

GUIDELINES FOR ASSESSMENT AND COMMUNICATING STUDENT LEARNING SECONDARY 8 - 12

CONTINUITY OF LEARNING

Regardless of whether learning occurs in classrooms or remotely, connecting learning and assessment continues to be a priority during this ever shifting educational landscape. The Ministry of Education recognizes the need to be flexible and accommodating in these unprecedented times. The selection of learning standards will be determined by teachers using their professional judgement.

LEARNING PRIORITIES

- It is important to have realistic expectations for students and families. Teachers should prioritize essential or core learning standards with an emphasis on the development of a student's literacy, numeracy, Core Competencies, and the First Peoples Principles of Learning.
- Teachers should work with grade 12 students, and their parents/caregivers when appropriate, to identify priority learning topics to support their post-secondary studies and career opportunities. Because students may face challenges accessing online communications tools, it will be important to design activities and assessments that are not solely dependent on technology-based solutions as well as offering additional supports towards achieving their learning goals.

EVIDENCE OF LEARNING

Leveraging personal conversations

- Engaging in dialogue with learners remains among the most powerful and meaningful way for children to demonstrate their learning. By scheduling times to connect with students in small groups or individually, teachers can gather evidence of learning through "conference" styles of assessment.

Emphasize learner self-assessment

- Continue to ensure students are actively engaged and take ownership in the learning process through self-assessment and the use of co-created rubrics etc.

Observations

- Listening to a recording or watching a video of a student reflecting on a numeracy task or responding to specific resource they read, may provide information that can be used to describe growth over time. Small group sharing, Individual responses, whole class discussion and live lessons are also great methods to collect observations.

Artifacts

- Shared docs, written and visual pieces, video creations, photographs, reflection pieces

GUIDING PRINCIPLES

- Equity – no student(s) should be penalized because of circumstances beyond their control
- Strength based
- Focus on formative descriptive feedback
- Include student self-assessment whenever possible
- Majority of evidence of student learning will have occurred before spring break

ENGAGEMENT

Students' ability to engage in learning opportunities will vary depending on:

- Support available at home
- Unique and diverse learning needs
- Access to, and ability to use technology
- Social-emotional factors
- Other unknown or unforeseen factors

Teachers along with school based teams, counsellors and Indigenous Education staff are implementing strategies to support students who are finding it difficult to engage in learning at this time. Please continue to check in with families who are choosing to direct their own learning.

IMPORTANT REMINDER

Participation in learning opportunities requires educators to be thoughtful and considerate of current at-home learning environments for students. Many students will struggle with the loss of normal routines and interactions with their friends, so assessment feedback should focus on encouragement and positive, strength-based achievements. These variations in the home learning environment should not negatively impact the students' assessment.

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CHECKING IN ON SEL

In addition to monitoring student learning, intentionally check in on their social and emotional well-being. For students to engage and learn, it is essential to create environments that promote a positive sense of well-being and connection between peers and adults. Build in time for students to connect with each other, to share an experience, and to have fun during virtual classes. Give students opportunities to share their feelings, and then address what is on their minds in age appropriate ways.

COMMUNICATING STUDENT LEARNING

The Ministry of Education is not mandating or specifying the minimum number of hours that must be completed for a student to receive credit for a grade 10, 11, or 12 course. Hours do not necessarily reflect the actual learning that occurs. The focus is on determining if, and how, sufficient learning has taken place during these exceptional circumstances. Sufficient learning will be determined by teachers using their professional judgement. Grounded in the big ideas, curricular competencies, content areas and the First Peoples Principles of Learning, teachers will assess what individual students know, understand, and are able to demonstrate to determine whether sufficient learning has taken place to enable the student to pursue further learning in the curricular and content area.

YEAR-END SUMMARY OF PROGRESS (JUNE REPORT CARD)

Teachers are expected to prepare June report cards for their students using MyEd. The evaluation of learning taking place after the suspension of in-class instruction should be in relation to a smaller selection of learning standards. Summative assessments should be strength-based, focusing on the development of competencies and key literacy and numeracy skills, rather than mastery of specific content. Determining level of proficiency or final marks for students will be based on:

1. Learning prior to spring break

AND

2. the assessment of participation in learning opportunities that occurs during the suspension of in-person classes.

Please note: It is recommended that teachers seek advice from the School Based Team on how to approach determining the year end level of proficiency / final marks for students who have struggled to engage in learning opportunities during the suspension of in-class instruction.

SELF - ASSESSMENT OF CORE COMPETENCIES

Students are expected to self-assess in the 3 Core Competencies: Critical and Creative Thinking, Communication and Personal and Social Competence.

Grade 8-11

Each secondary school will determine how to approach self-assessment of the Core competencies in these grades. The format of the self-assessment is flexible. Examples include: a TEAMS self-assessment conference, a mindmap, a completed framework or graphic organizer, or a video uploaded to Ed Inform in which students highlight their strengths and goals.

Grade 12

As part of their Capstone, students are expected to self-assess on their Core Competency development.