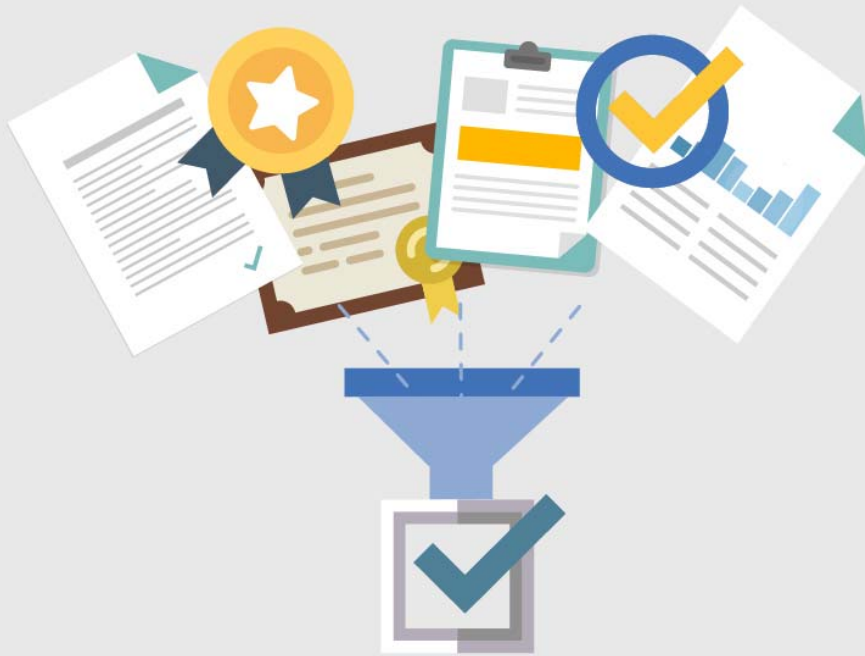



Communicating Student Learning

MARCH 2019



The illustration shows a funnel-shaped process. At the top, several documents and icons represent input: a document with a star, a document with a ribbon, a document with a checkmark, and a document with a bar chart. Dashed lines lead from these items into a blue funnel. Below the funnel is a square box containing a large checkmark, representing the final output or assessment.



**REPORTING
vs
ASSESSMENT**

Communicating Student Learning



Interim Reporting Order – Fall 2016

Highlights of Reporting Order :

- Align with the new curriculum
- Descriptive feedback regarding the curriculum standards
- Metacognitive processes included
- Self reflection and assessment by students
- Multiple opportunities for feedback on learning
 - Snapshots vs Summative
- Ongoing, flexible, responsive, effective communication



Report Cards: Communicating Student Learning

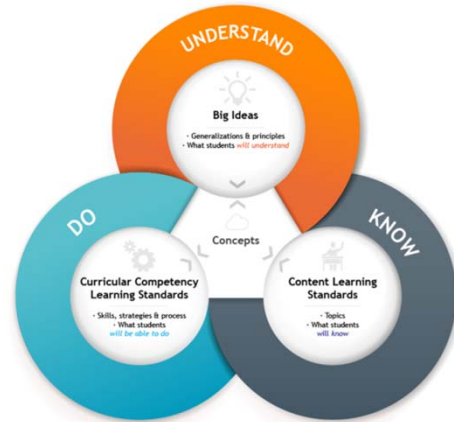


Same	Not So New
<ul style="list-style-type: none"> • Grading Scales For Kindergarten students → Three Point: <i>Approaching, Meeting, Exceeding Expectations</i> • Grading Scales For grades 1 - 3 students → Four Point: <i>Not Yet Meeting, Approaching, Meeting, Exceeding Expectations</i> • Grades 4-9 → Letter Grades • Grades 10-12 → Percentages • Three report cards - December, March and June • Two Parent Teacher Interviews • Interim/Progress Reports 	<ul style="list-style-type: none"> • Report card design K-9 • Uploaded to parent MYED portal • Self-Assessment of the Core Competencies

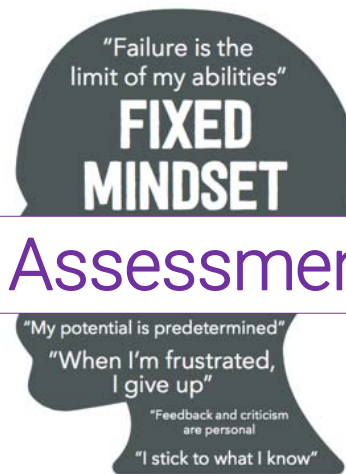
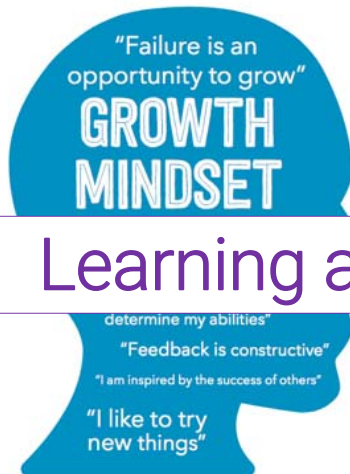
Curriculum and Assessment 2019



- Competency driven
- Concept based
- Content guided
- Plan for deep learning
- Active engagement of learners
- Assessment used as a formative tool
- Flexible structures
- Self assessment a key component
- Student owned learning



Establishing a Learning Culture



Learning and Assessment

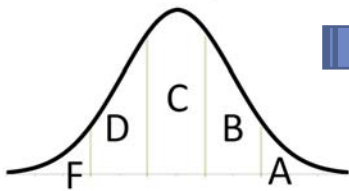
Grading as Opposed to Learning



“Your child received an ‘A’ in English”

How to Grade on a Bell Curve

In 5 Steps



- Assignments
- Expectations
- Resources
- Units
- Assessments
- Add up scores and divide

Grading as Opposed to Learning



You were assigned a grade...
through an **unknown number of observations**,
compared to an **unknown collection of performances**,
within an **unknown sample size**,
the **rank** of “unusually good,”
when judged by a **set of culturally specific standards** for knowledge,
skills, and attributes in one language.
Some of your grade represents your
ability to comply with instructions and behave in an orderly fashion

Learning as Opposed to Grading



- Assignment expectations clearly outlined
- Assessment goals articulated prior to starting
- Expectations collaboratively created
- Large number of formative assessments

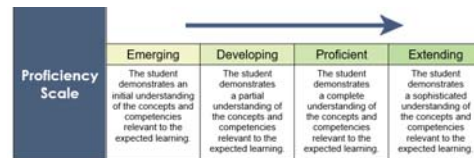


Grade bands

Learning vs Grading



- High expectations = Rigour
- Formative feedback = multiple opportunities for demonstration of learning
- Collaborative environment (focus on Thinking, Communication, Personal and Social Responsibility)
- Clear articulation as to what learning is required and steps to get there



	Emerging	Developing	Proficient	Extending
Proficiency Scale	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Recognition

- Academic achievement is still recognized with an additional focus on attitude, effort, and participation
- Leadership
- Citizenship
- Significant contributions to the school community
- E-portfolios

