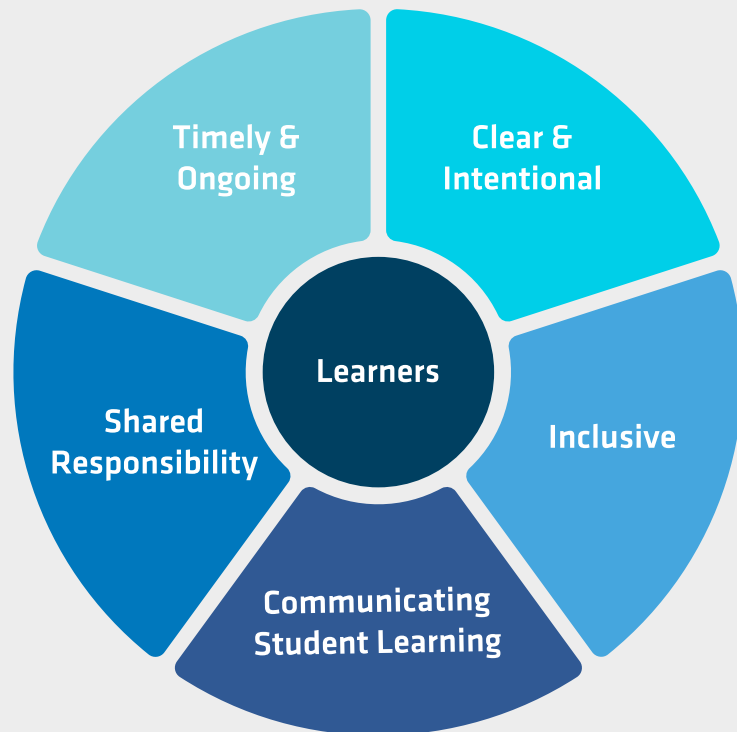


In West Vancouver Schools, assessment tells the story of the learning journey: where we are, where we want to go and informs how we get there.

The following 5 Guiding Principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. In essence, the principles are designed to foster the growth and development of all learners, communicating this regularly to all stakeholders.



The Big Idea–Assessments

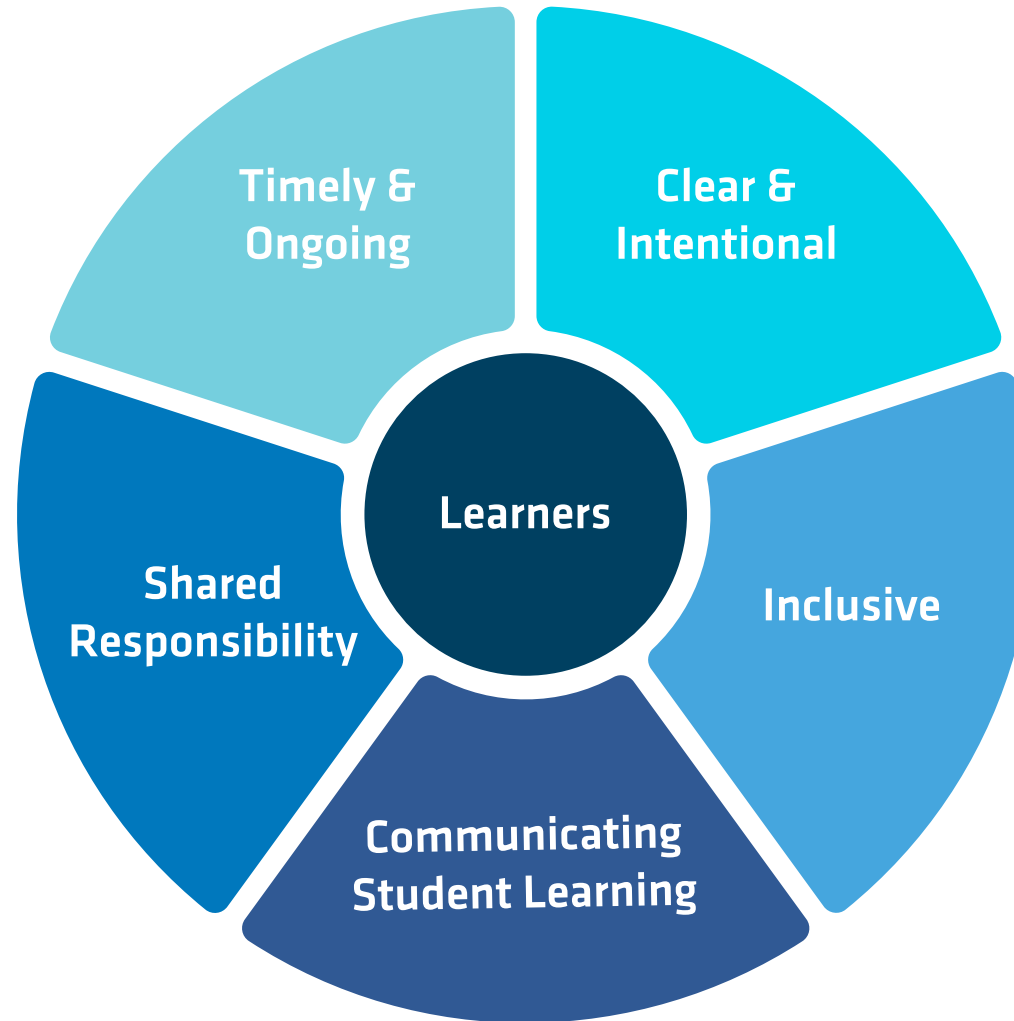


The WVS Assessment committee worked with teachers, parents and administrators to establish a WVS definition of assessment and guiding principles.

The committee worked to develop clear and consistent language, made assessment visible and provided teachers, students and parents with resources intended to support and deepen our community's collective understanding. This resource provides an overview of each assessment principle, highlights research and strategies for best practice. Quality assessment improves student learning, ownership and engagement. The primary purpose of the WVS Assessment principles is to enhance student learning in our WVS learning community.

**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.**

**Formative Assessment
guides next steps for
teaching and learning.**

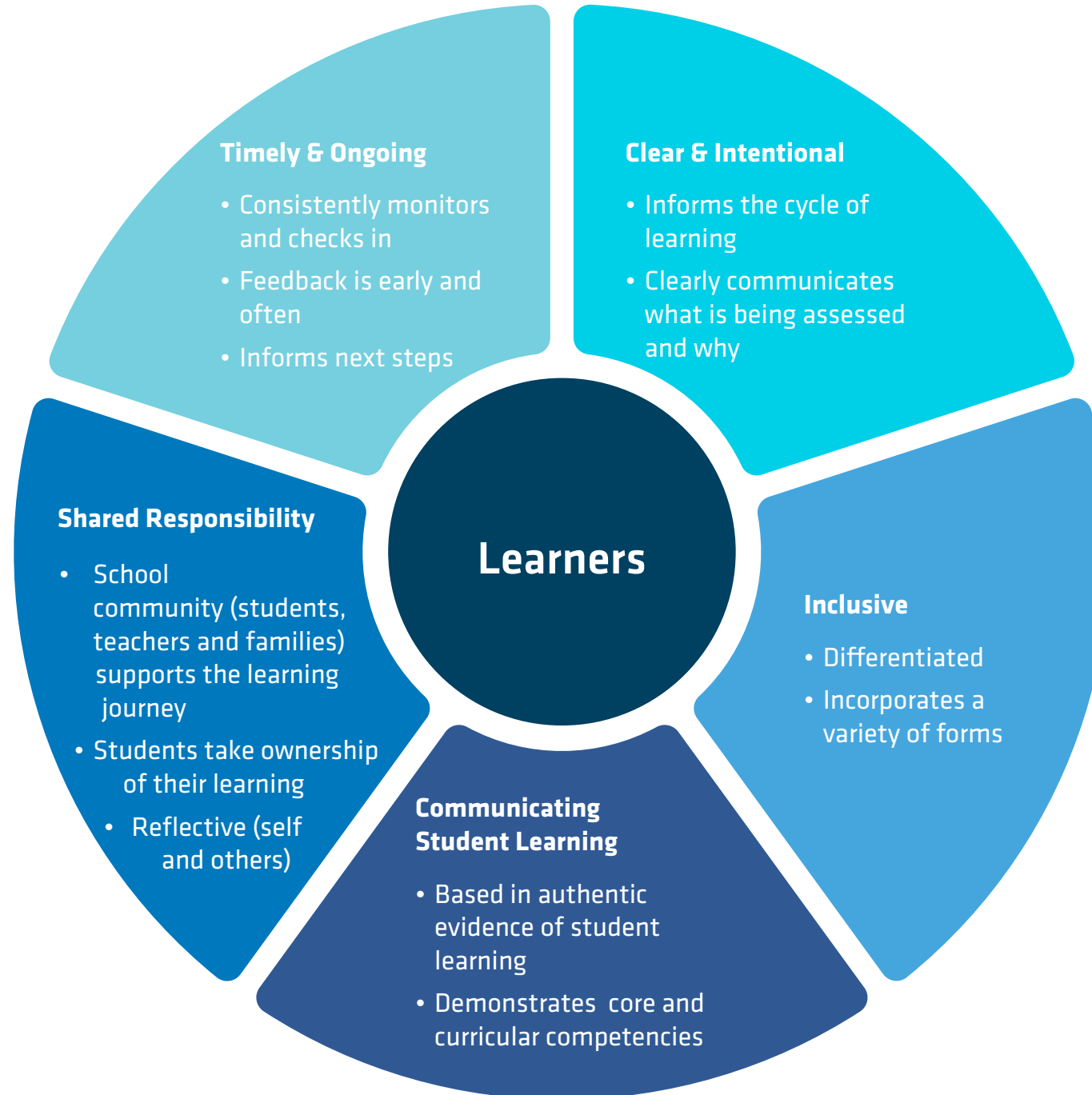


**Summative Assessment
demonstrates learning at
a given time.**

THE 5 GUIDING PRINCIPLES OF ASSESSMENT

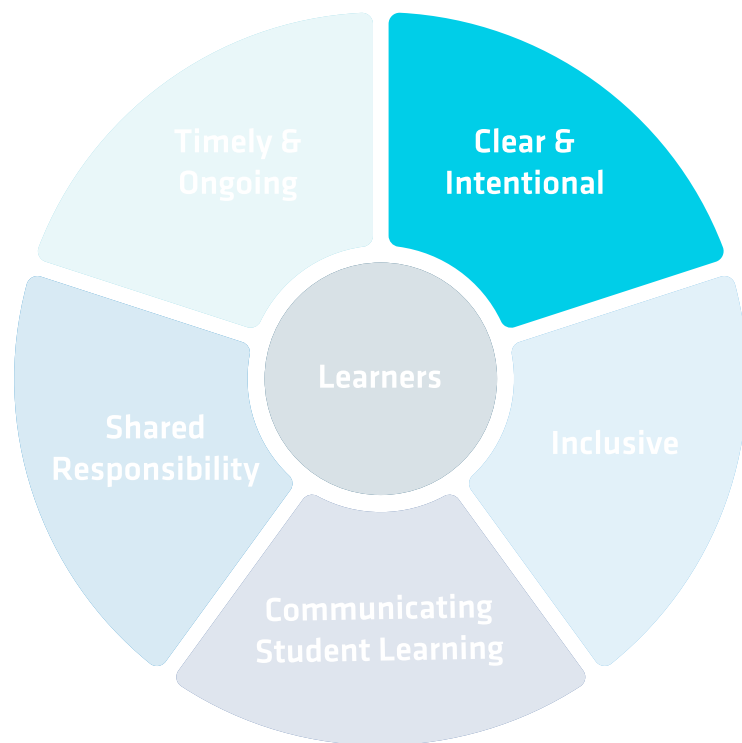
Formative Assessment

- Monitors student learning to support growth
- Guides ongoing feedback in strengths and challenges
- Provides opportunities for students to explore and take risks with their learning
- Focus is on informing teaching and learning
- Not represented by a proficiency, letter grade or percentage



Summative Assessment

- Informs what a student has learned and can demonstrate at a given time
- Evaluates progress
- Focus is on understanding, competency and content relative to an outcome or standard
- Is represented by a proficiency, letter grade or percentage



WHY?

Learning is most effective when learning targets are clear and intentional—when students understand what they are learning, why they are learning, and how the learning connects to the Big Ideas, Competencies, and Content.

CONSIDER THIS

In my planning and preparation, have I considered:

- Beginning with the end in mind (using a UBD Framework)?
- Ensuring all lessons serve a purpose in a longer learning trajectory towards the learning goal?
- Who will use the assessment information and for what purpose?
- Using Visible Learning strategies to ensure the Big Ideas and Curricular Competencies are visible and accessible to my students in my classroom (poster board, learning map)?
- Setting up my “grade book” by Big Idea and Curricular Competency instead of by task?

TRY THIS

Try these strategies:

- Use frequent comprehension checks. Ask students to articulate:
 - What are they learning?
 - Why are they learning the concepts?
 - Where are they going next with their learning?
- Provide frequent and diverse opportunities for students to reflect on their learning (exit slips, check-ins).
- Co-create rubrics with your students.
- Use Jennifer Katz’s [Three Block Model and Rubrics](#).
- Design authentic tasks using Wiggins and McTighe’s [GRASPS tasks](#).

READ THIS

- [“Understanding by Design Framework”](#) by Jay McTighe and Grant Wiggins.

WATCH THIS

- [“Critique and Descriptive Feedback: The Story of Austin’s Butterfly”](#) (6:29).
- [“Learning Intentions and Success Criteria”](#) by John Hattie (9:02).
- [“Clarifying, Sharing, and Understanding Learning Intentions”](#) by Dylan Wiliam (4:28).



WHY?

Classroom assessments should be equitable and accessible for all learners allowing students to demonstrate their learning in authentic and meaningful ways valuing varied backgrounds, interests, and abilities. Varied assessment methods, experiences and approaches allow students to achieve learning goals related to the Big Ideas, Curricular and Core Competencies and Content. Students may require assessment adaptation or modification to access their learning.

CONSIDER THIS

In my planning and preparation, have I considered:

- ➔ Does your assessment allow diverse learners (ELL, LD, Low incidence, Behaviour, Gifted, etc...) to effectively demonstrate their understanding?
- ➔ The strengths, stretches, strategies, adaptations and/or modifications that are outlined on a student's IEP?
- ➔ What tools and strategies (ex. Universal Designs for Learning, Backwards design, Inquiry cycles) will be used to encourage inclusive assessment?
- ➔ Consulting with colleagues (specialist teachers working in Inclusive Education) to build your own capacity and ensure inclusive practices?
- ➔ Providing choice and options in the way students can demonstrate their learning?

TRY THIS

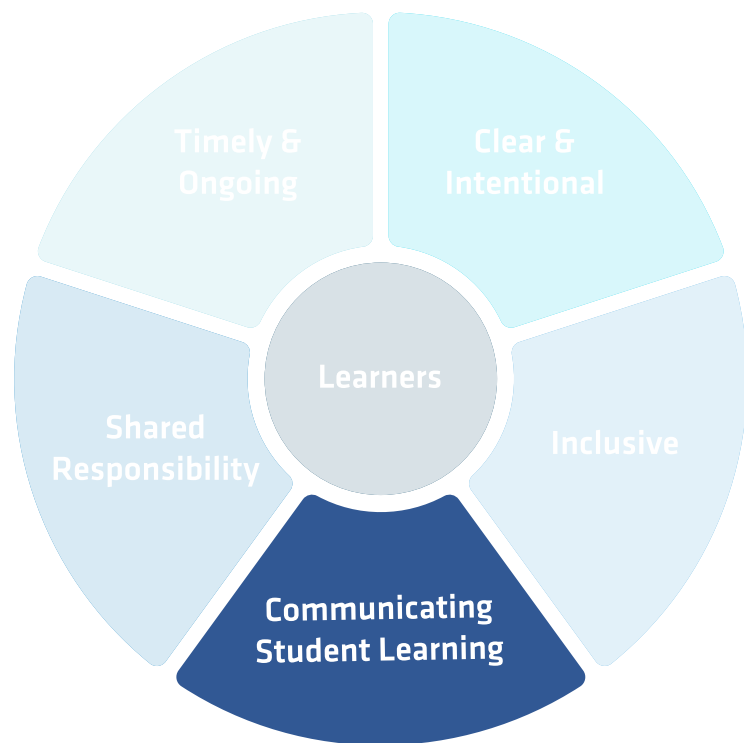
- ➔ When preparing an assignment, have students decide how they will each demonstrate their knowledge and understanding based on the criteria provided (choice in assessment task)
- ➔ Connect with specialist teachers to brainstorm and discuss possible assessment strategies to build your own capacity
- ➔ Challenge yourself to vary your assessment style. If you generally stick to one type of assessment (i.e., written test) think about how you could collect the same information on student progress in a different way (orally, recording, visual representation, etc...)
- ➔ When assessing, pay careful attention to the assessment task being carried out. Think about individual students and whether or not the method being used will allow them to demonstrate their knowledge and understanding. If the answer is no, revise your approach.

READ THIS

- ➔ [“Inclusive Student Assessment”](#) International Bureau of Education
- ➔ [“Assessment in Inclusive Settings Key Issues for Policy and Practice”](#) by the European Agency for Development in Special Needs Education [PDF]
- ➔ [“7 Steps to: Inclusive Teaching and Learning”](#) Plymouth University [PDF]

WATCH THIS

- ➔ [“Transforming Inclusive Education”](#) by Shelley Moore (3:08)
- ➔ [“Designing authentic and inclusive assessment”](#) (1:03)



WHY?

Assessment needs to clearly communicate a student's understanding of the Big Ideas, Curricular and Core Competencies, and Content to teachers, families, and students. All involved know where the student is with their learning, their areas of strength and challenge, and the next steps for growth.

CONSIDER THIS

In my planning and preparation, have I considered:

- ➔ Have you made assessment visible for your learning community (students and families)?
- ➔ What tools and strategies will be used to communicate student learning?
- ➔ The process of assessment is based on authentic evidence of student learning (observations, products, conversations)?
- ➔ Student voice in the assessment? (self-reflection, student perspective, peer assessment, etc.)?
- ➔ The diversity of the learning community in your communication (language).
- ➔ How existing relationships with parents and students play a role in how feedback is received?

TRY THIS

Collaboratively design and use assessment tools with students:

- ➔ **Peer Assessment**
 - Strategies for Student Peer Assessment [Elementary](#)
 - Examples of Peer Assessment Assignments ([Secondary](#)):
- ➔ **Self Assessment**
 - [Self Assessment Handout](#) [PDF]
 - [self-assessment-questions-growth-mindset](#)
- ➔ [Single Point Rubric](#)
- ➔ [Why Single-Point Rubrics Are Awesome And 4 Ways To Use Them](#)
- ➔ Use digital tools to communicate authentic learning engagements.
- ➔ Provide opportunities for students to showcase and share learning.

READ THIS

- ➔ [“Grading to Communicate”](#) by Tony Winger
- ➔ [“Should Formative Assessments be Graded?”](#) by Liana Heitin
- ➔ [“Rethinking Grading: Making Mastery, Not Points, the Reward for Your Students”](#) by Catlin Tucker

WATCH THIS

- ➔ [“Feedback on Learning”](#) by Dylan Wiliam (3:17)
- ➔ [“Contract Grading”](#) by Dr. Kathy Sanford (3:59)
- ➔ [“Student Involvement and Understanding of Assessment and Grading”](#) by Kevin O’Connor (0:44)



WHY?

When all members of the school community are engaged and invested in the learning journey, students are supported, growth is facilitated, and communication of learning is meaningful.

CONSIDER THIS

In my planning and preparation, have I considered:

- ➔ Including my students in co-creating criteria/learning goals?
- ➔ Including time for student self-assessment and reflection?
- ➔ Making it clear how parents will participate in their child's learning?
- ➔ Clarifying how learning will be communicated to students and families?

TRY THIS

Try these strategies:

- ➔ Encourage students to reflect on their progress and set goals for continued improvement in preparation for summative assessments.
- ➔ [Self assessment template](#) and more
- ➔ [“Head, Heart, Feet Reflection”](#):
- ➔ Implement ePortfolios in your practice.

READ THIS

- ➔ [“How Parent Involvement Leads to Student Success”](#) from Waterford.org.

WATCH THIS

- ➔ [“Assessment”](#) from High Tech High (1:59).

Assessment Principle: **TIMELY & ONGOING**

CONSIDER THIS

In my planning and preparation, have I considered:

- ➔ What will timely and ongoing assessment look like? What tools and strategies will be embedded in instruction and planning to foster this?
- ➔ How will specific feedback direct the learning of students and the progression of content?
- ➔ Structuring feedback to help students identify where they are, where they might want to go and how they will get there?
- ➔ Planning for specific opportunities for students to check in?

TRY THIS

Try these strategies:

- ➔ Use a variety of assessment strategies that are fast, fun and formative
 - [Fifteen Assessment Strategies that are Fast, Fun and Formative](#)
 - [10 assessments you can do in 90 seconds](#)
- ➔ Provide opportunities for peer feedback by using the TAG strategy
 - 60-Second Strategy: [TAG](#)
- ➔ [Ten Innovative Formative Assessment Examples for Teachers to Know](#)
- ➔ [Tom Sett Assessment - Numeracy Ideas](#)

READ THIS

- ➔ [Timely Feedback in Classroom](#) (A Web Whiteboard blog) Suitable for all grade levels. Discusses the aspects of highly effective feedback. Includes a suggestion on digital feedback. (5 minutes)
- ➔ [Seven Keys to Effective Feedback](#) (Grant Wiggins from Educational Leadership, 2012). Intermediate and Secondary. Feedback from start to finish touching on, and expanding on, many of the articles above. The what, why, how and when of assessment.

- ➔ Timely Feedback: [Now or Never](#) (Edutopia, John McCarthy, January 2016).

WATCH THIS

- ➔ [Effective feedback animation](#) (AITSL, April 2017) (3:23)
- ➔ [Formative assessment in the classroom](#) (AITSL, Aug 2017) (6:49)



WHY?

In order for assessment to be effective, it needs to be delivered to students at purposeful points throughout their learning. Students develop a sense of ownership, the ability to self-reflect, and the skills to effectively communicate where they are at in their learning.