

Assessment Team Appendix

Overview:

During the 2010-2011 school year, the baseline year for the introduction of Burnaby North's new school plan, the Assessment and Evaluation Team (AET) undertook a number of activities to begin the process of examining, reflecting on and improving our assessment and evaluation practices. This year in particular, particular emphasis was placed on *assessment* more than *evaluation*. That is, more of our efforts were focussed on improving assessment practices as they related to improving student learning, rather than on reporting student achievement (though not exclusively so). We made presentations to teaching staff during staff meetings and professional development days. We also made two presentations to the Parent Advisory Council to inform parents of current research in educational assessment and what types of assessment and assessment terminology they might expect to see and hear from their students and their students' teachers.

Some specific strategies undertaken and examined by AET members:

- increased focus on formative assessment (*assessment for learning*)
- individual and small group conferencing between teacher and student(s)
- differentiation in assessment practice
- increased collaborative assessment, both teacher and student, and student and student
- portfolio assessment
- test reflections
- increased use of exemplars
- increased focus on clearly expressed learning intentions in *student friendly* language
- written assignment reviews and meta-cognitive reflections
- zero is not an option – requiring that all students complete all work assigned

Some observations made by AET members:

- general increase in test scores
- increase in quality of student work
- quality of peer to peer feedback has improved
- students who are struggling continue to attend – an increased sense of hope
- fewer absentees on test/quiz days
- fewer failing students
- students supporting one another – increased sense of community in the classroom
- more students appear to care about improvement
- some limited increase in amount of work not handed in on time

Plans for next year:

- continued research of best assessment and evaluation practices
- commitment of each AET member to seek a teacher to join AET and/or work with in assessment
- specific, data collection (quantitative or qualitative) relating to assessment initiatives undertaken
- survey students for feedback about impact of assessment and evaluation practices on their learning and connection to school