

CLASSROOM ASSESSMENT

Information for Parents, Guardians, and Caregivers

Assessment is the process of gathering multiple pieces of evidence about student learning. It happens in many ways in classrooms daily and is used to support student learning and to inform instruction.

**“EVERY STUDENT CAN LEARN WITH ENOUGH TIME, PRACTICE AND
EQUITABLE AND RESPONSIVE TEACHING.”**

NOVA SCOTIA INCLUSIVE EDUCATION POLICY, 2020

Teachers use a **variety** of ways to gather information to understand what students can **do/show, create/write**, and **say** in relation to the curriculum expectations. Each subject and grade level has a provincial curriculum that outlines learning outcomes. These support essential graduation competencies.

A student may talk about “I can” statements or learning targets.

WHEN

During

- whole group instruction
- small group instruction
- independent instruction

Teachers may document what they hear students say or show.

WHY

Good assessment...

- provides many different opportunities to show what students know and can do
- measures student progress over time
- guides instruction so that it is responsive and meets the needs of students
- allows students to make choices about their learning
- gives ongoing opportunities for practice
- supports students to develop an in-depth understanding of learning outcomes
- encourages different ways of communicating learning to parents, guardians, and caregivers

Students may share what and how they are learning.

HOW

- conversations, observations, and conferences
- work samples, assignments, portfolios, presentations, projects, and tests
- rubrics, scoring guides, and checklists that may be developed with students

STUDENT SAID ...

I GOT A "3" ON MY ASSESSMENT

In many classrooms, a 4 point scale is used to help students know where they are in relation to the learning target. Using the 4 point scale also allows students to receive specific feedback about their work and how to improve it.

4 - In-depth knowledge / understanding

3 - Competent knowledge / understanding

2 - Developing knowledge / understanding

1 - Limited knowledge / depth of understanding

SOME OF MY ASSIGNMENTS DON'T "COUNT"

All student evidence contributes to the overall understanding of the student's learning and progress. Grades are the representation of the students most recent and most consistent learning. Planned learning experiences and assignments give students time to learn and receive feedback, but not all learning is graded.

I HAVE ALL YEAR / SEMESTER TO SHOW MY LEARNING

Students get many chances to show what they know and can do over time. These connect to the curriculum outcomes, which develop over the year/semester and build on concepts and skills learned in earlier grades.

I CAN CHOOSE HOW I SHOW MY LEARNING

Learning opportunities provide students with options for how they will show what they know and are able to do. Students can sometimes choose from the options based on their strengths, challenges, and interests.

Students may create a rubric or success criteria with their teacher.

WORKING TOGETHER

Parents, Guardians, and Caregivers are welcome to:

- communicate regularly with the teacher(s) about the student's progress in school,
- ask the teacher(s) to show some of the ways students are able to show what they are learning,
- discuss what the student has learned if they share a test or assignment from school,
- ask about available additional supports if the student is experiencing difficulty.
- ask how they can help the student meet outcomes or enrich their learning

By working together as a team —parents/guardians/caregivers, teachers, community— students in Nova Scotia will be given the support they need to learn and grow in an ever-evolving world.

If you would like to know more about assessment, please reach out to the classroom teacher(s).