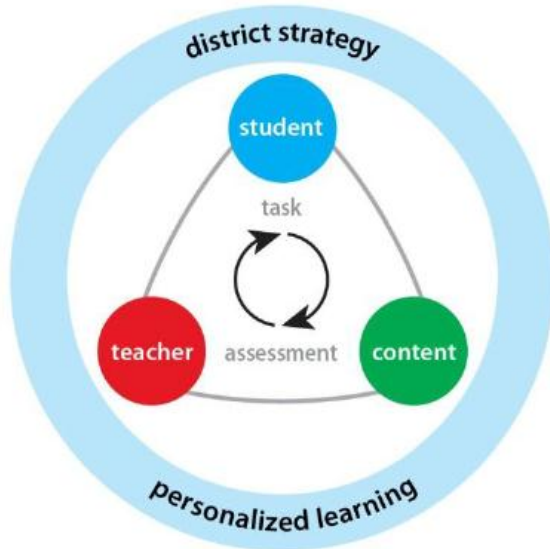




Assessment and Reporting

Samuel W. Shaw



Calgary Board
of Education

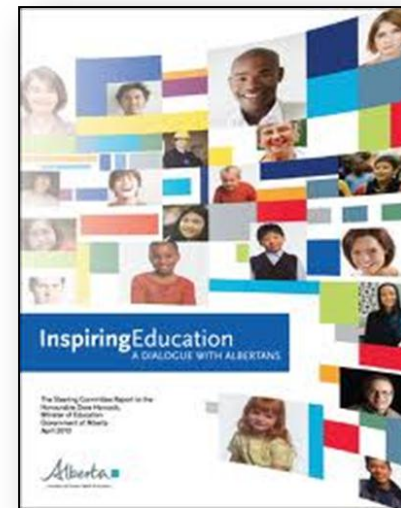
Learning is our Central Purpose

Shifting toward a new vision for education:

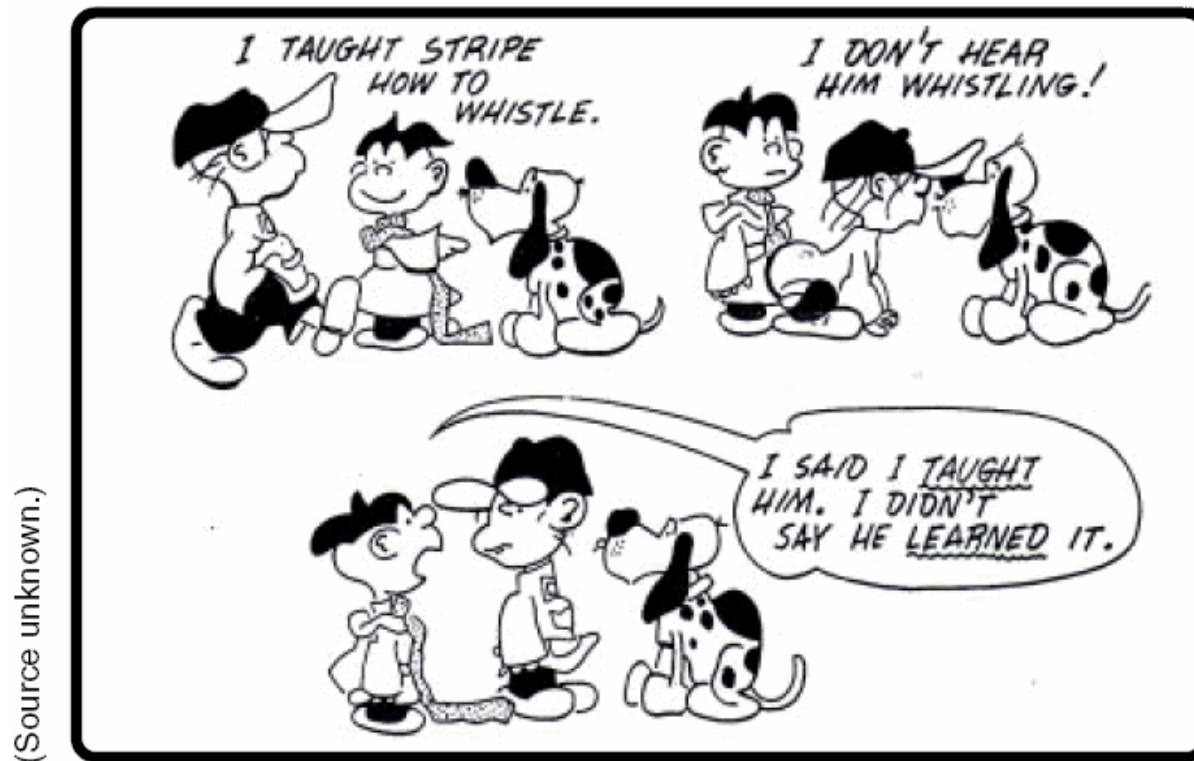
- Engaged Thinker
- Ethical Citizen
- Entrepreneurial Spirit

Promoting competencies of today's world and for the future

- Literacy
- Numeracy
- Critical thinking
- Problem-solving
- Global understanding
- Creativity



Teaching – Assessment – Learning



“Assessment: the bridge between teaching and learning”

William, 2011

Teaching – Assessment – Learning

Assessment is the ongoing process of gathering a variety of student assessment evidence to make decisions for improvement of student learning. (The Alberta Student Assessment Study: Final Report, Alberta Education, 2009, p.3)

Formative vs. Summative

Summative	Formative
Checks what has been learned to date (Evaluative)	Checks learning to decide what to do next.
Is designed for those not directly involved in daily learning and teaching.	Is designed to assist teachers and students.
Is presented in a formal report.	Is used in responding to student work and in conversation.
Usually summarizes information into marks, scores or grades	Usually detailed, specific, and descriptive feedback in words and in relation to criteria that has been set.

Formative vs. Summative

Summative	Formative
Usually compares the student's learning with either other students or the 'standard' for a grade level.	Usually focused on improvement compared with the student's 'previous best' and progress toward a standard.
Does not need to involve the student.	Needs to involve the student (the person most able to improve the learning).
<i>Assessment of Learning</i>	<i>Assessment for Learning</i>

Formative vs. Summative



"When the cook tastes the soup, that's formative assessment; when the customer tastes the soup, that's summative assessment."

Assessment and the CBE

Rich assessment is the **systematic** gathering, interpreting, and responding to **information** about students. **Teachers** and **students** need to know what students know, how they know it, how they show it and what they need to know next.

CBE Guiding Principles of Assessment, p. 2

High Quality Feedback

Will the feedback help the learner improve their learning?

- Timely
- Connected to learner outcomes
- Specific
- Strengths
- Questions – Next steps
- Personalized
- Accessible

High Quality Feedback

What does it look like?

- Descriptive feedback in D2L
- I can statements based on Program of studies.

Name: _____ Homeroom _____

I Can...Decimals

I can ...	I Totally Get It	I Think I Pretty Much Get It (I Should Review and Practice a Little More)	I Don't Quite Get It Yet! (I Should Set a Goal to Work on This)	I don't get it at all (I should make arrangements to get help from the teacher)
1. Apply the divisibility rules.				
2. Add, subtract order and compare decimals.				
3. Multiply and divide decimals.				
4. Solve word problems that involve operations with decimals				

Do you need to set a goal to work on one or more of the above learning objectives in order to fully understand the concept/skill?

Goal:

Plan for Learning:

Assessment details

Objective-based Assessment

Rubric Name: Copy of Copy of Copy of Copy of pH Investigation

Criteria	You Totally Get It!	You Pretty Much Get It!	You Are Getting There!	This was not demonstrated due to absence or lack of participation/completion.	Feedback
3. Knowledge Outcome: Identify acids, bases and neutral substances, based on measures of their pH using red/blue litmus paper and 0-14 indicator paper.	✓				On your pH scale, you clearly and accurately identified all of the household items we tested during the lab. Great Job!
1. Skill Outcome: Work collaboratively with classmates to gather and record data.		✓			This is a skill that will continue to develop as the year progresses and you participate in more labs. Sometimes you and your lab partners needed some prompting to stay focused on the task, but in the end you gathered and recorded the data accurately.
2. Skill Outcome: Explain discrepancies in data (why were some of your pH readings different from your classmates).		✓			
Overall Score	Level 4	Level 3	Level 2	Level 1	Feedback
Overall Score					

High Quality Feedback

Grades cause an emotional reaction – either positive or negative. Feedback causes you to think and engage, which is reflective learning. Dylan Wiliam

Changing Reporting Process

Why?

- Learning is our central purpose (formative feedback)
- Provincial movement to competency-based learning (Inspiring Education)
- CBE is a learning organization

What?

- Common K-9 system outcome based report card (compared to the Program of study)
- Stems define the subcomponents of the Program of Study
- Twice a year
- No summative grade/mark

New Report Card

 Samuel W. Shaw School 115 Shannon Dr SW Calgary, AB T2Y 0K6 Phone: (403) 777-6163 Principal: Dennis Fisher Website: www.cbe.ab.ca/8095			
Report Card Date: Dec 04, 2013			
Student Information Student ID: 03)  Grade 08 Homeroom: Ms. L. Dunlop - C. Woolfrey (B-142) ALBERTA EDUCATION ID:			
Parent Information			
Academic Achievement Indicators		Citizenship, Personal Development, Character Summative Indicators of Success (June only)	
5	Excellent achievement of grade level learner expectations (Understands and applies new concepts in a wide variety of learning situations. Consistently uses required skills and strategies effectively.)	EX	Exemplary Strengths
4	Very good achievement of grade level learner expectations (Understands and applies new concepts to most learning situations. Frequently uses required skills and strategies effectively.)	EV	Evident Strengths
3	Satisfactory achievement of grade level learner expectations (Understands and applies new concepts to specific learning situations. Uses most required skills and strategies appropriately.)	EM	Emerging Strengths
2	Improvement needed in meeting grade level learner expectations (Requires repeated instruction to understand and apply new concepts in learning situations. Needs much support to use required skills and strategies.)	SR	Network of Support Required
1	Not yet meeting grade level learner expectations (Unable to understand and/or apply new concepts in learning situations. Has great difficulty using skills and strategies.)	General Indicators	
		IPP	Individual Program Plan
		NR	No Evaluation Recorded
The use and processes of technology, as defined by Alberta Education ICT outcomes are infused into core and some other subjects and are included in the calculation of these marks. *Citizenship, Personal Development and Character are integral parts of all programs. They are not classes.			
*R3-Citizenship in Learning		Report 1	Report 2
Teacher(s): Ms. L. Dunlop			
Exercises democratic rights and responsibilities within the learning community			
Demonstrates respect and appreciation for diversity			
*R4-Personal Development through Learning		Report 1	Report 2
Teacher(s): Ms. L. Dunlop			
Sets and works towards learning goals			
Engages in learning with confidence and persistence			
Works and collaborates effectively with others			

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*R5-Character in Learning		Report 1 Report 2
Teacher(s): Ms. L. Dunlop		
Treats others with respect and compassion		
Makes responsible decisions		
Art 8		Report 1 Report 2
Teacher(s): Mr. P. Noel		
Demonstrates a range of techniques and approaches		5
Understands and applies art concepts across contexts		5
Explores and expresses ideas through art		5
Band 8		Report 1 Report 2
Teacher(s): Ms. J. Coltrah-Bolen		
Demonstrates a range of elements and skills		
Understands and applies music concepts across contexts		
Explores and expresses ideas through music		
Core Humanities 8		Report 1 Report 2
Teacher(s): Ms. L. Dunlop, C. Woolfrey		
Ready to explore, construct and extend understanding		
Writes to develop, organize, and express information and ideas		
Manages and evaluates ideas and information		
Communicates effectively through speaking and listening		
Expresses ideas and constructs understanding through a variety of media		
Understands and makes connections between concepts		
Explores events and issues from different points of view		
Develops approaches for inquiry and research		
Communicates ideas in an informed and persuasive manner		

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Core Math 8		Report 1 Report 2																
Teacher(s): Ms. L. Dunlop, C. Woolfrey																		
Understands mathematical concepts and relationships																		
Uses mathematical reasoning to analyze and solve problems																		
Develops effective strategies for mental mathematics, estimation and computation																		
Visualizes, models and communicates mathematical ideas																		
Core Science 8		Report 1 Report 2																
Teacher(s): Ms. L. Dunlop, C. Woolfrey																		
Understands and makes connections between concepts																		
Analyzes and solves problems through scientific reasoning																		
Develops skills for inquiry and communication																		
Explores scientific events and issues in society and the environment																		
Phys Ed 8		Report 1 Report 2																
Teacher(s): Ms. M. Hammond																		
Performs and refines movement skills																		
Cooperates to demonstrate fair play and teamwork																		
Explores strategies for leading a healthy, active way of life																		
<table border="1"> <thead> <tr> <th></th> <th>Report 1</th> <th>Report 2</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>86</td> <td>93</td> <td>179</td> </tr> <tr> <td>Number of Days Late</td> <td>0.0</td> <td>0.0</td> <td>0</td> </tr> <tr> <td>Number of Days Absent</td> <td>14.5</td> <td>3.0</td> <td>14.5</td> </tr> </tbody> </table>			Report 1	Report 2	Total	Attendance	86	93	179	Number of Days Late	0.0	0.0	0	Number of Days Absent	14.5	3.0	14.5	
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Attendance is calculated to the day report cards are printed. For a more accurate report, please call the school.

Four Questions

What am I learning?

How do I know I'm learning?

How can I show what I've learned?

Why have I learned what I've learned?

Keeping Parents Informed

Over the course of this year, we need to talk about some key questions:

- What is most important for you to know about how your child is doing at school?
- Are there ways that teachers have communicated this information to you that you think are particularly effective? Ineffective?
- Do you have other ideas about how we could better communicate?

Questions?





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