



Assessing, Evaluating, and Reporting Grades 9-12

**Working Document for New Brunswick
High School Teachers**

Acknowledgements

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Vision and Mission

Vision:

High School Assessment will model and promote excellence.

Mission:

Assessment practices accurately align with learning outcomes, promote a culture of continuous learning, and engage professional judgment through ongoing professional learning.

Introduction

As part of the ongoing work to support assessment for learning, and to update and improve consistency with reporting practices, this document explains the importance of ongoing assessment for learning and includes references to key materials that have been created to support educators with assessment practices. Much of the document provides information about various aspects of preparing for and completing report cards. [Completing 9-12 Report Cards with PowerTeacher Pro](#) (located on the [PowerSchool Playbook](#)) provides step-by-step technical procedures for completing report cards. Screen shots have been included in this document to enhance the clarity of the information.

Given the education and technical vocabulary within this document, Appendix A includes definitions of terms.

A provincial high school assessment working group of school leaders representing each of the four Anglophone Sector school districts developed a shared vision and mission for New Brunswick High Schools:

Vision:

High School Assessment will model and promote excellence.

Mission:

Assessment practices accurately align with learning outcomes, promote a culture of continuous learning, and engage professional judgment through ongoing professional learning.

The guidelines in this document support the vision and mission and represent next steps for building the collective efficacy of all with respect to high school assessment practices, with a focus on the following themes:

- A need for a sustained focus on assessment as a priority
- Strive for consistency across the province with a focus on curriculum outcomes and assessment practices
- Create opportunities for job embedded professional learning to build capacity for integration of outcome driven assessment practices.

Assessment and Evaluation Practices

Assessment and evaluation are critical to the teaching and learning process. By collecting and examining evidence of students' learning on an ongoing basis, educators make informed decisions about instruction to support improved student learning. Educators personalize instruction and maximize learning for all as they compare the various forms of evidence with the learning outcomes or goals that learners are expected to achieve. These actions and decisions directly support New Brunswick's Anglophone Sector [mission](#): Working together, in inclusive learning environments, to support each child and student in reaching their full potential.

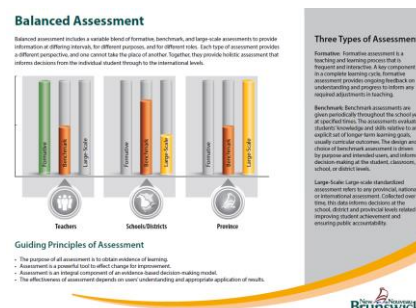
New Brunswick places an emphasis on assessment and how it positively impacts learning. Educators at all levels are encouraged to be guided by the following principles of assessment:

- The purpose of all assessment is to obtain evidence of learning
- Assessment is a powerful tool to effect change for improvement
- Assessment is an integral component of an evidence-based, decision-making model
- The effectiveness of assessment depends on users' understanding and appropriate application of results

Balanced Assessment

Balanced assessment includes a blend of formative, benchmark and large-scale assessment to provide information at differing intervals, for different purposes, and for different roles. Each type of assessment provides a different perspective and can not substitute for the others. Together, they provide holistic evidence that informs decision making for individual learners and through international levels of assessment. Educators select the type of assessment depending upon purpose and the decisions they need to make. At the classroom level, emphasis is on formative and benchmark assessments.

For more information about assessment types as they relate to planning, supporting, monitoring and verifying learning, refer to the provincial [Balanced Assessment](#).



Formative Assessment

Formative assessment is an essential part of balanced assessment and when used regularly, and interactively, can significantly improve learning. As Moss and Brookhart (2009) state, “The research is clear. Formative assessment works because it has a direct effect on the two most important players in the teaching-learning process: the teacher and the student.”

Assessment for learning (formative assessment) is not a new concept. However, formative assessment gained attention more recently because of its potential to improve learning with:

- Evidence collected and examined on an ongoing basis to make informed instructional decisions
- Specific and descriptive feedback
- Information to plan for learning that happens at different rates and is shown in many ways
- Specific information and a process to help learners take responsibility for their own learning

For more information on how formative assessment can be used throughout the entire learning cycle, including planning for learning prior to instruction, supporting learning during instruction, monitoring learning between instruction, and verifying learning after instruction, see [The Learning Cycle - Formative Assessment](#) foldout document. This document includes educator and learner strategies to help facilitate effective formative assessment practices, it provides valuable links to support the implementation of formative assessment.



Formative Assessment to inform instruction

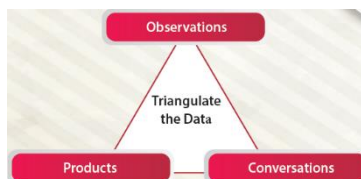
Formative assessment is an interactive and frequent part of The Learning Cycle and allows educators to collect feedback to validate and modify ongoing instruction. Part of this cycle is collecting feedback directly from learners, it allows learners to affirm or adjust their current learning strategies, and to inform the learning journey of the course or program of study. For successful formative assessment, the positive relationship between educator and learner is critical. Within districts, within each subject area, educators have access to reflection checklists. These tools assist with reflection and to monitor growth over time. An example is included in Appendix B.

The New Brunswick model for [Universal Design for Learning](#) outlines clear principles to follow when planning for instruction and assessment in the classroom.

Triangulation of Data

Triangulation of data involves gathering evidence from multiple sources. This approach increases the validity and reliability of the assessment or evaluation. When learners demonstrate the skill in multiple ways (i.e., observations, conversations, products), in varied contexts, there is greater certainty that they have learned it. There are different types of evidence within each category and some types of evidence fall within more than one category.

- **Observations**
(e.g., checklists, presentations, performance assessments, experiments being conducted)
- **Products**
(e.g., projects, benchmark assessment, quizzes, end-of-unit tests, experiments, writing samples, journals/learning logs)
- **Conversations**
(e.g., self-assessments, interviews, conferences, peer feedback)



Evaluation and Reporting

As curricular experts, educators guide learners with co-construction of success criteria for achievement of learning. This includes sharing samples or models of work to support learners to become clear about expectations.

Educators triangulate evidence (conversations, observations, and products) gathered about learning and based on curricular expectations to assess achievement of learning. The purpose of reporting is to communicate student achievement of learning outcomes. Behavior should never be reflected in academic data. This process requires looking at a comprehensive range of evidence and the professional judgment of the educator.

According to Herbst and Davies in *A Fresh Look at Grading and Reporting in High Schools* (2014, p. 56):

Making a professional judgment is a purposeful, systematic, multi-step process. This process does not come into play just at the end of the learning. Professional judgment becomes more informed with reflection, practice, and ongoing collegial conversations that involve looking at student work.

Educators work together in professional learning communities (PLC) to examine, discuss, and thoughtfully consider various samples of evidence of learning. This helps ensure reporting of achievement of learning is accurate, consistent, and informed.

In *Making Classroom Assessment Work* (2011, p.53), Anne Davies indicates,

... we have to account for each student's learning in relation to the expectations for that grade and subject area. While our written and verbal comments may speak to the amount of progress students have made in their learning, the evaluation must reflect their accomplishments in relation to the standards for the subject area and level at which they are working.

Evidence of Learning Exemplars

When summarizing achievement of learning on report cards, it is critical to recognize three important components:

- 1.) Is the outcome a priority?
- 2.) What is the outcome measuring?
- 3.) What are the multiple means of demonstrating that the learner has achieved the outcome?

See the following exemplars:

Grade 9 English Language Arts - Create a variety of texts with purpose and understand the influence of the writer/creator.

This outcome allows for multiple means of expression. For example, it could be assessed using the following methods:

Have learners keep and present Evidence of Learning Folders which contain different writing forms they have created for different audiences, a record of **conversations** in which they have participated, and **observations** they have made as a self-assessment practice.

Observe learners peer conferencing, noting the questions developed and the responses given when seeking and using feedback.

Provide opportunities for learners to present using any one of a variety of text forms (oral, written, or visual – read aloud, debate, interview, discussion, drama, poem, essay, blog, or video) to represent their acquisition of skills required for mastery of this outcome.

Grade 10 Science - Develop scientific collaborative skills during investigations to communicate conclusions supported by data.

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

An interview (**conversation**) – “Can you use your data findings to support your position on this scientific issue?”

A presentation – “Your group will give a summary presentation about your data and findings. You may use a variety of media during the presentation.” (**observations** and **conversations**)

An **observation** of the learner organizing a communication plan using collected evidence/research.

Grade 9 Post Intensive French - Communicate preferences, qualities, comparisons, critiques, hypotheses, and syntheses effectively.

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

Educator questioning three to five learners (**conversations**)

Educator **observing** learners sharing their answers in partners

Learners recording their answers and uploading to their Language Portfolio

Learners writing their answers using educator’s model (**products**)

Learners presenting their favorite music genre, singer or group (oral & writing)

Grade 9 French Immersion Language Arts (grade 3 entry to immersion) - Present, in various formats, knowledge, ideas, opinions, and arguments on topics of interest and current events by using a variety of sentence structures, specific vocabulary, and expressions of Francophone culture.

This outcome allows for multiple means of expression. For example, it could be assessed using the following methods:

Have learners keep and present Evidence of Learning Folders including a record of **conversations** in which they have participated, and **observations** they have made as a self-assessment practice.

Observe learner interactions and **conversation** with peers, noting their opinions and arguments about specific topics and their use of precise vocabulary. **Observe** learner responses given when seeking and using feedback.

Observe learners sharing interesting facts or asking pertinent questions.

Provide meaningful opportunities via different modes, for learners to express their reactions to a variety of messages. Allow learners to express their opinion, to convince others with facts, to divert or to tell a story. Some modes of expression include video blogs, interviews, debates, discussion with peers, in small groups or with the educator to represent their acquisition of skills required for mastery of this outcome.

Grade 9 Mathematics - Describe polynomials (limited to polynomials of a degree less than or equal to 2).

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

Group work (**observations**)

Guided Math (**observations**)

Learner assignments (**products**)

Quiz or test (**products**)

Grade 9 Science – Apply scientific and technological knowledge and an understanding of sustainable practices responsibly with respect to the solar system, ecosystems, and molecules and organisms.

This outcome allows for multiple means of representation. For example, it could be assessed using the following methods:

Learners working in groups (**observations**)

Learners doing a presentation (**observations**)

Learners completing a worksheet or module (**products**)

Educator meeting with one or two learners at a time (**conversations**)

Grade 9 Physical Education - Create and justify the efficacy of personal wellness SMART goals that use fitness concepts and principles.

This outcome allows for multiple means of representation and can be assessed using any of the following methods:

Learner presentation within class through demonstration, peer teaching and/or verbal coaching journals that allow for expression through individual or group work.

Learners can use video analysis to self-assess and compare and contrast pre-, during- and post-performances.

Learners can goal set and journal progress through-out the course.

Learner conferencing with educator and peers.

Completing Provincial Report Cards

Using INC for A Reporting Period and Final Grade

The use of **INC** on the report card serves the same function as the numerical grade; it represents achievement of learning for the respective Reporting Period or Final grade. **INC** is only to be used when a learner has not provided sufficient evidence of learning and the educator is willing to accept assignments later so the learner can provide missing evidence.

For example, if a learner receives an **INC** in Q1, but then provides the missing work for Q1 in Q2, the educator must adjust the **INC** in PowerTeacher Pro for Q1 to the numerical grade and inform the office of the change so the Historical Grades can also be adjusted. The second report card will then display the numerical grade for Q1.

The designation of **INC** is a case-by-case basis and should not be a “one policy/situation” applies to all. A careful review of the circumstances and enacted curriculum that lead to **INC** should be considered.

1. **INC** should be replaced with a numerical grade in Historical Grades (and the educator’s PTP) if a learner completes work from a past quarter. Please refer to [Working with Historical Grades – Gr 9 to 12](#) for this process. This means any subsequent report card when printed will have a numerical grade for the now completed past quarter (or semester). The high school report card does not function as a snapshot in time in the same way as the K to 8 report card. Rather, it is a record of achievement of learning for the respective reporting period. Therefore, if work is completed, a numerical grade should be used.
2. High Schools can leave an **INC** for a final grade (F1), the work was not completed so the course is not complete. The learner has to either finish the work or take the course again. This is decided at the school level based on a conversation with the educator and school leader and the family.
3. **INC** does not count in the learner’s average in the Reporting Period calculation.
4. **INC** used at the assignment level removes that assignment for consideration as part of the Traditional Grade Calculation in PowerTeacher Pro.

Communication with the learner’s home is vital for clarity of the status of the **INC** and what the learner must do to address the **INC**. The designation of **INC** should be a discussion with the educator and school leader.

Here are three scenarios of when it is appropriate to use **INC** on a learner’s report card:

Scenario 1: Incomplete Work or Insufficient Evidence of Learning

If in Q1 a learner has not completed all assignments or has not shown sufficient evidence of learning an educator may wish to report **INC**. The Q1 report card will go home displaying **INC**. However, if the learner completes the assignments or demonstrates learning from Q1 in the Q2 period, the educator should update the mark from **INC** to a numerical value and report the change to the office so the learner’s Historical Grades in PowerSchool are accurate. The **INC** in the learner’s Historical Grades needs to be modified. This will ensure accuracy in all locations. The Q2 report card will then display the numerical grade.

Scenario 2: Incomplete Work or Insufficient Evidence of Learning Due to Prolonged Absenteeism

If a learner has missed significant time due to illness, personal reasons or other reasons defined by school leaders, an educator may wish to report **INC**. If the learner returns and completes work to demonstrate understanding for content in the current quarter, and the previous quarter, the educator may let the **INC** stand. **INC** will remain on the proceeding report card but, as communication has occurred with the home, this should not be a surprise to the learner or the family.

Scenario 3: **INC** for an F1 Grade

There are two situations for an **INC** being awarded for a Final Grade:

1. The educator and school are allowing the learner to complete work beyond the end of a particular course. An example of this could be for learners who attend Alternative Learning Sites where work would continue in the following semester or school year, but this situation could apply to courses within the school. Grades would need to be adjusted in the educator's PTP and modified in the learner's Historical Grades for accuracy.
2. The educator and the school agree the **INC** is awarded because work has not been completed and therefore the course has not been completed. The **INC** will show as the final grade on the report card and transcript.

Essential Skills Educators

Essential Skills (ESAP) educators can provide learners with an In Progress (**IP**) grade value for Quarter and Final marks. This will allow educators to indicate achievement of learning on the report card, as well as provide report card comments. Only once all the outcomes have been met for the ESAP courses should the educator assign a **PASS** as the final mark.

English as an Additional Language (EAL) High School Courses

English as an Additional Language (EAL) courses focus on instruction, practice and achievement of language competencies. This is organized in can-do statements aligned to the Common European Framework of Reference (CEFR) for languages. The CEFR has been adopted by New Brunswick. Learners in EAL courses are acquiring language proficiency at the A1.1, A1.2, A2.1, A2.2, B1.1 and B1.2 CEFR levels.

In EAL courses, progress in language can be recognized with an "In Progress" (**IP**) grade value for Quarter and Final marks. Using **IP** on the report card indicates that learning is progressing. Additional report card comments and/or anecdotal report should be provided.

When the learner has demonstrated that they can independently and consistently function at the proficiency level of the course (EAL A1.1, A1.2, A2.1, etc.), the educator assigns **PASS** as the final mark. This flexible, learner-centered pathway allows students to move at their own pace (one level over two semesters, up to three levels in one semester, etc.)

Other High School Courses and Multilingual Language Learners

Every learner, as per the [Education Act](#), has the right to regular communication about their progress. Whenever possible, Multilingual Language Learners (MLL) should be assessed on Skill Descriptors using language accommodations, [universal accommodations](#), and [Universal Design for Learning](#) to make course content accessible. Educators use strategies,

technologies, and other tools that open opportunities for learners to participate and show what they know. MLLs can be assessed using a variety of methods including observations, conversations, and products. Scaffolding learning does not devalue learner demonstration and achievement of learning, the content objective is not changed.

Learners at A1 Level in Most Areas

- If you have not been able to collect sufficient information to assess the content objective, do not provide a numerical mark.
- Instead, use the special codes, **A1.1** or **A1.2**.
- An anecdotal report detailing goals and progress must be provided to the learner and family.

Note: The code **IND** is only used for MLLs when they have a PLP. Consult with your ESS Team if you are unsure if this is the case. A NSTP (Newcomer Support and Transition Plan) is not a PLP.

Learners at A2 and B1 Levels in Most Areas

- With scaffolds in place, and with the use of [Universal Design for Learning](#), language learners at these levels will usually be able to show you what they know. Assign a numerical mark.
- If you do not have sufficient information to assign a mark for a particular content objective, select the EAL comment code and indicate **INC** in the grade field.
Note: This would be rare for a learner at the B1 level but may be needed for a particular Strand, such as writing in English language arts.
- In these cases, an anecdotal report indicating goals and progress may also be provided to the learner and family.
- Write comments about the learner's strengths, needs, and/or next steps.
- For the final reporting period there cannot be an **INC**; a numerical grade must be provided.

Note: Educators are invited to reach out to their school ESS team, including the EAL professional if the school has one, and/or the district EAL team, with any questions. For students at an A2.1 or A2.2 level, this may be particularly helpful. An EAL comment code and attachment may be appropriate; however, each learner's unique needs, background, goals, and progress will be considered.

Assessing in Content Areas

Learners typically speak before they can read and write. Please be mindful of this when preparing assessments. For example, learners may verbalize their understanding instead of using written products. Use learners' first language to assess learning with the aid of a translation device.

Translated Comments

To facilitate inclusive communication with families, a bank of dual language comments is available in ten additional languages. Comments, along with instructions and how to cut & paste safely into PowerTeacher Pro are located on the [PowerSchool Playbook](#) under the title of [Inserting translated comments to the High School Report Card](#).

Personalized Learning Plans (PLP)

A Personalized Learning Plan may be identified as **PLP-ADJ** (Adjusted Curriculum) or **PLP-IND** (Individualized) on the report card. The learning goals in the PLP are to be assessed and evaluated for the purpose of reporting the achievement of learning.

A check in the **PLP-ADJ** box signals that the achievement of learning is based on adjustments to the prescribed grade-level curriculum outcomes. When reporting on achievement by strands, it is in relation to the learning goals within the PLP, the performance levels, and corresponding criteria.

There is no check box to signal a learner has a **PLP-IND**. Educators will use the code, **IND**, to indicate that the achievement of learning is not based on prescribed grade-level curriculum but on functional individualized goals and outcomes.

In the case of a learner who has a **PLP-ADJ** or **PLP-IND**, educators must use an attachment (Progress Reporting Section of the PLP) to describe the achievement of learning in relation to the learning goals of the PLP.

In the case where a learner has a **PLP-ADJ** or a **PLP-IND**, guardians should have already received a copy of the PLP and the identified learning goals. Consequently, the educator should avoid duplicating this information when completing the report card. If the PLP has been updated or revised prior to a reporting period, a copy of the PLP should have been sent to guardians. For learners experiencing less success than expected the goals and outcomes in the PLP will need to be reviewed and a consultation with ESS for next steps may be appropriate.

Accommodations

Accommodations do not alter the expectations described in the curricular outcomes. They are strategies, technologies or adjustments that permit learners to reach prescribed outcomes regardless of barriers to learning. Accessing these accommodations does not devalue learner performance and the resulting achievement of learning, they are not documented in the report card. Generally, schools are not to disclose information on a report card that identifies a learner as being differently abled or flags them as having a Personalized Learning Plan unless the educational program has been modified (adjusted) or individualized. (Note: Justified accommodations are documented in a learner's Personalized Learning Plan). This adheres to the principles of [Universal Design for Learning](#) and is in compliance with the [Canadian Charter of Rights and Freedoms](#), as well as the [New Brunswick Human Rights Act](#). More information can be found in the [Accommodations for Instruction and Assessment](#) document found under [Student Services](#) on the [EECD K-12 Anglophone](#) website.

Reporting Periods

All categories should be the same in all quarter reporting sections. F1 should have the same categories as the quarters with the possible addition of a final evaluation category (e.g.: evaluation task, presentation, exam, project, performance task or interview).

Category Weighting is the recommended reporting practice.

Quarter-based courses:

Q1, Q2, Q3, Q4 and F1 = set up categories in the respective Quarter

Semester-based courses:

Q1 or Q3 = set up categories with no final evaluation category

Q2 or Q4 = set up categories with no final evaluation category

F1 = set up all categories including a final evaluation category

Term weighting and Total Points are not recommended reporting practice.

Tools to help educators with reporting periods include [Possible Category Weighting](#) and [Category Weighting in PowerTeacher Pro](#), additional supports can be found on the [Powerschool Playbook](#) site.

Demonstration of Learning Week

Demonstration of Learning Week is a period at the end of each semester when learners may show evidence of achievement of learning through a variety of flexible assessment practices determined with the educator. While summative assessment is a possibility, educators are encouraged to think of ways to support learners in authentic demonstrations through various assessment modes such as final projects, conferences, exercises, exit interviews, videos, presentations, etc. This week will allow learners to attend school according to a schedule that will facilitate completing assessments to finish the course, if applicable.

Course or Credit Recovery

Although Course or Credit Recovery is assigned to one week in January/June, it can begin at any point in the school year. This practice supports learners by providing opportunity to bridge gaps and complete extra learning (and subsequent demonstrations) so they might attain a credit or course completion. This strategy is suited for learners who are willing to put in extra time and extra learning to successfully finish the course. This is an opportunity to review learning for those receiving an **INC** at an earlier reporting period.

Academic Achievement Comment Codes

The comment bank has been updated to reflect input from educators from across the province. Once a comment has been added to the comment bank it cannot be deleted; therefore, educators may find the descriptor *Retired* before a comment – these comments are not to be selected, the term “*Retired*” will explicitly appear on the report card.

Academic

Working consistently to meet learning outcomes

Exceeding curriculum expectations

Meeting curriculum expectations

Approaching curriculum expectations

Working below curriculum expectations

Improvement noted with learning expectations

Assessing, Evaluating and Reporting Grades 9-12

Consistently, demonstrates critical thinking

Consistently, demonstrates innovation/creative thinking

Demonstrates a high level of engagement in learning opportunities

Responsive to receiving and applying feedback

Learning Habits

Consistently, demonstrates organizational skills

Improvement noted with organizational skills

Strengthening organizational skills will support achievement

Consistently, demonstrates independence with learning

Improvement noted with independence for learning

Strengthening independence when completing work will support achievement

Consistently, demonstrates initiative to pursue learning

Improvement noted with initiative for learning

Strengthening initiative to pursue learning will support achievement

Consistently, demonstrates skills for interacting with others

Improvement noted with interactions with others

Needs to strengthen skills for interacting with others

Consistently, demonstrates responsibility for learning

Improvement noted with taking responsibility for learning

Taking more responsibility for learning will support achievement

Information

Participates in extended learning opportunities

Successfully reached learning goals

Demonstrates leadership qualities

Civically minded

Effectively engages in digital learning opportunities

Attendance is affecting results

Assignments incomplete

Family contact requested

Extra help available

Not enough evidence for evaluation, at this time

Learning English as an Additional Language (EAL)

Distance Education course

Post Grad upgrading

Frequently Asked Questions

Here are some responses to frequently asked questions that will help educators when they begin reporting in their subject area:

How does triangulation of evidence apply to upper-level courses?

*In any course the educator will only have a true picture of achievement of learning if evidence of learning is collected through a variety of sources such as **conversations**, **observations**, and **products**.*

How do you collect, track, and report observations and conversations?

*Many educators have developed systems to record evidence (portfolio of work, trifold Post-it, excel spreadsheet, etc.) from **observations** and **conversations**. Make this a school focus and share within your buildings, or with peers in your district.*

How do we value observations and conversations in our gradebook?

*With evidence, any type of assessment can be used to determine if a learner understands. Tests and quizzes may not be needed if a **conversation** confirms the learner meets the outcome. Professional judgment combined with evidence from ongoing and varied assessments (triangulation) is the most authentic method of reporting.*

How much evidence is enough?

*“There is no one right answer to this question. The amount of ongoing evidence needed to effectively plan daily instruction varies from teacher to teacher, depending on the subject, the teacher, the students, and the community in which they learn. Each teacher needs to determine the amount of evidence that works in his or her situation, given what students are learning. One guideline to keep in mind is that you have enough evidence to be able to identify patterns and trends in student learning. To do this, you need student work (evidence) that accounts for the full range of what needs to be learned. The evidence needs to show learning over time.” Davies, *Making Classroom Assessment Work*, p.51.*

If report card comments reflect solely on academic achievement, how do we report on behaviour?

The discussion of learner behaviour requires direct contact with the guardian(s).

What are examples of ways to communicate behaviors to guardians?

*Myron Dueck, author of *Grading Smarter Not Harder*, worked with New Brunswick educators to develop a template that schools and/or educators may wish to use to increase*

learner voice in behaviors and provide a means to communicate on these habits. See Appendix C for the sample.

Why should I not deduct marks for late assignments?

Late or missing assignments is a behaviour and should be treated as such. Finding out why a learner is having difficulty meeting deadlines or not completing work and providing necessary support is more important than the deduction of marks.

Why should I not assign a zero when work is not submitted?

*It is not our aim to assign zeros, for assessments missed, as a zero grade does not reflect learner understanding of curricular outcomes. Educators work with learners to ensure that all course outcomes are assessed and/or completed. Learners, educators and guardians must work in collaboration to determine how missing assessments can be addressed. Ken O'Connor focuses on supporting and not penalizing the learner with zeros and uncredited work in his book titled *How to Grade for Learning by Using 15 Fixes for Broken Grades*.*

I have concerns that formative assessment will not prepare learners for post-secondary; don't they need more substantial assessments?

Learners who have been assessed formatively are better prepared for post-secondary as they have experienced on-going and descriptive feedback. Critical thinking skills are rooted in the process of co-constructing criteria as well as self and peer assessments. As a result, learners are able to self-assess prior to established deadlines. Summative evaluation remains an important part of a balanced assessment approach.

Does formative assessment create more work for educators?

Formative assessment requires a change in the way we may have always assessed and evaluated. It is an "instead of" rather than an "in addition to" expectation.

If a learner is not successful, how many times do I have to retest and how do I report it?

Completing multiple versions of a test may not be the best way for a learner to demonstrate achievement. For example, a learner may be able to explain to the educator where and how they went wrong on the original test, successfully demonstrating their understanding. To accurately report on achievement, a collection of evidence over time with emphasis on most recent work is required, rather than any single piece of data.

Implementation of formative assessment is a long process. How do I start?

*Start with the end in mind. Set a manageable goal to formatively assess using **conversations**, **observations**, and **products** in one of your classes and expand to others as you become proficient. Plan, Do, Check, Act; refer to [The Learning Cycle - Formative Assessment](#).*

How do I help guardians understand formative assessments?

Guardians are building familiarity with the New Brunswick provincial report card which aligns well with formative assessment. As part of your on-going communication with guardians, include information regarding formative assessments.

Why can I not write narrative report card comments on High School Report Cards?

The set up in PowerTeacher Pro does not accommodate the writing of narrative report card comments. The high school report card template is designed for space to accommodate up to two comments per subject for the final F1 report card. If narrative comments are inserted, the total character count could exceed the allotted space and cause the report cards to print on more than one page.

Why should I use Category weighting instead of Total Points for my Gradebook?

When your PowerTeacher Pro Gradebook is set to Total Points, all points on all assignments are now considered equal value as the sum of all the numerators are divided by the sum of the denominators. In this simplified example, if an educator has two major tests in a quarter at 25 points each and five quizzes of 15 points each, the total would be 175 points. However, in the course outline the educator may state tests are 60% and quizzes are 40%, but because the educator has placed all the assignments in one category the major tests are 28.5% of the quarter.

Why is Term Weighting for my Gradebook, not recommended?

If your Gradebook has Term Weighting the learner's final course grade can be negatively impacted. For example, when a semester 1 course has Term Weighting it looks at the summative value of the quarters to derive the final grade based on the percentage determined by the educator. If a learner has a poor quarter 1 grade, for example, this mark will have a greater impact on the final grade as the semester calculation uses only two values to determine the final grade, Q1 and Q2. When Category Weighting is used in the S1 calculation, the final grade looks at the assessment results over the entire term (all Qs) therefore reducing the impact of the lower scores in any particular quarter.

Is it possible to send an email to all my guardians through PowerTeacher or PowerTeacher Pro?

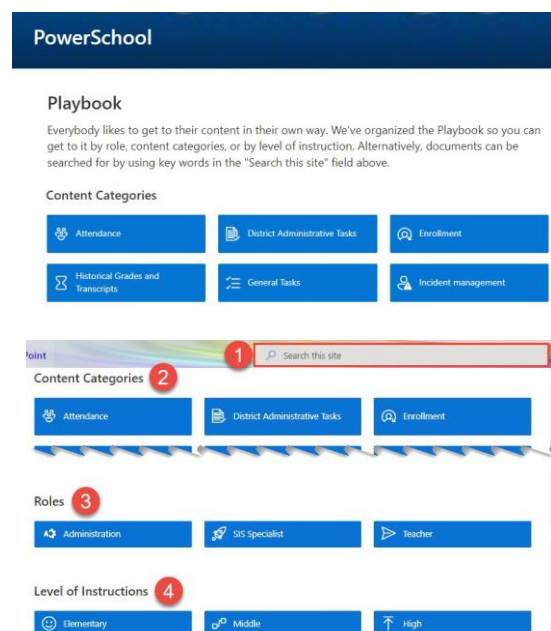
Yes, this is an option under NB Reports > Email Address Report.

Where do I find information on preparing and printing report cards 9-12?

When accessing the [PowerSchool Playbook](#), the Playbook has print and video resources on various topics for many end users: educators, resource educators, guidance educators, school leaders, administrative assistants, district staff and ELL intake workers.

There are four ways to search for materials: searching at the top using the search bar, using Content Categories, Roles or Level of Instructions.

If a resource is not available and you would like one created, please submit a Help Desk request or reach out to the PowerSchool Pedagogical Lead in your district.



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Appendices

Appendix A: Definitions

Accommodations	Accommodations are strategies, technologies or adjustments that provide support to learners to reach prescribed outcomes. They do not alter the expectations described in the curricular outcomes.
Approaching curriculum expectations	The learner has some understanding of the outcomes addressed to date and is beginning to demonstrate evidence of key concepts, processes, and skills required. The learner, with support, applies learning to familiar situations. Work on identified learning gaps is needed to ensure future success of the learner.
Assessment	The process of gathering information to determine how well a learner is achieving the curriculum expectations in a subject strand.
Assessment-Capable-Learner	Learners who can assess their own learning. They can gauge where they need extra help, and where they are doing well enough that they can move on.
Category Weighting	Category weighting is recommended for report card marks. Educators have the option to use conversations , observations , and products as categories for reporting purposes, or categories of their choosing. Categories could be broken down according to subject area strands or traditional categories that have previously been used in Grade Book
Civically Minded	Demonstrates the knowledge, attitudes, and skills that support democratic values and community (local, national, global) participation.
Co-construct Criteria	The process by which learners and educators develop criteria together for assessing successful achievement of learning targets/goals.
Conversations	Conversations are one way to gather evidence of achievement of learning. They include planned dialogue with individuals about their learning. These can be done through written and/or spoken conferences. Conversations help educators know learner strengths and the challenges, monitor their progress, provide feedback, and plan future instruction based on identified needs and interests. They include both planned and unplanned dialogue with learners about a topic that relates to their learning. Other ways to gather evidence include observations and products .
Critical Thinker	Addresses complex issues and problems by acquiring, processing, analyzing and interpreting information to make informed judgments and decisions.
Curriculum	This refers to the prescribed or approved program design and components, learning expectations/outcomes, learning experiences, instructional and assessment strategies, and resources. The documents that outline the information are called curriculum guides.

EECD	This is an acronym referring to the provincial government Department of Education and Early Childhood Development that oversees Early Learning and publicly funded education.
English as an Additional Language (EAL)	Students who are learning English as an Additional Language (EAL) may receive this notation as a comment on their report card to note that they are learning the language of instruction while working on content.
Evaluation	The process of making professional judgments about learning with established criteria and assigning a value to describe the quality. Evaluation is based on assessments that provide data on achievement of learning at strategic times, usually at the end of a period of learning.
Evidence	Information gathered to show learning. Evidence is gathered over time through observations , conversations , and products . Educators examine all sources to plan for, assess, and evaluate learning.
Exceeding curriculum expectations	The learner demonstrates evidence of learning at a complex level. The learner has a thorough understanding of outcomes addressed to date and consistently applies learning to new situations. Work surpasses the descriptors in the “Meeting” category but is within the expectations specified for the course
Feedback	Feedback is descriptive, specific, and timely. It focuses on learning goals and how to adjust what learners are doing so they can improve their performance. Feedback can be provided in a conversation , in writing, or through a demonstration by educators, peers, or self.
Formative Assessment	Assessment that is part of the teaching and learning process. It involves frequent and interactive checking for understanding and adjusting instruction to ensure learners have the supports and challenges required to progress toward their learning goals. A key component is ongoing feedback about understanding and progress.
Globally Competent	Learners who, in their overall achievement and success, make informed decisions, take initiative, persevere, embrace innovation, understand global issues, value diversity, collaborate and are curious reflective problem solvers and effective communicators.
Learning Expectations	Knowledge and skills learners are expected to develop and to demonstrate in classwork, on tests, and in a variety of other activities; learning expectations are also referred to as outcomes and are the focal point when assessing and evaluating achievement of learning.
Learner-Led Conference	A learner-led conference is a learner-centered approach that engages the learner in direct communication with guardians through the use of personal work samples and demonstrations (games, experiments, etc.). Learners showcase their knowledge of their own achievement of learning. Educators work with learners to prepare them to lead a conference.
Meeting curriculum expectations	The learner demonstrates evidence meeting learning expectations, applying the key concepts, processes and skills required. The learner independently applies learning to familiar situations and has a solid understanding of the outcomes addressed to date and often applies learning to familiar situations.

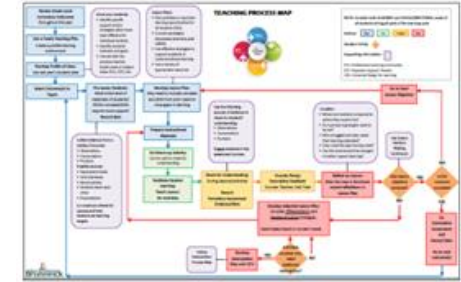
Observations	Observations are one way to gather evidence of learning. Observations include watching, listening, and noting learner behaviour, interests and abilities, patterns of development, and progress in learning. Educators keep record of their observations to monitor progress, to plan instruction and to support professional judgments. Other ways to gather evidence include conversations and products .
Outcomes	Broad statements that describe what learners should know and be able to do at the end of a course or grade level. These are also referred to as learning expectations. All prescribed curriculum includes descriptions of the knowledge and skills learners are expected to develop and demonstrate as an outcome of the course. These expectations are the focal point for instruction.
Working Below Acceptable Curriculum Expectations	The learner has a limited understanding of the outcomes addressed to date and rarely applies learning. The learner is having difficulty demonstrating evidence of key concepts, processes, and skills required. Significant improvement in specific areas is needed for the learner to be successful in the course.
Pilot	A process for examining a change in a controlled environment before introducing it on a large scale.
Personalized Learning Plan	Refers to a written plan for a learner who requires specific and individual identification of practical strategies, goals, outcomes, targets and educational supports that ensure the learner experiences success that is meaningful and appropriate, considering the individual learner needs.
Peer Assessment	Refers to the process in which learners provide each other with meaningful feedback about particular work for the purpose of making improvements prior to completion. Students must have an understanding of the learning goals and criteria for success. Peer assessment is a process for creating a community of learners.
PowerSchool	A web-based student information system (SIS) used to maintain learner records.
PowerTeacher Pro	PowerSchool's new gradebook, PowerTeacher Pro manages assignments, grades and achievement of learning.
Portfolio	A collection of carefully selected samples of work that the learner, with educator support, uses to demonstrate what has been learned throughout the year. It is a self-assessment tool, as educators ask learners to actively reflect on their learning in order to choose what will go into the portfolio.
Products	Products are one way to gather evidence of achievement of learning. They include performance tasks, demonstrations, projects, essays, quizzes, and tests. Other ways to gather evidence includes conversations and observations .
Professional Judgment	Decisions informed by professional knowledge of curriculum and the learners. It is part of professional practice to use information gathered: daily to make decisions about instruction; over time from conversations , products , and observations to determine how well a learner is meeting the learning expectations.
Research	Published and credible sources reviewed for information.

Self-Assessment	The process of recognizing, describing, and applying criteria and using the information to set, monitor and adjust one's own learning goals.
Standards-based grading	Assessment focused on learner performance in relation to a predetermined set of criteria, not in relation to the performance of other students, or through averaging of scores.
Strand	Refers to organizational categories within a subject.
Student Information System (SIS)	The provincial learning management system for tracking learner information. In New Brunswick the SIS is called PowerSchool.
Summative Assessment / Evaluation	Refers to assessment used to measure what learners know and can do with respect to learning expectations. This kind of assessment occurs at the end of units and key times in learning. When we evaluate, we decide whether learners have learned a skill including how well they have learned it.
Targets/Goals	Refers to brief statements that describe what learners should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or learning task). The goals are more discreet than learning expectations or outcomes. The audience is the learner. Ideally, learners help develop (co-construct) criteria for successful achievement of these targets/goals.
Triangulation	Refers to the use of information gathered from multiple types of evidence (conversations , observations , and products) over time to enhance confidence in professional judgments.

Appendix B: Formative Assessment to Inform Instruction K-12



Name:
School:
Grade:
Subject:



INTEGRATING PRACTICES	<p>SUSTAINING</p> <p>Efforts to sustain formative assessment are undertaken to maximize its benefits.</p> <p>I am committed to and use formative assessment in my teaching.</p>	<ul style="list-style-type: none"> All parts of the “plan, do, check, act” learning cycle are constant in my practice. My learners regularly set goals and assess themselves and are encouraged to take a leadership role in the process. <p>I consistently use formative assessment to:</p> <ul style="list-style-type: none"> plan prior to instruction - gather insight into the depth of what learners know; provide support during instruction - use data to target areas of misunderstanding, and to address learners who need additional challenge; monitor between instruction - adjust the pace, change the setting, provide specific feedback, provide opportunities for choice, adjust learning materials and resources; and verify after instruction and adjust instruction - readdress the learning objective as needed, identify remaining gaps, provide opportunities to reflect on learning. 	<p>Date:</p> <p><u>Reflections/</u> <u>Next Steps</u></p>
	<p>DOING</p> <p>Commitment to and use of formative assessment is high.</p> <p>I am regularly embedding formative assessment in my teaching practice.</p>	<p><u>Every</u> week, I commit to:</p> <ul style="list-style-type: none"> plan based on evidence I have of learning and learner input (such as focusing on learner responses to feedback and engaging learners in assessing the work of peers and learner self-reports). do by facilitating learning in a variety of instructional approaches (such as co-constructing criteria, embedding metacognition strategies, guided practice, mini lessons, and modelling). check learning of all, record triangulated data, and provide feedback including self- and peer-assessment (such as using statements rather than questions to encourage more thoughtful answers). act on evidence gathered from learners to reflect, adjust instruction, and intervene (such as using learning logs, exit cards, or other ways of collecting responses from learners). 	<p>Date:</p> <p><u>Reflections/</u> <u>Next Steps</u></p>

BUILDING CAPACITY	IMPROVING Commitment to and use is moderate and expanding. I am increasing my use of formative assessment and developing practices in my teaching.	I include many aspects of the “plan, do, check, act” learning cycle in my teaching, however, there are some aspects I am continuing to develop. I work to involve my learners in the assessment process with practices such as: <ul style="list-style-type: none"> • sharing the learning intention of lessons with my learners; • communicating what quality work looks like; • asking learners to share what they have learned; • using rubrics to discuss quality. 	Date: <u>Reflections/</u> <u>Next Steps</u>
	LEARNING I am beginning to use formative assessment in my teaching. I am aware of the benefits of formative assessment.	I understand each part of the “plan, do, check, act” learning cycle. I work to include “plan, do, check, act” in my teaching, but I may only do some parts of the learning cycle or only do some components of each.	Date: <u>Reflections/</u> <u>Next Steps</u>
BUILDING AWARENESS	WILLING Commitment to and use of formative assessment is emerging. I have some awareness of the benefits of formative assessment.	I want to learn how to better use formative assessment. I am aware of the parts of the “plan, do, check, act” learning cycle, but I am not sure how to make these part of my teaching. I am interested in improving my instructional practices and I believe formative assessment will help.	Date: <u>Reflections/</u> <u>Next Steps</u>
	KNOWING Commitment to and use of formative assessment is limited. I have minimal knowledge about formative assessment and its benefits.	I have read the Formative Assessment foldout. I have minimal knowledge of formative assessment and its benefits to goal setting, co-constructing criteria, gathering evidence from a variety of sources and using these to plan my teaching.	Date: <u>Reflections/</u> <u>Next Steps</u>

Appendix C: New Brunswick Learning Habits (sample)

Learners, guardians, and educators work together to develop Learning Habits that are important for all members of society. We report on learning *habits* separately from learning *achievement* as a way of emphasizing both and recognizing they are different. Learners should develop these essential Learning Habits to succeed in learning and work environments.

Name: _____

How I could grow in this area.		Highlight areas of success.	How I have excelled in this area.	
<i>Educator Comments</i>	<i>Learner Comments</i>	<i>Independence</i>	<i>Learner Comments</i>	<i>Educator Comments</i>
		<i>I take responsibility for my learning by seeking extra help when needed.</i> <i>I set personal goals and reflect on them.</i> <i>I persevere when things are challenging</i> <i>I do not easily give up.</i>		
<i>Educator Comments</i>	<i>Learner Comments</i>	<i>Initiative</i>	<i>Learner Comments</i>	<i>Educator Comments</i>
		<i>I have the desire to learn.</i> <i>I take risks in my learning.</i> <i>I push myself to improve.</i>		
<i>Educator Comments</i>	<i>Learner Comments</i>	<i>Interactions</i>	<i>Learner Comments</i>	<i>Educator Comments</i>
		<i>I work well with others by being respectful and resolving conflicts when they arise.</i>		
<i>Educator Comments</i>	<i>Learner Comments</i>	<i>Organization</i>	<i>Learner Comments</i>	<i>Educator Comments</i>
		<i>I can create and follow a plan.</i> <i>I effectively manage my time, personal belongings and materials.</i>		
<i>Educator Comments</i>	<i>Learner Comments</i>	<i>Responsibility</i>	<i>Learner Comments</i>	<i>Educator Comments</i>
		<i>I take care of my belongings and the property of others.</i> <i>I complete my work on time.</i> <i>I manage my behaviour and take responsibility for my actions.</i>		