

Submitted by Rassamee Ling (BPAC Chair)

Notes from a DPAC hosted information night Feb 17th for parents and reps.

Presenter was Diane Graves, the Delta School District Vice Principal of Curriculum, Instruction and Assessment.

- assessment is the bridge between learning and teaching and is more akin to 'sitting beside' & coaching students rather than an evaluative 'sitting across' testing approach. Over the next 3-7 years there will be many changes in how assessment is done in education within the Delta School District.
- Proper assessment 'For' learning means taking constant readings of where students are that facilitate adjustments in teaching. Coaching involves deconstructing a skill and giving the student concrete ways to improve.
- Assessment 'Of' learning is the classic mark driven judgement of knowledge retention.
- Formative assessment provides coaching feedback and treats every student as one who has potential. Ability is achievable and not fixed (born with it or not).
- Descriptive feedback should be task based with suggestions on how to improve). This is better than 'ego' based feedback which is competitive and compares one student with another or with a given standard.
- Good feedback causes thinking, NOT emotional reacting. It builds confidence, NOT ego.
- Praise effort more than evaluative outcome: indicate one or more good points followed by something to work on.
- Research by 'Black & Williams' (1998) showed that 'comment only marking' (no marks) helps learners improve and retain interest in a subject.
- Students know the rubric categories for assessment of their projects/assignments.
- Check out the Ministry of Education website for examples of Provincial exam material.
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- Overview to BC's Curriculum Transformation Plans

<http://www.bced.gov.bc.ca/irp/docs/overview.pdf>

Includes links to three more detailed documents:

- 1) [Exploring Curriculum Design](#)
- 2) [Defining Cross Curricular Competencies](#)

[Enabling Innovation: Transforming Curriculum and Assessment](#)