



**DISTRICT EDUCATION COUNCIL  
Superintendent's Monitoring Report**

<b>POLICY NAME</b>	<b>Academic Excellence</b>		
<b>POLICY NUMBER</b>	<b>ASD-W-ER2</b>	<b>Number of Reports per year</b>	<b>2</b>
<b>Date of Report</b>	<b>November 20, 2014</b>		
<b>Date of Previous Report (s) This School Year</b>	<b>N/A</b>		
<b>Date of Future Report (s) This School Year</b>	<b>May 21, 2015</b>		
<b>Report Filed by:</b>	<b>David McTimoney, Superintendent</b>		
<b>Report Supported by:</b>	<b>Dianne Kay, Director of Curriculum and Instruction Gina Dunnett, Supervisor of Data and Accountability</b>		

**REPORT:**

- **Policy states that each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning**
- **The priorities for Academic Excellence for the District Education Council during the period of 2012-2016 are: NB3 Focus ( Literacy, Numeracy and Science), Critical Thinking Skills, Promotion of Teaching Excellence, Extending Student Learning**
- **Anglophone West School District (ASD-W) has a curricular and leadership district staff that supports the school leadership and teaching staff with curriculum, instruction and assessment. This staff includes positions of Directors, Subject Coordinators, a Data and Accountability Supervisor, and Teacher Leads/Mentors/Coaches. In particular, ASD-W has increased the Teacher Lead compliment and added an ASD-W Science Lead and an additional French Second Language Literacy Lead. In total, ASD-W has 67.0 Curriculum Leads providing direct support to teachers. (5 French Second Language; 11 Numeracy; 39 Literacy ; 1 Science ; 1 Physical Education; 1 Fine Arts; 9 Technology). There are also Leads in the area of Education Support Services**
- **ASD-W has a District Improvement Plan (DIP, see [www.asd-w.nbed.nb.ca](http://www.asd-w.nbed.nb.ca)) that was collaboratively created and actively monitored. The baseline data in the DIP supports overall priorities, yearly goals, and is used to inform district decisions and priorities**

**POLICY NAME****Academic Excellence**

- **In support of the DIP (Priority 1, Goal 1), professional learning has focused on Assessment. For example, on August 18 and 19, 2014, ASD-W had 150 educators engage in professional learning on classroom assessment from Sandra Herbst. Sandra is a noted system leader, speaker, and consultant with over 20 years of experience. She is co-author of two books on the topic of assessment and works closely with Anne Davies. Anne is a researcher, writer, educational consultant and the author of more than 30 books on assessment. This was phase 2 of professional learning with Ms. Herbst. In the fall of 2013, 75 educators received training from her**
- **Additionally, educators of ASD-W have attended courses at the University of New Brunswick and others have attended the New Brunswick Teacher's Association (NBTA) "Developing Successful Schools" Conference**
- **In partnership with ASD-W, the NBTA Professional Development Chairs focused their August professional learning day on assessment. The school based professional learning sessions had educators engaged in dialogue and discussions on the topic of assessment. Additionally, educators had the opportunity to listen to video segments prepared for ASD-W by Sandra Herbst and Anne Davies. Copies of the book *Making Classroom Assessment Work* were provided to each of the 75 schools**
- **On November 12, 2014, 27 Educational Leaders spent one day with Ruth Sutton. Ruth Sutton has been working with schools and teachers on Assessment for Learning since 1982. She coined the term 'Assessment for Learning' as the title of one of her books, published in 1995**
- **Professional learning organized by subject coordinators and leads has a focus on promoting teaching excellence and enhancing competencies. Numeracy and Literacy Leads prepare ongoing "Tips and Newsletters" for educators. (Appendix A)**
- **Administrators have a balance of professional learning and business items on their agenda. For example, at the October Vice Principals meeting, there was a professional learning /dialogue that paralleled the 3 DIP goals. Vice Principals were provided with a copy of *Advancing Formative Assessment in Every Classroom – A Guide for Instructional Leaders* by Connie Moss and Susan Brookhart. The opening meetings for administrators also saw this balance of professional learning and business**
- **Curriculum and Education Support Services Subject Coordinators have developed work plans that are in alignment with the District Improvement Plan and reflective of data analysis. These educational leaders are key supports to our school leadership and teaching staff**

**POLICY NAME****Academic Excellence**

- **A district working group is developing a *Balanced Assessment Framework Document* to support DIP Priority #1. Additionally, a formal process to respond to data at the District level is in development**
- **ASD-W recognizes the efforts of the Department of Education and Early Childhood Development (EECD) when it comes to a focus on assessment. EECD has revamped the provincial assessment program and shares relevant information on balanced assessment, in general, and formative assessment as an essential part of a balanced assessment program (Appendix B). This information helps guide us, as educators, in ASD-W**
- **ASD-W is the pilot site for the new Kindergarten to Grade 8 Report Cards. The focus on this pilot is to provide clear information to parents/guardians and students about student progress and achievement toward meeting established learning expectations**
- **A district process to review the School Improvement Plans (Goal #3) and School Review Data has been established for 2014-15. Senior Administration also looks at School Review documents, with a standing item on their monthly meeting**
- **Each school in ASD-W was provided with a binder that outlines the newly developed Staff Growth Process for the district. This model of professional growth and supervision was developed in collaboration with school administrators and over time. The committee began its work when amalgamation of districts occurred.**
- **A variety of events and partnerships occur throughout ASD-W to extend the learning of students and promote critical thinking skills. Some of these include: The Learning Partnership - Turning Points Essays at Middle and High School (17 schools), The Learning Partnership - Entrepreneurial Adventures Program at Elementary and Middle School (9 schools), Local Option Courses-Independent Studies-Advanced Placement courses-Distance Learning (High Schools), Chess Tournaments, Drama Festivals, Heritage Fairs, Music Festivals, School Productions, Artists in the Schools programs, Science Fairs, STEM Expo, Math Competitions, Envirothon, SHAD Valley, Legislative Assembly, Forum for Young Canadians, Oratory (French and English), Spoken Word, Summer French Program.**
- **ASD-W organizes and shares data on achievement through a variety of sources. This data helps inform district decisions and build our DIP. This DEC Report fulfills the obligations of the District Education Council and the Superintendent under the Education Act {Sections 36.9(5)(c) and 48(2)(d)} with respect to a “District Report Card”**

**POLICY NAME****Academic Excellence**

- **All school provincial achievement results are available to the public through the EECD website (<http://www.gnb.ca/0000/index-e.asp>, click on Publications and Statistics, then Report on Achievement). The Province of New Brunswick has set targets for a percentage of students who will experience success on each of the provincial assessments**
- **Appendix C provides an overview of ASD-W 2013-14 Provincial Assessment Results, in a general, power point format. Within the power point are slides that show ASD-W results and comparisons with the province and other districts**
- **Appendix D provides the same information in a more comprehensive manner; a “Take-Away” Document, so to speak**
- **Overall assessment results show scores climbing in the areas of Grade 7 Reading, Grade 9 English Language Arts Proficiency and Grade 10 French Immersion (FI) Literacy. Provincial targets are being met for Grade 9 Writing and Grade 10 FI Reading. Grade 8 Numeracy is an area that requires immediate attention, specifically with instruction to Prime Classes (non-French Immersion). When one digs into the Grade 8 Numeracy data deeper, it is found that the FI students increased their percent successful by 11%, compared to a decrease of 6.6% for the Prime students. Girls continue to outperform boys in literacy assessments**
- **District leaders will need to really focus on the data and “dig” into the numbers to determine areas that are in most need of improvement. The process under development for using data at the district level will help us generate targeted ideas that can lead to specific actions for improvement. The conversations have already begun with the Superintendent, Director of Curriculum and Instruction and the Supervisor of Data and Accountability (Appendix E)**

**Appendices:**

- **Appendix A – Sample “Tips and Newsletters” from Math Lead**
- **Appendix B – EECD Documentation on Assessment**
- **Appendix C – Provincial Assessment Results – Power Point**
- **Appendix D – Provincial Assessment Results – “Take-Away” Document**
- **Appendix E – Initial Thoughts on Achievement Improvement**

**Superintendent’s Signature:** \_\_\_\_\_**DEC Chair Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_

Math Tip of the Week #3, September 24<sup>th</sup>, 2014Lisa Murphy ([lisa.murphy@nbed.nb.ca](mailto:lisa.murphy@nbed.nb.ca))

## Formative Assessment Strategies

### Clipboard Cruising



Formative, on-going assessment is a vital part of any classroom.  
**Clipboard Cruising** is a type of formative assessment.

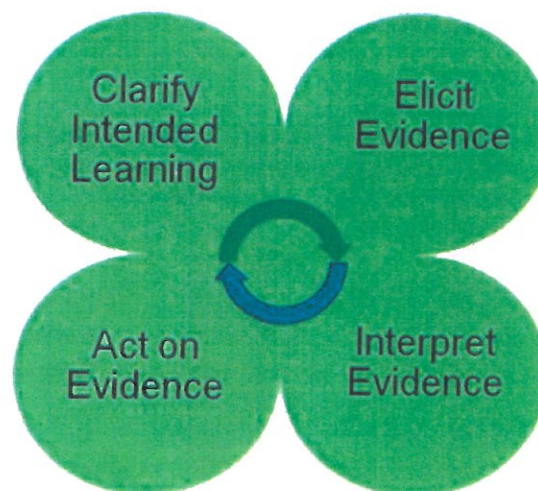
#### What is **Clipboard Cruising**?

- An anecdotal record of observations recorded while students are engaged in learning.



#### Why **Clipboard Cruising**?

- Provides a **snapshot** view of student progress
- It requires teachers to be **constant observers**
- Frequent "cruising" equips teachers to be better able to **adjust instruction**
- Provides evidence of learning **progress over time**
- Class tracking ensures that **all students** are **observed** over time. (Fewer students "fly under the radar".)

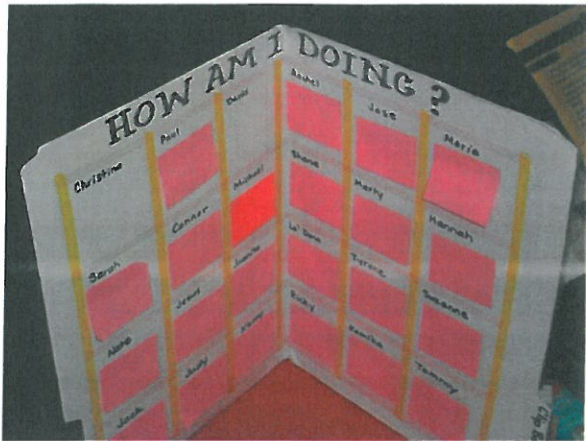


*Clipboard Cruising can be as sophisticated as a detailed daily planning guide or as simple as a sheet of paper upon which the teacher writes a few things he or she is observing.*

*The format is a personal choice but deciding on where the information will be*

**kept and how it will inform instruction in critical.**

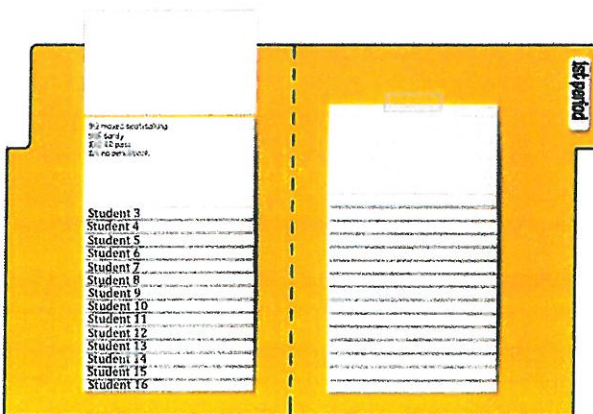
**Here are some samples to get you thinking:**



Use stickie notes to record observations for each child, these can later be transferred to a more permanent location. They can also be replaced once the student shows progress with the identified outcome.



Some teachers find envelope labels useful to record observations. The labels can be peeled off and stuck onto the teacher's assessment record for each child.



Recipe cards taped to a folder allows the teacher to assign one card per student where multiple observations can be recorded. This keeps evidence of progress over time in one convenient location. This design also helps to keep observations discreet from other students.




Outcome:												Month:					
E	WH	D	E	WH	D	E	WH	D	E	WH	D	E	WH	D	E	WH	D

Observation Charts can be useful in providing an "at-a-glance" view of who has been observed. This version uses E-Easy, WH-With Help and D-Difficult to describe student's level of success with the outcome specific task. You can shade the appropriate lettered box then use the space below for brief notes.

***Your K-5 Math Team!***

# Assessment is driven by purpose.

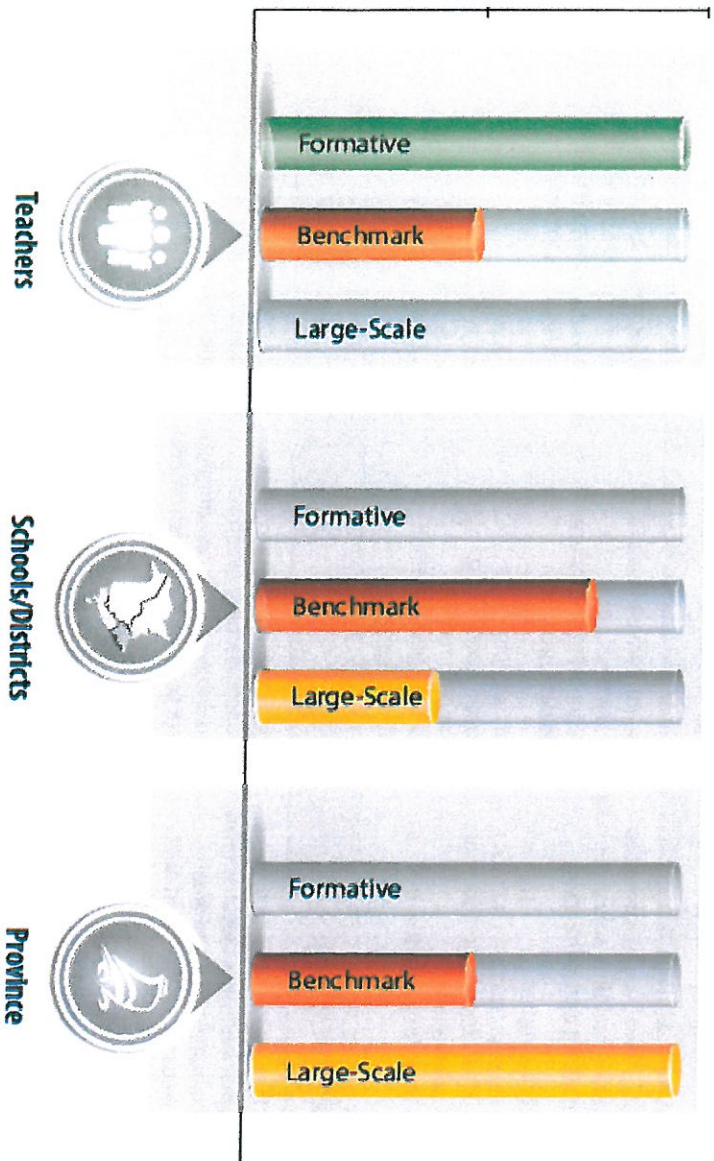
The type of assessment you select is determined by the decision you need to make.

Assessment Type	I want to plan learning. <i>(prior to instruction)</i>	I want to support learning. <i>(during instruction)</i>	I want to monitor learning. <i>(between instruction)</i>	I want to verify learning. <i>(after instruction)</i>
<b>Formative</b> <i>used to frequently inform instruction</i>	 <p>Use formative assessment to determine student learning goals toward curriculum outcomes. For example: • teacher/student discussion • observations • pre-tests • K-W-L charts</p>	<p>Use formative assessment to inform real-time adjustments to teaching and learning. For example: • teacher/student portfolios • class blog; student journal • conferences • descriptive feedback</p>	<p>Use formative assessment to see what progress a student has made since the last check-in. For example: • open questioning • reading records • self/peer assessment • traffic lights</p>	<p>Use formative assessment to confirm what the student knows and can do to adjust instructional strategies. For example: • exit activities • portfolios • projects</p>
<b>Benchmark</b> <i>used to periodically measure progress toward learning goals</i>	 <p>Classroom teachers, schools and districts:</p>			
<p>Use benchmark data to show the instructional starting point for a chapter, unit, semester, or year. For example: • prior year-end reports • screeners</p>	<p>Use benchmark data to show what learning objectives have been mastered and what needs to be addressed next instructionally for individual students. For example: • reading records • graded classwork • portfolio</p>	<p>Use benchmark data to track student learning over time, providing periodic and multiple data points against benchmarks throughout the year. For example: • interim reports • school common assessments • AinsWeb</p>	<p>Use benchmark data along with other data points to establish a grade or score. For example: • year-end reports • end of unit/course tests • district common assessments</p>	
<b>Large-Scale</b> <i>used to track longitudinal trends in learning</i>	 <p>Schools, districts and provincial leaders:</p> <p>Use large scale data to reflect on general patterns to inform decisions at the provincial, district and school levels. For example: • longitudinal provincial assessment trends • longitudinal national (PCAP) and international (PISA) trends • secondary analysis reports (factors which contribute to performance)</p> <p>Use large-scale standardized assessments to provide evidence at a macro level of changes in student learning. For example: • annual provincial assessment results • triennial national (PCAP) and international (PISA) results</p>			
<b>Summative</b>				



# Balanced Assessment

Balanced assessment includes a variable blend of formative, benchmark, and large-scale assessments to provide information at differing intervals, for different purposes, and for different roles. Each type of assessment provides a different perspective, and one cannot take the place of another. Together, they provide holistic assessment that informs decisions from the individual student through to the international levels.



## Guiding Principles of Assessment

- The purpose of all assessment is to obtain evidence of learning.
- Assessment is a powerful tool to effect change for improvement.
- Assessment is an integral component of an evidence-based decision-making model.
- The effectiveness of assessment depends on users' understanding and appropriate application of results.

## Three Types of Assessment

**Formative:** Formative assessment is a teaching and learning process that is frequent and interactive. A key component in a complete learning cycle, formative assessment provides ongoing feedback on understanding and progress to inform any required adjustments in teaching.

**Benchmark:** Benchmark assessments are given periodically throughout the school year at specified times. The assessments evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals, usually curricular outcomes. The design and choice of benchmark assessment is driven by purpose and intended users, and informs decision-making at the student, classroom, school, or district levels.

**Large-Scale:** Large-scale standardized assessment refers to any provincial, national, or international assessment. Collected over time, this data informs decisions at the school, district and provincial levels related to improving student achievement and ensuring public accountability.

# Formative Assessment

## An Essential Part of a Balanced Assessment Program

Formative assessment is a teaching and learning process that is frequent and interactive. Formative assessment provides ongoing feedback for understanding and progress to inform adjustments in teaching and learning throughout the entire learning cycle.

Assessment for learning is like the GPS of learning as it involves seeking the answers to three key questions.

- Where am I going?
- Where am I now?
- How will I get there?



### Steps for Implementation:

- Describe quality and proficiency
- Co-construct criteria
- Pre-assess learners
- Take action: differentiate instruction
- Provide descriptive feedback
- Adjust lessons and change teaching strategies
- Reflect on teaching techniques
- Re-assess and re-teach if necessary

### Formative Assessment Improves Learning with:

- evidence collected and examined on an ongoing basis to make informed instructional decisions
- specific and descriptive feedback
- information to plan for learning that happens at different rates and is shown in many ways
- specific information and a process to help learners take responsibility for their own learning



## Assessment for Learning Myths

Assessment for learning (formative assessment) is something new. *This instructional practice has been around for over 40 years.*

The purpose of assessment for learning is to improve teaching.

The primary purpose of assessment for learning is to improve learning. Changes in teaching may also occur but are not the central purpose.

Assessment for learning is just another test.

Assessment for learning is a verb, not a noun. It informs how to improve the learning and teaches how they should adjust the instruction.

If students can produce it, they can assess it; and if they can assess it, they can improve it.

Heidi Andrade, 2008

Mistakes are important for learning!

Everyone makes them. Errors identify opportunities to improve and learn. They show us the difference between where we are and where we want to be.

## What should I be looking for in my classroom?

### Am I...

- sharing the learning outcomes and standards with my learners?
- planning activities that provide opportunities to gather assessment data?
- describing quality and proficiency?
- adjusting my teaching based on what I learn from assessments?
- providing descriptive feedback regularly to help learners improve?
- instructing learners in how to provide peer and self-assessments?
- asking purposeful questions to encourage learner reflection and problem solving?
- using models, samples, and exemplars so learners know what quality looks like?
- involving learners in setting criteria?
- modelling that mistakes and errors are opportunities to learn?
- using the language of assessment?

### Are my learners...

- describing what they need to learn?
- setting short-term learning goals?
- working together to set criteria?
- collecting and presenting evidence of their learning?
- explaining what they need to do next to achieve their goals?
- providing feedback to peers?
- assessing their own work?
- using the language of assessment?

## Quick Links



Canadian Assessment for Learning Network  
www.cafln.ca

Transforming Assessment: An Online Resource for Teachers  
from Anne Davies and Sandra Herbst  
[http://annedavies.com/assessment\\_for\\_learning\\_t\\_slp.html](http://annedavies.com/assessment_for_learning_t_slp.html)

Association for Improvement and Achievement through Assessment  
[www.aiaa.org.uk/afl/assessment-reform-group/](http://www.aiaa.org.uk/afl/assessment-reform-group/)  
Dylan William: an international leader in formative assessment  
[www.dylanwilliam.org](http://www.dylanwilliam.org)

## Plan Use formative assessment to plan *prior* to instruction.

- Set targets based on curriculum outcomes and processes
- Understand levels of quality and proficiency
- Decide how to assess (e.g., backward design - knowing what you will look for, co-construct criteria with learners)
- Make decisions based on what learners know and can do already
- Make instructional decisions about supports learners may need, the approach that will work best, and strategies for supporting learning (e.g., Workshop Model, Gradual Release of Responsibility)

### Steps to Co-Construct Criteria

Co-constructing criteria is the process of working collaboratively with learners to develop criteria and indicators for successful demonstration of knowledge and/or skills related to a learning goal. (Davies, A. Making Classroom Assessment Work, 2011)

### With learners

- Identify and clarify the learning goals
- Analyze samples of work for its key features (e.g., strengths, weaknesses)
- Brainstorm a list of possible indicators based on the analysis
- Organize the indicators into related categories to develop criteria
- Record the criteria and indicators in a chart
- Ensure all understand the criteria prior to beginning the task
- Use the criteria to provide descriptive feedback and for learner self-assessment

The researcher's claim: Formative assessment works because it has a direct effect on the most important outcomes in the teaching-learning process. The teacher will be best served by using formative assessment.

## Do Use formative assessment to provide support *during* instruction.

- Initiate the plan
- Instruct and engage in learning experiences
- Follow the planned approach (Gradual Release of Responsibility, Workshop Model, Inquiry)
- Look for opportunities to gather evidence through observations and conversations. Be an active listener
- Provide specific descriptive feedback

### FEEDBACK: Descriptive and Specific

- Answers the key question: "How will I get there?"
- Focuses on the work and how to adjust what learners are doing so they can improve their performance.
- Can be provided in a conversation, in writing, or through a demonstration.

- Tells learners what they need to do more of, less of, or differently
- Comes from teacher, peers or self. When learners provide feedback to themselves and others, they are less dependent on the teacher as the only source.

### Not just any feedback

The impact of the feedback depends on whether the learner's performance did not meet the goal. Learner's performance exceeded the goal. Learner feels it is within their control to improve.

### Feedback is most effective when it:

- is received during the learning cycle;
- causes learners to think about their performance rather than react emotionally;
- focuses on the learning outcomes and criteria;
- is accompanied with models and exemplars;
- identifies only a few areas to work on improving;
- provides next steps to improve and is followed by time in class for learners to use the feedback;
- is clear and uses language learners understand.

## The Learning Cycle

### Check

Use formative assessment to monitor *between* instruction.

- Use your planned for assessment to find out how well learners are doing/ understanding (e.g., entrance slip, oral response, quiz, solve a similar problem)
- Engage learners in monitoring their own learning and that of their peers: self-assessment, peer assessment
- Analyze what the evidence is telling you about the learning
- Provide specific descriptive feedback

### Self-Assessment

Research is overwhelmingly positive in terms of the impact of self-assessment on improved learning and achievement. Self-Assessment contributes to engagement and ownership of learning. Assessment information and descriptive feedback provide opportunities for self-regulated learning.

### Getting Started

- Model/intentionally teach critical thinking skills required for self-assessment practices.
- Discuss benefits of self-assessment and ensure everyone understands self-assessment
- Allow time for learning self-assessment skills within the learning cycle:
  - Provide opportunities to practise self-assessment to gradually assume more responsibility for learning
  - Develop and use criteria that learners can apply to self-assess work
  - Reflect on their progress (provide feedback to themselves)
  - Set goals and targets for learning

Assessment for learning is based on an understanding of student motivation and the psychology of learning, so students become better learners for the rest of their lives as a result of successful learning experiences. (Davies, A. Making Classroom Assessment Work, 2011)

## Act Use formative assessment to verify learning *after* instruction.

- Triangulate the evidence of learning (observations, conversations, and products)
- Provide time for reflection feedback
- Adjust instruction and/or reset targets
- Provide specific descriptive feedback

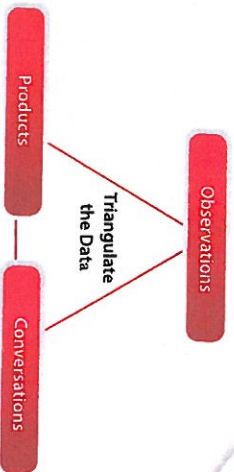
### Gather evidence from a variety of sources

Observations: record during learning; focus on targets and keep organized notes

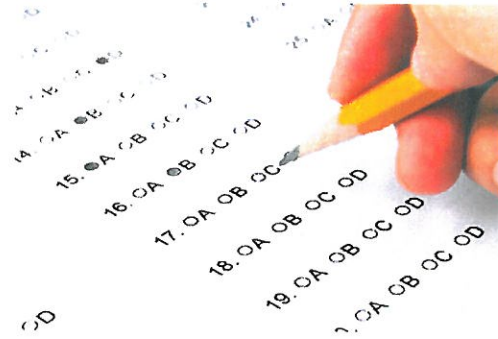
Products: provide opportunities for learners to show what they know in multiple ways

Conversations: listen to discussions and responses to questions; conduct conferences; review written responses. Consider teacher-to-teacher, learner-to-teacher, and learner-to-self conversations.

(Davies, A. Making Classroom Assessment Work, 2011)



## Provincial Assessment Results 2013-2014



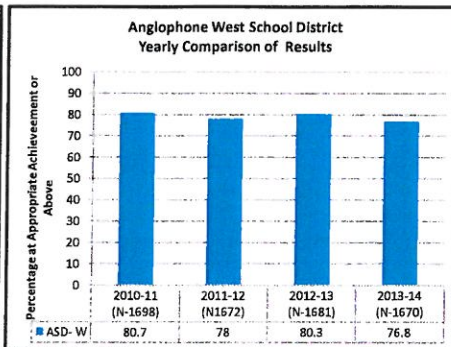
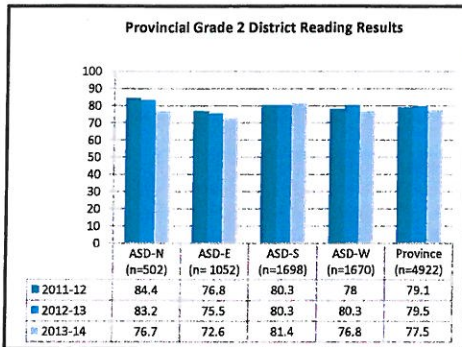
Anglophone West School District  
November 20, 2014

Districts	Grade 2 Literacy	Grade 4 French Immersion (Reading)	Grade 4 French Immersion (Writing)	Grade 5 Numeracy	Grade 7 Literacy (Reading)	Grade 7 Literacy (Writing)	Grade 8 Numeracy	Grade 9 ELPA (Reading)	Grade 9 ELPA (Writing)	Grade 10 French Immersion (Reading)	Grade 10 French Immersion (Writing)
ASD N	76.7	61.9	64.8	59.1	76.7	70.2	65	77.3	86.2	81.9	46.1
ASD E	72.6	66.1	64.9	54.8	74.9	60.9	60	81	87.6	74.2	41.6
ASD S	81.4	77.7	73	62.2	78.1	62.5	61.9	82.2	89.1	80.2	46.4
ASD W	76.8	65.9	56.2	60	77.8	52.9	49.5	80.4	89.5	85.8	54.8
Province	77.5	68.4	63.8	59.4	77.1	59.7	57.6	80.4	88.2	80.1	47.2

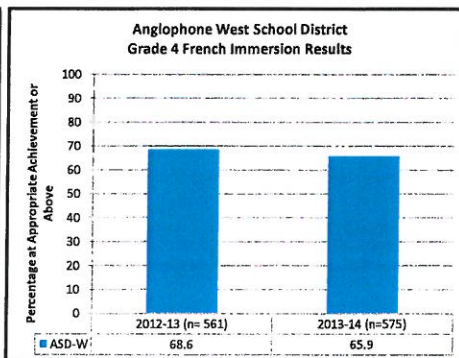
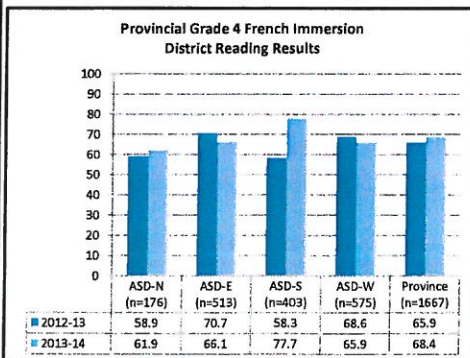
### Provincial Assessment Results at a Glance

ASD W Results	2011-2012	2012-2013	2013-2014
Grade 2 Literacy Assessment (Reading)	76.8	72.6	81.4
Grade 4 FI Literacy Assessment	Results Not Available	68.6 (Reading) N.A.(Writing)	65.9(Reading) 56.2(Writing)
Grade 5 Numeracy Assessment	63.7%	64.1%	60.0 (Sample)
Grade 7 Literacy Assessment	68.8(Reading) 62.6%(Writing)	59.7% (Writing)	52.9% (Writing) (Sample)
Grade 8 Numeracy Assessment	52.5%	53.6%	49.5%
Grade 9 ELPA	80.4(Reading) 89.5(Writing)	87.6(Reading) 89.1(Writing)	80.2(Reading) 85.8(Writing)
Grade 10 French Immersion Literacy	85.8(Reading) 54.8(Writing)	74.2(Reading) 47.2(Writing)	46.4(Reading) 54.8(Writing)

**READING**  
Grade 2 English

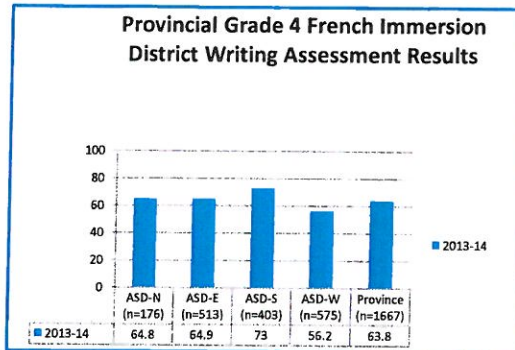


**READING**  
Grade 4 French Immersion



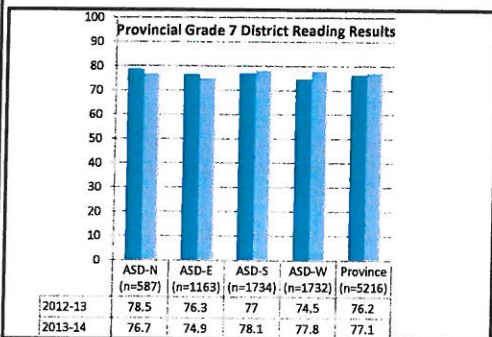
**WRITING**  
Grade 4 French Immersion

**Provincial Grade 4 French Immersion District Writing Assessment Results**

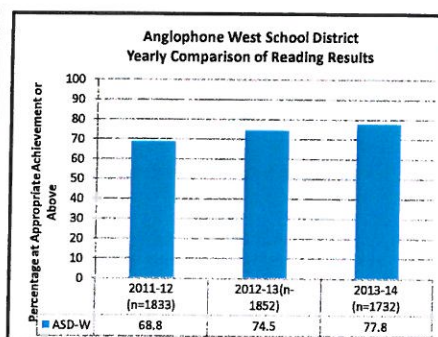


**READING**  
Grade 7 English

**Provincial Grade 7 District Reading Results**

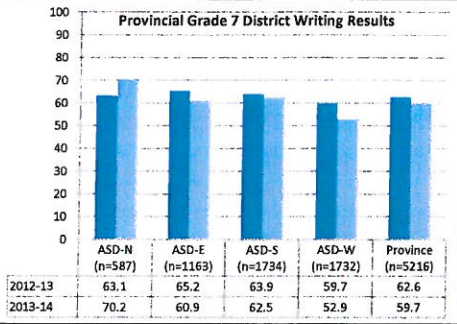


**Anglophone West School District Yearly Comparison of Reading Results**

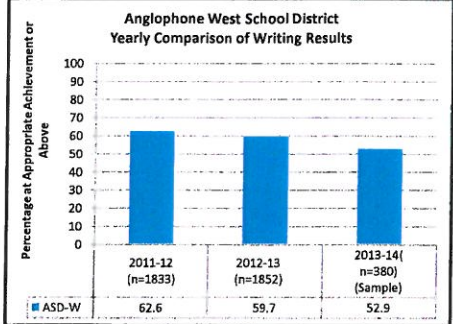


**WRITING**  
Grade 7 English

Provincial Grade 7 District Writing Results

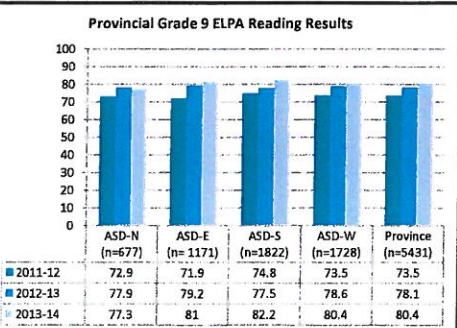


Anglophone West School District  
Yearly Comparison of Writing Results

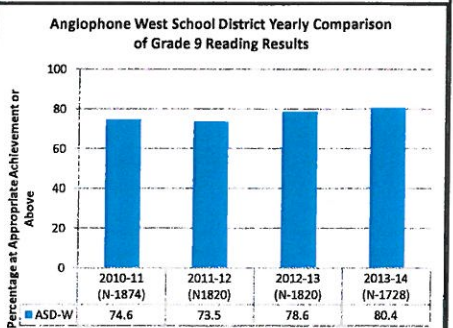


**READING**  
Grade 9 English Language  
Proficiency Assessment

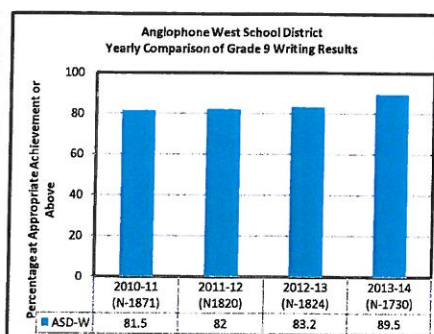
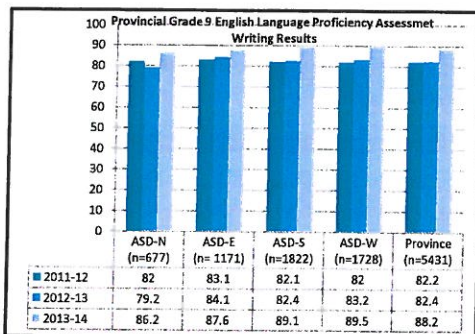
Provincial Grade 9 ELPA Reading Results



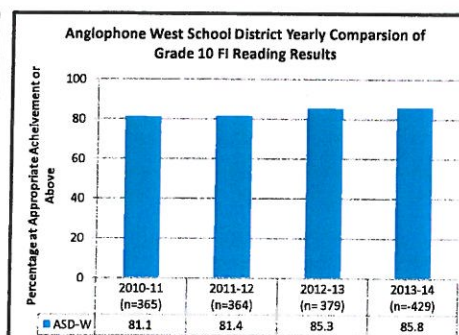
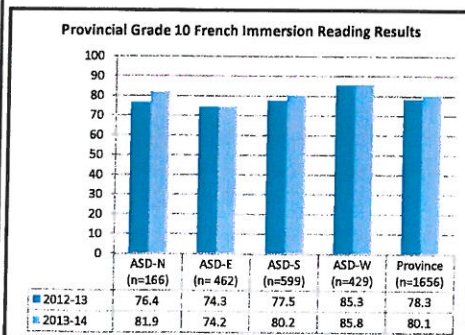
Anglophone West School District Yearly Comparison  
of Grade 9 Reading Results



**WRITING**  
Grade 9 English Language Proficiency Assessment

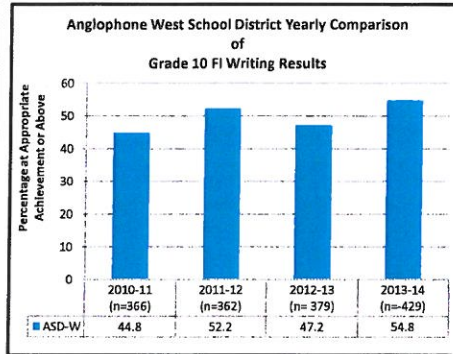
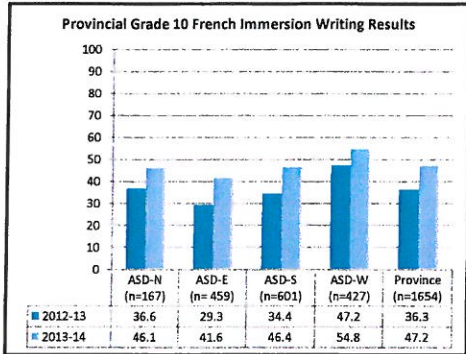


**READING**  
Grade 10 French Immersion

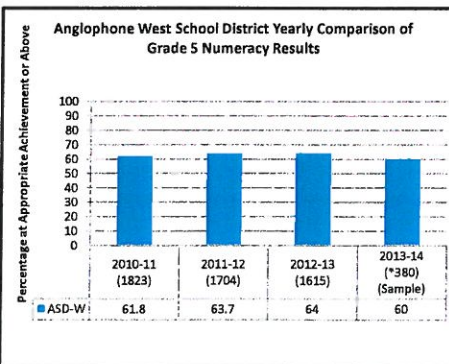
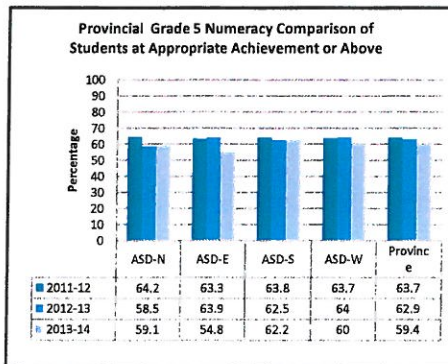




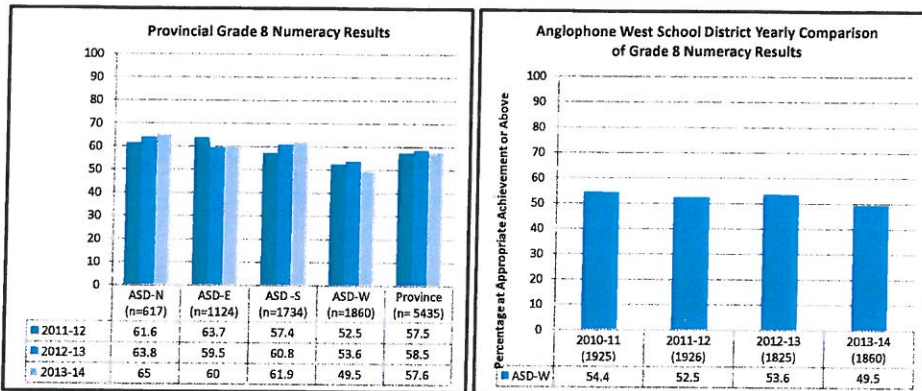
**WRITING**  
Grade 10 French Immersion



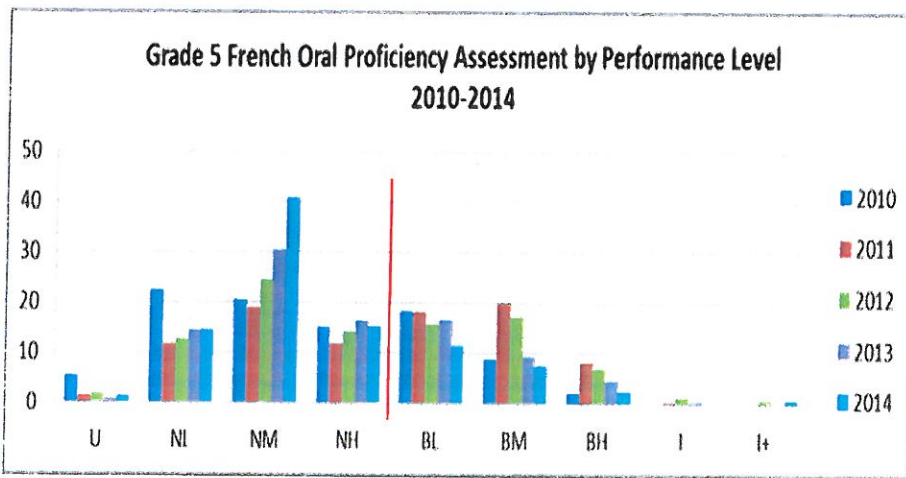
**MATHEMATICS**  
Grade 5



**MATHEMATICS**  
Grade 8



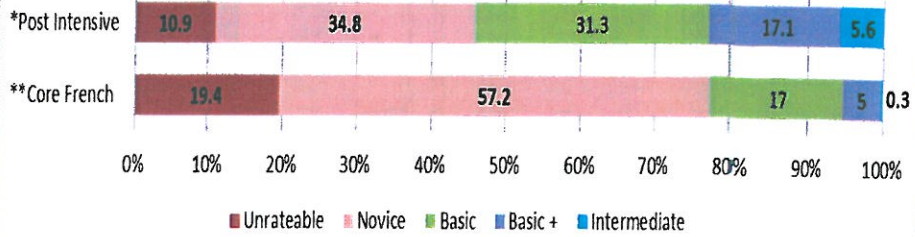
**ORAL PROFICIENCY**  
Grade 5 IF



**ORAL PROFICIENCY**  
Comparative Data

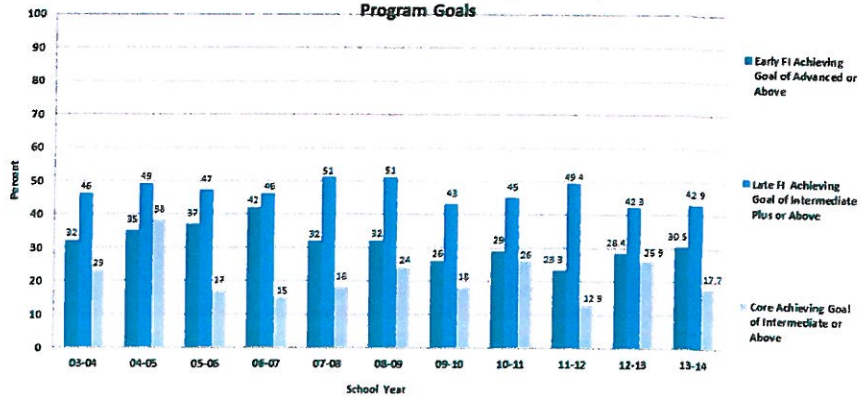
By Grade 10, it is evident that the Post Intensive French program students perform significantly better than the former Core French program.

**Grade 10 Oral Proficiency**  
Core French and Post Intensive French



**ORAL PROFICIENCY**  
Grade 12 FSL Certification

**Provincial FSL Oral Proficiency Longitudinal by Program Goals**





## Summary of Anglophone School District West Provincial Assessment Results 2013-14

11/20/2014

G.Dunnett

*Supervisor of Data and Accountability*

Appendix D

## Anglophone West School District Mission:

*"Each student of Anglophone West School District will achieve his/her fullest potential, continuing to be a productive citizen in an ever-evolving world."*

During the 2013-14 school year a series of Provincial assessments were administered at a variety of levels across the system. The focus of large scale assessment is to provide information for the system in relation to how students are performing based on the curriculum outcomes and standards. This information guides programming and instructional decisions throughout the organization, while serving as one piece of evidence in an overall balanced assessment system. As the organization continues assessment related learning, a balanced assessment system will emerge that supports both assessment and evaluation, resulting in increased student performance and engagement.

## Provincial District Comparison of Overall Results 2013-14

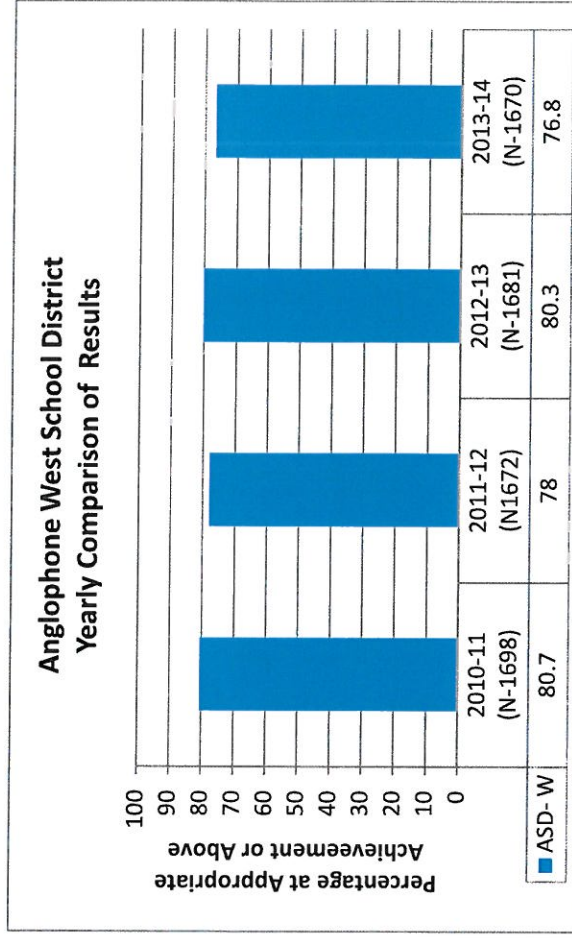
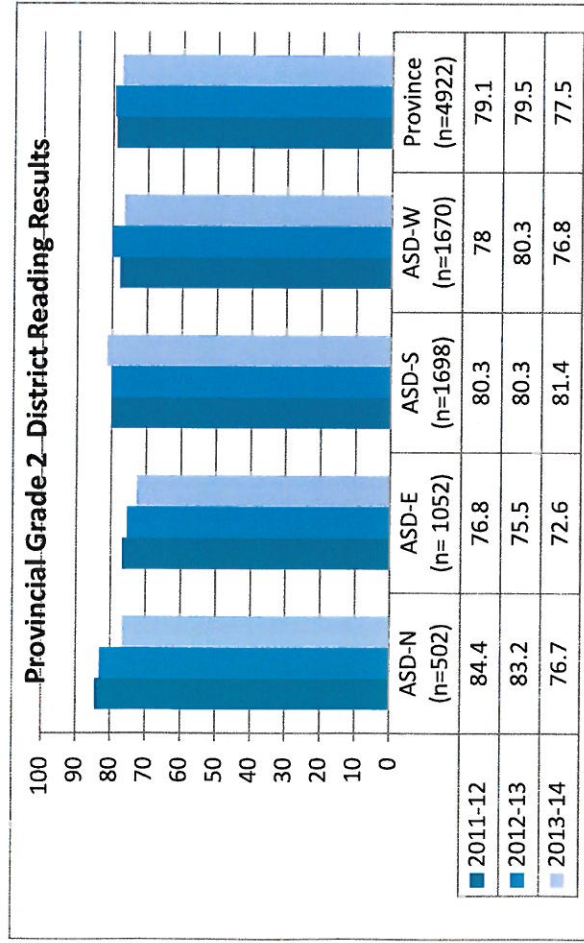
Districts	Grade 2 Literacy	Grade 4 French Immersion		Grade 5 Numeracy	Grade 7 Literacy (Reading)	Grade 7 Literacy (Writing)	Grade 8 Numeracy	Grade 9 ELPA (Reading)	Grade 9 ELPA (Writing)	Grade 10 French Immersion (Reading)	Grade 10 French Immersion (Writing)
		Immersion (Reading)	Immersion (Writing)								
ASD-N	76.7	61.9	64.8	59.1	76.7	70.2	65	77.3	86.2	81.9	46.1
ASD-E	72.6	66.1	64.9	54.8	74.9	60.9	60	81	87.6	74.2	41.6
ASD-S	81.4	77.7	73	62.2	78.1	62.5	61.9	82.2	89.1	80.2	46.4
ASD- W	76.8	65.9	56.2	60	77.8	52.9	49.5	80.4	89.5	85.8	54.8
Province	77.5	68.4	63.8	59.4	77.1	59.7	57.6	80.4	88.2	80.1	47.2

ASD W Results	2011-2012	2012-2013	2013-2014
Grade 2 Literacy Assessment (Reading)	78.1%	80.4%	76.8%
Grade 4 FI Literacy Assessment	Results Not Available	68.6 (Reading)	65.9(Reading)
		N.A.(Writing)	56.2(Writing)
Grade 5 Numeracy Assessment	63.7%	64.1%	60.0 ( Sample)
	68.8(Reading)	74.5% (Reading)	77.8% (Reading)
Grade 7 Literacy Assessment	62.6% (Writing)	59.7% (Writing)	52.9% (Writing) (Sample)
	52.5%	53.6%	49.5%
Grade 8 Numeracy Assessment	73.5%(Reading)	78.6%(Reading)	80.4% ( Reading)
	82.0% (Writing)	83.2%(Writing)	89.5%( Writing)
Grade 10 French Immersion Literacy	81.4(Reading)	85.2(Reading)	85.8(Reading)
	52.2(Writing)	47.2(Writing)	54.8(Writing)

### Anglophone West Grade 2 Literacy Assessment Summary 2013-14

The 2013-2014 Grade 2 Provincial Reading Literacy Assessment was administered to 1670 students across the Anglophone West School District. The reading assessment measured the ability of students to comprehend reading passages.

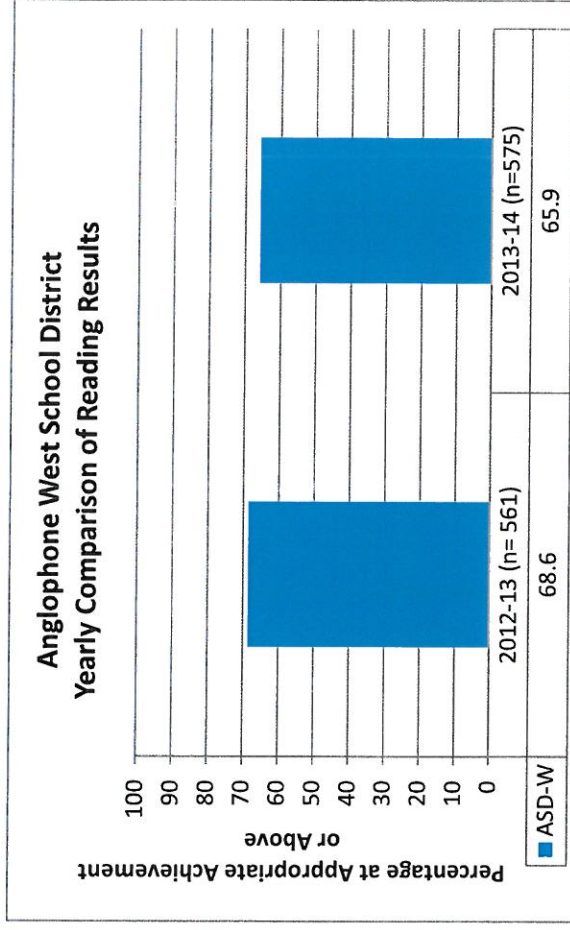
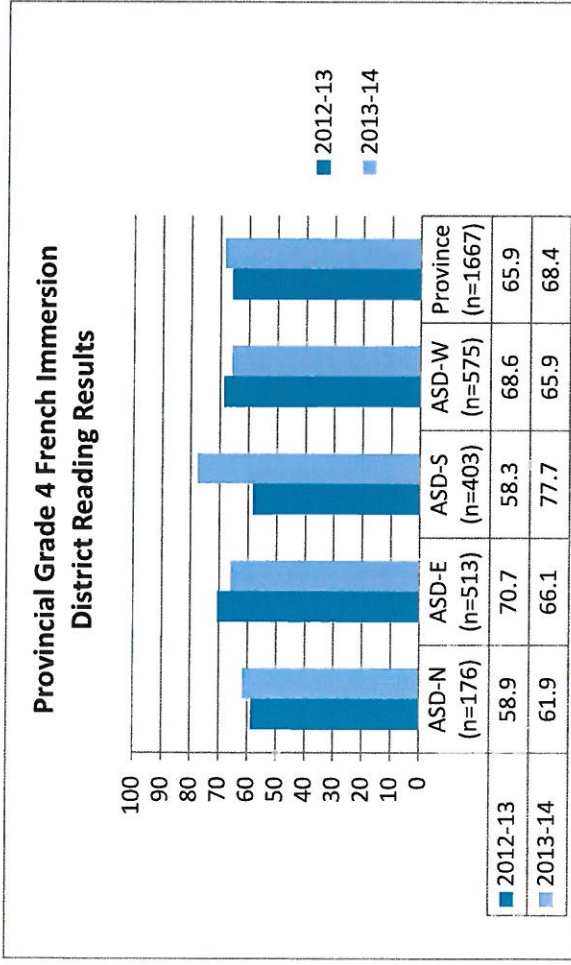
**Grade 2 Reading:** Results indicate that 76.8% of ASD-W students performed at the appropriate or strong level, with 2.2% of students exempt. Of the 76.8% performing at the appropriate or strong level, 53.1% performed at the appropriate level; with 24.7% at the high end of appropriate, and 23.7% performed at the strong level. Overall results indicate that ASD-W is below the provincial results of 77.5% and has had a decrease of 3.5% compared to 2012-13 district results.



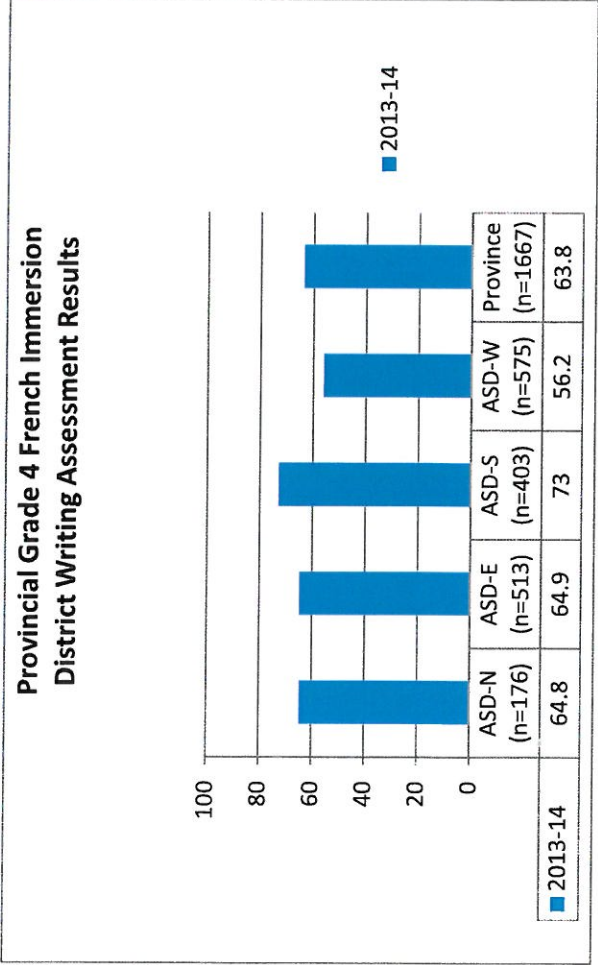
### Anglophone West Grade 4 French Immersion Literacy Assessment Summary 2013-14

The 2013-2014 Grade 4 Provincial Reading Literacy Assessment was administered to 575 students across the Anglophone West School District. This represents 34.0% of the Grade 4 French Immersion students eligible to write the assessment across the province. The reading assessment measured the ability of students to comprehend reading passages.

**Grade 4 French Immersion Reading:** Results indicate that 65.9% of ASD-W students performed at the appropriate (60.9%) or strong level (5.0%), with no students exempt. Of the 60.9 % performing at the appropriate level, 31.1% were at the high end of appropriate. Overall results indicate that ASD-W is below the provincial results of 68.4% and experienced a decrease of 2.7%, compared to 2012-13 district results.



**Grade 4 French Immersion Writing:** Results indicate that 56.2% of ASD-W students performed at the appropriate (47.0%) or strong level (9.2%), with no students exempt. Students achieved the highest results in the content and voice traits, while sentence structure and conventions was the lowest. Overall results indicate that ASD-W is below the provincial results of 63.8%. This is the first year writing results have been released for the elementary French Immersion program.

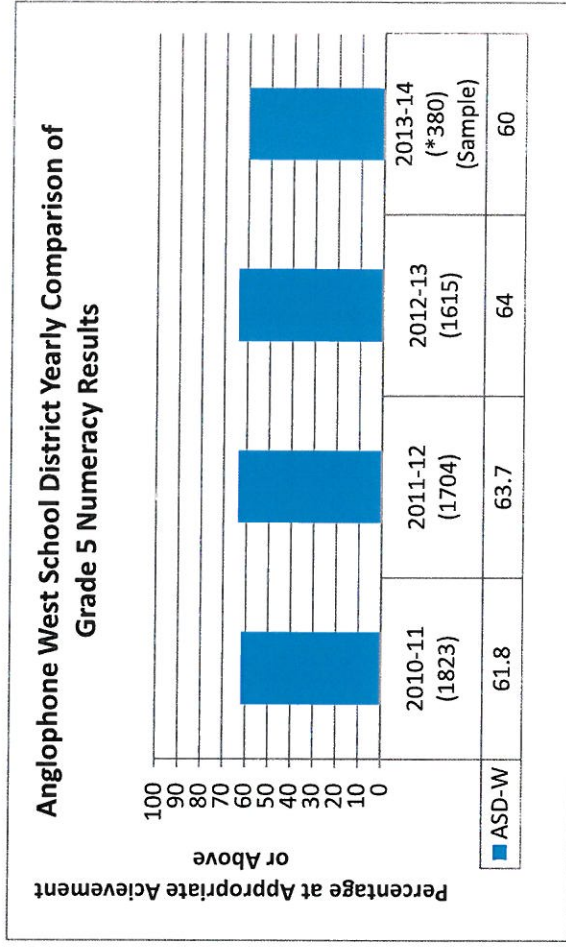
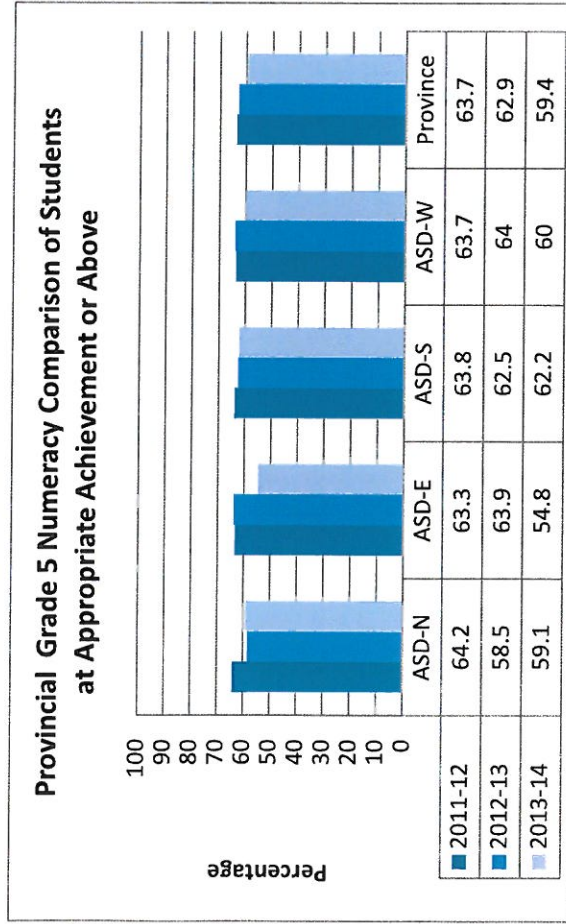




## Anglophone West Grade 5 Numeracy Assessment Summary 2013-14

### Grade 5 Numeracy Assessment

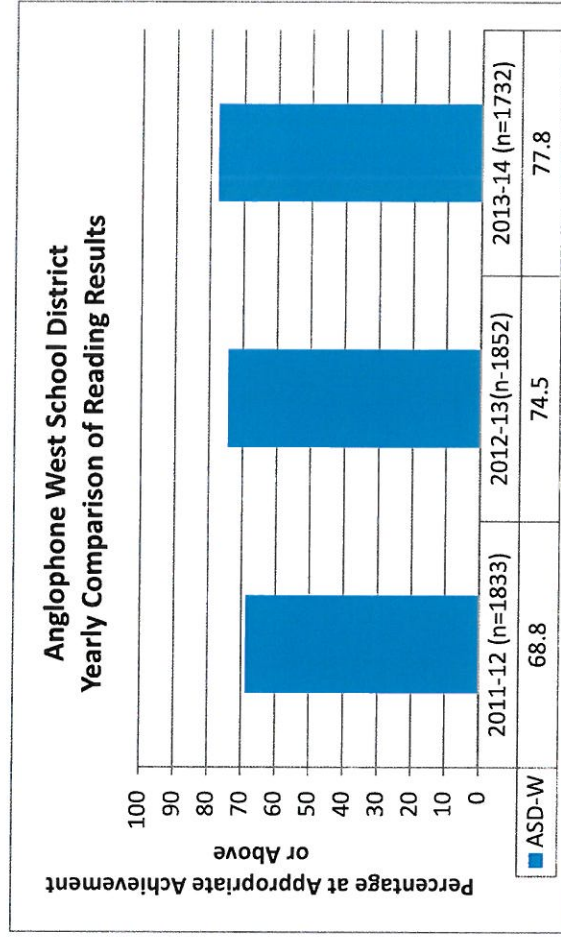
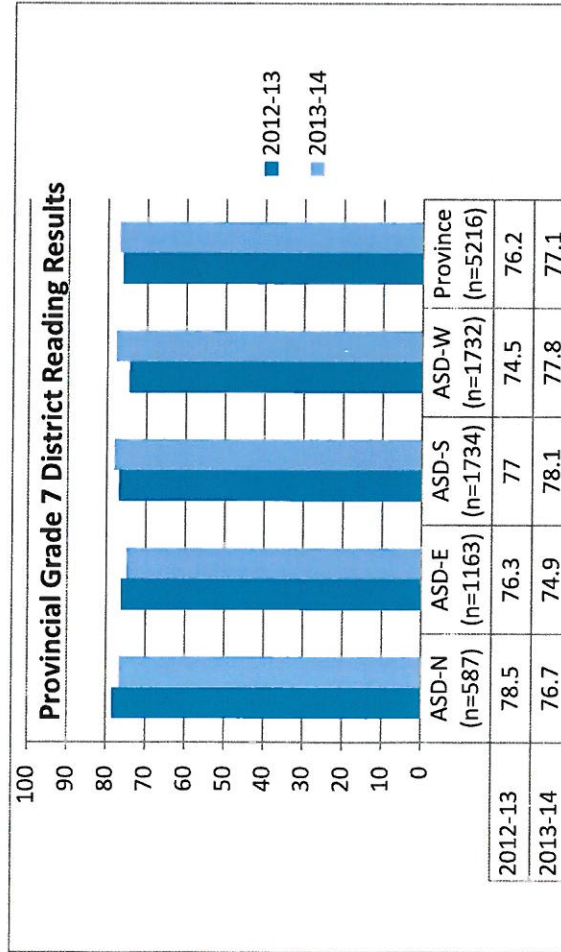
The 2013-2014 Grade 5 Provincial Numeracy Assessment was administered to a 20% sample of grade 5 students across the province. Three hundred and eighty students from Anglophone West School District were represented in the overall sample. Results indicate that 60.0% of students' sampled  $\pm 1.4\%$  performed at the appropriate or strong level of achievement. This is slightly above the provincial results (59.4%) and a 4.0% decrease compared to 2012-13 district results. Of the 380 students who were registered to write the assessment, 1.1% received an exemption.



### Anglophone West Grade 7 Literacy Assessment Summary 2013-14

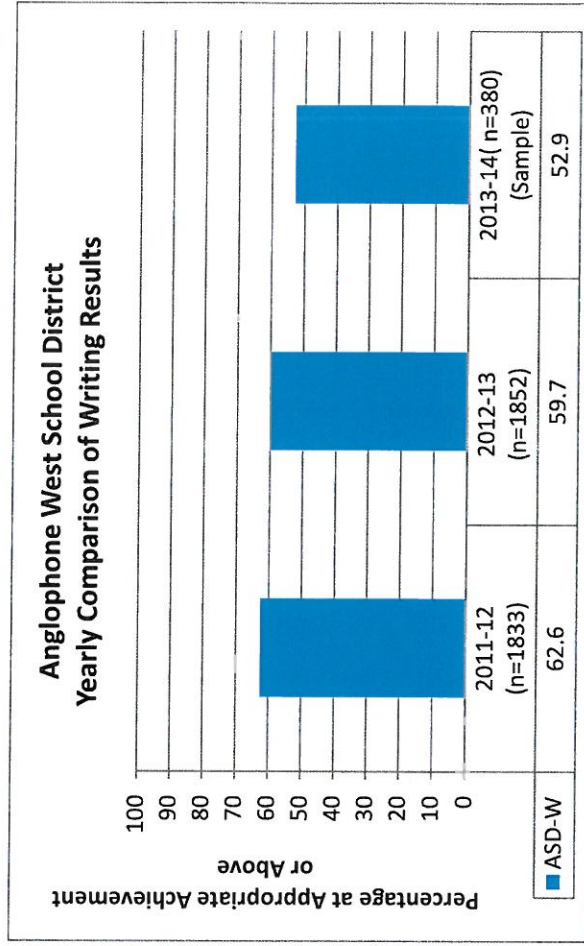
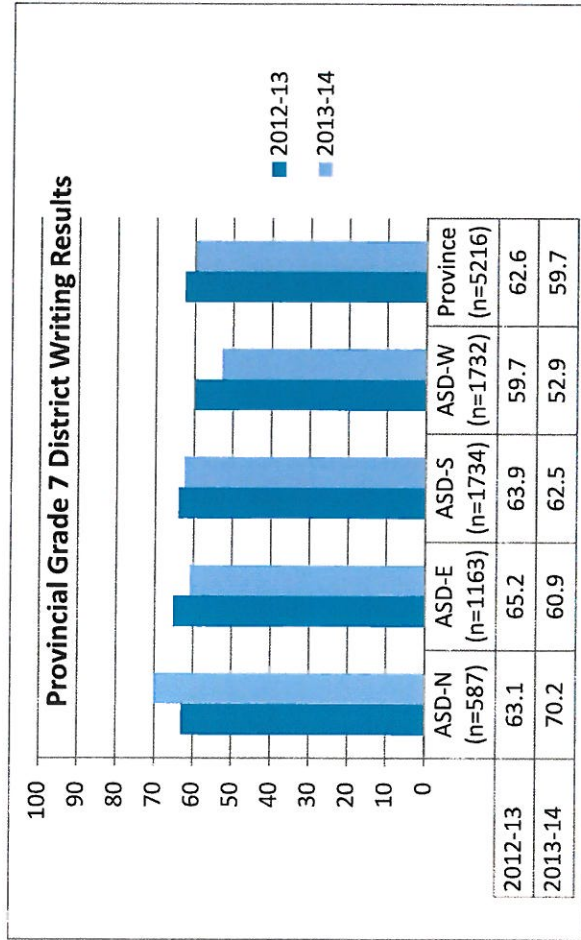
The 2013-2014 Grade 7 Provincial Reading Literacy Assessment was administered to 1732 students across the Anglophone West School District. The reading assessment measured the ability of students to comprehend reading passages.

**Grade 7 Reading:** Results indicate that 77.8% of ASD-W students performed at the appropriate (68.3%) or strong level (9.5%), with 3.2% of students exempt, while 1.0% did not write. Overall results indicate that ASD-W is slightly above the provincial results of 77.1 % and has demonstrated a 3.2% increase compared to 2012-13 results.



**Grade 7 Writing:**

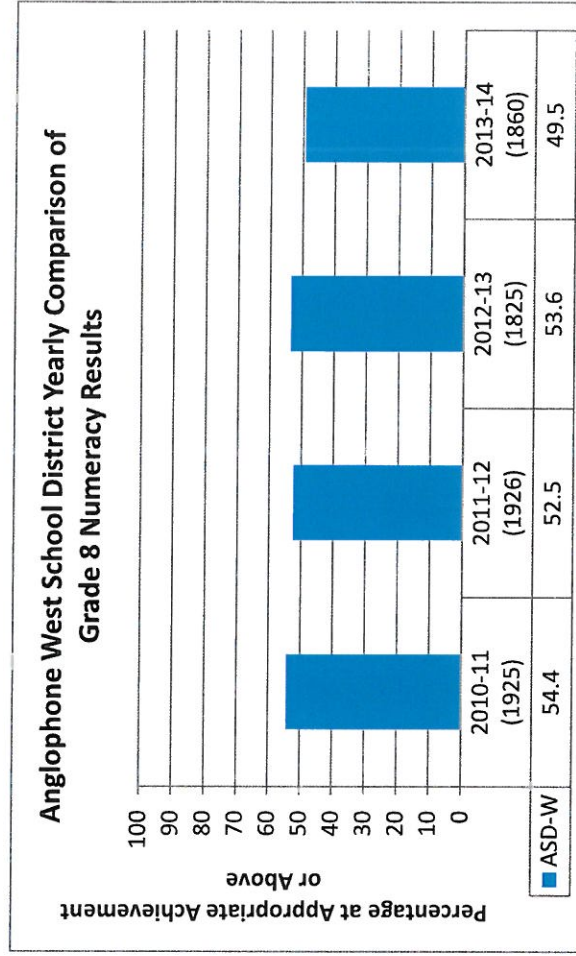
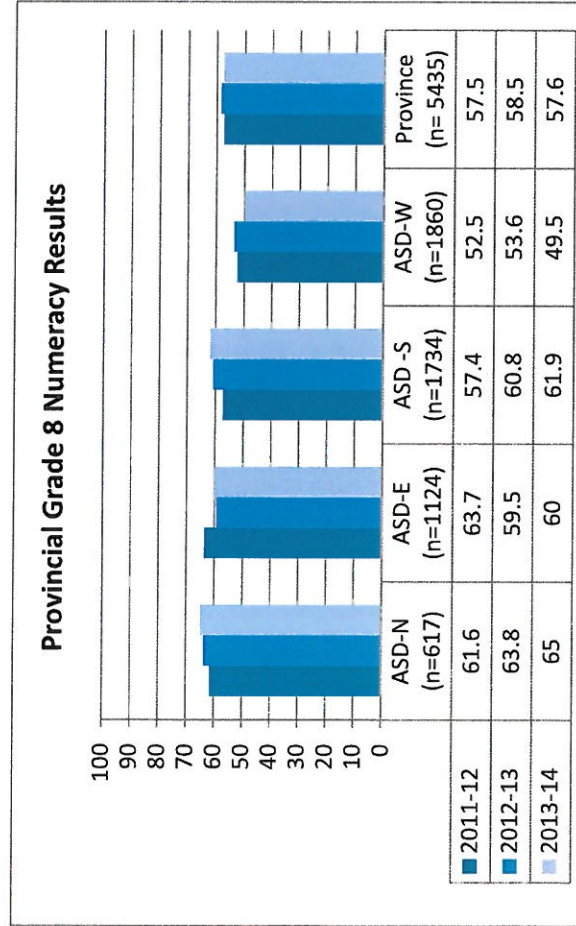
Results indicate that 52.9% of the sample +/- 3.0% performed at the appropriate (50.0%) or strong (2.9%) level of achievement. This represents a 6.8% decrease from 2012-13 results. The sample consisted of 380 students, and performance is below the provincial results of 59.7%. Provincial results indicate that there has been a decrease of percentage points in each of the writing traits. Students are required to demonstrate control of each trait and must achieve an AA /SA within each trait to receive an overall AA/SA in writing.



## Anglophone West Grade 8 Numeracy Assessment Summary 2013-14

### Grade 8 Numeracy Assessment

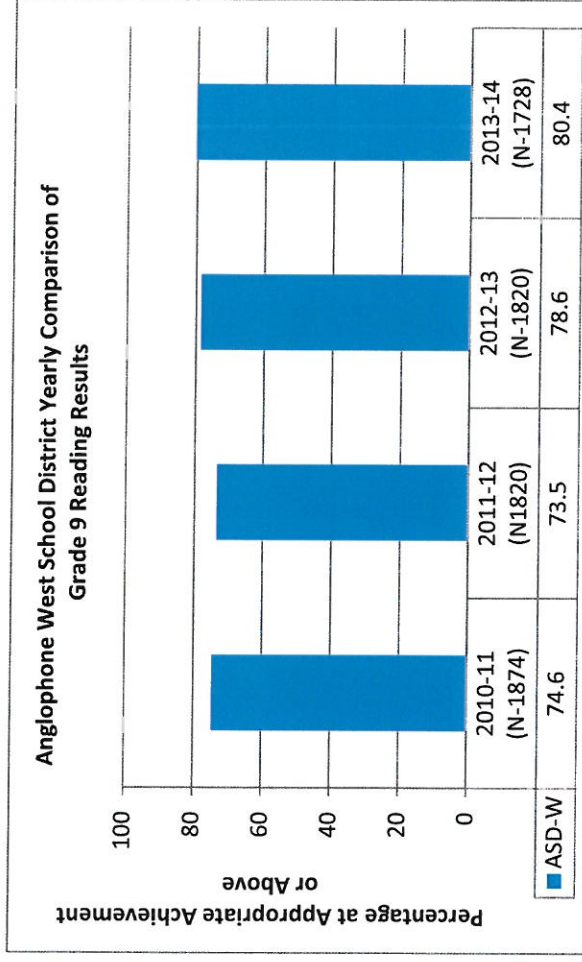
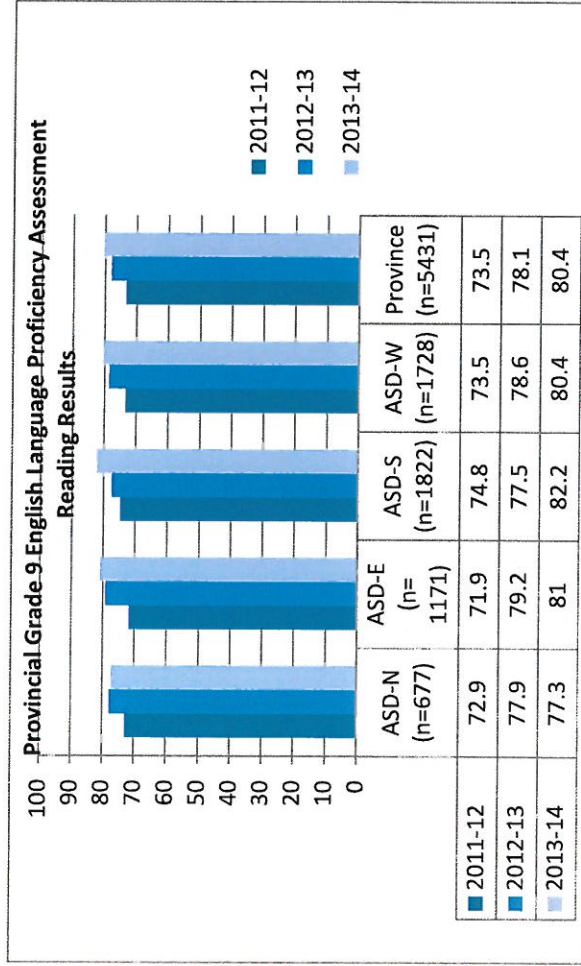
The 2013-2014 Grade 8 Provincial Numeracy Assessment was administered to 1860 students across the Anglophone West School District. Results indicate that 49.5% students performed at or above grade level. This is below the provincial result of 57.6%, and a 4.1% decrease from 2012-13 district results. Of the 1860 students who were registered to write the assessment, 2.5% received an exemption. Strand based results indicate that there is no significant change in performance.



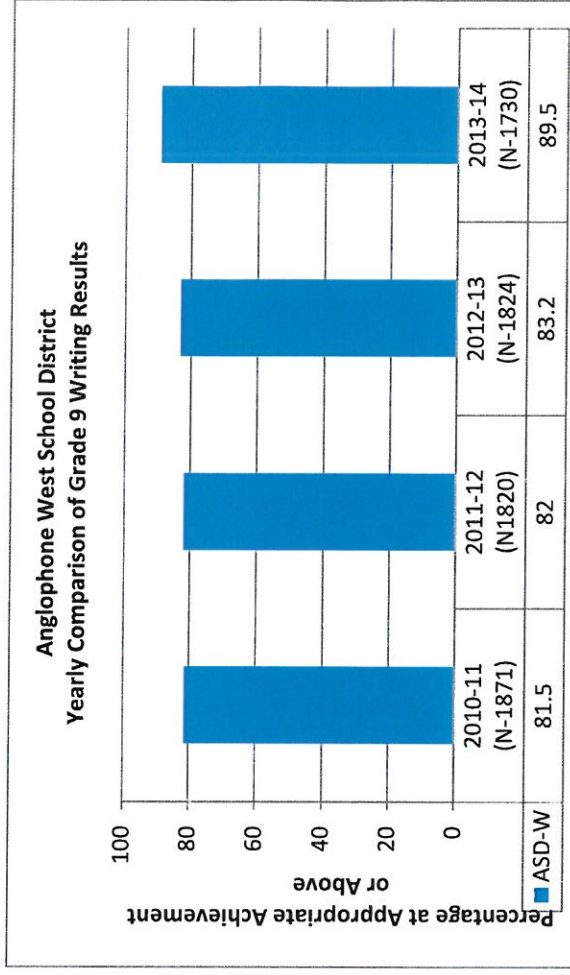
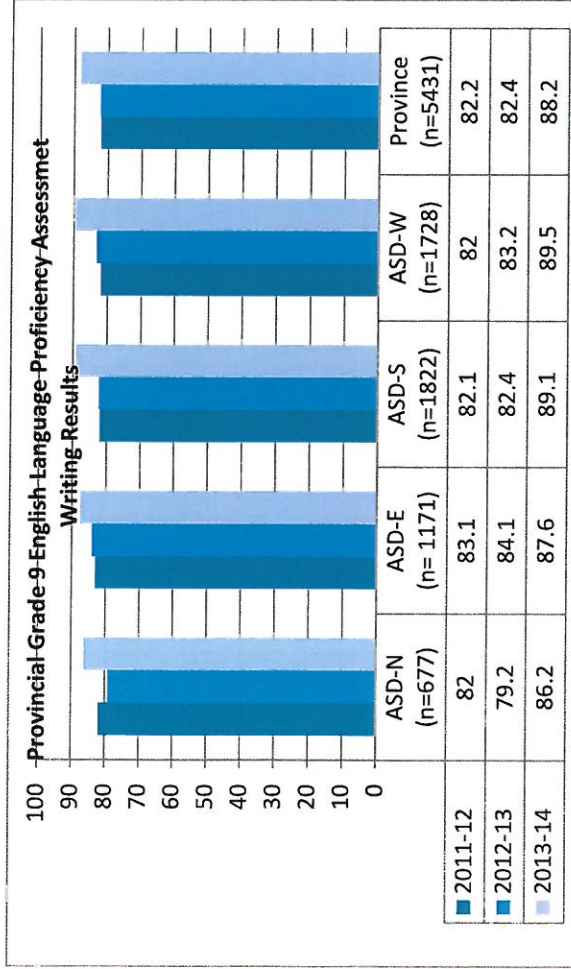
### Anglophone West Grade 9 English Language Arts Assessment Summary 2013-14

The 2013-2014 Grade 9 Provincial English Language Proficient Assessment was administered to 1728 students across the Anglophone West School District. It is made up of a reading and writing assessment that measures student ability to comprehend specific reading passages as well as their ability to write independently. Successful completion of this assessment is a graduation requirement.

**Grade 9 Reading:** Results indicate that 80.4% of students performed at the appropriate (67.5%) or strong level (12.9%) This is equivalent to the overall provincial results and a 1.8% increase from 2012-13 district results. A temporary or permanent exemption was granted to 6.0% of the students who were registered to write the assessment in ASD-W. The provincial rate was 4.0%. Students' ability to respond to literal, inferential, and evaluative questions across ASD-W improved with the largest gain in the student's ability to answer Personal/Critical/Evaluative questions. This signifies an increased ability to comprehend both literary and information text.



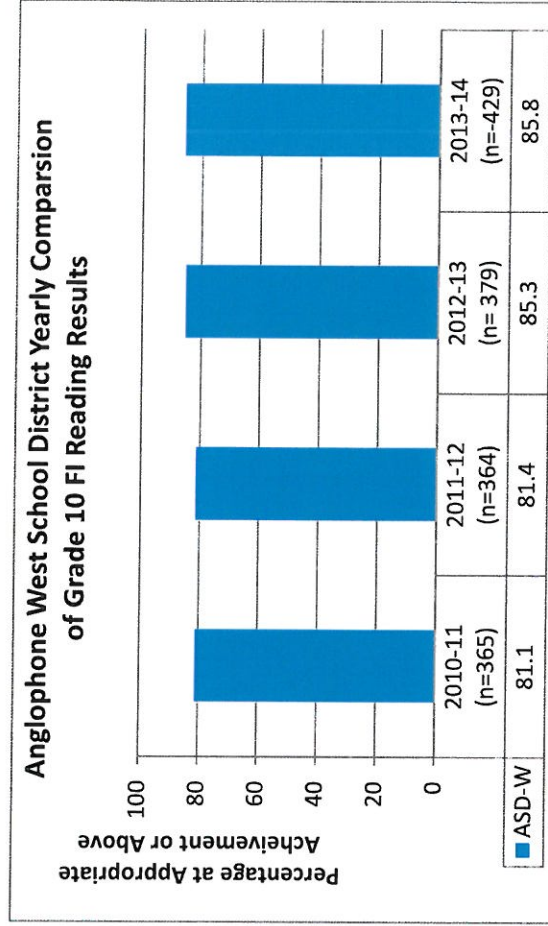
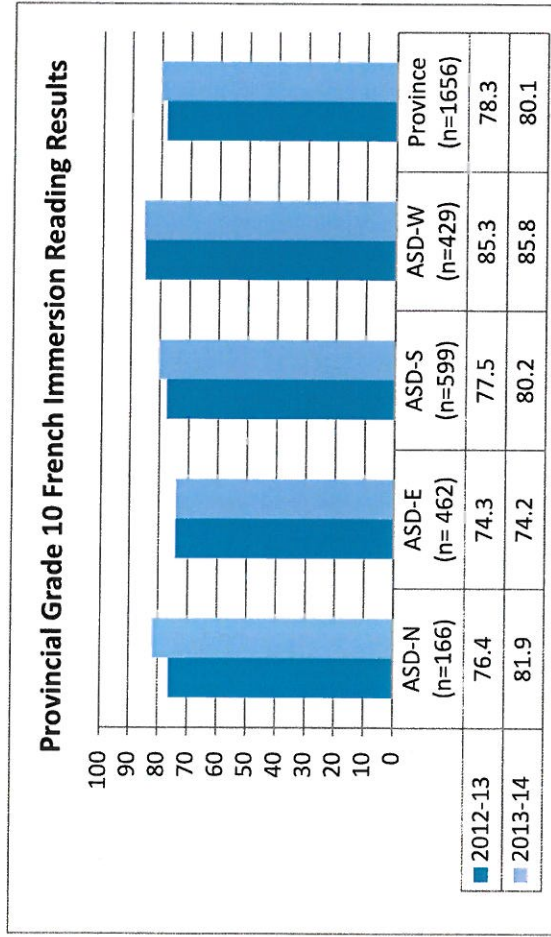
**Grade 9 Writing:** Results indicate that 89.5% of students performed at the appropriate (86.6%) or strong level (2.9%) of writing. This is above the provincial result of 88.2%. A temporary or permanent exemption was granted to 6.0% of the students who were registered to write the assessment in ASD-W. The provincial rate was 4.0%. Sixty-eight percent of ASD-W high schools scored more than 85.0% on the writing assessment. Trait based findings indicate that students achieved greater than 90.0.0% on each trait. The strongest trait results were experienced in word choice (95.4%), and content (95.0). Students are required to demonstrate control of each trait and must achieve at least an AA or SA in each trait to receive an AA/SA on the overall writing assessment.



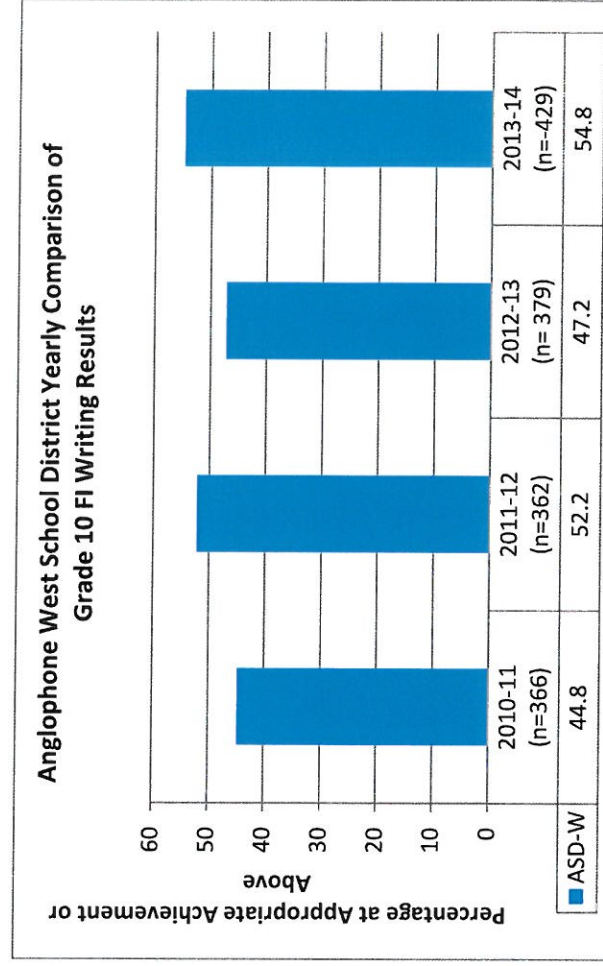
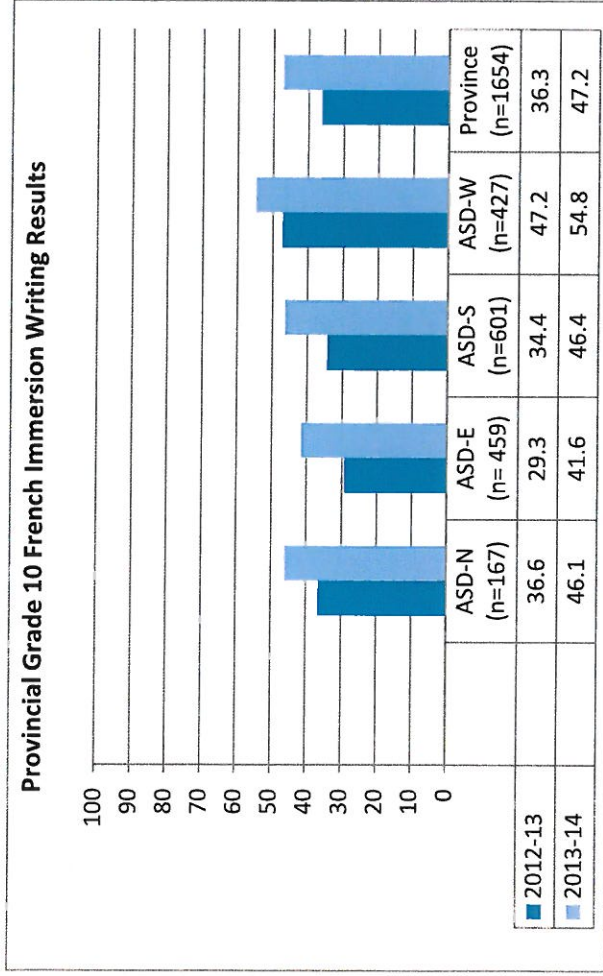
### Anglophone West Grade 10 French Immersion Literacy Assessment Summary 2013-14

The 2013-2014 Grade 10 French Immersion Provincial Reading Literacy Assessment was administered to 429 students across the Anglophone West School District. This represents 26.0% of the Grade 10 French Immersion students eligible to write the assessment in the province. The reading assessment measured the ability of students to comprehend reading passages in French.

**Grade 10 French Immersion Reading:** Results indicate that 85.8% of ASD-W students performed at the appropriate (45.5%) or strong (40.3%) level of performance. Overall results indicate that ASD-W is above the provincial results of 80.1%, and experienced a 0.5% increase compared to 2012-13 district results.



**Grade 10 French Immersion Writing:** Results indicate that 54.8% of ASD-W students performed at the appropriate (46.4%) or strong level (8.4%) in writing. This is a 7.6% increase from 2012-13 and is above the provincial results of 47.2%. Students performed strongest in the content (90.9%), and vocabulary (94.4%) traits, while sentence structure (71.4%) and conventions (59.0%) results were the lowest.



Individual school based results can be viewed at [http://www.gnb.ca/0000/results/index\\_e.html](http://www.gnb.ca/0000/results/index_e.html)



### Initial Thoughts on ASD-W Actions Regarding Provincial Assessment Data

- School Improvement Plans – reviewed and followed up by Directors of Schools and Supervisor of Data and Accountability. After the schools receive the assessment results, they will analyze the data along with other data sources. School staff will use the information to help direct their teaching, professional learning, Professional Learning Communities, and opportunities for grants and projects. Collaboration may occur with other educators (Directors, Subject Coordinators, Supervisor of Data and Accountability).
- Data Walls – District Staff and many schools display performance data and progress throughout the year. This serves as a quick reference when making plans to visit school and talk about the successes and improvements needed for the school.
- District Improvement Plan - 1<sup>st</sup> priority is focused on Assessment
  - to help determine Annual Measurable Goals and actions to close gaps
  - development of Balanced Assessment Framework Resource Document
  - development of district process on response to data
- District is providing targeted professional development / professional learning with a focus on assessment for teachers, leads, subject coordinators.
  - Review of results by various stakeholders
  - Subject Coordinators are collaborating and interpreting the data to identify areas of need. They are developing plans and actions as part of their work plans
- School Review Process. This is another measure of data and accountability for schools and the district to target specific strengths and supports required. Stakeholders at all levels review these documents
- ASD-W Senior Administration will need to review the complement of Teacher Leads/Coaches/Mentors and determine what is the best distribution of resources that has been granted by EECD
- Continued implementation of the new Provincial Coaching Model for Leads/Mentors. This philosophy has the leads share and model best teaching practices through observations, posing reflective questions, and co-planning. Teachers will then integrate learning methods into lessons and classrooms.

- ASD-W math educational leaders will need to follow the EECD Process Improvement Project in the Anglophone East School District that is focused specifically on Grade 8 Math...there will be much to learn and share here
- ASD-W Senior Administration will need to focus on a staffing process that further ensures subject area expertise in the areas of literacy and numeracy, specifically at the middle level
- ASD-W and school leadership need to find a way to engage parents in being a part of the solution. There needs to be further explanation on current teaching pedagogy and what they, as parents, can do at home to help
- School Principals and Vice-principals need to be able to focus on quality supervision of instruction that focuses on professional growth. The new ASD-W Staff Growth Process helps with this and it aligns with DIP Goal #3 on building leadership capacity. The Walk-Through process focuses conversations on growth/progress and best instructional practices
- The "Tell Them From Me" Survey will collect feedback and data related to assessment and, specifically, formative assessment. Students will let educators know how assessment/instruction is meeting their needs as learners.