

School Name: Burnaby South Secondary Principal: Victoria Lee Date: May 26, 2021.

Assessment Goal: To align the assessment practices at our school with the curricular competencies to improve student success.

SCANNING

*What's going on for your learners in relation to your goal?
How are you supporting the diverse learning needs of your school population in relation to the goal?*

We believe that improved assessment strategies will lead to improved teaching practices. Research tells us that when teachers design learning opportunities with assessment in mind, learning goals become clearer and more accessible to all learners.

Learning is personal and the more that we make assessment clear and learning goals transparent, the more we can meet the needs of all learners. Consistent feedback with a focus on growth allows students to approach the learning based on their strengths.

WHAT DOES OUR FOCUS NEED TO BE?

*What evidence identifies the focus? What targeted groups are addressed?
Where will concentrating your energies yield the greatest effect?*

The new Ministry Reporting Guidelines for Grades 8/9 reflect the value of Standards-based Assessment for communicating student learning. We will be focussing our efforts on this group of students. However, we believe that students of all grades will receive benefits as teachers, students and parents see the value of these assessment methods and they are applied to older students. To support this, all teachers in our school have agreed to teach at least one course at the grade 8/9 level and to participate in our new Burnaby South Grade 8/9 Report Card. This report card is standards-based. Students and parents will receive specific feedback on the Curricular Competencies for each course using the Ministry of Education's 4-point scale.

SPECIFIC GOAL YOU ARE ADDRESSING:

How does your data inform next steps? What is contributing to this area of focus? How will students benefit academically, personally, socially?

Learning is positively impacted when learning goals and standards are communicated clearly. Continuous dialogue between teachers, students and parents ensures that students are aware of the curricular competencies that need to be mastered and are given specific and meaningful feedback about their progress. Students benefit both academically and personally when they are partners in their education.

CHECKING

Have we made enough of a difference? Feedback, data collection, data sharing, data analysis. How is the data informing / modifying practice? What has changed for your target groups?

As this is the first year for the wide spread use of our new report card, we will be seeking staff, student and parent feedback at the end of Semesters One and Two. This feedback will be used to adjust the report card for the following year.

NEXT STEPS:

What requires further attention? Where to next?

We are beginning with Grades 8 and 9 but will increase our target group when the new Reporting Order is released regarding the Graduation Program. We will need to access professional development support for our teachers as they are in varying stages of adopting this new approach to assessment.

HOW AND WHERE CAN WE LEARN MORE?

*What professional learning has taken place and what is needed/ planned?
What resources and school/ district supports are you using?*

The Standards-Based Assessment Committee will be presenting to staff at the September Pro-d Day about their experience with the pilot in Quarter 4 of 2021. They will lead staff through the process necessary to set up their grade books and begin using the Curricular Competencies to drive their assessment. All of our Department Heads have been through a series with Tom Schimmer and most recently, with Katie White to help them prepare to lead their departments through this change. We will also be planning a session with Tom Schimmer for the upcoming school year. We are using the District Assessment Committees work with rubrics and with report card comments to support our staff.

TAKING ACTION / WHAT ARE WE DOING DIFFERENTLY?

What is your implementation plan? Roles of key stakeholders? How are all 3 tiers supported? How will you monitor progress?

We have created a Standards-Based Assessment Committee. This committee represents a wide range of teaching areas and teaching styles. Members of the committee participated in a pilot in Quarter 4 of the 2020/21 school year and will be leading the rest of our staff through the process of reporting on student progress using Curricular Competencies. The new report card, developed by this group and our Department Heads, will require teachers to report on student progress in relation to curricular competencies using a 4-point grading scale. Competency-based assessment has positive benefits for all our students because learning goals are made explicit and students are involved in on-going dialogue about their progress. We will be seeking feedback from all our stakeholders at the end of each semester in the 2021/22 school year.

