

# **Advancing Assessment Literacy**

## **Setting the Stage I: Engaging Stakeholders**

**Audience:** Teachers, In-School Administration, School Community Council,  
School Boards, Central Office Staff

### ***Learning Outcomes:***

1. Participants will explore the positive and negative connotations associated with the term “evaluation”.
2. Participants will compare and contrast the definitions and activities of assessment and evaluation.
3. Participants will discuss the timely and appropriate use of assessment and evaluation.
4. Participants will surface assumptions, develop questions, and identify opportunities for learning regarding their school or school division’s focus on assessment literacy.
5. Participants will identify opportunities and develop questions regarding participation in the provincial Assessment For Learning program.

## **Setting the Stage II: Understanding Data Purposes and Uses**

**Audience:** Teachers, In-School Administration, School Community Council,  
School Boards, Central Office Staff

### ***Learning Outcomes:***

1. Participants will be exposed to the terminology associated with assessment and evaluation.
2. Participants will brainstorm the sources of data available to them.
3. Participants will examine the type and nature of data available to schools and discuss their various uses.
4. Participants will explore of the principles of the Saskatchewan Assessment for Learning Program.
5. Participants will compare and contrast the concepts of assessment of and for learning.
6. Participants will create a representation of their present understanding of the AFL program.

## **Setting the Stage III: *Freedom of Information and Protection of Privacy Act* For Central Office**

**Audience:** Central Office Staff

### ***Learning Outcomes:***

1. Participants will gain an understanding of the requirements of the *Freedom of Information and Protection of Privacy Act* and explore the types of appropriate responses that different levels of the organization might give to requests for information regarding AFL data and other data reports.
2. Participants will brainstorm possible audiences for AFL data and what level of data disaggregation different audiences might request.
3. Participants will analyze the advantages, disadvantages and cautions/concerns of sharing AFL data with various audiences.
4. Participants may begin working through the privacy impact statement provided by the Office of the Privacy Commissioner.
5. Participants will identify the next steps to take as they create a plan or policy regarding the communication of AFL data.

## **Setting the Stage III: *Freedom of Information and Protection of Privacy Act* For General Audience**

**Audience:** Teachers, In-School Administration, School Community Council,  
School Boards

### ***Learning Outcomes:***

1. Participants will gain an understanding of the requirements of the *Freedom of Information and Protection of Privacy Act* and explore the types of appropriate responses that different levels of the organization might give to requests for information regarding AFL data and other data reports.
2. Participants will brainstorm possible audiences for AFL data and what level of data disaggregation different audiences might request.
3. Participants will analyze the advantages, disadvantages and cautions/concerns of sharing AFL data with various audiences.

## **Setting the Stage IV: Building Learning Communities**

***Audience:*** Teachers, In-School Administration, Central Office Staff

***Learning Outcomes:***

1. Participants will reflect on and create a representation of their current perception of their learning community.
2. Participants will be introduced to and have an opportunity to work on activities pertaining to mission, vision and values.
3. Participants will compare the lived values of their schools to their current mission and vision.
4. Participants will discuss the stages of team development and complete a team effectiveness survey.
5. Participants will practice communication skills used in collaborative work.

## **Data Gathering I: Establishing Outcomes**

**Audience:** Teachers, In-School Administration

### ***Learning Outcomes:***

1. Participants will reflect on their earlier responses to data.
2. Participants will work from archival data to create hypotheses and goal statements regarding trends in student achievement data.
3. Participants will examine the validity of hypotheses.
4. Participants will convert hypotheses to goal statements.

## **Data Gathering II: Creating Questions**

**Audience:** Teachers, In-School Administration

### ***Learning Outcomes:***

1. Participants will analyze and prioritize the goal statements created in Data Gathering I.
2. Participants will create questions based on each outcome.

## **Data Gathering III: Identifying and Valuing Different Types of Data**

**Audience:** Teachers, In-School Administration

### ***Learning Outcomes:***

1. Participants will discuss the uses and impacts of different types of data.
2. Participants will identify sources of demographic, perception, student learning, and school process data which will enable them to answer the questions created in Data Gathering II.

## **Data Gathering IV: Collecting and Collating Data**

***Audience:*** Teachers, In-School Administration

***Learning Outcomes:***

1. Participants will be introduced to a variety of data collection methods.
2. Participants will suggest data collection methods most appropriate for the four categories of data – demographic, perception, student learning, and school processes.
3. Participants will use a triangulation method to refine the questions created in the last module.

## **Data Analysis I: Summarizing, Representing and Sharing Data**

**Audience:** Teachers, In-School Administration, School Community Council,  
School Boards, Central Office Staff

### ***Learning Outcomes:***

1. Participants will explore how the representation of data can obscure or manipulate the message being sent.
2. Participants will apply practical considerations when displaying relationships among data.
3. Participants will consider the appropriate design of tables and graphs and representing data.
4. Participants will suggest ways in which data might be represented for different purposes and different audiences.

## **Data Analysis II: Examining and Interpreting Data**

**Audience:** Teachers, In-School Administration

### ***Learning Outcomes:***

1. Participants will become familiar with the concepts of national percentile, national stanine and grade equivalent – terms commonly used in reporting on large-scale standardized tests.
2. Participants will work through the following process:
  - predicting
  - creating initial hypotheses and corresponding assumptions
  - comparing predictions to the data
  - creating detailed item analysis
  - identifying of strengths and weaknesses
  - analyzing strengths and weaknesses
  - creating hypotheses for future work

## **Data Analysis III: Extending the Examination**

***Audience:*** Teachers, In-School Administration, School Community Council,  
School Boards, Central Office Staff

***Learning Outcomes:***

1. Participants will extend the data analysis begun in Data Analysis II by asking questions of the hypotheses created earlier.
2. Participants will extend their initial questions by using Bernhardt's triangulation process.
3. Participants will select the questions that best support the further collection of data regarding the hypotheses they have created.

## **Data Informed Decision Making I: Building a Collaborative Culture**

**Audience:** Teachers, In-School Administration, School Community Council,  
School Boards, Central Office Staff

### ***Learning Outcomes:***

1. Participants will complete a survey and discuss the attributes of their learning community.
2. Participants will read and discuss an article on shared vision.
3. Participants will use the double loop learning model to map the ways in which their mission, values and vision link to strategies tactics and behaviours within their setting.
4. Participants will participate in a process to gather the collective intelligence of the group surrounding key elements of effective learning communities.

## **Data Informed Decision Making II: Goal Setting**

**Audience:** Teachers, In-School Administration

### ***Learning Outcomes:***

1. Participants will identify and reflect on a personal goal in order to activate prior knowledge regarding the elements of goal setting.
2. Participants will prioritize the hypotheses generated in *Data Analysis: Extending the Examination* using a goal-setting matrix.
3. Participants will convert hypotheses to goal statements.
4. Participants will use the goal statements to create SMART goals and use a tree diagram to support clarity.

## **Data Informed Decision Making III: Creating Action Plans**

**Audience:** Teachers, In-School Administration

### ***Learning Outcomes:***

1. Participants will examine the tasks of action planning.
2. Participants will identify instructional/learning strategies to achieve the goals set out in the previous module and will prioritize the strategies.
3. Participants will make explicit the strategy implementation indicators for teachers, students, classrooms and student work.
4. Participants will begin drafting their action plan.

## **Data Informed Decision Making IV: Monitoring Progress**

**Audience:** Teachers, In-School Administration

### ***Learning Outcomes:***

1. Participants will learn about and apply progress measures in three areas – goal types, student data and evidence of implementation.
2. Participants will identify short and medium term assessments that will provide data to inform their progress toward their goal.
3. Participants will create a benchmark assessment and accompanying rubric.
4. Participants will create a graphic representation showing the link between assessments, improvements and proficiency goals.
5. Participants will specify the evidence required to demonstrate implementation of the specified teaching strategy.

## **Designing Interventions**

**Audience:** Teachers, In-School Administration, Central Office Staff

### ***Learning Outcomes:***

1. Participants will view two videos about schools responding to students and identify elements of practice they would like to incorporate in their setting.
2. Participants will examine a pyramid of support as well as the adaptive dimension and identify similarities between the two.
3. Participants will identify strategies and resources currently available to them for interventions and will begin to design an intervention system for their school.

## **Continuing the Conversation**

**Audience:** Teachers, In-School Administration, School Community Council, School Boards, Central Office Staff

### ***Learning Outcomes:***

1. Participants will use three focusing questions to examine the sustainability of their improvement plan.
2. Participants will examine the use of longitudinal data to inform improvement planning.
3. Participants will conduct a gap analysis of priority areas of work.
4. Participants will explore action research principles as a means of sustaining initiatives.