



Assessment & Reporting Changes in the CBE

Last summer, a number of teachers, school administrators and senior leaders met to work on a series of assessment tools, such as common rubrics, in order to ensure that both the criteria we use to assess student learning, and our understanding of the report card indicators (1, 2, 3 and 4) are consistent across the CBE.

At Captain Nichola Goddard School we have been working as a staff to better understand the new assessment changes and want to ensure that we engage you as parents to better understand some of the changes you will see in terms of both assessment and reporting. We've broken this information down into key understandings based off of guiding questions to help start this process.

Why are these changes happening?

- To bring clarity of reporting for students and parents
- Align more with the program of studies
- Help bring greater consistency to assessment and reporting within the CBE
- Increase teacher confidence that grades accurately reflect students' level of proficiency in connection to the outcomes in the program of studies

What has NOT changed?

- The indicators (1, 2, 3, 4) and the titles (Not Meeting, Basic, Good, Excellent)
- There is one indicator (1) that describes below grade level achievement
- There are three indicators (2, 3, 4) that describe grade level achievement

What common misconceptions need to be clarified?

- The 4 does not mean "above grade level," it describes excellent or mastery achievement of grade level expectations and outcomes as they relate to the program of studies
- The 2 does not mean "with support," teachers provide support to all students and assess their achievement in relation to Program of Studies outcomes

What are the key changes?

The 1, 2, 3, 4 Indicator Scale

- Descriptor 1 – shift from "not meeting" to "beginning". Students receiving this would be "in the ballpark" of the grade level of enrollment, but at a beginning level of understanding in relation to the outcomes
- Descriptor 2 - students have a general understanding of concepts and can work with basic skills and processes but may need intervention/support to apply them and to work with these concepts at the next grade level
- Descriptors 1 and 2 will involve necessary adjustments to **teacher planning and instruction**. Next steps for learning will be communicated through the report card comments or direct communication
- Each descriptor includes a comment about "consistency"
- An asterisk is no longer used for students working below grade level: Students accessing the program of studies below their current grade may be on an **Adapted**

Program. Students not accessing the program of studies, but whose work is focused more on life skills are working on a **Modified Program**

- An **ADP** indicator (Adapted Programing) will typically be used when students demonstrate reading, writing, mathematical and/or other levels of achievement two or more grade levels below their age-appropriate grade and they do not have an IPP (Individualize Program Plan) goal that addresses the specific report card descriptor
- An **IPP** indicator (Individualized Program Plan) would be used when a student's IPP goal refers to that particular report card descriptor

Math Stems:

- Four new math stems – Number, Patterns & Relations, Shape & Space, Statistics & Probability
- These stems are tied directly to the outcomes in the program of studies
- Schools have the option to use an NATR (Not Applicable This Report). This will be used if the outcomes within a stem/area have not been directly taught or fully assessed with a particular reporting period
 - As a school, we have chosen NOT to use this and will be reporting on all 4 stems each reporting period but other schools might use NATR
- The 1, 2, 3, 4 reflects a student's ability to understand an outcome, follow procedures, apply the concept/skill in a variety of situations and on problems at different levels of complexity, model and communicate this understanding, etc.

How will we continue to take up this work up at Captain Nichola Goddard School?

- Whole school communication of the main changes to ensure consistent message to the parent community
- Calibrating as a school to develop consistent assessment practices
- Staff working in PLC's (Professional Learning Communities). Here we will continue to design tasks and discuss student work samples as a team to establish what constitutes a 1, 2, 3 or 4 using the new assessment documents
- Sharing assessment criteria of tasks with students and parents
 - Rubrics with clear criteria descriptions
 - Use of exemplars
 - Direct work with students to establish the requirements for a 1,2,3,4
- Sharing which outcomes, concepts, and skills we are working on in the classroom
 - Tasks we are working on
 - Blog posts describing what we are working on and what is coming up
- Communicating individual student achievement in PowerSchool, Parent Teacher Interviews and Report Cards