



CALGARY CATHOLIC
SCHOOL DISTRICT

ASSESSMENT GUIDELINES

To Support Student Success

Bryan Szumlas, Director

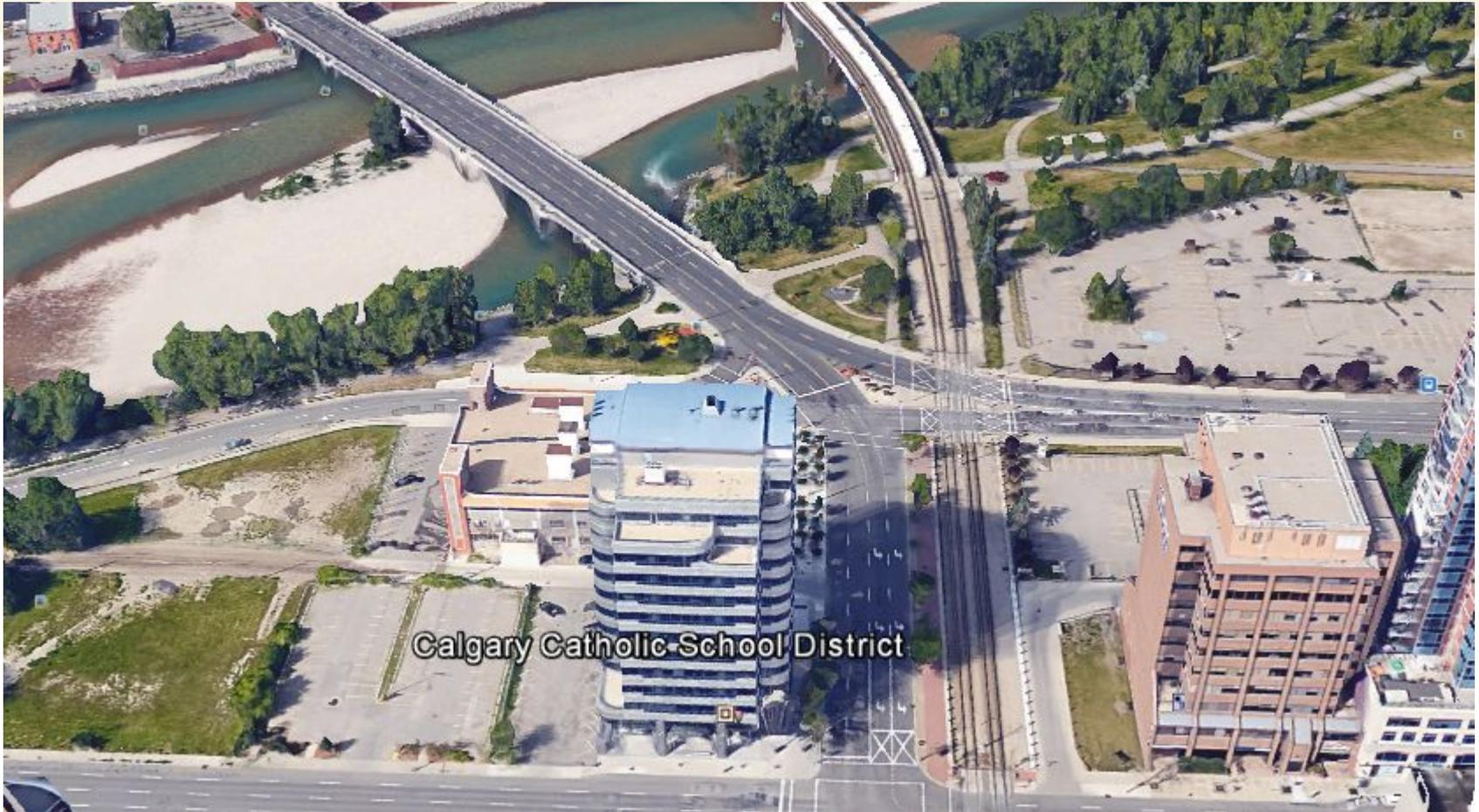
Daniel Danis, Director

Success for All Students



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About Calgary Catholic



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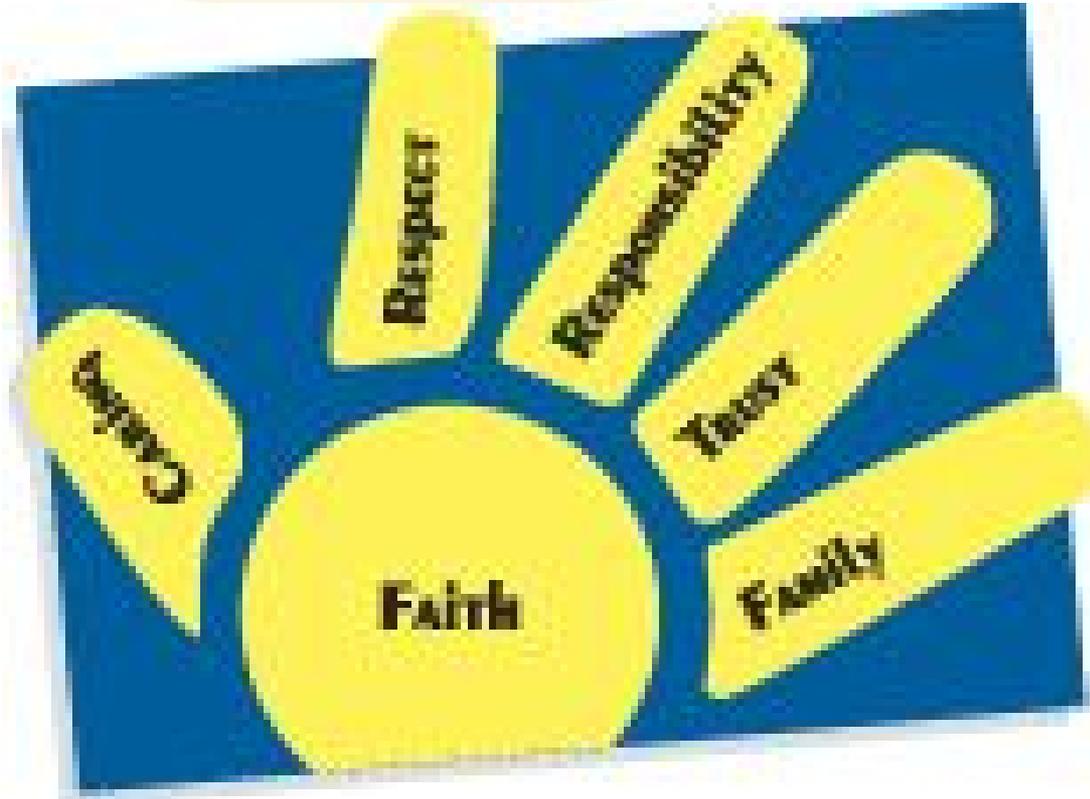


Hearts & Minds

Creating a Culture of Caring

Conference

July 7 - 9, 2016
Winnipeg, Manitoba



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Accountability Pillar Overall Summary

3-Year Plan - May 2016

Authority: 4010 Calgary Roman Catholic Separate School District No. 1

Measure Category	Measure Category Evaluation	Measure	Calgary RCSSD No. 1			Alberta			Achievement
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	
Safe and Caring Schools	Excellent	Safe and Caring	89.7	89.1	89.3	89.5	89.2	89.1	Very High
Student Learning Opportunities	Excellent	Program of Studies	82.4	82.8	83.0	81.9	81.3	81.4	Very High
		Education Quality	89.8	89.2	89.4	90.1	89.5	89.5	Very High
		Drop Out Rate	1.5	1.8	1.7	3.2	3.5	3.5	Very High
		High School Completion Rate (3 yr)	84.5	83.8	82.5	76.5	76.5	75.5	Very High
Student Learning Achievement (Grades K-9)	Aceptable	PAT: Aceptable	75.3	75.5	76.6	73.0	73.1	73.9	Intermediate
		PAT: Excellence	20.1	19.9	20.7	18.8	18.4	18.9	High
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Aceptable	86.1	86.0	85.0	85.2	85.5	84.6	Intermediate
		Diploma: Excellence	21.1	19.8	19.8	21.0	21.1	20.0	High
		Diploma Exam Participation Rate (4+ Exams)	64.5	64.0	64.7	54.6	54.4	53.5	High
		Rutherford Scholarship Eligibility Rate	65.7	n/a	n/a	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (8 yr)	71.0	68.9	69.8	59.4	59.7	59.3	Very High
		Work Preparation	79.7	78.5	78.3	82.6	82.0	81.1	High
		Citizenship	84.8	84.8	84.6	83.9	83.5	83.4	Very High
Parental Involvement	Good	Parental Involvement	79.7	79.6	80.1	80.9	80.7	80.5	High
Continuous Improvement	Good	School Improvement	79.7	79.1	79.0	81.2	79.6	80.0	High



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Academic Theme: Success for All Students

Assessment – Our Story

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L'enseignant dans le processus de l'évaluation: Assurer les meilleures pratiques • Atteindre les

Planifier & développer des évaluations

- a. Est-ce que mes évaluations s'alignent avec mon enseignement et les résultats du programme?
- b. Est-ce que les évaluations sont claires et est-ce que mes élèves comprennent les attentes?
- c. Est-ce que j'ai offert une variété d'évaluations à mes élèves?
- d. Ai-je inclus mes élèves dans la co-création des évaluations?

Communiquer les résultats des évaluations

- a. Est-ce que les travaux sont corrigés dans un temps opportun?
- b. Est-ce que les élèves et les parents peuvent facilement comprendre mes commentaires sur le bulletin scolaire?
- c. Est-ce que je suis disponible pour rencontrer les élèves et les parents afin de parler du progrès de l'élève?
- d. Ai-je informé les élèves et les parents au début de l'année scolaire du processus d'appel?

Offrir de la rétroaction efficace

- a. Avant d'attribuer une tâche, est-ce que je savais comment leur travail sera évalué?
- b. Est-ce que je donne des commentaires de manière à maintenir leur dignité?
- c. Est-ce que mes élèves se sentent encouragés à poser des questions et à demander de l'aide?

Les principes de l'évaluation



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LOS PRINCIPIOS DE LA EVALUACIÓN



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Retorno de la información

- a. ¿El estudiante recibe retroalimentación de su profesora con frecuencia?
- b. ¿El estudiante se siente cómodo/a en acercarse a su profesora para preguntar sobre el proceso de evaluación?
- c. ¿El estudiante se autoevalúa y utiliza la retroalimentación de sus colegas para ayudarlo con sus evaluaciones?
- d. ¿Se le provee a mi hijo/a una orientación clara con respecto a lo que será evaluado y como la evaluación será proyectada?

Ciclo de los principios de la evaluación



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The Teacher in the Assessment Process: Assuring Best Practices • Achieving Best Results

Planning & Developing Assessments

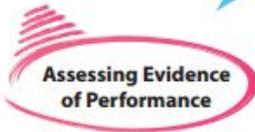
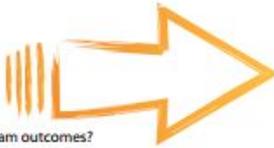
- a. Do my assessments align with my instruction and the program outcomes?
- b. Are assessments clear and do my students understand expectations?
- c. Have I designed a variety of assessments for my students?
- d. Have I included my students in the co-creation of assessments?

Communicating Assessment Results

- a. Are student assignments and tests corrected in a timely manner?
- b. Can students and parents **easily understand** my comments on the assessment report?
- c. Am I accessible to meeting with students and parents to talk about student progress?
- d. Did I inform students and parents at the beginning of the school term of appeal processes?
- e. Does my feedback help students improve learning?
- f. Are there opportunities for students to have their work reassessed?

Summarizing and Interpreting Results

- a. Do I provide my students and their parents with information so that they understand how final results are determined?
- b. Are students' final grades based on multiple types of assessment?
- c. Are the weightings of my assessments fair when determining my students' final grades?



Assessing Evidence of Performance

- a. Prior to assigning a task, do I let my students know how their work will be assessed?
- b. Do I give feedback to my students in such a way as to maintain student dignity?
- c. Do my students feel comfortable approaching me and asking me questions about the assessment process?
- d. Do I make sure that my personal biases do not affect the assessment process?
- e. Do I create opportunities for students to provide feedback to their peers? Do I provide clear instructions about peer feedback?
- f. Are there plenty of opportunities for self-reflection?

Collecting Assessment Information

- a. Have I communicated clearly why and how I will assess my students?
- b. Have I adapted my assessments for my students with diverse needs and is my assessment appropriate for their circumstances?
- c. Have I treated all my students fairly?
- d. When I ask my students to self-reflect and provide feedback to peers, is this used for formative purposes and not as part of the calculation of a grade or achievement?
- e. Have I given enough time to my students for them to truly demonstrate what they have learned?

Principles of Assessment Cycle





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Let's Learn more about the Principles of Assessment

Locked Box Activity

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Debrief

Locked Box Activity



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At your table look at the assessment Guidelines.

What stands out
for you? Why?

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Strongly Agree

Strongly Disagree



Think about the statements to follow. Where do you see yourself on the line? Feel free to move based upon what participants say.

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Strongly Agree

Strongly Disagree

Tim Hortons makes the best Coffee.

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	Temperature	Flavour	Cup
1	Cold or extreme Hot		Lid always leaks
2	Warm but not Hot		Lid sometimes leaks
3	Hot but not burning mouth		Sleeve is good. Does not burn hand



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Strongly Agree

Strongly Disagree

Giving a zero teaches responsibility.

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Strongly Agree

Strongly Disagree

All Students in a group should get the same mark.

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Strongly Agree

Strongly Disagree

All exams should be sent home to parents.

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Strongly Agree

Strongly Disagree

Students should be allowed to do redos.

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Teacher & Student: Re-assessments

- Scenario 1: Grade 4 student sees his work displayed on the outside bulletin board and asks the teacher if he can redo it because he now can see his effort next to everyone else's effort. What would you do?
- Scenario 2: Academically strong Grade 8 student fails quiz and is upset. She then would like to re-write the quiz to demonstrate that she really did understand the concept. What would you do?

Scenario 3: Student does not successfully complete an assignment and requests an alternative method of assessment to demonstrate their understanding. What would you do?



Next Steps:

- Reflect upon your district's assessment practices.
- Exit comment - Incorporate one thing from today.
- Keep learning about Assessment? “Believe”
 - Alberta Assessment Consortium
 - aac.ab.ca

