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.

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?

FOCUSING
What does our focus need to be?

DEVELOPING A HUNCH
What is leading to this situation?

SCANNING
What's going on for our learners?

LEARNING
How and where can we learn more about what to do?

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

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?

Checking

-Are teacher comments and proficiency scale ratings consistently aligned across assessments?
-What insights do student and teacher surveys provide about assessment practices and understanding?
-How can we ensure assessments are applied consistently to support equitable learning outcomes?
-Are students showing measurable improvement between fall and spring assessments?
-Can students explain what they've learned, where they currently stand, and what steps they need to take to progress?
-Do students recognize their potential for growth and understand how to improve their learning?

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
-Sharing with families – creating visuals/documents to share with families to improve their understanding.