



# Rethinking Reporting

Using Fresh Grade as Tool to Communicate Student Learning

# Communication is Key

- Education is shared between the home and the school.
- Good communication is important as we work together to support student learning.
- Research tells us that:
  - Placing a number or letter grade on everything a student does can negatively impact motivation and learning.
  - Giving fewer marks and more feedback can lead to improved student achievement.

# This type of reporting will include...

- Learning goals
- Student voice
- Evidence of learning (photographs, videos, audio, anecdotal comments)
- Teacher comments
- Goal setting

# What is Formative Assessment?

- Includes:
  - Sharing goals and criteria with students
  - Giving descriptive feedback while they are working towards those goals
  - Helping students improve through self and peer assessment

# Formative Assessment in the Classroom

| Components of Formative Assessment | What it means  | What it can look like in the classroom  |                 |                                     |                          |                        |                       |                           |
|------------------------------------|--|---|-----------------|-------------------------------------|--------------------------|------------------------|-----------------------|---------------------------|
| <b>Goals</b>                       | What students are going to learn   | <i>Write a paragraph that explains why the Romans fell</i>  |                 |                                     |                          |                        |                       |                           |
| <b>Criteria</b>                    | What must be included in an assignment   | <i>Be sure to include:</i> <ul style="list-style-type: none"> <li>• <i>A clear topic sentence</i></li> <li>• <i>Three reasons you believe are the most important</i></li> <li>• <i>Transitions between ideas</i></li> </ul>   |                 |                                     |                          |                        |                       |                           |
| <b>Feedback</b>                    | Information about how to improve; can be written or oral                           | <table border="1" data-bbox="1257 851 1754 976"> <tr> <td><b>Criteria</b></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>a clear topic sentence</td> <td>your purpose is clear</td> <td>your purpose is not clear</td> </tr> </table> | <b>Criteria</b> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | a clear topic sentence | your purpose is clear | your purpose is not clear |
| <b>Criteria</b>                    | <input checked="" type="checkbox"/>  | <input type="checkbox"/>  |                 |                                     |                          |                        |                       |                           |
| a clear topic sentence             | your purpose is clear  | your purpose is not clear   |                 |                                     |                          |                        |                       |                           |
| <b>Self assessment</b>             | Student reflect on quality of their work and revise based on feedback and criteria | <i>One question I have...</i><br><i>I need more help with...</i><br><i>One thing I could change...</i>  |                 |                                     |                          |                        |                       |                           |

We need to be rethinking reporting

# Competencies



...an opportunity

to move away from an emphasis on content

Where Am I Going?



Clear Learning Targets  
Criteria for Success

**Formative  
Assessment**

How Do I  
Close the Gap?



Descriptive Feedback  
Adjust Instruction

Collect and  
Document Evidence  
Analyze Evidence

Where Am I Now?









Jacob Abbot

Learning Snapshot for January 01 - February 14

SUMMARY optional

Jacob has had a positive second term. He enjoys participating in classroom discussions and we enjoy his contributions. He continues to show enthusiasm in Math and Science classes and accepts extra challenges. For example, he loves to create his own problems for students (or his

English Language Arts

"The Outsiders" was the focus for Language Arts this term. We also read a variety of short stories and poems.

Edit

| Reading And Viewing                 |  | 3 Objectives | Hide    |
|-------------------------------------|--|--------------|---------|
| <input checked="" type="checkbox"/> | read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including – stories from Aboriginal and other cultures – literature from Canada and other countries – short stories and novels exposing students to unfamiliar contexts – short plays that are straightforward in form and content – poetry in a variety of forms  |              | Exclude |
| <input checked="" type="checkbox"/> | select and use strategies before reading and viewing to develop understanding of text, including – setting a purpose and considering personal reading goals – accessing prior knowledge to make connections – making predictions – asking questions – previewing texts   |              | Exclude |
| <input checked="" type="checkbox"/> | select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including – predicting – making connections – visualizing – asking and answering questions – making inferences and drawing conclusions – using 'text features' – self-monitoring and self-correcting – figuring out unknown words – reading selectively – determining the importance of ideas/events – summarizing and synthesizing |              | Exclude |
| Purposes (Reading And Viewing)      |  | 2 Objectives | Show    |
| Writing And Representing            |  | 5 Objectives | Show    |
| Custom Objective                    |  | 1 Objective  | Show    |

- Fresh Grade is a tool which allows teachers to communicate with students and parents in a more effective manner.



Every teacher needs to be getting better...better at something that will make a difference to their students...

*Dylan Wiliam*