## Thinking About Assessment

At Fenelon Falls Secondary School, every student is provided with multiple opportunities to achieve their full potential. To support this goal we will:

- Use learning goals/success criteria/descriptive feedback to support student achievement.
- Use tiered intervention/differentiated instruction to enhance learning for all students.
- Reflect on and revise current assessment practices to improve student engagement and achievement.
- During learning, students receive ongoing descriptive feedback based on success criteria.
- The teaching and learning environment is inclusive and reflects individual student strengths, needs and learning preferences.
- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.
- Timely and tiered interventions, supported by a team approach, respond to individual student learning needs.
- Student assessment will be based on conversations, observations, and student product.

Conversation

Evidence of Learning
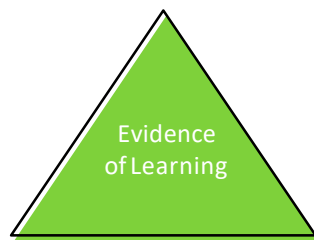
Observation   Product

FEED ALL FOUR

Achieving Excellence Grade 9 -12+

If we know our students and respond to their needs with rich tasks supported with targeted instruction and timely qualitative feedback linked to success criteria, then more students will demonstrate higher order thinking independently.

Greatest Area of Student Need (GASN):

Based on OSSLT results, our greatest area of student need is to develop higher order thinking and processing skills relating to making inferences, following process, and providing specific supporting details.

Practising:
Staff use a quality task analysis template to ensure all student assessments have:

- Clear expectations relating to success criteria, learning goals, process, timelines and assessment strategies.
- Opportunities to work on rich tasks promoting higher order thinking. students are provided with descriptive feedback that connects to the learning goal and success criteria, is built into the process, and is given before a summative mark is assigned.
- Choice may be provided relating to product, topic, timelines, marking schemes, groupings or retesting.

Staff use student product/performance to drive next steps.
Staff use data to reflect and inform future instruction.

Supporting Staff:
Professional development:

- All grade 9 and 10 teachers will receive PD throughout the year to embed literacy strategies into their current practice, with the goal being to improve literacy capacity, to be measured on the OSSLT.
- Provide training in the use of technology to enhance learning in the classroom, and providing hardware for the training to be utilized.
- Staff will also be given opportunities to use conversation and observations skills in addition to student product to assess student achievement (Evidence of Learning).

Monitoring:

- Classroom walkthroughs/visits, observations, conversations
- Student achievement based on pass rates, quality of credits (percentage of marks above provincial standard), EQAO data (OSSLT and grade 9 math results)
- SBRT referrals, late assignments, staff discussions

Greatest Area of Student Need (GASN):

Our greatest area of student need is creating conditions and practices that focus on and enhance overall student wellness.

Practising:

- Strategies for bullying prevention
- Focusing on grade 9 transitions
- Circles and restorative practices
- Having all staff, including teachers, EA's, office staff, administration, guidance, SSAC's, community partners and the mental health nurse communicate concerns and solutions to meet the needs of ALL students

Supporting:

- Providing the SAC, AU, G7, Social Justice Club, LINK, Kinark Leadership Group, GSA, Sports Teams, School Reach, Me to We and other clubs opportunities to promote student leadership, activities, and celebrations that align with and promote Feed All Four
- Providing resources to support the development of safe and caring schools
- Providing ASSIST training, First Aid training, and Mental Health First Aid for applicable students and staff
- Developing partnerships with community agencies, including the CMHA

Monitoring:

- We are monitoring suspension data, office referrals, and climate survey information.
- We are listening and responding to all student and parent concerns.
- We are tracking and monitoring participation levels in events catering to wellness, and listening to student voice to meet the needs of our students.
- We are using the Feed All Four model as the framework to promote student and staff wellness.
- We are establishing reflective practices that proactively support and reflect ALL our students.
- We are engaging student voice to facilitate the development of safe and caring schools.

Well-being and Equity 9 - Grade 12+

If we know our students and respond to their needs with opportunity and supports for well-being, social responsibility, and equity, then students and staff will contribute to, participate in, support, and respect the safe and caring culture of our school.

Where are we going?
- Our students are advocates for their and other's learning and wellness needs
- Our students are proficient users of strategies for self-regulation
- Our students and staff are engaged in identifying and ensuring equity for all
- Our students and staff are literate in mental health, learn to reduce stigma, and are leaders in wellness

Where to next?
- Review Climate Survey responses, school visits, and student voice
- Monitor data such as student achievement, suspension and expulsion This will include pass rates and quality of credit on a grade by grade le

How are we going?
- Collect data to responsively program for students with IEPs
- Demonstrate Feed All Four as a way of being to support student learning
- Provide resources to support the development of safe and caring schools
- Use tools such as Restorative Practices, Collaborative & Proactive Solutions, and Positive Space to ensure equity and safety
- Utilize partnerships with community agencies to support student need
- Hosting Me to We day, Wellness Week, Week of Kindness, Mental Health Awareness Week and any valid event tied to well being
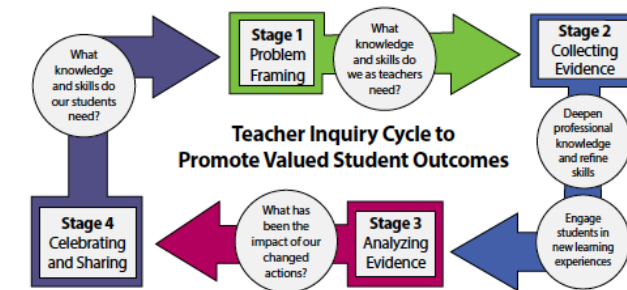
The Inquiry Cycle

Support a culture of professional collaborative inquiry, where we study the impact of educator learning and practice on student learning.

Teacher Inquiry Cycle to Promote Valued Student Outcomes

Inquiry Focus

We are a school questioning our way forward. We encourage professional learning using an inquiry model at all levels of the system (from student desk to Leadership Development). We have learned that certain conditions need to be present for Collaborative Professional Inquiry to be effective.

These conditions are:

- The inquiry is grounded in student work. We are focused on a study of learning at the student desk.
- The interpretation of the work requires us to access research to inform our next steps in the classroom, school and system.

Making Our Learning Visible and Enhancing Public Confidence in Our System

We are enhancing confidence in public education by:

- Communicating regularly via SchoolConnects, Twitter - @FenelonFallsSS, Instagram- @fenelonfallsss, and our website ffs.tldsb.on.ca
- All events are on the school calendar and daily announcements are available at ffs.tldsb.on.ca., twitter, and Instagram.

#TLDSBLearns #TLDSBLeads #FeedAllFour #HealthyTLDSB #TLDSBkTeach #TLDSBFSL #TLDSBcode #TLDSBdIC

Body	Mind	Spirit	Emotions

Trillium Lakelands District School Board

Better Together IN A SAFE AND CARING LEARNING COMMUNITY