



1. Destination/Learning Outcomes

POWER LEARNING

What are the big ideas? Essential questions? And/or powerful learning/applications students will need to know and be able to demonstrate?

- List and revise in a student friendly language. Describe the learning outcome(s)
- Identify the skills students need to learn to build their knowledge
What does it mean to be a Scientist, Athlete, Historian
- How will you ensure understanding of all students?



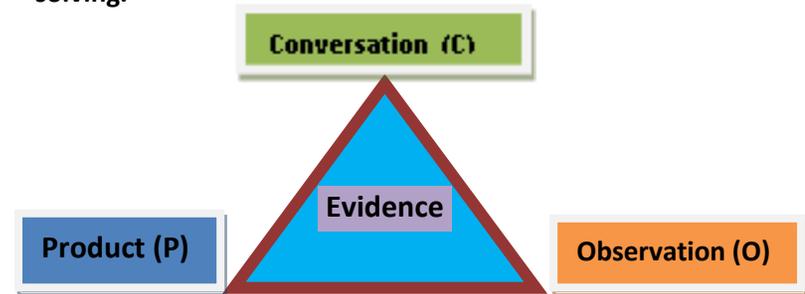
“Students can hit any target that they can clearly see and holds still for them”

Richard Stiggins, 2001



3. Evidence of learning

- What will count as evidence of student learning?
- List assessments strategies/tools you will use to collect evidence of student learning. Pg. 3 School communication Plan for methods
- How will you involve students, peers, groups, parents to give descriptive feedback and/or self-assessment? What evidence can student collect to prove their level of understanding/application
- What evidence would demonstrate critical thinking/problem-solving.



2. Showing Quality. What does quality look like?

- What samples, exemplars anchors do you have to show quality
- What evidence do you need to involve students in co-constructing criteria/identifying what quality looks like



4. Evaluation: Professional Judgement

- Describing the level of student achievement using all the evidence collected over time from “COP” this will ensure validity of profession judgement when assigning a grade.
- Keep student information/work to share with parents when describing the learning and level of achievement.

Are evaluations aligned with outcomes identified/involvement/practice and time for student to understand and apply the learning?



SJA

Goals and Strategies

2019-2020



Goal 1: To improve student achievement in literacy through formative assessment strategies

Goal 2: To improve student achievement in mathematics through formative assessment strategies

Goal 3: To support student well-being

Strategies:

- Teachers will continue to clearly communicate learning targets and evidence of learning with students. (Planning tool)
- Teachers will continue to use ongoing classroom assessment; Conversations, Observation and Product (COP) to observe, have conversations and give feedback to students. Practice, practice.... practice – performance.
- Teachers will develop and use a variety of assessments that reflect the backgrounds, experiences, learning styles and needs of all students. Teachers will provide students with regular descriptive feedback.
- Teachers will continue to provide opportunities for students to self-assess, peer-assess and reflect on their learning/experience.
- Teachers will continue to implement school wide student support system – RTI
 - Teachers/school staff will work collaboratively, using ongoing classroom assessment to identify students not meeting outcomes,
 - Planning interventions for these students in a timely manner,
 - Implement interventions, and reflect on effectiveness and next steps.