



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

POLICY NAME	Academic Excellence		
POLICY NUMBER	ASD-W-ER2	Number of Reports per year	2
Date of Report	November 26, 2015		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	May 26, 2016		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction Gina Dunnett, Supervisor of Data and Accountability		

Current Situation

- **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, Data and Accountability Supervisor, and Teacher Leads. In total, ASD-W has 30.0 Curriculum Leads providing direct support to teachers. (4 French Second Language; 4 Numeracy; 15 Literacy; 2 Science; 4 Technology and 1 Power School). 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) that was collaboratively created, reviewed and updated for 2015-16. The baseline data in the DIP supports overall priorities, yearly goals, and is used to inform district decisions and priorities. New for 2015-16 is the introduction of the ASD-W Mission, Vision and Core Values.**

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- **In support of the DIP (Priority 1, Goal 1), professional learning has focused on Assessment. Educators of ASD-W participated in a webinar with Sandra Herbst as part of the Learn-East Summer Technology Conference. Sandra is a noted system leader, speaker, and consultant with over 20 years of experience.**
- **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 September professional learning day on "Instructional Practices". The school based professional learning sessions had educators engaged in dialogue and discussions on various topics in support of the DIP.**
- **ASD-W unveiled a "Balanced Assessment Framework Document" in August, 2015, to support DIP Priority #1. This work was provided as part of the professional learning menu options for September 1st Professional Learning/NBTA Council Day (Appendix A).**
- **On November 23rd, 2015, ASD-W Educational Leaders spent the day with Dr. Anne Davies, author, consultant and researcher in the field of assessment. Dr. Davies also addressed a small group of middle level parents on the evening of November 24th (Appendix B).**
- **Professional learning organized by subject coordinators and leads has a focus on promoting teaching excellence and enhancing competencies. Numeracy and Science Leads are preparing ongoing "Tips and Newsletters" and posting them to the ASD-W Portal site for educators (Appendix C).**
- **Administrators have a balance of professional learning and business items on their agenda that support the goals of the DIP (Appendix D).**
- **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.**
- **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. This information helps guide us, as educators, in ASD-W.**
- **ASD-W is in the implementation year for the new Kindergarten to Grade 8 Report Cards. The ASD-W website has been updated to provide clear information to parents/guardians and students about the new student achievement report cards (Appendix E).**
- **A district process to review the School Improvement Plans (Goal #3) and School Review Data has been established for 2014-15.**

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- **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 (15 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, STEAM 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”.**
- **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 F provides an overview of ASD-W 2014-15 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 G provides the same information in a more comprehensive manner; a “Take-Away” Document.**

Looking Ahead

- **Senior Administration shall continue to support the Staff Growth Process for the district. This model of professional growth and supervision focuses on walk-throughs. The committee began its work when amalgamation of districts occurred.**
- **Continued professional learning opportunities will be available for leaders and teachers. Many of these opportunities are available through partnerships that are formed with outside agencies such as the University of New Brunswick - Faculty of Education.**
- **Curricular and Education Support leaders will continue to visit schools and are monitoring and tracking visits such that due attention is provided to all. As of November 9th, there have been 685 face to face school visits for check-in, fire-fighting and rich work purposes and an additional 899 virtual contacts made for check-in, fire-fighting and rich work purposes.**
- **A committee designed for the purpose of monitoring and supporting the DIP has been formed and continues its work in this leadership activity.**

POLICY NAME**Academic Excellence**

- **The district pays close attention to the transition of the provincial assessment program into its new framework. The Superintendent serves on the Ministerial Advisory Committee on Testing and Evaluation (MACTE).**

Challenges

- **ASD-W has noticed the impact of considerably less leads in the curricular areas of literacy, numeracy, and physical education, in particular.**
- **It takes time and buy-in when trying to move an organization forward on the path of improvement. Results don't always show right away.**
- **It requires responsible fiscal management to cover the costs associated with some professional learning. Costs for replacement teachers are significant.**

Addressing the Challenges

- **Talented teachers who were once leads have now been redistributed in the classroom setting, having a daily impact at the student level.**
- **ASD-W remains focused on improving student achievement with proper planning, monitoring and adjusting, as required.**
- **Partnerships have allowed for tremendous opportunities in supporting professional learning.**

Appendices:

- **Appendix A – Balanced Assessment Framework Document**
- **Appendix B – Invitation to Attend Evening Session with Anne Davies**
- **Appendix C – Sample “Tips and Newsletters” from Numeracy and Science Leads**
- **Appendix D – Agenda for Vice-Principal Meeting**
- **Appendix E – ASD-W K-8 Report Card – Brochure for Parents**
- **Appendix F – Provincial Assessment Results**
- **Appendix G – “Take-Away” Document**

Superintendent's Signature: _____**DEC Chair Signature:** _____**Date:** _____



ANGLOPHONE WEST SCHOOL DISTRICT

BALANCED ASSESSMENT FRAMEWORK K-12

AUGUST 24, 2015

Appendix 'A'

Introduction:

Anglophone West School District presents a balanced system of assessment that:

- Aligns with the EECD Balanced Assessment Program.
- Links to the goals of the ASD-W District Improvement Plan and School Improvement Plans.
- Incorporates teacher planning and knowledge of the curriculum.
- Demonstrates decisions based on data and is used at all levels.
- Supports the learner in becoming actively involved in the assessment process, resulting in each student becoming assessment capable through the use of products, conversations and observations.

Balanced Assessment Framework

Balanced Assessment

When you have a variety of assessment tools, you have a balanced assessment system. A balanced assessment system is one that uses a variety of assessment tools to assess student learning. In a balanced assessment system, you use a variety of assessment tools to assess student learning. In a balanced assessment system, you use a variety of assessment tools to assess student learning.

Three Types of Assessment

Formative - Formative assessment is used to monitor student learning and provide ongoing feedback to the teacher and students. It is used to improve learning and to inform instruction. Formative assessment is used to monitor student learning and provide ongoing feedback to the teacher and students. It is used to improve learning and to inform instruction.

Summative - Summative assessment is used to evaluate student learning at the end of a course or program. It is used to measure student achievement and to inform instruction. Summative assessment is used to evaluate student learning at the end of a course or program. It is used to measure student achievement and to inform instruction.

Large Scale - Large scale assessment is used to measure student learning across a large group of students. It is used to measure student achievement and to inform instruction. Large scale assessment is used to measure student learning across a large group of students. It is used to measure student achievement and to inform instruction.

Guiding Principles of Assessment

- The purpose of all assessment is to inform instruction.
- Assessment should be used to monitor student learning and to provide ongoing feedback to the teacher and students.
- The most effective assessment tools are those that are used to assess student learning and to provide ongoing feedback to the teacher and students.

Assessment is driven by purpose.

Assessment Type	Purpose	Characteristics	Examples
Formative	to support learning and provide feedback	low stakes, frequent, ongoing, diagnostic, formative, summative	exit tickets, peer review, self-reflection, peer assessment, teacher observation, student portfolios, student work samples, student reflections, student self-assessments, student peer assessments, student portfolios, student work samples, student reflections, student self-assessments, student peer assessments
Summative	to evaluate student learning at the end of a course or program	high stakes, infrequent, end-of-course, end-of-program, end-of-year	end-of-course exams, end-of-program exams, end-of-year exams, end-of-course projects, end-of-program projects, end-of-year projects, end-of-course portfolios, end-of-program portfolios, end-of-year portfolios, end-of-course work samples, end-of-program work samples, end-of-year work samples, end-of-course reflections, end-of-program reflections, end-of-year reflections, end-of-course self-assessments, end-of-program self-assessments, end-of-year self-assessments, end-of-course peer assessments, end-of-program peer assessments, end-of-year peer assessments
Large Scale	to measure student learning across a large group of students	high stakes, infrequent, standardized, large-scale	standardized tests, large-scale assessments, large-scale projects, large-scale portfolios, large-scale work samples, large-scale reflections, large-scale self-assessments, large-scale peer assessments

A balanced assessment system comprises both formal and informal information about student learning at all levels; provincial, district, school or grade, and individual. Multiple measures are used to gain a view of student performance, inform instruction, monitor progress and guide decision-making. "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". (EECD 2014)

Quality classroom assessment has the largest positive impact on student learning and achievement ever documented.


Crooks 1988; Black and William 1998, 2001; Meisels et al 2003; Rodriguez 2004

The Role of Assessment in Curriculum and Instruction:

Rick Stiggins (2008) defines assessment as the process of gathering information to inform instructional decision making. This requires educators to be "skilled in asking the right questions, and analyzing the answers to find where the learner is and where they need to be" (Erkens, 2009).
 Balanced Assessment necessitates the need for both students and educators to have a clear understanding of the outcomes and standards by which learning is measured, while striving to use the information gathered from various assessment tools to inform decisions and student progress. "Meaningful student learning happens when students know their learning target, understand what quality work looks like, and engage in thought provoking and challenging performances of understanding" (Moss & Brookhart, 2012)
 Each assessment provided to students has the potential to play a significant role in their education when used to its' full capacity. In order to reach this capacity the following questions must be considered before any assessment is planned:

Area of Focus	Guiding Questions	Actions/Reflections	Classroom Look For Indicators
Curriculum	<ul style="list-style-type: none"> • What are students expected to learn? • What are the learning outcomes? • What is the prerequisite learning required? • How will I engage all students in learning related to the targets? 	<ul style="list-style-type: none"> • Identify specific learning targets within the outcome. • Determine skills and knowledge required to achieve success based on the learning targets. • Determine instructional strategies that have a high probability of enhancing learning and achievement. • Share learning targets with students in student friendly language. • Instruct and engage all students in learning opportunities that support the desired outcome. 	<ul style="list-style-type: none"> • Essential learnings are determined as outlined in the curriculum. • Achievement indicators/standards are used effectively to support valid and reliable assessments. • Collaboration at the school level to create opportunities for reflection that relate to effective instructional strategies and practices. • Data collected is used to support learning, instruction and dialogue at the school and district level. • Planned targeted intervention is based on evidence of learning. • Consistent language and criteria is used. © • Communication provides information that describes present level of performance and next steps. ©
<i>"The most effective teaching and the most meaningful student learning happen when teachers design the right learning targets for today's lesson and use it along with their students to aim for and assess understanding."</i>			
Assessment	<ul style="list-style-type: none"> • How will we know when students have learned? • What does quality work look/sound like in relation to the outcome? • How will students be involved in determining what constitutes quality work? • How will students demonstrate learning based on the outcome and learning target? 	<ul style="list-style-type: none"> • Plan assessments based on intended outcomes for all students. • Create opportunities for all students to be assessed in a varieties of ways (self-assessment, peer assessment, products, conversations, observations) • Develop processes for providing descriptive feedback to all students in a timely manner • Engage all students in determining quality work. (co-construct criteria) • Use the evidence collected to plan next steps for instruction or intervention. • Utilizes all provincial curriculum standards. 	<ul style="list-style-type: none"> • Differentiated methods of assessment are dependent on the purpose and intent of the assessment • Differentiated methods of assessment reflect triangulation of data overtime (products, conversations and observations) • An emphasis is placed on formative assessment to develop practices that: <ul style="list-style-type: none"> ➢ Support timely descriptive feedback (teacher/peer). ➢ Provide opportunities for students to self-assess. ➢ Students are engaged in regular conferencing and goal setting based on the triangulation of data (products, observations and conversations). © ➢ Involve students in the co-construction of criteria. ➢ Provide rubrics' linked to curricular outcomes and samples of work for student use.
<i>"Making an informed professional judgment is a purposeful, systematic, multi-step process. It begins when teachers come to understand the standards or outcomes in a subject area and the appropriate quality levels expected for a particular course or grade level. It is further informed when teachers meet with others to come to a common understanding of quality and expectations." (Davies, Herbst, Reynolds)</i>			
Response to Intervention	<ul style="list-style-type: none"> • How will we respond when students have not learned it? • How will we respond when students already know it? • What classroom response is required through differentiation? (Tier 1 Intervention) • What targeted intervention is required in a small group setting to support learning? (Tier 2 Intervention) • What intensive, individualized intervention is required to support the learning of the student? (Tier 3 Intervention) 	<ul style="list-style-type: none"> • Reflect on the learning target and prerequisite skills/knowledge required. • Collaborate with team members to identify progress and actions to be taken. • Make adjustments to instruction and or targets based on the evidence/information collected. • Re-assess and re-adjust as needed. 	<p>Response to Intervention - Classroom Look For Indicators</p> <ul style="list-style-type: none"> • RTI addresses academic and behavioural skills to ensure student success. • Daily instruction is differentiated, systematic, and explicit • Research based 'best practices are the foundation for daily instruction. • Multi-tiered interventions are in place for any student at risk with academic or behavioral challenges • A system is in place that allows for universal screening of pre-determined goals • Screening and progress monitoring triggers when a student requires intervention. • Assessments are designed to identify specific skill strengths and deficits • Evidence based decisions are made to set learning /behavioral goals before intervention begins. • A system is in place to ensure that interventions are implemented consistently and accurately. • Student performance as reflected in progress monitoring determines the effectiveness of intervention and drives when change is necessary. This change may include intensity and or nature of intervention. <p><i>Response to Intervention is a model for providing high quality instruction and intervention to meet the needs of all students. (School-Based EES Teams: Guidelines to Support Inclusive Education.)</i></p>

Balanced Assessment For Anglophone School District West

Assessment Type	Application	Examples
Formative Assessment	<p>Is frequent and interactive and occurs during a lesson. It is formal or informal and provides the teacher and student with evidence of where the student is on the learning continuum. This evidence is crucial to goal setting and achievement.</p> <p>A Leader's Guide to Formative Assessment</p> 	<p>Observations of Interactions and Learning Conversations, i.e. Interviews/Conferences Products/Artifacts of learning Checklists Surveys Self-Assessments (exit slips, rubrics, reflections, student-led conferences) Portfolios Reading Records Math Journals Guided Reading Guided Math Writing Pieces Target Questions ASD-W Phonological Assessment Key Skills Alphabet & Sound Assessment Pre-Tests ASD- W Portal Site Links Co-op Education, Fine Arts, First Nations Education, French Second Language, Literacy, Numeracy, Physical Education, Health & Healthy Learners (K-12), Social Studies and Enrichment</p>
Stakeholders Use of Data		
Student Use of Data	Teacher Use of Data	Parent Use of Data
School Use of Data	District Use of Data	Provincial Use of Data
<p>May receive feedback from teacher on observations. Allows students opportunity to set learning goals in collaboration with teacher. Engages students in identifying quality work and provides students a clear understanding of expectations.</p>	<p>Informs Instructional Practice. Confirms what the student knows and supports planning and next steps. Provides evidence of continued growth and next steps. Used to support students in self and peer assessment of their work.</p>	<p>Informs Parents of Progress when shared. Establishes standards in parent friendly language.</p>
N/A	N/A	N/A
N/A	N/A	N/A

Assessment Type	Application	Examples
	<p>Occurs within, between and among instructional units.</p> <p>Used to identify trends in strengths and weaknesses, align practices and promote growth by guiding teachers' instructional decisions.</p> <p>Helps teachers, schools and district teams identify where students are struggling and where instructional programs can be improved.</p>	<p>General Benchmark Assessments: May include end of unit assessments, course tests or exams, interim reports, year-end reports, school /grade common assessments.</p> <p>ASD-W Reading and Writing Benchmark Criteria</p> <p>Provincial Reading & Writing Standards</p> <p>Reading Records</p> <p>AIMS Web</p> <p>ACRAR (Atlantic Canada Reading Assessment Resource)</p> <p>Numeracy Nets</p> <p>Target Questions</p> <p>Common Unit Assessments</p> <p>Math Makes Sense Unit Tests</p> <p>First Steps - Math</p> <p>Coffret D'Evaluation en Lecture GB + (blue box)</p> <p>Trousse d'Evaluation en lecture GB + (orange box)</p> <p>DRA-EFI and Evaluation rapide de la comprehension en lecture</p> <p>ASD- W Portal Site Links</p> <p>Co-op Education, Fine Arts, First Nations Education, French Second Language, Literacy, Numeracy, Physical Education, Health & Healthy Learners (K-12), Social Studies and Enrichment</p>
Stakeholders Use of Data		
<p>Student Use of Data</p> <p>Informs students of progress when shared.</p>	<p>Teacher Use of Data</p> <p>Provides information on the instructional starting point of a unit, semester, year.</p> <p>May demonstrate what learning outcomes have been mastered while creating a profile of gaps in learning. (It should be noted demonstration of mastery should be observed in at least three different ways).</p> <p>Tracks learning overtime with periodic assessments at various times during the year.</p>	<p>School Use of Data</p> <p>Provides information on the instructional starting point of a semester, and/ or year.</p> <p>Supports in school improvement planning.</p> <p>May demonstrate what learning outcomes have been mastered while creating a profile of gaps in learning.</p> <p>Tracks learning overtime with periodic assessments at various times during the year.</p>

Assessment Type	Application	Examples				
Large Scale Assessment	Occur annually or less frequently and used by the school, district and province to monitor trends across the system.	PISA (Programme for International Student Assessment) www.pisa.oecd.org PCAP (Pan-Canadian Assessment Program) www.cmec.ca/Programs/assessment/pancan/Pages/default.aspx NB Provincial Assessments Link to EECD Assessment Information will be added				
	Stakeholders Use of Data					
	Student Use of Data	Teacher Use of Data	School Use of Data	Parent Use of Data	District Use of Data	Provincial Use of Data
N/A	N/A*	Provides comparative results between school, district, and province. Results are used to aid in the development of school wide priorities and goals.	N/A	Provides information on district wide progress against curricular outcomes. Results are used to aid in the development district wide priorities and goals. Provide public accountability of student achievement to stakeholders.	Provides public accountability of student achievement to stakeholders.	Provides public accountability of student achievement to stakeholders.

* Students who were unsuccessful in achieving AA on the ELPA will receive intervention in Grade 10 and be required to re-write the assessment again in Grade 11. The ELPA is a graduation requirement.

Instruction is a means to an end – student learning- and thus the ultimate test of effective instruction is actual evidence that students have learned. (Dufour, Marzano 2011)

Activities:

This section provides examples of how to use this document with staff and when ; such as - Staff meetings, grade level meetings, Cross level meetings, PLC's, Core Leadership team, SIP planning, Professional Learning Days, Coaching ,... **Activities will be linked to the Portal Site** (<https://portal.nbed.nb.ca>)

Activity	Descriptor	Link
Admit/Exit Slips	A quick tool to use at the beginning or end of the lesson to assess Pre-requisite skills for the lesson ahead or to assess student learning at the end of the lesson.	
Self-Assessment & Goal Setting	Two examples of ways to involve students in goal setting and track growth through a designated time period.	
Triangulation of Evidence Discussion Tool	Three guiding questions to help educators reflect on collecting reliable and valid data that support's student achievement.	
Common Assessment Development	Two tools to support the creation of common assessments that help to align outcomes, instruction and assessment across a grade level or subject area.	
Note Exchange	Individuals work in pairs to share their reflection on a selected text. The activity provides the opportunity for individual and group reflection.	
Feedback that Encourages Growth	Video depicts formative assessment in the classroom and the effective use of technology to support student growth.	
Considerations For Rubric	A tool to help frame the use of report card rubrics and the evidence you have to support student learning.	
Co-Teaching and Planning For Assessment	Sample Rubrics and differentiated lesson plans used in a Middle School Technology Education (MSTE) classroom.	

Recommended Resources:

- Alberta Assessment Consortium: Everyday Assessment Tools (2003) – Principles for Fair Assessment Practices Article (<http://www.aac.ab.ca/hot-topics/fair-assessment/>)
- Assessment Training Institute (www.assessmentinst.com)
- Association of Assessment Inspectors and Advisors (2000) (www.rmpic.co.uk/orgs/aaia)
- Brookhart, Susan M. (2009) – Exploring Formative Assessment, Professional Learning Community Series (www.ascd.org)
- Brookhart, Susan M. (2013) – How to Create and Use Rubrics for Formative Assessment and Grading (www.ascd.org)
- Brookhart, Susan M. (2014) – How to Design Questions and Tasks to Assess Student Thinking (www.ascd.org)
- Burke, Kay (2010) – Balanced Assessment From Formative To Summative
- Chappuis, Jan (2009) – Seven Strategies of Assessment for Learning
- Cooper, Damian (2007) – Talk About Assessment Strategies and Tools to Improve Learning
- Davies, A., Herbst, S. & Parrott Reynolds, B. (2012) – Leading the Way to Assessment for Learning: A Practical Guide
- Davies, A., Herbst, S. & Parrott Reynolds, B. (2012) – Transforming Schools and Systems Using Assessment: A Practical Guide
- Davies, Anne (2011) – Making Classroom Assessment Work (www.connect2learning.com/cp)
- Dueck, Myron (2014) – Grading Smarter Not Harder (www.ascd.org)
- Educational Resources Information Center Clearinghouse on Assessment and Evaluation (ERIC/AE) (<http://www.eric.ed.gov>)
- Gregory, Kathleen, Cameron, Caren & Davies, Anne (2011) – Knowing What Counts – A Three-Volume Set
- *Setting and Using Criteria*, Second Edition
 - *Self-Assessment and Goal Setting*, Second Edition
 - *Conferencing and Reporting*, Second Edition (2011)
- Griffey, David G., Housner, Lynn D. (2006) – Designing Effective Instructional Tasks for Physical Education and Sports
- Moss, Connie M., and Brookhart, Susan M. (2009) – Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders
- NCTE Position Statement, (2013) - Formative Assessment That Truly Informs Instruction
- Schomker, Michael (2011) – Focus Elevating the Essentials To Radically Improve Student Learning
- Stiggins, R.J. (2002) – Assessment Crisis: The Absence of Assessment FOR Learning (www.pdkintl.org/kappan/k0206sti.htm)
- Tomlinson, Carol Ann (2013) – Assessment and Student Success in a Differentiated Classroom
- Venables, Daniel R. (2014) – How Teachers Can Turn Data into Action (www.ascd.org)
- Western and Northern Canadian Protocol – Rethinking Classroom Assessment with Purpose in Mind (2005) (www.wncp.ca/assessment/assess.pdf)
- William, Dylan (2011) – Embedded Formative Assessment

References:

- Burke, K. (2010) *Balanced Assessment from Formative to Summative*. Bloomington, IN: Solution Tree Press
- Davies, A., Herbst S., Reynolds B.P. (2012) – *Leading the Way to Assessment for Learning: A Practical Guide*. British Columbia: Connections Publishing
- Davies, A., Herbst S., Reynolds, B.P. (2014) – *From Vagueness to Specificity: The Power of Language to Increase Understanding and Learning* (<http://sandraherbst.blogspot.ca/2014/02/from-vagueness-to-specificity-power-of.html>)
- Dufour, R., Marzano R.J. (2011) *Leaders of Learning How District, School, and Classroom Leaders Improve Student Achievement*. Bloomington, IN: Solution Tree Press
- Marzano, Robert J., Pickering, Debra J., (2004) – *Classroom Instruction That Works*
- Moss, C.M., Brookhart, S.M. (2012). *Learning Targets Helping Students Aim For Understanding in Today's Lesson*. Alexandria, VA: ASCD New Brunswick. Department of Education Balanced Assessment, 2014
- Stiggins, R. (2008) *Assessment FOR Learning the Achievement Gap, and Truly Effective Schools*. Portland, OR: ETS Assessment Training Institute
- William, Dylan (2011) - *Embedded Formative Assessment* (Solution Tree)

Kay, Dianne (ASD-W)

From: Kay, Dianne (ASD-W)
Sent: Thursday, November 05, 2015 7:25 AM
To: Hamilton, John (ASD-W); Gallant, Gary (ASD-W); Smith, Jason J (ASD-W); Plourde, Pierre (ASD-W); Touchie-Blakely, Heather (ASD-W); Lorette, Cynthia (ASD-W); Dickinson, Wendy (ASD-W)
Cc: Demmings, Rick (ASD-W); Whitney, Tanya (ASD-W); McTimoney, David (ASD-W)
Subject: An Evening session for Middle School PSSC Parents with Dr. Anne Davies Tuesday Nov. 24th 6:30 - 7:30 p.m.

Good Morning,

I am pleased to confirm that Dr. Anne Davies will be in Fredericton and available to meet with members of your Middle School Parent School Support Committees and /or other parents from your school (to a maximum of 15 participants /school) on Tuesday evening Nov. 24th. The focus of the session will be " Why assessment is changing in Schools Today - and the changing role of students in their learning ."



Anne Davies, PhD, is an author, a consultant, and a researcher. With more than 30 years of experience in education, Dr. Davies has worked in a variety of positions, including classroom teacher, school district coordinator, department of education planner, school administrator, and university instructor. A world-renowned keynote presenter, her genuine care and commitment to support educators and their important work make her an approachable and insightful specialist. Dr. Davies is author/coauthor of more than 30 books and resources, including the Knowing What Counts series and the award-winning two-book set, *Classroom Assessment*, and *The Facilitator's Guide to Classroom Assessment K-12*.

Session Details:

Date : November 24th, 2015
Location : BLISS CARMAN MIDDLE SCHOOL
Time: 6:30 – 7:30 p.m.
Audience : Middle School PSSC members from Bliss Carman, Devon Middle, Nashwaaksis Middle, George Street Middle, Harold Peterson, Ridgeview Middle or other interested parents – to a maximum of 15 participants per school.

To assist with planning , please confirm the numbers of participants attending from your school by Friday, Nov. 20th.

Any questions, please contact me.

BALANCED MATH IN ACTION (various scenarios)

Model 1: 60-minute period

Component	Suggested time frame
Warm-up or Mental Math	10 minutes
Mini Lesson # 1 (WCI)	8 -10 minutes
Paired Practice	5 - 7 minutes
Independent Practice	5 - 7 minutes
Mini Lesson # 2 (WCI)	8 -10 minutes
Paired Practice	5 - 7 minutes
Independent Practice	5-7 minutes
Exit Question or Journal	10 minutes

Model 2: 60-minute period (If preferred, WCI can be done with station teaching)

Numeracy Stations		Suggested time frame
Student Groups (2's or 4's) (A,B,C, D, E, F) At Numeracy Stations	Teacher works with	10- 12 minutes (allow 2 minutes for clean-up and transition)
Warm-up or Mental Math		10 minutes
Groups B, C, D, E, F	Guided Math with Group A	10 minutes
Groups A, C, D, E, F	Guided Math with Group B	10 minutes
Groups A, B, D, E, F	Guided Math with Group C	10 minutes
Groups A, B,C, D, E, F	Clip Board Cruising/Observations	10 minutes
Groups D, E, and F will be in Guided Math the next day Numeracy Stations are scheduled that week.		

Model 3: two 45-minute periods OR one 90-minute period

Numeracy Stations		Suggested time frame
Student Groups (2's or 4's) (A,B,C, D, E, F) At Numeracy Stations	Teacher works with	10- 12 minutes (allow 2 minutes for clean-up and transition)
Warm-up or Mental Math		10 minutes
Journal		10 minutes
Groups B, C, D, E, F	Guided Math with Group A	10 minutes
Groups A, C, D, E, F	Guided Math with Group B	10 minutes
Groups A, B, D, E, F	Guided Math with Group C	10 minutes
Groups A, B,C, D, E, F	Clip Board Cruising/Observations	10 minutes
Project Math		30 minutes
Groups D, E, and F will be in Guided Math the next day Numeracy Stations are scheduled that week.		

Balanced Math Components

<p>Warm-Ups</p> <ul style="list-style-type: none"> • Tied to a specific outcome (To access prior knowledge, review outcomes previously covered) • Clipboard cruising, an 'at a glance' assessment • Differentiated by having choice or open tasks • First 10 minutes of class, 2 or 3 times a week 	<p>Mental Math</p> <ul style="list-style-type: none"> • 2 or 3 times a week • Work on grade-specific mental math strategies • Fact learning, mental computation, estimation • Ask students to explain their strategy
<p>Whole-Class instruction (WCI)</p> <ul style="list-style-type: none"> • Explore-Connect-Practice • Explore: students construct their own understanding and share their strategies • Use models/manips • Connect: Teacher debriefs and helps students make connections (teaching time) • Practice: Students practice their skills with problems appropriate for their ability level (differentiated) 	<p>Guided Math</p> <ul style="list-style-type: none"> • Teacher meets with small groups of students to assess/observe their mathematical thinking of identified outcome. • Others are working on anchor activities (review of outcomes previously taught) • Teacher uses his or her observations from the guided task to flexibly group students according to their needs. Tier 1 interventions/extension provided at this time (Flex) ✱ Target questions are available for each outcome on the Numeracy Portal
<p>Journals</p> <ul style="list-style-type: none"> • 1 or 2 times a month • Lots of modeling and sharing first • Provides students with an opportunity to explain their mathematical thinking • Student reflection at their own level • Encourage students to explain with words, pictures and or numbers. 	<p>Games/Numeracy Station Activities</p> <ul style="list-style-type: none"> • As reinforcement at the end of the lesson • During guided math • As homework • As a warm up to get students thinking • As a math project • One or two times a week • Appeals to different learning styles
<p>Project Math</p> <ul style="list-style-type: none"> • Are cumulative - groups math skills and applications of concepts • Cross curricular focus • Links to real world situations • Supports group work • Possible timeline: one class to prepare and one class to present. 	<p>Exit Questions</p> <ul style="list-style-type: none"> • Wraps up the lesson with a quick review • Determines if additional practice or re-teaching is needed • Gives a preview of future lessons • Creates a smooth transition between lessons • Gives students opportunities to demonstrate problem solving abilities

"Formative Assessment is a verb":

Helpful tips, myth-busting, and teacher-learner considerations of Assessment *in the service of* learning:

So...what does this have to do with SCIENCE?

Check out student friendly outcomes lists:
(available in K-5 learning resource packages):

Students are engaged in formative assessment when they:

- *self assess by highlighting science outcomes as they are learned (see example below)**
- *have a clear focus of their learning goals**
- *learn and promote the language of assessment**
- *provide feedback to peers**

student friendly outcomes example - both student and teacher have a visual of what has been learned and what next steps are:

Version des résultats à l'intention des élèves

(Les résultats en bleu proviennent du programme d'immersion en français, et non pas du programme comprimé en anglais)

104-4 Je vais comparer les résultats de mes recherches avec ceux des autres et reconnaître que les résultats peuvent varier.

104-7 Je vais utiliser les termes scientifiques précis pour communiquer des idées, des démarches et des résultats.

107-2 Je vais décrire et comparer des outils, des techniques et des matériaux utilisés par différentes personnes dans leur collectivité et leur région pour répondre à leurs besoins.

107-14 Je vais nommer des découvertes scientifiques et des innovations technologiques réalisées par des personnes de cultures différentes.

204-8 Je vais recenser des outils, des instruments et des matériaux convenables pour réaliser mes recherches.

205-4 Je vais sélectionner et utiliser des instruments de mesure.

205-7 Je vais enregistrer des observations au moyen d'un seul mot, en style télégraphique, en phrases complètes ou au moyen de diagrammes ou de tableaux simples.

Practical opportunities for science teachers: Links to Inquiry-based suggestions for formative assessment:

<https://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

<http://www.justsciencenow.com/assessment/index.htm>

Attached:

1. Fold Out pamphlet on Formative Assessment
2. Checklist: "Am I...? Are Learners...?"

Want to dig deeper into professional learning?...

Formative Assessment research references for educator-learners:

1. Anne Davies & Sandra Herbst:

You're not the boss of me! Rethinking Self-Regulation and Assessment for Learning

2. Dylan Wiliam: 5 Key Strategies: <https://www.nwea.org/blog/2012/dylan-wiliam-the-5-formative-assessment-strategies-to-improve-student-learning/>

"The most powerful teacher knowledge is not explicit. That's why telling teachers what to do doesn't work. Improving practice involves changing habits, not adding knowledge" (PPT - as cited in Wiliam, 2010).

Tip #2 – Sent November 2nd, 2015

ANGLOPHONE WEST SCHOOL DISTRICT
VICE PRINCIPAL MEETING
Tuesday, November 17, 2015
Riverside Resort & Conference Centre
35 Mactaquac Road, French Village Fredericton, French Village, NB

AGENDA

9:30 - Welcome

9:40 - What's On Your Mind

10:00 – DIP (**Priority 1** – Improve Formative Assessment and **Priority 2** – To enhance teaching and learning environment to promote student engagement)

- Discussion and Placemat
- Walk – Thrus: Session – 15 minutes per presenter / 5 minute question
 - Principal 1
 - Principal 2
 - Principal 3
- Table Discussion

11:30 – *Lunch-on site*

12:30 - PBIS Skill Set (**Priority 2** - To enhance teaching and learning environment to promote student engagement)

2:00 – 10 Year Plan

3:00 – Questions / Closing Comments

3:30 – Adjourn

NOTES:

Learning Habits in Grades K - 8

Students, parents and schools work together to develop learning habits important to success in school and in life. On the report card, Learning Habits are evaluated separately from learning expectations emphasizing the critical role they play in developing the competencies required in the 21st century learning and work environments.

Independence	<ul style="list-style-type: none"> sets goals and reflects on these goals asks for assistance when needed does not give up easily on challenging tasks
Initiative	<ul style="list-style-type: none"> has the desire to learn works hard and makes an effort takes risks
Interactions	<ul style="list-style-type: none"> resolves conflict appropriately works well with others is respectful
Organization	<ul style="list-style-type: none"> creates and follows a plan manages time well to complete tasks manages personal belongings and learning materials
Responsibility	<ul style="list-style-type: none"> takes care of belongings and school property completes work on time accepts responsibility for actions and manages own behaviour

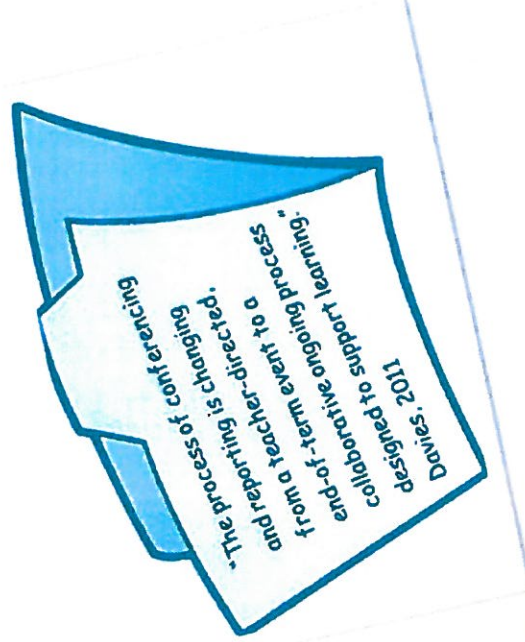
Report Scale for Learning Habits

- C: Consistently - almost all or all of the time
- U: Usually - more than half of the time
- S: Sometimes - less than half of the time
- R: Rarely - almost never or never

The comment boxes on the report cards are reserved for specific strengths, needs and next steps of the student. This is a snapshot of the ongoing feedback the teacher gives to help a student reach their learning goals

A Parent's Guide to

Anglophone West School District's Achievement Reports



2015-2016

In the Anglophone West School District, teachers provide formal feedback about your student learning three times per year (November, March and June). Parent Teacher Conferences occur at the end of the first and second reporting periods. Additional methods of communication such as "Meet the Teacher", curriculum letters, and student folders are provided throughout the year.

For the Achievement Reports, teachers will identify on a 4-point scale the level of achievement that best describes the student's current learning.

Achievement Scale

4+	<p>Student learning and work show: Strong and/or Excellent Achievement</p> <p>4+ Indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations</p> <p>The student has a thorough understanding of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the "Meeting" category but is within the expectations specified for the grade/course.</p>
4 Excelling	<p>Student learning and work show: Strong and/or Excellent Achievement</p> <p>4+ Indicates, in addition to excelling, the student demonstrates learning that surpasses grade-level expectations</p> <p>The student has a thorough understanding of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the "Meeting" category but is within the expectations specified for the grade/course.</p>
3+	<p>Student learning and work show: Appropriate and/or Proficient Achievement</p> <p>3+ Indicates the student demonstrates consistent proficiency with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations.</p> <p>The student has a solid understanding of the outcomes addressed to date and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade/course.</p>
3 Meeting	<p>Student learning and work show: Appropriate and/or Proficient Achievement</p> <p>3+ Indicates the student demonstrates consistent proficiency with meeting learning expectations. The student independently applies learning to familiar situations and demonstrates aspects of excelling in some learning expectations.</p> <p>The student has a solid understanding of the outcomes addressed to date and often applies learning to familiar situations. Students maintaining this level will be prepared for work in the next grade/course.</p>
2 Approaching	<p>Student learning and work show: A Combination of Appropriate and Below Appropriate Achievement</p> <p>The student has some understanding of the outcomes addressed to date and with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the student.</p>
1 Working below	<p>Student learning and work show: Below Appropriate Achievement</p> <p>The student has a limited understanding of the outcomes addressed to date and rarely applies learning. Significant improvement in specific areas is needed for the student to be successful in the next grade/course.</p>

Frequently Asked Questions

What is the difference between a 4 and 4+?

4 is very strong and outstanding work for that grade level. 4+ indicates work that surpasses grade-level expectations.

Does the Response Form for parents and students have to be filled out?

New to the Achievement Report Cards is a response form. Parent expectations and students setting their own learning goals are two factors research says improve academic achievement; therefore, it is recommended students and parents reflect together and fill out this form. The only requirement is for parents/guardians to sign and return the form so the teacher knows it was received. All forms will be read and kept on file. (View sample report cards on the ASD-W web site: <http://web1.nbed.nh.ca/sites/ASD-W/Report-Card/Pages/default.aspx>)

If a box is blank or N/A, what does that mean?

N/A indicates there is not enough evidence to give a comment or mark at this time. A blank box indicates the strand has not been assessed in this reporting period.

How is the final achievement level calculated?

Evaluations in multiple reporting periods are not averaged. The mark each term reflects current achievement. If a strand is only taught in one reporting period, the final evaluation will be recorded in that reporting period.

Why is there a 3 and 3+ this year and only a 3 last year? What is a 3+?

Feedback from parents, students and teachers in the pilot indicated a need for more specificity in the meeting category. The 3 indicates an appropriate level of achievement. A 3+ allows the teacher to indicate when a student is demonstrating learning more consistently and independently. Both 3 and 3+ indicate appropriate learning and work with grade-level outcomes.

Where can I find more information to understand the Curriculum Achievement Rubrics?

The Curriculum Rubrics describe levels of performance or understanding and provide clear assessment targets, consistent expectations, and support learners to know exactly what is expected of them. Rubrics are developed to define end-of-year achievement levels to align with the outcomes in prescribed curricula. <http://web1.nbed.nh.ca/sites/ASD-W/Report-Card/Pages/default.aspx>

Is there a glossary of terms to help parents?

A glossary of terms is posted to the ASD-W web site: <http://web1.nbed.nh.ca/sites/ASD-W/Report-Card/Pages/default.aspx>

Where can I see a sample Report Card?

Sample Report Cards are posted to the ASD-W web site <http://web1.nbed.nh.ca/sites/ASD-W/Report-Card/Pages/default.aspx>