

Scanning

Qualitative Data:

- Staff discussion / input about where they feel their comfort level with assessment and curricular changes.
- Staff and student surveys show a wide range of understanding about the proficiency scale.
- student survey indicates a 'failing' connection to emerging and developing

Quantitative Data:

- There is discrepancy between feedback and proficiency scales in reporting.
- Only 4 of 15 teachers feel comfortable with the new curriculum
- Only 12 of 15 teachers are equating the proficiency scale to letter grades and percentages some of the time.
- 100% of our teachers report that students do not fully understand the proficiency scale.
- Student responses indicate a weak understanding of how to monitor their progress and what they need to do to improve.

Checking

- 13-15 teachers feeling more comfortable and positive about using the proficiency scale.
- More students talking about the proficiency scale and what it shows about learning.
- In a single class, we moved from 2/24 students to 14/24 using strength-based language to describe emerging and developing.
- Noticed a difference in student attitude towards emerging and developing.
- Support staff are feeling more confident in understanding how to use the proficiency scale to support students.

Focusing

How can we continue to grow our collective understanding of assessment tools and strategies in a way that enhances our instructional practices and empowers students to better comprehend their own learning, engage more deeply in the process, and make meaningful progress over time?



Taking Action

- Developing a proficiency scale that makes sense to us
- Intermediate – creating their own visual for the proficiency scale
- Primary – making the proficiency scale more visual in the classroom
- Using the screeners/NFRA to have a better understanding of what students know and how we help them improve.

Developing a Hunch

Due to limited professional development in formative feedback and curricular competencies, educators have adopted varied assessment methods, blending performance-based and formative approaches. This lack of consistency hinders our ability to accurately assess student learning and growth. More importantly, it leaves students with an unclear understanding of how their progress is measured and what steps they need to take to improve.

Learning

- Different lenses to view the proficiency scale
- Sharing our SPACES – what does good descriptive feedback look like?
- New approaches to support diverse learners with knowing where their strength and struggles are
- Better ways to know where students are at and how to support them