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Levels of Implementation:

Awareness: At the individual and staff levels, new ideas are provided through the reading and discussion of research material. Discussion takes place at staff or department meetings about the new idea.

Exploration: New ideas are being introduced at the classroom level. Discussion takes place amongst staff and as appropriate with students regarding the nature of the change and issues that arise. Plans emerge to address key issues.

Synthesis: Classroom practices have changed to encompass the new ideas. Issues still arise in special circumstances, but the ideas are actualized in most cases. Plans are made to establish procedures at the school level.

Refinement: New ideas are consistently and uniformly applied in all classrooms. As 0.016 Tw4 Tw 3.182 0 Td

Menu of Assessment Strategies and Tools

WAYS TO SHOW STUDENT EVIDENCE OF LEARNING	ASSESSMENT STRATEGIES • To show understanding of curriculum outcomes • Means by which teacher assesses student progress	ASSESSMENT 9Ld2e7h57Tc 0 Tw 1.241 0 Td ( )Tj .6(0)]TJ 0 Tto 0 Tw Td [(o)0.5(4]TJ 0 Tc 0 Tw 1.2scn /TT1 1 Tf 0.

			• The integrity of the recovered credit must be preserved by the student demonstrating achievement of the overall course expectations – student learning outcomes. • Any student achieving a final grade of 40% or above will be offered the opportunity to recover the credit up to 100% of all outcomes currently not attained. • School based administrators are responsible for monitoring final marks and flagging students who fit the criteria for credit recovery. • No failing grades will be given for a

X

. Seek only evidence that more work has resulted in a higher level of achievement of student learning outcomes.	• The basic problem is distorted achievement; it emphasizes that is key – – rather than about achieving higher levels of learning.	• Eliminate extra credit and bonus points that do not relate to achievement. • Communicate clearly to students and parents that better grades come from evidence of higher levels of performance, not just from work.	Bonus points and extra credit may not be given to "top up" students' grades by doing extra work; rather by showing evidence of increased understanding of the curriculum outcomes.

Use only individual achievement evidence; don't include in grades.

Cooperative or group learning is not an evaluation strategy; it is a learning strategy. The intention is to develop achievement and social improvements as students learn. Activities that occur in groups are learning activities and any assessment of them should be for practice and improved learning and should not be used for grades. Group scores may not accurately reflect the achievement of SLOs of each student and therefore may be unfair to some.

- Cooperative learning is a powerful learning strategy when used as designed. It involves 5 key characteristics of academic and social learning:
  - Positive Interdependence
  - Individual Accountability
  - Processing
  - Face to Face Interaction
  - Social Skills
- Spencer Kagan notes 7 reasons

Provide clear descriptions of achievement expectations/student learning outcomes; don't assign grades using performance student learning .	• Grades29.28 191.166e.04 322 0.018 713ETQq33.48 5.016(rad)2.2(e)Tw 290.196 0 Td[(us4u2T11.04 -0 0 11.04 322 0.018 713ETQq33.48 5.016(rad)2.2(e)Tw 1128 191.16 reW nBT-0.012 Tc 0.r6b.- -4(e)-3.1(r)-10.		

	or content of the test" (Manitoba Education, Citizenship and You, 2006, p. 1).	- Choosing the best	

of the grading period is more important than how well they write at			

- In some cases you may not have had time to gather evidence for a particular strand or outcome before the end of a term.
- There must be enough evidence of learning to report a grade without using formative results. This evidence should be obtained in a variety of ways and these should agree with each other. Consider carefully if triangulated results don't agree.
- Do not report a score for areas that have not

(Based on Guskey, T. & Bailey, J. M. (2010). Developing standards-based report cards. Thousand Oaks,CA: Corwin Press.)

The purpose of the progress report is to 'provide information about the strengths and challenges of learners and is meant to help educators and parents focus on ways to support learning at home and school'. Based on this Guskey (p. 128) suggests that we:

- Focus on the goals, not the learner
- Provide detailed comments
- Offer small, manageable suggestions for improvement
- Relate comments to