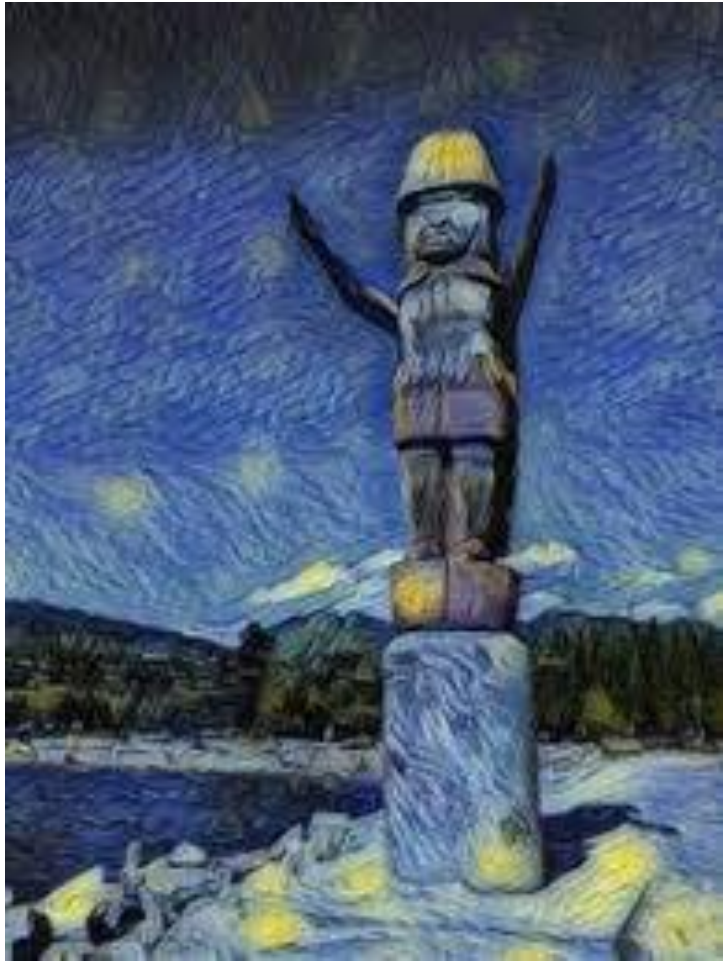




DPAC Assessment Presentation

February 2020



**WEST
VANCOUVER
SCHOOLS**

A world of opportunity

Introduction:

According to some recent research from LHIK Inc., Juggling has been identified as a critical skill for 21 Century Learning. It is through the experience of learning how to juggle that we will dive deeper into the **WVS 5 Guiding Principles of Assessment.**



Juggling task:

1. Find a partner
2. Give each team three tennis balls
3. Partner A juggles 3 balls with 2 hands for 30 seconds
4. Partner B assesses them by giving them a percentage grade

BC Percentages
95-100 %
86-94 %
67-72 %
60-66 %
50-59 %
49-0 %

Juggling task:

1. Find a partner
2. Give each team three tennis balls
3. Partner A juggles 3 balls with 2 hands for 30 seconds
4. Partner B assesses them by giving them letter grade based on the word description

Assessment Flow

Letter Grade	Descriptor
A+	The student demonstrates outstanding performance in relation to expected learning outcomes for the course or subject and grade.
A	The student demonstrates excellent performance in relation to expected learning outcomes for the course or subject and grade.
B	The student demonstrates very good performance in relation to expected learning outcomes for the course or subject and grade.
C+	The student demonstrates good performance in relation to expected learning outcomes for the course or subject and grade.
C	The student demonstrates satisfactory performance in relation to expected learning outcomes for the course or subject and grade.
C-	The student demonstrates minimally acceptable performance in relation to expected learning outcomes for the course or subject and grade.
F	(Failing) The student has not demonstrated, or is not demonstrating, the minimally acceptable performance in relation to the expected learning outcomes for the course or subject and grade.

Reflection Questions

How did this experience feel when you were given a %
How did this help you improve?

How did this experience feel when you were given a
letter grade based on a descriptor?
How did this help you improve?

Group Brainstorm

As a learner, what information would make this experience more valuable?

ASSESSMENT IN WEST VANCOUVER SCHOOLS

This visual articulates our core values around assessment and highlights our guiding principles.

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 5 GUIDING PRINCIPLES OF ASSESSMENT

Formative Assessment
guides next steps for
teaching and learning.

Summative Assessment
demonstrates learning at
a given time.



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THE 5 GUIDING PRINCIPLES OF ASSESSMENT

Formative Assessment

guides next steps for teaching and learning:

- Monitors student learning to support growth
- Feedback that communicates 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

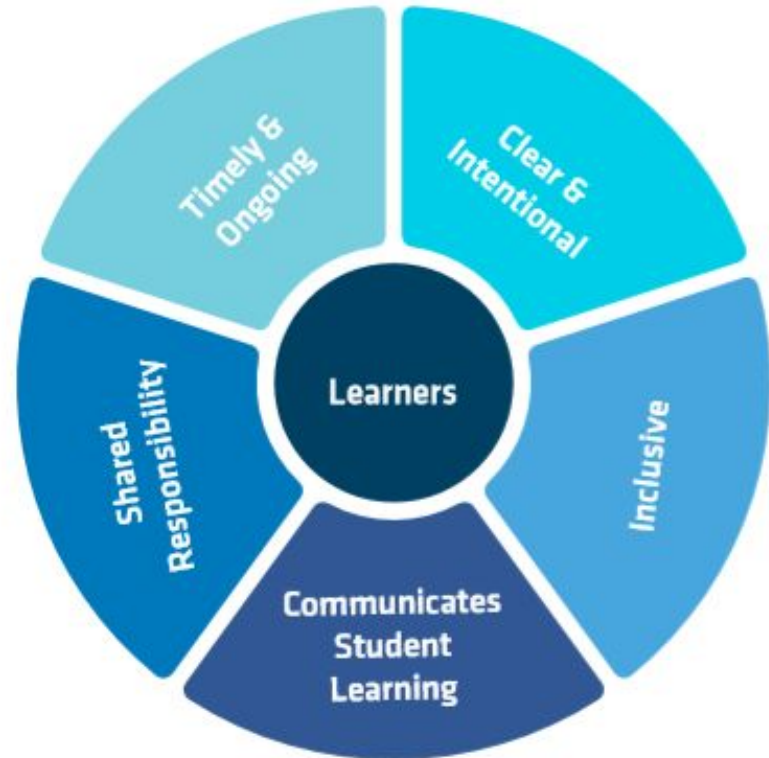
Summative Assessment

demonstrates learning at a given time:

- 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



Revisiting Juggling Exercise through the Lens of the Assessment Principles



Clear and Intentional

How does the learning experience change when...

... The teacher communicates what is specifically is being assessed?

... The student can articulate what is being assessed?



Timely and Ongoing

How does the learning experience change when...


..the feedback is part of the learning experience (not only at the end)?



Communicates Student Learning

How does the learning experience change when...

... The student understands why the task is important?



Communicates
Student
Learning

Inclusive

How does the learning experience change when...

... students can express their learning differently?



Shared Responsibility

How does the learning experience change when...

... a student is able to share what they are learning?
Why they are learning it and what they need to do to improve?



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