
Assessment and Reporting Update

- Book End Approach: Instruction, Assessment and Reporting-FAIRR
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Moving to Outcomes Based- 3 Year Journey

Research - The Why's:

- Increased fluency of reporting across the District (outcomes based), alignment across the District (District standard with some customization)
- Engage in a reflection process on what we report and how we engage students in showcasing their learning- The difference between the essentials to report and other means of articulating engagement and academic progression
 - In tandem looking at digital portfolio offerings
- Exploring the new Power Teacher Pro platform and how this can be optimized at a District and school level (an intentional look at data and information)
- Exploring best practices, areas such as percentages or letter grades, criterion and ensuring levels of alignment from grade to grade and transition years

What are the Benefits to Outcomes Based:

- Visible Learning- students understand and see evidence of what is to be learned and what the learning process may look like
 - Outcomes are visible in the classroom, on projects, assessments, instructional processes
- Student Centered- students and teachers have a common language around learning-outcomes, toolkit, etc...
- Supports the development and communication of assessments
- If communicated and educated properly to parents- clarity of achievement can be derived
- Learning outcomes/criteria can be made more explicit to students
 - Can support students in more active participation of their learning
- Can lead more fluently to interdisciplinary planning and instruction

The How's

- I. Creation of a working group with representatives from each school (Admin and 1-2 Teacher Champions) that reflects the following:
 1. Lower Elementary/ With a Director of Student Services to represent Kindergarten
 2. Middle Elementary
 3. Upper Elementary
 4. Middle School grade 7-9

- II. Exploring what other resources have been created already for outcome based reporting
 - Internally- what are teachers working with - UbD pilot, mini-audit of schools working with outcomes
 - Argyll Center and other repositories
 - Other Districts and schools

Scope and Timeline

III. Year One In tandem schools, will be asked to play around with the outcomes and test their applicability, wording, etc...

- The attempt is to have have this working group look at if the outcomes are:
 - Reflect the Front Matter
 - Are Student and Parent friendly
 - Articulate the learning aptly
 - Reflect the essentials of what needs to be reported - specific versus general outcomes
 - June- All GLO's - Consensus Across Grades and Subject Areas
- Pilots- Running in Tandem
 - Portfolio - FreshGrade and SeeSaw
 - Power-Teacher Pro- 1-2 Reps from Each School
- High School- Instruction and Assessment - Outcomes informed
 - Different Paths at CHHS and MHHS (Highlights)
- Report Card Prototype- starts in the Middle (can be adjusted for Elementary and Senior)

<https://docs.google.com/a/sd76.ab.ca/document/d/1-1XBUju8jaJQLBI1p7mTfYQMIBKfPnj3v8RP40qXb1Q/edit?usp>

=sharing

Scope and Timeline (Continued)

IV. Year Two

- Testing of GLO's and Working with the SLO's
- Consideration of input from our broader community (parents/students etc...)
- Release all SLO's (the outcomes) to our schools and have them apply them to their practice, critique and refine in Power School
- Please note at this point- the beta outcomes will be available in PS as dropdown

Pilots Running in Tandem- What do you need to report? How can learning be showcased?
Student's as Drivers

- Reps from Elementary and Middle - Building Capacity for the use of Power Teacher Pro
- Reps from Elementary and Middle - Building Capacity for the use of Portfolio's

V. Year Three- Full Integration of Power Teacher Pro and Outcomes (K-9) and Outcomes Informed
10-12

- Broader usage of Portfolio's
- Parent Portal - Parent Universities on Portal and District Policy Draft Development (once the dust settles)

What have we done so far?

1. Speed Dating
2. Internal Audit
3. Baseline - Instructional Assessment Survey from the U of L (in process)
4. Repository of Existing Outcomes used in the District
5. Gathered Outcomes from 2 other Districts
6. Reinforcing FAIRR and Mini-lessons or Strategies for Schools
7. PLC's - Encouraged to work with Assessment and Instruction
8. Parent Nights- AMS and WLC (All schools will be done in April onward)
9. Power Teacher Pro- Piloting - All schools (Vicki and I)
10. Portfolio Piloting - Started last year, broader scope now
11. Working Committee - Digging In- Front Matter First

What have we done so far? (Continued)

13. Met with ELP/K Teachers- They gave feedback on current practices, gaps, and how to bridge from K-1 - School Visits with K Teachers- RH/CO
14. CHHS- Assessment Journey (outcomes based/informed, visible learning, department portfolio's and sharing sessions, scope and sequence)
15. MHHS- Assessment Journey (outcomes informed, assessment policy and practice, visible learning, credit recovery, Learning Commons)
16. AMS - RC Prototype, Power Teacher Pro Pilot, Scope and Sequence

What have we done so far? (Continued)

1. Core Conversations with Principals
 - a. Transitioning from 9 -10
 - b. Fluency of Grading - What does 1-4, Letter Grades, BDAMS mean
 - i. Discussion and consensus on the criteria and descriptions across the district
 - c. Current usage of Portfolio's - Are they truly growth oriented (move with students)
 - d. Parent Communication - What, When, Where
 - e. Goal of Live Reporting - Elementary schools - using portfolio's, Power Teacher Pro, Parent Portal

Please note: Instructional Assessment Practices need to be a priority moving forward as schools are really working to move their practice in accordance with an outcomes based focus.

Any Questions?

