HIGHLAND PARK 2018-2019

COURSE OUTLINES AND OUTCOMES-BASED ASSESSMENT PRACTICES

Highland Park Junior High teachers use an outcomes-based approach to assessment. Instead of assigning an overall mark or percentage to each assignment, student feedback will be broken down by each of the big ideas or concepts being assessed. Although learning will still be summarized and reported in percentages on report cards, the focus throughout the learning process will be on helping students answer these 3 questions: Where am I going? Where am I now? How do I get there? Teachers will focus on giving feedback that helps students identify their own strengths and areas for continued improvement and using the feedback from students to guide their instruction.

Students will continue to be assessed in multiple ways, using a variety of assessment tools (eg. Projects, tests, journals, assignments, observations, portfolios, etc.). Feedback will be more descriptive (comments, conversations, rubrics with the criteria highlighted) and sometimes coded using the provincial achievement level codes 1-4 (please see below). Students will be given multiple opportunities to discuss and use the feedback and improve their learning before learning is summarized as a percentage grade on the report card.

Why use outcomes-based assessment practices?

Research on outcomes-based assessment shows that refocusing students on the learning goals, the quality of their work and how to improve increases student engagement and motivation, keeps learning and teaching connected to the curriculum, and leads to higher student achievement.

What does outcomes-based assessment look like in the classroom?

- *Learning goals are clearly broken down into the skills required to be successful.*
- *Feedback outlines what students are doing well and next steps in learning.*
- *Achievement level codes (1-4) and comments are used on assignments to indicate the level of understanding and the skills demonstrated*
- *Students are expected to take an active role in their learning: clarify any misunderstandings, set learning goals, discuss their learning, practice skills and use the feedback provided.*
- *The focus is on the learning and not just the task.*