



Curriculum Report May 2022

Assessment & Reporting

“An assessment task is a tool, device or constructed situation that creates the opportunity for learners to demonstrate or display the nature and depth of their learning.”



How do we assess at MPS?

We use a wide range of assessment tasks to gather evidence of the different forms of learning across the curriculum.

We create assessment tasks which:

- directly relate to the learning intentions or particular learning outcome
- are explicit about what learners are required to do
- are time efficient and manageable
- include clear and explicit assessment criteria
- provide challenge for the full range of learners being assessed
- are fair to all students including those with additional needs
- are scored or marked based on transparent rubrics
- are appropriate to where learners are in their learning

How does Feedback fit in?

Feedback is one of the most effective teaching and learning strategies and has an immediate impact on learning progress. High-quality feedback is specific and ongoing. When delivered on time, Hattie's research shows feedback has an effect size of 1.13 on learning achievement.

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EL Takeaways

Things to Remember About Feedback

1 Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal.
Grant Wiggins, p. 10



2 If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.
Dylan William, p. 30

3 The feedback students give teachers can be more powerful than the feedback teachers give students.
Cris Tovani, p. 48

4 When we give a grade as part of our feedback, students routinely read only as far as the grade.
Peter Johnston, p. 64

5 Effective feedback occurs during the learning, while there is still time to act on it.
Jan Chappuis, p. 36

6 Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong.
John Hattie, p. 18

7 Students need to know their learning target—the specific skill they're supposed to learn—or else "feedback" is just someone telling them what to do.
Susan Brookhart, p. 24



Source: The collective wisdom of authors published in the September 2012 issue of Educational Leadership: "Feedback for Learning." (Volume 70, Issue 1).

Reporting

Dots vs. Comments... What do you look at first?

We provide written reports to parents and families twice per year.

We hold Parent/Students/Teacher meetings to discuss the learning – typically run by the student

We hold open classrooms - Involving parents and families in the learning process by asking them to come in and see the learning in action.

We also hold meetings/send emails and have conversations with families providing them with more frequent feedback about their child's learning progress and strategies they may use to assist their child to improve is effective in improving student achievement.

Students learn best when the partnership between the student, teacher and family is strong!