* The way we value and judge student achievement is changing. Our past methods are proving to be a barrier now because of what we have come to know through practice and research about how students learn and grow best.

**ASSESSMENT FOR LEARNING (AFL)**

* Standards-based reporting is an example of assessment for learning. It is when teachers review the evidence of learning and make a professional judgment - an evaluation. The job of reporting in a standards-based system is to report on learning and achievement - the **results** of work habits, personal responsibility and learning. Limiting evidence of learning to marks from tests and quizzes that take place throughout a course may unfairly penalize those students who need the full allocated course time in order to learn. ***My goal is to continually seek to improve classroom assessment in order that it better support learning for all my students.***
* Think about the process involved in getting a driver's or pilot's license. Driver competency requires more than a simple test. The information that informs the professional judgment comes from three sources - a written test, observations while driving/flying and conversation about decisions he/she make - it is **TRIANGULATED**.

There are three general sources of assessment evidence gathered in our classroom: ***observations*** of student learning, ***products*** students create and ***conversations*** (discussing learning with students). When evidence is collected from three different sources over time, trends and patterns become apparent. Here are some examples of what evidence of student learning in our class might look like:

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| **STUDENT ACHIEVEMENT**  **I**n our class, student achievement is not evaluated (summarized) according to percentage scores in Language Arts, Mathematics and Social Responsibility (a component of Health & Career Education); rather, student achievement is evaluated according to performance standards as outlined by the Ministry of Education. These standards indicate a continuum of development from Not Yet Meeting Expectations, Meeting Expectations (minimal to moderate), Fully Meeting Expectations, to Exceeding Expectations.  *Please access more detailed info regarding BC Performance Standards with a "right-click" to open this link: h*ttp://www.bced.gov.bc.ca/perf\_stands/  Each learning task completed by a student will be appropriately weighted and achievement in relation to these standards will be translated into one of the following letter grade categories:  A (4) Exceeds B/C+ (3) Fully Meets  C (Moderately Meets) C/C- (Minimally Meets)  I Not Yet Meeting  A***dapted Programs:***  *S*tudents that require adaptations to meet their individual learning needs will earn letter grades and be evaluated according to regular curriculum standards for students at the same grade level.  Curriculum goals will remain intact.  M***odified Programs:***  *S*tudents that require modifications to meet their individual learning needs will have "IEP" reported in lieu of letter grades.  These students are unable to meet curriculum goals at grade level, and will receive support as outlined in the student's Indivualized Education Program (I.E.P.).  W***ork Habits:***  *W*ithout a doubt, strong work habits will result in higher achievement for all students.  Work habits are evaluated according to numerous criteria as is demonstrated on a daily basis.  Of particular importance are aspects such as quality of work, effort, attitude, co-operation, focus, attentiveness and preparedness.  Work habits will be recorded as "G" for good, "S" for satisfactory, or "N" for needs improvement. F***or detailed descriptions for assigning G,S or N, please see "Work Habits Criteria" document within this folder.*** |