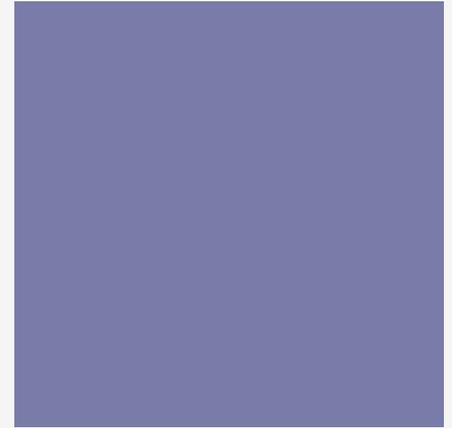
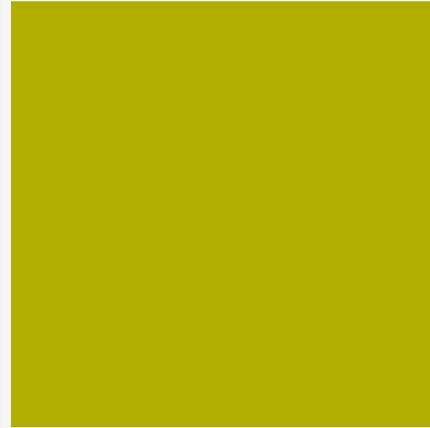


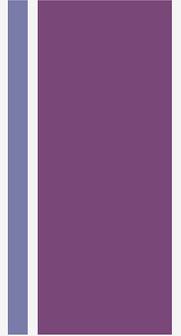
Tom Baines School



TB Assessment Night



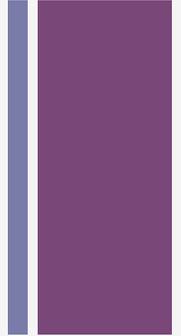
Why are we wanting to change the reporting format?



- Pillar Survey-Survey conducted by Alberta Education and results presented back to us from them.
- In response to Student Survey, comments and staff comments in regards to high level of stress due to mark comparison and competition.
- Changing to this type of Reporting System is already happening at other school's.
- In 2012, it is expected that the CBE will make this a mandatory initiative. The Middle School Reporting Initiative
- Process Focused vs. Product Focused.
- Most importantly this is a catalytic tool towards integration of critical inquiry, critical thinking and personalized learning (21st Century Learner & Teaching).



Individual Development and Learning



- Greatest Barrier to Learning - FEAR
- Learning Styles
- Personalization of Learning
- 21st Century Learner



Bloom's Taxonomy

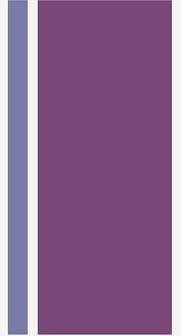
- **Remembering:** can the student recall or remember the information? define, duplicate, list, memorize, recall, repeat, reproduce state
- **Understanding:** can the student explain ideas or concepts? classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
- **Applying:** can the student use the information in a new way? choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
- **Analyzing:** can the student distinguish between the different parts? appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
- **Evaluating:** can the student justify a stand or decision? appraise, argue, defend, judge, select, support, value, evaluate
- **Creating:** can the student create new product or point of view? assemble, construct, create, design, develop, formulate, write.



Taken from http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm



Calgary Board of Education: *Tom Baines Assessment*



What is the purpose of our proposed reporting format?

- To improve student learning and to provide students with detailed feedback regarding what knowledge, skills, and attributes they need to succeed in school and beyond
- Teacher comments and feedback that are personalized, clear, and meaningful. We know that you want clear, meaningful and understandable information about how your child is doing at school.
- This new reporting format continues to report on all subjects taken by your child – progress on your child’s education is still being reported but instead of assigning a grade or mark, it will describe how well your child is progressing through curriculum outcomes
- Our focus is still on maintaining a high standard of excellence in learning and teaching; assignments, tests, exams, demonstration and projects are still vehicles used for classroom assessment.



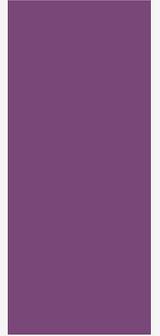
Proposed Tom Baines Report Card Format



Progress Levels	Descriptor
Exemplary	<ul style="list-style-type: none">• Student consistently demonstrates exceptional understanding, performance, and creativity in achieving the expected learning outcomes.• Understands and applies new concepts in a wide variety of learning situations.• Consistently uses required skills and strategies effectively.
Proficient	<ul style="list-style-type: none">• Student frequently demonstrates achievement of the expected learning outcomes.• Understands and applies new concepts to most learning situations.• Frequently uses required skills and strategies effectively.
Satisfactory	<ul style="list-style-type: none">• Student demonstrates an acceptable knowledge of the expected learning outcomes.• Understands and applies new concepts to specific learning situations.• Uses most required skills and strategies appropriately.
Limited	<ul style="list-style-type: none">• Student demonstrates achievement of some of the expected learning outcomes.• Requires repeated instruction to understand and apply new concepts in learning situations.• Needs frequent support to use required skills and strategies.
Experiencing Difficulty	<ul style="list-style-type: none">• Student experiencing difficulty understanding and/or apply with expected learning outcomes.• Requires continual support to understand and apply new concepts in learning situations• Needs consistent support to use required skills and strategies.
Insufficient	<ul style="list-style-type: none">• Unable to report due to insufficient evidence of student performance



TB Value Range [for Progress Reports]



<i>Tom Value Range</i>	
New Assessment	Old Assessment
Exemplary	90 and above
Proficient	75 and above
Satisfactory	60 and above
Limited	50 and above
Experiencing Difficulty	35 and above



Examples of TB Rubric in D2L

STUDENT PROGRESS REPORT

Wednesday, October 5, 2011
TERM 1: CARTOONING 9C

L. Chow
Tom Baines School

Term 1 Assignments

#	Date	Category	Assignment	Grade
1	10/3/11	Projects	Shape Sketches	Proficient

STUDENT PROGRESS REPORT

Wednesday, October 5, 2011
TERM 1: ART 7A

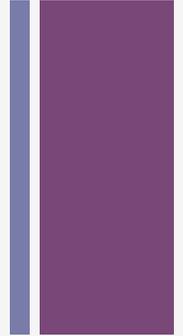
L. Chow
Tom Baines School

Term 1 Assignments

#	Date	Category	Assignment	Grade
1	10/4/11	Projects	Value Book	Proficient
2	9/30/11	Projects	Course Outline	Exemplary



What does this look like in each subject area?



Each subject area will have an expanded version of the school rubric with specifics to their own curricular objective and learning outcomes in their assignments, projects, and course outlines.

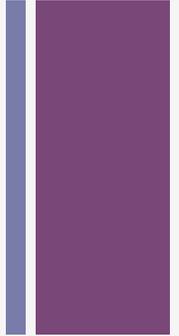


What this type of Reporting Achieves

- Still summative reporting but now with more formative qualities. Meaningful feedback on the actual progress.
- Focuses on the processes of learning and the outcomes leading to future improvement and development.
- 6 levels chosen for accurate representation
- Titles of Levels vs. Sequenced Numbers & or Letters-removal of comparison and competition. Reduction of Stress.
- Provides for the developmental needs of the 21st Century Learner. Life-long success. Critical thinking. Long-term success
- Removal of the fear of unknown or being wrong in regurgitation to a base of exploration and creativity.
- Moves teaching into the 21st Century.



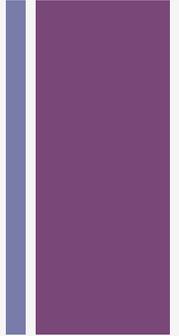
How will students progress on to High School?



- Students will still naturally progress on to their recommended courses by their teachers
- IB already uses benchmarks for their assessments
- HS curriculums and diploma exams are beginning to be benchmark based
- Students are now better prepared for self directed and critical thinking processes of high school classrooms.



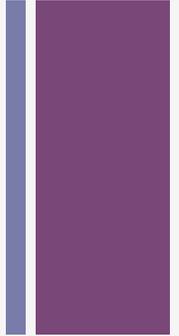
What can I do to help my child's education?



- Know what the standards are and what your child is expected to do
- Know what kind of homework is expected of your child and develop a routine for homework
- Always check D2L for updated reports to your child's progress and plan not to be surprised by the new report card format



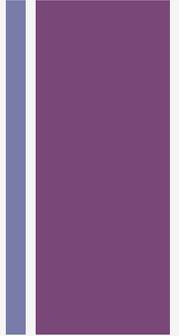
What can I do to help my child's education?



- Look at the comments written by your child's teacher:
 - Comments are an important part of your child's report card. The teacher may use comments to provide you with information about your child's achievement, effort, or progress, and about what your child's next steps in learning should be
 - Comments may give you some ideas about things you might want to discuss at your child's Student Led Conferences



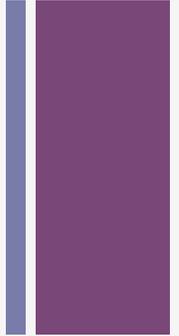
What can I do to help my child's education?



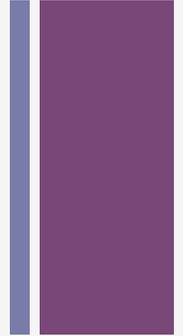
- Discuss each of the learning outcomes with your child and the achievement level he or she has attained:
 - Your child should be able to explain to you what he or she has been learning, and describe the assessment evidence that has been collected to show the learning and progress
- Discuss with your child where he or she believes his or her strengths are
 - Focus on the achievement levels for each learning outcome. Perhaps your child showed Exemplary for one outcome and Proficient for another outcome. Discuss why that might be



What can I do to help my child's education?



- Discuss with your child the levels determined by the teacher for your child's skills, strategies, and learning situations. Learning attributes are the characteristics of students that can help them be successful learning at school. This may be a good time to focus on how your child learns and how he or she prepares for learning. You may wish to discuss with your child the strategies he or she uses for:
 - Understanding rubric criteria for assignments/tasks
 - Preparing for major assessment tasks
 - Learning as much as possible during lessons
 - Managing homework



Additional questions and information can be found in the **Tom Baines Learning Community Website** under **For Parents**