### **Scanning**

#### Qualitative Data:

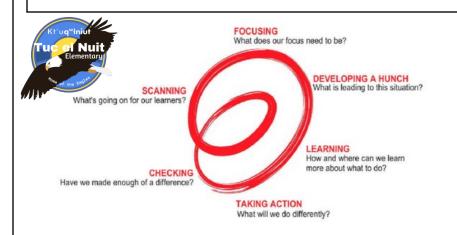
- -Staff discussion / input about where they feel their comfort level with assessment and curricular changes.
- Staff and student surveys show a wide range of understanding about the proficiency scale.
- student survey indicates a 'failing' connection to emerging and developing

#### Quantitative Data:

- There is discrepancy between feedback and proficiency scales
- There is a noticeable difference in outcomes for indigenous and nonindigenous students (Specifically in numeracy).
- -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.

### **Focusing**

How can we expand our knowledge and understanding of assessment tools and strategies to improve student progress.



# **Taking Action**

## **Developing a Hunch**

Not all educators have had professional development and focus on formative feedback and curricular competencies practices. This has led to a mixture of performance-based feedback and formative assessment in classrooms. Without consistent assessment strategies, we are not getting an accurate picture of student progress and student understanding of their assessment is incomplete.

# **Learning**

# Checking

- Consistent application of proficiency scale (do comments and scales line up)?
- -student and teacher surveys
- -more consistent assessment and outcomes for indigenous and no indigenous students.
- improved student success (improvement from fall to spring assessment)