10 Principles of Assessment

The Ten Principles of Assessment are 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 are clear, consistent, and well aligned across schools.

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 these principles is to improve student learning by identifying the best practices, strategies and tools for authentic classroom assessment.

This document contains information about the Ten Principles. For more information, visit the NVSD Curriculum Hub.

Planning for Assessment

Principle #1

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

"Assessment can be seen as an effective medium for communication between the teacher and the learner. It is a way for the student to communicate their learning to their teacher and for the teacher to communicate back to the student a commentary on their learning".

(p.7, Liljedahl, 2010)

Although assessment and evaluation are often thought to be interchangeable, they are not in fact the same. While assessment tends to be formative in nature, ongoing and designed to enhance learning, evaluation is summative in nature and often focuses on the final product, making a judgement about the student's level of understanding. Each of these plays a significant role in classroom instruction.

To ensure assessment and evaluation align with the curricular competencies and learning goals, teachers need to, from the onset, decide what the key concepts are, plan the assessments and then plan lessons that allow students to demonstrate their learning. When teachers and students share established goals for learning the effect size is .058! (See Hattie's list of factors.) Clearly communicated goal setting drives learning and achievement (Locke and Latham, 2002).

To assist teachers with this process, the North Vancouver School District has embraced the backward design framework *Understanding by Design or UbD (Wiggins & McTighe, 2005)* to plan instruction and to ensure assessment practices are aligned with the overarching unit goals. Assessments enhance learning when the end learning goals, assessments and assessment criteria are known in advance. Backward design provides students and teachers with a direct path to understanding the important ideas of the unit and allows them to transfer their learning to new situations.

March 2018

Planning for Assessment

TRY THIS:

- Use a Unit Planner on the Curriculum Hub.
- Create a list of the competencies you are targeting in your lessons.
- Ask yourself: What is essential for your students to know?
- Write the learning targets of the lesson on the board every day.
    - Think of a learning target as the GPS of your lesson!
- Ask yourself: In five years, what do you want your students to remember from your class?
- Ensure all lessons 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 lessons.
- Set and commit to specific, appropriate, and challenging goals which leads to increased student achievement and motivation to learn.
- Use real-world/authentic performances as part of your assessment.
- Authentic tasks can be created based on McTighe & Wiggins GRASPS tasks: http://nvsd44curriculumhub.ca/wp-content/uploads/2017/09/GRASPS-Instructions.pdf
- Use the NVSD yearly planner to ensure your assessments are aligned with all of your Big Ideas, Curricular Competencies and content.
- Use the Planners that have been developed using the UbD model of Wiggins and McTighe (2005). They act as a guide using the foundational principles of the backwards design process. They can be accessed at: http://nvsd44curriculumhub.ca/the-planning-process/

WATCH THIS:

What is Understanding by Design? Author Jay McTighe explains:
https://www.youtube.com/watch?v=d8F1SnWaIfE

Grant Wiggins – Understanding by Design: https://www.youtube.com/watch?v=4isSHf3SBuQ

Creating Authentic Assessments – webinar:
http://www.ascd.org/professional-development/webinars/allison-zmuda-webinar.aspx

BC's K-12 Assessment System:
https://curriculum.gov.bc.ca/assessment-system

March 2018

READ THIS:

Airasian, P., Engemann, J., Gallagher, T. (2012). *Classroom Assessment Concepts and Applications*. McGraw-Hill, Columbus, OH.

Chappuis, J. & Chappuis, S. (2002). *Understanding School Assessment*. Assessment Training Institute, Portland, OR.

Liljedahl, P. (2010). The four purposes of assessment. Vector, 2010(2), 4-12.

Moss, C.M, & Brookhart. S.M. (2012). *Learning Targets*, ASCD, Alexandria, VA.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco, CA: Jossey-Bass.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design (expanded 2nd edition)*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high quality units.* Alexandria, VA: ASCD.

Planning for Assessment

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 assessment 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 student learning can have profound and lasting effects on their willingness, desire, and capacity to learn. As a result, assessments should be thoughtfully and intentionally planned, and measure student performance based on what students know, understand and do. Assessments must be linked to the curricular competencies and content, with a clear connection between criteria on the assessment and what has been taught in class. Students should be able to explain the relevance of a particular assessment based on its alignment with previous learning.

In order to ensure assessment is appropriate, compatible and well balanced, Wiggins and McTighe (2005) 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?

Throughout each unit of study, multiple assessment methods should be used, from traditional tests to authentic performance based assessments.   A variety of assessments, including self-assessments and peer assessments, provide the teacher with a well-rounded picture, or photo album, of the students' skills and learning of the essential outcomes.

Planning for Assessment

TRY THIS:

- Identify ways the skills/concepts are demonstrated in real life (authentic assessments).
- Have students reflect on their progress and set goals for continued improvement in preparation for the summative assessment snapshot (self-assessment).
- Use a variety of assessments when evaluating your students' progress - portfolios, exit slips, peer/self-assessments, performances, compositions, oral presentations, tests.
- Explore the elaborations in the BC curriculum for implementation and assessment ideas.
- Identify the "ways of knowing" linked to the discipline/unit of study.
- Ask yourself: Why am I giving this assessment?
- Ask yourself: Who will use the assessment information and how will this information be used?
- Read about GRASPS tasks on the Curriculum Hub for assistance with developing authentic performance tasks for students.
- Develop and share assessment rubrics with your students.

WATCH THIS:

Rick Wormeli on Standards-Based Grading:
   https://www.youtube.com/watch?v=z4QVcghKsGY

Assessment and Grading in the Differentiated Classroom with Rick Wormeli:
   https://www.youtube.com/watch?v=h-QF9Q4gxVM&app=desktop

Standards-Based Grading Overview:
   https://www.youtube.com/watch?v=E7m4762pjH8

What is Standards-Based Grading?
   https://www.youtube.com/watch?time_continue=1&v=k3dyJAkYsew

BC's K-12 Assessment System
   https://curriculum.gov.bc.ca/assessment-system

READ THIS:

Chappuis, J. & Chappuis, S. (2002). *Understanding School Assessment*. Assessment Training Institute, Portland, OR.

March 2018

Marzano, Robert J. (2006). *Classroom Assessment & Grading that Work*. ASCD, Alexandria, VA.

Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning*. ASCD, Alexandria, VA.

Moss, C.M, & Brookhart. S.M. (2012). *Learning Targets*, ASCD, Alexandria, VA.

Stiggins, R.J., Arter, J.A., Chappuis, J. & Chappuis, S. (2004). *Classroom Assessment for Student Learning – Doing It Right – Using It Well*. Assessment Training Institute, Portland, OR.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. Jossey-Bass, San Francisco, CA.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design (expanded 2nd edition)*. Alexandria, VA: ASCD.
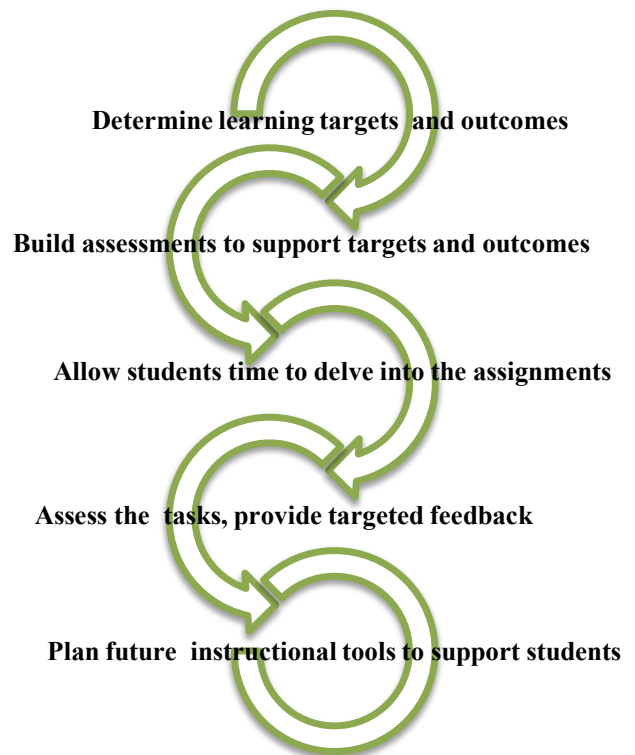
Formative Assessment

Principle #3

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

"If summative assessment can be described as a digital snapshot, formative assessment is like streaming video. One is a picture of what a student knows that is captured in a single moment of time, and the other is a moving picture that demonstrates active student thinking and reasoning".
(Van de Walle, Lovin, Karp & Bay-Williams, 2006)

Assessment for learning (formative assessment), designed to improve learning and achievement, occurs throughout the instructional cycle. It does not involve grades and scores for assignments and tasks but instead turns assessments into learning events. Formative assessment provides opportunities for students to clarify their understanding prior to grading or scoring while not impacting final grades or scores.

The focus of formative assessment is to provide students targeted feedback, during the unit of study, to guide students with the next step of their learning. To assess where students are, what they still need and where they need to go in their learning, requires multiple and varied assessments throughout the unit.

Determine learning targets and outcomes

Build assessments to support targets and outcomes

Allow students time to delve into the assignments

Assess the tasks, provide targeted feedback

Plan future instructional tools to support students

Assessment for learning is "designed to give teachers information to modify and differentiate teaching and learning activities. It requires careful design on the part of teachers so that they use the resulting information not only to determine what students know, but also to gain insights into how, when, and whether students apply what they know. Teachers can also use this information to streamline and target instruction and resources and to provide feedback to students to help them advance their learning". (Western and Northern Canadian Protocol for Collaboration in Education (WNCP), 2006, pp.13–14).

Formative Assessment

TRY THIS:

- Use a variety of pre-assessments tools such as:
  - *Webbing* http://literacy44.ca/wp-content/uploads/2015/10/P_Webbing-1.pdf OR http://literacy44.ca/wp-content/uploads/2015/10/P_Webbing-2.pdf OR http://literacy44.ca/wp-content/uploads/2015/10/S_R_Semantic-Mapping-Webbing.pdf
  - *Know-Wonder-Learn* (http://literacy44.ca/wp-content/uploads/2015/10/P_Know-Wonder-Learn.pdf)
  - *Pre-assessments /anticipation guides*
  - *Know-Learned-Still Wonder* http://literacy44.ca/wp-content/uploads/2015/10/S_R_Know-Learned-Still-Wonder.pdf
- Conference with students about their learning and plan the next steps together.
- Provide rubrics to students to enable them to see where they need to be.
- Use quick formative assessment to check for understanding:
  - *Traffic Light*
  - *Thumbs up, Thumbs down*
  - *Exit slips*
  - *Use models or exemplars*
  - See: http://www.assessmentforlearning.edu.au/professional_learning/peer_feedback/peer_strategies_enhance.html for more descriptions and examples.
- Use *Visible Thinking Routines*
  - Making Thinking Visible by Ron Ritchhart
  - http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html
- Provide clear, descriptive, honest and supportive feedback – focus specifically on learning.
- Use digital tools:
  - *Plickers* (https://www.plickers.com)
  - *Padlet* (https://padlet.com/)

WATCH THIS:

- Education Scotland. Dylan Wiliam: Formative Assessment. (2016, July).
  - https://www.youtube.com/watch?v=sYdVe5O7KBE
- Stanford Alumni. Carol Dweck, Developing a Growth Mindset. (2014, October).
  https://www.youtube.com/watch?v=hiiEeMN7vbQ

READ THIS:

- Brookhart, S. (2008). *How to give effective feedback to your students*. Alexandria, Virginia. Association for Supervision and Curriculum Development.
- Crockett, L. & Churches, A. (2017). *Mindful assessment: The 6 essential fluencies of innovative learning*. Bloomington, Indiana. Solution Tree Press.
- Hattie, J., & Timperley, H. (2007). *The power of feedback*. Review of Educational Research, 77, 81-112.
- Shepard, Lorrie A. "The Role of Assessment in a Learning Culture." Educational Researcher 29, no. 7 (Oct 2000): 4:14.
- Moss, C. & Brookhart, S. (2009). *Advancing Formative Assessment in every classroom: A guide for instructional leaders*. Alexandria, Virginia. Association for Supervision and Curriculum Development.
- Western and Northern Canadian Protocol for Collaboration in Education. (2006). *Rethinking Classroom Assessment with Purpose in Mind*. Retrieved at: https://www.wncp.ca/media/40539/rethink.pdf

Formative Assessment

Principle #4

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

"It's no secret that students learn best when they are actively and intentionally engaged in their own learning. But classrooms full of actively engaged students don't just happen. They are created when teachers intentionally work to develop self-regulated learners who set their own goals, select effective strategies to reach those goals, and monitor and adjust what they do depending on the demands of the task and their own strengths and needs".

(Brookhart and Moss, 2009).

Assessment *as* learning is a process of developing and supporting students thinking about themselves as learners, and assisting them in making the critical connection between assessments and their learning. When students are active, engaged critical self assessors, they make sense of information, relate it to prior their knowledge, and use it to shape and direct their new learning. When students monitor their own learning and use teacher feedback to make adjustments, adaptations, and even major changes in what they understand, they are engaging in a metacognitive process. Teachers foster student self-assessment and self-efficacy by helping students develop, practice, and become comfortable with reflection, as well as develop their ability to critically analyze their own learning. (Western and Northern Canadian Protocol for Collaboration in Education (WNCP), 2006.

Opportunities for self-assessment and goal setting should be provided throughout the instructional cycle. As students become more skilled at reflecting and adjusting what they are doing, the quality of their work improves (Cooper, 2006). Students need to be taught explicitly how to incorporate this into their work. When students are involved in a continual process of reflecting on their progress, setting goals for improvement and carrying out the feedback, they learn more effectively, become better critical thinkers and reduce achievement gaps. (Black & Wiliam, 1998; Chappuis & Stiggins, 2002).

Students capable of self-assessment are aware of their current level of understanding in a learning area and understand their learning path. They are aware of the tools and resources needed to guide their learning and are able to seek feedback and recognize their errors. Moss and Brookhart (2009) propose that student goal setting should be based on three key questions:
1. Where am I going?
2. Where am I now?
3. What strategy or strategies will help me get to where I need to go?

Formative Assessment

TRY THIS:

- Model self-assessment.
- Teach goal setting explicitly:
  - Consider using a framework such as SMART goals
- Differentiate for self-assessment:
  - Use a variety of Core Competency self-assessment templates from the Curriculum Hub: www.nvsd44curriculumhub.ca
- Provide frequent opportunities for self-assessment:
  - Model giving specific, descriptive feedback.
  - Allow students opportunities to reflect on what they learned and apply it.
- Run a project tuning session:
  - https://www.edutopia.org/blog/tuning-protocol-framework-personalized-professional-development-jess-hughes
- Scaffold assessment practices and goal setting.
- Allow time and opportunities for development between stages of assessment.
- Frequently set short and long-term goals with students.
- Revisit goals frequently:
  - Check progress
  - Adjust plans if needed
- Use templates for goal setting:
  - Use resources on www.nvsd44curriculumhub.ca

WATCH THIS:

- Education Scotland. *Dylan Wiliam: Formative Assessment.* (2016, July).
  - https://www.youtube.com/watch?v=sYdVe5O7KBE
- Stanford Alumni. *Carol Dweck, Developing a Growth Mindset.* (2014, October).
  - https://www.youtube.com/watch?v=hiiEeMN7vbQ
- Mind Tools. (2017). *Smart Goals: How to make your goals achievable.*
  - https://www.mindtools.com/pages/article/smart-goals.htm

READ THIS:

Moss, C. & Brookhart, S. (2009). *Advancing Formative Assessment in every classroom: A guide for instructional leaders.* Alexandria, Virginia. Association for Supervision and Curriculum Development.

Ontario Ministry of Education. *The Literacy and Numeracy Secretariat Capacity Building Series*. (2007). Retrieved at: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/studentselfassessment.pdf

Ontario Ministry of Education. *Growing Success*. (2010). Retrieved at: http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Shepard, Lorrie A. "The Role of Assessment in a Learning Culture." Educational Researcher 29, no. 7 (Oct 2000): 4:14.

Western and Northern Canadian Protocol for Collaboration in Education. (2006). *Rethinking Classroom Assessment with Purpose in Mind.* Retrieved at: https://www.wncp.ca/media/40539/rethink.pdf

Wiliam, D. (2011). *Embedded Formative Assessment.* Bloomington, Indiana. Solution Tree Press.

Wiliam, D. (2006). *Assessment: Learning communities can use it to engineer a bridge connecting teaching and learning.* National Staff Development Council, 27(1), 16-20.

Formative Assessment

Principle #5

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

"Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed".

(Hattie and Timperley, 2007)

Formative feedback is powerful in that it addresses both cognitive and motivational factors at the same time. Effective feedback from teachers has an effect size of 0.75 – a robust method of learning (Hattie). The impact of feedback on student achievement depends greatly on the timing, the type of feedback, and how it is delivered to students. Feedback is most meaningful to students while an assignment is fresh in their memory and while they are engaged in the learning process. Feedback is most beneficial to learning when it is descriptive, focused and directly connected to what students are learning. Meaningful, descriptive feedback gives students relevant information so they can understand where they are in their learning and what to do next. Quality feedback fosters a growth mindset in students, as it support students with a way to grow and improve, rather than highlighting their failures. It focuses on the assignment, not the student's behaviours, efforts or attitude.

DESCRIPTIVE FEEDBACK:

- causes thinking
- provides detailed and specific information about learning and desired goals for improvement
- points out the strengths and weaknesses of the work
- 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)

Formative Assessment

TRY THIS:

- Deconstruct the steps of the learning.
- Use graphic organizers to help students organize their work. For example:
  - see www.literacy44.ca
  - see www.nvsd44curriculumhub.ca
- Use vertical learning tasks.
- Adapt teaching so feedback can be given and incorporated.
- Give feedback frequently.
- Provide feedback immediately after an assessment.
- Keep amount of feedback to a manageable amount:
  - focus on only one or two aspects/criteria at a time
- Give students the opportunity to redo/revise work.
- Consider the effect of the words used in feedback on motivation and self-esteem.
- Start feedback with something that is going well or something student has improved on – start with the strength.

WATCH THIS:

Education Scotland. Dylan Wiliam: Formative Assessment. (2016, July). Retrieved at:
https://www.youtube.com/watch?v=sYdVe5O7KBE

Stanford Alumni. Carol Dweck, Developing a Growth Mindset. (2014, October). Retrieved at:
https://www.youtube.com/watch?v=hiiEeMN7vbQ

READ THIS:

Berger, R., Rugen, L., & Woodfin, L. (2014). *Leaders of their own learning: Transforming schools through student-engaged assessment.* San Francisco, California. John Wiley and Sons, Inc.

Brookhart, S. (2008). *How to give effective feedback to your students.* Alexandria, Virginia. Association for Supervision and Curriculum Development.

Hattie, J., & Timperley, H. (2007). *The power of feedback.* Review of Educational Research, 77, 81-112.

Moss, A., & Brookhart, S. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders.* Alexandria, Virginia. Association for Supervision and Curriculum Development.

Ontario Ministry of Education. *The Literacy and Numeracy Secretariat Capacity Building Series* (2007). Retrieved at: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/studentselfassessment.pdf

Ontario Ministry of Education. *Growing Success*. (2010). Retrieved at: http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Western and Northern Canadian Protocol for Collaboration in Education. (2006). *Rethinking Classroom Assessment with Purpose in Mind.* Retrieved at: https://www.wncp.ca/media/40539/rethink.pdf

Shepard, Lorrie A. *"The Role of Assessment in a Learning Culture".* Educational Researcher 29, no. 7 (Oct 2000): 4:14.

Summative Assessments

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.

"Students should have frequent opportunities to demonstrate their understanding through an assessment format that allows them to use their learning strengths. A balanced assessment plan includes a range of summative assessment formats so that students who are not strong in one format will not be disadvantaged."

(Hume, 2010)

Summative assessments are generally done at the end of the unit of learning to document achievement levels of the students. These assessments are based on clear criteria and are designed to provide information, by confirming the knowledge, skills and understanding that has been attained throughout the unit of instruction. These assessments *of* learning demonstrate to what extent the student has met the learning standards. Summative tasks do not have to be always high stakes.

Measurement of a student's performance in relation to the learning standards needs to be based on clearly established criteria that describe what successful attainment of the learning goals looks like, and identifies the specific aspects of student performance that are to be assessed and/or evaluated. These criteria form the basis of evaluative rubrics, which provide clear performance indicators for varying levels of understanding and proficiency. Clearly defined criteria that is aligned with the learning targets enable defensible, judgement-based evaluation.

Summative tasks come in many shapes and sizes. To determine the best summative tool, teachers could ask themselves how students could best demonstrate their knowledge and understanding of the competencies. Performance tasks are an example of a summative assessment that allows students to demonstrate their knowledge, understanding and proficiency of learning in a tangible product. For further information on developing performance tasks visit the Curriculum HUB: http://nvsd44curriculumhub.ca/wp-content/uploads/2017/02/PerformanceTask.pdf

Summative Assessments

TRY THIS:

1. Create a summative assessment that focuses on student learning.
2. Create the criteria for the summative assessment with the class.
3. Relate the criteria directly to learning targets.
4. Keep learning targets and success criteria visible in the classroom.
5. Give the students a variety of formats to demonstrate their learning.
6. Celebrate learning at the end of the unit by giving students the opportunity to share their products.
7. Use Webb's Depth of Knowledge to create some higher level tasks:
   https://media.licdn.com/mpr/mpr/AAEAAQAAAAAAAAN7AAAAJGU4YTVkZjM2LWQ4OTUt NDFiOC1iNmI2LWY1MTNmNWUzYWMzMA.png
8. Visit the NVSD 44 Curriculum Hub for more information on developing performance tasks at:
   http://nvsd44curriculumhub.ca/wp-content/uploads/2017/09/GRASPS-Instructions.pdf

WATCH THIS:

John Hattie explaining the importance of Learning Intentions (targets) and Success Criteria together at: https://vimeo.com/88176562

- EL Education's Ron Berger leads a group critique lesson with students from the Presumpscot School in Portland, ME. The third-graders use a piece of student writing as a model from which to identify criteria for a quality story: https://vimeo.com/44053703 .

READ THIS:

Cameron, C., and Gregory K. (2014). *Rethinking Letter Grades: A Five-Step Approach for Aligning Letter Grades to Learning Standards*. 2nd Edition, Winnipeg, Portage and Main Press.

Crockett, L. and Churches, A. (2017). *Mindful Assessment: The 6 Essential Fluencies of Innovative Learning*. Bloomington, IN, Solution Tree Press.

Moss and Brookhart (2012). *Learning Targets*, ASCD, Alexandria, VA.

McTighe, J. & Wiggins, G. (2014*). Improve Curriculum, Assessment and Instruction Using Understanding By Design Framework*. Alexandria: ASCD.

Wiliam, D. & Black, P.J. (1996). Meanings and consequences. In H.L. Andrade & G.J. Cizek (Eds.), *Handbook of formative assessment*. New York: Taylor & Francis.

Summative Assessment

Principle #7

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

"Differentiated assessment requires that teachers understand how to offer students different ways to demonstrate learning, while maintaining the integrity of the learning targets to be assessed."
(Cooper, 2011, p. 5)

Universal Design for Learning (UDL) and differentiation provide systemic approaches to setting goals for students and developing sound assessment practices. Differentiated assessment requires teachers to have a clear understanding of the learning needs of their students. This can be determined through routine pre-assessments. Pre-assessment data allows the teacher to determine a student's readiness and background knowledge prior to instruction. This information is used to develop entry points for instruction, and design specific lesson topics and formats to optimize learning. Pre-assessments also provide teachers with baseline data in order to effectively and accurately measure a student's progress from the beginning to the end of the instructional period.

Key principles of differentiated assessment include tracking learner progress related to the learning targets, supporting planning to ensure continued growth, and allowing students appropriate summative assessment options for demonstrating what they know, can do and understand.

Differentiated formative assessments provide opportunities for teachers to monitor and adjust for intervention as a need emerges. Summative assessments should offer varied modes of expression and be scaffolded to support all learners. In order to be responsive to a student's needs, options for the demonstration of knowledge, skill and understanding need to be provided.

Summative Assessment

TRY THIS:

- Pre-assess students' needs, interests and learning preferences as the starting point for differentiation. Examples include:
    - Collect formative assessment data before, during and after teaching and learning experiences.
    - Provide alternative methods and choices for students to demonstrate their knowledge, understanding and skills.
    - Incorporate Universal Design for Learning practises: www.udlresource.ca
    - See Teaching to Diversity Checklist for examples of adaptations that could be made to curriculum, instruction, and assessment: https://my44.sd44.ca/school/queenmary/documents/teaching%20to%20diversity%20checklist.pdf#search=teaching%20to%20diversity
    - Meet with school based learning services teachers to co-plan and co-teach to support differentiation.
    - Provide opportunities to challenge students within their level of understanding. Explore Bloom's Taxonomy or Webb's depth of knowledge.
    - Create a choice board of different ways that students could demonstrate their learning: https://daretodifferentiate.wikispaces.com/file/view/tictactoetemplate.pdf/43602893/tictactoetemplate.pdf

WATCH THIS:

Rethinking Assessment in the UDL Classroom: http://www.udlresource.ca/?p=1650

READ THIS:

Shelley Moore Website: https://blogsomemoore.com

Cooper, D. (2011). *Redefining Fair: How to Plan, Assess and Grade for Excellence in Mixed-Ability Classrooms.* Bloomington, IN, Solution Tree Press.

Tomlinson, C.A. and McTighe, J. (2006*). Integrating Differentiated Instruction and Understanding by Design.* Association for Supervision and Curriculum Development, Virginia, US.

BC Ministry of Education (2009b). *A Guide to Adaptations and Modifications.* Victoria, BC, Ministry of Education.

NVSD Inclusion Education Handbook:
http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/InclusiveEducation44Handbook.pdf

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.

"Honorable intentions don't justify the use of misguided practices that no longer fit. These traditional grading practices (like averaging, giving penalties, grading everything, and using weighted task types) in fact, are downright wrong given today's pedagogical landscape and what we now know about instruction and assessment."

(Schimmer, 2016)

Often teachers find that grading interferes with genuine student learning, and that grades, rather than learning, become the primary driver for students, ultimately, creating a disconnect in their learning. To more accurately reflect where students are with their learning and to illuminate what they understand and can do, teachers need to create assessments that are ongoing, varied in nature and administered over the course of the year. These assessments should be designed to closely tie to the curricular competencies and the content of the course, reflecting relevant and authentic experiences for the students that create a clear picture of student strengths and weaknesses.

Teachers strive to ensure the grades students receive are reflective of where students are with their learning; hence, grades should:

- 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 the provincial curriculum learning standards
- separate process and content
- be balanced between formative and summative

Assessment for determining grades should not include:

- late penalties
- homework (which is primarily used for formative assessment purposes)
- certain types of group work
- student self assessment
- behavioural issues
- zero marks for missed work (students should be required to complete all work to a minimally accepted standard)

Evaluation and Grading

A report card should:
- include a minimum of three pieces of evidence for each learning standard (curricular competencies and content)
- capture the trend in student achievement over the instructional period
- provide a snapshot of student growth over the instructional period
- reflect students' most consistent achievement
- have a grade/level that reflects greater emphasis to more recent achievement
- not be skewed by extreme scores
- not be a surprise to students or parents

To note:
Teachers' professional judgement can supersede a calculated grade; however, teachers must ensure the conclusions they reach about student achievement are based on a sufficient number of assessments of learning and reflect student achievement of the intended learning outcomes (Cooper, 2010).

TRY THIS:

1. Align assessment to specific learning standards.
2. Set up grade book by curricular competencies.
3. Use rubrics to show students what level of achievement required.
4. Have student co create rubrics.
5. Have students maintain a portfolio of their work and submit work they feel meets the required standard.
6. Mark fewer assignments – provide formative feedback on some assignments.
7. Attribute greater emphasis to more recent achievement when determining report card grades/levels.
8. Talk about where students are at on a regular basis so that report cards are not a surprise to any of the parties.
9. Use professional judgement, based on student grade trends, to determine the grade.
10. Do not include behaviour in grade calculations.

Evaluation and Grading

WATCH:

Assessment for Learning:
   https://ed.ted.com/on/QbjWeR95

Organizing the gradebook:
   https://www.youtube.com/watch?v=tqzcEDSZTH8&list=PLdjWjhed06dqzIlNzHuA4Urt
   rAN2tuvnj&index=2

Learning Targets:
   https://www.youtube.com/watch?v=NxjBCC3MWng
   https://www.youtube.com/watch?v=CygTwWsoXfE

READ THIS:

Link to Communicating Student Learning on NVSD portal:
https://my44.sd44.ca/Communicating/Pages/default.aspx

Brookhart, Susan M. & Moss, Connie M. (2012). *Learning Targets: Helping students aim   for understanding in today's lesson.* Don Mills, Ontario: Pearson.

Brookhart, Susan M. (2017). *How to use grading to improve learning.* Chappuis, Jan (et al). (2011). Classroom *assessment for student learning.*   Don Mills, Ontario: Pearson.

Cooper, Damian. (2007). Talk *about assessment.* Nashville, Tennessee: Thomas Nelson Incorporated.

O'Connor, Ken. (2011). A *repair kit for grading.* Don Mills, Ontario: Pearson.

Schimmer, Tom. (2016). *Grading from the inside out.* Bloomington, IN: Solution Tree Press.

Winger, T. (2005). Grading to communicate. *Educational Leadership, 63*(3), 61-65.
http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Grading-to-Communicate.aspx

Wormeli, R. (2011). Redo's and retakes done right. *Educational Leadership, 69*(3), 22-26.
http://catlintucker.com/2015/08/grading-for-mastery-and-redesigning-my-gradebook/

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, 2009)

Effective communication between the home and the school is central to student success and should occur on a regular basis, inside and outside of the traditional reporting periods. The goal of communicating student learning is to ensure that communication between home and school is effective and timely, so that parents are well informed about their child's progress and are able to support their child's learning where needed.

Throughout each reporting period, teachers gather and record assessment and evaluation data regarding students' level of performance in relation to criteria established for each learning standard. Traditional reporting provides parents with up to date information on student learning and with a snapshot of the student's proficiency in the essential knowledge and skills associated with the discipline/course of study.

Prior to issuing report cards, teachers review the assessment data and judge each student's overall performance trend for each standard based on information collected through learning activities over an instructional period. Many teachers may set up their gradebooks to group the standards. This promotes clarity around what is actually being assessed.

In North Vancouver, the overarching goals for communicating student learning are to communicate student progress meaningfully to parents. This can be achieved by providing descriptive feedback on student progress on the learning standards (curricular competencies and content), articulating the student's next steps for learning and providing meaningful, relevant descriptions, and concrete evidence/artifacts that show learning.

Teachers may communicate to parents with report cards, but also:

- Parent-teacher conferences (in person, or phone)

Communicating Student Learning

- Progress reports
- Notifications via school app
- Email
- Digital portfolios
- Portal classes

TRY THIS:

- Provide regular feedback that is clear, transparent, and ongoing.
- Avoid educational jargon.
- Include students in parent, teacher, student conferences.
- Set up gradebook by learning standards categories.
- Analyze the trends of student performance.
- Use the most consistent or most recent evidence to support the grade given to a student.
- Use the "snapshot" technique, which considers a grade to be a picture of where students' skills are at the time of reporting, not the beginning of a term.
- Consider how a body of evidence (tied to Learning Standards) + professional judgement = grade

WATCH THIS:

Student understanding of the process: https://www.youtube.com/watch?v=DuYb6Kgkigw https://www.youtube.com/watch?v=hzFF0HKFpao&index=3&list=PLdjWjhed06dqzIlNzHuA4UrtrAN2tuvnj

READ THIS:

Further information on *Communicating Student Learning* in North Vancouver can be found at: *https://my44.sd44.ca/Communicating/Pages/default.aspx*

The British Columbia Ministry of Education provincial regulations regarding Communicating Student Learning can be found at: https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/student-reporting

Cooper, Damian. (2007). *Talk about assessment: Strategies and tools to improve learning.* Nashville, TN: Thomas Nelson Incorporated.

O'Connor, Ken (2017). *How to grade for learning: Linking grades to standards.* Thousand Oaks, CA 91320: SAGE Publications

Brookhart, Susan M. (2017). *How to use grading to improve learning.* Bloomington, IN: Solution Tree Press.

Schimmer, Tom. (2016). *Grading from the inside out.* Bloomington, IN: Solution Tree   Press.

Winger, T. (2005): *Grading to communicate.* Educational Leadership v63(n3), p61-65. Retrieved at ERIC database (EJ745459) www.eric.ed.gov

http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Grading-to-Communicate.aspx

Communicating Student Progress

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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.

"How do we come up with a mark or grade that is fair to diverse learners? The key is to maintain high standards but provide multiple opportunities sand methods of learning for students".

(Jennifer Katz, 2012)

Students with diverse needs and/or English Language Learners (ELL) can master the curricular competencies through personalized instruction and assessment methods. Inclusive assessment and reporting practices allow all students equitable access to learning and achievement.

Second Language Learners:

"When we work with language learners, summative assessments can be a bit tricky to navigate because we have to account for the proficiency in relation to the content and ensure that any judgements about their work quality and mastery are cognizant of their proficiency relative to the task".

(Arnett & Bourgoin, 2017)

Assessment in a second language environment can be complex, as language proficiency sometimes impacts students' abilities to demonstrate their understanding of concepts. Despite the added complexities of a second language classroom, assessment practices that offer students authentic opportunities to show what they know, can do, and understand continue to be relevant. Practices such as a variety of formative assessments and offering student choice in summative assessment is of utmost importance as it permits students to demonstrate their understanding in many ways.

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, letter grades/performance levels should not be given and the written report should contain comments describing what the student can do, areas which require further attention or development, and ways of supporting the student's language acquisition. These comments must refer to the student's english language acquisition and/or the use of adaptations to support english language learning in the classroom.

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Diverse Learners:

For some students targeted accommodations and individually modified programs may be required to support the achievement of learning standards or to meet personal Individual Education Plan (IEP) goals and objectives. In North Vancouver, the principles of Differentiated Instruction, Differentiated Assessment and Universal Design for Learning (UDL) are recognized practices that create an instructional environment that is accessible for all students. Differentiation and universal design are instructional frameworks that promote multiple means of engagement, representation and expression. Differentiated assessment through multiple means of expression allows all students to demonstrate their learning.

Students who have an Individual Education Plan:

An IEP is a documented plan developed for a student with formally identified special needs that summarizes and records the individualization of the student's educational program. It contains long term goals, short term objectives and specific strategies aimed at supporting the student's success across one or more developmental domains.

A full review of a student's Individual Education Plan must occur no less than once a year with parent consultation.

Communicating Student Learning: IEP Progress Reporting

Progress monitoring of every goal in a student's IEP should be ongoing, and must be reported to parents no less than once per term. The appropriate method of reporting progress is determined by the nature of the goal / short-term objective:

- Many students with formally identified special needs are able to meet or exceed learning outcomes when they are effectively supported through adaptations. For these students, progress reporting is integrated into the report card to communicate student learning with specific reference made to the adaptations provided.
- Some IEP goals focus on areas of student need that do not align with a specific curricular area. Some examples of this include: fine and gross motor development, independence with personal care, augmentative communication, self-regulation, orientation and mobility. Progress reporting on these goals is provided to students and parents on a separate document developed by the student's case manager in consultation with their support team.

Learners on an Adapted Program:

Within the classroom, ongoing curriculum based assessment and standardized screening assists teachers in determining whether a student requires adaptations to promote their success as a learner. The *Teaching to Diversity Checklist* is used to provide students with an initial level of support that specifically identifies certain adaptations to *curriculum*, *instruction* and *assessment*

that the student will receive. The student's response to these adaptations determines whether additional assessment and support is required. Specialist teaching personnel often assist with the implementation of these adaptations.

Students on an adapted program:

- receive a letter grade, percentage or performance standard that demonstrates their progress toward the learning outcomes in the curriculum
- have included in the comments section of the report card specific reference to the fact that their progress is supported through adaptations to curriculum, instruction and/or assessment

Learners on a Modified Program:

For a select number of students, a modified program is required when extensive adaptations are not sufficient to enable the student to demonstrate learning in relation to the outcomes set out in the curriculum.

A student may only be placed on a modified program if:

- A psycho-educational assessment has confirmed that the student has a significant cognitive impairment and limited adaptive functioning.
- The student has a formal ministry identification in a low incidence category and has an IEP clearly outlining specific goals the student is working on toward the attainment of a School Completion Certificate (Evergreen).
- Extensive adaptations provided throughout the student's elementary school experience have proven unsuccessful in enabling the student to demonstrate learning in relation to the curriculum.
- The student's parent(s) / legal guardian(s) have been consulted and are in agreement that the student should be placed on a modified program.

Students who are incapacitated due to a psychological or physical health condition are not placed on a modified program, as it is expected that they will continue to work toward a Dogwood Diploma through the support of extensive adaptations to curriculum, instruction and assessment. Students may be eligible to receive "Standing Granted (SG) and/or Aegrotat Standing" (AS) for course work that could not be completed due to serious illness, hospitalization, entering into school late or leaving early.

Students on a modified program will be assigned course codes that indicate a modified program (i.e., XSIEP, XLDC) and receive a report card that includes:

- comments in relation to each of the goals / short term objectives in the student's IEP that are being focused on in each modified course
- an indicator of progress toward the achievement of these goals / short term objectives using performance standards language

Communicating Student Progress

Try This:

- Pro-actively plan to allow multiple points of entry for all students.
- Collaborate with the student's case manager and or/resource teachers to identify and implement adaptations.
- Identify specific accommodations that have been in place for the student within your report card comments.
- See Teaching to Diversity Checklist for examples of adaptations that could be made to curriculum, instruction, and assessment. Retrieved at:
https://my44.sd44.ca/school/queenmary/Documents/Teaching%20to%20diversity%20checklist.pdf#search=teaching%20to%20diversity

Watch This:

Shelley Moore: Transforming Inclusive Education: Retrieved at:
https://www.youtube.com/watch?v=RYtUlU8MjlY

Read This:

Katy Arnett & Renée Bourgoin (2017). Access for Success. Toronto, ON: Pearson Education Canada.
Arnett, K. (2013). Languages for all: How to support and challenge students in a second language classroom. Toronto, ON: Pearson Education Canada.
Lyster, R. (2016) Vers une approche intégrée en immersion. Anjou, QC: Éditions CEC.
Shelley Moore Website. Retrieved at:
https://blogsomemoore.com

BC Ministry of Education (2009b). *A Guide to Adaptations and Modifications*. Victoria, BC: Ministry of Education. Retrieved at:
https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/adaptations_and_modifications_guide.pdf

BC Ministry of Education (2016). *Special Education Services: A Manual of Policies, Procedures and Guidelines*. Victoria, BC: Ministry of Education. Retrieved at:
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf

NVSD Inclusion Education Handbook: Retrieved at:
http://www.sd44.ca/ProgramsServices/InclusiveEducation/Documents/Inclusiveeducation44Handbook.pdf

Cooper, Damian. (2006). *Talk about Assessment*. Toronto, ON: Nelson Canada Elhi.

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Brookhart, S. (2017). *How to use grading to improve learning.* Alexandria, VA. ASCD.

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Press.

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