



North Vancouver School District

Communicating Student Learning K-12:
Handbook for Assessment, Evaluation
and Reporting



North Vancouver
School District
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FOREWORD

Our schools strive to provide all students with opportunities to be challenged and to succeed in educational programs.

The purpose of this document is to provide clarity and consistency for assessing, grading and reporting. This document is intended to support teachers in developing consistent and effective assessment practices that will enhance student learning and achievement from Kindergarten to Grade 12.

On behalf of the North Vancouver Board of Education, I extend my appreciation and gratitude to the team of teachers and administrators who created this key classroom tool. This instructional resource has been prepared by Joanne Robertson, Director of Instruction, Julie Parker, Director of Instruction, Kathleen Barter, District Administrator and the District Assessment Team: Jeffrey Aw-Yong, Joe Campbell, Ann Copp, Spencer Kelly, Trina Kienzle, Corrine Kinnon, Jennifer Macdonald, Erin Madsen, George Polymenakos, Claire Spofforth, Susan Teegen, Vicki Thomas, Kat Thomson, Erica Toombs, Jennifer Wilson, Justin Wong,

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INTRODUCTION

This handbook is designed to complement and reinforce provincial and local policies by providing Kindergarten to Grade 12 educators in the North Vancouver School District with recommended guidelines and classroom practices for assessment of student progress that is clear, consistent, and well aligned across schools.

The North Vancouver School District is committed to enabling all students to reach their potential and to achieve success in school according to their interests, abilities, and goals. Research indicates that quality assessment positively affects levels of student learning, student efficacy, and learner engagement. Teachers play a critical role in using thoughtful, differentiated assessment practices, focused feedback, and clear reporting guidelines to support student learning and success.

The primary purpose of this document is to improve student learning by outlining Ten Principles for Quality Assessment and identifying the best practices, strategies and tools for authentic classroom assessment.

This resource focuses on the processes and protocols for assessment, evaluation and reporting. For additional details and information, please refer to the [North Vancouver School District Assessment Policy](#), the [British Columbia Ministry of Education Classroom Assessment and Reporting](#) website and related Ministerial Orders and Policy documents, and the professional resources listed in the References (p. 56-57).

KEY DEFINITIONS

Assessment

- is the process of gathering, from a variety of sources, information that accurately reflects how well a student is meeting the curriculum expectations
- provides evidence of what the student knows, understands, and is able to do
- is continuous, collaborative, consultative, and based on a set of criteria
- provides clarity in identifying students' learning needs both for the instructor and for the student

Evaluation

- is the process of making judgements about the quality of student learning/performance based on established criteria
- is based on a broad range of assessments
- provides data on student achievement related to learning standards
- provides the instructor guidance around instructional decisions and programs

Reporting

- is both formal and informal communication of students' achievement on curricular expectations
- communicates an evaluation of students' performance based on learning standards and their demonstration of learning skills and work habits
- represents a summary of teachers' professional judgements about student achievement
- gives descriptive feedback in the form of comments, indicating what students have learned, areas for further development, and guidance to help them improve



NVSD ASSESSMENT AND REPORTING POLICIES

In the North Vancouver School District [Policy 209](#), Student Assessment, revised in May 2013, reflects the Ministry's guidelines and principles for fair and transparent assessment and reporting of student achievement.

Policy

The Board of Education is committed to supporting student learning through quality assessment practices. Assessment is the continuous process of gathering data on student learning and performance, using a variety of methods over time. Assessment must be transparent, purposeful, reliable, valid and reflective. It provides valuable and useful information to the students, the teachers, and parents as they work together in improving learning, building skills, and acquiring knowledge.

Educators formatively assess by observing students, using effective questioning strategies, and setting tasks that require students to use specific skills, apply new ideas, and to communicate, reflect, and extend their learning in a variety of ways.

Educators summatively assess student learning at a particular point in time based on criteria that are measurable, well-defined, and useful for future student learning and for teachers' ongoing reflection of their professional practice.

Assessment is part of the learning process that represents each learner's unique character. Assessment procedures must be developed in accordance with BC Ministerial Orders and Policies and relevant North Vancouver School District Handbooks.

Student assessment and evaluation in North Vancouver School District:

- is communicated clearly to students and parents
- is ongoing, research-based, varied in nature, and administered over a period of time to allow students to demonstrate their full range of learning
- provides ongoing descriptive feedback that is clear, meaningful, and timely
- informs best teaching practice in order to adjust instruction to meet student learning needs
- uses clearly identified curriculum outcomes and criteria
- engages and includes students in monitoring and critically reflecting on their learning in order to self-assess their personal growth; and
- respects the developmental differences of students recognizing that students learn at different rates and in a variety of ways

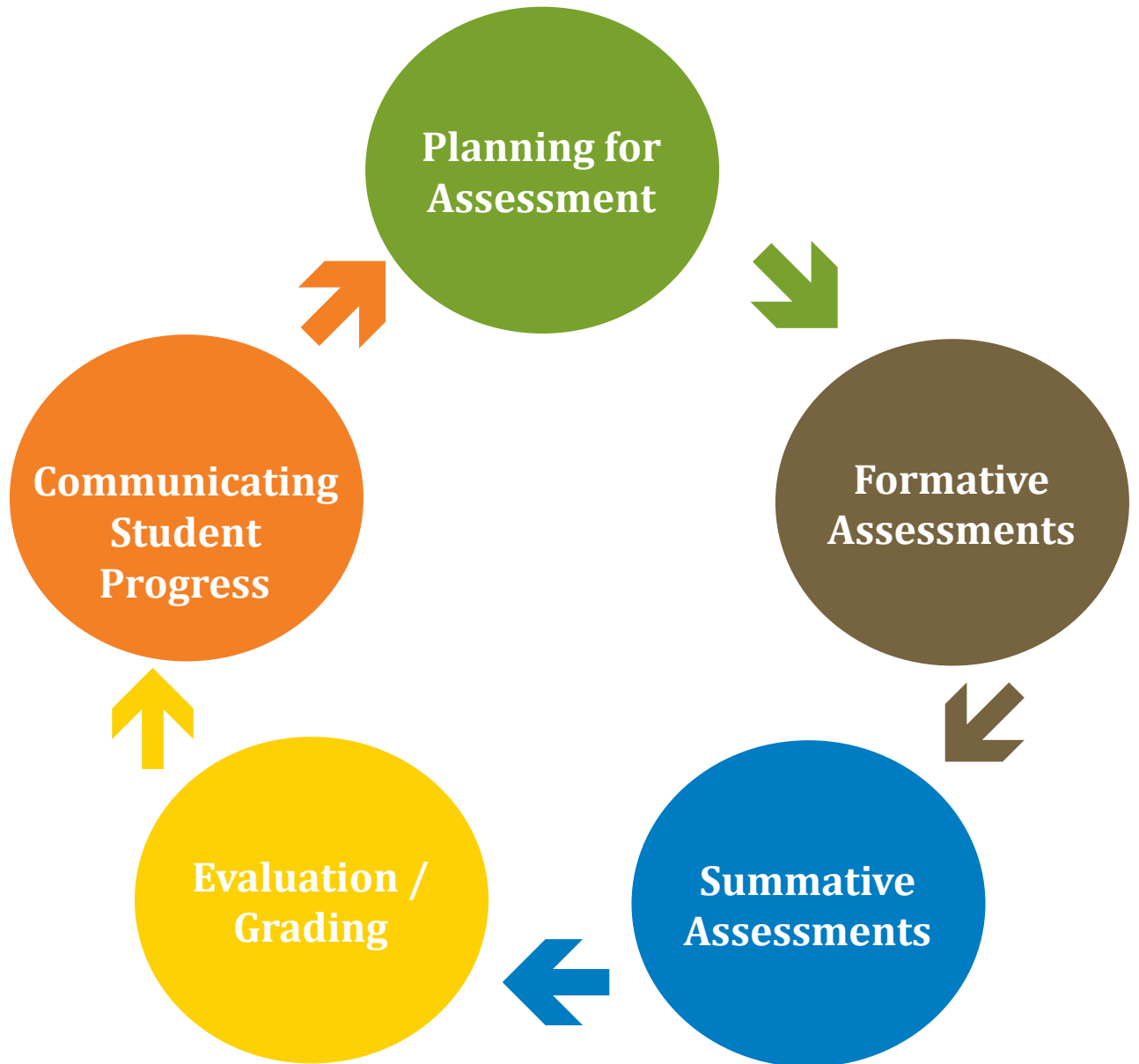
In the North Vancouver School District [Policy 203](#), Communicating Student Learning to Parents (Reporting), will be revised as necessary to align with the Ministerial direction.

Policy

The Board's policy for reporting student progress to parents is based upon Ministerial Orders and regulations authorized under the School Act.

Provincial regulations for reporting student progress require that parents or legal guardians be provided with three formal written reports and two informal reports each school year. Formal report cards communicate significant aspects of the student's progress in the areas of intellectual, social, human, and career development. Informal reports may include telephone calls, interim reports, and conferences.





10 PRINCIPLES OF ASSESSMENT

PRINCIPLE 1

Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals.

PRINCIPLE 2

Assessment methods must be appropriate for and compatible with the purpose and context of the assessment.

PRINCIPLE 3

Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle.

PRINCIPLE 4

Formative assessment (as learning) involves students in setting personal goals for learning and monitoring their progress through self and peer assessment practices.

PRINCIPLE 5

Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals.

PRINCIPLE 6

Summative assessments must be based on clear criteria (aligned to core competencies and learning standards) and include a variety of opportunities for students to demonstrate their learning.

PRINCIPLE 7

Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles.

PRINCIPLE 8

Evaluation and grading must reflect achievement and progress over time in relation to specific learning standards or student goals; evaluation is tied to learning not behaviour and attitude.

PRINCIPLE 9

Communicating student learning must be clear, transparent, and ongoing, with a focus on Performance Standards-based language and meaningful descriptions, collections, and demonstrations of student learning.

PRINCIPLE 10

Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language.



PLANNING FOR ASSESSMENT



Principle 1 - Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals



Principle 2 - Assessment methods must be appropriate for and compatible with the purpose and context of the assessment

Principle #1

Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals.

To enhance validity, assessment methods should be in harmony with the instructional objectives to which they are referenced. Planning an assessment design at the same time as planning instruction will help integrate the two in meaningful ways. Such joint planning provides an overall perspective on the knowledge, skills, attitudes, and behaviours to be learned and assessed, and the contexts in which they will be learned and assessed.

Principles for Fair Student Assessment for Education in Canada, 1993

In order for students to be successful, they must clearly understand the learning goals or targets of the unit/project/assignment. Students need to see clearly where they are going and how they can get there. These learning targets identify the achievement expectations, the content of the unit, and the learning that will be assessed. Along this path, formative assessments are completed so students can measure their progress. Both teachers and students need to take responsibility for the learning. Students can use self assessment to monitor their progress as they move towards the learning targets.

Assessment methods need to be clearly aligned with the goals and objectives of instruction. Using backward design frameworks such as Understanding by Design (Wiggins & McTighe, 2005) to plan curriculum and carry out instruction ensures assessment practices are aligned with the goals and purpose of assessment. Backward design provides students with a direct path to understanding the important ideas of the unit and allows them to apply their learning to new situations.

The backward design model outlines the following three stages for planning:

1. **Determine Desired Results**– identify the learning standards that will be the focal point of instruction and learning
2. **Plan Assessment** - determine what evidence of learning needs to be collected to inform the ongoing instruction and learning
3. **Plan Learning Tasks and Activities** - evaluate student learning with respect to the identified learning standards.

Authentic assessment allows students to demonstrate their understanding, knowledge and skills by tackling problems and challenges encountered in the real world and applying their learning to new situations. Students can be asked to solve worthy problems or answer questions of importance in the same manner that adults - citizens, consumers or professionals - would in the real world (Wiggins, 1993).

Though the tasks need not be complex, there are some points to consider when creating an authentic task:

- what learning will be demonstrated by doing the task?
- what is the context of the task?
- does the content set up a fair and unbiased assessment for all students?
- will the task measure what is intended to be measured?
- will the task reveal growth of skill or ability of what has been learned?

Note that “authentic assessment” can also be defined as an assessment that evaluates what has been taught, modeled, and practised by students; and the assessment strategy or assessment task selected is one that accurately reveals what the student knows, understands and is able to do (i.e., is a good match for intended standards).

CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** teaches a language arts unit where the learning target is the creation of a persuasive piece of writing. At the beginning of the unit, an assessment rubric is created with the students, using specific language from the Ministry Prescribed Learning Standards and/or BC Performance Standards for Writing. Throughout the unit, lessons are broken down into topics that pertain to specific aspects/criteria outlined in the rubric. In addition, the teacher focuses formative assessment and feedback to students specifically on these aspects of writing. Students are clearly aware of the expectations, which provides greater clarity for improving their writing.
2. **A Secondary Teacher** uses backward design as an integral part of Law 12. The structure of the course is designed with the final assessment in mind: a large group mock trial. The year long teacher's plan is designed to expose students to the necessary knowledge, understanding, and skills to perform the mock trial. All assignments lead to the performance assessment - the trial. The students write in their journal about their learning process. Journal entries provide feedback to the teacher regarding possible achievement gaps and allow the teacher to reconstruct lessons.

TEACHER TIPS:

1. Use backward design (**Understanding by Design**) frameworks for lesson/unit planning to provide greater clarity and alignment between key learning goals (Big Ideas and Enduring Understandings), formative and summative assessments, and instructional designs. When designing assessments connected to learning goals, continually ask these three questions:
 - 1) What is essential for students to *know*?
 - 2) What is essential for students to *understand*?
 - 3) What is essential for students to *be able to do*?
2. Be mindful that all lessons should serve a purpose in a longer learning trajectory towards the learning goal. **It is not a learning target unless both the teacher and students aim for it during the lesson.** Setting and committing to specific, appropriate, and challenging goals leads to increased student achievement and motivation to learn (Moss & Brookhard, 2012, p12).



Principle #2

Assessment methods must be appropriate for and compatible with the purpose and context of the assessment.

...aligning our assessments to our curriculum is the only way to ensure that our assessments yield accurate information about our students' levels of proficiency. Knowing what we're assessing should always drive our assessment methods. Balanced assessment isn't about favouring one type of assessment; it's about favouring the assessment method that is the most accurate fit for the curricular content or competency being assessed. This is especially true at the classroom level where we know assessment (and the subsequent descriptive feedback) can move learning forward, lead to greater student engagement, and allow teachers to make pinpoint decisions about what comes next.

Tom Schimmer

How teachers assess students' learning can have profound and lasting effects on their willingness, desire, and capacity to learn. As a result, many important factors must be considered when making decisions about assessment practices and methods. Throughout each unit of study, multiple assessment methods should be used. A combination of written, oral and performance assessments provide the teacher with a well-rounded picture of the students' skills.

Prior to creating an assessment, Wiggins and McTighe suggest teachers ask themselves the following questions:

- What would be sufficient and revealing evidence of understanding?
- What performance tasks should anchor the unit and focus the instructional work?
- What are the different types of evidence required?
- Against what criteria will we appropriately consider work and assess levels of quality?
- Will the assessment reveal and distinguish those who really understand from those who only seem to understand?

Norm-Referenced vs. Criterion-Referenced Assessment

Norm-referenced evaluation compares a student's achievement to that of other learners within a particular cohort. In the past, classroom teachers relied heavily on norm-referenced assessments, often applying a "bell curve" approach to grade students according to the expected normal distribution of results (a few students on the low end, the majority clustering in the middle, and a few students scoring on the high end).

Schools in the North Vancouver School District conduct routine screening and assessment, which sometimes involves norm-referenced assessment tools, in order to monitor progress of students in the areas of literacy, numeracy, social emotional learning, and other aspects of growth and development. Please refer to Appendix D for a detailed year-long calendar of North Vancouver School District Assessments, and to Appendix E for a table of Standardized Scores.

Learning Services teachers, School Psychologists, Speech and Language Pathologists and Counsellors may use specific norm-referenced assessment tools. This might include Level B and Level C tests or a Functional Assessment of Behaviour. For more information about these tests, please refer to pages 8 and 9 of the [Inclusive Education 44 Handbook](#).

While norm-referenced evaluation has its place in large-scale system assessments and diagnostic (standardized) testing, with bigger cohort groups, it should not be used for regular classroom assessment purposes. By contrast, criterion-referenced evaluation, which measures student performance based on learning standards for a particular subject and grade or course, is best suited for measuring student performance in classrooms. Criterion-referenced evaluation involves the following steps:

1. Choose learning standards from the curriculum.
2. Establish criteria, involving students in the process whenever possible.
3. Plan learning activities that will help students acquire the knowledge or skills outlined in the criteria.
4. Provide examples of the desired levels of performance.
5. Implement the learning activities.
6. Use various assessment methods based on the particular assignment and students.
7. Review assessment data and evaluate each student's level of performance or quality of work in relation to the criteria.
8. Report the results of evaluation to students and parents.
(Ministry of Education, 2009 p. 23)



Assessment For, As, and Of Learning

Teachers use a variety of assessment methods that fall within three types or purposes of assessment. The following table outlines the key differences between assessment **for**, **as**, and **of** learning

	Assessment FOR learning	Assessment AS learning	Assessment OF learning
TYPE	FORMATIVE	FORMATIVE	SUMMATIVE
PURPOSE	<ul style="list-style-type: none"> To access information about students' learning To inform teachers' instructional decisions To highlight individual students' strengths and weaknesses Used by teachers, students and parents to help identify and respond to students' needs 	<ul style="list-style-type: none"> To empower students to personally monitor their own learning and make adjustments, adaptations, and changes that enable further growth To lead students to self-assess To increase self-motivation, metacognition and to develop self-efficacy 	<ul style="list-style-type: none"> To make judgements about placement, promotion, and credentials Signals students' relative position compared to peers based on specific criteria Used by policy makers, program planners, supervisors to certify competency and sort students according to achievement
FOCUS	<ul style="list-style-type: none"> Teachers use knowledge of their students' learning needs to plan further instruction Descriptions can be used to lead students to the next step of learning 	<ul style="list-style-type: none"> Students' individual learning progress towards defined learning targets (comparison with other students is irrelevant) 	<ul style="list-style-type: none"> A judgement of students' final work at the end of a unit or term
FORM	<ul style="list-style-type: none"> Daily work/assignments, homework, rough drafts Questioning Student-teacher conferences Portfolios Collections of artifacts Progress checklists Rubrics Observations 	<ul style="list-style-type: none"> Routine self-monitoring in relation to set criteria/objectives Record keeping such as files or portfolios Assignments, and homework Quizzes for practice purposes only 	<ul style="list-style-type: none"> Quizzes or exams based on materials covered in unit Provincial exams FSAs Results expressed symbolically in marks or grades Rubrics that report overall quality or proficiency
USE	<ul style="list-style-type: none"> To provide useful feedback that will further student learning through informed directed instruction 	<ul style="list-style-type: none"> To aid students in setting personal goals, targets, and aspirations that are visible and concrete 	<ul style="list-style-type: none"> To certify learning for reporting on students' progress for parents Assessing student performance and abilities based on standardized criteria (e.g., Learning Standards and B.C. Performance Standards)



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** explains, prior to the start of the lesson, the learning goals and the types of formative and summative assessments that will be used to help students progress towards their learning targets. As the lesson develops, students reflect on their progress and set goals for continued improvement in preparation for the summative assessment snapshot (e.g., performance, composition, oral presentation, test, etc.)
2. **A Secondary Teacher**, who used to rely only on quizzes, homework assignments, and final tests to measure student progress in relation to the learning standards, now uses a variety of *alternative or performance* assessments, including open-ended questions, entrance and exit slips, oral presentations, compositions, and portfolios of student work. Students are given multiple opportunities to demonstrate their understanding of new concepts and receive feedback that allows them to focus their energy towards specific learning goals.

TEACHER TIPS:

1. Prior to designing any assessment task, ask: “Who will use the assessment information and how will this information be used?” One assessment cannot address all needs. Different kinds of assessments are required in a balanced assessment approach (Chappuis, 2012, p. 20).
2. Quizzes, or a set of practice questions, can be used as formative assessment and can be posted online before the quiz date. Students know the material that is expected and what they need to review, which builds confidence.



FORMATIVE ASSESSMENT



Principle 3 - Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle



Principle 4 - Formative assessment (as learning) must involve students in setting personal goals for learning and monitoring their progress through peer and self-assessment practices



Principle 5 - Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals

Principle #3

Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle.

Formative assessment is "the bridge between teaching and learning"; it informs important instructional choices and provides valuable feedback to students that will enhance their learning.

Dylan Wiliam

Formative assessment does not involve grades or scores. The focus is on providing useful feedback to students that specifically guides them to the next stage of learning.

To assess where students are in their learning requires multiple and varied assessments to occur throughout the unit of study. Use of more than one method will ensure reliability and consistency. At the heart of all the assessment is the link to the learning targets or goals.

Assessment for Learning allows teachers to access information about students' learning; highlight students' strengths and areas for further development; and make instructional decisions based on the learning needs of the class (or of individual students). Formative assessment takes place *during* teaching so that adjustments to teaching can be made (Earle & Katz, 2006). The descriptive teacher feedback, intrinsic to formative assessment, occurs frequently and is embedded in the classroom instruction. Formative assessment uses teacher modeling and guidance as students work through their learning. It directs the teacher's instruction to meet the needs of the individual students.

Rubrics are a widely used assessment tool consisting of set criteria, a measurement scale, and the quality elements of the work. Rubrics benefit students by providing them with clear criteria/learning targets and the steps (scaffolding) to those targets. By deconstructing the learning target into manageable steps (as would be the case in a rubric format), the learner can then see the learning progression. Students can then set meaningful learning goals and monitor their progress in relation to the learning targets. Rubrics, when provided to students at the start of the assignment/project, make them aware of the expectations and also provide an excellent vehicle for feedback, self and peer assessment, and goal setting. Well-developed rubrics, where performance criteria are aligned from teacher to teacher, promote consistency and reliability in assessment practice. Rubrics may be holistic eg. performance standards for social responsibility, or assignment specific eg. a teacher generated rubric for a project in art.



Black and Wiliam (1998) proposed the following five key factors for improving learning through assessment:

1. Effective feedback to pupils
 - a. occurs in a timely fashion, and describes the features of the work related specifically to the learning targets
 - b. allows for adjustments prior to it “counting”
 - c. is descriptive in nature
2. Active involvement of pupils in their own learning
 - a. is inherent when sharing learning target and building criteria with students
 - b. is key to designing assessment to meet the students' needs
 - c. ensures the assessment gives the students information that will help them through the next steps in their learning
3. Adjustment of teaching to take into account the results of assessment
 - a. informs decisions about the next steps of instruction
 - b. creates effective classroom discussion, activities, and learning tasks that elicit evidence of learning
4. Recognition of the profound influence assessment has on students' motivation and self-esteem
 - a. activates learners as instructional resources for one another
 - b. activates learners as owners of their learning
5. Self-Assessment for pupils
 - a. promotes the students as agents of change in their learning
 - b. is effective when students have an understanding of what they need to do or learn to achieve the goal



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** uses KWL (Know/Wonder/Learn) as a formative assessment tool in a Kindergarten classroom. It is used to check in with the students before beginning a unit of study to determine what they already know. This helps identify students who require extra support and guides teaching towards the overall learning needs of the class.
2. **A Secondary Teacher** uses *Exit Tickets* in Chemistry 12 class. This method of formative assessment provides the teacher with the opportunity to assess information about the students' learning and to inform instructional decisions. It can also help to identify students who need further instruction or guided practice. Give students one to three questions to answer about the current topic of study/current concept. The answers can be written or electronic such as e-clicker or similar technology.

TEACHER TIPS:

1. Use diagnostic assessments (e.g., webbing, discussions, pre-tests) at the beginning of a lesson/unit to determine students' prior knowledge and identify any gaps in their understanding or knowledge of the concepts. Diagnostic assessments will help determine priorities when designing instruction.
2. Use quick formative assessment techniques (e.g., Traffic Light checklists; Thumbs up, Thumbs down; Finger of Five, etc.) that provide immediate feedback on students' understanding so that instruction can be adjusted mid-lesson.
3. ***Do not use formative assessment (for learning) to evaluate or grade students.*** The purpose of this kind of assessment is to determine how well students are progressing towards achievement of lesson/unit goals and guide instruction accordingly.



Principle #4

Formative assessment (as learning) involves students in setting personal goals for learning and monitoring their progress through self and peer assessment practices.

When students are involved in the assessment process they are required to think about their own learning, articulate what they understand, and what they still need to learn - and achievement improves.

Paul Black and Dylan Wiliam

Assessment as Learning empowers students to personally monitor their own learning and make adjustments and changes that enable their growth. The key goals of assessment as learning are to increase students' self-motivation, self-efficacy, and ability to assess and guide their own progress. Assessment as learning gives students the tools that will enable them to take greater ownership and responsibility for their own learning.

The most effective learners set goals, use proven strategies for learning and self assess their work as they proceed. In essence, they self assess on a regular basis. Rubrics are helpful with self assessment. They provide the scaffolding that enables students to self assess according to set criteria and then set goals as they move towards the learning targets. Specific questions help students reflect and plan for improvement.

What aspect of your work was the most effective? Why?

What aspect of your work was the least effective? Why?

What specific actions would improve your work?

What do I need to do to get to the next step in the learning progression?

(McTighe and O'Connor)

This type of data is not considered for evaluation or reporting purposes.

Peer Assessments are recommended as stepping-stones to self-assessment (Wiliam, 2006). Some students may need to engage in structured peer assessment activities in order to develop the communication skills required to provide constructive and respectful feedback to their peers, and to eventually learn to assess their own work. The teacher's role is to provide exemplars, frameworks, and models of the steps required for providing clear and descriptive feedback on student work. Feedback Frames are helpful tools for having students practise giving focused, descriptive feedback to their peers



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** provides students with the context of the assessment at the start of each math unit. A pre-test is given at the beginning of the unit. The test is corrected and handed back to students, along with a chart showing which learning target each question on the pre-test measures. Students use the chart to identify which targets they have already mastered and which ones they need to learn/practise. As the unit progresses, multiple “no-grade/no-risk” formative assessments help students monitor their growth and learning in relation to learning targets and prepare for the summative assessment (final test) at the end of the unit (Chappuis, 2009, p. 103).
2. **A Secondary Teacher** uses the first formal lab report writing activity in Science class to get students to write what they believe to be a proper lab report. Lab reports are then collected and handed out to *another* student, along with the lab report guidelines. Students assess their peers’ work and mark, edit, and make suggestions (no grades or numerical scores) on the lab report. The focus may be on a particular item, such as observations or sources of error. Students discuss their review of each other’s work and include the teacher when necessary to clarify requirements.

TEACHER TIPS:

1. Use a cycle of reflective self and peer-assessment to help students take ownership of their learning and set their own learning goals in relation to established criteria for success. Self-assessment involves having students make judgements about what they know, have learned, or have mastered; justify or show evidence of their growth; and set goals for continued learning.
2. Allow primary students to move concrete items, such as checkers, buttons, or poker chips to track their learning in relation to specific skills like math facts or spelling (Chappuis, 2009, p.99). Older students can keep a list of learning targets for the term and regularly check off the ones they have mastered (Ibid, p. 102).
3. Provide students with frameworks and/or graphic organizers (e.g., *Two Stars and a Wish*) for peer assessments. Students should develop the language and skills required to provide quality, constructive feedback to their peers that is clearly aligned to learning goals.
4. Teach and review the process of self and peer-assessments frequently using examples of student work and modeling strong peer feedback strategies through video recordings and other examples (e.g., *Project Tuning*).



Principle #5

Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals.

The whole purpose of feedback is to increase the extent to which students are owners of their own learning.

Dylan Wiliam

The power of formative feedback lies in its double barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next.

Research has shown that feedback has a more positive impact on student learning when it is focused on features of the learning task (not the learner). The impact of feedback on student achievement also depends greatly on the type, delivery, and timing of the feedback.

Feedback can be used to allow students to show improvements in their learning. By allowing students multiple opportunities to demonstrate their learning, students will be more actively engaged in their learning. When a teacher allows students to replace old assignments with new ones, it shows the teachers that learning has in fact taken place and that students care about their learning.

Quality feedback is most beneficial to learning when it is descriptive and focused and is directly connected to what students are learning. It differs from evaluative feedback (49%, C+, Level B, etc.); praise (“good work”); and obscure criticism (“more effort needed, details”) by providing students with specific information about what they are doing well and what they can do next to improve their learning/performance.

Feedback should be the recipe for learning – to be considered as signposts and directions along the way, helping students become more autonomous in their own development

(Earl, 2003)

Descriptive feedback:

- causes thinking
- is timely
- provides students with detailed and specific information about their learning and the desired goals for improvement
- points out the strengths and weaknesses of the work
- occurs during learning, while students can still improve
- addresses partial understanding
- does not do the thinking for students
- limits corrective information to the amount of advice the student can act on

(Chappuis, 2009)

CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** uses a cycle of reflective self and peer-assessments to help students take ownership of their learning. Self and peer-assessments are designed to help students 1) make judgements about what they know, have learned, or have mastered; 2) justify or show evidence of their growth; and 3) set goals for continued learning.
2. **A Secondary Teacher** deconstructs learning into clearly defined “steps” towards a particular learning target and shares these steps with the students at the beginning of the unit. The language of the “steps” becomes the language for providing specific feedback to students focusing on the intended learning goals, pointing out strengths, and offering specific suggestions for improvement. Feedback is provided through one-on-one, five-minute conferences during class time. This timely feedback allows students to act on the suggestions while the unit is still in progress, prior to summative assessments.

TEACHER TIPS:

1. Keep the amount of feedback to a manageable amount; be very specific and focused on only one or two aspects/criteria at a time. Give students the opportunity to redo/revise based on your feedback before giving them more.
2. Refrain from commenting on aspects outside of the pre-determined criteria. For example, if the students are asked to record their problem solving process in a math journal, only give feedback on that aspect; don't comment on spelling and grammar/sentence structure.
3. Consider the effect of the words used in feedback on motivation and self-esteem. Start your feedback by bringing to their attention something you noticed students have improved on, what they are doing well, the effort that you have noticed them putting into certain aspects, and the effect that effort has had on their learning (if positive); Recognize and draw to their attention to what it is they are doing that is moving their learning forward, THEN move the feedback focus to the next area of need in the learning progression.



SUMMATIVE ASSESSMENT



Principle 6 - Summative assessments must be based on clear criteria (aligned to core competencies and learning standards) and include a variety of opportunities for students to demonstrate their learning



Principle 7 - Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles

Principle #6

Summative assessments must be based on clear criteria (aligned to core competencies and learning standards) and include a variety of opportunities for students to demonstrate their learning.

Periodically we ask (the students) to demonstrate their level of achievement by means of summative assessments of learning, which are a culmination of what they have learned and comprise of the most recent evidence of achievement.

Jan Chappuis

Summative assessment is designed to:

- provide information about a student's achievement at the end of a unit of instruction.
- be completed in a short period of time
- make judgements about student achievement or progress over time
- communicate important information about student progress in relation to expected learning standards
- confirm what students know, demonstrate whether they have met learning standards, or the goals of their IEP, and to make decisions about future placements (Earl & Katz, 2006)
- determine how much learning has occurred over a period of instruction in relation to learning standards or goals
- determine report card performance scales, comments, and/or letter grades

Summative Assessment is generally done at the end of learning to document the achievement levels of the students at that point in time. This information is useful for teachers to measure the effectiveness of their program.

William and Black's (1996) reminder that the terms "formative" and "summative" assessment should be considered in terms of the function they serve, rather than the form they take. Many assessments such as quizzes, projects, and class assignments, can serve either as formative or summative assessments.

How often teachers use formative and summative assessments in their classrooms is directly linked to student progress. While summative assessment serves the purpose of evaluating students' progress, it provides limited feedback for students. While teachers have to evaluate student work and assign marks, research tells us that placing a number or letter grade on everything a student does can negatively impact motivation and learning. Giving fewer marks and more feedback can lead to improved student achievement.



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** uses *The Six Facets of Understanding* (Wiggins & McTighe, 2004) to develop a comprehensive summative assessment for a unit on nutrition. Students have choice in demonstrating their understanding by considering assessment tasks that focus on explanation (e.g., Canada's Food Guide), application (reading food labels), perspective (specific diets), self-knowledge (evaluating one's own eating habits), empathy (different cultures' dietary restrictions), and interpretation of the learning (personal goal setting).
2. **A Secondary Teacher** allows students to rewrite or redo any assessed and evaluated assignment in Humanities so they can demonstrate learning and improvement. The expectation for any re-write is that the student must substantially change the content to improve the quality and that the changes must involve more than superficial changes such as grammar and mechanics. Students must attach the original assignment when they submit the rewrite (O'Connor, 2011, p. 124).

TEACHER TIPS:

1. Provide students, who are unsuccessful in meeting the learning targets, with the option to retake a test or redo an assignment to show later mastery. If the student improves his or her results, he/she receives the higher grade (not an average of the two test scores).
2. Provide students with the criteria and corresponding assessment method simultaneously. It helps students understand what they need to do and how they might approach the task to demonstrate their understanding.
3. **Summative assessments do not have to be high stakes every time.** Try making the summative assessment a low stakes endeavour.



Principle #7

Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles.

Differentiated instruction is much more complex than simply offering student choice with respect to how they will learn and how they will demonstrate their learning. While determining students interest and learning preferences is necessary to optimize learning, the most important... task, facing the teacher in the mixed ability class, involves determining students' current knowledge and skill level and adjusting instruction accordingly. The differentiation model is powerful because it places the teacher's response to learners' needs as the starting point for all subsequent decisions.

Damian Cooper

Differentiated Assessment Practices

In British Columbia, the following principles of learning, outlined in the Integrated Resource Packages (IRPs) should also guide the differentiation of assessment methods (BC Ministry of Education, 2009b):

1. Learning requires the active participation of the student.
2. Students learn in a variety of ways and at different rates.
3. Learning is both an individual and group process.

Universal Design for Learning (UDL) and differentiation provide systemic approaches to setting goals for students and developing sound assessment practices. Differentiated assessment requires that teachers develop a range of adaptations or accommodations to support student learning and progress over time.

The starting point for instructional planning must be the “teacher’s response to learners’ needs” (Cooper, 2011, p. 10), determined through routine diagnostic assessments. These types of pre-assessment data allow teachers to determine students’ readiness prior to instruction, develop entry points for instruction, and design specific lesson topics and formats to optimize learning.

Diagnostic assessments provide teachers with valuable information about students’ prior/background knowledge. This kind of information helps to dispel any misconceptions or gaps in students’ learning related to the skills, knowledge, and understanding of the topics under study.

Diagnostic assessments thus provide teachers with baseline data in order to effectively and accurately measure students’ progress from the beginning to the end of the instructional period. Cooper (2011) emphasizes the importance of assessing not only student achievement but also a student’s progress throughout the instruction period in relation to the learning standards for the grade or course, or in relation to goals outlined in an Individual Education Plan.

Diagnostic assessment data often take the form of:

- summative assessments of the previous learning unit or grade
- short formative assessments focusing on key concepts and understanding



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** allows students to choose different methods of expression. When students work on a novel project, students can choose to write, create mind maps, or use graphic organizers to demonstrate their understanding of the learning goals e.g., finding main ideas, summarizing.
2. **A Secondary Teacher** uses the Traffic Lights strategy to help students determine their readiness for a review of key concepts in math prior to a summative assessment. Three groups are determined with different sets of questions and assessment tasks. Students identifying their level as green work independently with more challenging questions and tasks; students selecting yellow work on moderately challenging activities with the support of peers; and students identifying their level as red work in a small group with the guidance of the teacher (Cooper, 2011, p. 29).

TEACHER TIPS:

1. Provide multiple ways for students to demonstrate their understanding and progress in relation to the learning standards for the subject or course, but ensure that all students are assessed based on the same core learning goals. *Differentiation occurs in the design of assessment and learning activities, but all students should be working towards the same essential learning goals.*
2. Assess and grade each student's learning in relation to provincial learning standards for the grade or course (or to established learning goals in the student's IEP), not by comparison to other students in the same class.
3. Have the student do the tests/quizzes or assignments in parts and at different times and submit each one separately. Take this opportunity to provide feedback prior to going on to the next part of the activity. Assess each part as they are being completed. This supports students' challenges and allows them to feel successful.



EVALUATION AND GRADING



Principle 8 - Evaluation and grading must reflect achievement and progress over time in relation to specific learning standards or student goals; evaluation is tied to learning not behaviour and attitude

Principle #8

Evaluation and grading must reflect achievement and progress over time in relation to specific learning standards or student goals; evaluation is tied to learning not behaviour and attitude.

The best thing you can do is make sure your grades convey meaningful, accurate information about student achievement. If grades give sound information to students, then their perception and conclusions about themselves as learners and decisions about future activity will be the best they can be.

Susan Brookhart

The primary goal of evaluation and grading is consistency at all levels. By using learning targets to shape assessment, greater consistency will occur. We need to ask ourselves how confident we are that the grades we assign are consistent, meaningful and support learning. (O'Connor)

Effective grades need to be accurate, meaningful, consistent and support learning; hence, assessment should:

- reflect the values of the school and school district
- measure learning, not behaviours
- reflect what the student knows, understands and can do
- be used to inform instruction
- be used to improve student learning
- be fair, transparent and equitable for all students
- be organized by learning standards as per provincial curriculum
- ongoing, varied in nature and administered over the course of the year
- balanced between formative and summative
- consider assessment near the end of the unit more than at the beginning for grading purposes
- be relevant and authentic
- should separate process and content

Assessment for determining grades should not include:

- late penalties
- homework (which is primarily used for formative assessment purposes)
- group work
- formative assessments
- behavioural issues
- zero marks for missed work (Students should be required to complete all work to a minimally accepted standard)

Academic Dishonesty

When dealing with academic dishonesty/ cheating the academic outcome (grade) needs to be separated from the behaviour (which is recorded on the student's file/record). Students should be required to redo the assignment or a variation of the assignment to provide accurate evidence of their abilities and to establish whether the student can demonstrate knowledge of the required task/outcome.



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** wants students to keep improving their writing. Students are told that if they are more successful on subsequent essays, the mark will be changed from the first to reflect their demonstrated improvement. To help the students, the teacher provides written feedback on the essay, meets with the student to discuss the results, and offers feedback as they work on their next assignment. Besides being good practice, it is a great motivator. Not only do they have the chance to achieve a better grade, they don't feel saddled (and think "why bother?") by a lower earlier grade.
2. **A Secondary Teacher** uses grades from throughout the term as data to consider in making a judgement about student's progress throughout the term in relation to learning standards. The final mark is based upon each student's progress achievement over time.

TEACHER TIPS:

1. Develop a grading system that *accurately reflects student achievement*. Grades should only reflect academic performance and achievement in relation to established learning targets; they should not include student behaviours (e.g., effort, participation, adherence to class rules, etc.). Summative assessment practices that are influenced by students' behaviours and attitudes ultimately lead to either inflated or deflated grades that do not accurately measure students' ability and achievement (O'Connor, 2011, p. 16).
2. A portfolio can be used successfully as a summative assessment tool at the elementary or secondary level. In a math class, for example, a portfolio could include sketches, and even 3-D representations of geometric concepts. Even observing what a child chooses to include in a portfolio gives the teacher valuable information about his or her learning style.
3. Use a rubric to grade; avoid marking based on quantity and presentation. Target assessment on the core standards that are clear to students.
4. Grades are always fluid. Never think that just because a grade has been reported that it is set in stone. If a student demonstrates progress, reward and reflect that in the final grade. If a student, through effort, gets better, keeping a lower term grade not only punishes them for where they started, but does not demonstrate accurately the student's ability to meet the learning standards of the course.



COMMUNICATING STUDENT LEARNING



Principle 9 - Communicating student learning must be clear, transparent, and ongoing, with a focus on performance standards-based language and meaningful descriptions, collections, and demonstrations of student learning



Principle 10 - Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language

Principle #9

Communicating student learning must be clear, transparent, and ongoing, with a focus on performance standards-based language and meaningful descriptions, collections, and demonstrations of student learning.

When we give students grades - when we evaluate them- we want to grade them on what they have learned - grades are based on evidence gleaned from ongoing authentic assessment...work samples, student talk, performances, artifacts...we evaluate and give grades ONLY after students have had time to internalize the strategies and skills we have taught and we base grades on a substantial body of evidence that stands as proof of learning and current understandings.

Stephanie Harvey and Harvey Daniels

In British Columbia, the Ministry of Education provides regulations and procedures for assessing and reporting student progress as outlined on their website under *Classroom Assessment and Reporting*, and in relevant policy documents including *Reporting Student Progress: Policy and Practice*. These policy documents are developed according to regulations and requirements set out in the Ministerial Orders, including in particular the *Student Progress Report Order* and the *Provincial Letter Grades Order*, which are authorized under the *School Act*.

Throughout each school term, teachers gather and record assessment and evaluation data regarding students' level of performance in relation to criteria established for the learning activities. The records may be in the form of teacher observations, work samples, tests, assignments, projects and other performance tasks. Prior to issuing report cards, the teacher reviews the assessment data and judges each student's overall performance for that term.

The purpose of reporting is to communicate student achievement to students and their parents/guardians. Student performance is evaluated based on information collected through assessment activities over an instructional period. "Teachers use their professional expertise, knowledge about learning and experience with students, along with specific criteria, to make judgements about student performance in relation to learning outcomes" (Ministry of Education, 2009)

British Columbia provincial regulations require that parents be provided with a minimum of three formal written report cards and two informal reports each year.

Formal Written Report Cards

Formal written report cards follow the requirements for the grade and program as in policy.

Formal reports identify student progress and are part of the Permanent Student Record. British Columbia's Student Progress Report Order authorizes the requirements for reporting the progress of all Kindergarten to Grade 12 students.

See page 34-36 for further information.



Informal Reports

Two informal reports each year provide parents with updates on students' progress and suggestions for ways learning may be supported. In the North Vancouver School District, two parent-teacher conferences are scheduled each year to communicate student progress informally with parents. A record of each informal report should be kept, noting the date and topics discussed.

In addition, teachers communicate with parents throughout the year in-person, by telephone, through email, or through class websites/blogs. Informal reports are an important link between home and school that help to support student progress.

Letter Grades

Letter grades are used in Grades 4-12 to indicate a student's performance in relation to the learning standards set out in provincial curriculum guides for each subject or course and grade, including Board Authorized courses. Criterion referenced letter grades indicate a student's level of performance in relation to learning standards, and may be assigned for an activity, unit of study, or end of term mark.

At the end of the school year or completion of a course, teachers assign a letter grade to indicate each student's overall performance in relation to the learning standards: the final letter grade is not necessarily derived by averaging the term marks.

Letter grades and associated percentages are set out in the [Provincial Letter Grades Order](#) and are currently used in student progress reports.

Use of the Letter Grade "I"

The letter "I" will be used to alert parents when students, for a variety of reasons, are not demonstrating minimally acceptable performance in relation to the learning standards or expected learning outcomes.

The "I" may be used at any time during the school year on informal or formal reports. The underlying principle is that parents and students should be alerted to a problem as soon as teachers detect it.

When an "I" reporting symbol has been assigned:

- students and parents must be informed, and must be provided with an opportunity to consult with teachers about the problems students are having and possible solutions; and
- teachers must be prepared to identify what the problems are and specify plans of action to help students achieve the learning outcomes. An "I" may be communicated in a variety of ways, including: through a written plan, verbally by telephone, or in a direct meeting involving teacher, parents and students.

The "I" letter grade must be converted to another letter grade or percentage:

- before students' records are transferred to another school, unless there is agreement between the principals of the two schools to defer conversion of the "I" reporting symbol;
- when letter grades are recorded on the permanent student record card; and
- before submission of Grades 10, 11 or 12 marks to the Ministry for inclusion on students' transcripts of grades.

An "F" letter grade can only be assigned if an "I" reporting symbol was previously assigned, or as a result of failing a provincially examinable course.



K-7 Guidelines for Communicating Student Learning on Report Cards

Goals for Communicating Student Learning:

- Communicate student progress meaningfully to parents
- Focus on learning standards and competencies
- Provide descriptive feedback on progress shown
- Articulate next steps for learning
- Provide meaningful, relevant descriptions, concrete evidence/artifacts that show learning

Principles from the North Vancouver School District Communicating Student Learning K-12 Handbook that specifically relate to Assessment, Evaluation and Reporting (See pages 6-7)

- Assessment and evaluation practices must be aligned with essential curricular concepts, content, expectations and learning goals.
- Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals.
- Summative assessments must be based on clear criteria (aligned to core competencies and curricular outcomes) and include a variety of opportunities for students to demonstrate their learning.
- Evaluation and grading must reflect achievement and progress over time in relation to specific learning outcomes or student goals; evaluation is tied to learning not behavior and attitude.
- Communicating student learning must be clear, transparent, and ongoing, with a focus on performance standards-based.
- Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language. Language and meaningful descriptions, collections, and demonstrations of student learning. K-7 Guidelines for Communicating Student Learning.

MyEd BC Report Card

Note:

- As of September 2016, report cards will not be printed, they will be uploaded to the MYED BC parent portal
- Length is not an issue for comments - each course has 2000 characters of space for comments

As of the 2016-2017 school year NVSD will issue:

- Two snap shot report cards (December and March)
- One summative report card (June)
- Student self-assessment: to be included on summative June report card only
- Cumulative grading (one term)

On the MYED BC Report card the school statement is to be completed by school based administrators and may include reference to:

- New report card format
- Overarching changes to curriculum and assessment
- General School notices
- Parent Teacher interview

On the MYED BC Report card the teacher overarching statement is to be completed by classroom teachers and may include reference to:

- Units covered
- Big ideas
- Inter/trans disciplinary themes

Comments

Written comments should include:

- Kindergarten → 3 point performance standards
- Grades 1-3 → 4 point performance standards

Kindergarten Performance Standards:

Approaching Expectations	<ul style="list-style-type: none"> • work may be inconsistent, but meets grade-level expectations at a minimal level • evidence of progress toward relevant learning outcomes • needs support in some areas
Meeting Expectations	<ul style="list-style-type: none"> • work meets grade-level expectations • evidence that relevant learning outcomes have been met • proficiently demonstrates academic performance
Exceeding Expectations	<ul style="list-style-type: none"> • work exceeds grade-level expectations • demonstrates superior performance and in-depth understanding of learning outcomes

Grades 1-3 Performance Standards:

Not Yet Meeting Expectations	<ul style="list-style-type: none"> • work does not meet grade-level expectations • may be evidence of progress toward relevant learning outcomes • requires ongoing support
Approaching Expectations	<ul style="list-style-type: none"> • work may be inconsistent, but meets grade-level expectations at a minimal level • evidence of progress toward relevant learning outcomes • needs support in some areas
Meeting Expectations	<ul style="list-style-type: none"> • work meets grade-level expectations • evidence that relevant learning outcomes have been met • proficiently demonstrates academic performance
Exceeding Expectations	<ul style="list-style-type: none"> • work exceeds grade-level expectations • demonstrates superior performance and in-depth understanding of learning outcomes



Course-Based Comments

- Report Card comments will be uploaded to MYED BC and the length of comments is not an issue → each course has 2000 characters of space to comment
- **To be included in each course comment box:**
 - Areas to support further development
 - Ways to support learning
- Please comment on any adaptations received by the student, according to their IEP, in the anecdotal comment
- Comments can be used from either the NVSD comment bank or your personal comment bank

Suggested comment starters:

- Areas to support further development (to be included in each course comment)
- Ways to support learning (to be included in each course comment)
 - ...should focus on continued development of ...
 - ...needs to ... to ensure a more complete understanding of the curricular competencies.
- Where the student is in regards to.....
 - ... demonstrated a strong understanding of
- What the student knows (content), can do (competencies) and understands (transfer big ideas)
- Where the student is in relation to the learning standards:
 - the curricular competencies
 - the big ideas
 - core competencies which are integrated
- Student's strengths
- How parents can support learning
- Growth mindset comments
 - Where are the students now?
 - Where are they going?
 - How will they get there?
 - Not yet...
 - Next steps...



North Vancouver School District K-3 Reporting Summary

There are two proficiency scales to report learning:

- For Kindergarten students → Three point: Approaching, Meeting, Exceeding Expectations
- For grades 1-3 students → Four point: Not Yet Meeting, Approaching, Meeting, Exceeding Expectations

Performance standards are based on achievement only. Factors such as behaviour are important and should be communicated through conversations and comments on the report card. These factors should not be used in determining students' achievement in relation to grade level/age-range learning standards.

Subject	Frequency of Reporting	Comments Required	Reporting Scales Used
English Language Arts OR <ul style="list-style-type: none"> • Francais langue premiere • Francais Langue second – immersion 	All three formal report cards	<ul style="list-style-type: none"> • Must include a description of progress in relation to the learning standards • Must include all three aspects: <ol style="list-style-type: none"> 1. Reading 2. Writing 3. Oral 	One Performance Standards scale encompassing all three aspects
Mathematics	All three formal report cards	Must include a description of progress in relation to the learning standards	Performance standards scale
Science	All three formal report cards	Must include a description of progress in relation to the learning standards	Performance standards scale
Social Studies	All three formal report cards	Must include a description of progress in relation to the learning standards	Performance standards scale
Physical Education and Health	All three formal report cards	Must include a description of progress in relation to the learning standards	Performance standards scale
Arts Education	All three formal report cards	Must include a description of progress in relation to the learning standards for all four aspects by June : <ol style="list-style-type: none"> 1. Drama 2. Dance 3. Music 4. Visual Arts 	One Performance Standards scale encompassing all four aspects
Applied Design, Skills and Technologies	June	Must include a description of progress in relation to the learning standards	
Career Education	June	Must include a description of progress in relation to the learning standards	
Student self-assessment of the core competencies	June	Student generated - reflecting on identification of their strengths and areas of improvement in their development of the core competencies	Anecdotal – with teacher support

Detailed guidelines for reporting progress in the primary grades may be found in the BC Ministry of Education's [Reporting Student Progress: Policy and Practice](#) document.



North Vancouver School District Grades 4-5 Reporting

Performance standards and letter grades are based on achievement only. Factors such as behaviour are important and should be communicated through conversations and comments on the report card. These factors should not be used in determining students' achievement in relation to grade level/age-range learning standards.

Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance in relation to learning standards for each subject and grade.

Subject	Frequency of Reporting	Comments Required	Reporting Scales Used
English Language Arts OR <ul style="list-style-type: none"> • Français langue première • Français Langue second – immersion 	All three formal report cards	<ul style="list-style-type: none"> • Must include a description of progress in relation to the learning standards • Must include all three aspects: <ol style="list-style-type: none"> 1. Reading 2. Writing 3. Oral 	One Letter Grade encompassing all three aspects
Mathematics	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Science	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Social Studies	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Physical Education and Health	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Arts Education	All three formal report cards	Must include a description of progress in relation to the learning standards for all four aspects by June: <ol style="list-style-type: none"> 1. Drama 2. Dance 3. Music 4. Visual Arts 	One Letter Grade encompassing all four aspects
Second Language – Core French (grade 5 only)	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Applied Design, Skills and Technologies	June	Must include a description of progress in relation to the learning standards	
Career Education	June	Must include a description of progress in relation to the learning standards	
Student self-assessment of the core competencies	June	Student generated - reflecting on identification of their strengths and areas of improvement in their development of the core competencies	Anecdotal – with teacher support

Detailed guidelines for reporting progress in the intermediate grades may be found in the BC Ministry of Education's [Reporting Student Progress: Policy and Practice](#) document.

North Vancouver School District Grades 6-9 Reporting

Performance standards and letter grades are based on achievement only. Factors such as behaviour are important and should be communicated through conversations and comments on the report card. These factors should not be used in determining students' achievement in relation to grade level/age-range learning standards.

Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance in relation to learning standards for each subject and grade.

Subject	Frequency of Reporting	Comments Required	Reporting Scales Used
English Language Arts OR Francais langue premiere Francais Langue second – immersion	All three formal report cards	<ul style="list-style-type: none"> • Must include a description of progress in relation to the learning standards • Must include all three aspects: <ol style="list-style-type: none"> 1. Reading 2. Writing 3. Oral 	One Letter Grade encompassing all three aspects
Mathematics	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Science	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Social Studies	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Physical Education and Health	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Arts Education <ul style="list-style-type: none"> • Grades 6-7 report on all four strands • Grade 8-9 report on discipline specific courses 	All three formal report cards	<p>Grades 6-7 report Must include a description of progress in relation to the learning standards for all four aspects by June :</p> <ol style="list-style-type: none"> 1. Drama 2. Dance 3. Music 4. Visual Arts <p>Grade 8-9 report Must include a description of progress in relation to the learning standards for all four aspects in each report card:</p> <ol style="list-style-type: none"> 1. Drama 2. Dance 3. Music 4. Visual Arts 	One Letter Grade encompassing all four aspects
Second Language (required grades 6-8)	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Applied Design, Skills and Technologies	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Career Education	All three formal report cards	Must include a description of progress in relation to the learning standards	Letter Grades
Student self-assessment of the core competencies	June	Student generated - reflecting on identification of their strengths and areas of improvement in their development of the core competencies	Anecdotal

Detailed guidelines for reporting progress for grades 6-9 may be found in the BC Ministry of Education's [Reporting Student Progress: Policy and Practice](#) document.

North Vancouver School District Grades 10-12 Reporting

The *Interim Student Progress Reporting Guidelines for Grades K-9* do not apply to Grades 10-12.

- In Grades 10 to 12, formal reports will include:
 - o letter grades
 - o percentages
 - o written reporting comments, where deemed to be appropriate, to indicate students' level of performance in relation to the learning standards set out in the curriculum for each course or subject and grade.
- All formal reports should contain a description of student behaviour, including information on attitudes, work habits, effort and social responsibility.
- Performance standards and letter grades are based on achievement only. Factors such as behaviour are important and should be communicated through conversations and comments on the report card. These factors should not be used in determining students' achievement in relation to grade level/age-range learning standards.

Ministry-approved letter grades as set out in the [Provincial Letter Grades Order](#) to indicate the student's level of performance in relation to learning standards for each subject and grade.

Subject	Frequency of Reporting	Comments Required	Reporting Scales Used
Daily Physical Activity	All three formal report cards	"Meeting requirement" or "Not meeting requirement"	
Graduation Transitions Program	All three formal report cards	"Meeting requirement" will be made on the term and final reports. A comment of "Not meeting requirement" will be made at any time when students are not meeting the Prescribed Learning Outcomes of the Graduation Transitions Program. Where a "Not meeting requirement" comment is made, it is recommended that a further comment is made to outline a plan for the student to meet the requirement	

Detailed guidelines for reporting progress for grades 10-12 may be found in the BC Ministry of Education's [Reporting Student Progress: Policy and Practice](#) document.

Letter Grades and Work Habits

Letter grades and associated percentages are set out in the [Provincial Letter Grades Order](#) and are currently used in student progress reports. They include:

Letter Grade	Description	Associated Percentage
A	The student demonstrates excellent or outstanding performance in relation to the learning outcomes for the course or subject and grade.	86-100
B	The student demonstrates very good performance in relation to the learning outcomes for the course or subject and grade.	73-85
C+	The student demonstrates good performance in relation to the learning outcomes for the course or subject and grade.	67-72
C	The student demonstrates satisfactory performance in relation to the expected learning outcomes for the course or subject and grade.	60-66
C-	The student demonstrates minimally acceptable performance in relation to the learning outcomes for the course or subject and grade.	50-59
I	In Progress or Incomplete. The student, for a variety of reasons, is not demonstrating minimally acceptable performance in relation to the learning outcomes. An "I" letter grade may only be assigned in accordance with section 3 of the Provincial Letter Grades Order.	
F	Failed or Failing. The student has not demonstrated, or is not demonstrating, minimally acceptable performance in relation to the learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade or if the "F" is assigned as a result of failing a provincially examinable course.	0-49
W	Withdrawal. According to the policy of the board, and upon request of the parent of the student or, when appropriate, the student, the principal, vice principal or director of instruction in charge of a school may grant permission to a student to withdraw from a course or subject.	
SG (Final report only)	Standing Granted. Although completion of normal requirements is not possible, a sufficient level of performance has been attained to warrant, consistent with the best interests of the student, the granting of standing for the course or subject and grade. Standing Granted may be used in cases of serious illness, hospitalization, late entry or early leaving, but may only be granted by an adjudication process authorized by the principal, vice principal or director of instruction in charge of the school. Standing Granted may not be used for the Graduation Transitions or for a course with a required Graduation Program Examination.	
TS (Final report only)	Transfer Standing. May be granted by the principal, vice-principal, or director of instruction in charge of a school on the basis of an examination of records from an institution other than a school as defined in the School Act. Alternatively, the principal, vice-principal, or director of instruction in charge of a school may assign a letter grade on the basis of an examination of those records. Transfer Standing may not be used for the Graduation Transitions	
RM (Grad Transitions only)	Requirement Met. The student has met the learning outcomes set out in the "Program Guide for Graduation Transitions". Requirement met may only be used for Graduation Transitions.	

The successful completion of a course numbered 11 or 12 requires a minimum of a C- (50%).



WORK HABITS:

Work habits are reported on independently from marks in grades 8-12 and are set out in the Provincial Letter Grades Order. These are used to report on student behaviours on report cards. They include:

EXCELLENT (E)

Responsibility: demonstrates an industrious work ethic, ready to work and learn.

Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student.

Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.

GOOD (G)

Responsibility: all assignments turned in, ready to work and learn.

Cooperation: works well with other students and teachers, participates in class in a meaningful way.

Independence: a self-directed learner - takes appropriate initiative and responsibility for learning.

SATISFACTORY (S)

Responsibility: most assignments turned in, usually ready to work and learn.

Cooperation: usually works well with other students and teacher(s).

Independence: often requires direction.

NEEDS IMPROVEMENT (N)

Responsibility: most assignments missing, frequently not ready to work and learn.

Cooperation: does not work well with other students or teacher(s).

Independence: needs one-on-one attention most of the time.



CLASSROOM EXAMPLES/TEACHER(S) TESTIMONIALS:

1. **An Elementary Teacher** reports academic achievement through the established learning standards. Throughout the term, formative assessment information is gathered on these standards. Periodically, summative assessments provide a snapshot of students' individual progress. These summative assessments reflecting student growth are reported to parents throughout the year.
2. **A Secondary Teacher** communicates to parents at the beginning of the year the big ideas, enduring understandings, driving questions, and summative assessment for each unit of study. All stakeholders have a clear understanding of the learning goals and expectations for success.

TEACHER TIPS:

1. Develop performance standards and common grading practices among teachers at the same school or within the same department; consistency in the development, meaning, and application of grading practices from one teacher to the next is essential for accuracy and fairness in reporting student progress (O'Connor, 2011, p. 5).
2. Use the language of Performance Standards and Learning Standards with students. It helps them understand the purpose/target of their learning, enabling them to focus on understanding and performing to that standard.
3. Use student-led conferences to enable students to share their progress with their parents. Students can explain the learning targets and provide evidence of their ability to meet these targets. Use frameworks to guide students and parents in this process.
4. Structure parent-teacher conferences to provide meaningful qualitative feedback – beyond percentages and/or letter grades. Focus the meeting on what the child knows, has learned, or understands; highlight evidence of his/her growth towards the learning standards; and discuss ways to support the student in meeting goals for continued learning.



Principle #10

Assessment and reporting practices and procedures support all students, including those with special needs and those who are learning a second or additional language.

Effective assessment is revelatory; it reveals the student's story. Students need a safe place to tell that story and receive helpful feedback on its unfolding. For that feedback to be useful, we limit judgement and evaluation....If we grade (or score) the formative assessment steps that students take as they wrestle with new learning, every formative assessment becomes a final judgement...feedback is diminished and learning wanes.

Ken O'Connor and Rick Wormeli

Reporting Progress of Students with Special Needs

Additional types of assessment may be used for students with special needs (see Appendix F). Following the assessment, a Learning Plan or an Individual Education Plan (IEP) may be written.

The Individual Education Plan order states that schools

- (a) must ensure that the IEP is reviewed at least once each school year following the year the IEP is developed and, where necessary, it is revised, or cancelled, and (b) must offer a parent of the student, and where appropriate, the student the opportunity to be consulted about the preparation of an IEP.

The purpose of reviewing student progress according to the IEP goals is to ensure there is a good match between what the student needs to learn and the strategies used to differentiate instruction. Students with special needs require differentiated assessment and intervention methods. Differentiated instruction recognizes students' varying background knowledge, readiness, language, preferences in learning, and interests. Letter grades can be used for students on both adapted and modified programs in accordance with BC Ministry of Education guidelines. The letter grade reflects a student's progress with their IEP goals rather than a comparison with the achievements of same aged peers.

All students with Ministry identified special needs should have a completed IEP in place no later than the first reporting period. Additional comments regarding a reference to IEP goals can be made as part of the usual report card. For students with more complex needs, there may be an additional IEP progress report.

Many students with special needs can achieve or surpass the learning targets. For these students, adaptations to the instruction or assessment methods used may be necessary and will be reflected in their Individual Education Plans (IEPs).

Adaptations can take many forms including:

- extra time or separate space to complete assignments or tests
- audio materials, electronic texts, or peer assistance to scaffold reading
- alternatives to writing for demonstrating knowledge of content material, support for study skills and work habits, organization, etc.



For more information please refer to the BC Ministry of Education's [Adaptations and Modifications Guide](#). Students on a Modified program will graduate with an Evergreen Certificate.

Students with special needs whose learning targets are substantially modified will have an IEP as they are not expected to achieve the learning targets outlined in the provincial curriculum. Students are evaluated according to established individual goals in the IEP rather than the curricular competencies. IEP goals are established for the students based on their ability and previous accomplishments. These learning goals are developed by teachers in consultation with parents, students and case managers.

Adapted and Modified Letter Grades

All intermediate and secondary students should receive letter grades on their report card. Report Central provides a menu of anecdotal comments for students on adapted or modified programs. Letter grades must be assigned, even in cases where the student is on a modified program. In such cases, the letter grades reflect the student's progress on their IEP goals. Please refer to the North Vancouver School District's Model for Differentiated Learning, Assessment and Grading (see Appendix G) for more information.

It may not be appropriate to provide letter grades for students with limited awareness of their surroundings, students with fragile mental/physical health, or students who are multiply challenged. Such decisions are best made by the School-Based Resource Team (SBRT). If students receive letter grades for the courses in which they are enrolled, then an Evergreen Certificate AND a transcript can be produced. If no letter grades are assigned then only an Evergreen Certificate is available.

Students with Special Needs and Second Language

Although Ministry policy states that students may be exempted from second-language study because of special needs, not all students who have been identified as having special needs should be exempted. Second-language study may actually enhance first-language development for some students. For more information on second language instruction for special needs students go to: <http://www.bced.gov.bc.ca/irp/cfrench512/>

For more information on reporting progress for students with special needs, please refer to the BC Ministry of Education's policy document [Reporting Student Progress: Policy and Practice](#) and the [Special Needs Students Order](#)

Reporting Progress of English Language Learners

Regular reporting procedures are used to report the progress of English Language Learners (ELL) who meet the expectations of the provincial learning standards.

If an ELL student is not able to follow the learning standards, the written report must contain comments describing what the student can do, areas in which he or she requires further attention or development, and ways of supporting his or her learning.

Additional reporting on language proficiency and progress for ELL students is supported by the North Vancouver School District's online *ELL Central* program. Additional information regarding reporting ELL student progress is provided in Appendix F.



CLASSROOM EXAMPLES/TEACHER TESTIMONIALS:

1. **An Elementary Teacher** who has three students on adapted programs for English Language Arts keeps records of the students' progress towards Learning Standards and/or their stated IEP goals and ensures that adapted letter grades for these students are clearly communicated on the report card (see Appendix C: Model for Differentiated Learning, Assessment, and Grading)
2. **A Secondary Teacher** designs interim reports with ELL students to enable them to be involved in their own assessment. Students comment on their understanding of the learning targets; they self-assess in relation to the targets, and show evidence of their progress towards the targets (O'Connor, 2011, p. 153).

TEACHER TIPS:

1. Provide scaffolds and interventions as required for students to be successful with summative tasks. Examples of scaffolding and support for assessment include extra time, a different location, prompts, tiered questions, and any other intervention deemed necessary for a student to successfully demonstrate their progress in relation to common learning targets.
2. Identify targets for students with special needs in relation to tests and projects and assign grades based on those individualized targets.
3. Don't confuse effort with achievement when communicating the progress of students with special needs or ELL learners. In some cases, students may need significant support to meet learning standards, and therefore an *adapted* letter grade and accompanying comments must reflect the supports received.



APPENDICES



A: Reporting Student Progress: Ministerial Orders and District Policies



B: North Vancouver School District Reporting for ELL Students



C: Model for Differentiated Learning, Assessment and Grading



D: North Vancouver School District Assessments



E: Table of Standardized Scores

Appendix A:

Reporting Student Progress: Ministerial Orders and District Policies

BC Ministry of Education Policy Document: Student Reporting

<http://www2.gov.bc.ca/gov/topic.page?id=BDE162FD4145CB93A968A319BD386D>

Student Progress Report Order

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m191-94.pdf>

Required Areas of Study in an Educational Program:

<https://www.bced.gov.bc.ca/legislation/schoollaw/e/m295-95.pdf>

Provincial Letter Grades Order:

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m192-94.pdf>

Special Needs Students Order:

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m150-89.pdf>

English Language Learning Policy and Guidelines:

<http://www.bced.gov.bc.ca/esl/policy/guidelines.pdf>

Graduation Program Order

<http://www.bced.gov.bc.ca/legislation/schoollaw/e/m302-04.pdf>

North Vancouver School District Policy 203- Communicating Student Learning to Parents (Reporting)

<http://www.sd44.ca/Board/PoliciesProcedures/Series200/Policy203/Pages/default.aspx>



APPENDIX B:

North Vancouver School District Reporting for ELL Students

Primary ELL Grading Chart

Level	1 Direct	2 Direct	2 Indirect	3 Indirect	4 Indirect
English Language Arts					
Performance Scale	No	No	Maybe	Maybe	Yes
Teacher Responsible	ESL	ESL	Classroom	Classroom	Classroom
Mathematics					
Performance Scale	Maybe	Yes	Yes	Yes	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Science					
Performance Scale	No	No	Maybe	Maybe	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Social Studies					
Performance Scale	No	No	Maybe	Maybe	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Physical & Health Education					
Performance Scale	Yes	Yes	Yes	Yes	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Arts Education					
Performance Scale	Yes	Yes	Yes	Yes	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom

Summative Report Only

Applied Design, Skills and Technologies					
	Comment only				
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Career Education					
	Comment only				
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom



APPENDIX B

North Vancouver School District Reporting for ELL Students

Intermediate ELL Grading Chart

Level	1 Direct	2 Direct	2 Indirect	3 Indirect	4 Indirect
English Language Arts					
Letter Grade	N	N	Maybe	Maybe	Yes
Teacher Responsible	ELL	ELL	Classroom	Classroom	Classroom
Mathematics					
Letter Grade	Maybe	Maybe	Yes	Yes	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Social Studies					
Letter Grade	No	No	Maybe	Maybe	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Science					
Letter Grade	No	No	Maybe	Maybe	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Arts Education					
Letter Grade	Yes	Yes	Yes	Yes	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Physical & Health Education					
Letter Grade	Yes	Yes	Yes	Yes	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Career					
Letter Grade	No	No	Maybe	Maybe	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Core French					
Letter Grade	Yes	Yes	Yes	Yes	Yes
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom

Summative Report Only

Applied Design, Skills and Technologies					
	Comment only				
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom
Career Education					
	Comment only				
Teacher Responsible	Classroom	Classroom	Classroom	Classroom	Classroom



APPENDIX B

North Vancouver School District Reporting for ELL Students

Secondary ELL Grading

Reporting the Learner's Progress

The reporting requirements for English language learners who are following the provincial curriculum for a course, subject or grade are the same as for other students. These requirements are described in the Student Reporting Policy and in the Student Progress Report Order

www.bced.gov.bc.ca/policy/policies/student_reporting.htm

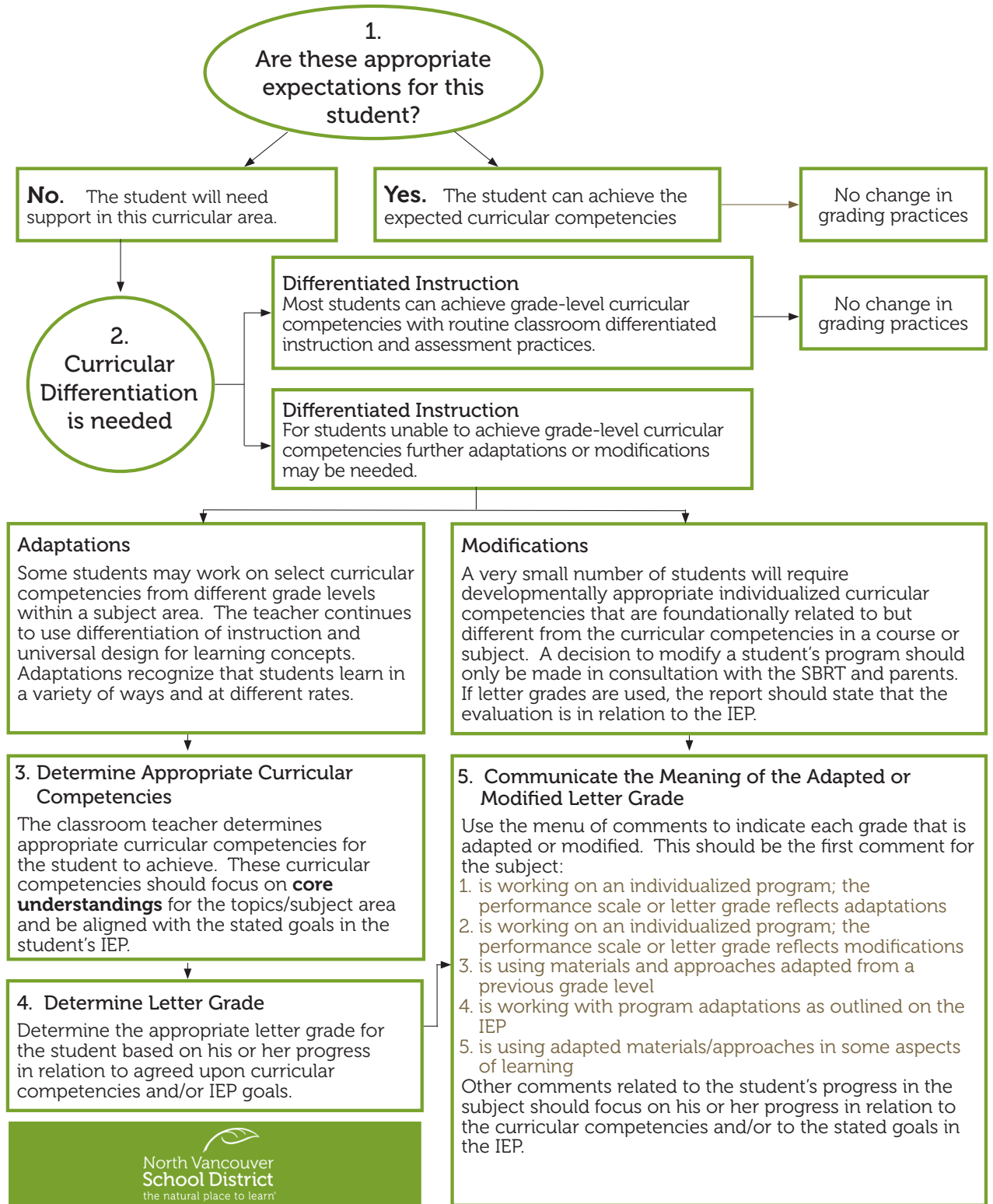
- Letter grades are appropriate for English language learners where they are capable of meeting the provincially prescribed learning outcomes for a particular subject, or the Curricular Competencies and content for a Board/Authority Authorized course.
- Letter grades are not appropriate where English language learners are not yet able to follow the curriculum due to their level of language proficiency. In this case, the student progress report must contain information describing what the student can do, areas that require further attention or development, and ways of supporting their learning.



APPENDIX C:

Model for Differentiated Learning, Assessment and Grading

For each set of Curricular Competencies for a course or subject ask:



APPENDIX D: North Vancouver School District Assessments



District Assessment Calendar

<i>Dates of Administration</i>	<i>Name of Assessment</i>	<i>Data</i>	<i>Personnel Responsible</i>	<i>Submission of Data</i>	<i>Date of Submission</i>
August	District ELL	Landed Immigrants & International	District testers	Learning Services	September
End of January	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Grade 1 and 2 students at the "Intensive Level"	Learning Services Teachers (LST) to administer	Results to Admin Assistant to enter into MyEdBC; copies to Learning Services	End January
November to December	Social Responsibility Survey	Survey question results for grades 4-11	Classroom teacher to administer	Learning Services	By Winter Break
January	Ministry Satisfaction Survey	Grades 4, 7, 11	Classroom Teachers	Learning Services	End January
January/Feb	Elem/Sec ELL	International	District testers	Learning Services	February
January/Feb	TOPA (Test of Phonological Awareness)	Percentile ranking for all K students	LST to administer (LSW)	Results to Admin Assistant to enter into MyEdBC; copies to Learning Services	End February
January	Grade 8 District Numeracy (Sutherland only)	Raw score/percent	Classroom teachers to administer	Results to Records Clerk to enter into MyEdBC; copies to Learning Services	Last day of exam period
February	EDI (Early Development Instrument)	Kindergarten Student Questionnaire	K Classroom teachers to administer	K Classroom teachers upload to UBC HELP	End February
February	Kindergarten Numeracy	Raw scores for all K students	Classroom teacher to administer	Results to Admin Assistant to enter into MyEdBC; copies to Learning Services	End February
February to March	Insight (referral through SBRT)	Grade 3 gifted identification	LST, Gifted teacher to administer	LST sends to Learning Services	Before March break
February	Foundation Skills Assessment (FSA)	Read, Write and Numeracy (Grades 4 & 7)	Classroom teachers to administer	Booklets to Learning Services Marked booklets to schools to send home. Admin Assistant to enter into MyEdBC	End February – Early March
Early April	Aboriginal Education Survey	Survey question results	Aboriginal Support Teacher to administer	Surveys to School Admin. Results to Learning Services	End May
April - June	ELL K - 12	ELL Students	ELL Teachers	School, Learning Services	April - June
April	DELF (Diplôme d'études en langue française) (Optional for grade 11/12 FSL/FI students)	French assessment in reading, writing and oral language	District team (DELF trained teachers) to administer	Results to Learning Services	End April
End of May	TOPA Retest	Percentile scores for all retested K students	LST, (LSW) to administer	Admin Assistant to enter into MyEdBC; copies to Learning Services	End May
Mid - End of May	DIBELS Progress Monitoring	Progress results (targeted, intensive) Gr. 1 & 2	LST, (LSW) to administer	Results to Admin Assistant and Learning Services	End May
Mid - End of May	Kindergarten Numeracy Retest	Raw scores for all retested K students	Classroom teacher to administer	Admin Assistants to enter into MyEdBC; copies to Learning Services	End May
Mid - End of May	Grade 1 Numeracy Test	Grade 1 students at risk from K Num prior year	Classroom teacher to administer	To Learning Services	End May
Mid - End of May	Grade 2 Numeracy Test	Grade 2 students at risk from prior year	Classroom teacher to administer	To Learning Services	End May
June	Grade 6 District Numeracy	Raw score	Classroom teacher to administer	Admin Assistants send tests to Learning Services for marking. Results sent to schools to enter into MyEdBC	Mid June
June	Grade 8 District Numeracy (ALL)	Raw score/percent	Classroom teachers to administer	Results to Records Clerk to enter into MyEdBC; copies to Learning Services	Last day of exam period

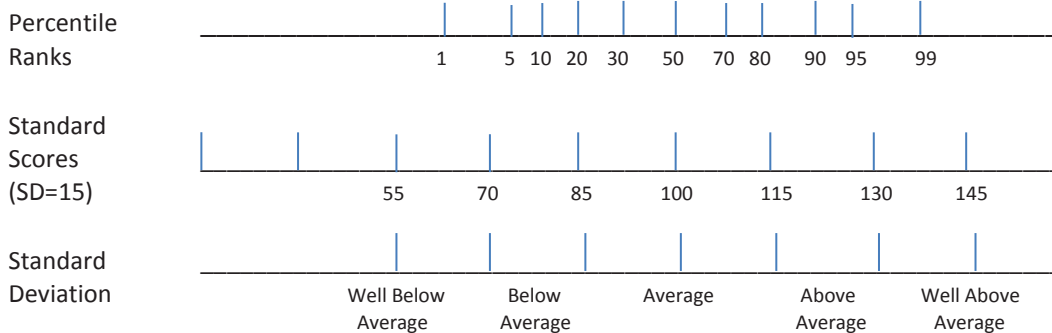
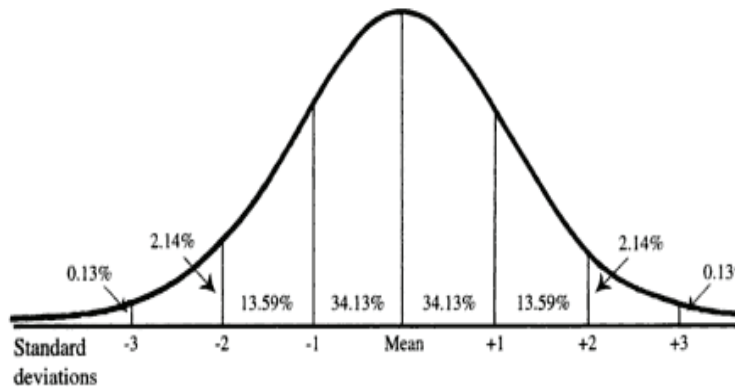
NOTE: The above chart is a sample of the many assessments used in the North Vancouver School District. There are many others available. Contact Learning Services for more information.

APPENDIX E: Table of Standardized Scores

Table of Scores of Relative Standing and Descriptors – Level B and C Standardized Tests

Standard Deviation (SD)	Standard Scores Mean=100, SD=15	Scales Scores Mean=10, SD=3	Percentiles	Descriptors
> + 2.00	> or = 130	> or = 16	> or = 97	Well Above Average
+ 1.00 to + 2.00	115 – 129	13 – 15	85 – 96	Above Average
- 1.00 to + 1.00	85 – 114	7 – 12	15 – 84	Average
- 1.00 to – 2.00	71 – 84	4 – 6	3 – 14	Below Average
< - 2.00	< or = 70	< or = 3	< or = 2	Well Below Average

Standard Deviations: + / -1 Standard Deviation is the Average Range



Please note: Different tests may have different descriptors but broadly speaking all have an AVERAGE RANGE of standard scores between 85 and 115 (15th to 85th percentile).

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