

PARENT INFORMATION

STUDENT ASSESSMENT IN THE NESD

OCTOBER, 2013

WHY CHANGE TRADITIONAL ASSESSMENT PRACTICES?

Our education system is in the midst of a tremendous opportunity to reflect on and improve how we facilitate learning for students within our school setting. With changes in the way we understand learning, we know that education must also change to accommodate today's learners. We are seeking to ensure all students leave school as lifelong learners who continue to build a sense of self in the community and who are engaged citizens.

When we make classroom assessment authentic, it means changing from one of ranking and sorting students to one of assessing learning for the future. It means involving students and parents, giving choices, and sharing control. Solutions can only be found in our informed conversations as we work together on behalf of students and their learning. Re-culturing schools to focus on assessment so that it becomes embedded in school practices will help all focus on learner outcomes as outlined by the Ministry of Education.

Teachers, students, and parents need the flexibility to address individual needs, as well as to provide for choice and diversity in order to support each student's learning. The role of the educator is to equip others with the understanding and necessary skills to assess their own learning, set goals for growth and to model how learning can continually occur. The NESD is committed to doing this for all students.

IMPORTANT DATES

TERM 1 REPORTS	Nov. 15
TERM 1 SLCS	Nov. 19 & 20
TERM 2 REPORTS	Feb. 7
TERM 3 REPORTS	Apr. 25
TERM 3 SLCS	Apr. 29 & 30
TERM 4 REPORTS	June 27

IMPORTANT DATES— WHITE FOX

TERM 1 REPORTS	Nov. 15
TERM 1 SLCS	Nov. 19 & 20
TERM 2 REPORTS	Jan. 30
TERM 3 REPORTS	Apr. 11
TERM 3 SLCS	Apr. 15 & 16
TERM 4 REPORTS	June 19

STUDENT LED CONFERENCES (SLCs)

The Student Led Conference (SLC) provides students with the opportunity to show what and how they are learning. Students can share why they are successful as learners.

In an SLC:

- Students are accountable for their learning and take responsibility for it
- Students learn to assess their growth as a learner which deepens their understanding about themselves as learners
- Students take an active role in their learning
- Students set goals for their learning
- Parents and students communicate about the learning with the teacher as facilitator



ASSESSMENT DATES

RAD	Sept.23 —Oct.11
EYE - DA EYE - TA	Oct.16 - Nov.6
EYE - TA	Apr.14 - May 9
RAD (FINAL)	Apr.14 - May 9
TTFM	Apr.14 - May 9

PROVINCIAL AND COMMON ASSESSMENTS

Reading Assessment District (RAD) - literacy data in Grades 1 – 6 is collected on a bi-annual basis. The initial assessment is used by teachers at the classroom level to identify learning strategies students need to improve their reading. The final assessment is used to measure their growth and to assist with future transitioning.

Diagnostic Reading Level - teachers will measure students in Grades 1 - 3 reading level on a bi-annual basis (January & June). This data will assist teachers to target the necessary supports to ensure all of our students are reading at the appropriate grade level.

Early Year's Evaluation (EYE - DA) - designed for all 4 year-old PreKindergarten children. The EYE-DA is designed to assist educators in assessing the developmental skills of children as they prepare for and make the transition to school.

Early Year's Evaluation (EYE - TA) - designed for all Kindergarten children. This assessment is delivered in the fall for all students and in the spring for those who require reassessment. The information gathered, will help to support a positive transition to school for your child and will help teachers to design instruction and support strategies.

Tell Them From Me (TTFM) - designed for students in Grades 4 - 12, teachers, and all parents. TTFM is an online school survey that allows participants to give their input into school improvement initiatives in an anonymous way. Schools will use the data for short and long-term improvement planning.

FORMATIVE & SUMMATIVE ASSESSMENTS

In schools today, students are formatively and summatively assessed on a regular basis.

Formative Assessment – is the ongoing collection of information about how students are learning while there is still time to improve. Both teacher and student then use the information to guide improvement toward the intended learning outcome.

Summative Assessment – an assessment used to summarize what students have learned up to that point. Frequently, evaluations of students are made and grades are assigned based on their results. Only summative assessment results are used to determine student grades.

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GRADING CODES FOR K—8 STUDENTS: WHAT DO THEY MEAN?

For students enrolled in grades K – 8, Focus Area grades will be based upon a “level” code that is reflective of the NESD Rubrics. Focus Areas represent Saskatchewan Curricular Outcomes grouped together for reporting purposes. They tend to reflect larger categories of understanding or skill called Goals or Strands, depending on the subject area. Descriptions of these codes and examples of interpretations are included below.

Fully meeting grade level expectations, with enriched understanding (EU)

- Student consistently applies concepts to new situations
- Student extends ideas beyond the outcome and draws connections to “Real World” situations in an advanced manner
- Student can thoroughly explain concepts and consistently demonstrates a deep understanding of the concept or skill

Fully meeting grade level expectations (FM)

- Student is confident in applying the concept to new situations
- Student can explain (examine, describe, identify) concepts with detail and consistently demonstrate an understanding of the concept or skill

Mostly meeting grade level expectations (MM)

- With assistance the student can demonstrate a basic understanding of the concept but needs more practice to become independent
- Student can begin to examine/describe/explain concepts or skill but more attention to detail is required to fully demonstrate understanding of the topic

Not yet meeting grade level expectations (NY)

- Even with assistance, the student is struggling to identify key elements of the concepts
- Even with assistance, the student is struggling to demonstrate an understanding of the topic
- Student will be working on the knowledge and skills necessary to make them ready to learn the outcome

PERSONAL SOCIAL DEVELOPMENT (PSD): WHAT IS THIS?

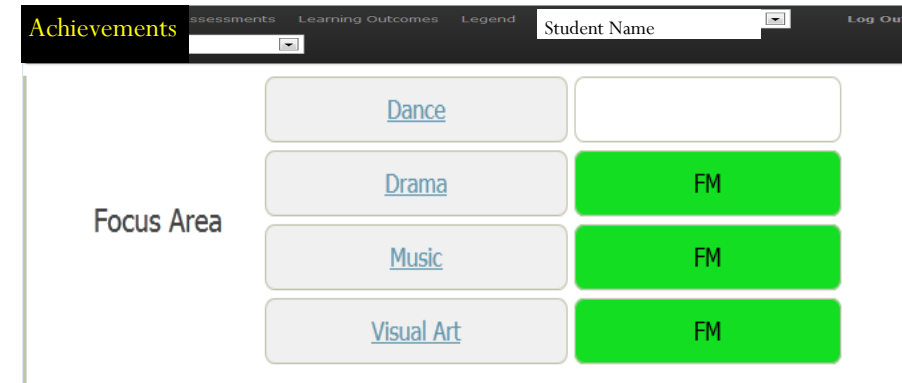
In addition to the reporting of Focus Areas, the NESD Report Card will report on Personal and Social Development categories.

Shown to the right is a snapshot from the parent –student involvement portal displaying the categories that will be reported on within every subject of the report card.

Attitude Contributes to Learning	FM
Follows directions and classroom routines	MM
Coursework completed on time	MM
Organizes work and workspace	MM
Works effectively in groups	FM

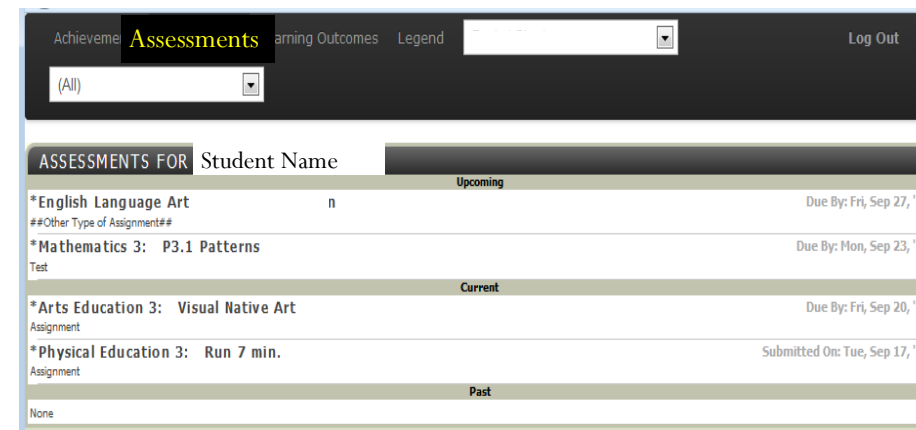
PARENT-STUDENT INVOLVEMENT PORTAL

This online tool allows parents and students to access real-time data regarding the student’s learning. A description of the commonly used applications is included below. Parents can only view information about their own children. Parents can access information even if their children attend multiple schools.



As data gets entered, Focus Area results will be displayed on the Achievements page.

Click on a Focus Area and the related assessments will be displayed (see below).

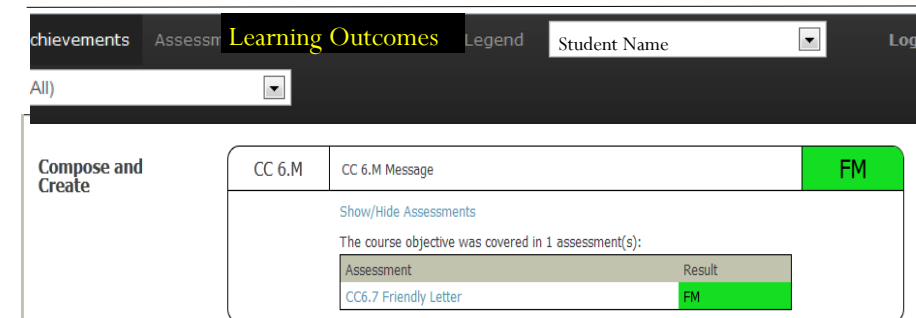


Assessments are grouped according to their due date.

Upcoming: due more than one week from now

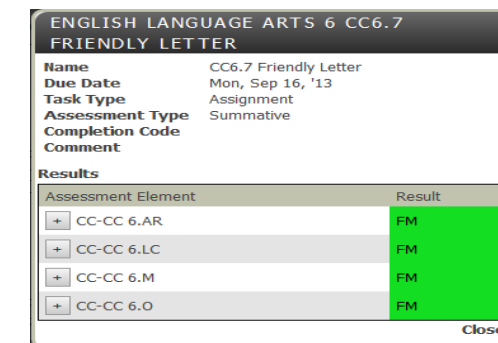
Current: due during the current calendar week

Past: due during the previous week or earlier



Under the Learning Outcomes tab, users can view how the student is progressing on individual outcomes.

Click on any assessment to view specific information and or any teacher comments relating to that assessment



Note: If you need assistance accessing the parent portal, please contact your local school for login information.

<http://studentachieve.nesd.ca/>