

Aligning Assessment Practices with the New Curriculum

Supporting Secondary Teachers
Curriculum Implementation Day: September 21, 2018
Maureen McRae-Stanger



New
Westminster
Schools

Traditional Acknowledgement



Learning Targets

PARTICIPANTS WILL BE ABLE TO:

- **Understand** why the curriculum has shifted
- **Understand** the need to align our assessment practices
- **Understand** effective assessment practices
- **Create** authentic performance tasks



Why Change?

MOE Vision: Capable young people thriving in a rapidly changing world

We need an education system that:

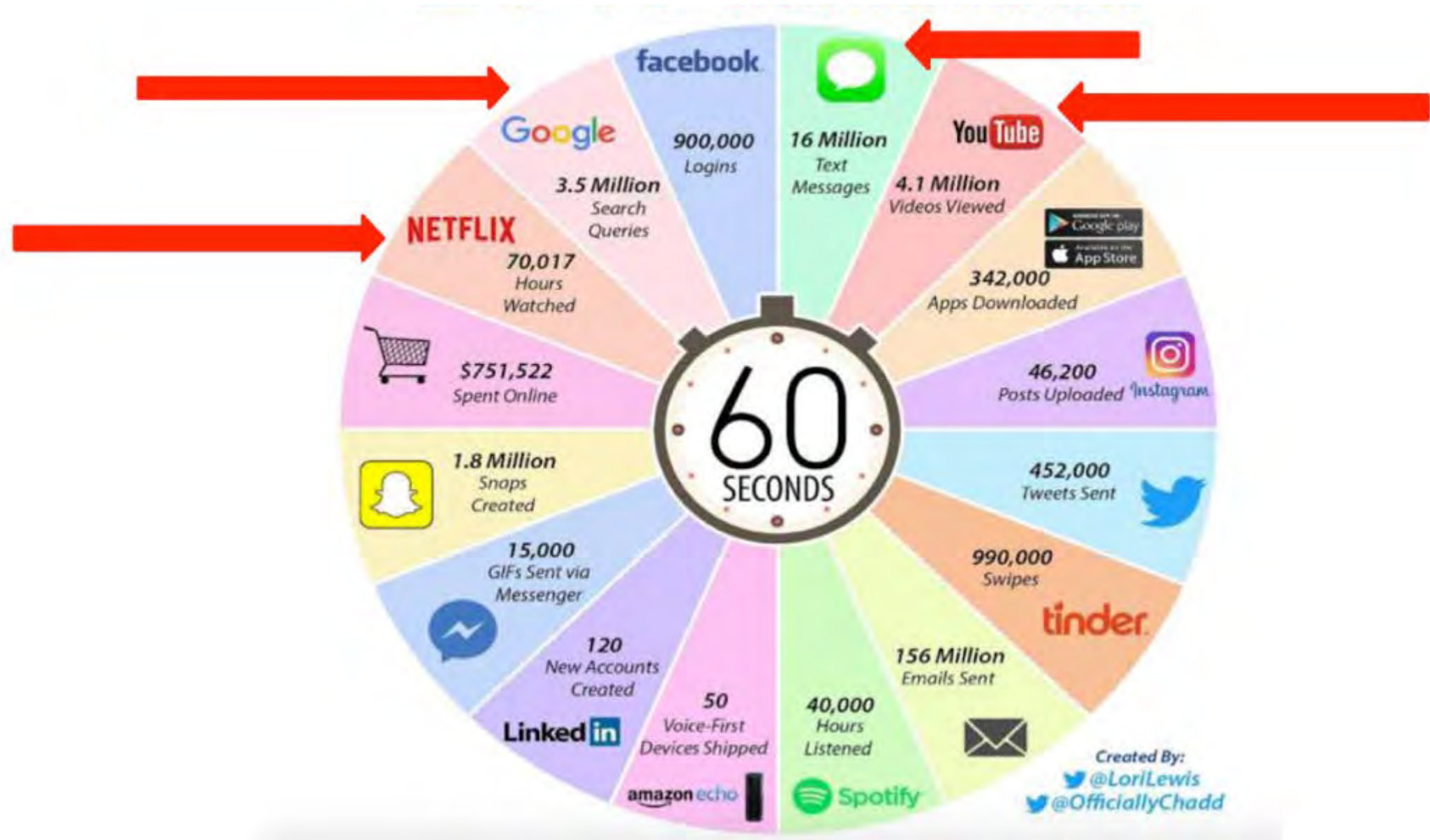
- better engages students in their own learning
- fosters the skills and competencies they will need to succeed

Focus for this transformation:

- personalized learning
- quality teaching and learning
- flexibility and choice
- high standards



=Student Engagement



Work Force Expectations



Then and Now...



2-D: Knowledge and Skills



3-D: Understanding

Curriculum Shift: Knowledge Vs. Understanding



Knows

recalls
identifies
retells
states
regurgitates
“plugs-in”

Understands

applies
connects
creates
critiques
predicts
questions
solves
explains
interprets
justifies
teaches

Now...



FIRST PEOPLES **PRINCIPLES OF LEARNING**

Big Ideas



Area of Learning: ENGLISH LANGUAGE ARTS — English Studies

Grade 12

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to **Reconciliation**.



- for all students
- concept based
- cross grade levels
- cross curricular areas
- deep and enduring

Learning Standards

Curricular Competencies

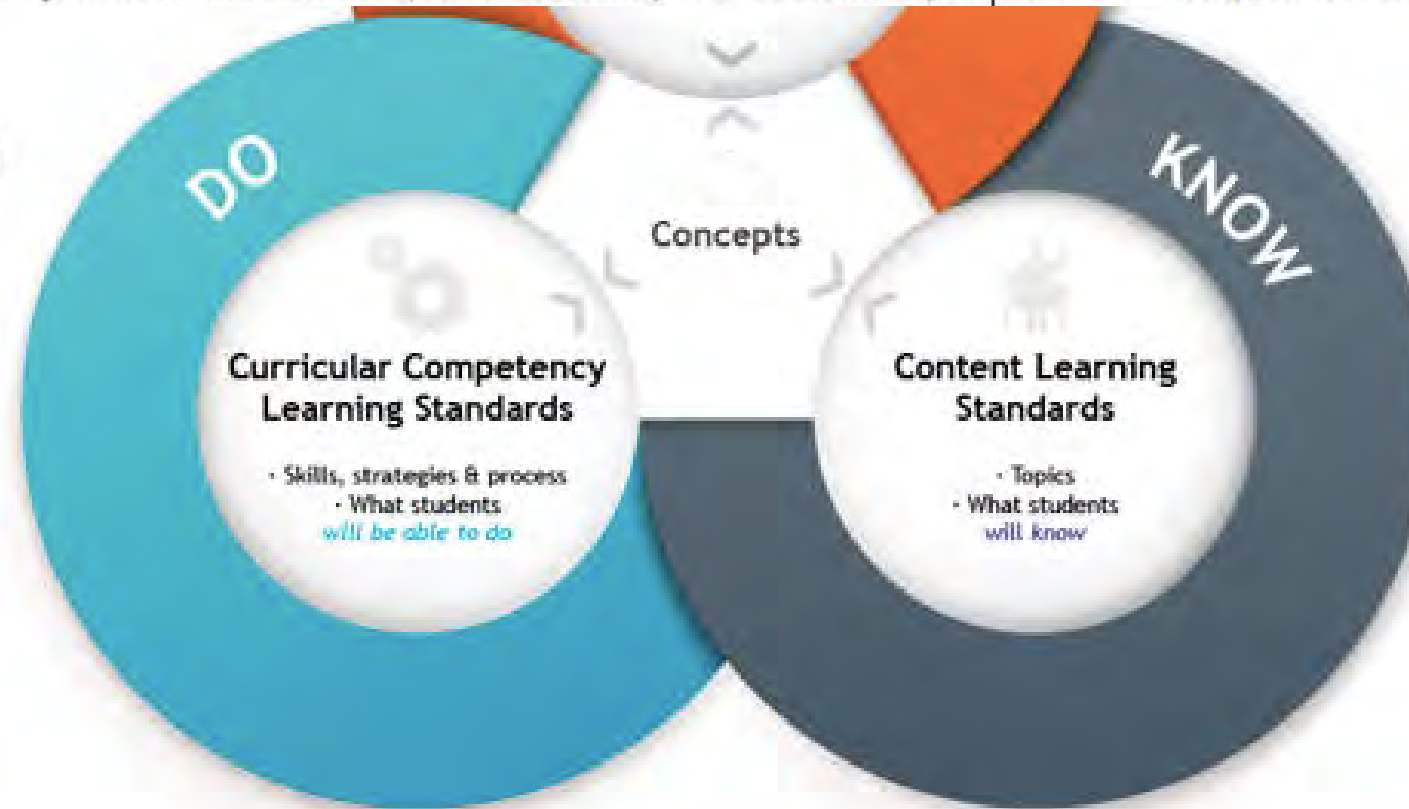
Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (

- Read for enjoyment and
- Recognize and appreciate First Peoples perspective
- Recognize the diversity
- Recognize the influence
- Use information for diverse
- Evaluate the relevance
- Select and apply appropriate oral, visual, and multimodal
- Understand and appreciate of texts reflect a variety
- Think critically, creatively and beyond texts
- Recognize and identify in texts, including gender
- Appreciate and understand cultural identities

Content

Students are expected to know the following:



re of texts
ic texts
and in First Peoples
ownership of
Peoples oral tradition

S
es

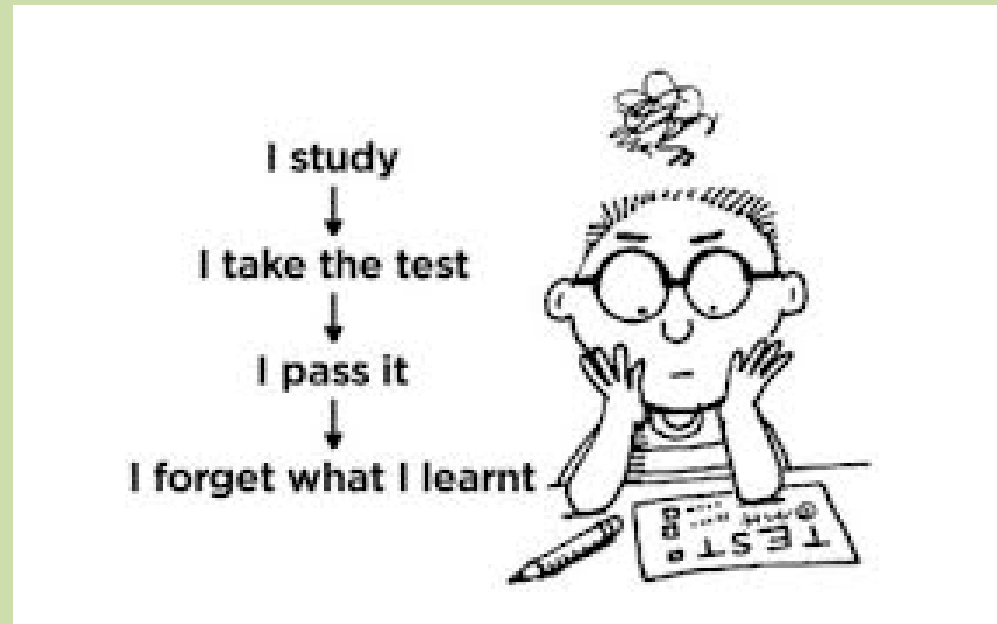
- multimodal reading strategies

Alignment



Shifting Our Practice...

How I Used to Assess



How I Assess Now



What changes have you already made to
your assessment practices?

THINK, PAIR, SHARE



The Language of Assessment:



What is Assessment?

Evidence of student learning:

- formative & summative: **as, of, for** learning
- focuses on **know, do, understand**
- **varied** and **frequent** over time
- **student** involved-**at centre** of process
- teacher constantly **reflecting/adjusting**



Evaluation

- **professional judgement** of the assessment evidence; based on criteria and standards
- **not an average of scores**
- consideration of **most consistent & recent performance level** (cumulative)
- drives teacher planning



Communicating Student Learning

- communication of performance to student/parent
- frequent: informal and formal
 - phone calls
 - student led conferences
 - emails
 - report cards...
- performance language: meeting, exceeding etc...
- includes student's ability to know, do and understand
- includes plans for growth and improvement



Burning questions about assessment, evaluation and communicating student learning

TABLE TALK



Burning Issues:

- **MARK DEDUCTIONS FOR LATENESS?**
- **TEST RE-WRITES?**
- **MULTIPLE WAYS TO COMPLETE ASSIGNMENTS?**
- **ATTENDANCE: DOES IT IMPACT ASSESSMENT?**
- **FEEDBACK: HOW MUCH? WHEN? HOW?**
- **PERCENTAGES AND LETTER GRADES: WHAT DO THEY ACTUALLY MEAN?**
- **REPORTING: WHAT IS WORKING, WHAT ISN'T?**



Assessing Know, Do, and Understand

Know:

- content
- facts, information

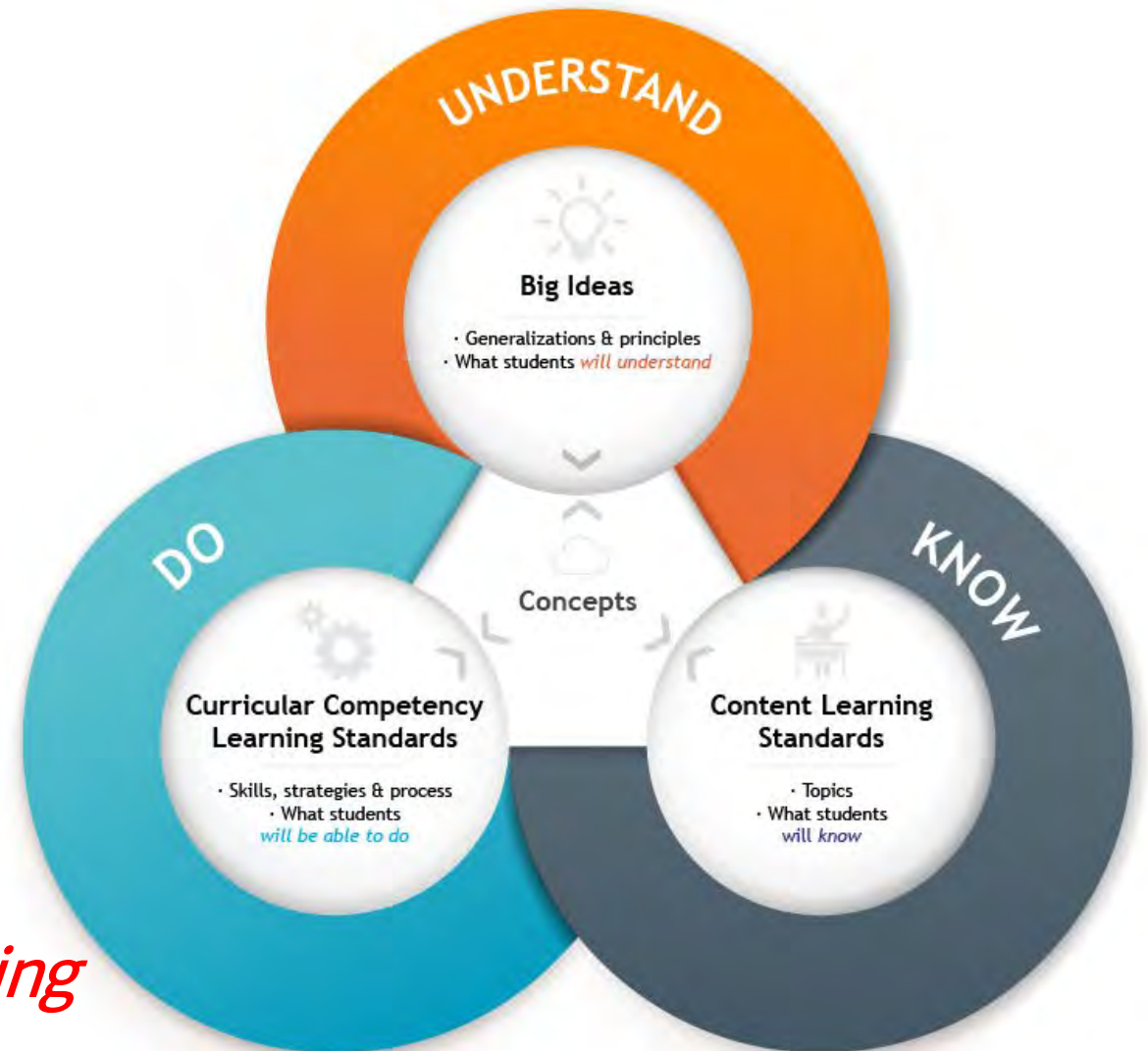
Do:

- skills and processes
- “how to”

Understand:

- apply and transfer knowledge and skills to a new situation
- deep, enduring

Most difficult to assess=understanding



Shifting Traditional Assessment...

quizzes	projects
multiple choice tests	presentations
fill in the blanks	homework
short answer	unit tests/exams

Impact of Assessment Shifts

Students



Teachers

The Recipe for Quality Assessment: Understanding by Design



Stage 1: Desired Results (Big Ideas)

What do we want students to understand?

Stage 2: Evidence (Performance Tasks)

How will we know they understand? What will they do?

Stage 3: Learning Plan (Teaching Strategies)

How/what will we teach so they understand?

Grant Wiggins & Jay McTighe

Assessing for Understanding: Performance Tasks

Authentic tasks provide clear, worthy, and valid intellectual goals that help learners see a reason to make an effort and prepare for them.



UbD: Advanced Guide (McTighe and Wiggins, 2012)



A Framework: GRASPS

G	Goal
R	Role
A	Audience
S	Situation
P	Product/Performance
S	Standards

Goal

The goal is the student's aim in the scenario: a task or challenge that is realistic.



Role

What role or part is the student playing in this scenario?



Audience

Who must the student convince, inform, or entertain in this scenario?



Situation

A contextualized situation that involves a real-world application.







Product or Performance

What authentic product or performance with the student create?



Standards

The way by which your product/performance will be evaluated.

The Hamburger Rubric			
1	2	3	4
Student needs reteaching and extra support to understand what is required to meet the standard.	Student has added some "meat" to his/her understanding of the concept and/or performance. With some revision , this work can meet standard.	Student has demonstrated proficiency. He/she understands the concept and has met performance requirements. This work meets the standard.	Student demonstrates understanding and performance beyond proficiency and has exceeded the standard
			
Getting Started	Work In Progress	Standard Work	Deluxe Work

GRASPS Example

Goal	To educate community members about being respectful of multiculturalism/diversity	
Role	Anthropologist hired by the mayor	
Audience	People in a community	
Situation	The community has many different cultures. They want to understand cultural differences.	
Performance	You will collect information about the different cultures in your community. You will create a presentation that highlights the similarities between the cultures and plan a presentation that focuses on the many common experiences and aspects of life.	
Standards	Criteria/rubric for the presentation: informative, persuasive, and show connections between the cultures	

Concept Attainment

WORK IN GROUPS

DEFINE G.R.A.S.P.S IN EACH EXAMPLE



GRASPS

Goal	
Role	
Audience	
Situation	
Product/Performance	
Standards	

Create your own performance task!

WORK IN SUBJECT GROUPS

TOOLS: BIG IDEA AND LEARNING STANDARDS

SHARE WITH ANOTHER GROUP



Unit Topic/Theme/Concept:		Big Idea(s):	
Content:		Curricular Competencies:	
Core Competency Focus:		First Peoples Principles Focus:	
Goal			
Role			
Audience			
Situation			
Product/Performance			
Standards (attach rubric)			

Math 12 Pre-Calc: Assessment Map

Content: Functions and Relations

Curricular Competency Categories:

- Reasoning and Modeling
- Understanding and Solving
- Communicating and Representing
- Connecting and Reflecting

Activities/Assessment/Evaluation:

- Learning Guide
- Lessons
- Making Thinking Visible: 5 vertical group questions daily, feedback
- Multiple choices quizzes, per lesson, online, many attempts to get to mastery
- Mid -Unit Test: questions divided into curricular competency categories, multiple chances
- Performance task: all facets of curricular competencies included, “Khan Academy”
- Final Exam: critical thinking competency: creation of formula sheet and selection of 5 key questions–solved: ticket to write final
- Test divided into curricular competency areas
- Evaluation: most recent and consistent summative tasks, professional judgement, based on criteria and performance standards, learning map/rubric

Transformations of shapes extend to functions and relations in all of their representations.



Learning involves patience and time

Moving Forward

WHAT DO YOU NEED? RESOURCES

NEXT STEPS FOR SUCCESS?

QUESTIONS?

