



Assessment in RPS

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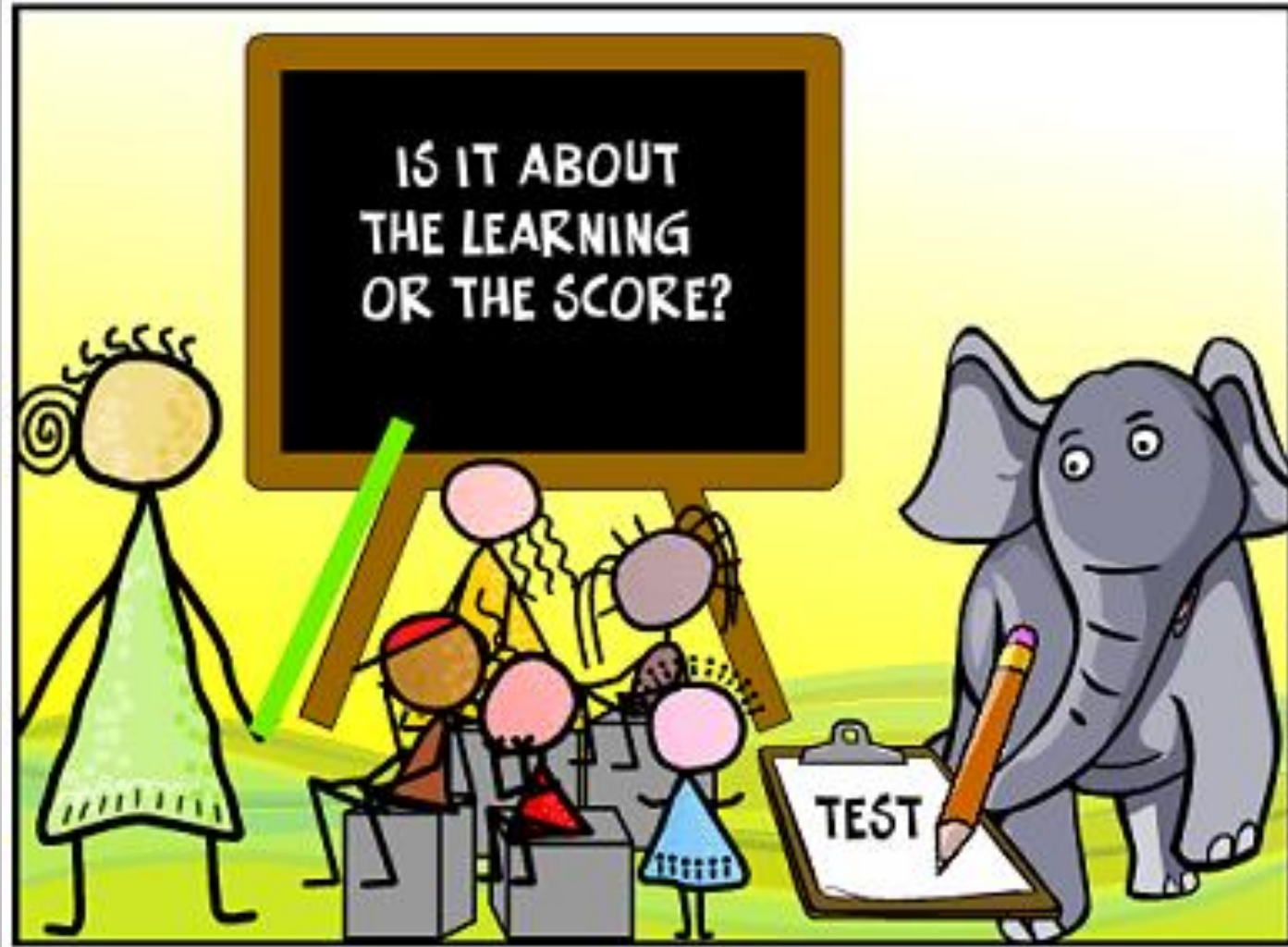
Reflecting on Exams



"An event is not an experience until you reflect on it."

Robert Fullan

WEIGH THE ELEPHANT



WWW.TOONDOO.COM

whatedsaid

Improving Student Achievement

- To improve student achievement, there must be emotional commitment and effective instruction on a very large scale. We must generate and use data in a way that makes the child come alive in the minds and actions of teachers.....put faces on our data.
- In using the data everyone of us needs to know what we have to do to achieve the goals and at the end of the day know how we performed in moving towards those goals.

Assessment “for” “as” and “of” Learning

Assessment *for* & *as* Learning

- Assists teachers and students to check learning to decide what to do next
- Gives teachers information to modify and differentiate teaching and learning activities
- Used in conferencing
- Uses detailed specific feedback in words
- Focuses on improvement of student’s previous best performance
- Formative in nature

Assessment *of* Learning

- Provides information to parents, school and board level administration as well as students.
- Presented in a periodic report
- Summarizes information with numbers of letter grades
- Compares student achievement with established standards
- Summative in nature and is used to confirm what students know and can do

Principles of Sound Assessment

(identified by Damien Cooper)

Assessment serves different purposes.

It **inform instruction** and **communicates achievement**.

Diagnostic shows what students know and can do

Formative provides students with feedback to
improve their learning

Describes informs students and parents how well they
have learned

Assessment Must Be Planned and Purposeful

Curriculum

What do I expect students to know and be able to do at the end of the unit, term and year?

Assessment

How will I determine whether they have learned?

Instruction

What lessons will be most effective in enabling students to demonstrate they have learned?

Saskatchewan Ministry of Education Assessments

- Help Me Tell My Story (Kindergarten)
- Early Years Evaluation (Kindergarten)
- Benchmark Reading (Grades 1 – 3)
- Tell Them From Me (Grades 4 – 12)
- PISA (15 year olds – international)
- PCAP (Grade 8 – National)

RPS Assessments

[Administrative Procedure #316](#)

Provide teachers, students and their parents/guardians with information required to assist students to recognize their strengths and areas for improvement. Parents/guardians shall be informed at regular intervals of student progress and shall be involved, along with the student, in setting goals and evaluating progress towards those goals.

RPS Assessment Overview

Value Added Assessment is *assessment for learning* that focuses on individual student *achievement and growth*

- as measured on a *formative/diagnostic Pre-assessment* on an equitable *summative Post-assessment*

Assessments

Early Years Evaluation (K)

Reading Benchmarks – (Grades 1 – 3)

RAD - Reading Assessment District (Grades 4- 9)

DNA - Diagnostic Numeracy Assessment (Grades 1 - 8)

TTFM - Tell Them From Me (Grades 7, 8, 9 moving to grades 4 - 12)

CAT 4 - (Grades 5, 9, every second year)

Reading Assessments

How do they work?

- Students **read** a non fiction passage and **answer** oral or written questions
- Teachers conduct a **running record** while listening to students individually read a portion of the text
- Teachers **score, discuss** and **plan** for appropriate instruction (collaborative work)

How Does This Help?

Provides information to the classroom teacher(s) regarding student's:

- Decoding skills
- Expression and fluency
- Comprehension of text
- Use of comprehension strategies



SO WHAT?

This is a system assessment that I have to do!
How could it be linked to my teaching??

Instruction

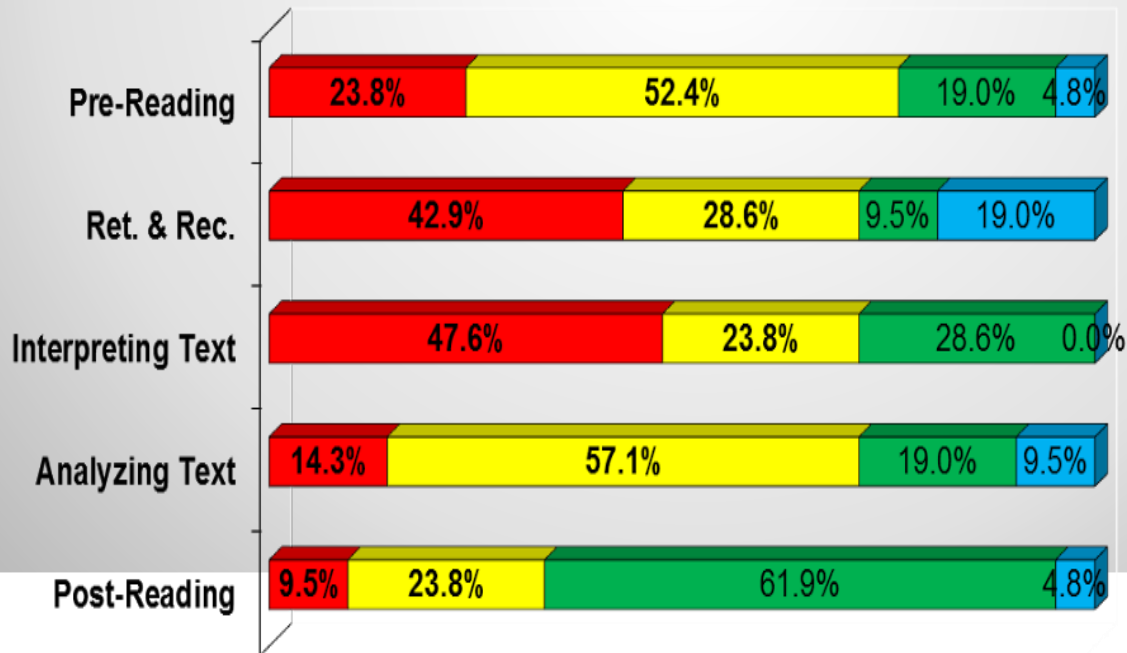
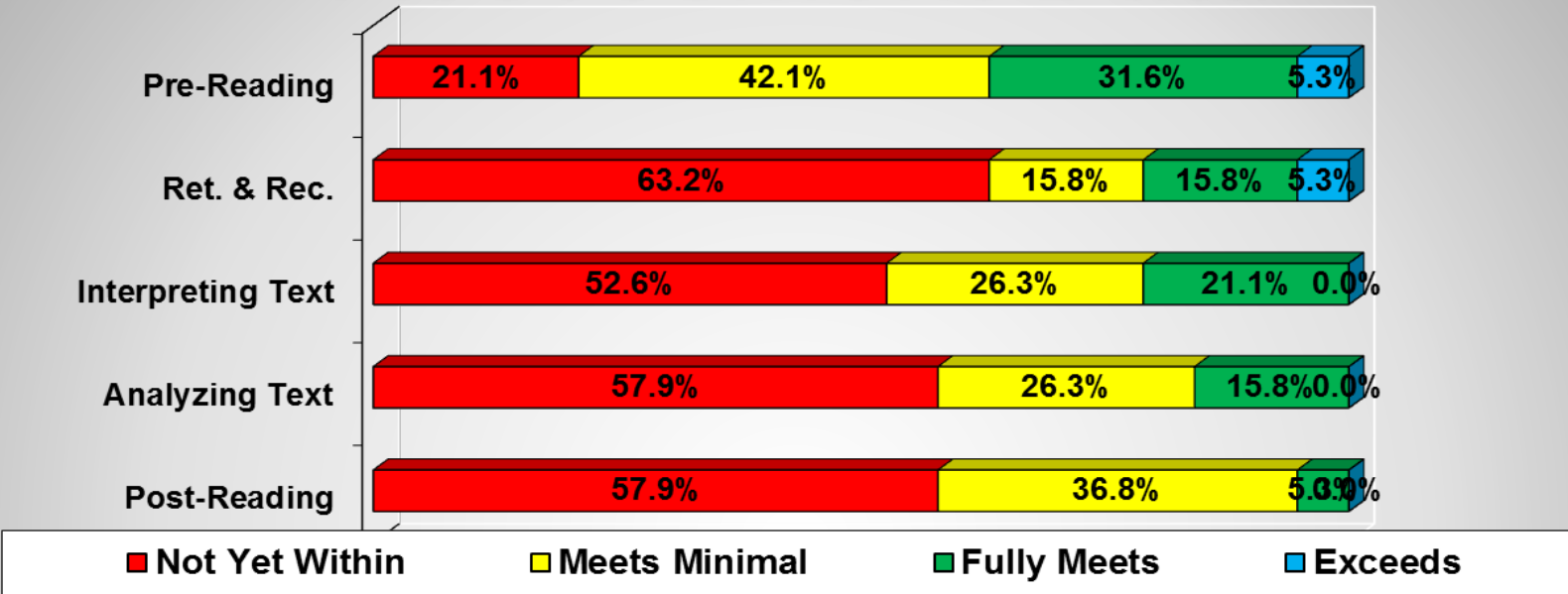
Science of Teaching

systematic analysis of data to determine where an individual is on a continuum of learning

Art/Craft of Teaching

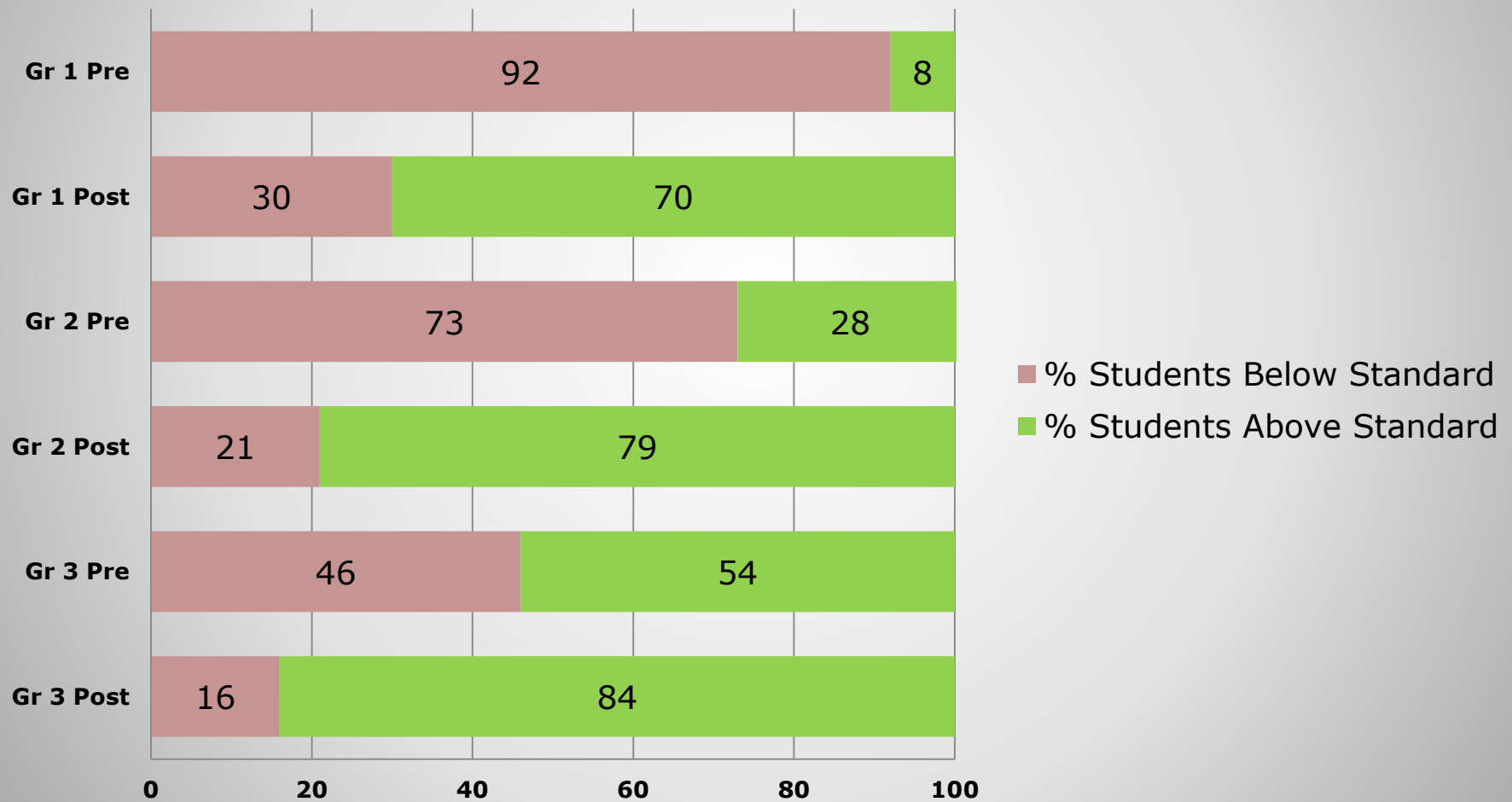
plan lessons/activities that ENGAGE students in learning, aid in mastery of outcomes and improve achievement

Assessment Data



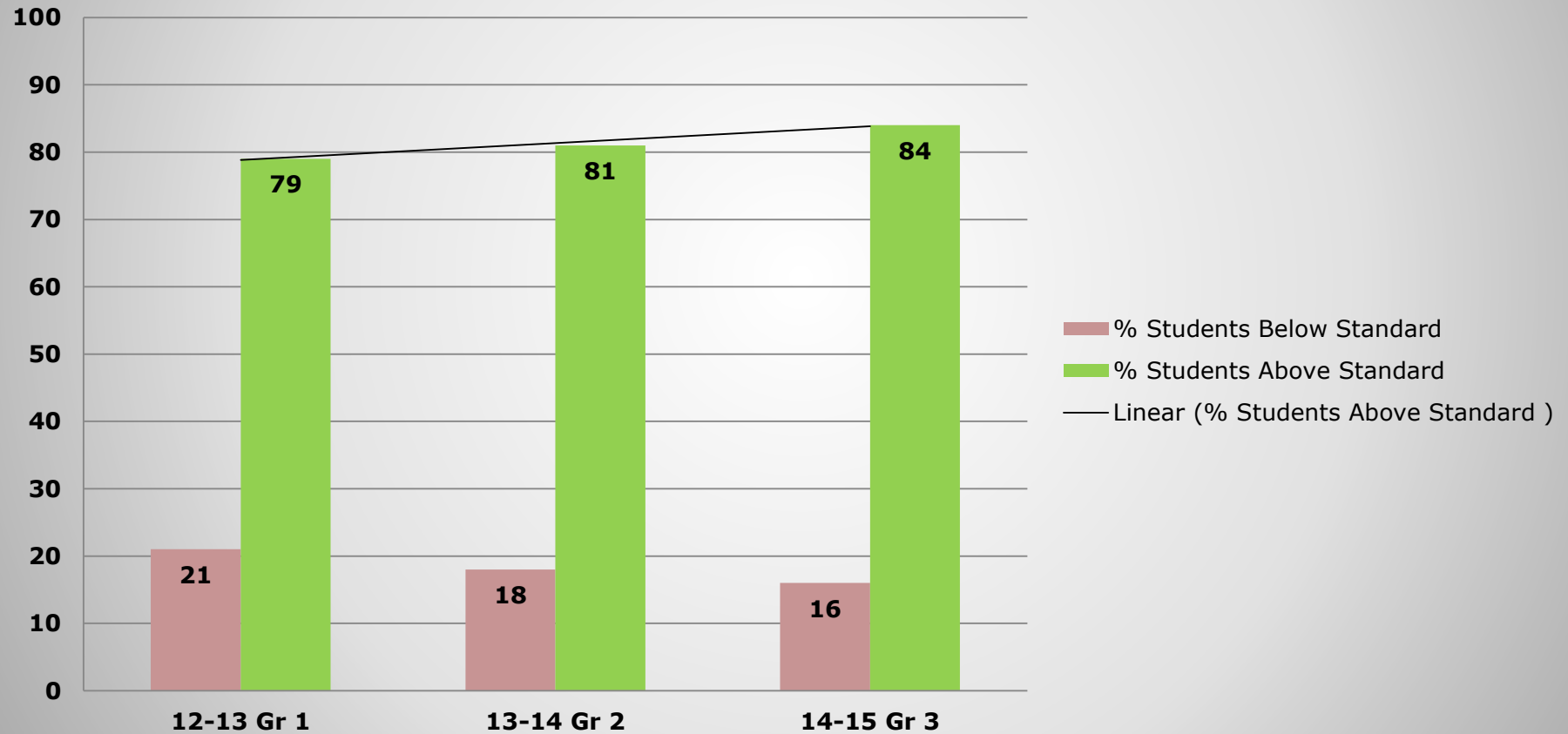
School Level Data

2014-15 Gr 1 - 3 Reading Pre & Post



School Level Data

French Reading Cohort



Classroom Level Data

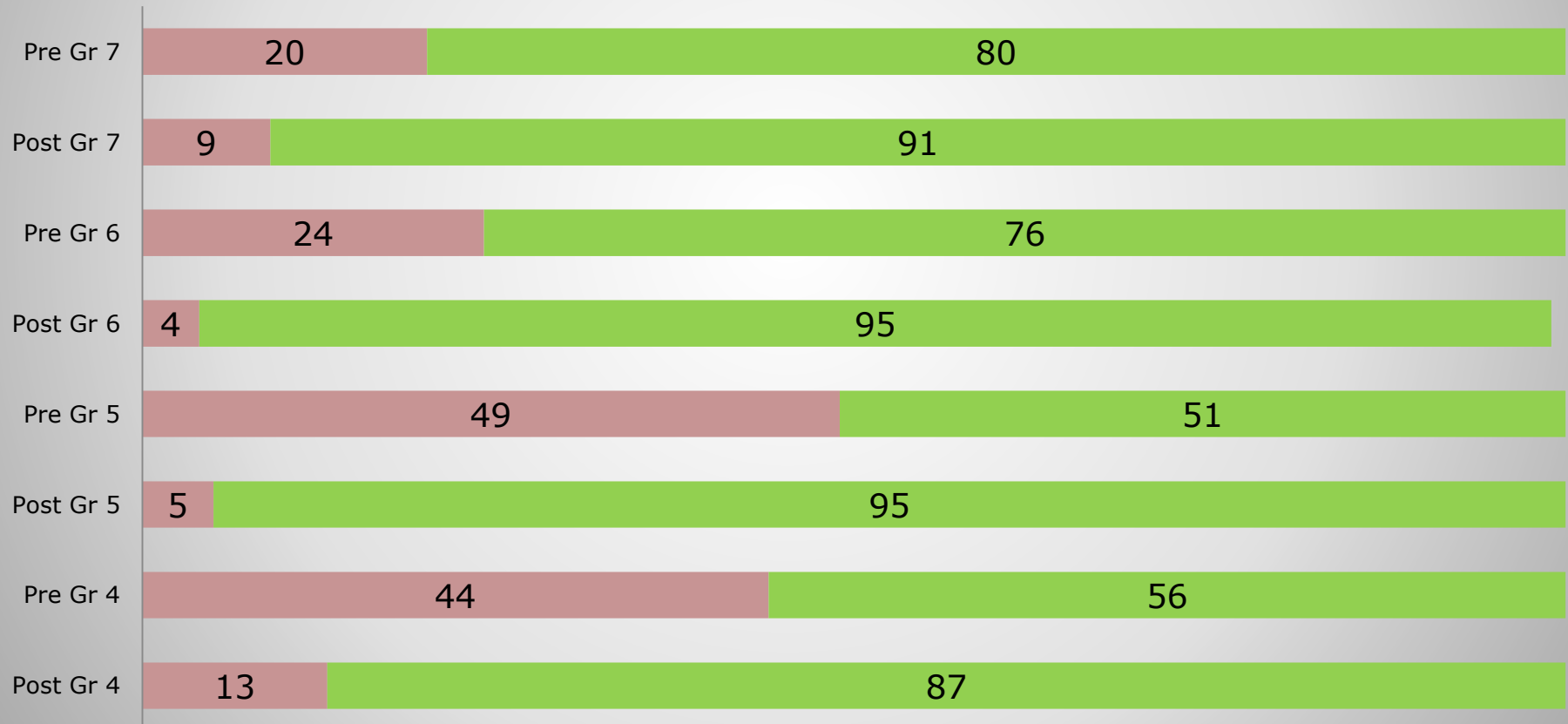
Student	June 15 F & P Level	Aboriginal Status	SK_EALLevel
1	2		1
2	6		
3	10		
4	10		3
5	11		
6	12		7
7	12		
8	12		
9	13		
10	13		
11	13		4
12	14		
13	14		
14	14		
15	14		

16	15		3
17	15		
18	15		5
19	15		
20	15		
21	15		
22	15		
23	15		
24	16		
25	16		
26	16		
27	16		5
28	16		5
29	16		
30	16		

School Level Data

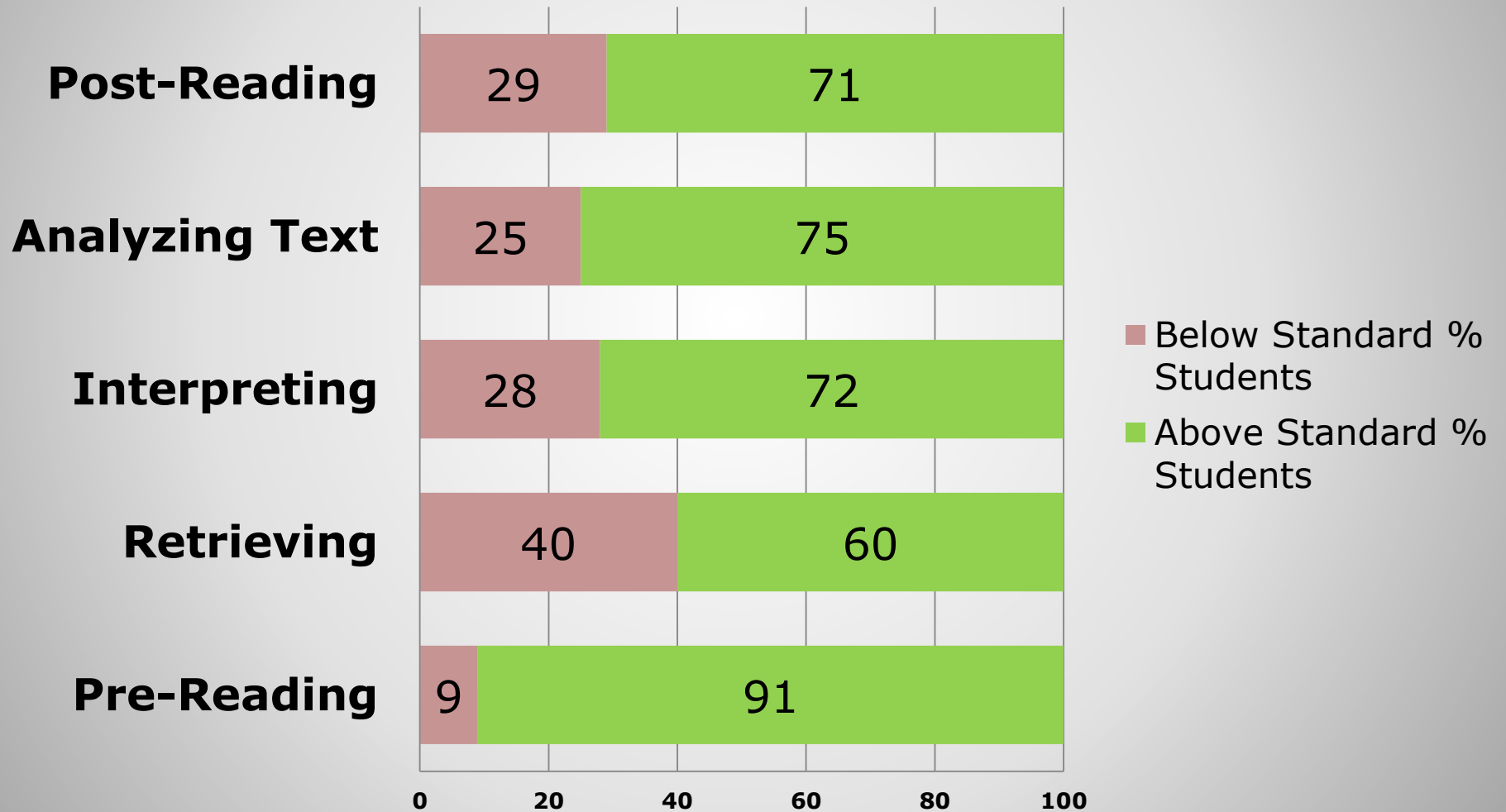
2014-15 Reading Grade 4 - 8

■ % Students Below Standard ■ % Students Above Standard



Classroom Level Data

2014-15 Gr 6 Reading Strategy Scores



Classroom Level Data

Student	Session	Assessment	Analyzing Text	Infer	Post-Reading	Pre-Reading	RAD Passage Level	Retrieving
1	Post	RAD-06	4	3	3	3	62	4
1	Pre	RAD-06	2	2	2	2	61	2
2	Post	RAD-06	4	4	4	3	62	3
2	Pre	RAD-06	2	2	2	2	61	2
3	Post	RAD-06	3	3	2	3	62	3
3	Pre	RAD-06	3	2	2	3	61	1
4	Post	RAD-06	3	4	4	4	62	3
4	Pre	RAD-06	4	4	2	2	61	1
5	Post	RAD-06	3	4	4	4	62	2
5	Pre	RAD-06	4	3	2	2	61	1

I TAUGHT STRIPE HOW TO WHISTLE



I DON'T HEAR HIM WHISTLING



I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT



BUD
BLAKE
5-6

Closing Thought

Innovative assessment and grading practices may not change the world, but they can and will significantly improve the experiences and success of the students in our schools.