

GRADING AND ASSESSMENT AT ACS

March 17, 2021

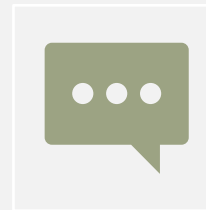
HOUSEKEEPING



We plan to cover as much as possible during the one hour we have scheduled. Some of us will be happy to stay past 7 if there are more questions.



Thank you for sending in your questions



If additional questions are coming up for you during the presentation, please throw them in the chat and we will add them to the list.



Please mute your microphones and feel welcome to leave your cameras on.

WHAT'S THE ULTIMATE GOAL?

- We believe that Prairie Spirit Graduates have real choice because they can collaborate, communicate, be creative, solve problems and engage as contributing citizens.
- We want them to feel confident and capable in their ability to learn and we want them to feel prepared for their life after high school.

FOCUS FOR THIS SESSION

1) History and Definitions

2) Point Gathering vs. Evidence Collecting

3) Clearly defined targets and criteria

4) Evidence Collection & Triangulation

5) Professional Judgment and Grading Scales

6) Your questions

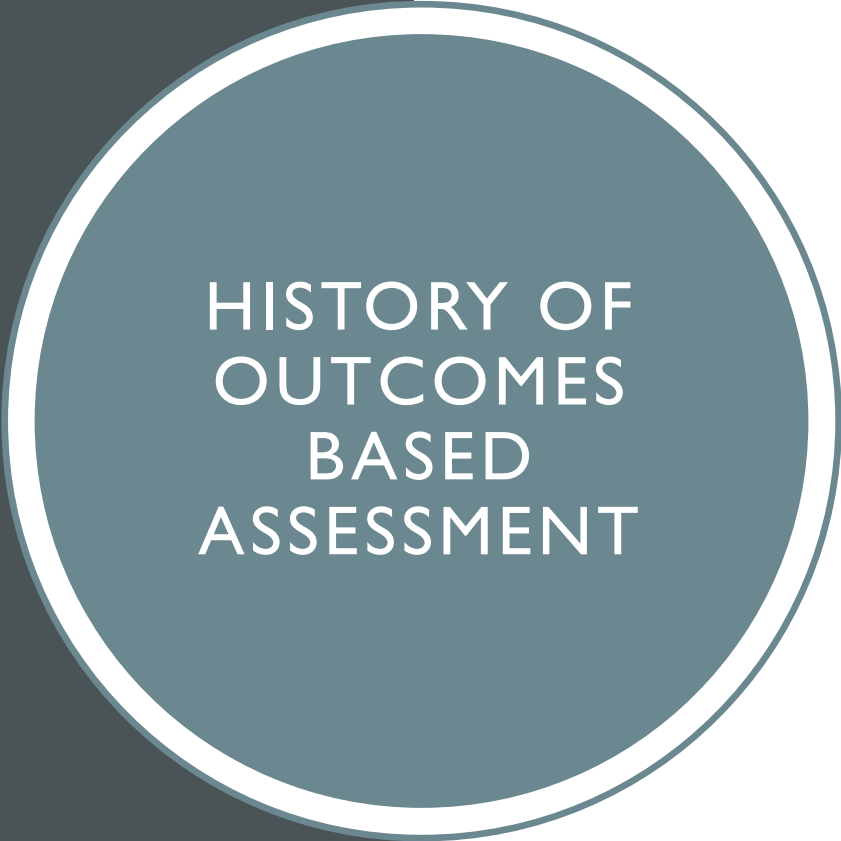
DEFINITIONS

WHAT OUTCOME BASED ASSESSMENT IS

- A system in which curricula includes outcomes – specific things that students should learn to know, understand or be able to do.
- A system where teachers are required to collect a variety of evidence that supports student's achievement towards those outcomes.

WHAT OUTCOME BASED ASSESSMENT IS NOT

- A system where there are no marks
- A system where there are no tests
- A system where there is no responsibility for students



HISTORY OF OUTCOMES BASED ASSESSMENT

- Mid 1990's - research began to uncover new understandings about grades and assessment. We began to understand the importance of formative assessment and the negative impacts that grading can have on learning.
- 2007 – PSSD's Quality Assessment Practices document laid out an implementation plan for the next 5 years and outlined beliefs about assessment
- 2008 - Ministry of Education renewed many K-12 curricula and provided direction that teachers' evaluation of student achievement should be based on a variety of assessment tools and techniques.
- April and Sept 2020 – documentation sent out to ACS high school parents related to assessment
- February 2021 – PSSD updated admin procedures related to Assessment

POINT GATHERING VS. EVIDENCE COLLECTION

POINT GATHERING

- Assignments/tests, etc. have points.
- Goals is to maximize the number of points.
- Assignment with more points carry more weight, have larger influence.
- Missing an assignment means points are missed.
- Even if all other work is of high quality, missing assignments hurt the overall mark –unless it is exempted.
- When points are given, it signals that the learning is over.

EVIDENCE COLLECTION

- Assignments/tests, etc. have levels.
- The goal is to learn –and get to the next level by either taking the next step towards the target or exceeding past it.
- Assignment are opportunities to learn and demonstrate understanding and skills.
- Missing an assignment means missing an opportunity to either learn or supply evidence.
- Students can demonstrate knowledge or skill at any time – observations, products and conversations.

In an evidence collection paradigm...day to day, students know where they are going (learning target), where they are (feedback), and might be able to determine what their next steps could be to hit the learning target.

LEARNING TARGETS

Outcome FM-3 “Investigate and represent the motion of objects that undergo acceleration”

Performance Criteria:

- I can evaluate the reliability of data and discuss sources of error
- I can convert units as necessary to compare motion or solve problems
- I can solve problems related to distance and time
- I can perform calculations relating to motion and acceleration
- I can interpret and construct graphs to represent motion

LEARNING TARGETS

Learning targets and performance criteria should be discussed/shared with students prior to summative assessments occurring.



Students should be involved in creating criteria when appropriate and always aware of criteria before a grade is determined.





Students should, at any time, be able to know where they are in relation to the target.

Outcome FC-1: Predict products of the five basic types of chemical reactions and evaluate the impact of these reactions on society and the environment. (DM, SI)

I can Statements:

- I can predict the products of 5 types of chemical reactions
- I can balance chemical equations
- I can explain types of reactions in human technology
- I can explain types of reactions in nature

Indicator	I can predict the products of 5 types of chemical reactions			
	I can list the 5 types of chemical reactions	I can identify the type of reaction <u>in a given</u> equation	I can predict the products of and balance a reaction when given reactants	I can create and correct questions related to predicting products and balancing reactions
				
Attached Evidence & Feedback:				

Indicator	I can balance chemical equations			
	I can write electrically neutral compounds	I can differentiate between subscripts and coefficients	I can use coefficients to ensure a chemical equation follows the Law of Conservation or Mass	I can create and correct questions related to predicting products and balancing reactions
		I can follow the rules of balancing equations		
				
Attached Evidence & Feedback:				

FM30.6 Permutations and Combinations

Demonstrate understanding of combinatorics including: the fundamental counting principle, permutations (excluding circular permutations) and combinations.

Beginning: Partial or limited understanding. Few connections made between concepts. With help and a lot of support, you can barely get there.		40%
<ul style="list-style-type: none">o I can develop, generalize, explain and apply the fundamental counting principle.o I can represent and solve counting problems using a graphic organizer.o I can determine the value of a factorial.		
Approaching: Basic understanding. Completed with some assistance. You get it, but you need the teacher's help to do it.		60%
<ul style="list-style-type: none">o I can represent and solve counting problems using a graphic organizer.o I can justify assumptions made in a counting problem.o I can create and solve situational questions involving the fundamental counting principle.		70%
Meeting: Proficient. You got it. What we did in class you completely understand. Can work without assistance.		75%
<ul style="list-style-type: none">o I can develop, generalize, explain and apply strategies for determining the number of permutations of n elements taken r at a time.o I can develop, generalize, explain and apply strategies for determining the number of combinations of n elements taken r at a time.o I can develop, generalize, explain and apply strategies for determining the number of permutations of n elements taken r at a time where some of the elements are repeated.o I can explain, using examples, why order is or is not important when counting arrangements.o I can solve equations that involve factorials.		85%
Mastery: Deep or enriched understanding. Demonstrates application of learning. Extends beyond expectation. You can take what we're doing and extend beyond or apply what we've learned to a new context we haven't discussed.		90%
<ul style="list-style-type: none">o I can solve situational questions that require me to decide if I should use permutations or combinations.o I can solve situational questions that involve probability and counting principles.		100%

The purpose of this outcome report is to inform parents and students on where the student is currently at on this particular outcome and to communicate possible ways to improve. Information has been collected by using observations, conversations and products and will be used to determine a grade for this outcome when necessary. Students are always able to provide additional evidence in order to show that they have met the stated outcome.

EVIDENCE COLLECTION

Evidence will be collected from multiple sources including observations, conversations and products (triangulation)

Students will have multiple opportunities for feedback prior to receiving a grade.

WHY DO WE USE DIFFERENT TYPES OF ASSESSMENT?

Product Outcomes

- **Learning that requires students to create a product**
- **Common Verbs and Phrases:**
 - Create
 - Construct
 - Design
 - Produce
- **Types of Assessment Methods:**
 - Performance Task
 - Teacher observation
 - Student Self-Assessment

Skill Outcomes

- **Must be demonstrated and observed**
- **Common Verbs and Phrases:**
 - Perform
 - Implement
 - Demonstrate
 - Calculate
 - Model
 - Participate
- **Types of Assessment Methods:**
 - Essay
 - Performance Task
 - Student Self-Assessment
 - Teacher observation

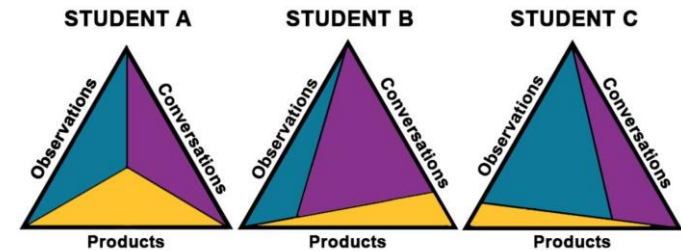
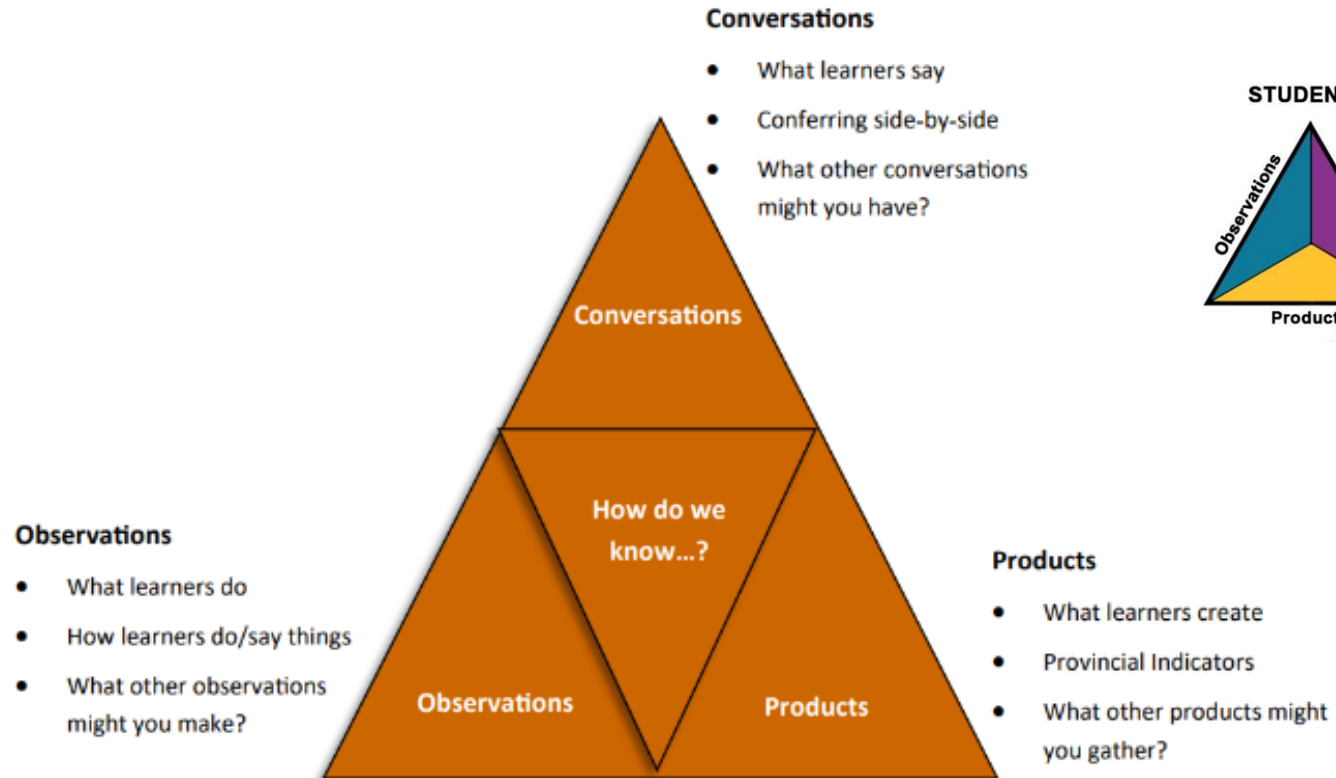
Reason Outcomes

- **Using and applying knowledge**
- **Common Verbs and Phrases:**
 - Predict
 - Infer
 - Compare
 - Summarize
 - Analyze
 - Explain
- **Types of Assessment Methods:**
 - Essay
 - Short answer
 - Oral questions and answers
 - Performance Tasks
 - Teacher observation

Knowledge Outcomes

- **Specific facts and content.**
- **Common Verbs and Phrases:**
 - Identify
 - Recall
 - List
 - Label
 - Recognize
- **Types of Assessment Methods:**
 - Selected response
 - Short answer
 - Oral questions and answers
 - Teacher observation

Evidence Collection – Triangulated





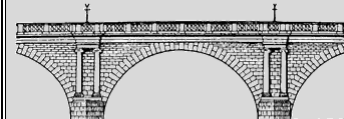

GRADING AND PROFESSIONAL JUDGEMENT

Teachers are required to use professional judgment to assess all evidence in order to provide a summative grade.

Grading scales at the Grade 10 to 12 level will require a final percentage mark to be submitted to the Ministry of Education.

At minimum, teachers will report a percent achievement level at mid-course.

Professional judgment and triangulation must be used to determine a final grade. The Division does not support automated grade calculation using an electronic gradebook **when not accompanied** by teacher professional judgment. Evidence of student learning from a variety of sources should be carefully scrutinized.

1	2	3	4
BEGINNING	APPROACHING	MEETING	MASTERY
 <p>Demonstrates a partial knowledge and understanding</p>	 <p>Demonstrates a basic knowledge and understanding</p>	 <p>Demonstrates a complete knowledge and understanding</p>	 <p>Demonstrates a deep knowledge and understanding</p>

	BEGINNING	APPROACHING		MEETING		MASTERY	
	40%	60%	70%	75%	85%	90%	100%
Grading	Partial or limited understanding SMOKE	Basic understanding Completed with some assistance Not sustained FLAME		Complete understanding Proficient Consistently independent FIRE		Deep or enriched understanding Demonstrates application of learning Extends beyond expectations BONFIRE	

GRADING AND PROFESSIONAL JUDGEMENT

When grading, we are looking for enough evidence to say whether a student has met (or perhaps exceeded) the standard.

Newer evidence can and should replace older evidence.

We often include students in looking at the evidence to determine a final grade.

FREQUENTLY ASKED QUESTIONS

MY STUDENT FEELS
DISCOURAGED BY THE
LACK OF GRADES BEING
ASSIGNED *DURING* THE
LEARNING PHASE. SHE
FEELS LIKE “WHAT’S THE
POINT IF I’M NOT GETTING
A GRADE?”

- Everything a teacher assigns in the "learning phase" will be related to a specific learning target, and is thus, important
 - Think of this like a hockey practice, coach can give you feedback so you can get better so when it "counts", you are ready
- Research on human motivation suggests that people are motivated by the need to direct their own lives, to learn and create new things, and to do better by our world and ourselves.
- Students who are fed a steady diet of evaluative feedback tend to select tasks that are low in difficulty, with an eye to getting them done as quickly and easily as possible.

MY STUDENT NEEDS TO
KNOW HOW TO WRITE TESTS
IN ORDER TO BE SUCCESSFUL
IN THE FUTURE. IF THIS ISN'T
HAPPENING REGULARLY,
HOW ARE THEY GOING TO BE
PREPARED?

- Learning and testing are two very different things
- Learning is our top priority
 - If a student learns how to learn, then they should be able to perform well on exams
- How often does a student need to write an exam in order to learn *how* to write an exam?
- Reasons why a teacher may not give an exam:
 - Hard to gather higher level thinking from an exam
 - Leads to cramming, not understanding
 - A variety of assessment events (including conversations, observations and products) paint a more complete picture of what a student knows
 - An exam is only a snapshot of what a student knows that day/hour
 - Exams have a time limit, every learner is different and process information differently
 - Outside factors (anxiety, home events etc...) have an adverse impact on exam results
 - May prefer a more "active" way of assessing instead of "passive"

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PREPARED?

- Reasons for a teacher to use an exam:
 - The information they gather is of a specific level
 - Recall facts, repeat algorithms etc ...
 - To gathering specific evidence that hasn't been shown yet
 - To prepare students to write exams in the future
- Of all the things a student needs to be able to do in their future, the ability to write an exam is only one skill at the end of a long list of necessary skills:
 - Being able to communicate effectively
 - Being able to collaborate with co-workers
 - Being able to think critically and problem solve
 - Being able to self-evaluate
 - Being of high character
 - Being able to think creatively
- Teacher's use a variety of assessing methods to get a better picture of the depth of a student's knowledge, including exams.

WHAT ABOUT MEETING
DEADLINES AND DUE
DATES? IF THESE DON'T
EXIST, HOW ARE WE
PREPARING STUDENTS FOR
THE "REAL WORLD"?

- Every student learns at different rates, come from different home situations and have different stressors/supports in their lives
 - We are not here to punish students for these differences
- Schools are not "one size fits all", we try to respond to the needs of individual students
- Learning doesn't have an end date, there needs to be flexibility for students to show what they have learned
- When students and teachers work together to collect evidence that supports a learning goal, they do need to manage timelines and due dates
- Students can learn the value of deadlines and due dates in other ways, not just at school
 - Their first part-time job
 - Meeting deadlines at home

WHY CAN'T I CHECK
POWERSCHOOL FOR MY
STUDENT'S GRADES
ANYMORE?

- Powerschool only operates in numbers
- Research is very clear that evaluative feedback (letter grades or marks) can be detrimental to learning and that providing meaningful descriptive feedback is much more supportive of learning.
- We are looking to communicate about learning using a variety of methods (phone calls, emails, Fresh Grade, student outcome sheets) that better capture the progress a student is making.

WHY DID
SASKATCHEWAN
IMPLEMENT THIS
SYSTEM?

OTHER
QUESTIONS?

