

Revised Assessment Instructions for PreK-8

April 2, 2020 Until Further Notice

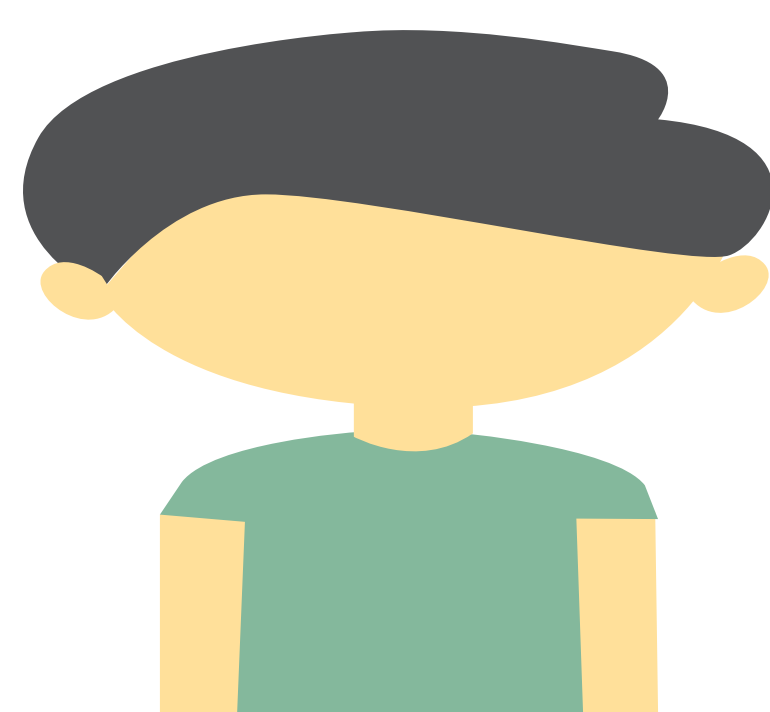
The following instructions are informed by the Provincial Response Planning Team's Instructional Framework



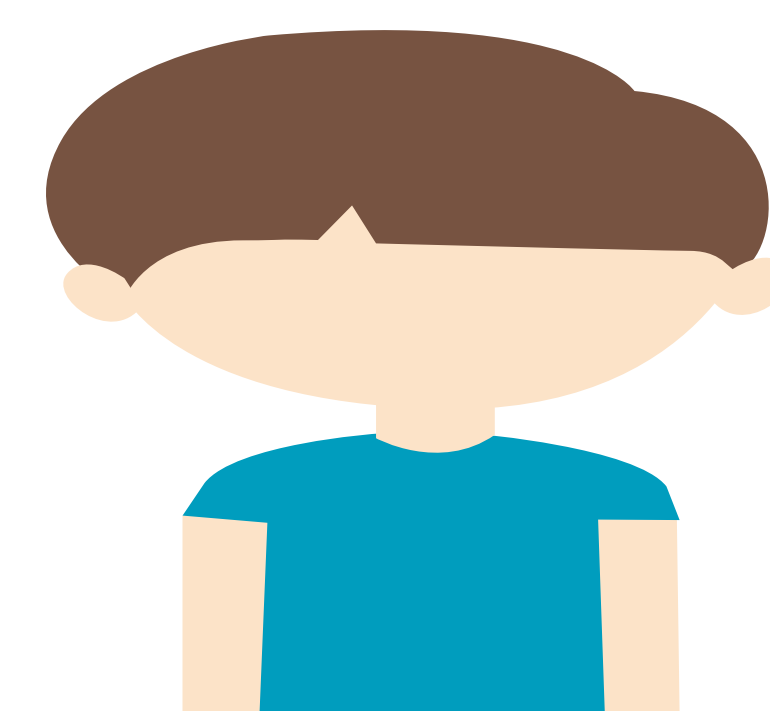
The 3 Types of Students Within the Supplemental Learning Plan



My family and I have indicated that I would like to participate in supplemental learning opportunities. I would like to be given the chance to have my assessment tasks graded when my teachers choose and I'm very focussed on improving my grades which will be reported in June. I could change my mind about this if my personal circumstances change. My outcome grades and final subject grades will either remain the same or improve from term 1; I can't experience a decrease on either.



My family and I have indicated that I would like to participate in supplemental learning opportunities without the added pressure of having my assessment tasks graded when my teachers choose. I'm more focussed on enjoying learning and getting feedback from my teacher along the way. I will still receive a progress report in June and by then, my teacher might have seen enough evidence of my growth to inform a grade improvement. My outcome grades and final subject grades will either remain the same or improve from term 1; I can't experience a decrease on either.

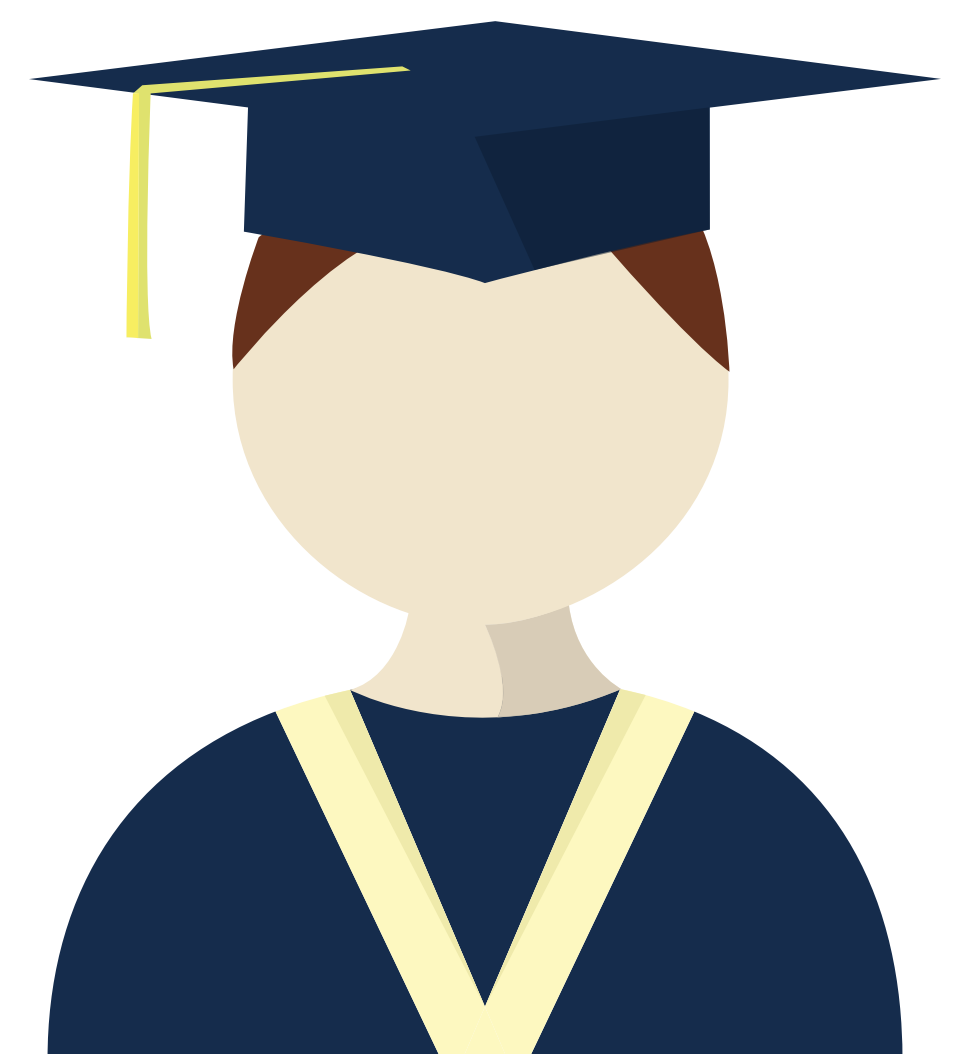


My family and I have indicated that I would NOT like to participate in supplemental learning opportunities at this time. I could change my mind about this if my personal circumstances change. I will still receive a progress report in June and by then, my teacher might have seen enough evidence of my growth during February and March to inform a grade improvement. My outcome grades and final subject grades will either remain the same or improve from term 1. I can't experience a decrease. Please check in on me once in awhile to say hello and invite me back to learn with you and my friends.

The Assessment Approach

As the assessment approach should be in face to face learning models, teachers will collect evidence of learning through observations, conversations, and products. The teacher is the designer of instruction and assessment and his/her professional judgment and discretion are respected. At this time a teacher might be being directed to take action that does not align with his/her philosophical belief. As noted by the Provincial Response however, *"These are exceptional times, and because of this exceptional measures have been put in place to ensure students are safe and have the opportunity to be successful. Please talk to your principal if you have concerns"*.

- For students indicating intent to participate in assessment of learning, the recommendation being made to teachers is to collect evidence of learning on outcomes for which instruction is being provided from now until the end of June.
- There is no expectation for teachers to use PowerSchool Gradebook to record or communicate assessment tasks from now until the end of June. Teachers can document and communicate results on assessment tasks using other tools, like Seesaw and Google Classroom or by emailing families.
- At the end of the learning term, teachers will conduct an analysis of each student's evidence of learning and will indicate improvement of outcome grades and subject grades where deemed appropriate. No student will experience a decrease of outcome or subject grades.
- It is anticipated, even in the middle years grades, that fewer assessment of learning tasks will be taking place due to the transition to remote learning. Teachers should pattern their assessment of learning practices on the early years and primary grades approaches, where (generally) the collection of evidence of learning occurs over time through observations, conversations, and products. Avoid the temptation to grade too many assessment tasks and too often.
- More information regarding progress reports, personal/social growth rubrics, and adjusted grading will be provided at a later time. This will include directions on how to use the anecdotal comments to describe learning and growth under these unique learning conditions.



PRO Tips

- Consider the extraordinary conditions under which supplemental learning is taking place.
- Allow your moral compass to play a role in your actions.
- Be good to yourself and your students. Practice empathy and compassion. Yes, both play a role in assessment.
- Be reasonable and judicious when determining the number of and breadth of assessment tasks used in your classes. Your students are no longer attending your class full-time and likely have taken on new responsibilities outside of school.
- Problem-solve and collaborate with colleagues.
- Assessment in the supplementary learning model is new for everyone.
- Remember that the only constant in these times is change itself, so be flexible.