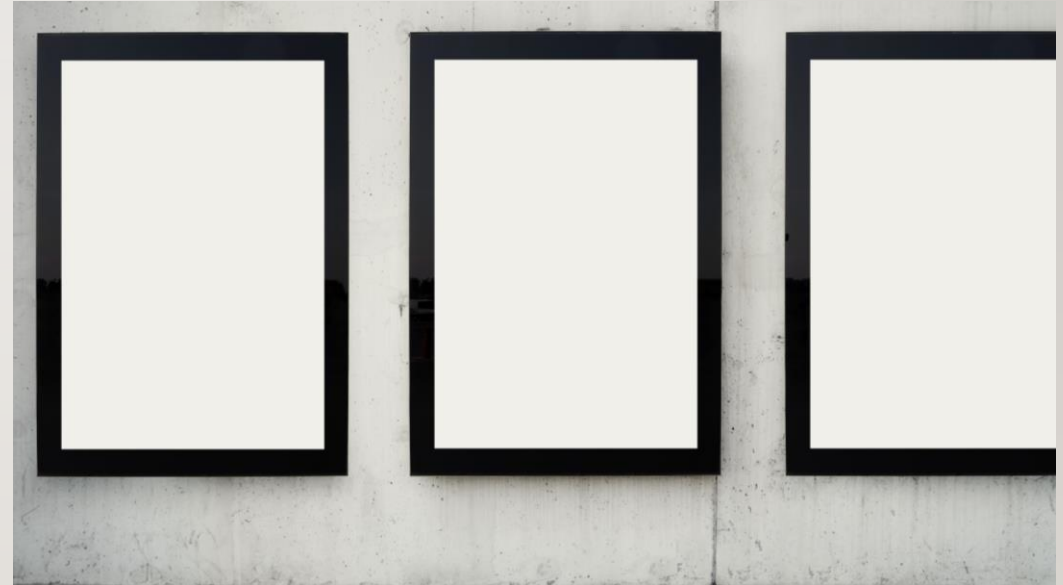


# HIGH SCHOOL ASSESSMENT

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ANGLOPHONE SCHOOL DISTRICT SOUTH

DEC PRESENTATION, JANUARY 8, 2020



# ASSESSMENT JOURNEY @ ASD-S

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2016-2017: Provincial High School Assessment Committee



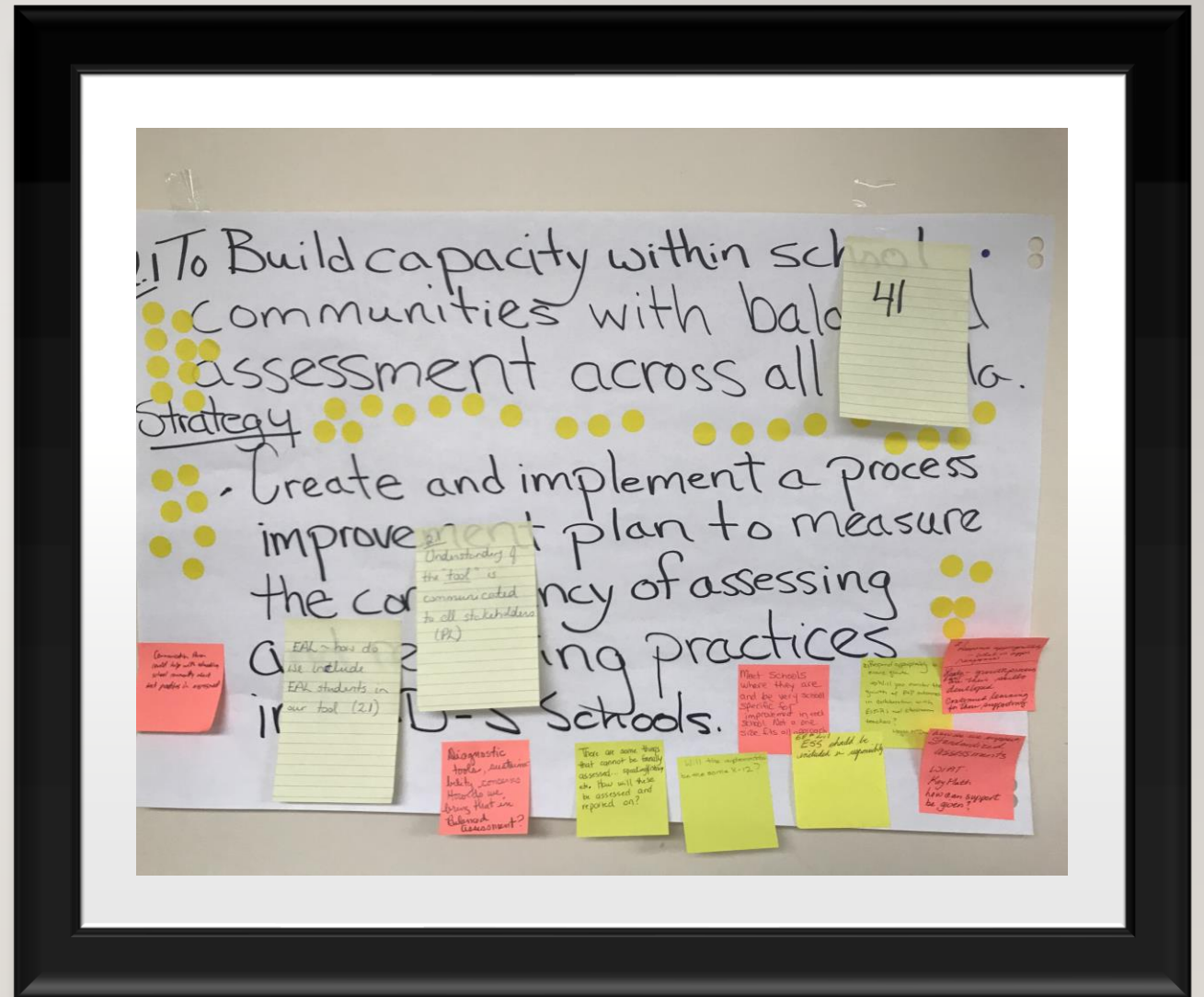
2017-2018: Provincial Committee continued / ASD-S Assessment Group / Myron Dueck



2018-2019: Provincial & district work continued / Myron Dueck / ASD-S Gr. 9 Assessment Pilot



2019-2020: No provincial plan / ASD-S Assessment proposal plan / Myron Dueck in ASD-S



## WHY IS "ASSESSMENT" A WORTHWHILE FOCUS?

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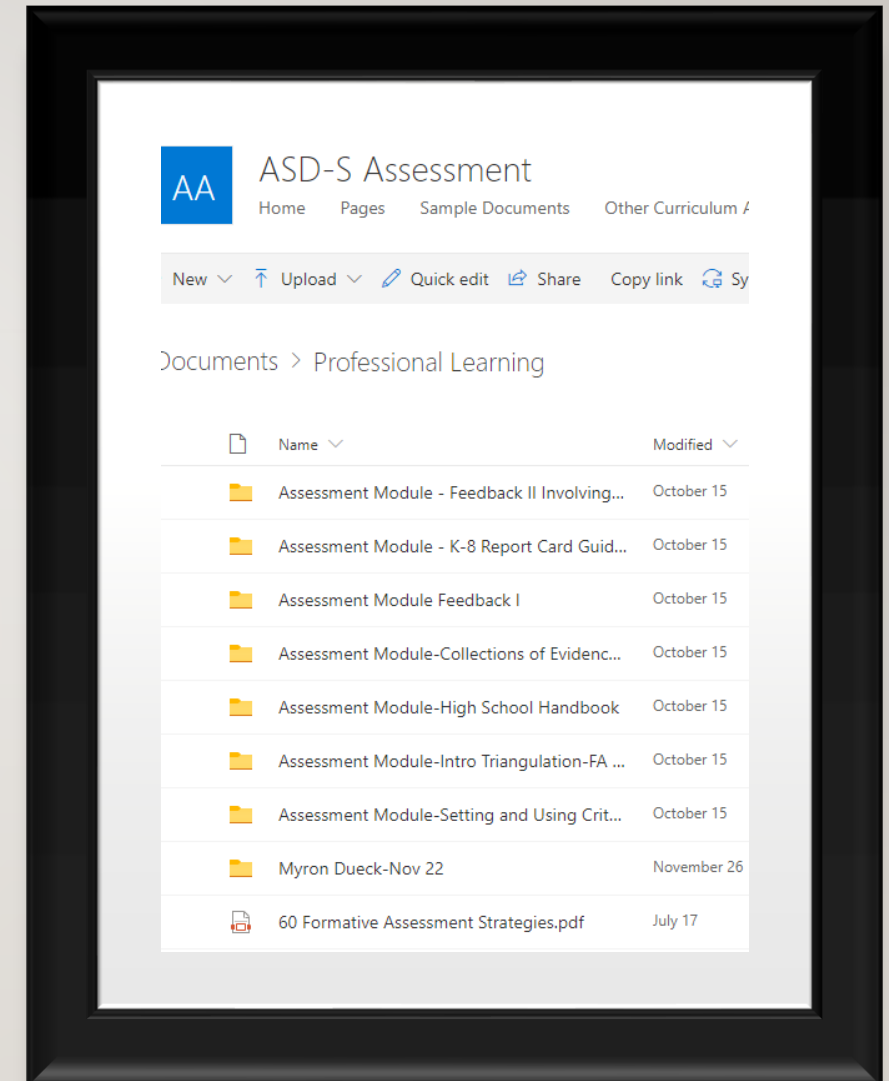
- Formative vs Summative assessments
- Assessing outcomes and not behaviors
- Involving students more in their own learning
- Conversations, Observations and Products (COP)



# 2016-2017

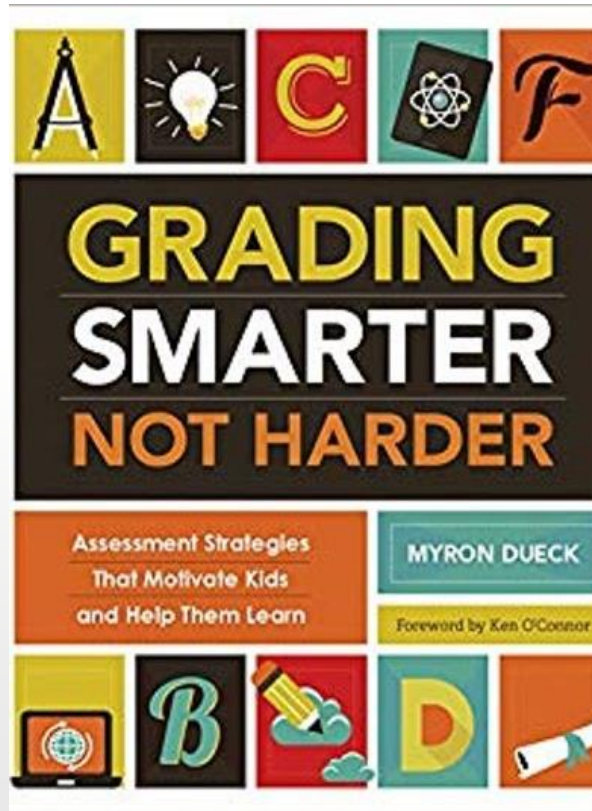
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- ❑ Provincial Assessment Committee members, Krista Amos (SSHS), Brad Stevens (STM) and Peter Smith (KVHS) met monthly and collaborated with Directors of Curriculum as well as Principals from ASD-W, ASD-N and ASD-E.
- ❑ We consulted this group to plan ASD-S's role in moving this work forward.



## 2017-2018


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- Provincial High School Assessment committee continued (Krista Amos, Brad Stevens & Peter Smith / JoEllen Jensen).
- Assessment Coordinators in ASD-S.
- ASD-S Assessment Group (teams of teacher leaders from 8 of our high schools).
- Myron Dueck presents in Fredericton to high school administrators and district staff.
- Supper Learning in ASD-S with Myron Dueck, "What if...?"

# 2018-2019

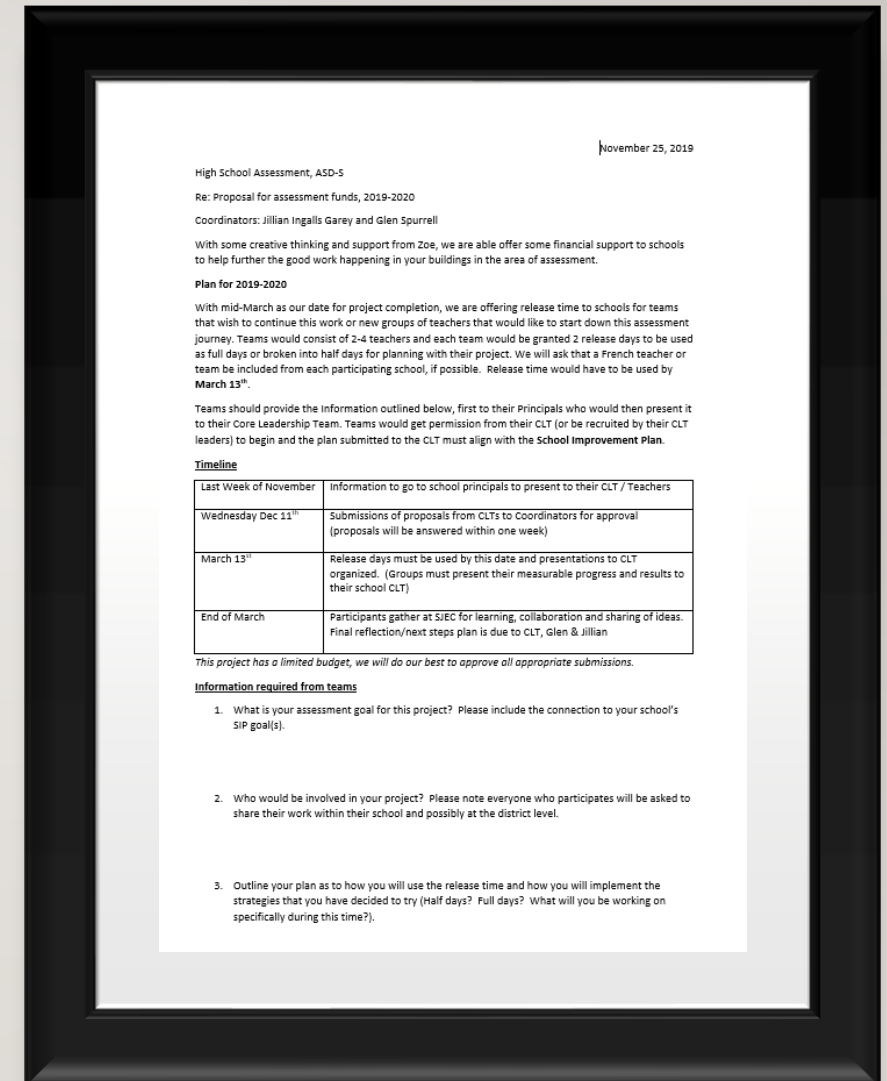
- ❑ Ends Policy Planning with Gary and Subject Coordinators.
- ❑ Myron Dueck presented again in Fredericton to an audience of Administrators along with a team of teachers from their staffs, as well as district staff.
- ❑ Grade 9 Assessment Pilot, provincial funds allocated, and data required (Formative Assessment Learning Scale).
- ❑ This self-assessment data was provided to EECD.
- ❑ Participants of the Assessment Pilot received Myron Dueck's book and time was spent in small group discussions on his strategies.


Name:  
School:  
Grade:  
Subject:

INTEGRATING PRACTICES	SUSTAINING	<p>Efforts to sustain formative assessment are undertaken to maximize its benefits. I am committed to and use formative assessment in my teaching.</p>	<ul style="list-style-type: none"> <li>• All parts of the "plan, do, check, act" learning cycle are constant in my practice.</li> <li>• My students regularly set goals and assess themselves and are encouraged to take a leadership role in the process. I consistently use formative assessment to:                             <ul style="list-style-type: none"> <li>• <b>plan prior to instruction</b> - gather insight into the depth of what students know;</li> <li>• <b>provide support during instruction</b> - use data to target areas of misunderstanding, and to address students who need additional challenge;</li> <li>• <b>monitor between instruction</b> - adjust the pace, change the setting, provide specific feedback, provide opportunities for choice, adjust learning materials and resources; and</li> <li>• <b>verify after instruction and adjust instruction</b> - readdress the learning objective as needed, identify remaining gaps, provide opportunities to reflect on learning.</li> </ul> </li> </ul>	Date: <u>Reflections/Next Steps</u>
	DOING	<p>Commitment to and use of formative assessment is high. I am regularly embedding formative assessment in my teaching practice.</p>	<p><b>Every week, I commit to:</b></p> <ul style="list-style-type: none"> <li>• plan based on evidence I have of learning and student input (such as focusing on student responses to feedback and engaging students in assessing the work of peers and student self-reports);</li> <li>• do by facilitating student learning in a variety of instructional approaches (such as co-constructing criteria, embedding metacognition strategies, guided practice, mini lessons, and modelling);</li> <li>• check learning of all students, record triangulated data, and provide feedback including self- and peer-assessment (such as using statements rather than questions to encourage more thoughtful answers);</li> <li>• act on evidence gathered from students to reflect, adjust instruction, and intervene (such as using learning logs, exit cards, or other ways of collecting responses from students).</li> </ul>	Date: <u>Reflections/Next Steps</u>
BUILDING CAPACITY	IMPROVING	<p>Commitment to and use is moderate and expanding. I am increasing my use of formative assessment and developing practices in my teaching.</p>	<p>I include many aspects of the "plan, do, check, act" learning cycle in my teaching, however, there are some aspects I am continuing to develop. I work to involve my students in the assessment process with practices such as:</p> <ul style="list-style-type: none"> <li>• sharing the learning intention of lessons with my students;</li> <li>• communicating what quality work looks like;</li> <li>• asking students to share what they have learned;</li> <li>• using rubrics to discuss quality.</li> </ul>	Date: <u>Reflections/Next Steps</u>
	LEARNING	<p>I am beginning to use formative assessment in my teaching. I am aware of the benefits of formative assessment.</p>	<p>I understand each part of the "plan, do, check, act" learning cycle.</p> <p>I work to include "plan, do, check, act" in my teaching, but I may only do some parts of the learning cycle or only do some components of each.</p>	Date: <u>Reflections/Next Steps</u>
BUILDING AWARENESS	WILLING	<p>Commitment to and use of formative assessment is emerging. I have some awareness of the benefits of formative assessment.</p>	<p>I want to learn how to better use formative assessment.</p> <p>I am aware of the parts of the "plan, do, check, act" learning cycle, but I am not sure how to make <u>these part of my teaching</u>. I am interested in improving my instructional practices and I believe formative assessment will help.</p>	Date: <u>Reflections/Next Steps</u>
	KNOWING	<p>Commitment to and use of formative assessment is limited. I have minimal</p>	<p>I have read the Formative Assessment foldout. I have minimal knowledge of formative assessment and its benefits to goal setting, co-constructing criteria, gathering evidence from a variety of sources and using these to plan my teaching.</p>	Date: <u>Reflections/Next Steps</u>

# 2019-2020

- ❑ No provincial plan prioritizing assessment this year.
- ❑ November 22nd, District Professional Learning day (Myron Part IV!).
- ❑ Assessment Proposals! Thank you Zoe! Criteria required for proposals:
  - Teams of 2-4 / Specific assessment goals and plans to use 2 release days / Descriptions of how progress will be measured / Commitment to share their experiences with Core Leadership Teams and other teachers in their buildings
  - Glen & I will meet and check in participants along the way :)



Q & A? THANK YOU!

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