REDESIGNED CURRICULUM AND ASSESSMENT UPDATE

May 19, 2017 – SD 10 Professional Development

OUR PLAN FOR LEARNING TOGETHER

- PART 1: Redesigned Curriculum Overview
- PART 2: Assessment that supports student learning
  - Changes in Provincial Assessments
  - Assessing the Core Competencies – Sharon J's work
  - New Ministry Assessment Principles
  - New Numeracy Assessment Specifications
- PART 3: Communicating Student Learning

WHY?

Kids matter! Students are at the centre of all that we do!

EDUCATOR UPDATES

New resources and information continue to be posted on the Ministry site at https://curriculum.gov.bc.ca/educator-updates

OECD 7 PRINCIPLES OF EFFECTIVE LEARNING ENVIRONMENTS UNDERPINS OUR CURRICULUM

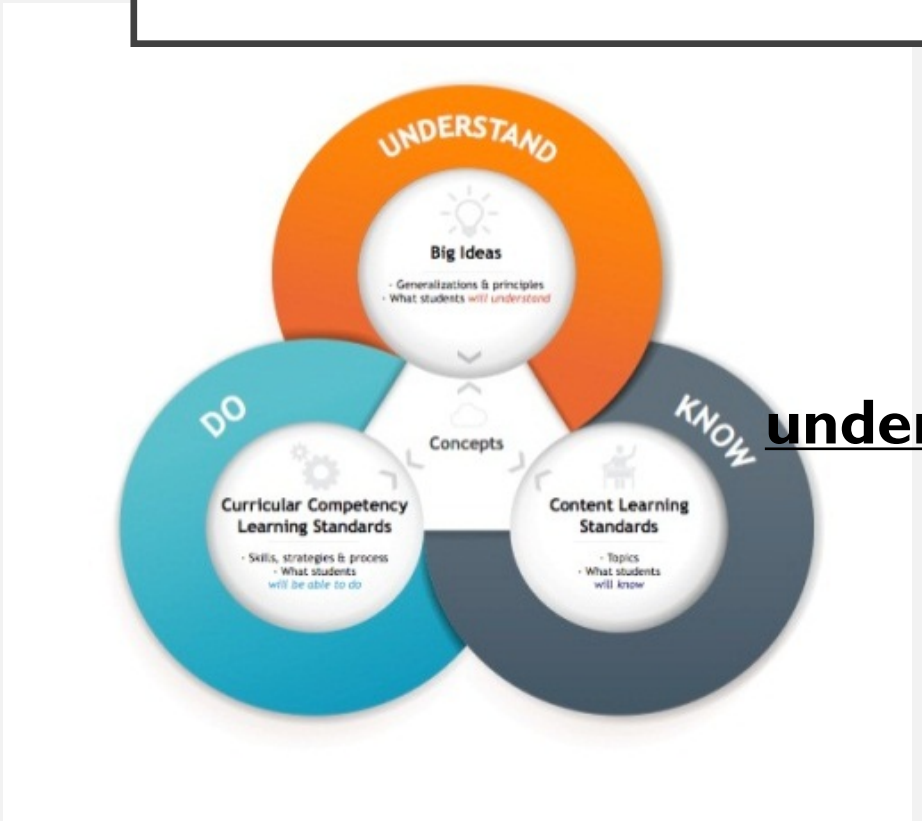
How does Learning Sciences research inform the design of 21st century learning environments? We create learning environments that are -

1. **Learner-centred** and promote **self-regulated learning**
2. **Social,** and foster opportunities for **interpersonal interaction, collaboration, and connection to community**
3. Responsive to **learners' motivations and emotions** (SEL)
4. Respectful of **diverse learning needs**, differences, and prior knowledge
5. **Challenging for each learner**, yet not overloaded (that sweet spot: **Zone of Proximal Development)**
6. Focussed on **formative assessment**: with clear expectations, criteria for success, opportunities to demonstrate learning in different ways, use descriptive feedback and incorporate self-assessment of learning
7. Rich in **horizontal connectedness** across activities and subjects, in and out of school, with community and other schools

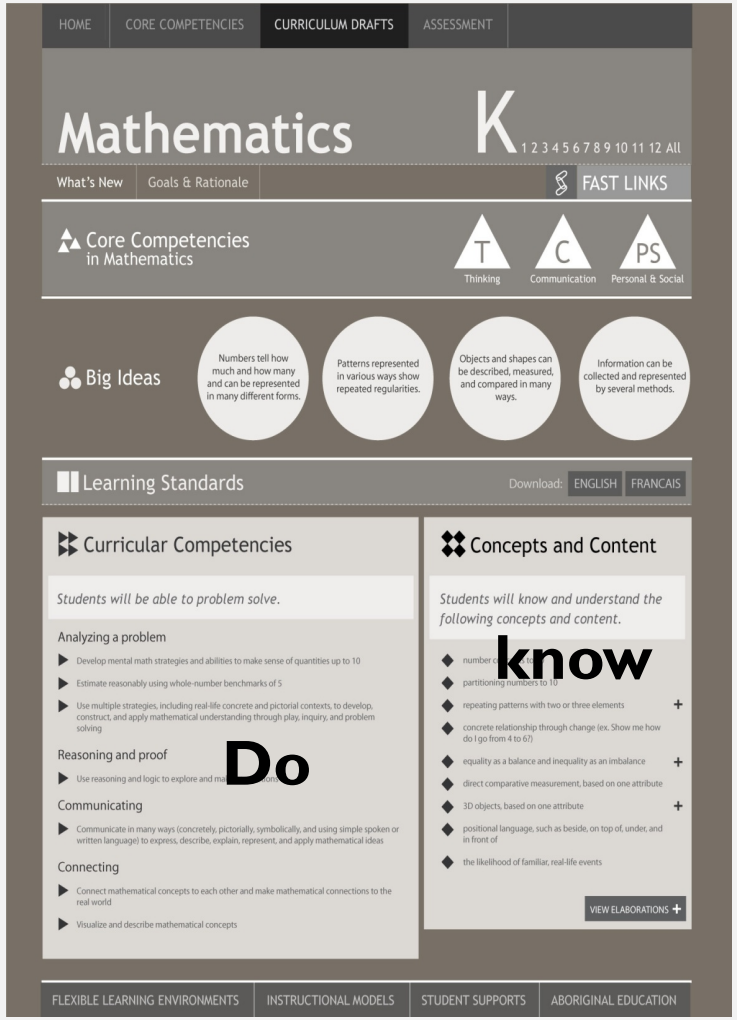
PART 1: THE REDESIGNED CURRICULUM

- **Big ideas** and concepts; **uncovering the curriculum**; not covering the curriculum
- **Personalized learning**; learning focused on **diverse student needs**; **UDL**
- An **iterative curriculum,** created by teachers and educators, with widespread input and feedback over two years, and a year to explore before implementation
- **Foundational skills in numeracy and literacy**
- **Cross-disciplinary focus and opportunities**
- **Inquiry** and **project-based learning**; **service learning**; **place-conscious** learning; engagement with **community**
- No more mandatory hours of instruction; learning everywhere

KNOW, DO, UNDERSTAND



understand



know

Do

Core Competencies underpin all curricula

REDESIGNED CURRICULUM: THE KEY ELEMENTS

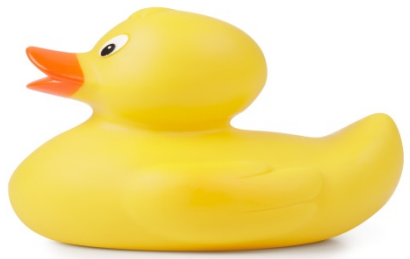
- **Core Competencies** are woven throughout, and embedded in the curriculum design
- **Big ideas** provide the impetus for deep learning, important ideas and meaningful exploration
- **Content** is applied in the doing. It is not the destination!
- **Curricular competencies** engage students and outline the "doing".

Hmmm….How do these elements align with and connect with assessment?

CURRICULAR COMPETENCIES ARE LINKED TO THE CORE COMPETENCIES

- Create
- Use reasoning and logic
- Synthesize ideas….
- Compare and Contrast….
- Exchange ideas and viewpoints….
- Contribute to care for self, others and community….
- Formulate hypotheses
- Think critically, creatively, reflectively
- Communicate and express
- Apply multiple strategies

WE ARE ALIGNING…



Curriculum

Teaching

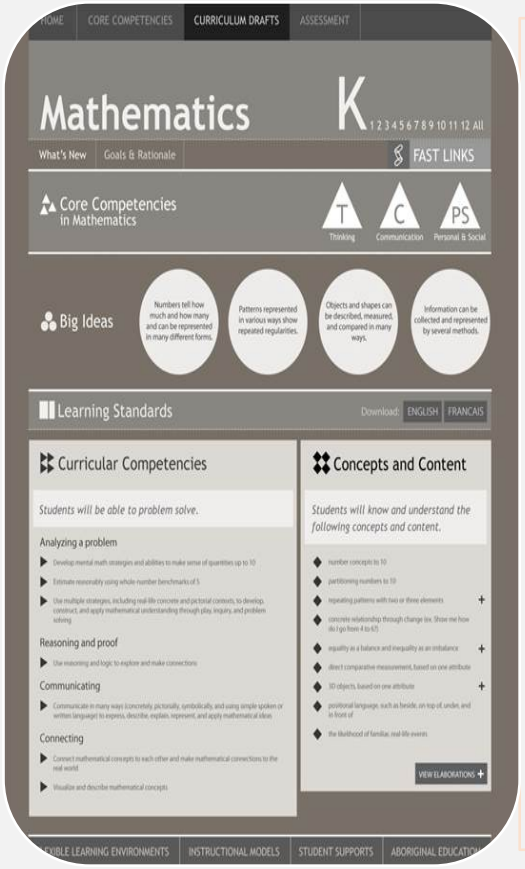
Assessment

Communicatong
Student Learning
& Reporting

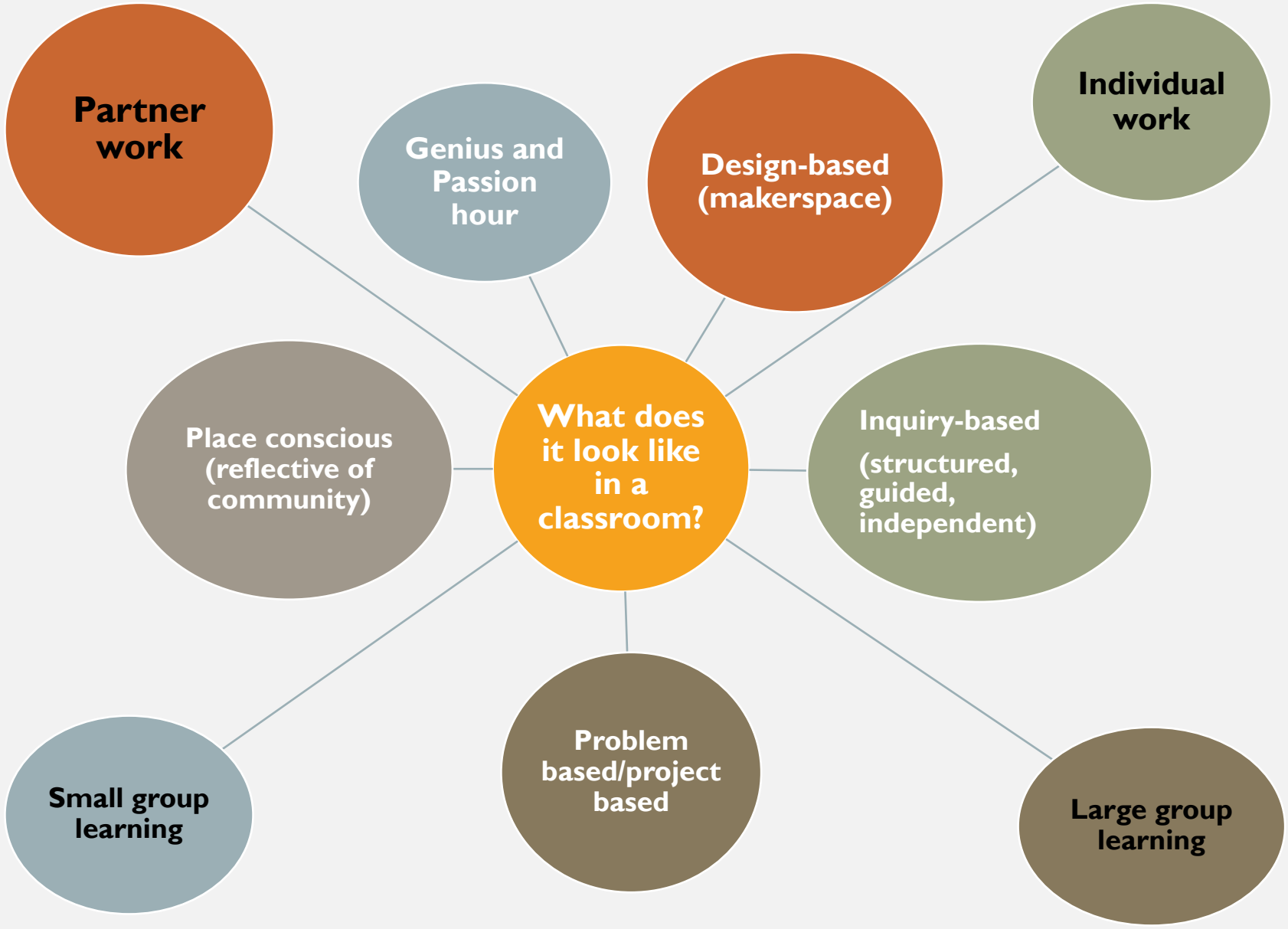
A SHIFT IN CURRICULUM; A SHIFT IN PEDAGOGICAL PRACTICES

Curricular permission to do what works for kids' learning!

OUR CURRICULUM LENDS ITSELF TO LEARNING DESIGN THAT FOCUSES ON:



- Inquiry
- Different groupings and varied classroom structures
- Less teacher-directed lessons and more student hands- on and minds-on exploration
- Backwards design
- Project-Based and Problem Based approaches
- Design thinking and empathic design



A focus on the Inquiry Process can take many forms

WHAT DOES IT LOOK LIKE IN YOUR SCHOOL?

- Share one example of embedding the new curriculum, core competencies, or pedagogical practices with two colleagues.
- What are you noticing about the impact on student learning?

PART 2: MINISTRY NEWS REDESIGNED ASSESSMENT

- Grade 10 and 11 Provincial Exams Discontinued – replaced by Classroom Assessments
- Interim Reporting Order for next two years - with two options – A -- Status Quo; B – Local Reporting Policy
- Redesigned Provincial Assessments (FSA and Graduation Assessments)
  - Voice and Choice, Flexible Timing; Collaborative sections, Refection on learning
  - Redesigned FSA in Fall 2017 to better focus on formative assessment
  - Graduation Numeracy assessment draft design specifications – April 2017
  - English 12 to continue as Graduation Literacy Assessment for 2017/18
- Core Competencies woven through all curricula K-12

SHIFTS IN PROVINCIAL ASSESSMENTS

Shifting From……	…..To
Knowing	Doing and Understanding
Content coverage (emphasis on knowing)	Competencies (emphasis on doing)
Content as specific facts to be memorized	Rich content as context/vehicle for deeper understanding
Focus on individual learning outcomes (pieces)	Focus on Understanding (big ideas, competencies, concepts)
Predominantly multiple choice	Variety of formats
N/A	Incorporating Collaboration
N/A	Incorporating Choice
N/A	Self-reflection element (thinking and communication)
Score reporting in categories	Descriptive reporting and proficiency levels

NEW PROVINCIAL REPORTING GUIDELINES

https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/educator_update_student_progress_k-9.pdf

What's happening in your school? -- turn and talk for three minutes

6 CORE COMPETENCIES K-12

1. Communication

2. Critical thinking
3. Creative thinking

4. Personal and cultural identity
5. Personal awareness and responsibility
6. Social responsibility

Sharon Jeroski's deep thinking on the core competencies

SUPPORTING SELF-ASSESSMENT OF CORE COMPETENCIES

Sharon Jeroski

February 2017

sjeroski@shaw.ca

sjeroski@shaw.ca

CREATING A WHOLE

- This is about the students – personalization, inclusion, diversity. Its not about filling in a template or checking off aspects on a rubric – it's about **what students are becoming** and how to support them
- The **competencies come from students** – what they are doing, able to do, valuing, working on.
  - We don't start with the competencies and find a student.
  - **We HAVE a student who has lots of competence.**
- We talk about a set of competencies, but it is really a whole--3 or 6 competencies don't **equal a whole person** – its just a way of working.
  - We always reconstruct – **put it together**—we can't ever stop in the deconstructed place.

sjeroski@shaw.ca

SELF-ASSESSMENT: OVERVIEW

- Research suggests that **reflection/self-assessment** is the most powerful instructional strategy.
- The purpose of self-assessment/reflection is to enable students to understand the processes and products of **their learning**.
- This understanding is the foundation of **new learning**.
- **The process of self-assessment is what matters**; the form/record is less important
- Student self-assessment is not a "substitute" for teacher assessment – *it is not about matching the teacher's thinking unless you are only interested in fixed content*.

sjeroski@shaw.ca

SOME FORMS WE CAN USE FOR SELF-ASSESSMENT …

- Charts made from sorting
- Constructions
- Found poem
- Word cloud
- Advertisement/commercial
- Reference letter or bio
- Interview (written or oral)
- Mind map
- Other graphic organizers (e.g., Frayer Model; Story Map)

- Photographs (incl selfies)
- Lists
- Stories
- Poems and acrostics
- Spoken reflections
- Illustrations
- Graphic stories (e.g., Comic Life)
- Symbols (personal)
- Equations (personal)
- Collages
- Videos (incl selfies)
- Body language
- Collections
- Questions
- "The story behind the …"
- Dramatization
- "I can" statements
- Photos (and photo essays)

sjeroski@shaw.ca

NOTES ABOUT SELF-ASSESSMENT

- **Everyone doesn't have to provide the same evidence**
  - Because "how" doesn't matter as much as "why", we don't have to do the same thing with everyone
  - The standardization is in our inquiry and our purpose, not our methods

- **There has to be action on the results!**
  - We assess because we/students NEED to know
  - Something should happen/change (even if it is reducing uncertainty)

sjeroski@shaw.ca

PROCESSES FOR SELF-ASSESSMENT OF CORE COMPETENCIES

You can …

- **Start with the student**
  - *What are you feeling good about? What have you learned to do?*
- **Start with one or more curriculum areas**
  - Focus on **connections between core competencies and curricular competencies**.
    - Start with one or two core competencies that are central to the subject area – or search out one that isn't!
- **Start with one of the competencies**
  - look for it everywhere – curricula, cross-curricular, extra-curricular ..

sjeroski@shaw.ca

STARTING WITH THE STUDENT…

- **A student is not a collection of competencies**
  - A student is a person who has competencies that **vary from one context to another**

- Especially with young children, it often makes more sense to start with their own sense of accomplishment – their view of the strengths

- Teachers then elicit ideas, coach, and help students document or collect evidence of their growing competence

THE COMPETENCIES ARE ALL ABOUT STRENGTHS.

THEY ARE NOT THE INCOMPETENCIES!

sjeroski@shaw.ca

CONFERENCE: CONNECTING TO CORE COMPETENCIES

- I notice you are proud of having a new idea and working on it … that is what creative thinking is all about.
  - Do you think you are getting to be more of a creative thinker or have you always been able to do this?

- You also talked about how you worked hard to finish this on your own. That's one of the things people who have personal responsibility do.
  - What helped you stick to your work and get it done?
  - What advice could you give younger students about sticking to their work until they finish?

Option: Teacher records *Core competencies:* Creative thinking and personal responsibility"

sjeroski@shaw.ca

AND, IF WE ARE TEACHING DIFFERENTLY, WE HAVE TO ASSESS DIFFERENTLY

OUR CLASSROOM ASSESSMENT ALIGNS WITH OUR TEACHING…

Curriculum

Teaching

Assessment

Communicatong
Student Learning
& Reporting

PART 2: REDESIGNING ASSESSMENT

What is assessment and what do researchers say about it?

"High quality information collected by teachers in the middle of teaching to adjust their teaching to better meet their students' learning needs."

Dylan Wiliam, 2016 webinar

"Any activity used as an assessment of learning progress before or during the learning process itself."

John Hattie

"Any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupil's learning."

Black and Wiliam 1998

STAND UP AND TALK TO TWO PEOPLE ACROSS THE ROOM FROM YOU

- Consider the ways that our educators are engaging with the redesigned curriculum and using new teaching and learning approaches that you see in classrooms…
- So --- If students are exploring their passions, involved in inquiry projects, conducting problem and project based learning – how is our assessment changing to align?
- What do you see, notice, wonder about in your context connected with assessment?

ASSESSMENT RESEARCH META-ANALYSES

- John Hattie's meta-analysis of assessment research suggests the importance of **students being active in the learning process, feedback** (informative rather than evaluative), **challenging yet achievable goals, and effective questioning** (open-ended, clarifying, extending)
- Black and Wiliam's work suggests the importance of **assessment *for* learning** – clear goals/learning intentions, active engagement, descriptive feedback, questioning, student self-assessment

5 ASSESSMENT PRINCIPLES - BLACK AND WILIAM

1. Clear goals and expectations should be established and clearly understood by students (success criteria shared)
2. Students have the opportunity to demonstrate their learning through an active learning process
3. Descriptive feedback provides the learner with important information to move their learning forward
4. Questions are open ended and uncover misconceptions, clarify, and extend thinking
5. Self-assessment and peer assessment are important in developing our student's ability to assess themselves

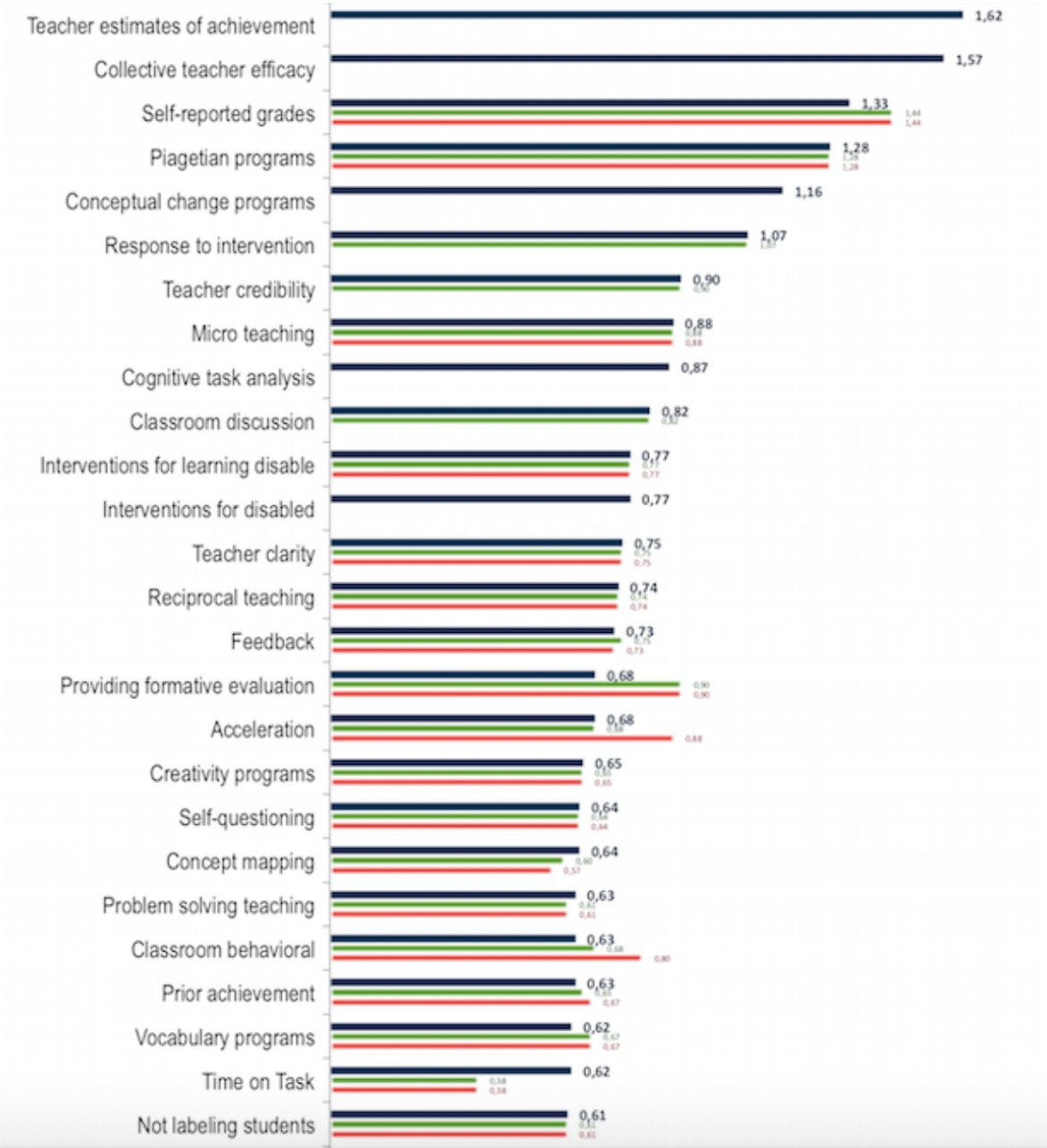
HATTIE'S – KNOW THY IMPACT

HATTIE'S META-ANALYSIS: WHAT MAKES A DIFFERENCE TO STUDENT LEARNING?

- http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/
- http://visible-learning.org/nvd3/visualize/hattie-ranking-interactive-2009-2011-2015.html

Hattie Ranking of Effect Sizes

Click on the image for an interactive visualization of the effect size lists.



HOW DOES EVIDENCE-INFORMED RESEARCH ALIGN WITH OUR WORK?

- Hmmmm… turn and talk for 2 minutes – What parts of this research aligns with our classrooms and schools?
- What aspects of this assessment research might stretch our thinking?

THERE IS A SHIFT IN ASSESSMENT
A DIFFERENT APPROACH ….

SO WHAT IS DIFFERENT?

- Purpose of assessment

  find gaps, adjust my instruction, identify misconceptions, identify ways to challenge the learner (not just to see what the leaner knows)

- More ongoing, embedded assessment process

  asking open ended and probing questions, descriptive feedback, (fewer summative "events")

- Evidence from a variety of sources

  assessment information from observations, interviews, demonstrations, products and projects (profile of the learner)

- Inclusive of learner

  self assessment, setting learning goals, identifying one's profile

EXPLORING PRINCIPLES OF ASSESSMENT

- Choose an Assessment Principle
  - How does this principle improve student learning?
  - What are some examples of the principle in your practice?
  - In what ways could you further foster and support this principle in your context?

New BC ASSESSMENT PRINCIPLES

Fair, transparent, responsive to the learner	Focuses on curriculum-knowing, doing, understanding	Incorporates clear goals, success criteria, descriptive feedback, questioning
Is ongoing, timely, specific and embedded in day to day instruction	Provides varied and multiple opportunities for students to demonstrate learning	Ensures student is fully involved in the process
Uses a collection of student work, gathered over time as a profile of the learner	Incorporates self assessment, goal setting and identifies next steps in learning	Communicates to the learner where they are, what they are working towards and ways that they will be supported

NEW NUMERACY ASSESSMENT

- Consider the principles and proposed structure of the new numeracy assessment and muse on these questions:
  - What do you like?
  - What challenges do you forsee?
  - Feedback to the Ministry

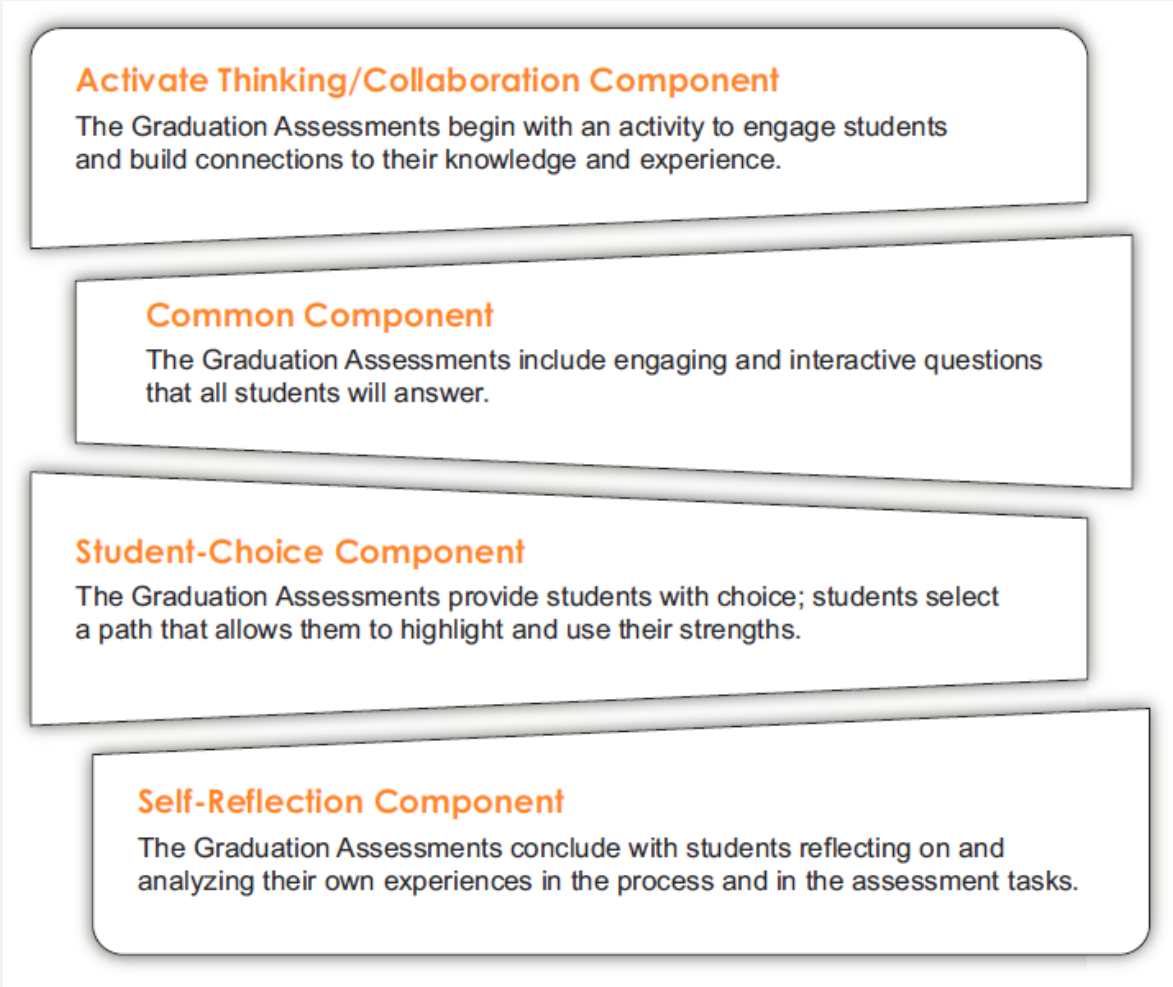
GRADUATION NUMERACY ASSESSMENT

Learning Modernization Project

Team Meeting

BRITISH COLUMBIA | Ministry of Education

STRUCTURE OF PROVINCIAL ASSESSMENTS



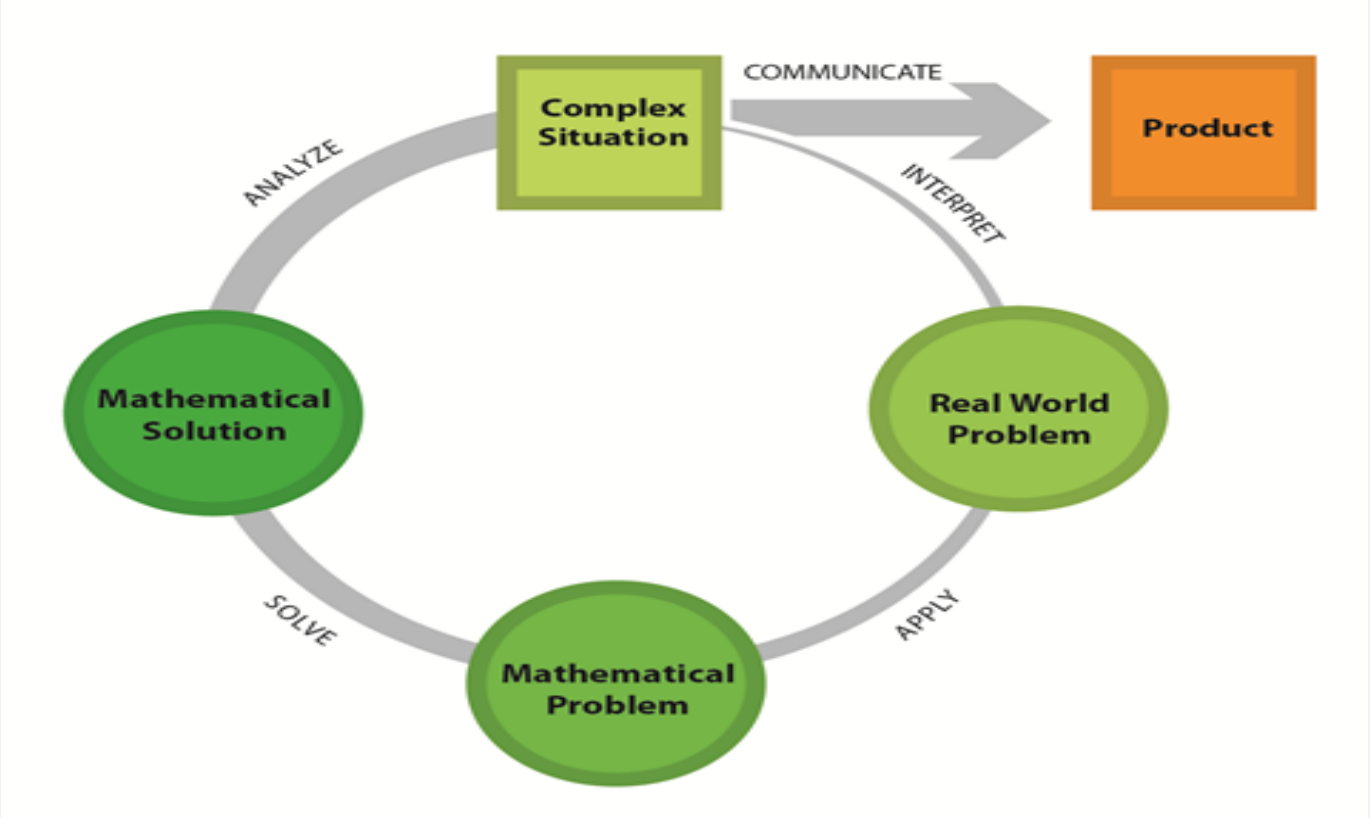
DEFINITION OF NUMERACY

The willingness and perseverance to **interpret** and **apply** mathematical understanding to **solve** problems in contextualized situations, and to **analyze** and **communicate** these solutions in ways relevant to the given context.

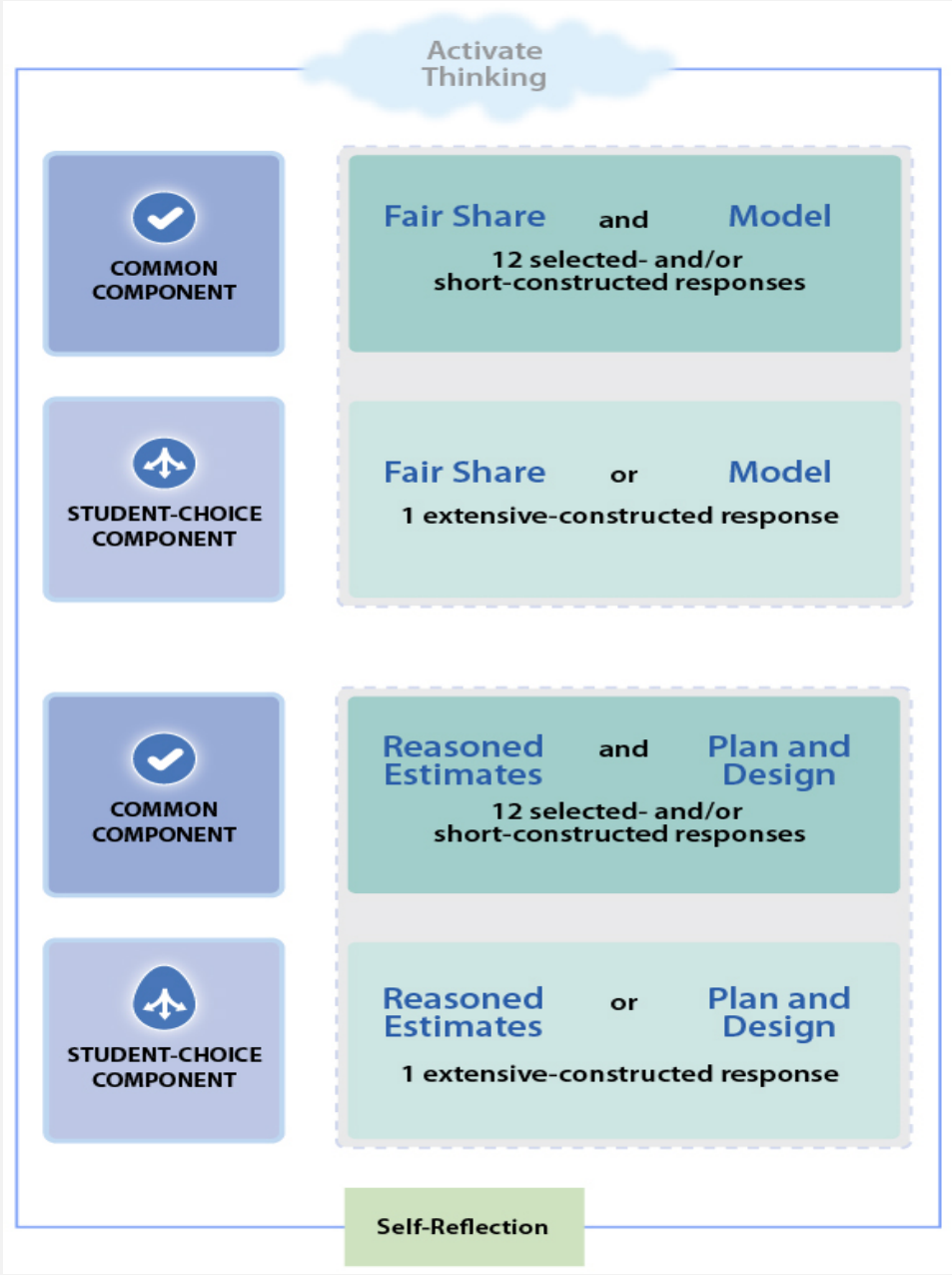
DIMENSIONS

Numeracy Processes	Interpret, Apply, Solve, Analyze, and Communicate
Tasks	Fair Share, Reasoned Estimates, Plan and Design, Model
Context	Personal, Career, Societal, Scientific
Content	K-8, with select math content from 9 and 10
Cognitive Rigour	Webb's Depth of Knowledge: Level 1, Level 2, Level 3

NUMERACY ASSESSMENT MODEL



ASSESSMENT STRUCTURE

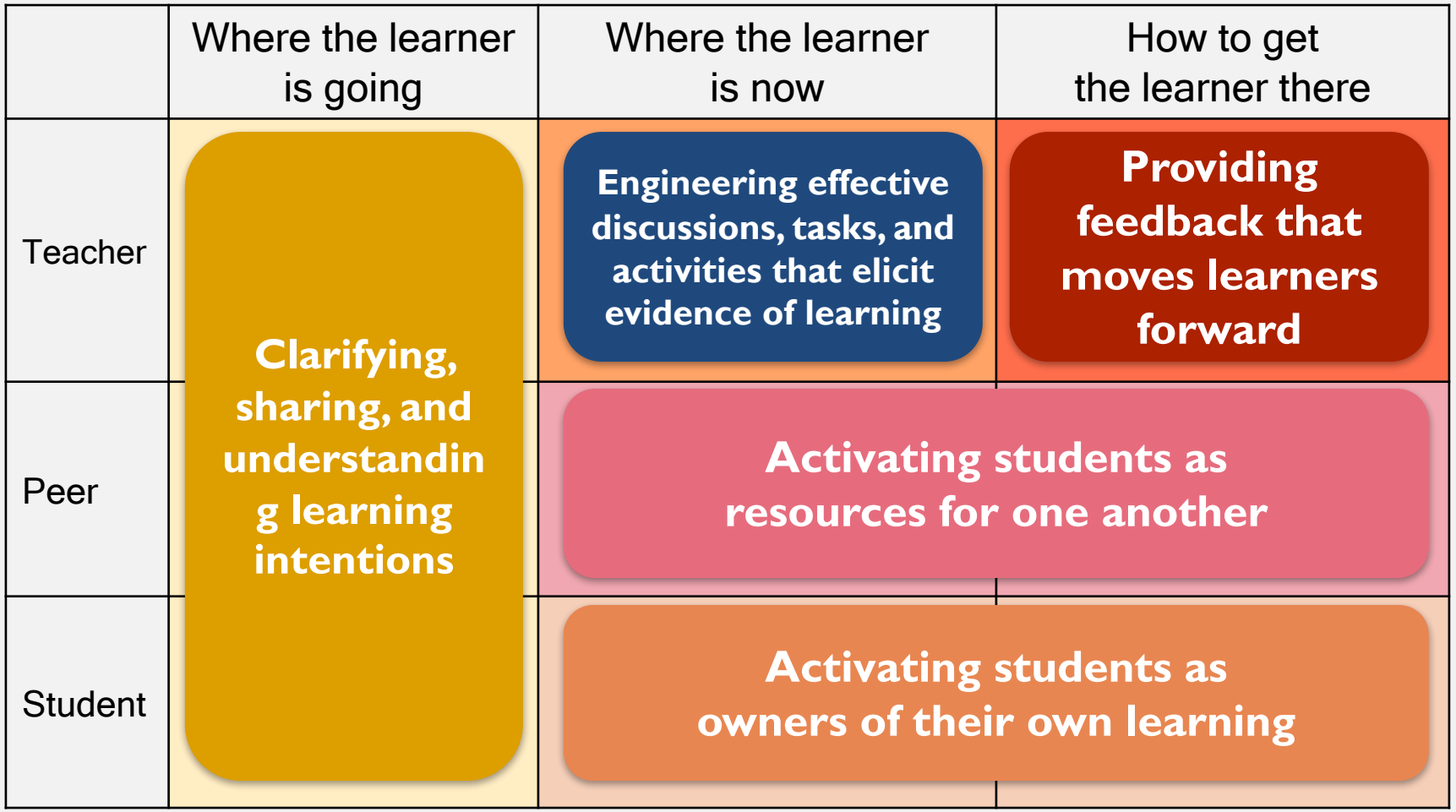


NEXT STEPS

- Draft Assessment Specifications online - April 2017
- Field testing in small sample of schools – April 2017
- Posting Final Assessment Specifications – June 2017
- Posting sample assessment – June 2017
- First Administration – January 2018

The “Big Ideas” of Formative Assessment

UNPACKING FORMATIVE ASSESSMENT



UNPACKING ASSESSMENT

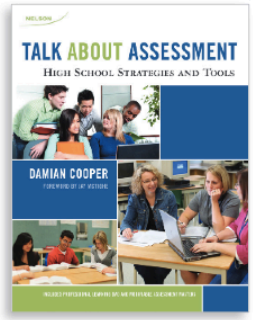
NELSON EDUCATION | *Canada's Learning Advantage*

Talk About Assessment

High School Strategies and Tools

Damian Cooper

Assessment and grading approaches for the 21st century!



Talk About Assessment: High School Strategies and Tools builds upon the eight "*Big Ideas*" of assessment as outlined in Damian Cooper's bestselling book for elementary schools, *Talk About Assessment: Strategies and Tools to Improve Learning*. This new and concise professional learning resource includes practical examples for all types of assessment, including rubrics, checklists, case studies, anecdotes, and examples for grading and reporting, and provides support for all types of assessment: initial/diagnostic, formative, and summative.

Included with *Talk About Assessment: High School Strategies and Tools* is a companion DVD featuring all assessment tools referred to in the book in modifiable form to enable teachers to adapt and customize tools to meet their individual needs. The companion DVD also includes 10 professional learning videos featuring real high school classrooms where best practices in assessment are brought to life.

About the Author...

Damian Cooper has been a teacher, consultant, and a curriculum developer at both district and provincial levels. His current work focuses on helping teachers and administrators to connect curriculum, instruction, and assessment. Damian has been the assessment consultant to a number of highly successful Nelson Education textbook series.

Ordering Options

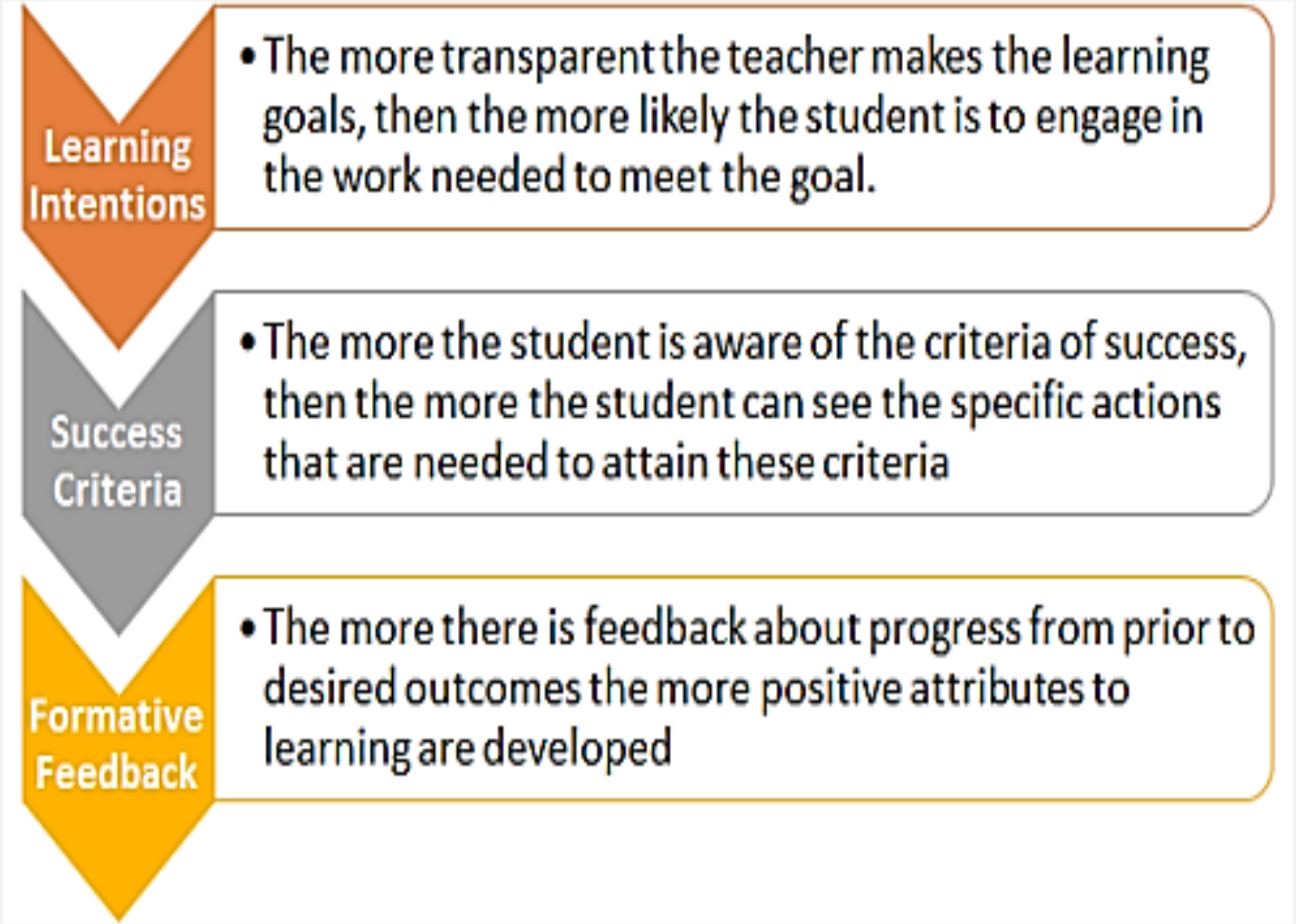
Phone: 1-800-268-2222 **Fax:** 1-800-430-4445 **Mail:** Nelson Education
1120 Birchmount Road
Toronto, ON M1K 5G4

Email: nelson.orderdesk@nelson.com

Online: www.nelsonschoolcentral.com

The Eight Big Ideas

1. Assessment serves different purposes at different times
2. Assessment must be planned and purposeful
3. Assessment must be balanced and flexible
4. Assessment and instruction are inseparable
5. For assessment to be helpful to students, it must inform them in words, not just numerical scores or letter grades
6. Assessment is a collaborative process
7. Performance standards are an essential component of effective assessment
8. Grading and reporting student achievement is a caring, sensitive process


Learning Intentions
• The more transparent the teacher makes the learning goals, then the more likely the student is to engage in the work needed to meet the goal.
Success Criteria
• The more the student is aware of the criteria of success, then the more the student can see the specific actions that are needed to attain these criteria
Formative Feedback
• The more there is feedback about progress from prior to desired outcomes the more positive attributes to learning are developed

ENSURE STUDENTS' SUCCESS BY…

- Identifying and co-constructing criteria for success
- Sharing and clarifying success – use language students understand
- Using samples, models, exemplars to show success
- Modeling process of applying success criteria to examples, samples (other than their own)
- Having students practice applying success criteria to anonymous examples
- Using success criteria to frame teacher feedback, self assessment and peer assessment

HOW DO WE GO DEEPER WITH DESCRIPTIVE FEEDBACK?

- What do I know about the student? What evidence do I see, notice, observe of their learning?
  - Where are they in their development according to BC Performance Standards? Curricular Competencies? What progress have they made?
  - What is their next step in the learning process, in that discipline?
  - What is the "just right" feedback that will move them forward?

THE THREE QUESTIONS TO DEEPEN STUDENT LEARNING (HATTIE, TIMPERLEY)

Where am I going with my learning? (Feed Up)

Focuses feedback on goals or targets

How am I doing in my learning? (Feed back)

Feedback references criteria and what success would look like and where a student is in the process

Where to next in my learning? (Feed forward)

Feedback helps student gain more clarity about what they know and can do to in order to apply and use the feedback now and in the future

ASSESSMENT SUPPORTING LEARNING….

"To be effective, feedback needs to cause thinking. Grades don't do that. Scores don't do that. And comments like "Good Job" don't do that either."

Dylan Wiliam

KEN O'CONNOR – 15 FIXES FOR BROKEN GRADES (2010)

Fixes for Practices that Distort Achievement

- Fix 1: Don't include student behaviors (effort, participation, adherence to class rules, etc) in grades; include only achievement
- Fix 2: Don't reduce marks on "work" submitted late; provide support for the learner
- Fix 3: Don't give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement
- Fix 4: Don't punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement
- Fix 5: Don't consider attendance in grade determination; report absences separately
- Fix 6: Don't include group scores in grades; use only individual achievement evidence

KEN O'CONNOR – FIX 7-10

Fixes for Low-Quality or Poorly Organized Evidence

- Fix 7: Don't organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals
- Fix 8: Don't assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations
- Fix 9: Don't assign grades based on student's achievement compared to other students; compare each student's performance to preset standards
- Fix 10: Don't rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments

KEN O'CONNOR – FIX 11-12

Fixes for Inappropriate Grade Calculation

- Fix 11: Don't rely only on the mean; consider other measures of central tendency and use professional judgment
- Fix 12: Don't include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for Incomplete or Insufficient Evidence

KEN O'CONNOR – FIX 13-15

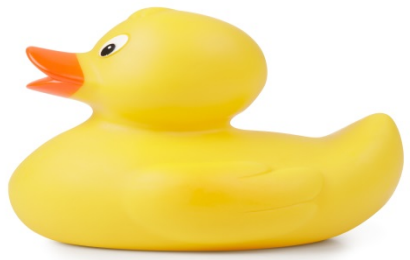
Fixes to Support Learning

- **Fix 13:** Don't use information from formative assessments and practice to determine grades; use only summative evidence
- **Fix 14: Don't summarize evidence accumulated over time** when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement
- **Fix 15**: Don't leave students out of the grading process. Involve students; they can and should play key roles in assessment and grading and promote achievement

DEBRIEF – TRIADS, AND WHOLE GROUP

- What key disruptive ideas emerge from Hattie, Wiliam and O'Connor's work on assessment?
  - How do their ideas align with or contrast the narrative about education in BC?
  - The transformation of education in BC?
  - Assessment practices in your classroom, school or district?

WE NEED TO CONSIDER HOW WE ALIGN…



Curriculum

Teaching

Assessment

Communicatong
Student Learning
& Reporting

COMMUNICATING STUDENT LEARNING AND REPORTING

WHAT IS THE PURPOSE OF REPORTING ON STUDENT LEARNING?

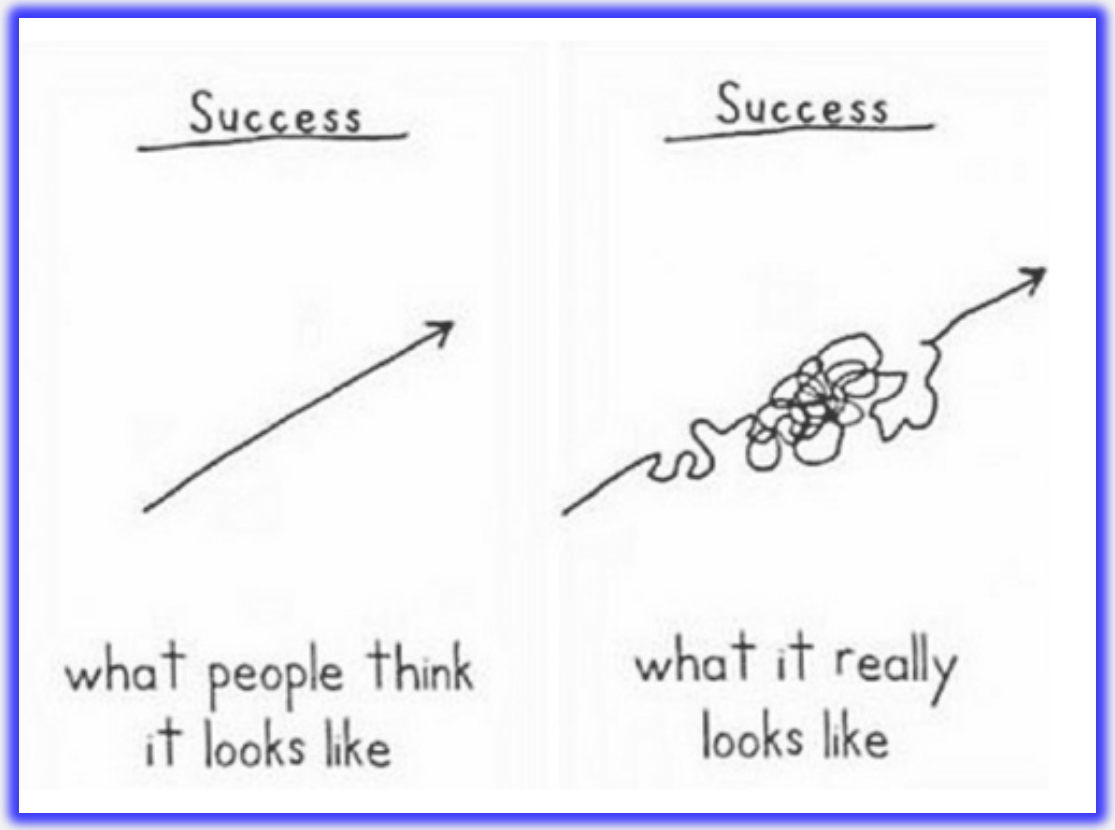
IN WHAT DIVERSE AND MEANINGFUL WAYS CAN WE COMMUNICATE AND REPORT ON STUDENT LEARNING?

Form a group which incorporates two to three teams from different schools.

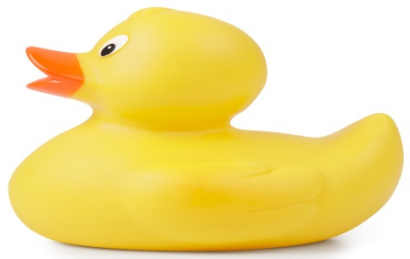
- Brainstorm powerful ways in which we can (and do) report on student learning. Record your ideas.

- How do we know it's a powerful tool for communicating student learning? How could we make it even more so?

Transforming Education



WE NEED TO CONSIDER HOW WE ALIGN…



Curriculum

Teaching

Assessment

Communicatong
Student Learning
& Reporting

AND WE NEED TO "PUT DOWN THE DUCKY"

- The greatest threat to passion, persistence and professional learning:
  - Stopping doing what we have always done long enough for us to learn to do things in new ways
  - We need to put down the old, long enough to engage with and learn about the new
  - And so, we all need to Put Down the Ducky
    - Helen Timperley, University of Aukland at 2016 NOII Symposium

TRANSFORMING EDUCATION IN BC: USING OUR COLLABORATIVE EXPERTISE

What are your commitments to transforming curriculum, assessment and communication about student learning?

- What questions and considerations arise as you pursue collaborative expertise?
- What actions are necessary?
- What obstacles are in the way?
- What solutions can you see to move forward, with student learning at the centre?
- How can we use our collaborative expertise as educators, as teams, as a district?

THANK YOU FOR ALL THAT YOU DO EVERY DAY FOR OUR LEARNERS!!!!

<u>They</u> are so worth it, and, **<u>your</u> work matters** so very much!

It's the **"Why"** we are doing this work.

Students are at the heart of all that we do, and we truly make a difference for all learners!!!!