

Facilitator Notes: Quality Assessment and CSL - Standards Based Assessment

Quality assessment and Communicating Student Learning (CSL) is a process that honours learning as a continuous journey that focuses on growth and improvement over time and provides a window into student learning. It is a process that ensures that assessment is fair, transparent, equitable and responsive to all learners. What we have presented in these videos covers many topics that require deep exploration. We highly recommend that teachers revisit these videos and the ideas shared in future pro-d opportunities, so that they have time to take in the information, and really explore the ways that these topics can impact their practice.

We have included pauses and questions throughout each section but encourage facilitators to pause anywhere along the way to pose the questions that are beneficial and relevant to their staff and school needs.

Part	Topics Explored	Handouts	Questions	Video and Pause Timings
Parts 1,2 & 3 – The Why				
1	The 'why' <ul style="list-style-type: none"> Student Reporting Policy 	Resource 1: Curriculum Overview Resource 2: Student Reporting Policy Summary handout Resource 3: K-12 Student Policy Reporting Framework	Q1: What are you already doing that is aligned with the student reporting policy? Q2: What is one shift you will be making to align your practice with the student reporting policy?	Video Time: 10:03 Pause Time: 15 mins Total Time: 25:03
2	The 'Big' Picture <ul style="list-style-type: none"> The Essential Elements of Quality Assessment and Communicating Student Learning (CSL) 	Resource 1: QA and CSL Infographic	Q1: How are you making the learning and assessment process transparent and equitable to your students? Q2: How are/can you involve your students in the learning and assessment process, so that personalizing the learning is a shared experience?	Video Time: 6:36 Pause Time: 10 mins Total Time: 16:36

3	<p>Understanding the Design of BC's Redesigned Curriculum</p> <ul style="list-style-type: none"> • KUD Model • Student Centered • Growth over time 	<p>Resource 1: Curriculum Model</p>	<p>Q1: What assessment strategies and processes can I/do I use to capture evidence of learning and communicate growth over time?</p> <p>Action Phase 1: Determining what's essential Pick an area of learning, what big ideas and key concepts will you develop at a specific grade level?</p> <ul style="list-style-type: none"> - This can be identified and explored in area of learning groups (ex. Whole science department works together OR Jr Science and Sr Science work in smaller groups) - These big ideas and key concepts will be used in Action Phase 2 	<p>Video Time: 9:14 Pause Time: 30 mins Total Time: 39:14</p>
Parts 4 & 5 - The What				
4	<p>Standards Based Assessment:</p> <ul style="list-style-type: none"> • Standards-Based Assessment • Traditional Assessment vs Standards Based Assessment: What's the difference? • A tale of two gradebooks 	<p>Resource 1: Traditional Vs Standards based assessment</p> <p>Resource 2: Two Gradebooks</p>	<p>Q1: Take a moment to identify your assessment processes and practices from the previous slide. Which assessment style is more closely aligned with your practice?</p>	<p>Pause 1 time: 5 mins</p>
			<p>Q2: Given that the redesigned curriculum and reporting policy are built on a standards-based assessment approach, what steps will you take to further align with the shift?</p>	<p>Pause 2 time: 10 mins</p>
				<p>Video Time: 7:35 Pause Time: 15 mins Total Time: 22:35</p>
5	<p>The Proficiency Scale:</p> <ul style="list-style-type: none"> • Assessment and Reporting for All • Equitable & Decolonized Assessment Practices • The Proficiency Scale • Insufficient Evidence (IE) 	<p>Resource 1: Ministry Proficiency Scale Supports</p> <p>Resource 2: Equitable and Decolonized Assessment Practices</p> <p>Resource 3:</p>	<p>Q1: Refer to the Equitable and Decolonized Assessment resource and engage in the following: Self-Reflection Which practice are you most interested in exploring further and incorporating into your assessment practices? Table Talk In what ways do you see these practices impacting the students in your school community? Which ones could be a focus in your school's context?</p>	<p>Pause 1 Time: 15 – 20 mins</p>
			<p>Q2: Take a moment to look at the Ministry Provincial Scale document to see ways to support our learners in progressing along the proficiency scale.</p> <p>From these lists of supports, identify what you are already doing.</p>	<p>Pause 2 Time: 15 mins</p>

		School Planning Graphic Organizer	<p>What are some ways to support that you could add to these lists?</p> <p>Q3: Acknowledging that all topics from this module are important, we would like you to identify and discuss which topic you feel needs to be prioritized and further explored as a school community.</p> <ul style="list-style-type: none"> • Educational Equity • Assessment and Reporting for All • Equitable and Decolonized Assessment Processes • Developing Proficiency Scales • Ways to Support Students <p>Please use the 'School Planning' graphic organizer to capture your thinking and conversations.</p>	<p>Pause 3 Time: 30 mins</p> <p>Video Time: 24:25 Pause Time: 60 mins Total Time: 84:25</p>
Part 6 & 7 – The What – A Curriculum and Assessment for All (May 2023)				
6	<p>Student Support</p> <ul style="list-style-type: none"> • Inclusive assessment practices • Inclusive reporting practices 	<p>Resource 1: Universal and Essential Supports</p> <p>Resource 2: Reporting Template 8-9</p> <p>Resource 3: Science 9 Sample</p> <p>Resource 4: Reporting Template 10-12</p> <p>Resource 5: Art 10 Sample</p>	<p>Q1: With the understanding that limited language does not necessarily mean limited knowledge, how can we authentically assess ELL students?</p> <p>Q2: What alternative ways can we capture evidence of learning, and what students actually know?</p> <p>Q1: What are some of the most common universal supports that student access in your classroom?</p> <p>Q1: What has your experience with IEP replacement (modified) goals been in the past?</p> <p>Q2: How is this similar or different to the last 2 examples given here?</p>	<p>Pause 1 Time: 10 mins</p> <p>Pause 2 Time: 5-10 mins</p> <p>Pause 3 Time: 10 mins</p> <p>Video Time: 23:54 Pause Time: 30 mins Total Time: 53:54</p>
7	<p>Racial Equity</p> <ul style="list-style-type: none"> • Why this work? Why now? • Connecting Anti-racism work with core competencies 	<p>Resource 1: Assessment Strategies using the 4A's</p> <p>Resource 2:</p>	<p>Please refer to the 4 A's document and table talk the following questions:</p> <p>Q1: What are you, as a classroom teacher, and your school community already doing to develop the 4 quadrants of the Circle of Courage with your students?</p> <p>Q2: What additional ideas does your group have to add to each quadrant?</p>	<p>Pause 1 Time: 10 mins</p>

	<ul style="list-style-type: none">Connecting Anti-racism work with curricular competenciesCulturally relevant and anti-racist assessment practices and strategies	Equity and Anti-Racism in Education: Self Care Resource 3: Equity and Culturally Responsive Assessment Practices Resource 4: Shift to Culturally Responsive Learning Explorations Resource 5: Anti-Racism: A Guide for Educators	<p>Personal Reflection: A move towards building a more equitable, inclusive, and culturally responsive education system for all learners, requires us to closely examine our practices and processes. Please refer to the Equity and Culturally Responsive Assessment Practices: document and engage in personal reflection time.</p> <p>Q1: Consider your curriculum and assessment practices and identify what you are already doing, and 1 or more areas that you would like to explore and implement.</p>	<p>Pause 2 Time: 10 mins</p>
			<p>The shift to culturally responsive curriculum design and assessment is an active process, and not simply a matter of re-writing a question. It's an approach and lens through which the teacher would set up the learning experience as an authentic exploration, scaffolded to guide students so that they feel confident with the task.</p> <p>Please refer to the "Shift to Culturally Responsive Learning Explorations" document and engage in table talk with your department members for the samples provided.</p> <p>Q1: Consider a project, assignment, task, or question that you engage your students in every year. How can you rewrite it with a culturally responsive lens?</p>	<p>Pause 3 Time: 15 mins</p>
				<p>Video Time: 17:21</p> <p>Pause Time: 35 mins</p> <p>Total Time: 52:21</p>
Part 8 to 10 – The How (May 2023) - Curriculum Design and Assessment Process				
8	<ul style="list-style-type: none">Fair, transparent and equitable assessmentDecolonizing Learning StandardsIdentifying Learning Standards: Know, Do, Understand (KDU)Designing Proficiency Scales with embedded learning progressionsCo-constructing success criteria	<p>Resource 1: Quality Assessment and CSL Process Bundle</p> <p>Resource 2: Sample Proficiency Scales</p>	<p><u>ACTION 1</u> Please use the 'Quality Assessment and Communicating Student Learning Process' bundle as you engage in the action phase of this work.</p> <p>Please refer to the BC Curriculum, for your area of learning, and a grade level.</p> <p>Identify learning standards that you would like students to develop, track growth over time, and communicate progress formally.</p> <p>Which learning standards can either be grouped together, or split apart to support students in developing their skills, knowledge and competencies?</p> <p>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/competencies are interconnected and for what purpose</p>	<p>Pause 1 Time: 30 mins – 1 Hour Or as needed</p>

			<p><u>ACTION 2</u> Refer to one of the sample proficiency scales available with this module as a reference point.</p> <p>Next, refer to your learning goal and begin the process of clarifying the proficiency scale. We have included a Proficiency Scale template for your use.</p> <p>*Reminder to clarify the scale in the following order: Proficient Emerging Developing Extending</p>	<p>Pause 2 Time: 30 mins – 1 Hour Or as needed</p>
				<p>Video Time: 17:24 Pause Time: 1-2 Hours Total Time: 1:17 – 2:17</p>
9	<ul style="list-style-type: none"> Designing culturally relevant and equitable learning experiences Triangulating evidence of learning 	<p>Resource 1: Quality Assessment and CSL Process Bundle</p> <p>Resource 2: Triangulating Evidence of Learning</p>	<p><u>ACTION 3</u></p> <p>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?</p> <p><u>ACTION 4</u></p> <p>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?</p>	<p>Pause 1 Time: 30 mins – 1 Hour Or as needed</p>
				<p>Video Time: 8:17 Pause Time: 30 mins – 1 hour Total Time: 38mins – 1:08</p>
10	<ul style="list-style-type: none"> Reporting Strength-Based Descriptive Feedback Student Self-Assessment and Goal Setting 	<p>Resource 1: Quality Assessment and CSL Process Bundle</p> <p>Resource 2: Descriptive Feedback for Secondary</p> <p>Resource 3: Spaces Support</p> <p>Resource 4: Myed Support</p>	<p><u>ACTION 5:</u> Using your Learning Goal and Proficiency Scale from Actions 1 and 2 and write some strength based descriptive comments for each level of proficiency.</p> <p>Refer to the "Descriptive Feedback Secondary Reporting Guidelines Gr. 8-12" documents for sample comments in each area of learning.</p> <p>Please take some time to refer to the support videos and documents for the Standards-Based gradebook options supported by the District.</p> <p>After watching the videos, engage in the following discussion questions:</p> <p>Q1: Is there a gradebook option that you feel could best support your needs? What do you like? What is missing?</p>	<p>Pause 1 Time: 1 hour Or as needed</p>
				<p>Pause 2 Time: 30 mins Or as needed</p>
				<p>Video Time: 5:16 Pause Time:</p>

				1:30 Total Time: 1:35
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