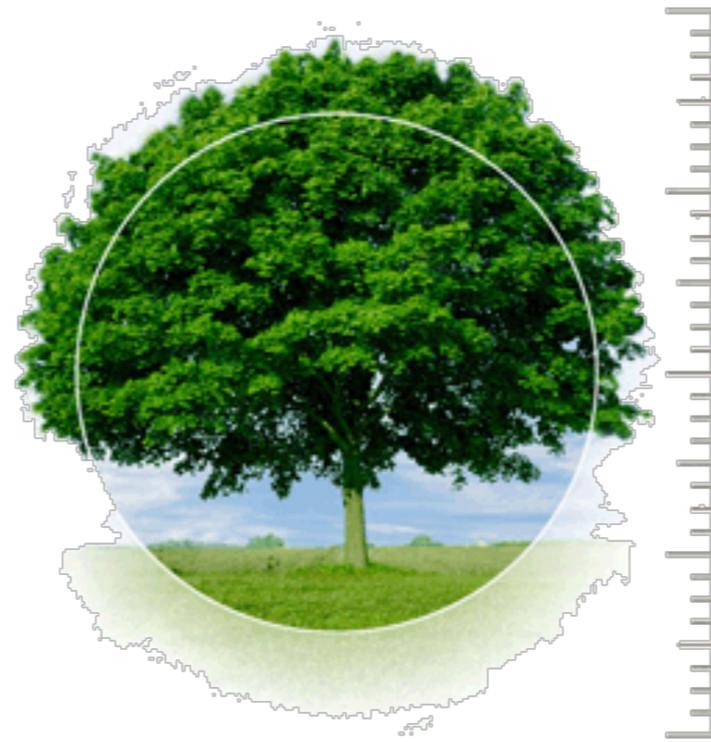


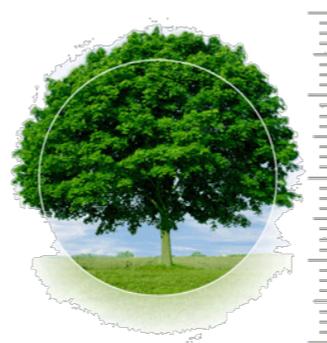
# Trillium *Via*

## Assessment for Learning



# Growing**Success**

New Pedagogies: Assessment & Evaluation



# Growing**Success**

Unpacking the

**BIG** Ideas:

*“The primary purpose of assessment and evaluation is to **improve student learning.**”*

It is worth noting, right from the start, that **assessment is a human process**, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it, and however neatly quantifiable may be our “results”, **assessment is closer to an art than a science**. It is, after all, an exercise in human communication. (Sutton, p. 2)





# **BIG** Ideas:

“The primary purpose of assessment and evaluation is to **improve student learning.**”



# **BIG** Ideas:

... **all categories of the achievement chart are important** and need to be a part of the process of instruction, learning, assessment, and evaluation in **all subjects and courses.**



# BIG Ideas:

Knowledge  
and  
understanding

Teachers will ensure that student learning is assessed and evaluated in a **balanced manner** with respect to the **four categories**.

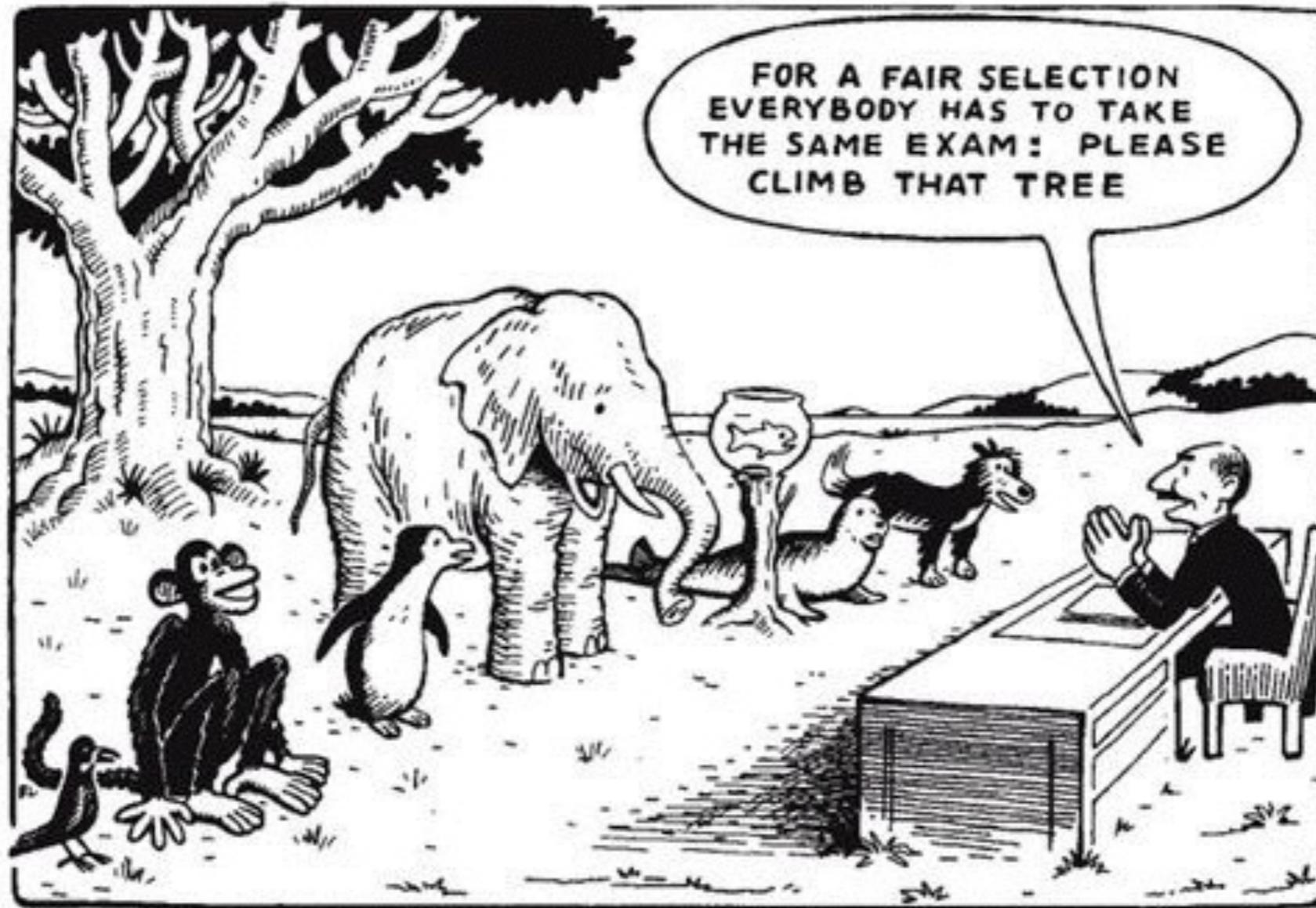
Communication

Thinking

Application

# Promoting **Best Practice**

Differentiation of Instruction and Assessment



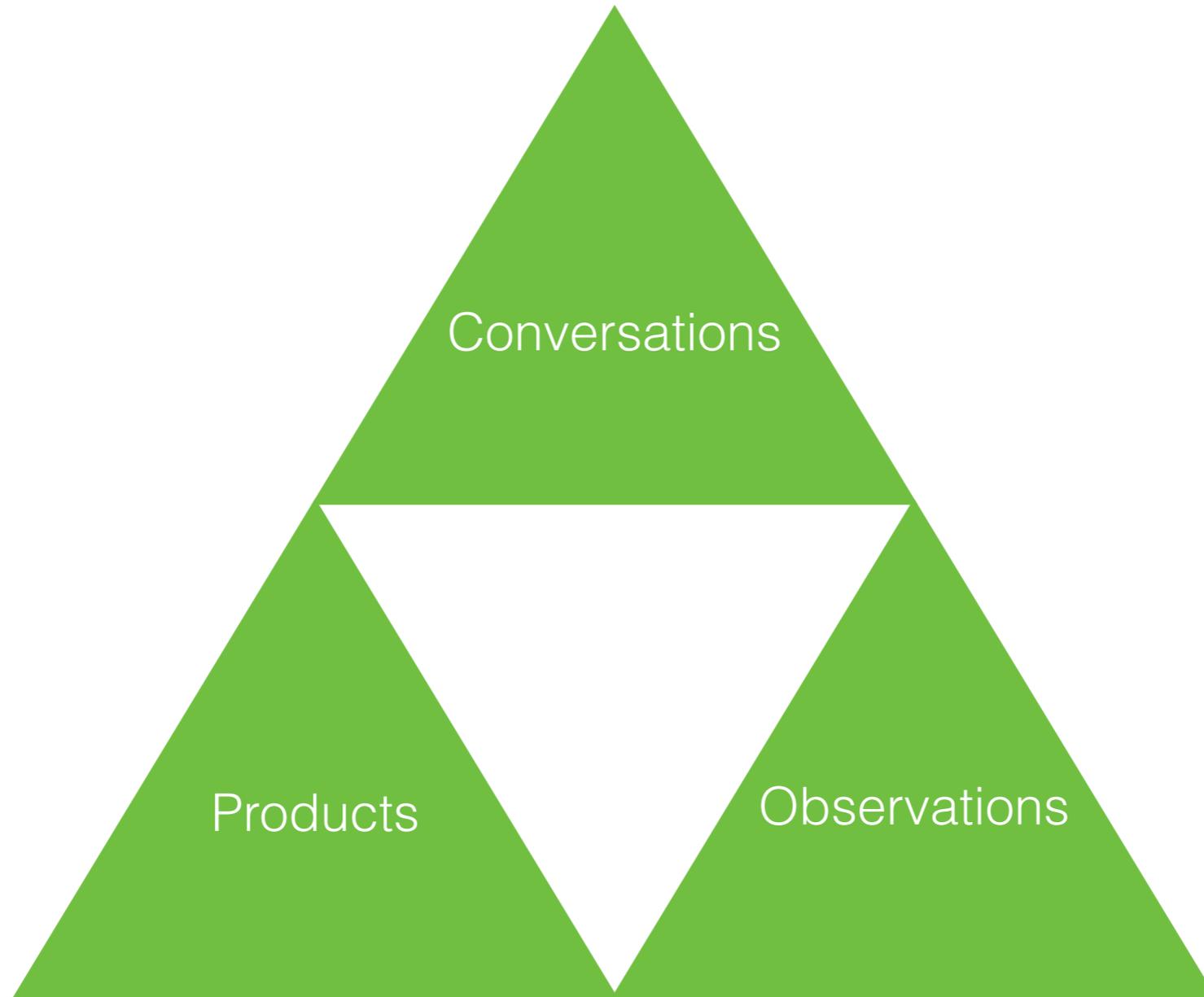


# **BIG** Ideas:

Teachers will obtain assessment information through a variety of means - including **conversations, observations and products.**



# BIG Ideas:



Evidence of Learning

# Evidence of **Learning**

Students demonstrate their learning in a variety of ways



My gut tells me you'll need surgery to remove a kidney. Shall we schedule it now?

**What evidence and how much of it constitutes a valid measure of competency?**



# **BIG** Ideas:

As part of **assessment “for” and “as” learning**, teachers provide students with **descriptive feedback** and coaching for improvement. **“Assessment of learning”** or **evaluation** (determining a mark) **focuses on students’ achievement of the overall expectations** and occurs at or near the end of a period of learning.



# **BIG** Ideas:

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's **most consistent** level of achievement, **with special consideration given to more recent evidence.**

# What would **you** do?

A teacher shares a course outline with students during the first week of school. The document states that student achievement will be determined by the following categories:

Tests = 30%

Assignments = 20%

Quizzes = 10%

Homework = 10%

Exam = 30%



How might the assessment tools  
teachers use - shape assessment  
practice?

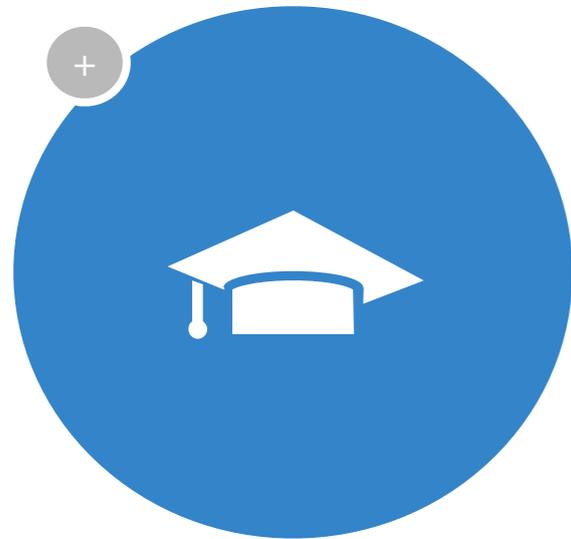


Damian Cooper: Rethinking Reporting in a Digital Age

# Trillium *Via*

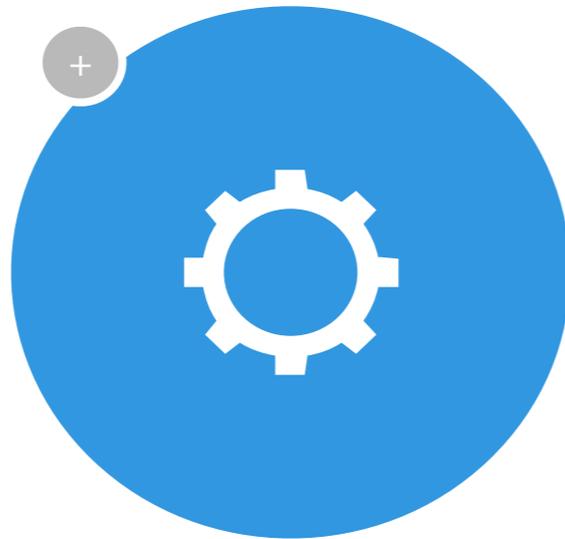
## Assessment for Learning

# Trillium *Via*



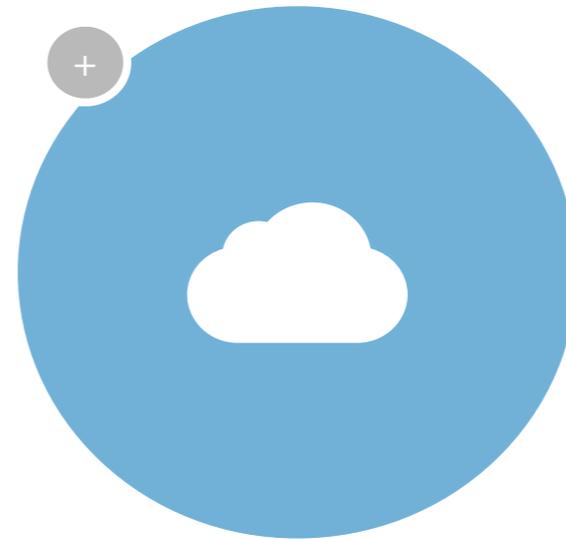
## Reporting & Grade Book

Web-Based Ontario  
Centric Grade Book,  
Aligned with Growing  
Success



## Student Information

Teacher Access to  
Student Data, Student  
Success



## Parent Portal

Parent Portal, Engage  
and Empower Parents

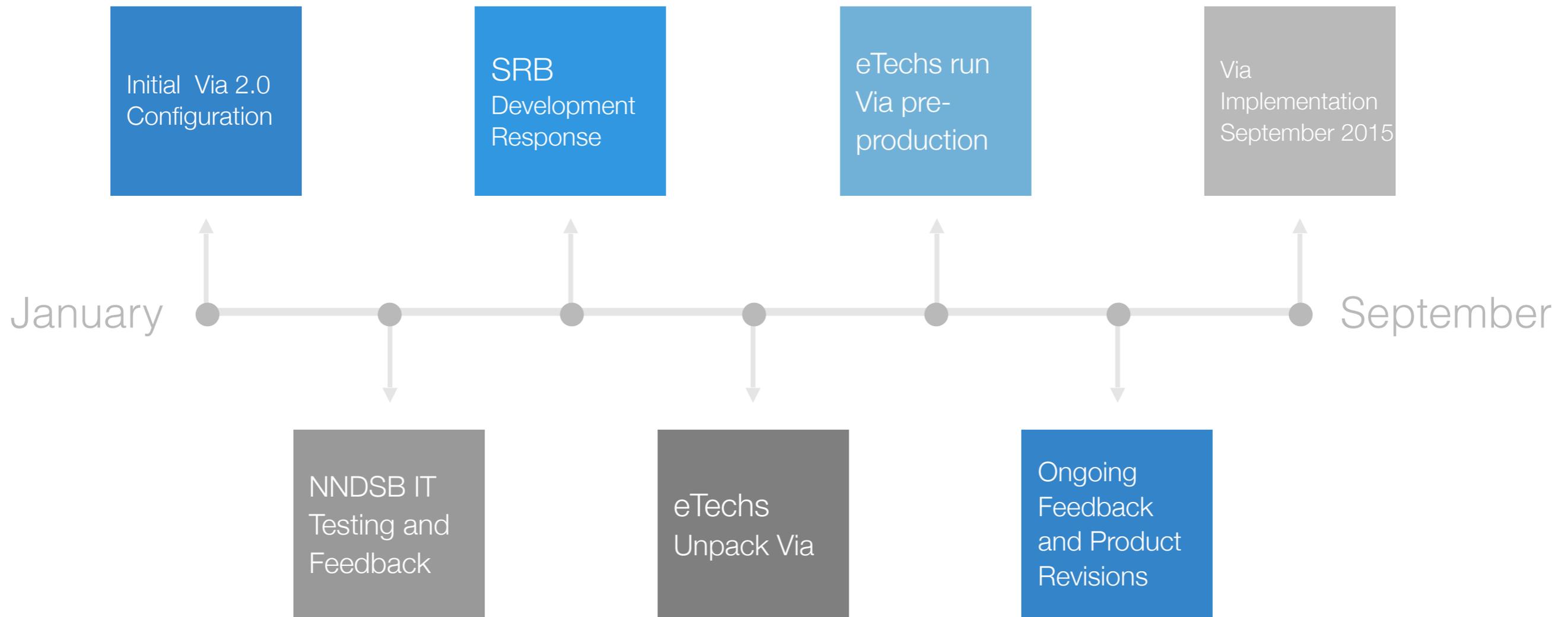


## Document Learning

Assessment For and As  
Learning, Pedagogical  
Documentation



# NNDSB: Via 2.0 Road Map





# Cross-Platform

Any device, any where,  
any time...





# Built on Trillium SIS



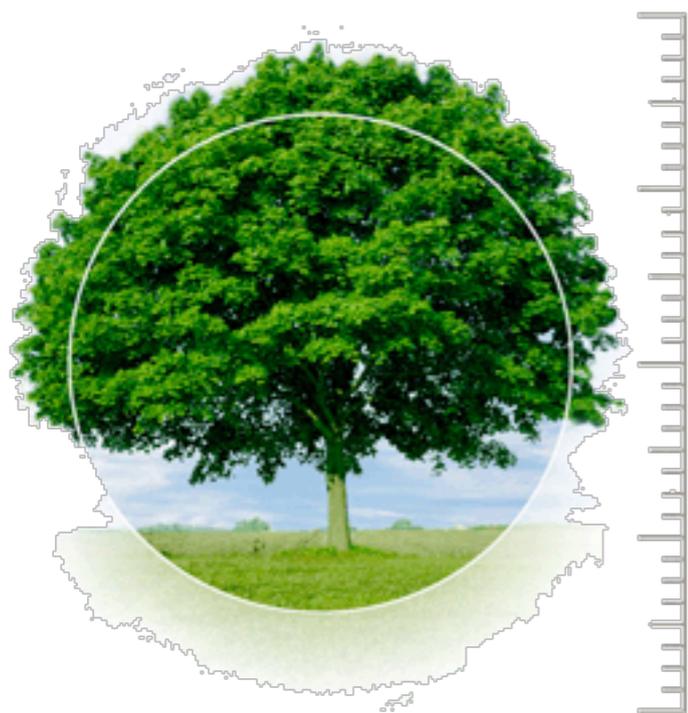
Real-Time Data

A Community of Boards

Staff Familiarity

ONSIS Compliant





# Growing Success...

*Assessment, Evaluation and Reporting*



# Assessment Beyond Evaluation

## Assessment *for* Learning



Feedback provided to students with the opportunity to act on it while they are still developing the desired knowledge and skills.



## Assessment *as* Learning



Helping students develop as independent learners and able to set individual goals and next steps in their learning.



## Assessment *of* Learning



Providing students with descriptive feedback and coaching for improvement.



...the most powerful single moderator that enhances achievement is **feedback**. The most simple prescription for improving education must be "**dollops of feedback**".

John Hattie



# Session Learning Goals...

- Develop a grade 9-12 system-wide awareness of the Trillium VIA online assessment resources and project overview.
- Engage in meaningful, relevant professional dialogue related to new pedagogies, assessment and evaluation (Growing Success) and technology enabled learning.
- Provide opportunities for teachers to contribute feedback related to the development, configuration and/or implementation .



Today is intended to be a *first look...*

We value your voice/feedback - it will help to shape the development, configuration and implementation of this tool/project.



# Teacher Resources...

...student's achievement of the expectations will be evaluated in accordance with the provincial achievement charts in the provincial assessment standards. It is expected that both mathematical calculations and judgement will inform the determination of marks.

Conversion chart shows how the four levels of achievement are aligned to percentage marks: (Page 40)

Percentage Mark Range	VIA Numeric Equivalent
95-100	98
87-94	91
80-86	83
73-79	78
66-72	
58-65	
51-57	
40-50	
No Value	

The achievement in knowledge and skills in elementary and secondary school is evaluated in four categories and disciplines.

### The categories of achievement are:

- Knowledge and Understanding:
- Thinking:
- Communication:
- Application:

## Big Ideas:

- "The primary purpose of assessment and evaluation is to improve student learning."
- Teachers will ensure that student learning is **and evaluated in a balanced** way across the four categories.
- ...**all categories** are **important** and **equally** important in the instructional process.

Excerpts from GROWING SUCCESS | assessment, evaluation, and reporting in Ontario schools, 2010



Growing Success  
GUIDE FOR TEACHERS

It is worth noting, right from the start, that

assessment is a human

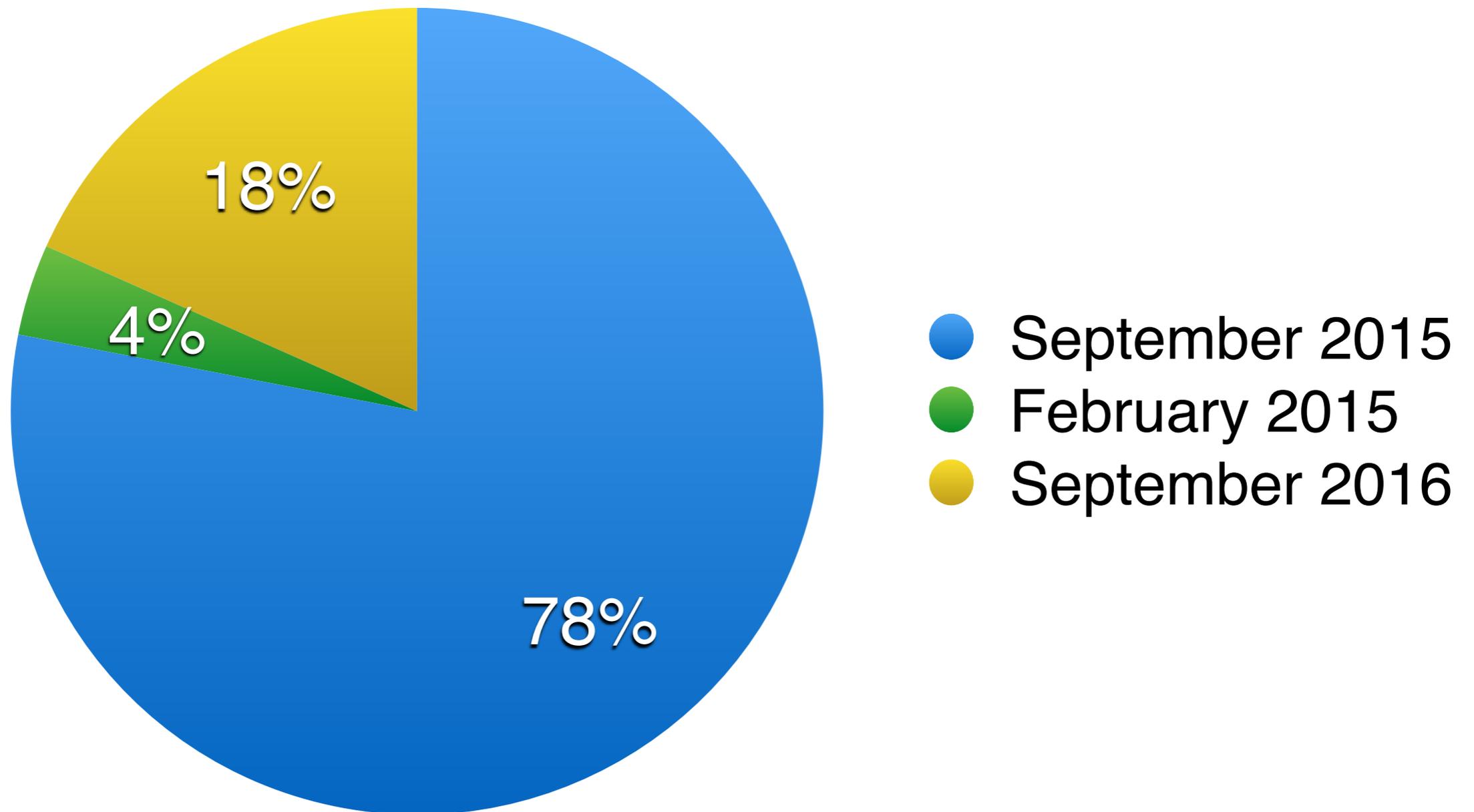


crisp  
try to make  
quantifiable measure  
is closer to  
ter all, an  
tion.



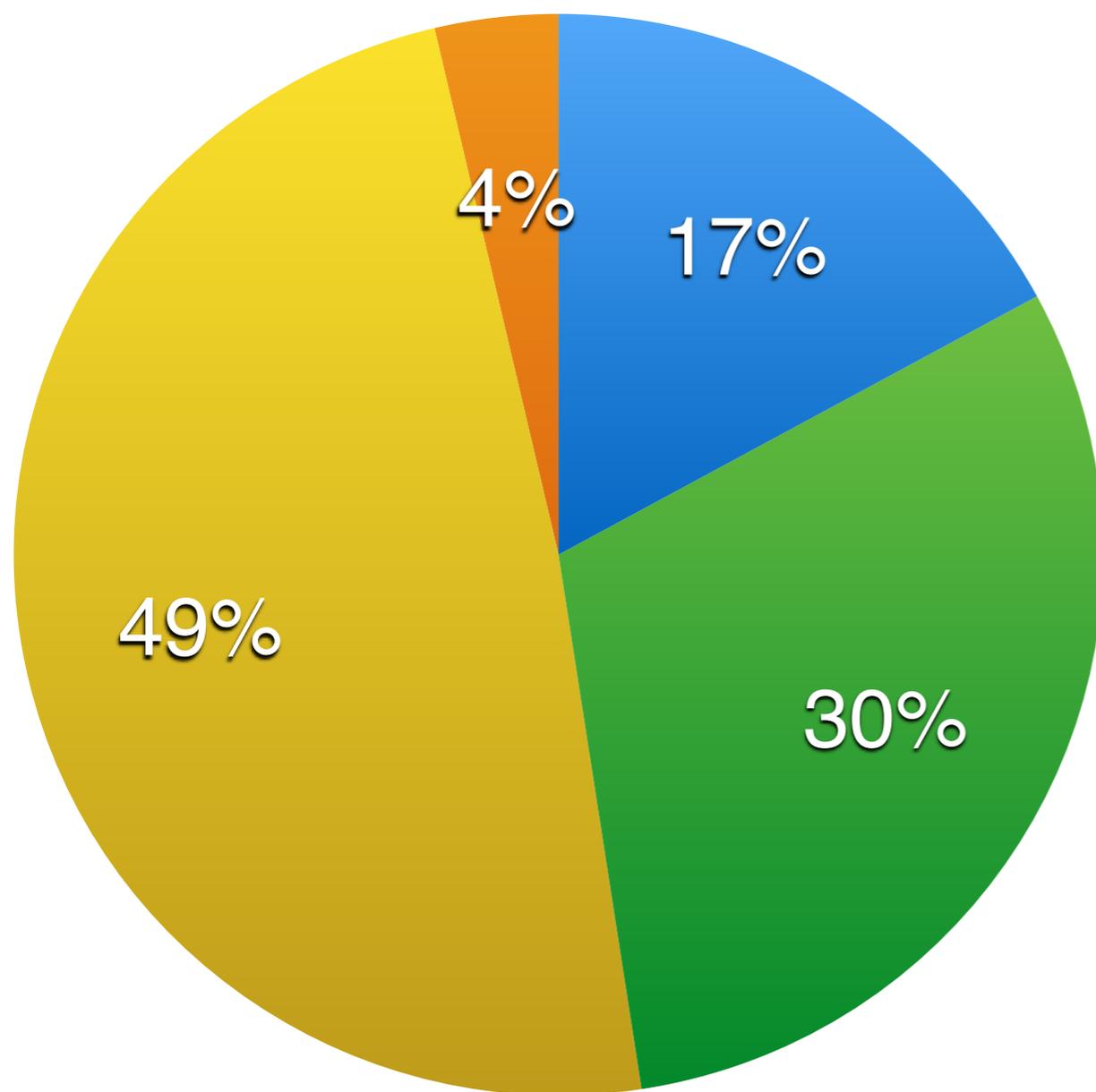


# Teacher Feedback...*Launch Date*





# Teacher Feedback...*Confidence*



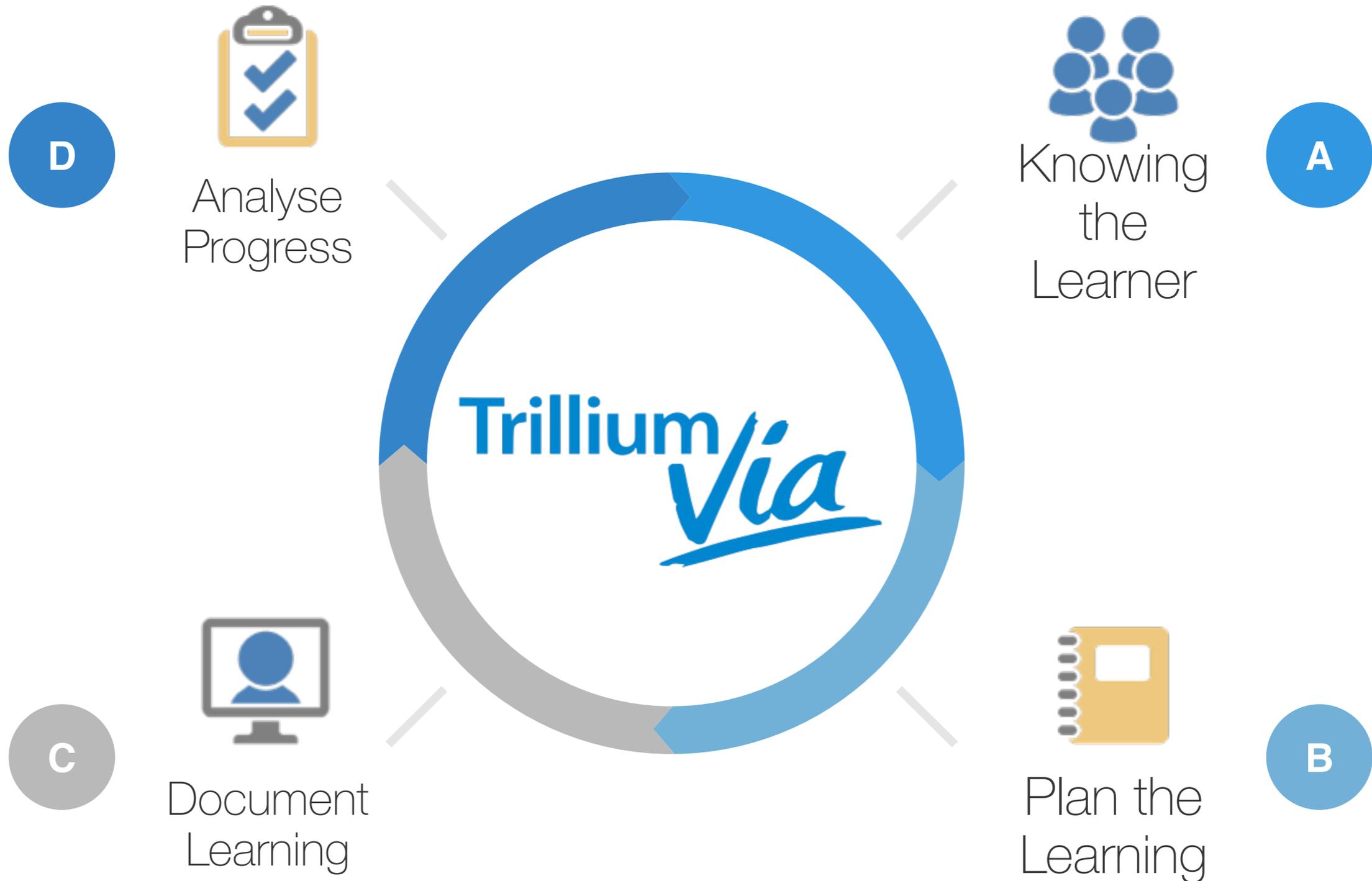
- Very Comfortable.
- Comfortable.
- I'll be OK - with some more support.
- Not comfortable at all.

“The system will transform at the speed of trust - built between innovative educators and the rest of their colleagues.”

Simon Breakspear

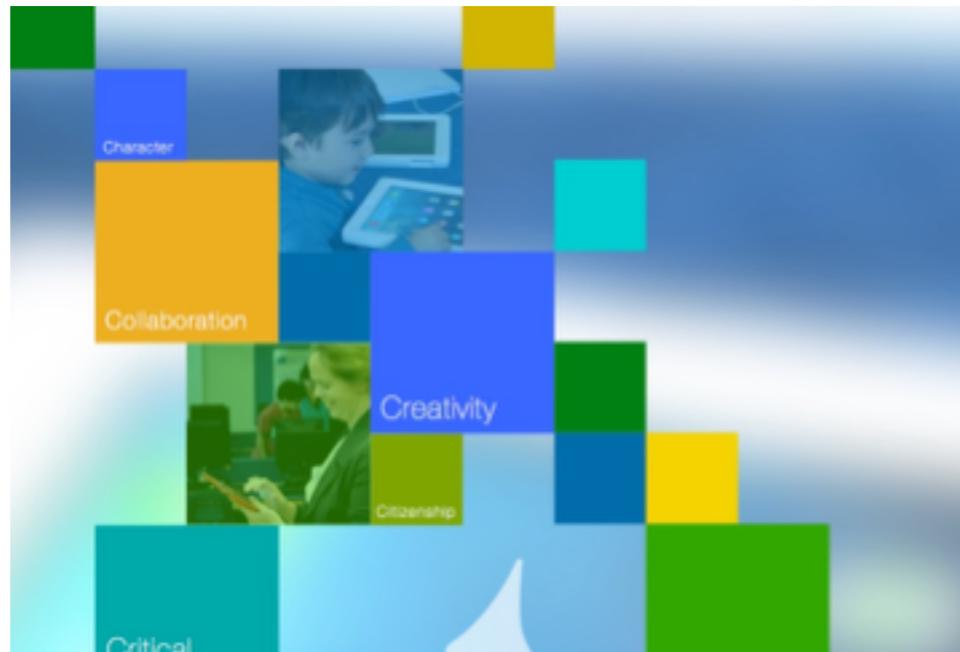


# Sequence for Learning





# Login:



Sign in with your Near North Board Assigned Account

Sign in

- **Go to: [portal.nearnorthschools.ca](https://portal.nearnorthschools.ca)**
- **Click on the Trillium Via link.**
- **If prompted - use your NNDSB username and password. All services should be accessible with a single login.**



# A. Knowing the Learner

1. **Teachers will explore the Class List tool - *making real-time connections to student information, prior learning and individual needs.***
  - **Spotlight - Updates pending**
  - **Agenda**
  - **Medical**
  - **Attendance**
  - **Special Education - IEP pending**
  - **Achievements - interface updates pending**
  - **Diploma - SHSM Tracking requested**
  - **Contacts - “No Access” to be updated**
  - **Demographics to include “mail to” link**



# Class List:

Student Selector > My Students

TFJ3C/4C-02 : Almaguin Highlands Secondary School

Ascending

Descending

Student Test ▾  
Allergies

Student Test ▾  
Vision Problems  
Other  
SpecialEd

Student Test ▾

Student Test ▾

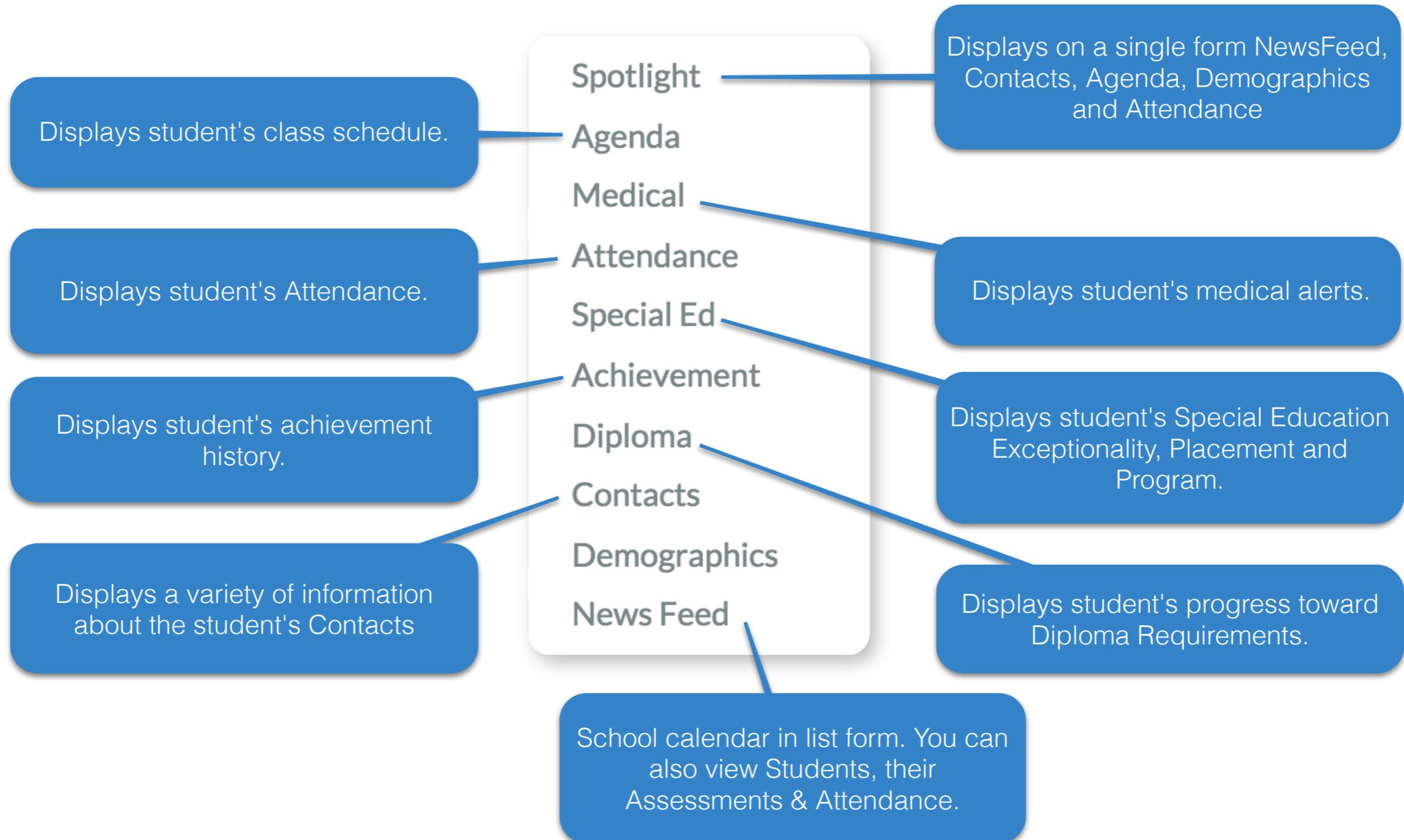
Student Test ▾

Student Test ▾  
SpecialEd

- Spotlight
- Agenda
- Medical
- Attendance
- Special Ed
- Achievement
- Diploma
- Contacts
- Demographics
- News Feed

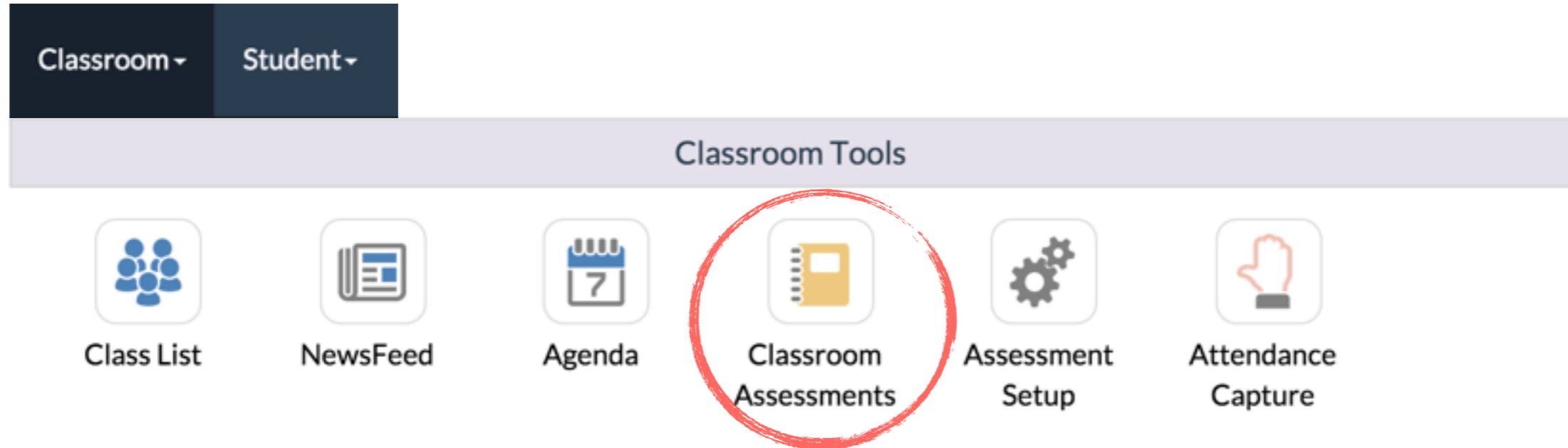


# Class List:





# B. Plan the Learning



Using the “Classroom Assessment” tool:

1. “Classroom Assessment” Tools - create a New Assessment...
2. Create Assessments:
  - a. Complete the Assessment Scenarios
3. Access Assessment Menu - Properties, Parent Portal Visibility, Move to Trash...
4. Deactivate Assessments by Student



# Classroom Assessments:

## Assessment

Assignment Name  1

Folder  2

Type  3

Task  4

Due Date  5

Weight  6

**TFJ2OE-02** +

**Strand** 7

Mark entry method  Out of   GS Ontario Levels GR1-10

HTF_TFJ	HTS_TFJ	IPES_TFJ	PPCO_TFJ
<input type="checkbox"/> K	<input type="checkbox"/> K	<input type="checkbox"/> K	<input type="checkbox"/> K
<input type="checkbox"/> T	<input type="checkbox"/> T	<input type="checkbox"/> T 8	<input type="checkbox"/> T
<input type="checkbox"/> C	<input type="checkbox"/> C	<input type="checkbox"/> C	<input type="checkbox"/> C
<input type="checkbox"/> A	<input type="checkbox"/> A	<input type="checkbox"/> A	<input type="checkbox"/> A

Assess together 9

**Learning Skills**

Mark entry method  Ontario Learning Skills 10

<input type="checkbox"/> Re	<input type="checkbox"/> Or	<input type="checkbox"/> Iw	<input type="checkbox"/> Co	<input type="checkbox"/> In	<input type="checkbox"/> Sr
-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------

Cancel Save



# Classroom Assessments:

- 1 Enter a name for the assessment.
- 2 Choose term folder: “Term Work” will place the assessment in 70% term work folder. “Culminating Task” will place the assessment in the 30% culminating task(s) folder.
- 3 Select the purpose of the assessment. “Assessment Of” (evaluation) will contribute to the calculation of the student achievement. “Assessment For” and “Assessment As” will allow teachers to provide feedback and document learning, but will not contribute to the student achievement.
- 4 Select a task type. Remember “homework” should not be evaluated.
- 5 Select a due date. The due date will appear in the students “News Feed”.
- 6 Determine the assessment weighting. A student grade is calculated using most consistent achievement of the Overall Expectations/Strands as demonstrated through the achievement chart categories. Weighting may be used intentionally to apply “special attention” to more recent work.
- 7 Choose the method for recording student achievement, numeric entry (out of) or Growing Success achievement levels.
- 8 Identify the appropriate curriculum strands. Select the achievement chart categories that will be used to determine the student performance.
- 9 To group the achievement chart categories and enter a single grade check “Assess Together”. Additional columns will be created for each strand.
- 10 Select the appropriate “Learning Skills” to create additional marks entry columns for associated learning skills.



# B-2a. Assessment Scenarios



1. Explore the online assessment tools using the following *assessment scenarios*. See the detailed assessment considerations contained in the teacher resources - *printed*.
2. Input achievement for students - select **ONE** or **TWO** students to focus on...
3. Enter “completion codes” and anecdotal comments.
4. Deactivate an assessment for **ONE** student.
5. Move **ONE** assessment to the “Trash” - then, restore it.



# Assessment #1:

## **Assessment For Learning**

At beginning of a Unit of Study, your class engages in a lively 4 corners discussion to determine prior knowledge and discuss opinions about the subject matter. You circulate and record group conversations and the resulting class conversations with a device. You prompt further dialogue with provocation questions and a reminder to students to use “Accountable talk”.

**Assess with “GS Levels”  
Achievement Chart Categories:**





# Assessment #2:

## **Assessment As Learning**

Students are engaged in metacognition about their learning and participation in the 4 corners discussion. Students write a reflection based on the thinking in class. Has their opinion evolved or remained the same? What are the arguments that helped them to form and maintain an opinion? What could they have done to improve their practice of Accountable talk? What else do they need to know about the subject?

## **Assess with “GS Levels” Achievement Chart Categories:**





# Assessment #3:

## **Assessment For Learning**

Students engage in research individually on one aspect of the subject matter, reporting back to their group as experts periodically for group discussion. The teacher circulates and observes work habits, communication and collaboration within the groups and the process of culling the research for the final assignment.

## **Assess with “GS Levels” Achievement Chart Categories:**





# Assessment #4:

## **Assessment Of Learning**

Students engage in a group discussion with the teacher prior to the creation of an informative product (Assessment 5). Each student must present the key research for their subject matter and why it is important to the final product as well as how it will be included in the product. Group members comment on all aspects.

**Assess with “GS Levels”  
Achievement Chart Categories:**





# Assessment #5:

## **Assessment For Learning**

Students have received feedback from the teacher and their peers in order to move forward with the final product.

Students complete a written reflection and create a revision plan prior to the final product based on their conversations with peers and the teacher feedback.

## **Assess with “GS Levels” Achievement Chart Categories:**





# Assessment #6:

## **Assessment Of Learning**

Students collaborate to produce an Information Video, A Blog, WEB site, or Interactive Game that informs others about their subject and will help sway people to their opinion.

**Assess with “GS Levels”  
Achievement Chart Categories:**





# C. Document Learning



1. Access the “Evidence Tracker” from the “Student Information” menu or the “Marks Entry” screen - assessment title drop-down.
2. Select ONE assessment and use the “Assessment Resources” to develop success criteria/learning goals. Use the “Student Work” tab to document the learning, adding photos, descriptive feedback and/or achievement.



# C. Document Learning

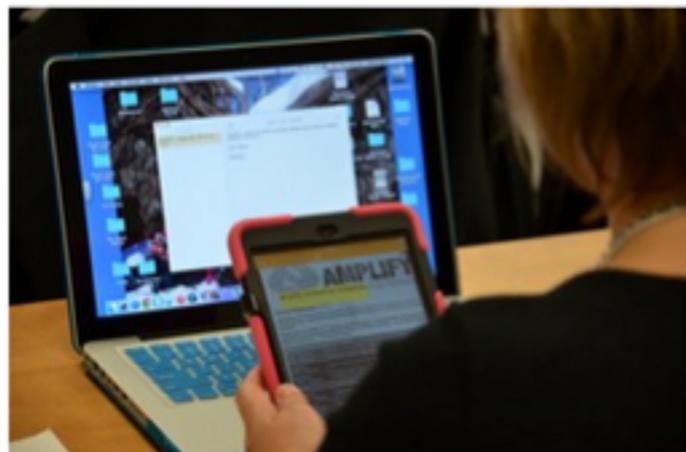
Assessment Planning Student Work

Select student

1. Click the “Student Work” tab, then select a student you wish to assess from the drop-down list.
2. At the very bottom of this form, under Student Media, you can click “Add Resource” to add photos, videos or links.

Student Media

Add resource ▾



CJW\_4813.jpg

image/jpeg, 2MB

Save





## C. Document Learning

### Consider:

1. How might it change the focus/intention of assessment?
2. Consider the Growing Success terms, *“Assessment For, As and Of Learning”*. What opportunities does this tool enable?



## D. Student Analysis:

Classroom - Student -

TFJ2OE-02 06/02/2015 Apply Show

STUDENTS achieve

Unit 4-Check Up Quiz  
Tue May 12 2015

TFJ2OE...	Complete	Comment
IPES_TFJ-H		
Student Test	3-	
Deactivate assessments	4-	
Student Analysis	3-	
Student Test	3-	
Student Test	2+	
Student Test	4-	
Student Test	3-	

1. Access the “Student Analysis” tool from the “Marks Entry” screen. Click on a student (with assessments) and select “Student Analysis” from the drop-down menu.
2. Student Analysis works in conjunction with your student assessment software, allowing you to evaluate students, using an Achievement Chart, Learning Skills and Strands.
3. Currently, MODE is used to determine the category result. The categories are considered equal - and the term mark is determined from the average of the category result.



# Student Analysis:

Knowledge and Understanding			
Level	% Value	Frequency	Mode
2+	68	7	2+
3-	71	5	
3	75	0	
3+	78	0	
4-	83	3	

Knowledge and Understanding: Mode, (Level 2+) = **68%**

Thinking			
Level	% Value	Frequency	Mode
2+	68	5	2+
3-	71	5	3-
3	75	4	
3+	78	0	
4-	83	1	

Thinking: Sum (Level 2+) + (Level 3-) / 2 = **69.5%**



# Student Analysis:

Knowledge and Understanding			
K	T	C	A
68	69.5	71	75
Term Mark: $(K+T+C+A)/4$			
70.9%			

Category	K	T	C	A	K	T	C	A
Average (Mean)	72	71.9	73	73.4	84.3	80	74.5	84
Most Consistent (Mode)	68	69.5	71	75	91	91	74.5	91
Professional Judgement	<input type="checkbox"/>							
Category Result	68	69.5	71	75	91	91	74.5	91

Work Type	Term Work	Culminating Tasks
Average	70.9	86.9
Strand Analysis Summary	72.4	75.8
Professional Judgement	<input type="checkbox"/>	<input type="checkbox"/>
Overall Result	70.9	86.9

Term	2F
Average	75.7
Professional Judgement	<input type="checkbox"/>
Overall Result	75.7
Term Comment	



## D. Student Analysis:

**Student Analysis**

TFJ20E-02- Student Name

Hide unassessed objectives

Results Analysis

Achievement Chart Category / 2F-

Report

1. Explore the different **VEWS** of the assessment information using the 2F term - **Achievement Chart Category, Learning Skills and Strand.**
2. Consider the following:
  - How does the use of mode change your measure of student achievement?
  - How may determining a category result using mode change your use of weighting?
  - How will teachers give “special consideration” to a student’s recent work?
  - What factors/information will contribute to your use of professional judgement?
  - What other configurations of this tool might we consider?



Feedback:

