

A Gradeless Classroom

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- SD36 Teacher - 6 Years
- English Grades 8-12
- Masters in Educational Leadership (SFU)
 - Focus on Assessment
- Tamanawis English Department Leader
- SETA (Surrey English Teachers' Association) Vice President
- Practicing gradeless assessment for 6 years

Grades

Assessment

A way for educators to evaluate each individual student's performance and learning.



A ruler to measure student learning often includes analyzing grades.

Grading can include letter grades, percentages and pass/fail.

Grades can be attached to physical activities like writing assignments, lab work, projects, reports and tests.

Grades should be a major source of data when evaluating student progress.



Assessment looks past grade averages and examines individual areas of strength and weakness.

If a child consistently gets B's in math, the grading model would tell that child's teacher that the student is learning successfully.



If a child always misses all the math problems that concern algebra, then there is a deficit in his or her education.

Assessment would identify that deficit, while a system of evaluation based purely on grades would not.

Benefits

Grades	Assessment
• Grades are easily understood by students and their parents • Grades can be measured objectively since they are usually based on measurable data • Grades can give students concrete goals to aim for when they assess their own progress	• Student involvement in the evaluation process • Individualized goals for measuring success • Less paperwork and more time with students

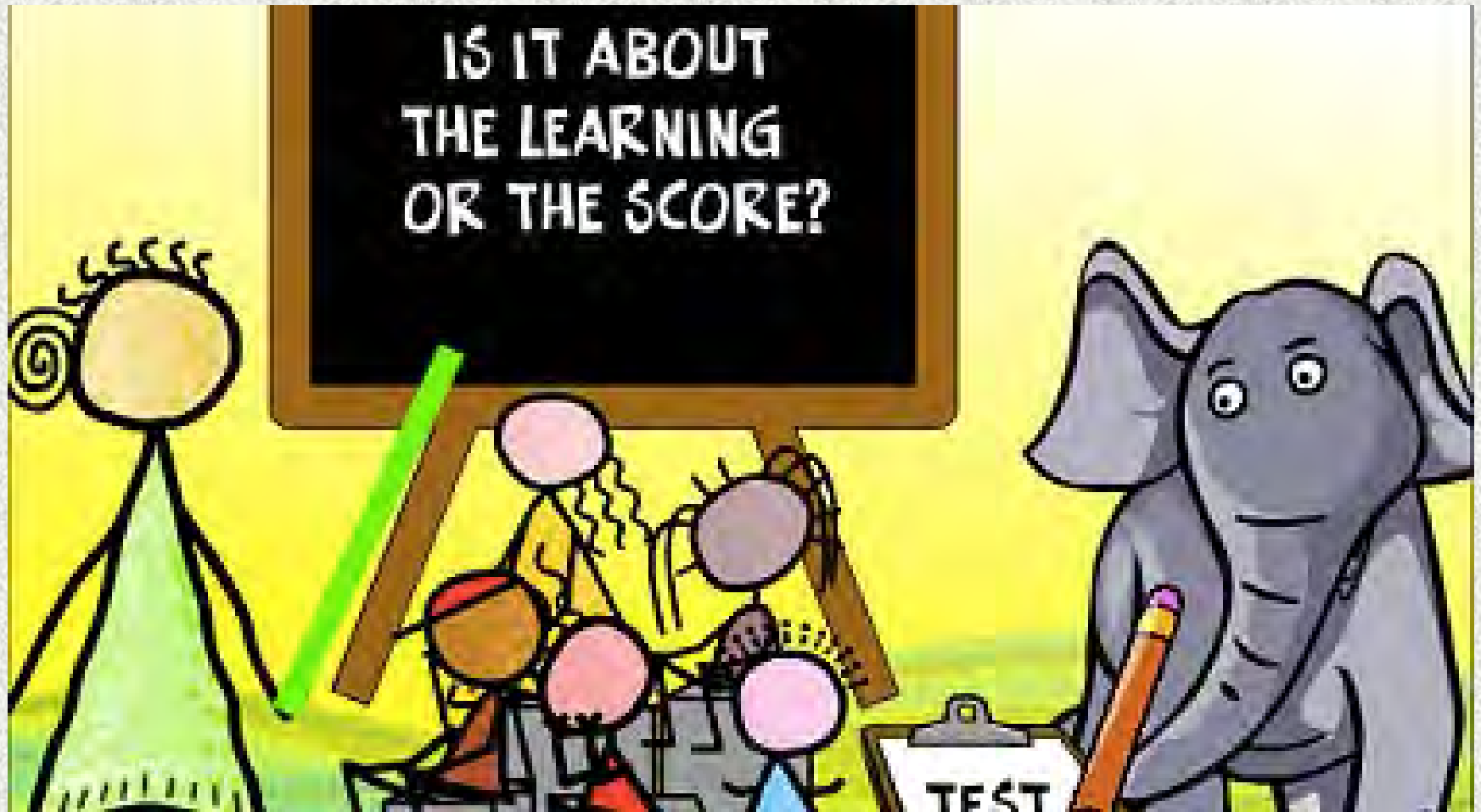
Which is most beneficial to our students' learning?

Finland



- I. Top 10% of applicants accepted into teaching -master's degrees
- II. Class sizes is **limited to 20**
- III. Preschool years focused on **Formative assessment**
- IV. Students begin school **at age of 7**
- V. **4 hours of instructional time**
- VI. Finnish schools **do not rank students**
- VII. **Holistic teaching environment** strives for **equity over excellence.**
- VIII. **No standardized tests**
- IX. **Formative tracking** of student learning
- X. One standardized test at age of 16 -PISA – (Programme for International Student Assessment)
- XI. Top 5% of most effective educational systems
- XII. **Portfolio based learning** that follows students throughout their education

Why I Do Not Give Grades



Grades as Motivators: Alfie Kohn writes in *The Trouble with Rubrics*:

“Research shows three reliable effects when students are graded: *They tend to think less deeply, avoid taking risks, and lose interest in the learning itself.*”

- Grades do motivate, but they don't motivate the kinds of experiences that can happen in a learning environment. **i.e. the process of learning.**

- John Holt writes in *Instead of Education*
"[Competitive schooling, grades, and credentials] seem to me the most authoritarian and dangerous of all the social inventions."
 - Grades are currency for a capitalist system that reduces teaching and learning to a mere transaction
- Agency, dialogue and self-actualization are not possible in a hierarchical system
 - Pits teachers against students and encourages competition by ranking students against one another
 - The (not so new) BC curriculum does not fit this form of grading

What Do I Want From Students?

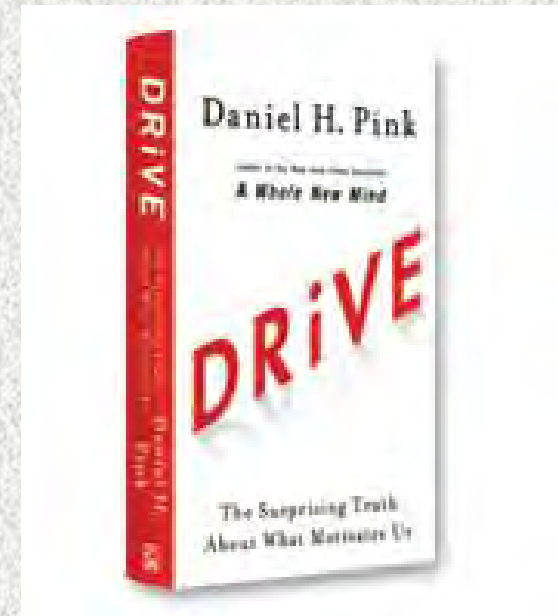
- I want students to be focused on their learning
- I want students to realize their learning is shaped by process and growth and not a product
 - product is not the goal but the process is
- I want students to be self aware of their learning
- I want students to build a genuine interest in learning without labeling
- I want students to ask questions about learning

More Literature & My Two Cents

The work of a teacher is to help students find the value and joy out of what they learn. (My Two Cents)

Daniel Pink's book Drive, suggests three things that motivate someone to learn:

- I. **Autonomy** – The desire to be self-directed
- II. **Mastery** – The urge to get better at something
- III. **Purpose** – The idea that what is being done has meaning



Alfie Kohn argues in his article *From Degrading to De-grading* that grades . . .

- I. reduce students' interest in the learning itself.
- II. reduce students' preference for challenging tasks.
- III. reduce the quality of students' thinking.
- IV. aren't valid, reliable, or objective.
- V. distort the curriculum.
- VI. waste a lot of time that could be spent on learning.
- VII. encourage cheating.
- VIII. spoil teachers' relationships with students.
- IX. spoil students' relationships with each other.

Grades will not lead to Autonomy, Mastery or Purpose (My Two Cents)

In Ruth Butler's article *Enhancing and Undermining Intrinsic Motivation* she studied the effect of different forms of assessment on student performance:

- I. only comments
- II. comments and grades
- III. only grades

Findings: students who received only comments consistently outperformed the other two groups.

Butler suggested:

- I. Students who received comments only were more engaged in the task and viewed the work as either a success or failure.
 - They could work on problems and they had the power to correct them
- II. Students who received a grade were more ego driven and saw success and failure as a reflection of themselves.
 - This is dangerous as it relates to anxiety and poor self esteem. It signifies for the student that their learning has come to an end and labels them.

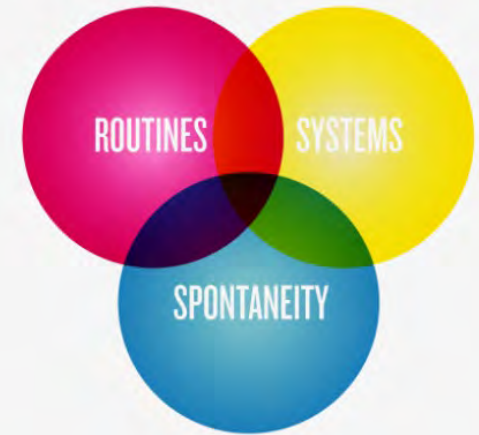
Start By Trusting Your Students

My Classroom



The Set Up

- Seating promotes choices
 - Shapes, groups and sizes.
- Two week seating arrangements
- Weekly expectations throughout the semester support structure and independent learning
 - Monday: Discussions
 - Tuesdays: Silent Reading & Instructional Teaching
 - Wednesday: Quick Writes/ Journals
 - Thursday: Silent Reading & Instructional Teaching
 - Friday: Podcasts or TV Series or Work Period
 - Dedicated time for the above is usually 30- 35 minutes- leaving the rest of the block for instructional teaching and spontaneity



English Studies 12

Ms. Kalsi
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English literature is so much more than just the study of "stories and over-analyzing metaphors." The study of literature is also the study of politics and history, of tragedy and revolution, of learning how to be articulate and debate effectively by developing sound arguments. We read literature to escape, but by reading literature we are exposed to a world that is designed to make us think about our own lives and experiences. You are now in grade 12, the last year of your high school career, and as such, you will be faced with choices and situations you have never faced before. The study of English literature is about using your ability to think critically, combined with your extensive vocabularies, to persuade others to do the same. Find your passion; find what drives you, and use the skills you develop here to pursue those dreams. If you let it, English can be a gateway that helps you succeed in whatever avenue of life you choose to follow.

This course will offer a critical perspective of *our* view of belonging and identity in today's every changing society. Students will examine, evaluate and synthesis information from a variety of texts sources to come to their own personal understanding of these topics and then explore, share and justify their perspectives through the texts covered in the course.

Big Ideas: A Big Idea is a statement of an idea that is central to an area of learning or across disciplines that links numerous understandings into a coherent whole. The following are the Big Ideas for the course.

- The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others, and the world.
- Texts are socially, culturally, geographically, and historically constructed.
- Language shapes ideas and influences others.
- Creative writers take risks and persevere.
- Creative writers are observant of the world.
- People understand text differently depending on their worldviews and perspectives.
- Texts are social, culturally, geographically, and historically constructed.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Core Competencies: are the sets of intellectual, personal, and social and emotional proficiencies that all students need to develop to engage in deeper learning. They are ~~cross-curricular~~ and are included in all grade levels. The following are the core competencies.

- Creative Thinking
- Communication
- Critical Thinking
- Personal Identity
- Personal Awareness
- Social Responsibility



Curricular Competencies: These represent the combined skills, processes, behaviors and habits of mind that learners use to make sense of the world. These are more specific to the outcomes and big ideas of the course. We will be required to assess on curricular competencies not just content. The following are the curricular competencies for the course.

- Comprehend and connect (reading, listening, viewing)
- Create and communicate (writing, speaking, representing)

Content: These are the learning outcomes/standards, which are built around higher-order outcomes and big ideas, allowing for a more in -depth exploration of topics to build deeper understanding. The content of this course includes:

- Text form and text genres
- Text features and structures (First Peoples focus)
- Strategies and processes
- Language features, structures, and conventions



Assessment

English Language Arts is not an easy subject, and sometimes takes time for an idea, concept or skill to develop. Often-like in many other subjects, we need to go back and learn from our mistakes before we can fully grasp a concept or skill. For this reason the *process* of our learning will be emphasised and students will revisit a single piece of work a number of times before it lands in my hands. The "process" is all for your learning- purely formative and is a valuable form of feedback. This does not mean it does not count- everything is part of your learning journey and will be considered as part of a holistic portfolio assessment at the end of the year. Marked or Not Marked – Everything is fair game!

In my classroom I conduct grade-less assessment, that means no numbers will be used to provide you with feedback, but feedback will be given as written and verbal comments or through the use of detailed rubrics. Grading will not be based on individual assignments, but rather determined by student growth and progress; this means **ALL** assignments count. Don't worry you will still be able to accurately assess your progress, each reporting period you will be given a self grading sheet and I will conduct interviews where you present your materials and learning goals met in a portfolio, this means you must keep track of all your work. You will be provided with a track sheet to do so. I will talk about this in detail in due time.

Assessment Language	+	-	Emerging	+	-	Developing	+	-	Proficient	+	-	Extending	+
Description			Student is not demonstrating competencies at the required standard.			Student is demonstrating some competencies at the required standard with support.			Student is independently demonstrating most competencies at the required standard.			Student is independently demonstrating most or all competencies at a refined level	

Expectations

- Cellphone use will not be permitted in the classroom unless otherwise specified. This is considered your warning.
- Attendance is mandatory along with participation. Failure to provide a parent phone call for any absence, the absence will not be excused.
- You will be expected to make up the class time you miss or are late for.
- All work will have a deadline and students are all expected to meet it unless special arrangements have been made with parent consultation.
- Late work may not receive the same amount of feedback. Please note that there will eventually be a cut off for late work.
- It is a student's responsibly to seek help and clarification when they need it. It is also students' responsibility to catch up on missed work on their own time.
- No food will be permitted in the classroom only beverages with resalable lids.

Materials

(It is expected that students have the following material prepared by the end of the first week)

- 1.5" Binder
- Pens, Pencils, Erasers, Highlighters (several different colors), White Out and Q-Cards
- Dividers for the following sections
 - ✓ Portfolio/Reports
 - ✓ Introductions
 - ✓ Response Journals
 - ✓ Who Am I?
 - ✓ Gender
 - ✓ Indigenous Perspectives
 - ✓ Spoken Word
 - ✓ Immigrant Voices
 - ✓ Novel Study



Student Signature: _____

Parent Signature: _____

Types of Assessment

Rubrics:

- Full scale rubrics are great for summative assessment
- When they're given in advance to students, rubrics are likely to close down possibility by encouraging students to work toward an overly prescribed notion of “excellence.”

Self- Assessment:

- Student involvement in the evaluation process
- Individualized goals for measuring success
- Less paperwork and more time with students
- Helps students stay involved, motivated and encourages self-reflection and responsibility for their learning.
- Teacher should set clear expectations for student performance. Give them practice assessing themselves and feedback.
- Metacognition is a practical skill that cuts across disciplines.

Peer Assessment:

- A collaborative learning technique, students evaluate their peers' work and have their work evaluated by peers.
- Gives students feedback on the quality of their work, often with ideas and strategies for improvement.
- Evaluating peers' work can enhance the evaluators' own learning and self-confidence.
- To give effective, valid and reliable feedback to peers, students need clear guidelines and training on assessment criteria, and practice with examples.

Conferencing:

- Works during formative and summative stages
- A quick conversation to see which areas need to be readdressed to ensure success.
- Coach students to grasp new concepts and record data to help identify which students need additional support.
- A powerful way for students to reflect on their work and negotiate final grades on assignments.

Portfolios:

- Conscious effort by a student to generate quality output, developing sense of responsibility.
- Critical thinking skills, creative assessment, selectivity and reflective analysis are also enhanced.
- Student anxiety on taking examinations is reduced.
- Information on student experiences, work participation and work satisfaction can also be gathered.
- Individual learning styles are acknowledged
- Competencies and goals, and development of feedbacks are enriched.

Minimal Grading

- In *Grading Student Writing: Making it Simpler, Fairer, Clearer* by Peter Elbow describes “minimal grading,” using a scale with only one, two, or three levels instead of giving students grades like 97%, 18/20, or A-/B+
- Scales with too many gradations make it difficult for teachers to determine grades and even more difficult for students to interpret them.
- Moving away from student work as a thing to be “collected,” creates intrinsic motivation to do the work of a course.

Reflection Letters

- Students describe their learning and how their work evolves over the term.
- Including work they don't otherwise turn in.
(Formative)
- Chance to explicitly review competences and have students evaluate their progress.



Students put in more effort throughout the course	Subjective assessment – Teachers need to be confident
Chance to recover from poor performance	Feasibility- instructional time
Holds students accountable for their learning	Dedicate time to setting up your classroom
Forces students to talk about their learning not their grades	Students need to be well versed in self assessment and expectations (2 weeks)
Less marking for teachers	Less is more – teachers may have to cut down assignments
Higher performance on summative assessment	Students and teachers need to be well versed with curriculum language
Student progress much easier to track and feedback about learning is more explicit	Pro's & Con's from my experience
No need for “I” days.	
Builds stronger teachers-student relationships	
Builds confidence within and between	

Language & Proficiency Scale

Consistent language must be used when communicating with students

<i>Assessment Language</i>	-	Emerging	+	-	Developing	+	-	Proficient	+	-	Extending	+
<i>Description</i>		Student is not demonstrating competencies at the required standard.			Student is demonstrating some competencies at the required standard with support.			Student is independently demonstrating most competencies at the required standard.			Student is independently demonstrating most or all competencies at a refined level	

First Two Weeks

Understanding the course:

- Expectations
- Structure
- Assessment
 - Activities to dissect language
 - Define what the proficiency scale means (Group Activity)
 - Identify levels of the scale with student examples (Group Activity)
 - Continue with this throughout the semester
 - Define the difference between formative and summative assessment

Competencies (Curricular & Core)

- Activities to dissect language
 - Define what each means, what it looks like in the classroom

Introduction Reflection

Students write a 1 page reflection about themselves addressing the following topics below. Students use the language they have learned the past two weeks in their response.

*Writing Sample

- I. Personal Information
- II. Comprehending and Connecting Competencies
- III. Creating and Communicating Competencies
- IV. Core Competencies
- V. Closing thoughts

Reflections

Students write self-reflections 2 - 3 times throughout the term.

- Helps develop the ability for metacognitive work
- What students write to me in self-reflections and self-evaluations is profoundly different from the kinds of interactions we would have in a purely transactional system.
- My view of students as complex and deeply committed to their education is fueled by the thousands of self-reflection letters I've read throughout my career.

INTRODUCTORY REFLECTION LETTER

Competency A10: Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts

Competency A13: Respond to text in personal, creative, and critical ways

Please write me a thoughtful, clearly organized letter including at least the headings listed below. Please type, proofread and polish your letter before handing it in. Be as honest and expansive as you can—this letter will be confidential.

Please include the following **bolded** topics in your letter; you do **NOT** need to include all suggested bullets.

I. PERSONAL INFORMATION

I believe that in order to be an effective teacher, I need to know my students. Tell me a bit about yourself! Some ideas: How you spent your summer, what your family is like, what last school year was like for you, what extracurricular you participate in, how you like to spend your free time, how your friends would describe you, what is important to you, what your goals are, etc.

II. COMPREHENDING & CONNECTING COMPETENCIES

Briefly, describe yourself as a reader, listener and viewer.

- Describe an assignment in which you demonstrated critical and creative thinking. What were the strengths/weaknesses of the assignment? Why?
- Think about the types of texts you have encountered (film, poetry, theater, short stories etc...) which do you find most appealing and which do you find most accessible? Why?
- Describe what strategies you use to help comprehend and connect with different texts? What strategies work for you and what doesn't?
- Give an example of a text (film, poetry, theater, short stories etc...) that you have personally connected and explain how?

III. CREATING & COMMUNICATING COMPETENCIES

Briefly, describe yourself as a writer, speaker and representer.

- Briefly describe different ways you can respond to text (oral presentation, writing, discussions etc.), which form do you prefer and why?
- Share an original text you created of which you are proud. Describe your creative process.
- Describe a time that using a form of assessment and adjusting your writing was meaningful? Why? What made it useful?
- Share a time when you were able to exchange ideas and viewpoints with your peers through meaningful discussion. What made it engaging?

IV. CORE COMPETENCIES

Briefly, reflect on different areas in your life in which you demonstrate the following competencies.

- Share a time you demonstrated self-determination and were proud of something you had accomplished?
- Give an example when you have taken ownership of your goals, learning and behavior?
- Explain what you do to support well-being in and out of school.
- Describe how your relationships and cultural context helps shape who you are.
- Describe a time you were able to work collaboratively in or outside of school to help your community or environment.

V. CLOSING THOUGHTS

- What else should I know about you in order to help you learn and grow in English this year?
- Do you have any questions about me or the course that you would like to have answered?
- Anything else—a joke, a favorite quote, a random fact, a book/movie/album/restaurant recommendation, an original pet name, your favorite flavor of jelly belly, whatever. Be creative!

Formative VS Summative

Formative: For Learning

- Verbal or Written feedback from teacher or peer
- Self Assessment (Single Point Rubric or Reflection Questions)
- Generalized classroom observations
- Formative assessment is only effective if its followed up on
 - I.e. Have student provide proof of the applied feedback before moving forward
- Check Mark Scale: [-] [✓-] [✓] [✓+]

Summative: For Evaluation

- Rubric is used to communicate skill level and achievement
- Proficiency Scale is highlighted

60% Formative and 40% Summative

Log Sheet

- 3 minutes at the end of every block, students fill it out with the teacher

Log Sheet

Name: _____

Assessment Type: Formative or Summative

Evaluation: Emerging (EM)- Developing (DV)- Proficient (PR)- Extending (EX) – Incomplete (I)

Criteria Category: Comprehend & Connect (CMC)- Processing (PR)- Analyzing (AN)- Identity & Voice (IV)- Constructing & Creating (CC)

Assignment/Task	Assessment Type	Evaluation	Criteria Category

- 23 Curricular Competencies in English – Summative assessment is NOT possible for each, more than once. Thus formative assessments are crucial and students can use them to demonstrate skills.

Formative: The Single Point Rubric

- I. Must include the Criteria Category + Competency Category
- I. Proficient column which includes curricular competencies turned into “I can statements”
 - You must be clear on the terms you use to describe proficiency – they must be the same for all skills
- II. Room to provide evidence

Oral Discussion Rubric **Topic:**_____

Name:_____

Block:_____

☐ Self ☐ Peer ☐ Teacher

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Criteria Category	Competencies I Am Still Developing (Provide Examples)	Proficient	Competencies I Am Extending In (Provide Examples)
<i>Engaging & Questioning</i>		1. I can make detailed and relevant connections with self, text, and world. 2. I can clearly respond to text in personal, creative, and critical ways. 3. I can consistently contribute relevant ideas 4. I can consistently ask questions to clarify and extend.	
<i>Constructing & Creating</i>		1. I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking. 2. I can clearly demonstrate speaking and listening skills in a formal context. 3. I can consistently connect too and acknowledge others' ideas.	

Pick **one** of the Core Competency areas (Creative Thinking, Critical Thinking, Communication, Social Responsibility, Personal Awareness or Cultural Identity) and provide **examples** of how you demonstrated that particular competency during your discussion.

Criteria Category	Competencies I Am Still Developing (Provide Examples)	Proficient	Competencies I Am Extending In (Provide Examples)
Engaging & Questioning		1. I can make detailed and relevant connections with self, text, and world 2. I can clearly respond to text in personal, creative, and critical ways 3. I can consistently contribute relevant ideas 4. I can consistently ask questions to clarify and extend	I contributed by making relations about human behaviour and how individuals react to loss of a person. I talked about society and how it only focused on the bad things that happen. I contributed my idea about Alice's relationship with Keisha and how it's toxic to let someone engulf your life. She's obsessed with her rather than loving her.
Constructing & Creating		1. I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking 2. I can clearly demonstrate speaking and listening skills in a formal context 3. I can consistently connect too and acknowledge others' ideas	I carefully listened to my group members and paraphrased concepts to fully develop them. I spoke when I had something contradictory to say. I add my personal opinion on why I don't think Keisha is actually a loving wife and more of a stalker, connecting to her last dialogue spoken.

Pick **one** of the Core Competency areas (Creative Thinking, Critical Thinking, Communication, Social Responsibility, Personal Awareness or Cultural Identity) and provide **examples** of how you demonstrated that particular competency during your discussion.

Social responsibility was what I worked on today by thoroughly examining what others had to say and responding **respectfully**. When Tanvir said that she thinks it's absurd that Keisha is going through all this effort to find Alice, I took a couple seconds to understand her point of view and projected my side of the argument that supported Keisha's love for her wife and why she felt concerned. Even though I knew I disagreed with Tanvir, I allowed myself to be open-minded and **respect** what others are trying to say.

good

Oral Discussion Rubric

Topic: A.I.D Episode 2

Name: [REDACTED]

Block: A

Criteria Category	Competencies I Am Still Developing (Provide Examples)	Proficient	Competencies I Am Extending In (Provide Examples)
Engaging & Questioning	Talked off the start but then stopped toward the middle/end need to talk for the whole time - communicate more give more ideas <i>How?</i>	1. I can make detailed and relevant connections with self, text, and world 2. I can clearly respond to text in personal, creative, and critical ways 3. I can consistently contribute relevant ideas ④ I can consistently ask questions to clarify and extend <i>→ you stopped talking!</i>	
Constructing & Creating	Have some ideas - Was listening the whole time I need to connect on other people ideas and work	1. I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking ② I can clearly demonstrate speaking and listening skills in a formal context 3. I can consistently connect too and acknowledge others' ideas	

Pick **one** of the Core Competency areas (Creative Thinking, Critical Thinking, Communication, Social Responsibility, Personal Awareness or Cultural Identity) and provide **examples** of how you demonstrated that particular competency during your discussion.

Personal Awareness

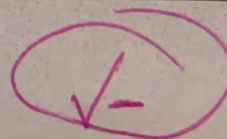
I was paying attention the whole time *> example*
 I was kind and respectful when other group members were sharing their ideas *> example*
 Didn't infer or be rude when we were discussing *} How do others know you were!*

☐ Self

☐ Peer

☒ Teacher

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Summative: Rubric

- Highlight skill level
- Limited /no written feedback
- Includes students self reflection
- Assessment includes proficiency scale indicator anywhere between Emerging to Extending
 - You may have students inbetween categories such as Proficient +

Oral Language: Discussion

Check assessment type: ☐ Self ☐ Peer ☐ Teacher

Name: _____

Topic: _____

Criteria Category	Beginning	Developing	Proficient	Exemplary
Engaging & Questioning	1. I can make connections with self, text, and world. 2. I can respond to text in one of the following ways: personal, creative, or critical 3. I can contribute ideas 4. I can ask questions	1. I can make relevant connections with self, text, and world. 2. I can respond to text in one or more of the following ways: personal, creative, or critical 3. I can contribute relevant ideas 4. I can ask questions to clarify and extend.	1. I can make detailed and relevant connections with self, text, and world. 2. I can clearly respond to text in personal, creative, and critical ways. 3. I can consistently contribute relevant ideas 4. I can consistently ask questions to clarify and extend.	1. I can make detailed, insightful and relevant connections with self, text, and world. 2. I can clearly and insightfully respond to text in personal, creative, and critical ways. 3. I can consistently contribute new and relevant ideas 4. I can consistently ask insightful questions to clarify and extend.
Constructing & Creating	1. I can exchange ideas and viewpoints 2. I can demonstrate speaking and listening skills in a formal context 3. I can acknowledge others' ideas	1. I can respectfully exchange ideas and viewpoints 2. I can clearly demonstrate speaking and listening skills in a formal context. 3. I can connect too and acknowledge others' ideas.	1. I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking. 2. I can clearly demonstrate speaking and listening skills in a formal context. 3. I can consistently connect too and acknowledge others' ideas.	1. I can respectfully exchange ideas and viewpoints from diverse perspectives to build complex shared understandings and extend thinking. 2. I can clearly demonstrate speaking and listening skills with maturity in a formal context. 3. I can consistently connect meaningfully too and acknowledge others' ideas.

Self-reflection:

Holistic Range

Assessor's comments / suggestions:

Interim Report



Tamanawis Secondary School
12600 66 Ave, Surrey, BC V3W 2A8
604-597-5234



Academic Interim Report - 2019/2020

Date: October 24, 2019 **Student Name:** _____ **Instructor:** Ms. Kalsi **Course:** English 12

Assessment Language	-	Emerging	+	-	Developing	+	-	Proficient	+	-	Extending	+
Description		Student is not demonstrating competencies at the required standard.			Student is demonstrating some competencies at the required standard with support.			Student is independently demonstrating most competencies at the required standard.			Student is independently demonstrating most or all competencies at a refined level	

Work Habit: _____ **Needs Improvement** **Satisfactory** **Good**

Assignments:

1. Introduction Reflection _____
2. Choice Memoir _____
3. Personal Memoir _____
4. Gender Synthesis _____
5. Journals #1-5 _____
6. Participation _____

Number of Incomplete Summative Assignments (NHI's): ____/3

Number of Incomplete Formative Assignments (NHI's): ____/2

Number of Incomplete Homework Checks: ____/13

Number of Absent Homework Checks: ____/13

Student Projection: **Passing** **At Risk of Failing** **Failing**

The student must work on the following:

- ☐ Attendance
 ☐ Work Habit
 ☐ Time Management
 ☐ Behaviour In Class
☐ Classroom Engagement
 ☐ Participation
 ☐ Effort
 ☐ Language Acquisition

For further inquires please email at kalsi_a@surreyschools.ca

Teacher: _____ **Student:** _____ **Parent:** _____

Interim Progress Reflection (Answer the following questions in full sentences and with specific examples)

- 1) Curricular Competencies that I demonstrate proficiency in are (provide specific examples and explain why you believe you are proficient):

- 1) A Curricular Competency that I am still developing is (provide a specific example and explain how you will improve):

- 1) Core Competencies I am proud of are (provide specific examples and explain why you are proud):

- 1) A Core Competency I am still developing is (provide a specific example and explain how you will improve):

- 1) Reflect on the work habit you have received. Why do you think you received this and what can you do to maintain or improve it (explain why and provide a plan of action):

- 1) What I plan to do to maintain or improve my learning is:

Midterm Reports

- I. Completed by students
- II. 10 Minute conference with each student
- III. Organic Conversation about the following:
 - Curricular Competency Progress
 - Strengths and Weakness – explicit references to curricular competencies
 - Core Competencies – demonstrated and working on
 - What is expected moving forward
 - Student verbalizes- teacher records
- IV. Notes recorded by teacher – turned into comments on report card
- V. Holistic progress recorded by teacher and student based on the proficiency scale. Anywhere between Emerging to Exemplary
 - Teacher shades in scale on student report
- VI. Reports must be signed and brought back



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English 12
Midterm Report
Teacher: Ms. Kalsi
2018/2019

<i>Criteria</i>	<i>Student is not demonstrating competencies at the required standard.</i>	<i>Student is demonstrating some competencies at the required standard with support.</i>	<i>Student is independently demonstrating most competencies at the required standard.</i>	<i>Student is independently demonstrating most or all competencies at a refined level</i>
Engaging & Questioning	Emerging	Developing	Proficient	Extending
Analyzing	Emerging	Developing	Proficient	Extending
Processing	Emerging	Developing	Proficient	Extending
Recognizing identity & Voice	Emerging	Developing	Proficient	Extending
Constructing & Creating	Emerging	Developing	Proficient	Extending

Number of Incomplete Summative Assessments (NHI's): _____

Number of Incomplete Formative Assessments: _____

Number of Missed Homework Checks: _____

<i>Assessment Language</i>	-	Emerging	+	-	Developing	+	-	Proficient	+	-	Extending	+
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Work Habit: Needs Improvement

Satisfactory

Good

Student Projection: Failing

At Risk of Failing

Passing

Teacher:

Student:

Parent:

Criteria	Curricular Competencies	Summative + Formative Evidence	Goal Setting + Core Competency
Engaging & Questioning	A1: I read to achieve personal and academic goals A2: I am able to recognize First peoples perspectives, values, beliefs, and points of view A3: I can recognize diversity amongst First Peoples as represented in texts A4: I understand the influence of place in First Peoples and other texts A8: I can recognize a variety of forms, structures and features and their purpose B1: I can respectfully exchange ideas, perspectives and create shared understanding B2: I can demonstrate informal and formal speaking and listening skills	<u>Lunnetoon</u> Discussion #3 _____ <u>Lunnetoon</u> Discussion #6 _____ Participation _____ Secret Path Lesson Notes _____	
Analyzing	A5: I can assess and evaluate information from a variety of forms and sources A7: I can synthesize ideas from a variety of sources A9: I think critically, creatively and reflectively to explore ideas A12: I can make a variety of connections associated with texts A14: I understand how literary elements shape meaning A15: I can identify text structures and their contribution to meaning B3: I express and support opinions with credible evidence	Poetry Quiz #1 _____ Rose For Emily Annotations _____ <u>Lunnetoon</u> Notes #3 _____ <u>Lunnetoon</u> Notes #6 _____ Rose For Emily Quiz _____ Portrait of A Lady Mind Map _____ Poetry Quiz #2 _____	
Processing	A6: I can apply appropriate strategies to comprehend a variety of texts B4: I reflect, assess, and refine texts to improve	Tuft of flowers Draft _____ Rose For Emily Brainstorm _____ Interim Report _____ Poetry Annotations _____ Narrative Edit _____	
Recognizing Identity & Voice	A10: I recognize personal, social and cultural contexts in texts A11: I understand how language constructs personal, social and cultural identity	Introduction Letters _____ The Pie Questions _____	
Constructing & Creating	A13: I can respond to texts in personal, creative, and critical ways B5: I use conventions of Canadian grammar and punctuation B6: I can use acknowledgements and citations for property rights B7: I transform ideas and information to create new original texts B8: I use writers craft to demonstrate appropriate skills for a variety of purposes	Narrative Essay #1 _____ Tuft of Flowers Analysis _____ Quick Writes #1-5 _____ Rose for Emily Response _____ Poetry Response #2 _____	

Schedule: A (Day 1-Day 2)
Term: S2
Room: N211

Teacher(s): Kalsi, A

Formative

Grade	Age	Course Outline	Core Comp Discussion	Introduction Reflection	The P.E. Questions	Alec isn't Dead #1 - Omlete	List A Q-cards	A.D.#1 Notes	Narrative Plot	A.I.D.#2 - Self Assess	Week - Parent's
12	17	✓	✓-	✓+	✓	✓	✓	✓+	✓	✓+	✓
12	17	✓	✓	✓-	A	A	✓			A	✓
12	17	✓	✓	✓+	✓	✓	✓	✓+	✓	✓	✓
12	17	✓	✓	✓+	✓	✓	✓	✓+	✓	✓	✓
12	17	✓	✓	✓+	✓	✓	✓	✓+	✓	A	✓
12	17	✓	✓	✓	✓	✓	A	✓+	✓	✓	✓
12	17	✓	✓	✓	✓	✓	✓	✓+	✓	✓	✓
12	17	✓	✓	✓	✓	✓	✓	✓	✓	A	A
12	17	✓	✓		✓	✓	✓	✓+	✓	✓+	✓
12	17	X	-	✓+	A	✓	A		A	A	A
12	17	✓	✓-	✓-	✓	✓	✓		✓	✓	✓
12	17	X	✓	-	✓	X	✓	-	✓	✓	X
12	17	✓	✓	✓-	✓	X	✓		✓	A	A
12	17	X	✓	✓	✓	X	✓	-	✓	✓-	✓
12	17	✓	✓-	-	✓	✓	✓		✓	✓-	✓
12	17	✓	✓	✓	✓	✓	✓	✓+	✓	✓+	✓
12	18	✓	✓-	✓-	✓	✓	✓	✓	✓	✓-	✓
12	17	✓	✓-	✓	✓	X	✓	✓-	✓	✓	X
12	17	X	✓		X	X	✓		✓	A	A
12	17	✓	✓	✓	✓	✓	✓	✓	✓	✓-	✓
12	17	X	✓-	✓-	✓	X	✓	✓-	✓	A	A
12	17	✓	✓	✓	✓	✓	✓	✓-	✓	✓	A
12	17	X	✓-	✓	✓	X	✓	✓-	✓	-	✓
12	17	✓	✓	✓+	✓	✓	✓	✓+	✓	✓+	✓
12	17	✓	✓	✓+	✓	✓	✓	✓	✓	A	A

Grade

03	04	05	06	07	08	09	10	11	12	Total
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Teacher(s): Kalsi, A

Summative

Schedule: A (Day 1-C)
Term: S2
Room: N211

Grade	Age	List A Quiz (17)	List B+C Quiz (78)
12	17	PR-	PR-
12	17	BG	BG
12	17	EX	EX
12	17	PR	EX
12	17	PR	PR
12	17	PR-	
12	17	PR	PR
12	17	DV	PR-
12	17	BG	EX
12	17	BG	X
12	17	PR	EX
12	17	DV	BG
12	17	DV	DV
12	17	PR	PR
12	17	PR-	BG
12	17	DV	PR-
12	18	PR	PR
12	17	BG	BG
12	17	DV	
12	17	PR-	BG
12	17	DV+	
12	17	PR-	PR+
12	17	DV+	PR
12	17	EX	EX
12	17	PR	PR+

Grade

[illegible]

Final Reporting & Conferencing

Includes:

- I. Final Reflection Letter – “Copy Cat” of Intro Reflection
- II. Completed Portfolio Evidence
- III. Completed Final Report
- IV. 10-15 Minute Conference

Portfolio Evidence

- I. Students fill this out during midterms and final evaluations
- II. 3 pieces of evidence for each competency
 - I. This can be both summative and formative
 - II. If a student chooses a formative assessment they may only include one per competency and it must be approved by the teacher
- III. For credit to be given for the competency students must show a minimum of two consistent evaluations for that competency

Total of 5 Criteria Categories: One section for each.

Analyzing	Criteria Category	
	• Use multiple strategies to assess ideas that are relevant to purpose • Synthesize ideas and information from a variety of sources to build understanding	

Curricular Competencies		Assessment	Assignment
C1	I can clearly identify bias, contradictions, and distortions		
C2	I can thoroughly explore the relevance, accuracy, and reliability of texts		
C3	I can think critically, creatively, and reflectively to explore ideas within, between, and beyond texts		

Recognizing Identity & Voice	Criteria Category	
	• Recognize how language and personal, social, and cultural identity are connected • Understand and appreciate multiple contexts, values, and perspectives • Adjust format of communication for purpose and audience • Exchange ideas and perspectives to extend thinking beyond self and community	

Curricular Competencies		Assessment	Assignment
D1	I can clearly recognize and deeply appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view		
D2	I can accurately recognize and appreciate the diversity within and across First Peoples' societies as represented in texts		
D3	I can thoroughly explore how language constructs personal and cultural identities		
D4	I can construct meaningful personal connections between self, text, and world		

Final Report

- Students complete it
- Used during the conference to determine final grade

Engaging and Questioning	Criteria Category	
Assignment	Evidence of Achievement	
Podcast Discussion Notes: Pick ONE: <i>Episode 5 or Episode 10</i>	Holistically, your best podcast notes shows your skills are: Incomplete BC DV- DV DV+ PR- PR PR+ EX	Engaging & Questioning When I combine my assignments, my portfolio shows my skill level as: Incomplete Emerging Developing - Developing Developing + Proficient - Proficient Proficient + Extending

Reflection: Think of the category of Engaging and questioning, how do you feel about your holistic grade and how did you achieve the grade you indicated for this section?

Analyzing	Criteria Category
	- Use multiple strategies to assess ideas that are relevant to purpose - Synthesize ideas and information from a variety of sources to build understanding

Assignment	Evidence of Achievement	
Poetry Analysis: Pick ONE: "Tuft of Flowers" or "Portrait of a Lady"	Holistically, your best <i>Poetry Analysis</i> shows your skills are: 🍏 Incomplete 🍏 BG _____ 🍏 DV - 🍏 DV 🍏 DV+ 🍏 PR - 🍏 PR 🍏 PR+ 🍏 EX	Analyzing When I combine my assignments, my portfolio shows my skill level as: 🍏 Incomplete 🍏 Emerging 🍏 Developing - 🍏 Developing 🍏 Developing + 🍏 Proficient - 🍏 Proficient 🍏 Proficient + 🍏 Extending

Reflection: Think of the category of Analyzing, how do you feel about your holistic grade and how did you achieve the grade you indicated for this section?

	Criteria Category
Recognizing Identity & Voice	- Recognize how language and personal, social, and cultural identity are connected - Understand and appreciate multiple contexts, values, and perspectives - Adjust format of communication for purpose and audience - Exchange ideas and perspectives to extend thinking beyond self and community

Assignment	Evidence of Achievement	
Project: "Secret Path"	Holistically, your project shows your skills are: Incomplete BG DV - DV DV+ PR - PR PR+ EX	Recognizing Identity & Voice When I combine my assignments, my portfolio shows my skill level as: Incomplete Emerging Developing - Developing Developing + Proficient - Proficient Proficient + Extending

Reflection: Think of the category of Recognizing Identity and Voice, how do you feel about your holistic grade and how did you achieve the grade you indicated for this section?

Constructing & Creating	Criteria Category
	- Plan and refine original text to increase engagement, clarity, and impact - Express reactions and opinions and provide evidence to support them - Share a story using effective oral communication skills - Use elements of text to create meaning - Choose particular formats (linear, circular, and iterative) in the creation of story/text

Assignment	Evidence of Achievement	
Quick Writes: Pick ONE: #1-5 or #6-10 or #11-15.	Holistically, your best Quick Write shows your skills are: 🍏 Incomplete 🍏BG 🍏DV- 🍏DV 🍏DV+ 🍏PR- 🍏PR 🍏PR+ 🍏EX	Constructing and Creating When I combine my assignments, my portfolio shows my skill level as: 🍏 Incomplete 🍏 Emerging 🍏 Developing - 🍏 Developing 🍏 Developing + 🍏 Proficient - 🍏 Proficient 🍏 Proficient + 🍏 Extending

Reflection: Think of the category of Constructing and Creating, how do you feel about your holistic grade and how did you achieve the grade you indicated for this section?

	Criteria Category
Processing	- Use strategies to access text and expand knowledge - Understand that authors choose a format (linear, circular, and/or iterative) through which to tell their stories

Assignment	Evidence of Achievement	
Literary Annotations: Pick ONE: "Scarlet Ibis" or "Interlopers"	Holistically, your best literature annotation shows your skills are: Incomplete BG DV - DV DV+ PR - PR PR+ EX	Processing When I combine my assignments, my portfolio shows my skill level as: Incomplete Emerging Developing - Developing Developing + Proficient - Proficient Proficient + Extending

Reflection: Think of the category of Processing, how do you feel about your holistic grade and how did you achieve the grade you indicated for this section?

Engaging and Questioning:	I	EM	DV-	DV	DV+	PR-	PR	PR+	EX-	EX
Processing:	I	EM	DV-	DV	DV+	PR-	PR	PR+	EX-	EX
Analyzing:	I	EM	DV-	DV	DV+	PR-	PR	PR+	EX-	EX
Recognizing identity & Voice	I	EM	DV-	DV	DV+	PR-	PR	PR+	EX-	EX
Constructing & Creating	I	EM	DV-	DV	DV+	PR-	PR	PR+	EX-	EX
Overall: Using the grade range above, my combined skill level for all aspects is:	I	EM	DV-	DV	DV+	PR-	PR	PR+	EX-	EX

Number of missing SUMMATIVE assignments: (refer to reports and log sheet): ____ missing out of 15

Number of missing FORMATIVE assignments (refer to reports and log sheet): ____ missing out of 30

Using your portfolio evidence chart how many competencies are you showing a skill level of:

I ____ EM ____ DV- ____ DV ____ DV+ ____ PR- ____ PR ____ PR+ ____ EX- ____ EX ____

Overall: Looking back at my contributions to the classroom environment and my work habit, my combined efforts are:	Needs Improvement	Satisfactory	Good
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Taking ALL of the above into consideration: the overall grade of you portfolio assessment and number of competencies met of Proficient or higher, what should your final grade be? Circle ONE.

I EM DV- DV DV+ PR- PR PR+ EX- EX

Teacher: _____

Student: _____

FINAL GRADE:

English Department Proficiency Scale and Grade Range

2019/2020

Assessment Language	-	Emerging	+	-	Developing	+	-	Proficient	+	-	Extending	+
Grade Range	←40%	45%	50%	57%	63%	68%	73%	78%	83%	86%	90%	95%→

- The students never see this.
- A percentage range is presented when an agreement of proficiency is reached.
- The student decides on the level of proficiency and then a discussion takes place about an accurate reflection of learning.

Literature

- Drive -Daniel Pink's
- "From Degrading to De-grading" - Alfie Kohn
- "The Trouble With Rubrics" – Alfie Kohn
- "Instead of Education" - John Holt
- "Enhancing and Undermining Intrinsic Motivation" - Ruth Butler
- Hacking Assessment: 10 Ways to Go Gradeless in a Traditional School – Starr Sackstein
- Rethinking Letter Grades- Caren Cameron and Kathleen Gregory
- The Formative Assessment Action Plan: practical Steps to More Successful Teaching and Learning- Nancy Frey and Douglas Fisher
- It's all about thinking ... Faye Brownlie and Leyton Schnellert
- "Grading Student Writing: Making it Simpler, Fairer, Clearer" - Peter Elbow

