

Assessment and Reporting in Elementary



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MEADOWRIDGE SCHOOL





Overview

- **About IB**
- **How we assess understanding**
- **Proficiency Scales**
- **Sections on the Report Card**
- **Families as part of the Learning Community**



**What was your experience with
report cards as a student?**

discussion question

Primary Years Programme



A Framework for Inquiry-based learning

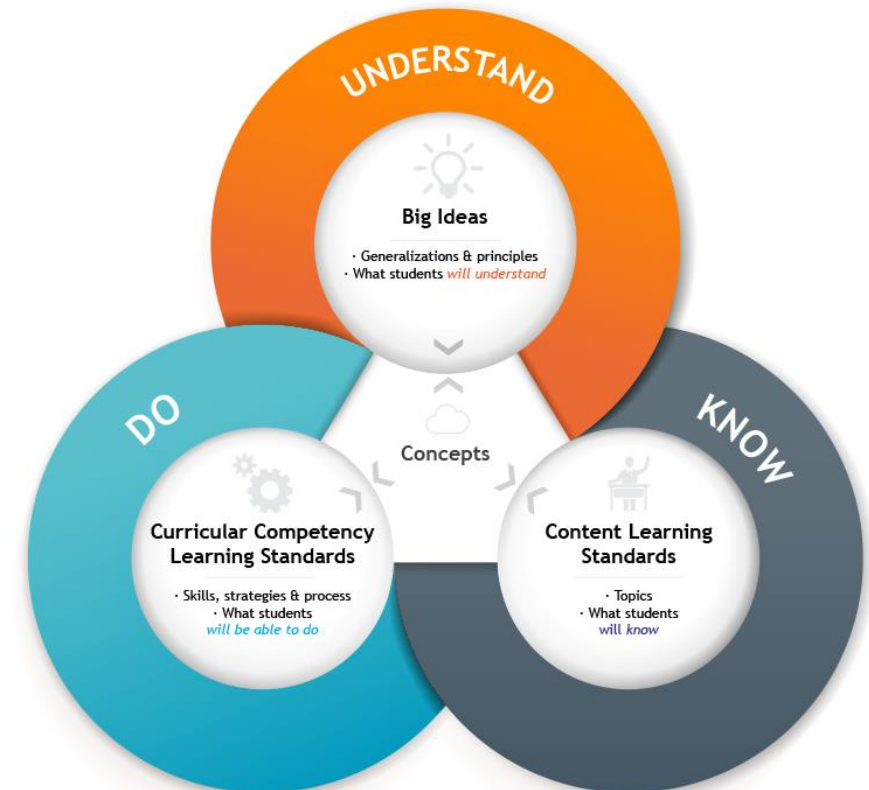
The Learner Profile



ATL Skills



BC Curriculum





Assessment includes

1

Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching.

2

Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.

3

Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

4

Learning goals and success criteria are co-constructed and clearly communicated to the learner

5

Assessment design is both backward and forward looking

Turn and talk
Talk about your child learning to ride a bike.



Do you know when they learned?

Can they put on their helmet?

Can they use a kickstand and lock?

Can they can use hand signals yet?

How well do they control the breaks on a hill?

Can they ride up small or large hills in your neighbourhood?

Do they enjoy riding bikes?

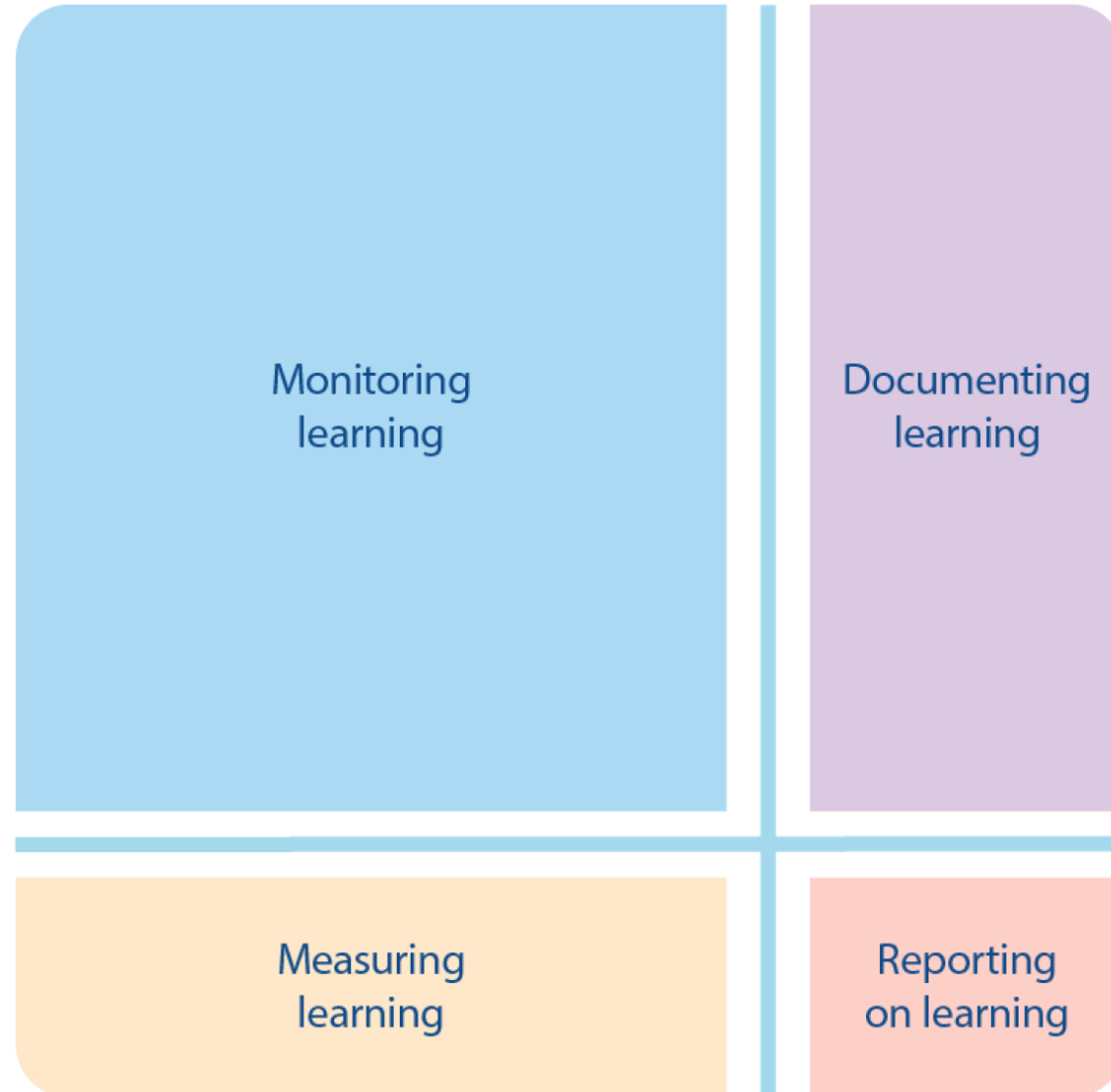




Gathering Evidence of Student Learning

- Focused observations
- Learning tasks
- Feedback
- Self-reflections
- Self-assessment
- Peer feedback
- Conferencing
- Questioning
- Portfolios

Four Dimensions of Assessment (IB)




Proficiency Scale



Four-point provincial proficiency scale

The **four-point provincial proficiency scale** is used in K-9 to communicate student progress in all areas of learning. The four points on the scale include Emerging, Developing, Proficient, and Extending.

Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.



Emerging
to acquire
knowledge, skills,
strategies
and processes.

- Students are in the process of building their readiness to learn.

I am just getting started
I am practicing

Developing
the ability to apply
knowledge, skills,
strategies and
processes.

- Students are working with others to improve their skills and understanding.

I get some of it
I am beginning to do more and more on my own

Proficient
knowledge,
skills, strategies
and processes.

- Students are able to demonstrate skills they have learned independently and with confidence.

I get it
I can do it on my own

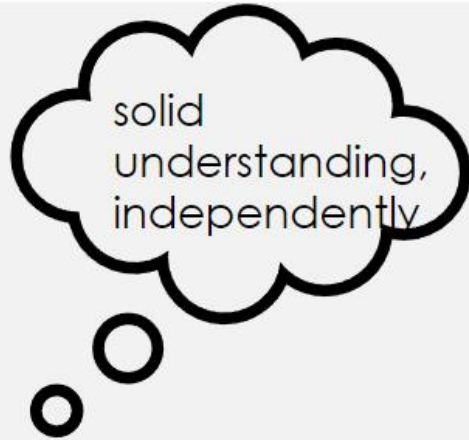
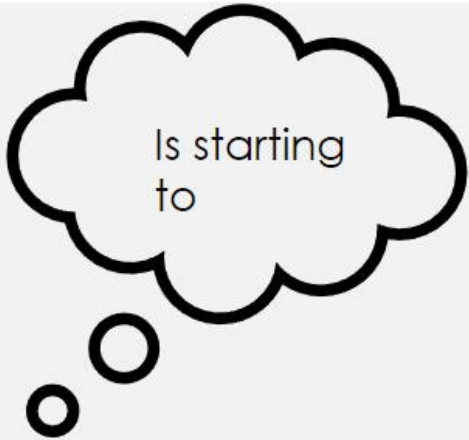
Extending
knowledge, skills,
strategies and
processes creatively
and strategically.

- Students are free to explore the larger applications and possibilities of their learning.

I get it and go beyond what is expected of me
I can teach it to others



Emerging	Developing	Proficient	Extending
			
When we are a new driver, before we get behind the wheel, we need to learn the basic rules of the road requiring significant support and supervision.	As a newly licenced driver, we can drive independently and more competently, but with some restrictions and further practice.	Drivers demonstrate proficiency by showing an accumulation of skills that allows them to drive with ease and confidence in a variety of contexts.	Some drivers use skills in a variety of increasingly more sophisticated contexts, with different vehicles, and possibly exploring different terrain and weather.



The written report card



- Teacher Reflection
- Student Reflection
- Approaches to Learning
- Content Areas (K-5)
 - Language Arts
 - Math
 - Units of Inquiry
 - Art
 - PHE
 - Music
 - French (Gr. 2 to 5)

Junior Kindergarten

- Social and Self-Management Skills
- Numeracy
- Literacy
- Creativity
- Physical Development
- Units of Inquiry

How have the written reports you have seen, tell the story about learning or growth?

Think about

- Your own report
- A report about a swim class
- Performance review at work





Strength Based Comments

What the student can do ... ?

What the student is working towards... ?

Identifies specific goals to support further student growth ...?

Strength Based Comments



Strengths (**What the student can do ...**)

- engages audience by speaking with a clear voice, appropriate pacing, consistent volume, and varied expression
- sustains focus during reading activities
- shows steady progress with ability to develop creative ideas that are supported with some details when completing theme-related and journal writing activities

Areas for Growth (**What the student is working towards...**)

- working to strengthen writing skills by applying the COPS strategy to self-edit writing (capitals, organization, punctuation, spelling) and considering where to add further details or information

Ways to Support (**Identifies specific goals to support further student growth**)

- encouraged to independently use RAZ Kids for 30-60 minutes per week to further develop and strengthen comprehension strategies (e.g. infer, visualize, analyze information)



Teacher Reflection

Christopher has consistently been an avid participant in class discussions. Christopher has a good understanding of the importance of interacting in a responsible, principled way, and often demonstrates this. He is a deep thinker who confidently combines and shares an informative mix of his prior knowledge and new learnings. In conveying his learning through writing, he is able to provide many details of what he has learned, and to be open-minded to perspectives and firm in his opinions. Next term, continue to support and encourage him at home so that he will be able to show his maturity through the leadership and learning opportunities, not only making admirable choices, but also having a positive impact on his peers.

Student Reflection

I think that I am a good inquirer because I have participated and raised my hand a lot to ask questions and I feel confident with everything we have learned during this unit. Also, I think that I am knowledgeable because, during the many math tests we have done, I felt comfortable with all of the questions and used new strategies to show my work. I have improved my self-management skills because I wouldn't be able to sit down for a long time without getting distracted a while ago. Now I am able to focus on my work and not bother my friends. A goal I have for Grade Five is to improve on the neatness of my writing. I will do this by taking my time on my work.

Approaches to Learning: Social Skills

Emerging | Developing | Proficient | Extending

Accepting Responsibility: contributes positively as a community member

Extending

Respecting Others: treats others with respect and values diversity

Extending

Cooperating: demonstrates caring and thoughtful behaviours in collaborative situations

Extending

Resolving Conflict: solves problems in peaceful ways

Extending

Approaches to Learning: Self-Management Skills

Emerging | Developing | Proficient | Extending

Organization: organizes self effectively in a variety of situations

Extending

Time Management: uses time efficiently and appropriately

Extending

Safety: self-regulates and makes responsible choices to keep everyone safe

Extending

Codes of Behaviour: respects essential agreements and routines

Extending



Language Arts		Emerging Developing Proficient Extending
Used prior knowledge to make connections and predictions		Extending
Demonstrated comprehension of fiction and non-fiction texts		Extending
Used listening skills to engage with others and learn new information		Extending
Used writing to express personal responses and opinions		Proficient
Used appropriate capitalization and punctuation within sentences		Emerging
Used letter sound patterns to spell words		Emerging
Retold and began summarizing reading selections		Proficient
Shared ideas during class discussions and group work		Developing
Sample 1 2 3		

Mathematics		Emerging Developing Proficient Extending
Demonstrated an understanding of repeating patterns		Developing
Demonstrated an understanding of increasing patterns		Proficient
Counted forwards and backwards, using multiples of 2, 5 and 10		Proficient
Represented and described numbers to 100		Proficient
Estimated and compared quantities to 100		Extending
Demonstrated an understanding of place value for numerals to 100		Extending
Applied mathematical knowledge to solve problems		Proficient
Sample 1 2 3		

Unit of Inquiry: How We Organize Ourselves		Emerging Developing Proficient Extending
Identified the provinces and territories in Canada		Developing
Understood natural and human-made boundaries		Emerging
Described how geography can influence communities and culture		Proficient
Demonstrated an understanding of the Central Idea: Natural and human-made boundaries influence the communities within them.		Proficient
1. 2. 3.		

The Learning Community

As Partners with Families



Ways to Support
Goals
Reflection



Questions, Comments Exit Ticket





Assessment and Reporting in the Elementary School

1. Describe your understanding of assessment and reporting?

Emerging Developing Proficient Extending

2. The most important thing I learned today

3. How are you feeling about receiving your child's report card? (circle any or add your own)

excited nervous proud hopeful confident unsure _____

4. Any other feedback or suggestions to improve future meetings.



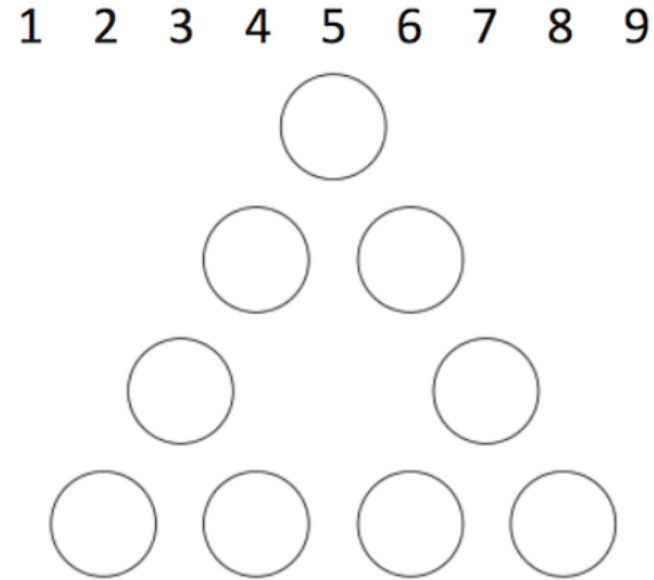
If you would like to have an email copy of our presentation, please contact Miss Warner.

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Here's an example

I have used the image below for many years with learners of all ages. What do you think the problem might be? How would you begin solving it? Try it before reading further!



My thought was to enter a different number 1–9 into each circle so that each side of the triangle has the same sum. If you had a different idea, that's fine! The important thing is that you have now engaged in both solving *and creating* problems.