ESSENTIAL ELEMENTS OF QUALITY ASSESSMENT AND COMMUNICATING STUDENT LEARNING (CSL)

Surrey Schools — LEADERSHIP IN LEARNING

Quality Assessment and CSL are processes that honour learning as a continuous journey that focuses on growth and improvement over time and provide a window into student learning. They are learner-centered practices that ensure that assessment is fair, transparent, equitable and responsive to all, and includes the following essential elements:

Identify Learning Standards These standards, derived from the curriculum, clarify what students are expected to know, be able to do, and understand (KDU Curriculum Model). They are the points of reference for determining student growth and achievement and for communicating student learning clearly. Criteria are identified to help guide students in achieving success in the learning standards.

Design Learning Experiences Teachers design a variety of opportunities for all students to develop the knowledge, skills and processes embedded within the learning standards. Students demonstrate their learning in relation to the success criteria.

Capture Evidence of Learning Students can demonstrate learning in a variety of ways. Learning can be captured through products, conversations, and observations (Triangulate Evidence of Learning). This collection of student work is gathered over time to provide a full profile of the learner and the learning.

Communicate Learning Students self-assess, and teachers and peers provide feedback on the evidence of learning in relation to the success criteria. Feedback describes the student's strengths and next steps. This allows teachers and learners to clearly communicate to parents/caregivers where the students are in relation to the learning standards, what they are working towards, and ways that learning can be supported. It also guides teacher instruction. Parents/caregivers are encouraged to engage in conversations about learning with their child and provide feedback. At a point of time, progress is reported using the proficiency scale.

Through these essential elements, the assessment process becomes transparent and students develop shared ownership of their learning (voice). This leads to increased motivation, achievement, and independence.
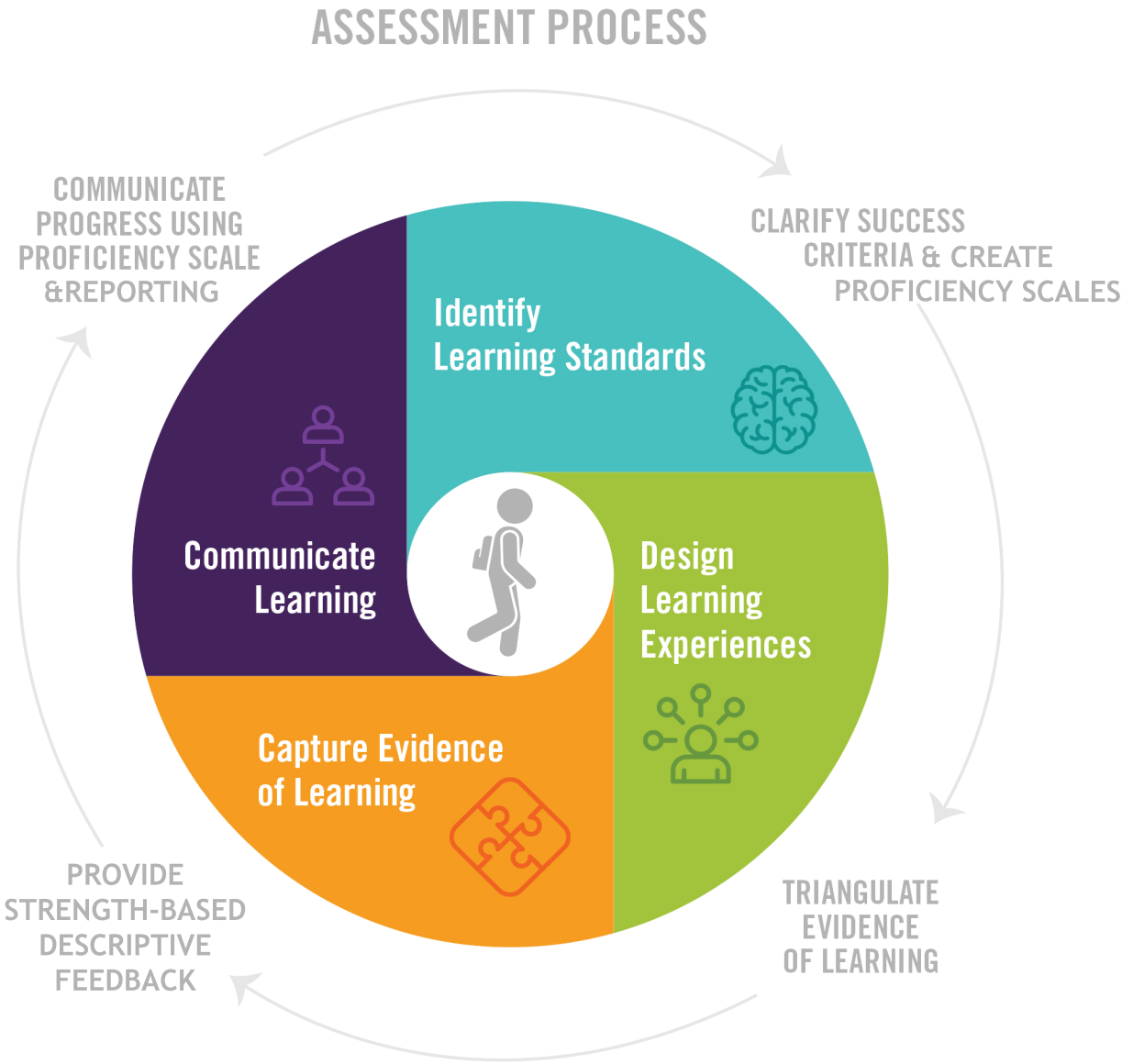
ASSESSMENT PROCESS

COMMUNICATE PROGRESS USING PROFICIENCY SCALE &REPORTING

CLARIFY SUCCESS CRITERIA & CREATE PROFICIENCY SCALES

Identify Learning Standards

Communicate Learning

Design Learning Experiences

Capture Evidence of Learning

PROVIDE STRENGTH-BASED DESCRIPTIVE FEEDBACK

TRIANGULATE EVIDENCE OF LEARNING

Quality Assessment and CSL: Planning Template

ACTION 1 > ACTION 2 > ACTION 3 > ACTION 4 > ACTION 5

Determine Essential learning Standards/ Develop learning Goal

These standards, derived from the curriculum, clarify what students are expected to know, be able to do, and understand (KDU Curriculum Model).

They are the points of reference for determining student growth and achievement and for communicating student learning clearly. Criteria are identified to help guide students in achieving success in the learning standards.

Questions/Notes to Consider:

What big ideas and key concepts will you develop at a specific grade level?

What curricular competency (skill) or content (knowledge) do you want the students to demonstrate?

Define Success Criteria

Teachers go through the process of clarifying success criteria and proficiency scale or progression for that standard. These are now the points of reference for determining our teaching, assessment practices and communication of student learning.

With these in mind we design our learning experiences including what skills we will be explicitly teaching and a variety of opportunities for all students to explore and develop the learning standards and demonstrate the success criteria

When our learning progressions and scale for the standard are clear it opens up the doors for students to demonstrate their learning a variety of ways

Questions/Notes to Consider:

What criteria will indicate that the student has achieved proficiency? Is it actionable and observable?

The success criteria of the learning standard/learning goal help us identify what is proficient.

After defining proficiency, you may want to develop a progression.
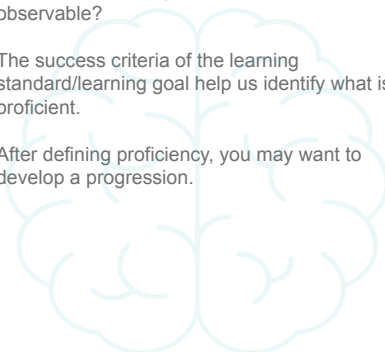
Plan Learning opportunities

Teachers design a variety of opportunities for all students to develop the knowledge, skills and processes embedded within the learning standards. Students demonstrate their learning in relation to the success criteria.

Questions/Notes to Consider:

In what ways will students practice these skills and develop these concepts?

Gather Evidence of Learning

Students can demonstrate learning in a variety of ways. Learning can be captured through products, conversations, and observations (Triangulate Evidence of Learning). This collection of student work is gathered over time to provide a full profile of the learner and the learning.

By empowering students to demonstrate their learning and curate their story we allow them to share ownership of the learning. This allows students to be more assessment capable. They are aware of the criteria, they make choices about how they will demonstrate their learning and are thereby able to self assess accurately.

Questions/Notes to Consider:

In what ways will students provide evidence of this learning?

How will it be gathered and shared?
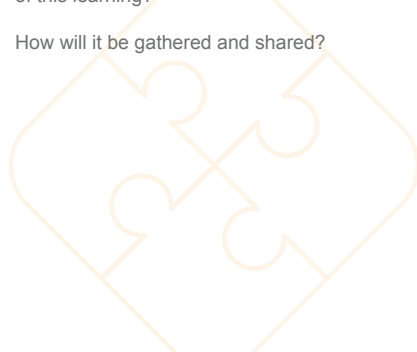
Provide feedback and Assessment

Feedback whether peer or teacher, is connected to the success criteria, is in strength based language, and identifies the strengths and next steps; it also guides teacher instruction. This allows teachers to clearly communicate to the learner and parents and caregivers where the student is at in relation to the learning standards, what they are working towards, and ways that learning can be supported. Parents and caregivers are encouraged to engage in conversations about learning with their child and provide their feedback where they feel comfortable.

Once teachers feel they have assessed sufficient evidence of a learning standard they indicate what level of proficiency the student has demonstrated with parents and caregivers. This process continues to provide students ample opportunities to practice and develop proficiency of the learning standard throughout the year.
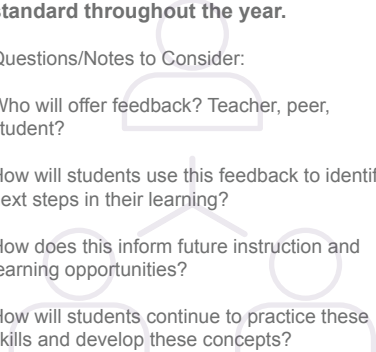
Questions/Notes to Consider:

Who will offer feedback? Teacher, peer, student?

How will students use this feedback to identify next steps in their learning?

How does this inform future instruction and learning opportunities?

How will students continue to practice these skills and develop these concepts?

Quality Assessment and CSL: Planning Template

ACTION 1
ACTION 2
ACTION 3
ACTION 4
ACTION 5

Determine Essential learning Standards/ Develop learning Goal

Please refer to the BC Curriculum, for your area of learning, and a grade level.

Identify learning standards that you would like students to develop, track growth over time, and communicate progress formally.

Which learning standards can either be grouped together, or split apart to support students in developing their skills, knowledge and competencies?

Write these as student friendly learning goals to communicate to students not only what they are expected to learn, but how these different pieces of knowledge/com-petencies are interconnected and for what purpose

ACTION:
Area of Learning:

Grade Level:

Learning standard(s):

Learning Goal:

Define Success Criteria/ Develop Proficiency Scale

Refer to one of the sample proficiency scales.

Next, refer to your learning goal and begin the process of clarifying the proficiency scale.

*Reminder to clarify the scale in the following order:

   Proficient

   Emerging

   Developing

   Extending

ACTION:
Clarify Indicators of Proficiency for learning standard or goal: (you may choose to use the blank proficiency scale template during this process)

Plan Learning opportunities

Once a teacher has identified the learning standards and/or learning goals that they would like the students to practice and develop, and define the accompanying proficiency scales, it opens the opportunity for the teacher to design learning experiences that are aligned with the learning standards, proficiency scales, and success criteria, and that are responsive to the diverse needs and interests of their students

ACTION:
What learning experiences can you design, that will give students the opportunities to practice and develop the skills and knowledge of the learning goal/standard?

Gather Evidence of Learning

Considering the learning experience(s) from Action 3, what opportunities will exist for students to demonstrate evidence of their learning (conversations, observations, products)?

How will you gather/capture this evidence of learning?

ACTION:
Products:

Conversations:

Observations:

Provide feedback and Assessment

Descriptive feedback includes concise, strengths-based, written comments or documented conversations that are aligned with the learning standards and describe student learning, as well as identifying specific areas for future growth. A strengths-based approach recognizes that student learning is dynamic and holistic, and that students demonstrate their learning in different ways and at different rates.

Descriptive feedback about what a student knows, can do and what they are working toward and should note significant events in the student's growth, development, and learning.

ACTION:
Using your Learning Goal and Proficiency Scale from Actions 1 and 2 and write some strength based descriptive comments for each level of proficiency.
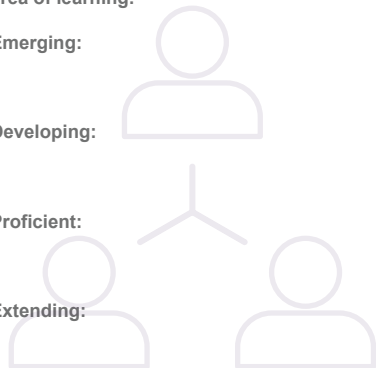
Refer to the "Descriptive Feedback Secondary Reporting Guidelines Gr. 8-12" documents for sample comments in each area of learning.

Emerging:

Developing:

Proficient:

Extending:

Angela Kailley and Lindsey Frederickson, 2023

Quality Assessment and CSL: Progression

	Emerging	Developing	Proficient	Extending
Learning Goal:	(Pre-assessment; Sub-skills and background knowledge, derived from earlier grades) *What vocabulary, concepts, and skills do students need to develop the learning goal?*	(Exploring & Practicing; Sub-skills and background knowledge of learning goal) *What skills and content do I need to teach that students will need to develop & practice?*	(Success criteria for the learning standard/-goal) *How will students know that they have achieved proficiency in the learning goal?*	(Increasing sophistication and depth; Advanced knowledge of learning standard/-goal, skills) *What might students do to refine skills and deepen understanding?*