



Council of School Councils Oct. 29, 2014

learning | **as unique** | as every student



**Calgary Board
of Education**



Agenda

- Welcome
- Assessment and reporting presentation and discussion
- Online forum for school councils presentation and discussion
- COSC as official parent stakeholder presentation and discussion
- Closing remarks

Meeting process

- Presentation videos and slides to be posted on the website within a few days of meeting.
- Other discussion notes will be posted on website as well.
- Index cards on table for you to write down any questions that come up during the meeting. You can submit them to us and we'll provide answers on the website following the meeting.



Welcome: Pamela King



Assessment and Reporting

Profound differences in [thought] are never gratuitous or invented. They grow out of conflicting elements in a genuine problem.

- John Dewey, *The Child and the Curriculum*

Agenda

- Outcomes for the evening
- Where have we been?
- Where are we now?
- Discussion and Responses
- What's next?

Outcomes for the evening:

- How will my child get into the right classes in high school? What about AP and IB?
- My child is a high achiever, being on the honour role is an incentive, how is this going to work?
- I know that 80% means that my child has learned 80% of the curriculum, what does a 3 tell me?
- How will I know how my child is actually doing; when they go from an 81% to an 88% I know?

Outcomes for the evening:

- Percentages worked for me. Why change something that works?
- If percentages have to be kept at the high school level, why do something different K-9?
- How has parent feedback been used to guide decision making at the school and system level?
- What does grading and reporting look like in other parts of Alberta and Canada? Is the CBE the only district doing this?

Glossary of Terms

What does *that* mean?

Purpose

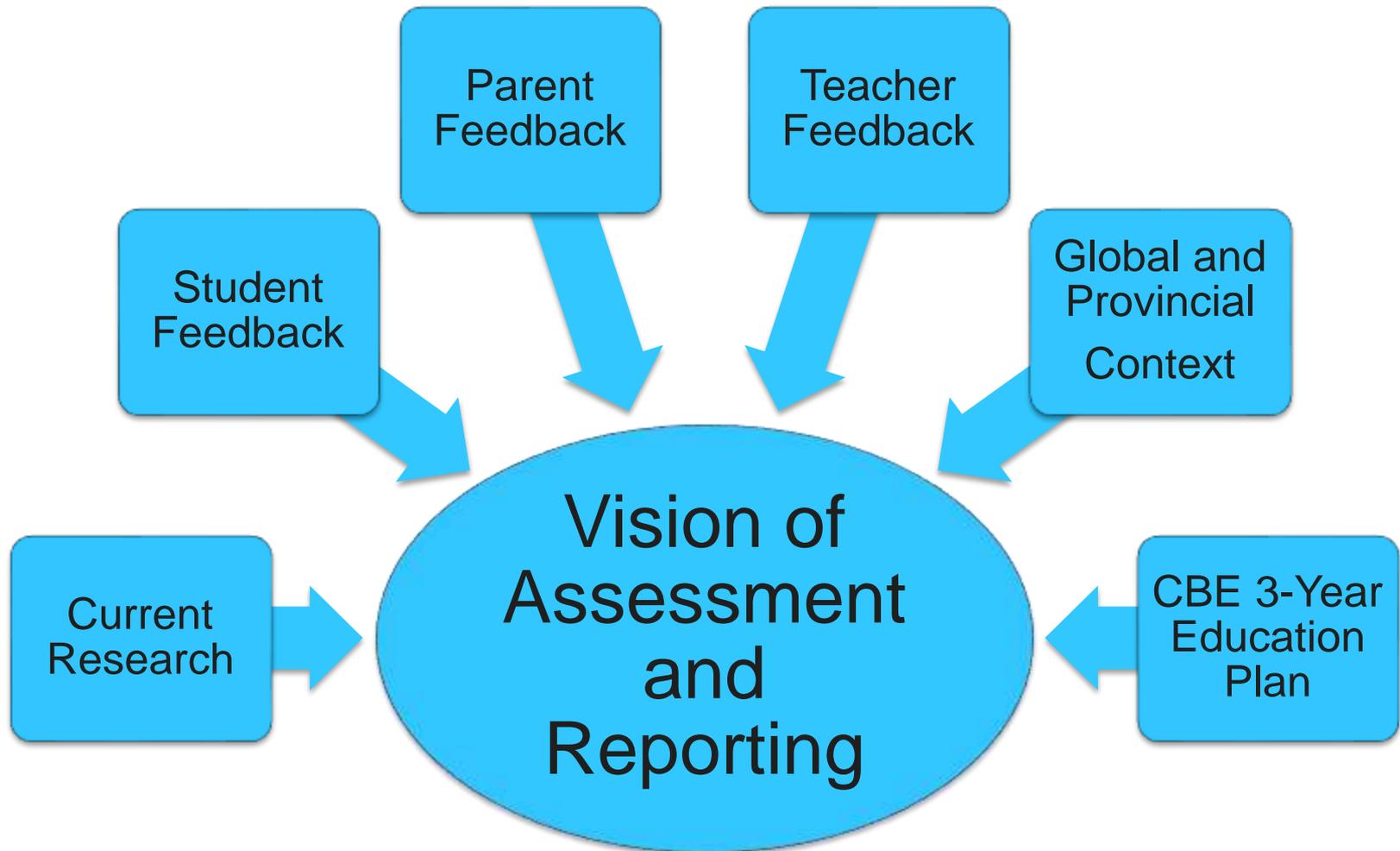
Assessment:

Is for students and their families to have an accurate understanding of what they know and can do in relation to the Alberta Programs of Study, and

Reporting:

To determine individual student achievement in relation to the expectations of the Alberta Programs of Study.

What has informed the CBE Vision of Assessment and Reporting?



What does the world beyond K-12 have to say about assessment...?

To complement the instructor-gathered data from courses (exams, rubrics, etc.) various student surveys are being piloted.

Please indicate how competent you believe you are at this time in the abilities and attributes below.

	Unsure	Not at all competent	Somewhat competent	Competent	Highly competent
Knowledge of engineering, math, and science fundamentals	<input type="radio"/>				
Ability to identify, analyze, and solve problems	<input type="radio"/>				
Ability to use experiments and analysis to investigate complex problems	<input type="radio"/>				
Ability to design solutions for complex, open-ended problems	<input type="radio"/>				
Ability to select, apply, and/or create engineering tools and techniques	<input type="radio"/>				
Ability to work effectively as a member and leader in teams	<input type="radio"/>				
Ability to communicate complex engineering concepts	<input type="radio"/>				
An understanding of the roles and responsibilities of engineers in	<input type="radio"/>				

Shown is an example of part of a survey where students self-rate their competency with the different attributes. Similar surveys have been used in courses to gather data at the indicator level.

...and reporting?

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Freshman Grading

In the first semester and the January Independent Activities Period (IAP) freshmen are graded on a Pass or No Record basis in all subjects they take, where P (passing) means C- or better performance. Freshmen earn no credit for subjects with D and F grades.

In the second semester, freshmen are graded on an A, B, C or No Record basis. They continue to earn no credit for subjects with D and F grades.

Subjects with a grade of P, A, B or C appear on both the student's [grade report](#) and [transcript](#).

Subjects with a grade of D, F, O or OX are only reported internally. They appear on the grade report but do not appear on the transcript. On the grade report these grades are followed by an N indicating no external record.

A [grade point average](#) (GPA) is calculated for freshmen starting in the second semester.

Freshman grading is designed to ease the transition from high school by giving students time to adjust to factors like increased workloads and variations in academic preparation. A, B, and C grades are used during the second semester so that freshmen can begin the progression to regular A-F grading in the sophomore year.

What does the province say?

“Progress in learning is enhanced when the student, the parents and the teacher have a clear understanding of what is to be achieved. A shared understanding of what is expected enables the student, the parents and the teacher to work together.”

(p. 5, Alberta Education, Guide to Education, Sept 2014)

What does current research say?

Outcomes-based assessment and reporting is:

- Supportive of student learning
- Meaningful
- Consistent
- Accurate

What does current research say?

Outcomes describe what your child is expected to know and be able to do according to the Alberta Education Programs of study. When learning begins with an outcome or goals students know what they are learning and why they are learning it.

- Calgary Board of Education Parent's Guide: Assessment and Reporting

What does current research say?

Outcomes-based assessment and reporting is **supportive of student learning**. It helps students to reflect, set goals, self-assess and take ownership of their learning.

Conclusion

The purpose or objective of the Friction Physics 20 lab was to discover how the mass of an object affects the force of friction on it. It also included discovering the effect of surface on the force of friction of an object. The method to discovery was placing 2.5N square grey masses on a 0.5N supporting block and pulling it across both wooden and sandpaper surfaces using a spring scale; then analyzing the observations. I hypothesized that the heavier the object is, the greater the force of friction will be. My reasoning was that the greater the mass, the greater the normal force; and the greater the normal force, the greater the force of friction.

The lab began by using a spring scale to determine the weight of the blocks as mentioned above. Starting with pulling one square mass on the wooden surface, the force of friction was 0.40N. By the eighth and final square mass, the force of friction was 3.00N. Starting with pulling one square mass on the sandpaper surface, the force of friction was 1.80N. By the eighth and final square mass, the force of friction was 13.0N. For each number of square masses pulled, the controlled variables must remain the same. This includes the type of square masses used because if different masses were used each time, their weight would differentiate and cause inaccuracy in the calculations; the same goes with the wooden support block used, as the weight of a small wooden box would change throughout all of the trials. The controlled variables also include the spring scale used as a change in scales may cause inaccuracy due to one or more being weighed off. All of these variables are controlled as previously outlined in ensuring the data is as accurate as it can be. Force of gravity was then calculated by multiplying the weight of one square mass by the number of masses pulled and adding the weight of the wooden base block. Force of gravity remained the same on both surfaces because before of the surface does not make a difference in the vertical forces. Thus, graphs were created with best fit lines to come out with a slope of 0.16 on a wood surface and double that, 0.3N, on a sandpaper surface by using the calculation $(y_2 - y_1) / (x_2 - x_1)$.

Error can affect the experiment greatly. The main source of error was experimental error. The spring scales were relatively old and inaccurate as they are not super high-class. The one used for our experiment was already at about 0.25% before anything was even placed on the hook. Unfortunately, the data is slightly inaccurate due to this. Sample size was not a large issue throughout this experiment; there was a healthy overall amount of trials (8 different masses for each surface). It was enough to produce a graph with a good amount of points for it, and properly measure and create the slope of the best fit line. However, there could've been more surfaces tested on in order to get a more accurate idea of how surface affects the force of friction of an object. Overall, sample size did not affect the lab's accuracy to a great extent.

Overall, the results did match the hypothesis: the greater the mass, the greater the force of friction. The square masses were had 0.50N of friction on a silver metal square mass had 1.80N of friction on them. One square mass on sandpaper had 1.80N of friction it whereas eight square masses had 13.0N of friction on them. The results also demonstrated that the rougher the surface, the greater the force of friction is. Sandpaper had a greater force of friction than wood throughout the entire experiment. Error in the results is predicted to be caused by an inaccurate spring scale. However, since the hypothesis matched the results, the experiment was relatively correct.

- You describe the effects of controlled variables on the reliability of your data
- The quality of the sample size is considered.
- Sources of error are discussed
- There is a conclusion about whether the results confirm or deny your hypothesis

Physics 20
outcomes-based
self-assessment
and reflection

What does current research say?

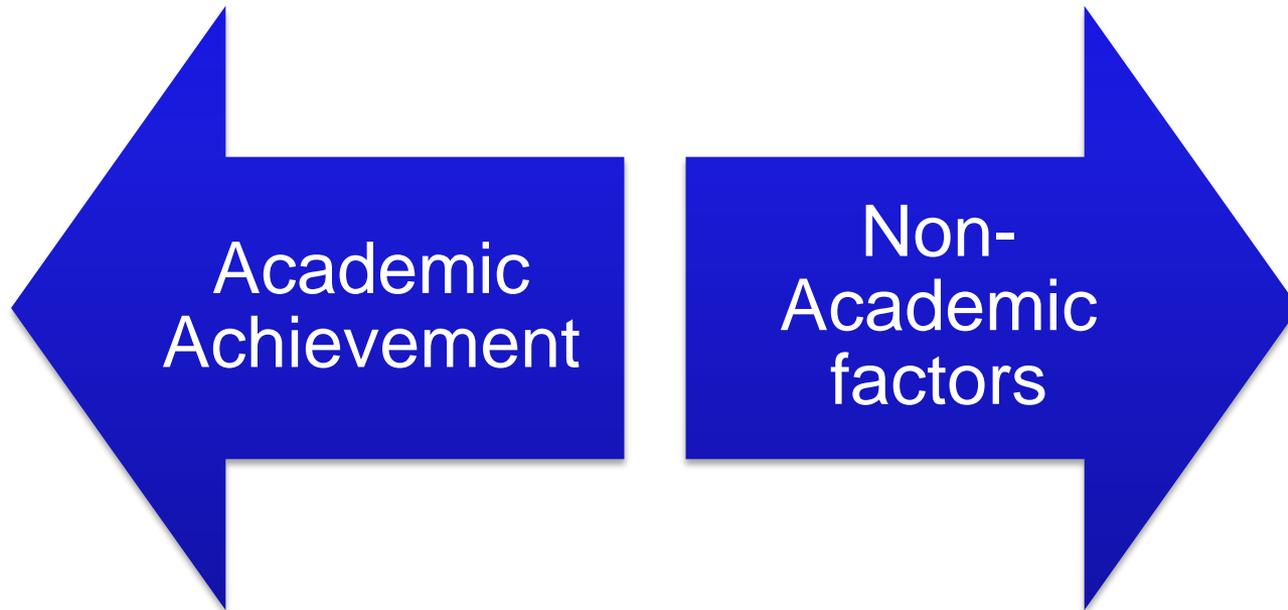
Outcomes-based assessment and reporting is **accurate**.

The tradition of assigning a single letter grade or percentage to students for each subject or course included on the report card requires teachers to combine numerous sources of evidence into one mark. This results in a hodgepodge grade that includes some combination of achievement, behaviour, effort, attitude and learning progress.

- Cizek, Ftizgerald, & Rachor , 1996; McMillan, 2001; McMillan, Myran, & Workamdn, 2002

What does current research say?

Outcomes-based assessment and reporting is ***accurate***.



What does current research say?

Outcomes-based assessment and reporting is **consistent**.

Junior High Math Department Rubric

	Not meeting'	Basic'	Good'	Excellent'
Understands' mathematical concepts' and' relationships'	Demonstrates little or no understanding of concepts. Little or no attempt is made to recognize relationships or connections.	Demonstrates a developing understanding of concepts. An adequate attempt is made to recognize relationships or connections. Some attempt to relate the task to other mathematics, other subjects, or own interests and experiences is made.	Demonstrates a broad understanding of concepts. Relationships and connections are recognized and explained. Some examples may include, but are not limited to clarification of the task, exploration of real world applications and noting patterns, regularities or structures.	Demonstrates a thorough understanding of concepts. Relationships and connections are analyzed and used to extend thinking to other mathematics. Some examples may include, but are not limited to testing and accepting or rejecting a hypothesis or conjecture, or generalizing or extending the solution to other cases.
Uses' mathematical reasoning' to' analyze' and' solve' problems'	Unable to choose a strategy, or a clearly inappropriate strategy is chosen. Little or no evidence of reasoning or justification is present.	A partially correct strategy is chosen, or student requires guidance to choose a correct strategy. Adequate evidence of reasoning or justification is present. Student is able to achieve a correct solution with some teacher support.	A correct or appropriate strategy is chosen. Planning or monitoring of the strategy is evident. A systematic approach and/or justification of correct reasoning is present. Student is able to achieve a correct solution. Minor errors may be present.	A creative or efficient strategy is chosen. Adjustments in strategy, if necessary, are made along the way, and/or alternative strategies are considered. Evidence is used to justify and support decisions and conclusions. Student is able to achieve a correct solution, at times with immaterial errors.

What does current research say?

Outcomes-based assessment and reporting is ***consistent***.

Add Task

Science 8 - D

Unit Name: Science (Rpt 1) ▾

Category Name: Analyzes and solves probl... ▾

Task Name: Understands and makes con...
Analyzes and solves probl...
Develops skills for inqui...
Explores scientific event...

Due Date:

Grade Type: Numeric ▾

Out Of: 1

Extra Credit Type: None ▾

Allow Extra Grades:

Tasks Shows in HomeLogic...

From: Oct 28, 2013 

To: 

Numeric Grade Status

What does current research say?

Outcomes-based assessment and reporting is ***consistent***.

Indicator Legend 2014 - 2015

Achievement of Alberta Program of Studies			Citizenship, Personal Development, Character Summative Indicators of Success (June only)	
4	Excellent	The student has demonstrated excellent achievement of grade level expectations.		
3	Good	The student has demonstrated good achievement of grade level expectations.	EX	Exemplary Strengths
2	Basic	The student has demonstrated basic achievement of grade level expectations.	EV	Evident Strengths
1	Not Meeting	The student is not meeting grade level expectations.	EM	Emerging Strengths
			SR	Network of Support Required
NER	No Evaluation Recorded	Insufficient evidence is available to be able to determine an accurate grade at this time.		
ELL	English Language Learning	The student's language proficiency level impacts the evaluation of achievement.		
IPP	Individual Program Plan	Achievement of this report card outcome is reported through the student's Individual Program Plan. (IPP)		
*4 *3 *2 *1	Modified	A numerical indicator with an asterisk (*1, *2, *3 or *4) is used when a student is formally identified with an Alberta Education Special Education code and is accessing modified programming. Modified means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students' special education needs. Student achievement has been evaluated against these modified learning outcomes.		
The use and processes of technology, as defined by Alberta Education ICT outcomes are infused into core and some other subjects and are included in the calculation of these marks. Citizenship, Personal Development and Character are integral parts of all programs, and not separate courses.				

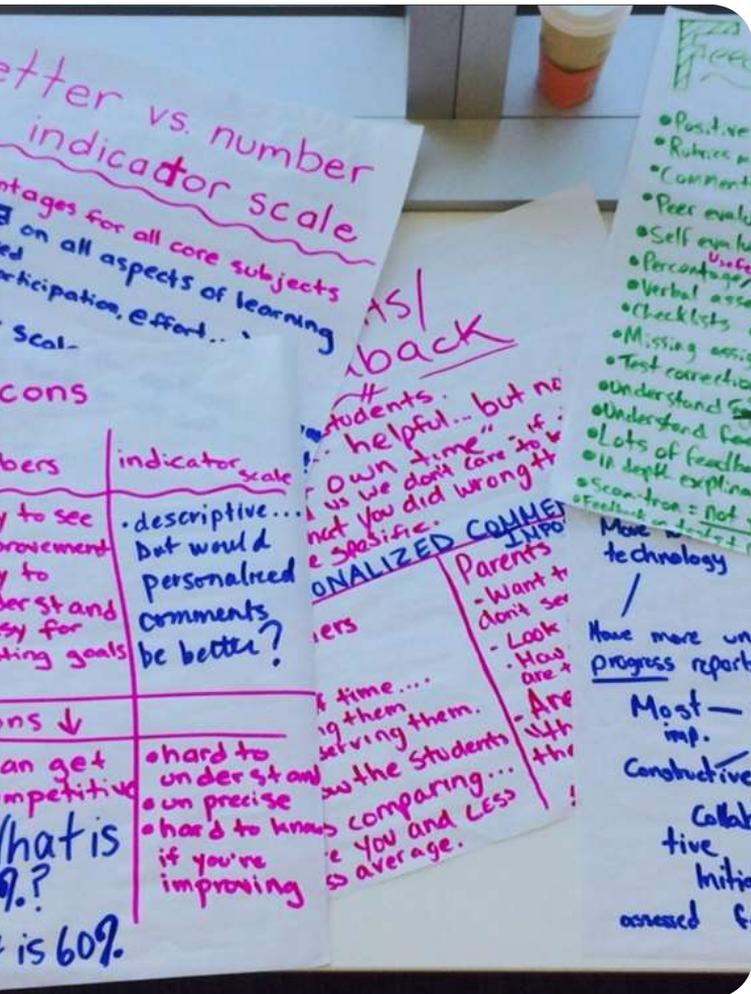
What did students say?

“I really like the verbal assessments I get from my teacher. The feedback they give me helps me figure out what I need to do to improve.”

- Grade 5 student



What did students say?



“What is 85%; 60%? Where does my mark come from?”

– Grade 9 student

What did teachers say?

“Using outcomes to assess student learning allows them to reflect, set goals, self-assess and take ownership of their learning and me to be responsive in my instruction and ability to support my students.”

- Teacher



What did teachers say?



“Reporting student progress and achievement in relation to outcomes allows for more focused conversation on student learning.”

- Teacher

What did parents say?

“You seem to be trying to raise the students to be thinkers instead of just "fill in the blankers". By offering different options and different ways of doing a project you are allowing the students to find their way of learning and allowing it to flourish!”

-Parent 5-9 school



What did parents say?



“I do prefer the new written format. However, not getting it until the end of January seems late in the school term to get a first report card. End of November, beginning of December would be more helpful.”

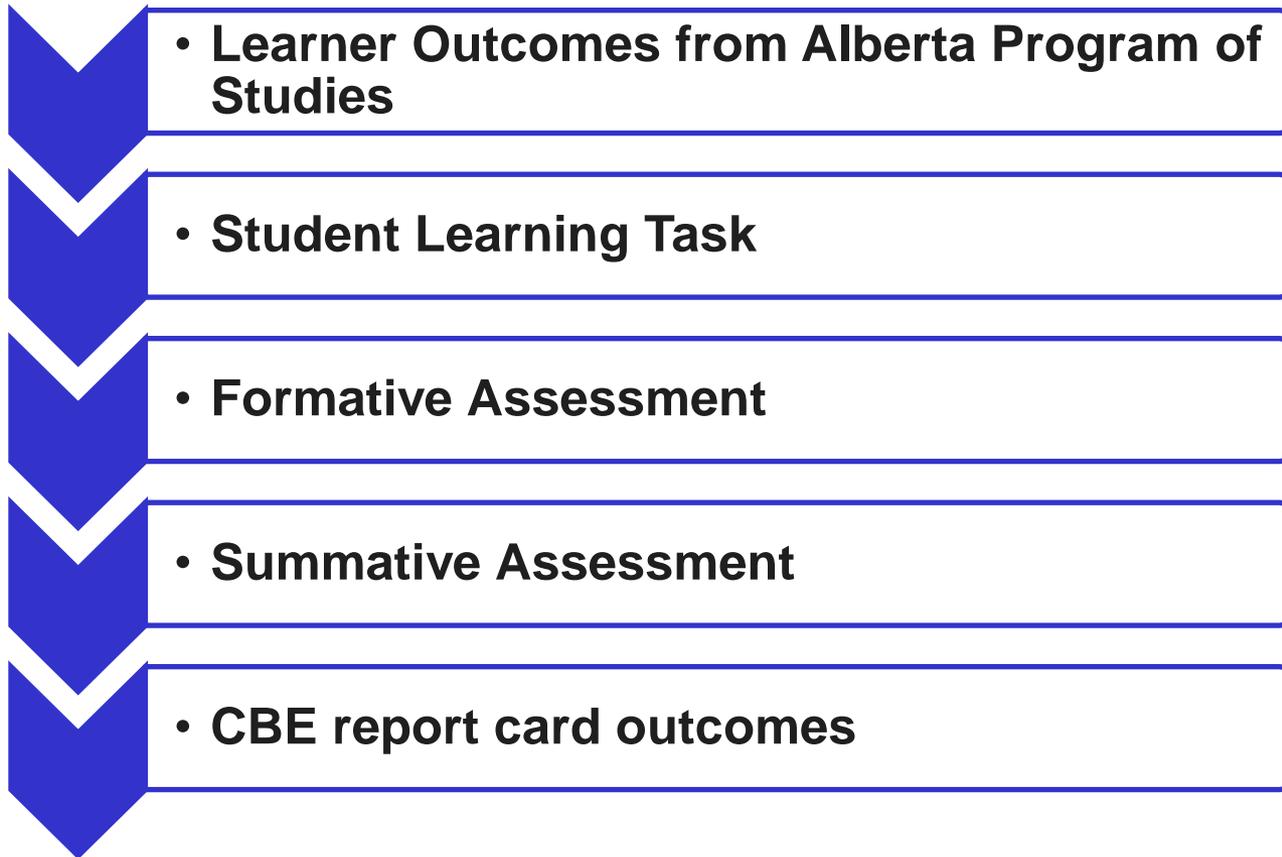
-Parent K-6 school

Where are we now - example

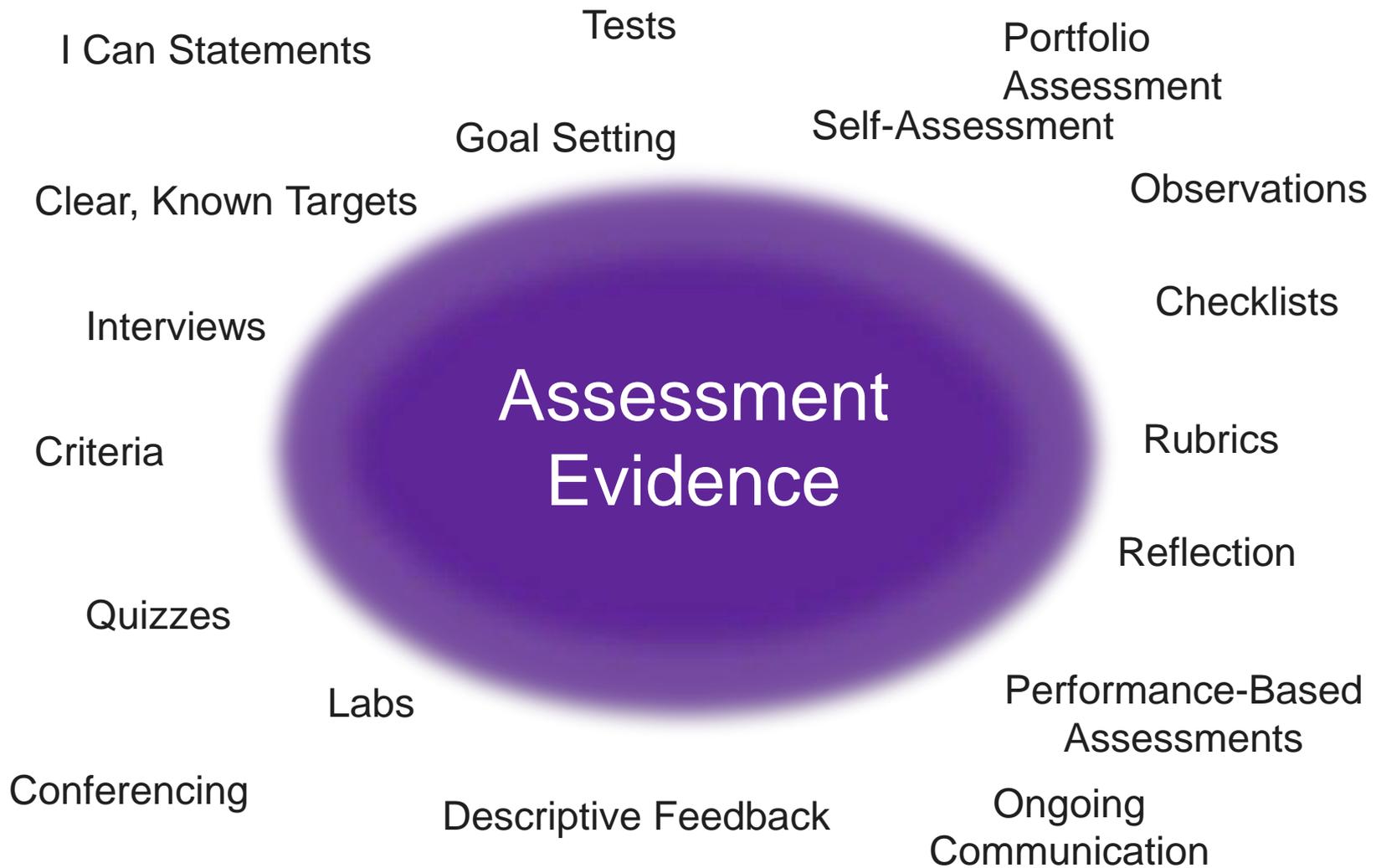
Grade 4: Demonstrate an understanding of multiplication to solve problems.



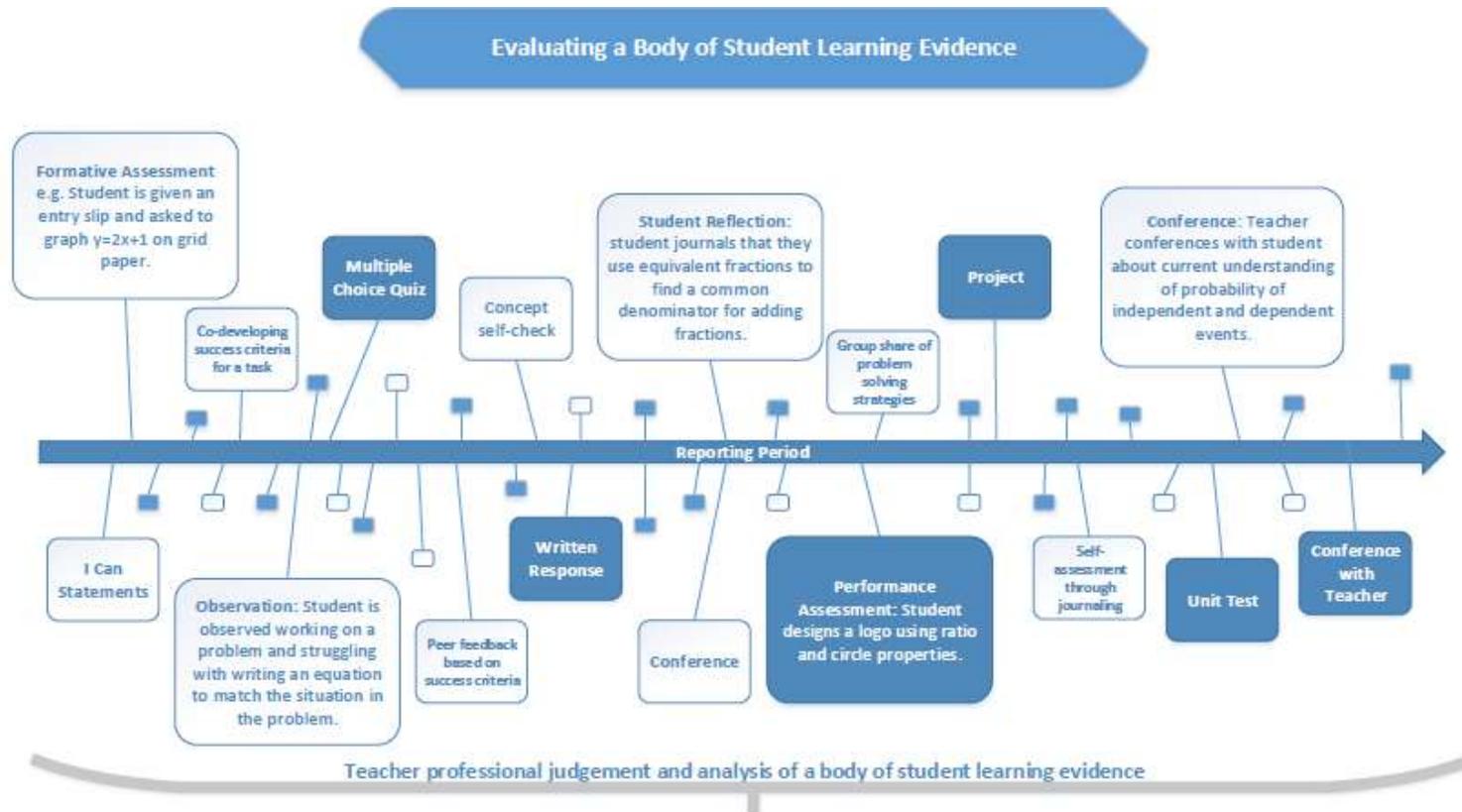
Where are we now - example



In the classroom, assessment looks like...



...And reporting looks like...



Mathematics 9	Rpt 1	Rpt 2
Teachers:		
Understands mathematical concepts and relationships	3	3
Uses mathematical reasoning to analyze and solve problems	2	3
Explores and develops strategies for mental mathematics and estimation	2	2
Develops mathematical procedures and strategies for computation	3	4
Models, represents and communicates mathematical ideas	2	3

...And reporting looks like...

Achievement of Alberta Program of Studies		
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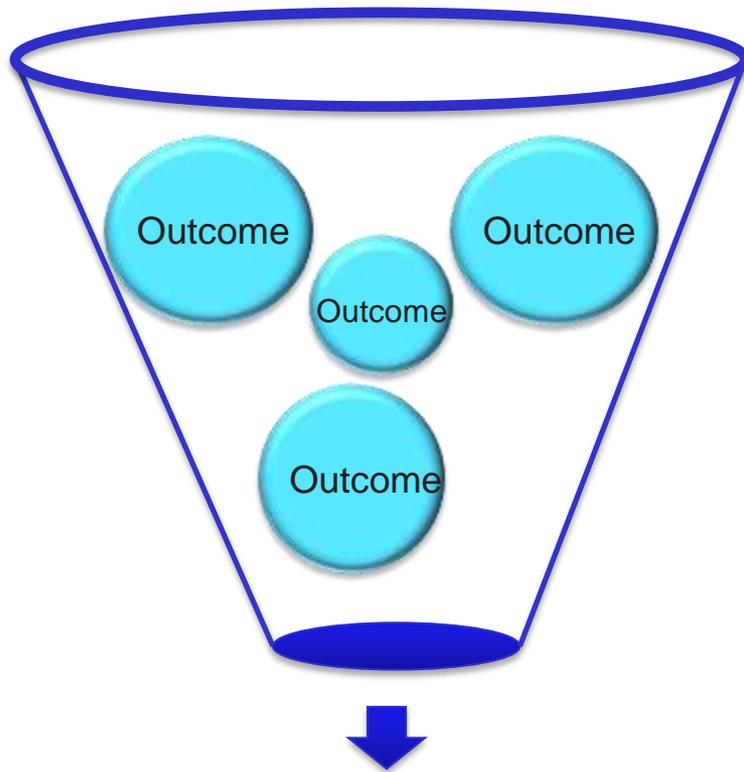
Where are we now - example

Grade 4: Demonstrate an understanding of multiplication to solve problems.

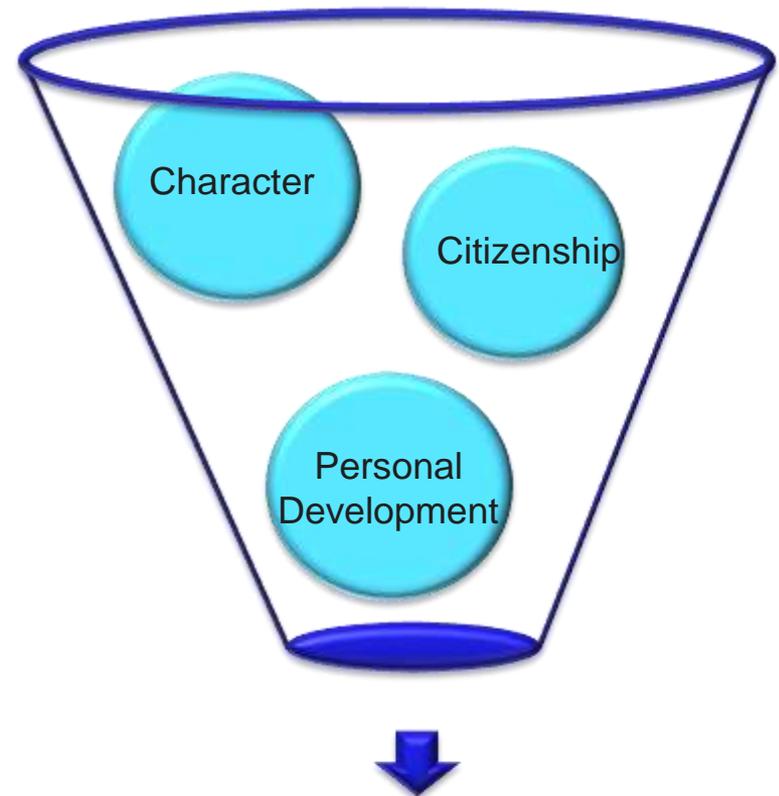


...And reporting looks like...

Work habits, effort and attitude are important and reported separately within the context of our Results 3, 4 and 5: Character, Personal Development and Citizenship.



Accurate Grade



Results Reporting

In schools, assessment looks like...



...In K-12 schools, reporting looks like...

Principles of Fair Grading

- Fair
- Credible and defensible
- Appropriate and responsive

...In K-9 schools reporting looks like...

Specific to K-9:

- Outcomes based - each subject has 3-6 outcomes
- Indicators – 4 point achievement indicator scale
- Frequency – twice: Dec/Jan and June
- Comments - ongoing

...And K-9 reporting looks like...

Indicator Legend 2014 - 2015

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...And K-9 reporting looks like...

Science 9 	Rpt 1	Rpt 2
Teacher(s):		
Understands and makes connections between concepts 		
Analyzes and solves problems through scientific reasoning		
Develops skills for inquiry and communication		
Explores scientific events and issues in society and the environment		

...And 10-12 reporting looks like...

- Twice per course
- Percentage based

Return to purpose

Assessment and reporting work together to ensure that students, teachers and families, can answer the question, “how’s my kid doing in school?”

CBE Website – Assessment and Reporting



Calgary Board
of Education

- interactive school maps
- student results
- international students
- why choose CBE?

- site map
- contact us
- rss feed
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- learning innovation
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- career and technology strategy
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- daycare
- educational resources
- exceptional needs/special education
- faqs
- fees and waivers
- field trips
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- high school
- internet safety
- kindergarten
- middle years
- noon supervision
- nutrition
- parent societies/associations
- preschool
- provincial testing programs
- registration
- resources for parents
- return to school (Encore CBE)
- scholarships
- school calendars
- school councils
- student records/transcripts
- student results
- subscribe to system messages
- transportation

> understanding assessment and reporting

Understanding assessment and reporting

It is important for parents to know how their children are doing in school. Research shows that students are more successful with parental involvement.

Programs of Study are designed like many other schools in the province, the CBE is updating its assessment and reporting systems to reflect these changes. We are providing resources to help parents and students see and understand student progress and achievement. This process of redesign is designed to evolve over a number of years. We will continue to work with our schools to develop a rich and varied approach to assessment across the board and a common report card for all students.

K-9.

Assessment is not just about report cards. They are one of the ways



- Oct | Samples of 2014-15 report cards:

- Kindergarten
- Grade 3
- Grade 5
- Grade 8
- Grade 9

- Sept | Parent's Guide | Assessment and Reporting

Table Discussion



What's Next:

Our commitment as a system:

- Continue to focus on the daily learning experience of the child K-12
- “Each student in keeping with her individual abilities and gifts will complete high school with a foundation of learning to function effectively in life, work and continued learning.”
- Continue to engage in professional learning for student progress and achievement

What's Next:

Our commitment as a system:

- develop and implement effective school-based processes to support the communication of student specific progress and achievement
- Develop and implement processes that support student transitions into High School

What's Next:

Our commitment as a system:

- continue communication and collaboration between families, communities, schools and the system about assessment and reporting K-9
- make decisions that will continue to consider current research and the experiences of our students and families to move our practices forward