



Cunard Junior High School

Provincial Assessments		
	School (%)	Board (%)
	2015-16	2015-16
<u>Literacy Assessments</u>		
Grade 8 Provincial		
Reading	67%	76%
Writing - Ideas	90%	91%
Writing - Organization	76%	80%
Writing - Language Use	83%	82%
Writing - Conventions	60%	70%
<u>Math Assessments</u>		
Grade 8 Provincial		
Mathematics	37%	63%

PART 1

Weekly ELA PLC discussions have offered subject teachers valuable time to share their successes and strategies for encouraging more oral discourse in the classroom. Weekly, teachers discussed methods used to encourage students to feel more comfortable to share answers, ask questions and contribute thoughts and opinions to class discussions. During the PLC sessions a goal to encourage more reluctant speakers was agreed upon and strategies and results were discussed each week. Lesson plans were shared and created in a way to foster more class discussion. PLC discussion focused on how to encourage students who rarely speak in class to feel more safe and comfortable to speak and ask questions. One successful strategy from the PLC the English teachers implemented was offering more group activities. We discovered that once students became comfortable working in small groups, they were more likely to speak on behalf of their group to share answers and ask questions.

Given the opportunity to collaborate with the math coach and with support from the board (Erik Lee) Math teachers have made changes to their assessment strategies which resulted in positive impacts in student problem solving and communication. Through our professional development teachers revised the CAT 4 rubric and then offered students an opportunity to again revise the CAT 4 rubric as a class. In order to demonstrate to students what are positive problem solving skills and positive classroom communication, teachers provided the students with exemplars of what these skills look like. As discussed in PLC's teachers agreed that students must first be provided with examples of what is expected of them, and then offered the tools and strategies to achieve the goal of problem solving skills and positive classroom communication. Also PLC's focused on offering students with problem solving questions that cover multiple outcomes which in turn provides the teachers with more authentic results.

With the new student created rubric, teachers implemented several changes in their classroom assessment. Teachers now regularly use the student created rubric to provide quicker and more effective feedback to the students. Assessment is ongoing and not just a 'sit down' assessment. Teachers are continually assessing students whether it be formal assessments or informal such as discussions and observations in the classroom. The impact of these changes in the assessment of our students is positive and encouraging. We discovered that the students 'owned' their rubric, understood it and knew exactly where they fell on the rubric and why. Students stated that they enjoyed having quicker feedback and were more aware of how they were being assessed on the material.

PART 2

The results of the provincial reading, writing, and mathematics grade 8 assessment show that math should be a focus for improvement at Cunard. We recognize that a high priority should be placed on improving math scores as our school scored below board results in math. Within our professional learning communities, teachers are analyzing the results to determine specific challenges and areas for improvement by implementing effective instructional strategies and supports.

According to the writing section of the provincial assessment our students have met or exceeded board scores in writing ideas and language use. In professional learning communities teachers have used common assessments to determine where the students are and collaborate on effective instructional strategies to help improve organization and conventions in writing.