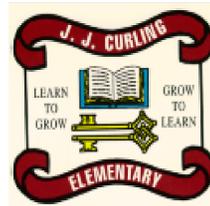


2021-22

Annual School Development Report



J. J. CURLING ELEMENTARY SCHOOL
WOODBINE AVENUE CORNER BROOK, NEWFOUNDLAND A2H 3P2
PHONE 785-2814 FAX 785-2042

**Strategic Issue: Our assessment practices are limiting how our students are able to show us what they know.
 How will adjusting assessment practices enable us to change our instructional practice?
 How can we develop assessment practices to challenge and engage students?**

How did you know this was a Strategic Issue? What evidence did you have?

Anecdotal Data:

- Discussions among teachers
- Paper use
- Student feedback (grade 4 - 6) identifying paper and pencil tests as the primary way they show learning
- Student anxiety around summative assessment, as reported through phone calls and emails to school admin.
- Consistent observation of students taking tests
- PMF data (2020-21) indicates less than desirable results around student interest in school

PMF Data:

How many of your classes do you enjoy? 36% responded “most” or “all”; 64% responded half or less

Overall, how interesting are the things that you learn in class? 41% responded “quite interesting” or “Extremely interesting”

RTL Data:

Summary of the responses to the guiding questions on the Assessment and Teachers as learners Determinants: Our lead team recognizes there is work to be done, based on teacher responses, in both determinants, particularly around assessment. Assessment practices tend to be in keeping with the best thinking of 5 - 10 years ago. An example would be the weight placed on Fountas and Pinnell reading records when determining report card indicators.

2021-2022: The lead team has continued its work of bringing about assessment changes. Data indicates 75% of school teaching staff have used project based learning and assessment in their classroom on either a “regular” or “sometimes” continuum. This percentage is up from the previous year and reflect assessment not reliant on paper/pencil tests.

School Conditions Rubric (start w/lead team...move to whole staff): This process will continue in a more in-depth manner September 2021. From the perspective of global competencies and deep learning, our staff chose to learn more about collaboration. In particular, how to incorporate more student voice and choice in assessment.

2021-2022: Classroom teachers have moved slightly to involving students in assessment. There is a much greater understanding of using assessment designed in multiple formats, but there is still a ways to go in involving students in the design of the assessments.

Year-end Summary of Progress. What evidence do you have to support this progress?

1. Lead Team Engagement

- a. **Members of the lead team were active participants in planning professional learning for all staff. Lead team members became sources of information for the staff as a whole.**

Evidence

Two (2) team PL sessions off site with all members engaged and contributing
 Staff meetings (one component) were dedicated to members of the lead team giving short presentations

2021-2022

- Our lead team was not as active this year with respect to formally leading/planning assessment change. However, by walking the talk about assessment they were leaders of change. Assessment is an agenda item for every staff meeting and members of the lead team took responsibility for sharing best practices.

2. Use of Percentages

- a. **We have eliminated the use of percentages in assessment school wide. Tests are still being used, but on a much smaller scale, and for formative purposes.**

Evidence

Walkthroughs and discussions between administrators and teachers have confirmed percentages are no

longer being used to assess students.

2021 - 2022

- There is no update around this. Very few summative tests in any grade. The elimination of public exams, and presentations/talk around standards based assessment has helped move this along.

3. Fountas and Pinnell

- Fountas and Pinnell reading records are no longer viewed as the primary determinant for reporting on reading progress. There is a greater understanding of the need to explore other reading assessment opportunities. This is evident through year end discussions with teachers. Staff engaged in discussions about “cold reads”, those being student assessment being based on reading a material for which the student has no background or interest. There is a growing understanding of the need to incorporate student interest and engagement in the choice of reading material. This has been helpful**

Evidence

For many years reading records were the primary method of assessing student reading. We are slowly moving away from this as the primary method of assessing reading; movement is slow but trending in the right direction based on conversations with teachers, both formally and informally.

2021-2022

- There is no rush on the Fountas and Pinnell kits! There are fewer kids in the corridor with teachers doing the assessment. There are fewer requests for teacher classroom coverage so they may get reading records complete. This is evidence the reliance on the kits is diminishing. The language arts assessment portfolio acts as a guideline.

4. Professional Development

- The May professional learning session was a “breakthrough” moment for many staff in the area of giving students “voice and choice” in assessment. This was evident in assessment practices noticed at the end of the year.**

Evidence

Each teacher left our May professional development session with the task of co-creating an assessment with the

learners in their room. The admin team reviewed the assessments developed by teachers looking for evidence of student involvement in the creation of the assessment. The admin team was very pleased with the results of this initiative.

2021 - 2022

- There was an evolution of sorts with respect to teaching and learning through project based learning. Each grade level collaborated to come up with a project based learning idea. Two major projects came about as a result. Grade 1 students initiated a very successful recycling campaign in our school and grade 5 students developed a 1 km walking trail. They contacted partners, tapped into local resources, and did the work required. The recycling program and walking trail are great legacies for our school.

5. Global Competencies/Deep Learning

- a. **Teachers have focussed on the collaboration competency, in particular how to incorporate student collaboration in assessment. End of the year assessments indicated teachers took ownership of this major tenet, and worked with students to develop end of the year assessments. Talking circles with grade 5 and grade 6 students indicated their teachers were in tune with their voices when developing end of the year assessments.**

Next Steps...

Our school has chosen to focus on bringing about changes in the way we assess students. Our school leadership team is focussed how to bring about this change. Our intent is to bring about change through the lens of global competencies and 21st century teaching pedagogy. Specifically, for 2021 - 2022, we will be looking at bringing about changes to our assessment practices through student collaboration.

Next steps include:

1. **Continue the rich discussion about student voice and choice about assessment at:**
 - a. **Staff meetings - embedded in agendas**

- b. **TLT meetings - poor assessment practices must be recognized as a de-motivator and as such, will be topics of discussion in TLT meetings**
 - c. **Lunch table**
 - d. **Monday memos - embedded in each memo**
- 2. **Continue building professional learning opportunities which promote an understanding that teachers must present as learners.**
 - a. **Provide opportunities for all staff to do professional learning around assessment.**
 - b. **Provide opportunities for all staff to converse with district specialist and colleagues**
 - c. **Provide opportunities for teachers to present assessment ideas at staff meetings.**
- 3. **In the same manner as last year, establish a student leadership team.**
 - a. **Provide opportunities for the student leadership team to share assessment ideas with staff**
 - b. **Provide opportunities for the team to collect data around student engagement, and the impact assessment has on engagement.**
- 4. **Collect more data.**
 - Complete staff and student surveys to determine development along the Deep Learning Progressions - focus on collaboration**

