



Middle / Secondary Assessment

October 23th,
2020

Session Objectives:

- Reflection on a year of assessment
- Delving into the scale
- Next steps with assessment



*The beauty of a tree
lies in its branches
but its strength lies
in its roots*



Proficiency Scale



Emerging

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

Developing

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

Proficient

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.

Extending

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Emerging

I need a great deal of assistance to....
I have difficulty with.....



Emerging

I need a great deal of assistance to....
I have difficulty with.....

- *shows some understanding of...*
- *is beginning to...*
- *may be able to...*
- *is starting to...*
- *requires support to...*
- *is not yet able to...*
- *does not yet...*
- *needs a great deal of assistance to...*
- *seldom...*
- *has not yet demonstrated...*
- *with direct support....*
- *rarely...*
- *has difficulty with...*
- *struggles to...*
- *has a limited understanding of...*

Emerging

I need a great deal of assistance to....
I have difficulty with.....

- These students struggle significantly with academic skills.
- They need continued and intensive support to interact with the material provided.
- This is a sign that further intervention to support the student is required.
- May be in one or all areas.
- Specific feedback is required.
- Work habits and behavior are not a factor in this assessment.

Developing



I can at a Basic Level.....

With support I am able To.....



Developing

I can at a Basic Level.....

With support I am able To.....

- *is able to... at a basic level/in familiar situations*
- *with support shows an understanding of*
- *is working on...*
- *needs reminders to...*
- *sometimes...*
- *with support is able to...*
- *with prompting is able to...*
- *occasionally is...*
- *has some difficulty with...*
- *is developing...*
- *is aware of... but is not yet applying independently*
- *strives to...*

Developing

I need a great deal of assistance to....
I have difficulty with.....

- These students are progressing in their learning.
- They are able to understand and complete some tasks but are still struggling with others.
- It is important to identify what the student can do and is still working towards in order to show proficiency.
- This is a perfectly acceptable place for a student to be, particularly early in the year.
- A developing assessment does not indicate a concern with the student's learning but rather identifies areas for concentration and growth.
- It is essential to separate work habits and behavior from the students' academic proficiencies.

Proficient

I am able to demonstrate.....

I have a solid understanding of.....



Proficient

I am able to demonstrate.....

I have a solid understanding of.....

- *is able to demonstrate...*
- *engages in...*
- *consistently demonstrates the ability to...*
- *is able to...*
- *understands...*
- *is competent with...*
- *is capable of...*
- *demonstrates a solid understanding of...*
- *can describe...with detail/accuracy/confidence*
- *demonstrates a comprehensive understanding of...*
- *can independently...*

Proficient

I am able to demonstrate.....

I have a solid understanding of.....

- This student is exactly where we would hope they would be.
- They show a solid understanding of the main concepts and are able to complete most tasks.
- The proficient category can seem quite large sometimes so it can be helpful to share with students if they have just left developing or are approaching extending.
- Students in this category still need to know what areas they need to focus on and strategies about how to progress.
- It is important to separate students work habits and behaviors when assessing their learning.

Extending

I am highly skilled at.....

I have extended my learning by.....



Extending

I am highly skilled at.....

I have extended my learning by.....

- *creatively/insightfully applies...*
- *is innovative when...*
- *shows in depth understanding of...*
- *in complex situations, is able to...*
- *is strategic...*

- *extends learning by...*
- *consistently...*
- *to a high degree...*
- *is highly skilled at...*

Extending

I am highly skilled at.....

I have extended my learning by.....

- We use this category when a student is beyond what we would expect.
- This category is not about putting in extra effort and doing things “right.” It is about the demonstration of learning at a high level (i.e. a student who appropriate uses sophisticated vocabulary in their writing).
- Students in this category still need to know what areas they need to focus on and strategies about how to progress.
- It is important that students don’t see extending as unattainable. We do want to see the extending assessment used when appropriate.

[Middle reporting document link](#)

Achievement

The following table provides stems which may be helpful when writing proficiency based report comments:

<i>Emerging</i>	<i>Developing</i>	<i>Proficient</i>	<i>Extending</i>
<ul style="list-style-type: none"> ● <i>shows some understanding of...</i> ● <i>is beginning to...</i> ● <i>may be able to...</i> ● <i>is starting to...</i> ● <i>requires support to...</i> ● <i>is not yet able to...</i> ● <i>does not yet...</i> ● <i>needs a great deal of assistance to...</i> ● <i>seldom...</i> ● <i>has not yet demonstrated...</i> ● <i>with direct support...</i> ● <i>rarely...</i> ● <i>has difficulty with...</i> ● <i>struggles to...</i> ● <i>has a limited understanding of...</i> 	<ul style="list-style-type: none"> ● <i>is able to... at a basic level/in familiar situations</i> ● <i>with support shows an understanding of</i> ● <i>is working on...</i> ● <i>needs reminders to...</i> ● <i>sometimes...</i> ● <i>with support is able to...</i> ● <i>with prompting is able to...</i> ● <i>occasionally is...</i> ● <i>has some difficulty with...</i> ● <i>is developing...</i> ● <i>is aware of... but is not yet applying independently</i> ● <i>strives to...</i> 	<ul style="list-style-type: none"> ● <i>is able to demonstrate...</i> ● <i>engages in...</i> ● <i>consistently demonstrates the ability to...</i> ● <i>is able to...</i> ● <i>understands...</i> ● <i>is competent with...</i> ● <i>is capable of...</i> ● <i>demonstrates a solid understanding of...</i> ● <i>can describe...with detail/accuracy/confidence</i> ● <i>demonstrates a comprehensive understanding of...</i> ● <i>can independently...</i> 	<ul style="list-style-type: none"> ● <i>creatively/insightfully applies...</i> ● <i>is innovative when...</i> ● <i>shows in depth understanding of...</i> ● <i>in complex situations, is able to...</i> ● <i>is strategic...</i> ● <i>extends learning by...</i> ● <i>consistently...</i> ● <i>to a high degree...</i> ● <i>is highly skilled at...</i>

Examining Assessment Practices

Assessment: Whole Number Place Value & Rounding

The student...	Not Yet	Getting There		Got It
demonstrates an understanding of place value to the billions				
is able to round numbers to nearest ten, hundred, thousand, etc.				
is able to apply understanding of place value to multi-step problems				
clearly explains and/or shows thinking				
	Emerging (Grade 6)	Developing (Grade 6)	Proficient (Grade 6)	
	Emerging (Grade 7)	Developing (Grade 7)		Proficient (Grade 7)

Extending: The student...

- is able to apply understanding of place value to different base systems
- is able to explain the relationship between positions on a place value chart
- uses multiple advanced strategies to solve problems
- demonstrates sophisticated understanding of concepts during participation in in-class activities
- completes extension activities
- is able to break down complex concepts in order to help other students
- other:

Examining Assessment Practices

Student self-assessment tool

Consider what we've learned about how one's identity affects the construction and purpose of a work, and also how our identities and perspectives influence the way we interpret those works.

Referring to your analysis and interpretation of a work, and to your presentation of your understanding of Valuing Identity and Voice to your peers, record evidence in one of the appropriate boxes, explaining the ways in which your completed task demonstrates Developing, Proficient, or Extending understanding or each of the criteria.

Developing <ul style="list-style-type: none"> • What am I starting to understand? How am I starting to show my understanding? 	Proficient <ul style="list-style-type: none"> • What do I understand or show well? 	Extending <ul style="list-style-type: none"> • What do I understand or show that goes further and deeper?
<p>I can identify multiple elements of a text that represent personal, social, and/or cultural contexts. <i>How did you show your understanding of the ways a text reflects elements of a person's perspectives?</i></p>		
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
<p>I can share my ideas respectfully and learn from others' diverse perspectives. <i>Describe your interactions with peers. How were you able to share your unique perspective and learn from others'?</i></p>		
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •
<p>I can identify the variety of communities an individual could identify with, and how those communities might be represented in a text. I can adjust my interpretations of a text in relation to these representations of identity. <i>How did you show your understanding of the ways in which a person can belong to many communities, and how those identities can be visible in a text?</i></p>		
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Examining Assessment Practices

Self-assessment application

Students use the self-assessment application to synthesize, reflect on, and set goals based on the feedback received from their sample audience, peers, and teachers. This is a living document, changing according to growth and evidence of mastery throughout the course(s).

The three categories below represent (1) emerging/developing, (2) proficient, and (3) extending from the four-point provincial proficiency scale. These terms intentionally do not appear in the tool, encouraging students to focus on their next steps and growth rather than on grades.

		
I am working on: <i>(provide details)</i>	I can: <i>(highlight where relevant)</i>	I am strong in: <i>(provide details)</i>
	<ul style="list-style-type: none"> - identify and describe my specific purpose and audience - select the appropriate medium and modality for my audience and purpose 	
	<ul style="list-style-type: none"> - apply appropriate design/writing tools and strategies to communicate scientific ideas and information and suggested actions 	
	<ul style="list-style-type: none"> - assess and refine texts to improve clarity and impact 	
<p>My next step(s) is to:</p>		

Name:

Date:

SUMMARY PARAGRAPH

Emerging / Developing	Proficient	Extending
	<p>Purpose</p> <ul style="list-style-type: none"> - summary demonstrates a strong focus and concisely captures the main points of the original text. - the main idea is clear, sustained, and the supporting details are presented in the same order as the original. 	
	<p>Organization</p> <ul style="list-style-type: none"> - clear topic sentence - demonstrates a clear beginning, middle, and end - clear concluding statement - includes six to eight detailed sentences - effective use of transitions 	
	<p>Style</p> <ul style="list-style-type: none"> - Voice is objective and no personal opinion is evident.* - Vocabulary is appropriate to the purpose of the writing. - Sentences are varied in length and structure. <p>* Unless explicitly required by the assignment.</p>	
	<p>Conventions</p> <ul style="list-style-type: none"> - few errors in spelling, grammar, punctuation, and capitalization - page is set up correctly, including title and contact info. 	

Examining Assessment Practices

Writing Rubric for Portfolio (11/12)

Assignment/ Proficiency	Developing	Proficient	Extending
Expository Key elements include organization, topic sentence, thesis statement, subtopics, evidence, transitions, and conclusion	<ul style="list-style-type: none"> Some underdeveloped text - writer still defining Gaps in knowledge, main idea is broad, uncertain Writer is working hard to fill the space Sections need more work More editing needed Reading requires work 	<ul style="list-style-type: none"> Focused more often than not Thorough knowledge Organization supports task Helpful transitions Easy to read - sometimes predictable or formulaic Minor edits still needed Shows control over basics (spelling/grammar) 	<ul style="list-style-type: none"> Focused and compelling In-depth knowledge Thoughtful structure Well-crafted transitions Easy to read Virtually ready to publish Complex text, sentence variety
Narrative Key elements include a main theme, characters, plot and setting	<ul style="list-style-type: none"> Main idea or message hard to find Restrained, voice comes and goes Vague, overused words OR thesaurus overused Generalities, repetition Still looking for the flow 	<ul style="list-style-type: none"> Share-aloud moments Awareness of audience Storyline is easily inferred Functional, clear use of correct language Some sentence variety Quality details outweigh generalities 	<ul style="list-style-type: none"> Focused and compelling Easy to read, pulls reader into the piece Individual, totally unique Balanced pacing Inniguing details paint a picture
Descriptive Key elements include sensory details, figurative language, precision of language and deliberate structure/organization	<ul style="list-style-type: none"> Many words are vague, overused or unclear Some stand-out moments Shaky control over basics, reads like a first-draft Requires rehearsal and close attention to read Not quite ready to submit 	<ul style="list-style-type: none"> Clear language, used correctly Strong moments, few clichés Errors may be present, but not troublesome Pleasant rhythm, some sentence variety Writer's voice is present in the piece 	<ul style="list-style-type: none"> Clear, original language Quotable Powerful words, striking images Complex text, which illustrates control Rhythm that pleases the ear Mirror's writers thoughts/feelings
Persuasive Key elements include a concise and debatable thesis, strong introduction, well-developed argument with strong evidence, clear structure and conclusion	<ul style="list-style-type: none"> Clear and focused often Organization somewhat loose Lead and conclusion need some work Moments need pruning or expansion Sentences not always clear 	<ul style="list-style-type: none"> Clear and focused, evident main point Strong lead, conclusion provides closure Strong moments, few clichés Sentences are clear and connected May be formulaic at times 	<ul style="list-style-type: none"> Strong main point, compelling argument Provocative opening, satisfying conclusion Powerful verbs, unique phrasing Strong sentences provide instantly clear meaning
Interpretive/Analysis Key elements include a brief summary of the work, identify literary elements and their purpose/impact, shifts in mood, pacing, context and impact	<ul style="list-style-type: none"> Broad overview, some gaps Organization supports task Reflects a beginning understanding of text at an interpretive level 	<ul style="list-style-type: none"> Some new info, some common knowledge Purposeful organization Reflects a good understanding of text at an interpretive level 	<ul style="list-style-type: none"> Striking insight takes reader on a journey of understanding Thoughtful structure Reflects a thorough understanding of text at an interpretive level
Original Prose/Poetry Key elements include rhythm, mood, figurative language, rhyme, theme and symbolism	<ul style="list-style-type: none"> Restrained, quiet, cautious More voice, or different voice is needed in piece Writer is still getting comfortable with conventions and elements Growing in confidence 	<ul style="list-style-type: none"> Earnest, sincere, present voice Stand out moments Author's purpose is clear Correct usage of conventions and literary elements Attempts' new elements 	<ul style="list-style-type: none"> Passionate, vibrant, electric, compelling Original and distinctive Compelling, holds reader's attention Creative use of conventions and literary elements

Based on Vicki Spandel's 6 Traits of Writers - Spandel, V. (2013). *Creating writers: 6 traits, process, workshop, and literature* (6th ed.). Boston, Mass: Pearson.

Name:

Date:

CHARACTER SKETCH

Emerging / Developing	Proficient	Extending
	Introduction - Introductory statement identifies the title, author, and text type - a central impression of the character is clearly stated - uses language from notes in class (round, flat, static, dynamic)	
	Body Paragraph - relevant details and examples explain each trait - three citations from the text are included as support - all quotations from the text are correctly punctuated and use proper MLA citation style	
	Word Choice - words and phrases precisely describe the character's appearance, actions, speech, and personality - adjectives are interesting and unique and strong transitions are used to connect ideas - writing has an appropriate tone and voice and demonstrates enthusiasm for the character	
	Conclusion - a strong concluding statement is included that summarizes the key ideas of the essay and restates the main argument	
	Conventions - few errors in spelling, grammar, punctuation, and capitalization - Sentence beginnings, lengths, and structures vary - paragraphing makes sense, and supports the overall organization - page is set up correctly, including title and contact info.	

Proficiency Based Reporting



Interim Report

Date: _____

Student: _____ Homeroom Teacher: _____

An Interim Report is a current snapshot of a student's progress and is intended to give parents/guardians an indication of student progress in subject areas at this time.

SUBJECT	TEACHER	Emerging <i>The student demonstrates an initial understanding of the concepts and/or competencies relevant to expected learning.</i>	Developing <i>The student demonstrates a partial understanding of the concepts and/or competencies relevant to expected learning.</i>	Proficient <i>The student demonstrates a solid understanding of the concepts and/or competencies relevant to expected learning.</i>
LA/ELA <ul style="list-style-type: none"> Oral Fluency Reading Comprehension Writing 				
Social Studies				
Science				
Math				
FSL/FRAL/SENĆOŦEN				

Extending - *The student demonstrates a sophisticated understanding of the concepts and/or competencies relevant to expected learning.* LA/ELA Social Studies Science Math FSL/FRAL/SENĆOŦEN

LEARNING BEHAVIOURS	Not Yet	Sometimes	Most of the Time	Consistently
• participates actively in lessons and learning opportunities				
• has materials ready and begins tasks independently				
• uses class time productively				
• cooperates well with others and is supportive of peers				
• work shows effort and care				
• is resourceful (seeks solutions independently)				
• completes assignments and activities on time				
• reflects on progress and uses feedback to improve work and set goals				



Communicating Student Learning
2019-2020

Student Name

PEN:
Grade 08
David Lloyd



ENGLISH 08 David Lloyd https://curriculum.gov.bc.ca/curriculum/english-language-arts/8	DEVELOPING
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FRENCH 08 Mary Ann Espedido https://curriculum.gov.bc.ca/fr/curriculum/core-french/8	EMERGING
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MATH 08 Carmine Sparanese https://curriculum.gov.bc.ca/curriculum/mathematics/8	PROFICIENT
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PHYSICAL AND HEALTH EDUCATION 8 Carmine Sparanese https://curriculum.gov.bc.ca/curriculum/physical-health-education/8	EXTENDING
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SCIENCE 08 Carmine Sparanese https://curriculum.gov.bc.ca/curriculum/science/8	PROFICIENT
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SOCIALS 08 David Lloyd https://curriculum.gov.bc.ca/curriculum/social-studies/8	PROFICIENT
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	ATTENDANCE RECORD FOR 2020												
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Total
ABSENT	-	-	-	-	-	-	-	-	-	-	-	-	-
LATE	-	-	-	-	-	-	-	-	-	-	-	-	-

Principal's Signature

Learning Behaviours

Learning Behaviours

Embed anecdotal comments on student learning behaviours using a frequency scale (**for example: not yet, sometimes, most of the time, consistently**). Report on learning behaviours that are appropriate for the student and the context. The following list of learning behaviours is included in the Saanich Schools Middle School Interim template.

- participates actively in lessons and learning opportunities
- has materials ready and begins tasks independently
- uses class time productively
- cooperates well with others and is supportive of peers
- work shows effort and care
- is resourceful (seeks solutions independently)
- completes assignments and activities on time
- reflects on progress and uses feedback to improve work and set goals