Introduction to Hamilton-Wentworth District School Board Assessment and Evaluation Guidelines

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In The Hamilton-Wentworth District School Board the major initiatives for Secondary School Reform are overseen by system committees. Our system Assessment and Evaluation Committee includes administrators, consultants and teachers. This committee is supported by an Assessment and Evaluation Committee within each school. The school committees include a teacher from each subject

area, a member of the system committee and at least one administrator.

Last spring the system committee created a set of Assessment and Evaluation Implementation Guidelines for these committees to use to help guide teachers and departments through all the stages of implementation of new assessment and evaluation policies. We used our knowledge of

the provincial assessment and evaluation project Policy to Practice: Implementation Support for the Provincial Secondary Assessment Policy to create guidelines that would help teachers translate provincial policy into classroom practices.

We just provided in-service to all of our school Assessment and Evaluation Committees on the use of these implementation guidelines. They are being used by these committees, individual departments and the school improvement planning team to identify "next steps" in the implementation of assessment and evaluation reforms within each secondary school.

Implementation Timelines

The dates given here show implementation for each grade without the transfer of learning from one grade to the next. It is recognized that with each successive grade the implementation schedule will condense as learning acquired in early implementation of the intermediate grades is transferred to the implementation of the senior grades. ***Full implementation of Grades 11 and 12 should be less than indicated here.**

	Awareness	Beginning Implementation	Partial Implementation	Full Implementation	Consolidation
Grade 9	1999	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003
Grade 10	1999 - 2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004
Grade 11*	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005
Grade 12*	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006

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Ways of Knowing In and Through the Body: Diverse Perspectives on Embodiment

Edited by
Sharon M. Abbey

This anthology is for educators, administrators, health-care practitioners, performers, artists and others who seek deeper understandings of arts-based research, curriculum and pedagogy, self-study, performance and therapy. It brings together the collective research of sixty well-known contributors to the field.

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Hamilton-Wentworth District School Board ASSESSMENT AND EVALUATION IMPLEMENTATION GUIDELINES

POLICY General Policy Statements	CLASSROOM PRACTICES Expectations for teachers and students		RESOURCES/ SUPPORTS	INDICATORS
<p>Curriculum Expectations</p> <p>Assessment and evaluation will be based on the provincial curriculum expectations (<i>content standards</i>) and the achievement levels (<i>performance standards</i>)</p>	AWARENESS	<ul style="list-style-type: none"> OSS and curriculum documents and course profiles are studied identification of expectations and achievement charts analysis of expectations to determine differences from previous curriculum PROGRAM PLANNING AND ASSESSMENT document studied 	<ul style="list-style-type: none"> Subject-specific training SIT Training, Phases I – III 	<ul style="list-style-type: none"> new documents in evidence SIT team providing PD Some schools piloting Provincial Report Card exploring research and resources
	BEGINNING IMPLEMENTATION	<ul style="list-style-type: none"> assessment strategies are linked to curriculum expectations understanding of differences between assessment and evaluation teachers provide students with specific feedback to improve learning 	<ul style="list-style-type: none"> Subject-specific workshops Phases III – IV Report card comment writing workshop Exemplar (Phase V) in-services Curriculum writing consortium in-service for writers 	<ul style="list-style-type: none"> using profiles, documents and achievement charts using different strategies for assessment and evaluation providing feedback on all assessments
	PARTIAL IMPLEMENTATION	<ul style="list-style-type: none"> assessment strategies are developed reflecting new strands/units and assessment and evaluation use of a variety of assessment and evaluation strategies assessment and evaluation criteria are given to students prior to commencing evaluations feedback focuses on student progress and achievement of curriculum expectations to improve student learning diagnostic and formative assessments used use of the design-down process in strand/unit planning using profiles and CUP units as templates 	<ul style="list-style-type: none"> introduction of Grade 11 curriculum from consortium Subject-specific training CUP in-services in-service for administrators staff in-services for AER Brochures # 1 – 3 Culminating Activities in-services (Phase VII) Subject AER workshops and in-services Exemplar field testing 	<ul style="list-style-type: none"> use of CUP units and course profiles begin using new report card comment bank assessment criteria given with assignments use of exemplars distinction between formative and summative activities feedback becoming more specific begin using culminating activities and/or RPTs assessments identified with expectations
	FULL IMPLEMENTATION	<ul style="list-style-type: none"> assessment and evaluation are monitored separately a variety of assessment strategies that use higher order thinking skills (Bloom's taxonomy) diagnostic and formative assessments not used in evaluation feedback includes a variety of methods, e.g., student-teacher conferences, anecdotal comments, peer/self assessment identification of key learnings and alignment of curriculum to emphasize these course planning uses key learnings and the design-down process changes to assessment and evaluation practices made to accommodate individual student needs 	<ul style="list-style-type: none"> Subject-specific training Exemplar field testing Phase VIII Brochure # 5 in-service Phase IX Subject/departmental plans 	<ul style="list-style-type: none"> separate recording of assessments and evaluations assessment activities include analysis, synthesis and evaluation only summative activities used to calculate marks records for peer & self-assessments and student-teacher conferences use of overall expectations and/or key learnings to plan culminating activities summative evaluation includes culminating activities use of Rich Performance Tasks evidence of accommodation appropriate to IEP
	CONSOLIDATION	<ul style="list-style-type: none"> review of courses identification of areas for personal growth (Teacher Action Plan/ Annual Learning Plan) 		<ul style="list-style-type: none"> Grade 9 curriculum, assessments and evaluations revised as required

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<p>Achievement Charts</p> <p>Assessment and evaluation will be based on the provincial curriculum expectations (<i>content standards</i>) and the achievement levels (<i>performance standards</i>)</p> <p>Assessment and evaluation must be based on the categories of knowledge and skills and the achievement level descriptions given in the Achievement Chart</p> <p>The percentage grade represents the quality of the student's overall achievement of the course and the corresponding level of achievement as describes in the Achievement Chart</p>	AWARENESS	<ul style="list-style-type: none"> achievement charts in curriculum documents are studied analysis of four categories to determine differences from previous curriculum PROGRAM PLANNING AND ASSESSMENT document studied 	<ul style="list-style-type: none"> Subject-specific training SIT Training, Phases I – III 	<ul style="list-style-type: none"> new documents in evidence SIT team providing PD exploring research and resources
	BEGINNING IMPLEMENTATION	<ul style="list-style-type: none"> teaching and learning linked to expectations in all four categories use of levels of achievement given in charts to identify the level at which the student has achieved the expectations use of four categories for assessment for some tasks/performances use of the achievement chart to guide instruction, assessment and evaluation use of criterion-referenced assessment rather than norm-referenced 	<ul style="list-style-type: none"> Subject-specific workshops Phases III – IV Report card comment writing workshop Exemplar (Phase V) in-services 	<ul style="list-style-type: none"> using documents and achievement charts assessing using levels initial use of rubrics using four categories in assessment assessing with the Achievement Chart planning assessment prior to teaching assessing with curriculum standards
	PARTIAL IMPLEMENTATION	<ul style="list-style-type: none"> use of the achievement chart as the framework for instruction, assessment, evaluation and reporting use of a variety of assessment strategies to address the different categories use of the achievement chart as the framework for providing feedback to students for improvement subject council clarification of the weightings of the four categories of knowledge and skills (in each curriculum document these may differ in focus and intent) use of the exemplar documents as a resource to assist making consistent, professional judgements about the quality of student work by achievement chart categories and levels planning and instruction so that the amount of instructional time and types of learning opportunities correspond to the emphasis of the curriculum expectations and the suggested category weightings if the Achievement Chart 	<ul style="list-style-type: none"> introduction of Grade 11 curriculum from consortium Subject-specific training CUP in-services staff in-services for AER Brochures # 1 – 3 Culminating Activities in-services (Phase VII) Subject AER workshops and in-services Exemplar field testing 	<ul style="list-style-type: none"> use of the four categories in planning for instruction (lesson and/or unit plans) use of different instructional strategies to address different categories use of different assessment strategies to address different categories use of rubrics for Rich Performance Tasks feedback to students addresses achievement in the four categories including next steps consistent outlines for assessment in all subject areas use of exemplars use of a variety of teaching and assessment strategies that are consistent with the weightings developed by subject councils
	FULL IMPLEMENTATION	<ul style="list-style-type: none"> linking some curriculum expectations (overall expectations) to more than one achievement chart category at different times in the course gather samples of student work from a course and used to model what achievement looks like at each of the four levels where appropriate, addressing all four categories when designing culminating activities/performance tasks identification of key learnings and alignment of assessment and evaluation to emphasize these assessment and evaluation allow students to revisit key expectations throughout the course 	<ul style="list-style-type: none"> Subject-specific training Exemplar field testing\ Phase VIII Phase IX Subject/ departmental plans 	<ul style="list-style-type: none"> clustering of specific expectations to support key learnings inter-subject comparison of categories development of rubrics in consultation with students evaluation of overall expectations, some using more than one of the categories samples of student work in evidence use of rubrics to assess performance tasks
	CONSOLIDATION	<ul style="list-style-type: none"> review of courses identification of areas for personal growth (Teacher Action Plan/ Annual Learning Plan) 		<ul style="list-style-type: none"> all course evaluations consistent with subject council weighing of categories

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<p>70% / 30%</p> <p>The final percentage grade for Grade 9 – 12 courses will be derived as follows:</p> <p>Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered <i>towards the end of the course</i>. Seventy per cent of the grade will be based on evaluations conducted <i>throughout the course</i>. This portion of the grade should reflect the student's <i>most consistent level of achievement</i> throughout the course, although special consideration should be given to the <i>more recent evidence of achievement</i>.</p> <p>The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the Achievement Chart for the discipline</p>	AWARENESS	<ul style="list-style-type: none">OSS, curriculum documents and course profiles are studiedPROGRAM PLANNING AND ASSESSMENT document studied	<ul style="list-style-type: none">Subject-specific trainingSIT Training, Phases I – III	<ul style="list-style-type: none">new documents in evidenceSIT team providing PD
	BEGINNING IMPLEMENTATION	<ul style="list-style-type: none">teaching/learning strategies are linked to evaluation strategies70% of final grade based on course work	<ul style="list-style-type: none">Subject-specific workshopsPhases III – IVReport card comment writing workshopExemplar (Phase V) in-services	<ul style="list-style-type: none">course outlines modified to reflect 70/30 %using different strategies for assessment and evaluationproviding feedback on all assessments
	PARTIAL IMPLEMENTATION	<ul style="list-style-type: none">assessment and evaluation outlines are given to students to make them aware of how the grade will be determineduse of a variety of assessment and evaluation strategies throughout the course to determine the 70%assessment and evaluation criteria are given to students prior to commencing evaluationsdiagnostic and formative assessments used throughout the courseassessment and evaluation based on sufficient evidence in each of the four categoriesuse of this evidence in each of the categories to determine 70% if the final grade30% summative form more than a single, one-time evidence30% summative activities appropriate to the subject and destination for each course	<ul style="list-style-type: none">introduction of Grade 11 curriculum from consortiumCUP in-servicesin-service for administratorsstaff in-services for AERBrochures# 1 – 3Culminating Activities in-services (Phase VII)Subject AER workshops and in-servicesExemplar field testing	<ul style="list-style-type: none">report card comments are subject and expectation specificevidence of different types of assessment strategies used to determine the 70%assessment criteria given with assignmentsuse of exemplarsdiagnostic and formative activities not used to determine the 70%evaluations used to determine the 70% reflect the weightings developed by the subject councilsculminating activities part of the 30%evaluations used to determine the 30% reflect the weightings developed by the subject councils
	FULL IMPLEMENTATION	<ul style="list-style-type: none">assessment and evaluation are monitored separately, only evaluation used to determine the 70%diagnostic and formative assessments not used in determining the 70%use of the most consistent level of achievement throughout the course to determine the 70%professional judgement used to determine the 70% grade based on most consistent achievement, with special consideration for the most recentidentification of key learnings and alignment of evaluation to emphasize these throughout course in determining the 70%assessment and evaluation that allows students to revisit key expectations throughout course to determine most consistent and most recent level of achievement	<ul style="list-style-type: none">Subject-specific trainingExemplar field testingPhase VIIIBrochure # 5 in-servicePhase IXSubject/departmental plans	<ul style="list-style-type: none">only summative activities used to calculate markssummative evaluation includes culminating activitiesculminating activities reflect the weightings developed by subject councilsmarks determined using professional judgement, not mathematical calculationslearning skills not used to determine markskey learnings identified and evaluations are based on these and/or overall expectations, not specific expectations
	CONSOLIDATION	<ul style="list-style-type: none">review of coursesidentification of areas for personal growth (Teacher Action Plan/ Annual Learning Plan)		<ul style="list-style-type: none">Grade 9 curriculum, assessments and evaluations revised as required

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Learning Skills the report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills	AWARENESS	<ul style="list-style-type: none"> • Identification of learning skills • <i>Guide to Provincial Report Card</i> studied for details on each learning skill • analysis of expectations to determine how learning skills are included (certain subject areas only) • <i>PROGRAM PLANNING AND ASSESSMENT</i> document studied 	<ul style="list-style-type: none"> • Subject-specific training • SIT Training, Phases I – III 	<ul style="list-style-type: none"> • new documents in evidence • SIT team providing PD • Some schools piloting Provincial Report Card • exploring research and resources
	BEGINNING IMPLEMENTATION	<ul style="list-style-type: none"> • instruction, practice and feedback are provided to students to develop learning skills • students are provided numerous opportunities to demonstrate their progress and achievement of the learning skills 	<ul style="list-style-type: none"> • Subject-specific workshops • Phases III – IV • Report card comment writing workshop • Exemplar (Phase V) in-services 	<ul style="list-style-type: none"> • using documents and achievement charts • general list of key learning skills being used • exploring tools to help assessment of learning skills • identification of learning skills in assignments
	PARTIAL IMPLEMENTATION	<ul style="list-style-type: none"> • students are provided meaningful, timely, detailed and continuous descriptive feedback and information about strengths and areas in which improvement is needed • the assessment of learning skills is distinct from and should not influence the determination of percentage grades apart from any that may be included as part of a curriculum expectation • course outlines are developed reflecting assessment of learning skills separately from curriculum expectations • use of a variety of assessment strategies for learning skills • criteria for assessment of learning skills are given to students 	<ul style="list-style-type: none"> • in-service for administrators • staff in-services for AER • Brochures# 1 – 3 • Culminating Activities in-services (Phase VII) • Subject AER workshops and in-services • Exemplar field testing 	<ul style="list-style-type: none"> • learning skills assessed but not used to determine marks • learning skills identified and assess in each assignment • feedback on learning skills provided to students • use of consistent standards for assessment of learning skills
	FULL IMPLEMENTATION	<ul style="list-style-type: none"> • incorporate the assessment of learning skills into course planning • communicate, inform and instruct parents and the wider community on the meaning, importance and development of learning skills • use of separate tools to evaluate learning skills (Skills Passport, Skills Inventories) • identification of industry standards for specific learning skills and inventories developed to evaluate these skills • assessment allows students to revisit learning skills throughout course 	<ul style="list-style-type: none"> • Subject-specific training • Exemplar field testing • Phase VIII • Pilot of Skills Passport • Phase IX • Subject/ departmental plans 	<ul style="list-style-type: none"> • separate recording of assessments, evaluations and learning skills • learning skills not used to determine marks (e.g., no deductions for late penalties, materials missing, homework,) • piloting assessment tools, Skills Passport, Skills Inventories
	CONSOLIDATION	<ul style="list-style-type: none"> • review of courses • identification of areas for personal growth (Teacher Action Plan/ Annual Learning Plan) 		<ul style="list-style-type: none"> • Grade 9 curriculum, assessments and evaluations revised as require