-assessment

What Students **Create-Product**

Research

"All three modes – write, do, say and the corresponding assessment strategies used by the teacher – mark, observe, listen – are necessary and legitimate at ALL grades and in ALL subject domains. Which mode to use, and when, depends <u>not</u> on the age of the student, but on the nature of the learning to be assessed. All students, from Kindergarten to Grade 12 need opportunities to demonstrate their learning through all three modes." D. Cooper, 2009

____ Essay/compositions/poem/ Letter	____ Project
____ Concept map	____ Journal or log
____Summary of an event	____ Drawing of a concept
____ Portfolio	____ Power Point presentation
____ Poster	____ Pre/Post test
____ Blog or wiki entry	____ Color coding of important items
____ Annotation of their bookmarks	____ E-movie or YouTube video
____ Photographs	____ Videoconference preparation
____ Investigation/Inquiry	____ Film
____ Models	____ Exhibits
____ Experiments	____ Draft work
____ Quizzes/Test (matching, true/false, multiple choice, essay questions, short answer)	____ Student Response Devices -White Boards, Entrance/Exit Slip, traffic lights…
____ Other _____	____ Student developed graphics, concept maps, organizers and timelines

Student Success Model

Red, Yellow and Green Zones

PRAIRIE SPIRIT SCHOOL DIVISION

Green Zone

Yellow Zone

Red Zone

Responsive Instruction

- Develop knowledge of students and their learning styles
- Create a climate that visibly encourages work on authentic tasks through the use of several types of learning spaces (large group, small group, independent work)
- Develop norms with students that contribute to a safe, respectful learning environment
- Provide appropriate challenge
- Practice the principles of Universal Design
- Ensure equal access to learning
- Involve Authentic Student Voice
- Engage parents
- Assess for learning (clarity, consistency, collaboration, communication)
- Inquiry Learning
- Explore how technology supports learning in the classroom
- Explore career choices
- Collaborate with colleagues
  - Learning Support Services role in Green Zone programming (SLP, OT, Reg Psych, CBSERT, Counsellor)
  - Co-teaching, (SERT & classroom teacher)
- Practice intentionality in instructional choices
- Reflect on why I'm doing what I'm doing?

Targeted Response to Intervention

- Provide intensive support from SERT in planning with the classroom teacher to meet the needs of a child
- Consult with LSS for clarification, strategy development
- Develop implement appropriate programming with <u>record of adaptations</u>
- Engage parents
- Collaborate with multi-disciplinary teams
- Determine student learning needs by accessing additional information gathered by:
  - Curriculum Consultant, reading specialist etc.
  - Educational Psychologist
  - Speech and Language Pathologist
  - Occupational Therapist
  - Physical Therapist
  - Health Professionals
  - Counsellor/ mental health
  - Other

Intensive Individualized Interventions
Assessed areas of needs

- Provide supports to address needs
- Prioritize Areas of Impact (School team, Division team, Outside Agency)
- Develop Personal Program Plan developed with SMART goals
  - Student challenged to meet learning outcomes
  - Assessments have been completed
  - Interventions are linked to assessment
  - Requires collaboration
  - Continuous monitoring
  - Research based instruction and curriculum

Criteria for the zones is adapted from the Ministry of Education's "Impact Assessment Profile Discovery Sessions" PowerPoint, June 2008

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