

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 non-indigenous 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.

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)

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