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Assessment and Reporting

February 2024

The purpose of reporting

The primary purpose of student reporting is to effectively **communicate with students, parents, and caregivers** about **where students are** in their learning, what their **next steps** are, and how they can **work together** with teachers **to support** the students' ongoing learning journeys.

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Why the changes?

- students can participate in conversations that involve them more deeply in their learning
- parents and caregivers are well informed about their child's learning and understand ways to support and further their child's learning
- teachers have the flexibility to meaningfully communicate with students, parents, and caregivers
- report cards align with the redesigned provincial curriculum

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Updates (Reports)

5 Learning Updates:

- 3 Written Learning Updates (2 Learning Updates, 1 Summary of Learning)
- 2 Informal Learning Updates, such as parent-teacher conferences, triad conferences etc.

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What do the Updates include?

- Communication of student learning in relation to the learning standards in all current areas of learning, using the Provincial Proficiency Scale (Grades K-9) or letter grades and percentages (Grades 10-12)
- Feedback describing student strengths, areas for future growth, and opportunities for further development
- Student-generated content, including self-reflection on the Core Competencies and goal setting
- Information about student attendance

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Think back to the first time….

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Why the proficiency scale and not grades?

Feedback:

- Encourages continued learning
- helps to plan instruction
- communicates strengths
- communicates areas for future growth

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A Guide to Your Child's Learning Update

The Provincial Proficiency Scale

Student reporting in Grades K-9 requires use of the Provincial Proficiency Scale to communicate students' learning in all areas of learning.

Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning. "Emerging" indicates that a student is just beginning to demonstrate learning in relation to the Learning Standards of the curriculum but is not yet doing so consistently. Emerging isn't failing.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. "Developing" indicates that a student is demonstrating learning in relation to the Learning Standards with growing consistency. The student is showing initial understanding but still in the process of developing their competency in relation to the Learning Standards of the curriculum. Developing isn't failing. All students will be developing in some areas and specific time points.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning. "Proficient" is the goal for students. It is when a student demonstrates the expected learning in relation to the Learning Standards of the curriculum. "Proficient" is not synonymous with perfection. Instead, the student is able to demonstrate their learning consistently or most of the time.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. "Extending" is not synonymous with perfection. "Extending" is a student demonstrating learning in relation to Learning Standards with increasing depth and complexity. "Extending" is not a bonus, or a reward, and does not necessarily require that students do a greater volume of work or work at a higher grade level. "Extending" is not the standard for all students, "Proficient" is. Therefore, if a student turns in all their work and demonstrates evidence of learning in all Learning Standards for the given area of learning, they are not automatically assigned "Extending."

Proficient is the goal for all students

When a student demonstrates the expected learning in relation to the learning standards for an area of learning or the individualized learning goals outlined in their IEP, they are Proficient.

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Who is Westcot **Kindie**?

- Developing imagination
- Meaningful discoveries through play
- Hands on learning
- Differentiation: meeting students where they are at

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Play-Based Assessment

01. Hands-on Learning

Activities guided towards literacy, numeracy and Big Ideas

02. Story Workshop

Utilize our loose parts library for oral language assessment

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03. KELP Assessment

Kindergarten Evaluation of Learning Potential

04. Ongoing Assessment

Continuously capturing student Learning in-process to identify Misunderstandings and gaps

Play-Based Assessment

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Activities guided towards literacy, numeracy and Big Ideas

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Play-Based Assessment

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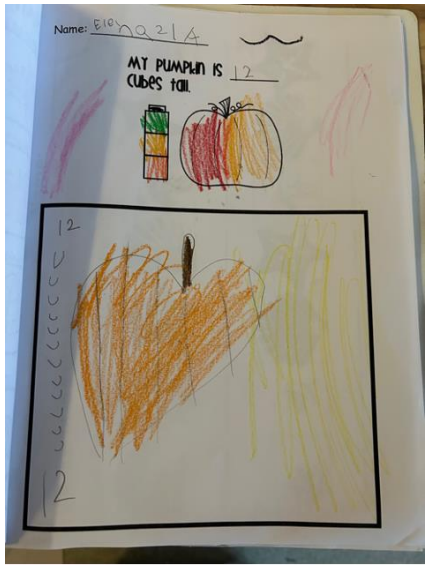
Play-Based Assessment



04. Ongoing Assessment

Continuously capturing student learning in-process to identify misunderstandings and gaps

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Communication with **Parents/Caregivers**

- Daily Google Classroom posts
- Weekly Friday emails
- Noisy reading
- Involving parents in classroom learning

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Building up to Reports

Westcot & District Collaboration

- Determined the sequence of curriculum and core competencies
- Planned weekly and discussed growth in students and reassessed

- Worked with district Kindergarten members to rework our existing report card template to meet the new reporting standards

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

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Building up to Reports

Reporting Standards & Specialty Input

- Ensured cohesion amongst Westcot's reporting standards by sharing our template
- Input given from ELL, LST and other specialist or district team members for specific students

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Next Steps

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Enhancement Teachers

Supporting the Implementation of Secondary Proficiency Based Assessment and Reporting

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Consider these **essential questions** when assessing student learning through the lens of West Vancouver Schools' Guiding Principles of Assessment:

ASSESSMENT IN WEST VANCOUVER SCHOOLS

In West Vancouver Schools, assessment tells the story of the learning journey: where we are, where we want to go, and informs how we get there.

Timely and Ongoing

- Is evidence of student learning reliable, recent, and consistent?
- How is student growth reflected in assessment?

Clear and Intentional

- Do students clearly understand what is being assessed?
- Is evidence of learning based on learning standards (constructed from curricular and content competencies) that can be learned, assessed, and revisited over time?

Inclusive

- Is there flexibility in the type, timing, and variety of evidence used to assess student learning?

Communicates Student Learning

- Does assessment clearly communicate an accurate reflection of student proficiency in relation to learning standards at a given time?

Shared Responsibility

- Are students active participants in the assessment process?

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Assessment at West Vancouver Secondary

Staff Collaboration mornings

- Learning Updates
  - ✓ Descriptive feedback
- Core Competency Lessons
  - ✓ Personal & Social Responsibility
  - ✓ Thinking
  - Next, Communication…

FESL

- Student Self-Assessment of Core Competencies

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Supporting Staff Development

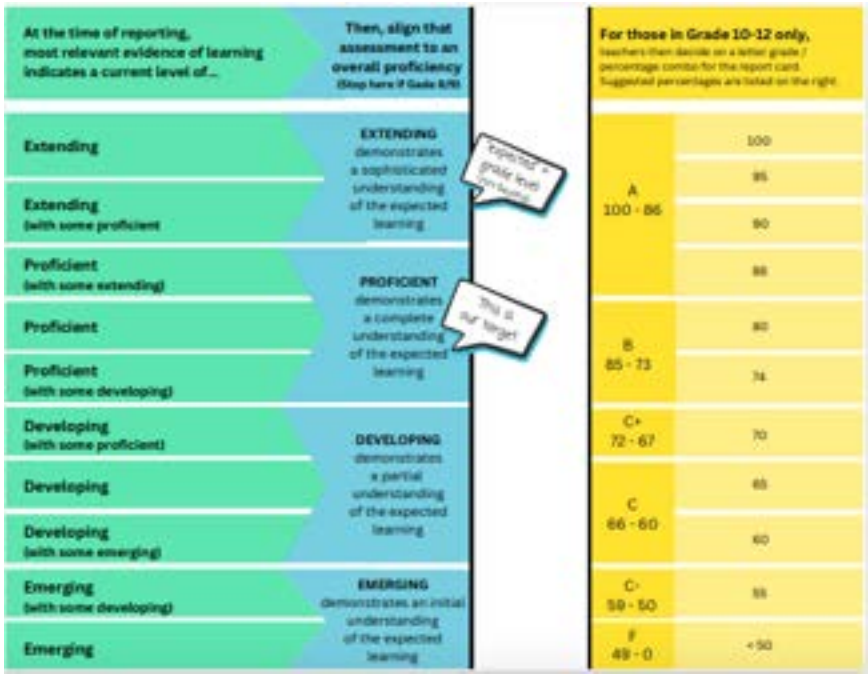
- ✓ Changes to Learning Updates
- ✓ Descriptive feedback
- ✓ Proficiency Scale
- ✓ New to Newish Teachers

WVSS Assessment Google Classroom

- ✓ Proficiency to Percentage Decision Tool.
- ✓ Proficiency sentence stems for all levels

When writing your descriptive feedback statements, you may wish to consider the following sentence stems for each level of proficiency.

	Sentence Starters	Qualifiers/Adjectives
Emerging	• is beginning to.... • is starting to ... • is working to be able to • Needs to ... • With support, can sometimes...	...with guided support
Developing	• is working on... • Continues to ... • With support can... • Can sometimes...	...with support ... with guidance
Proficient	• is able to... • Can... • Verb/Action word	
Extending	• is creatively able to... • In a unique way can ... • Elaborately...	... with sophistication ... with complexity ... with creativity ... with depth



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Proficiency Based Asse

Proficiency-based learning
demonstrating acquired sk
and ***assessment***.

toward initial foundational skills.	in initial foundati skills.

This is in contrast to traditional systems which advance students based on seat time.

Proficiency Based Assessment

Traditional Assessments didn't feel quite right...

Problems: (33 marks)
Show ALL work and ALL units. Be mindful of sig. figs. ***NO work – NO marks.***

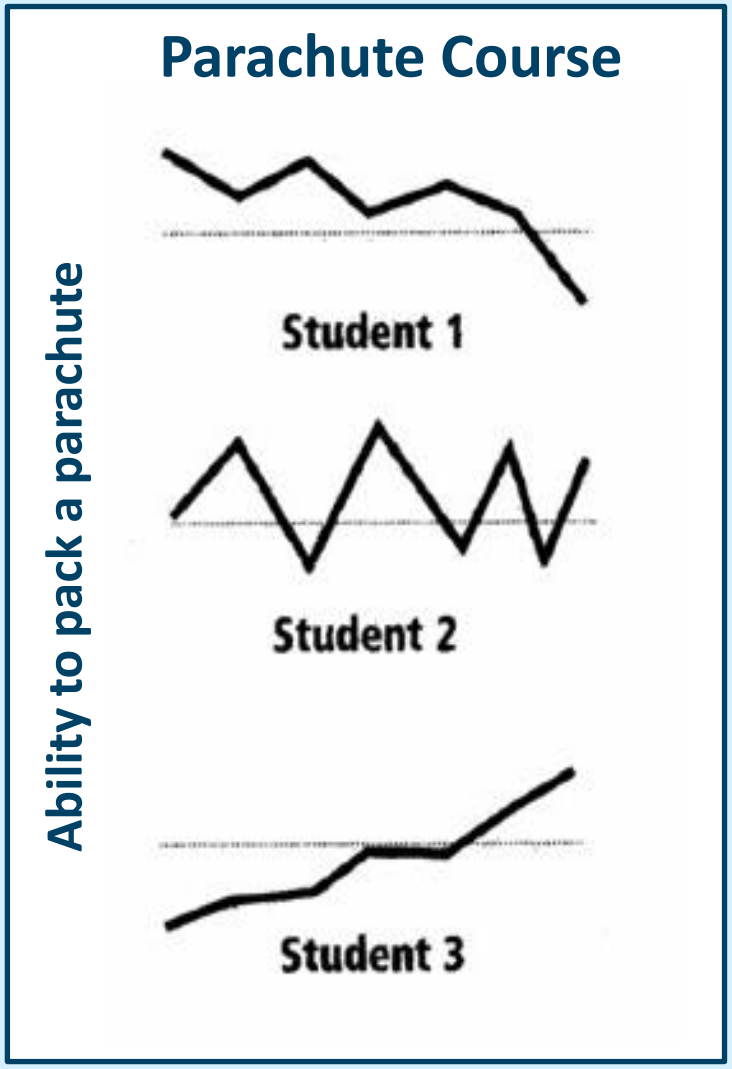
Concept 1: *Molar Mass, Avogadro's Number and Molar Volume:*

1. Calculate **the number of atoms** in 42.21 L of oxygen gas at STP. **(4 marks)**

2. 1.2×10^{12} atoms of a compound X_2Y weighs 0.00045g. **Calculate the molar mass** of compound X_2Y. **(3 marks)**

Proficiency Based Assessment

Who would you choose to pack your parachute?



Skills Based Criteria

Conceptual Understanding	Computational Reasoning	Design, Analysis and Evaluation	Communication
Demonstrating an understanding of ideas with ***transference*** to new and unfamiliar situations.	Describing ***relationships*** between variables and performing calculations.	Development of methodology to ***answer a question***. Analysis and evaluation of patterns in data including ***interpreting*** graphs, models, and/or diagrams.	Effective ***communication*** of scientific ideas and information, construction of evidence-based arguments and consistent use appropriate of scientific language.
Skills: *Retention, Identifying Patterns and making Connections, Transference of Knowledge, Problem Solving*	***Skills***: *Decomposition of Problems, Pattern Recognition, Processing*	***Skills***: *Design, Analysis and Evaluation*	***Skills***: *Verbal, Written and Visual forms of communication*

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Sentinel Staff

Assessment Survey 2022

Assessment Survey 2023

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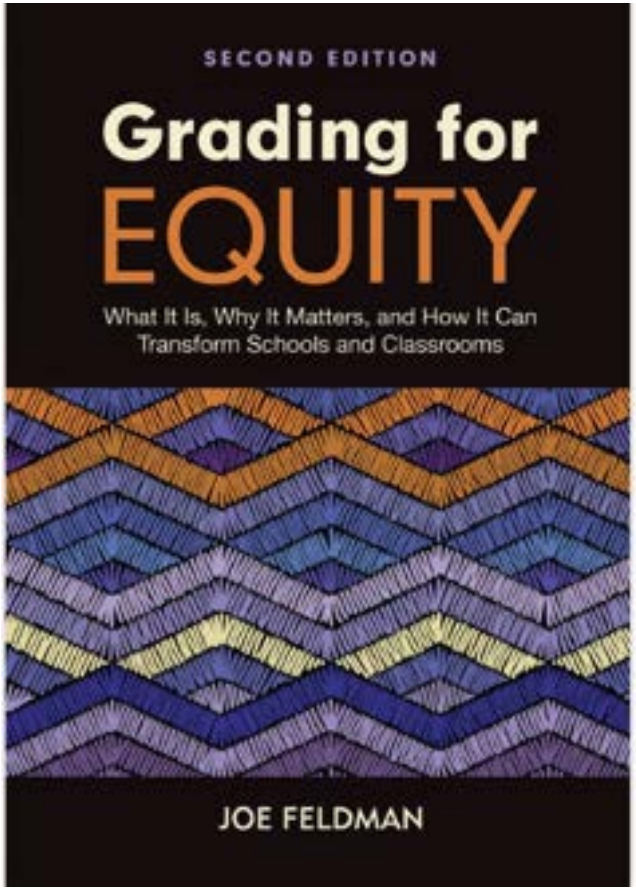
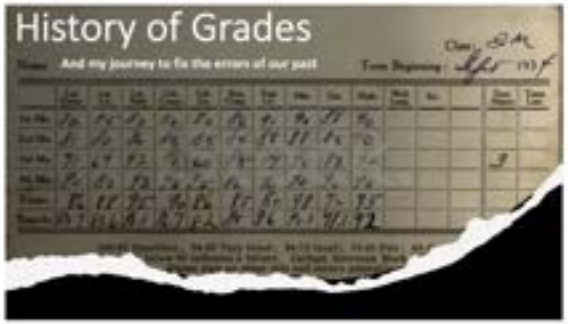


Three Pillars of
Best Assessment Practices

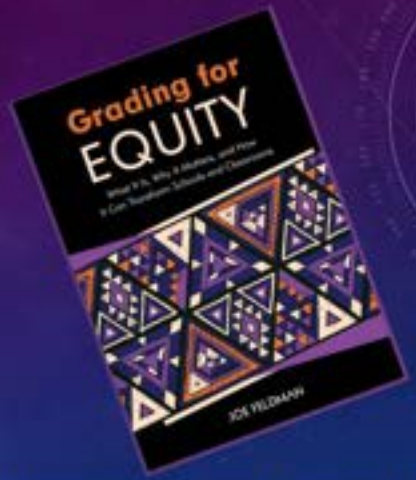
1. Accuracy
2. Bias Resistant
3. Motivational

2022
48 (of 62) Sentinel Teaching Staff
2023
47 (of 63) Sentinel Teaching Staff
Action: Professional Development
Action: Innovation Grants

ACTION: PROFESSIONAL DEVELOPMENT



GRADING FOR EQUITY BOOK CLUB



- Meet monthly (Lunch; X-Block)
- Anyone who is interested
- Member from each department
- We buy you the book
- We discuss the book

- **...and we help to transform the way we approach traditional "grading" here at Sentinel, putting assessment for learning and equity at the heart of our assessment practices.**

ACTION: GRADING FOR EQUITY BOOK CLUB

23
Innovation Grants
in the last two years

Sentinel Staff

Assessment Survey 2022

Assessment Survey 2023

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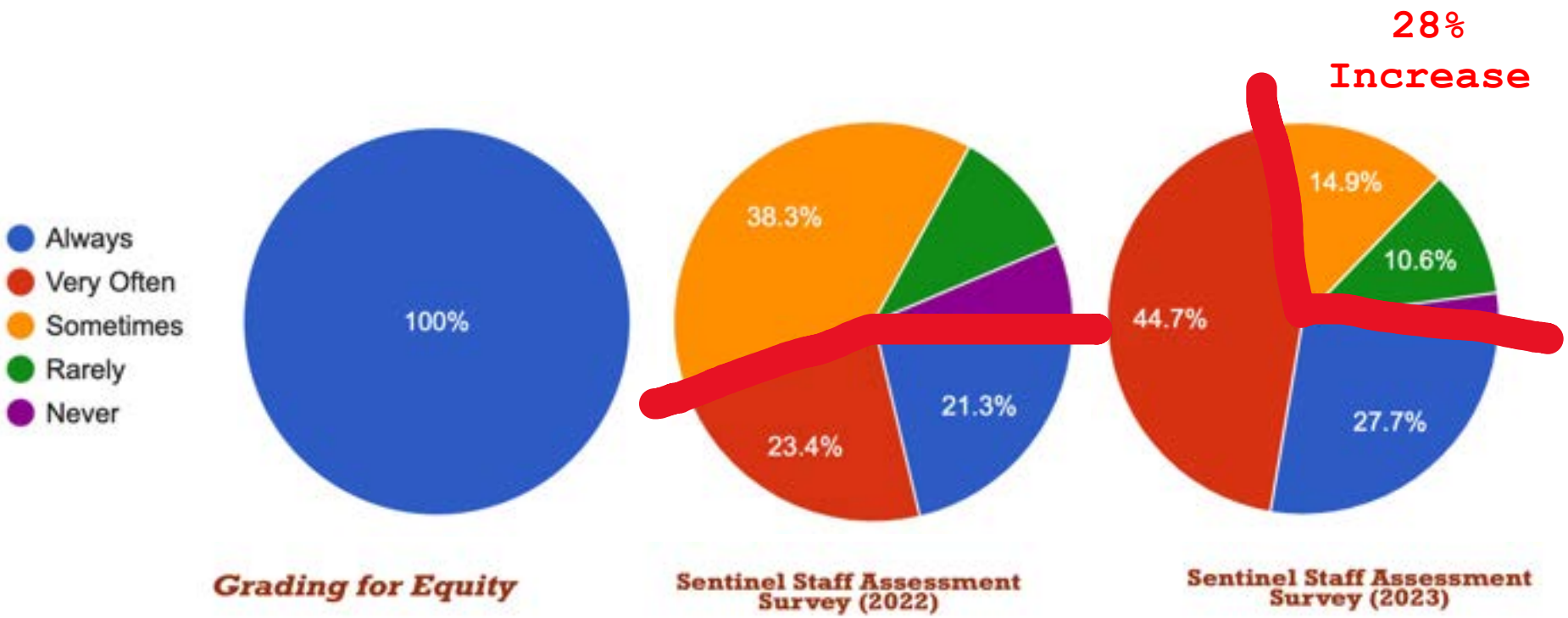
Pillar I: **Accuracy** in Assessment

Proficiency Scales (0-4)

Recent Performance

Formative vs. Summative Assessment

How often do you use a **Proficiency scale** (a grade derived from a rubric)?



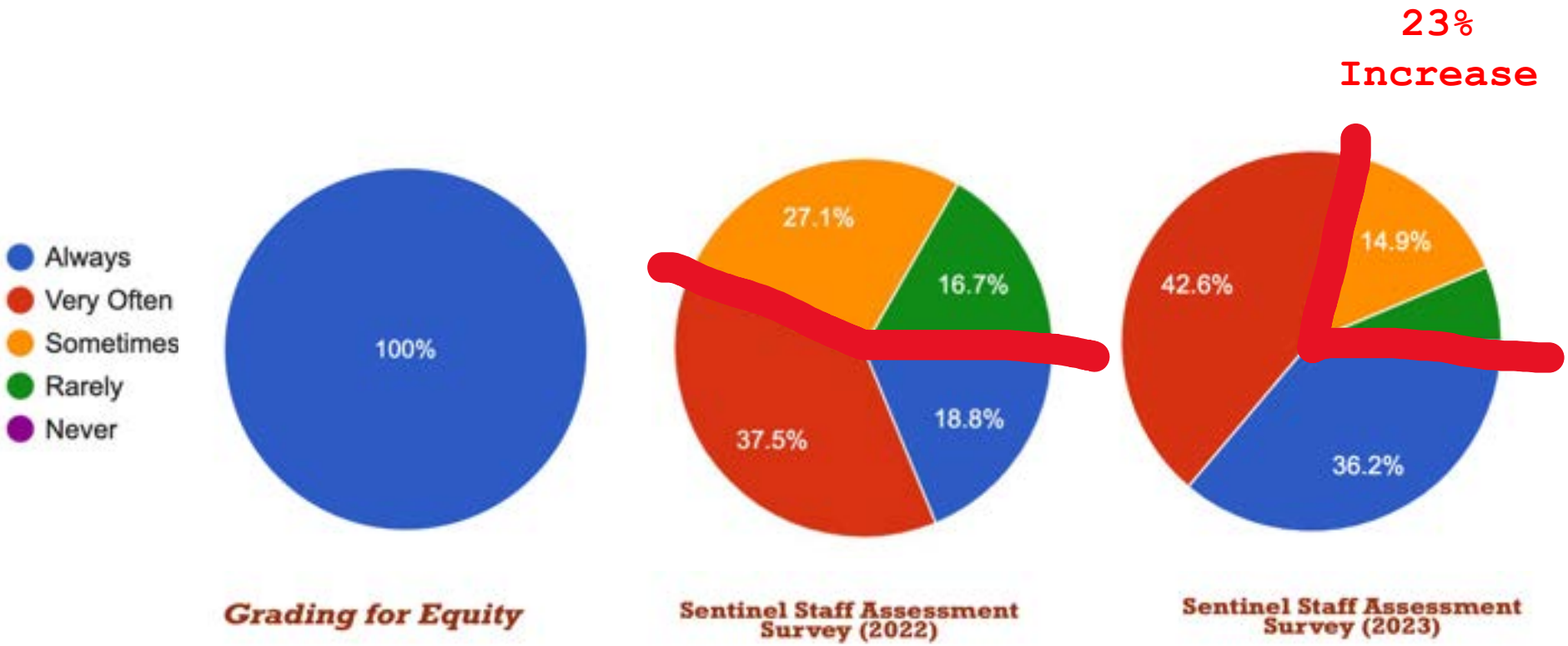
Pillar I: Accuracy in Assessment

Proficiency Scales (0-4)

Recent Performance

Formative vs. Summative Assessment

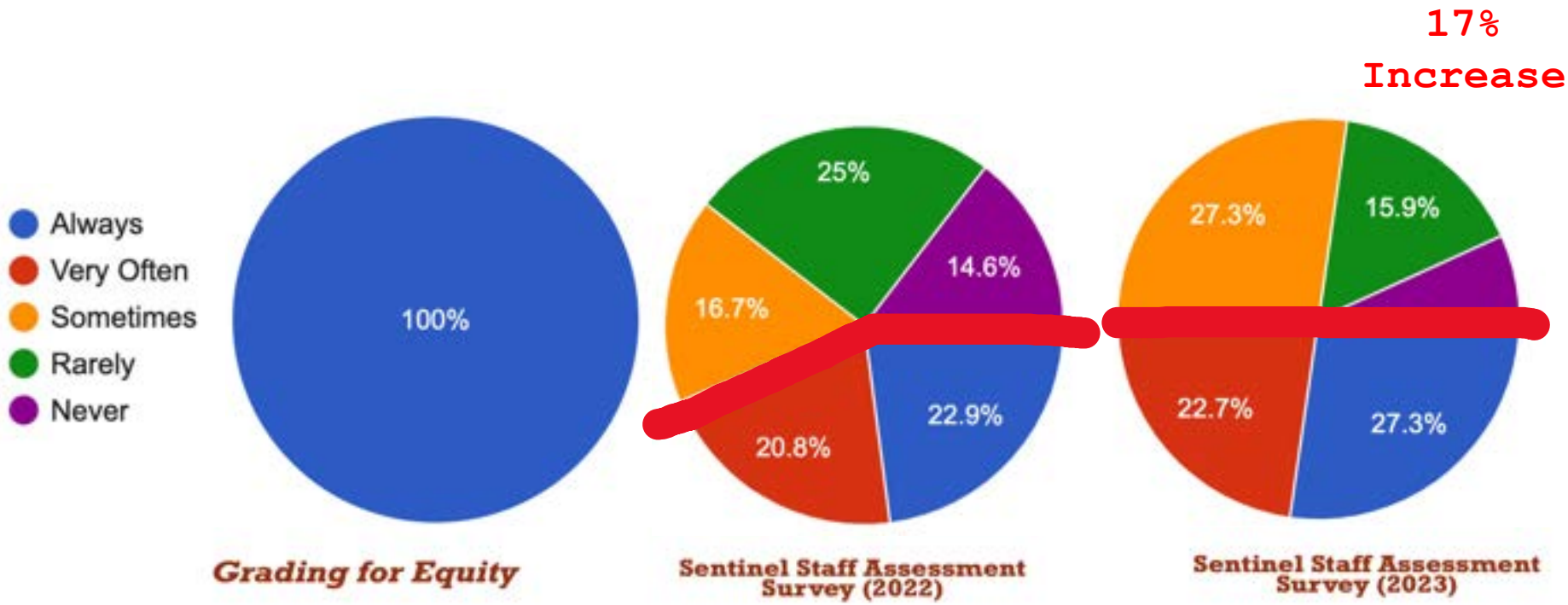
How often do you weigh **more recent** performance over **earlier** performance when evaluating students on similar skillsets?



Pillar I: Accuracy in Assessment

- Proficiency Scales (0-4)
- Recent Performance
- Formative vs. Summative Assessment

In your grade book, do you draw a clear distinction between **formative assessment** and **summative assessment**?



Pillar II: **Bias Resistant Assessment**

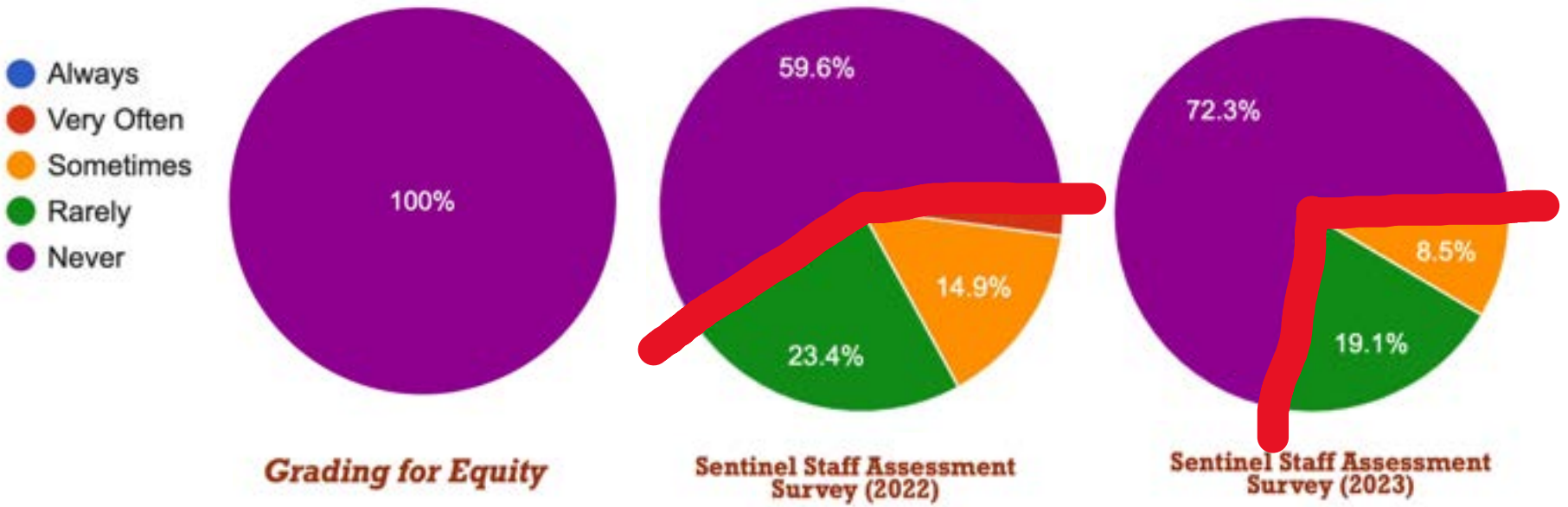
Late Work

Participation

Homework

Do you penalize students for the submission of **late work** (for example, 10% off for late submissions)?

13% Increase



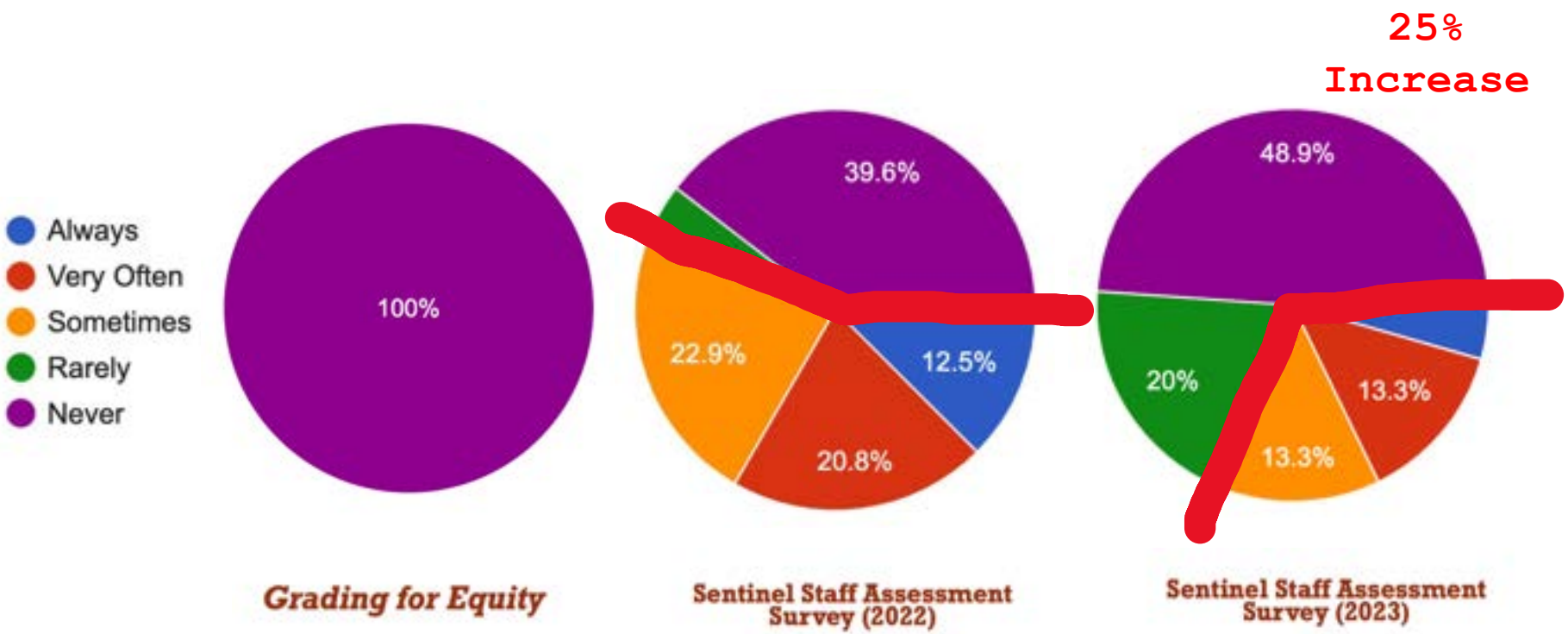
Pillar II: **Bias Resistant Assessment**

Late Work

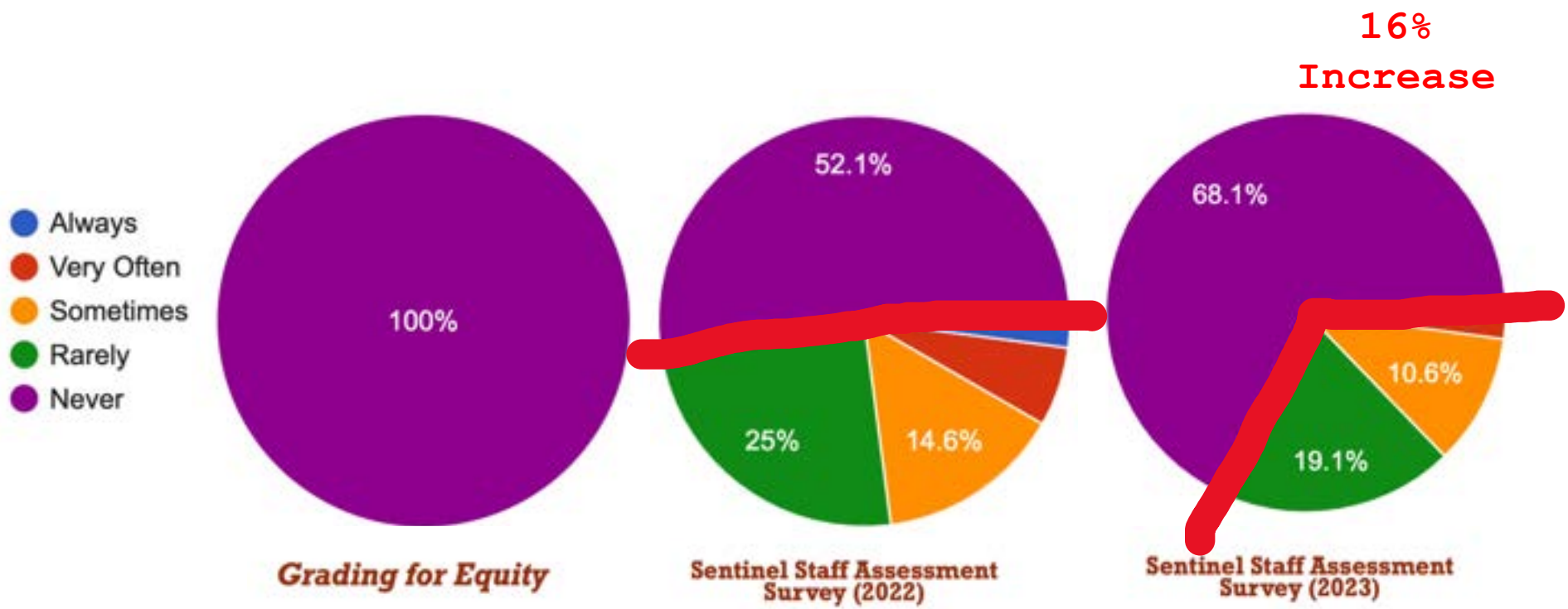
Participation

Homework

Do you evaluate a student for their **participation** in class?



Do you evaluate students for **homework** completion?

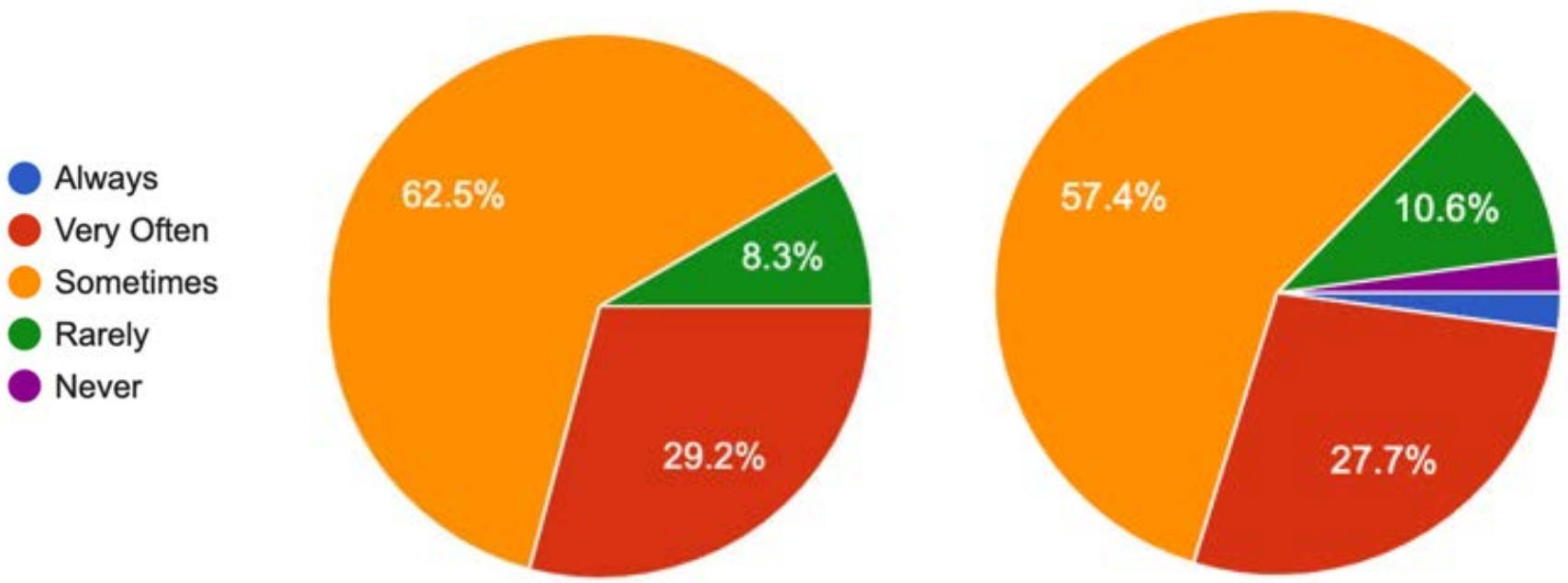


Pillar III: **Motivational Assessment**

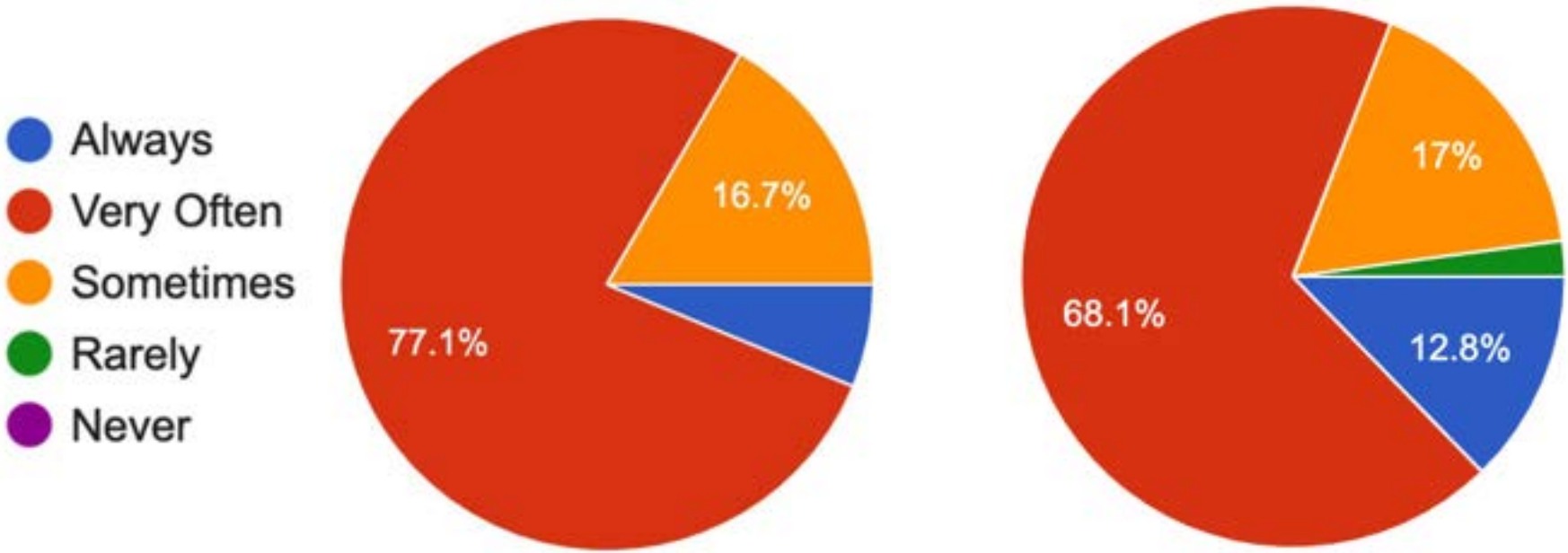
Intrinsic

Extrinsic

Would you describe your students as **intrinsically motivated**?



Would you describe your students as **extrinsically motivated**?



Parents as Partners

- Read and discuss where your child is and how to help “action” their growth? What were the recommendations?
- Kids young and old learn through play - how can you be intentional? Prioritize time to learn along side your child and celebrate their growth and their successes
- Lean into things that are hard and celebrate the journey
- Ask your child what their goals are and help them to make goals that are personal and achievable

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