COMMUNICATION OF STUDENT LEARNING

PARENT GUIDE TO REAL-TIME REPORTING (RTR)

(Outcomes-Based Assessment at High School)

FALL 2021

ROCKY VIEW SCHOOLS

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What is Real-Time Reporting?

In business, real-time reporting (RTR) is a practice where up-to-the-minute data is gathered and relayed to users as it happens, so decisions can be made to improve results. Data is available at any time, rather than on periodically scheduled annual or bi-annual reports. Some examples of real-time reporting include news updates, smart phone notifications, live traffic reports, weather reports, stock market tickers, and cell phone usage reports.

Why is RVS moving to Real-Time Reporting?

In education, real-time reporting is not that different than in the business world. Data/feedback is relayed to users (teacher, parent, student) so decisions can be made to improve student learning. It allows the users to adjust course and to ultimately improve learning.
Parents and students can access assessment information through the PowerSchool Public Portal.

Real-Time Reporting:
- gives parents and students timely information, rather than information a few times per year (report card).
- informs teacher practice to improve student learning and student understanding of the curricular outcomes.
- gives students the length of the term to learn the curricular outcomes which supports the long-range development of a learner.
- aligns with RVS assessment administrative procedure and vision of the 4-Year Plan.

In Rocky View, all 38 K-8/9 schools and an additional five high schools are participating in outcomes-based assessment through Real-Time Reporting in the 2020/21 school year. Participating high schools are doing a staggered approach, and introducing RTR one grade level at a time. For example, they may begin with grade nine, and then roll it up to grade ten the following year.

What does Real-Time Reporting look like?

As learning is happening, teachers will be assessing a student's level of understanding of curricular learning outcomes and entering the information in PowerSchool's Public Portal. You no longer have to wait 90 school days (traditional semester length) for a report card to find out how your child is doing in the various subject areas. **The information is available anytime**.

If you already have a parent account in the PowerSchool Public Portal, you have previously seen lists of activities/assignments that students have completed. With RTR, you will **also** see a list of the curricular outcomes that have been attached to the activities, and your child's proficiency with those outcomes.

Parents will see an overall course grade and also see learner outcome grades.

CoSL (Communication of Student Learning)

How do we communicate student learning at K-9?

RVS has a comprehensive system to communicate student learning. It continues to support current assessment research recommendations and documentation.

With RTR implementation, CoSL is now comprised of four pieces:

- Goal-Setting
- Three-Way/Triad Conferences
- Portfolios
- Real-Time Reporting

How do we communicate student learning at High School?

Traditionally, student learning has been communicated through the PowerSchool Public Portal, and through report cards. A student was given an overall percentage grade for the course. By adding outcomes-based assessment to student learning, teachers are providing students and parents detailed information around a student's proficiency with the outcomes, and where they may need extra support to improve.

The high school transcript and the DAR (Detailed Academic Report) from Alberta Education will continue to display only a <u>percentage</u>. The PowerSchool Public Portal will display both a percentage grade for the course <u>and</u> a proficiency grade for each learner outcome.

What is Outcomes-Based Education (OBE)?

An OBE curriculum means starting with a clear picture of what is important for students to be able to do, then organizing the curriculum instruction and assessment to make sure this learning ultimately happens (Spady, 1994). For detailed information and a list of supporting assessment research, please see .

What is Outcomes-Based Assessment (OBA)?

Outcomes-based assessment is when a teacher examines the evidence of learning for the course outcome to determine a student's proficiency (level of understanding) with the outcome.

Often, the most recent evidence replaces old evidence. For example, if Jonny could not describe and explain cell functions at the beginning of the course, but can do it a month into the course, does he know it or not? Should the teacher average the scores, or use the most recent evidence to determine what he knows? In this example, the most recent evidence is a more accurate measure.
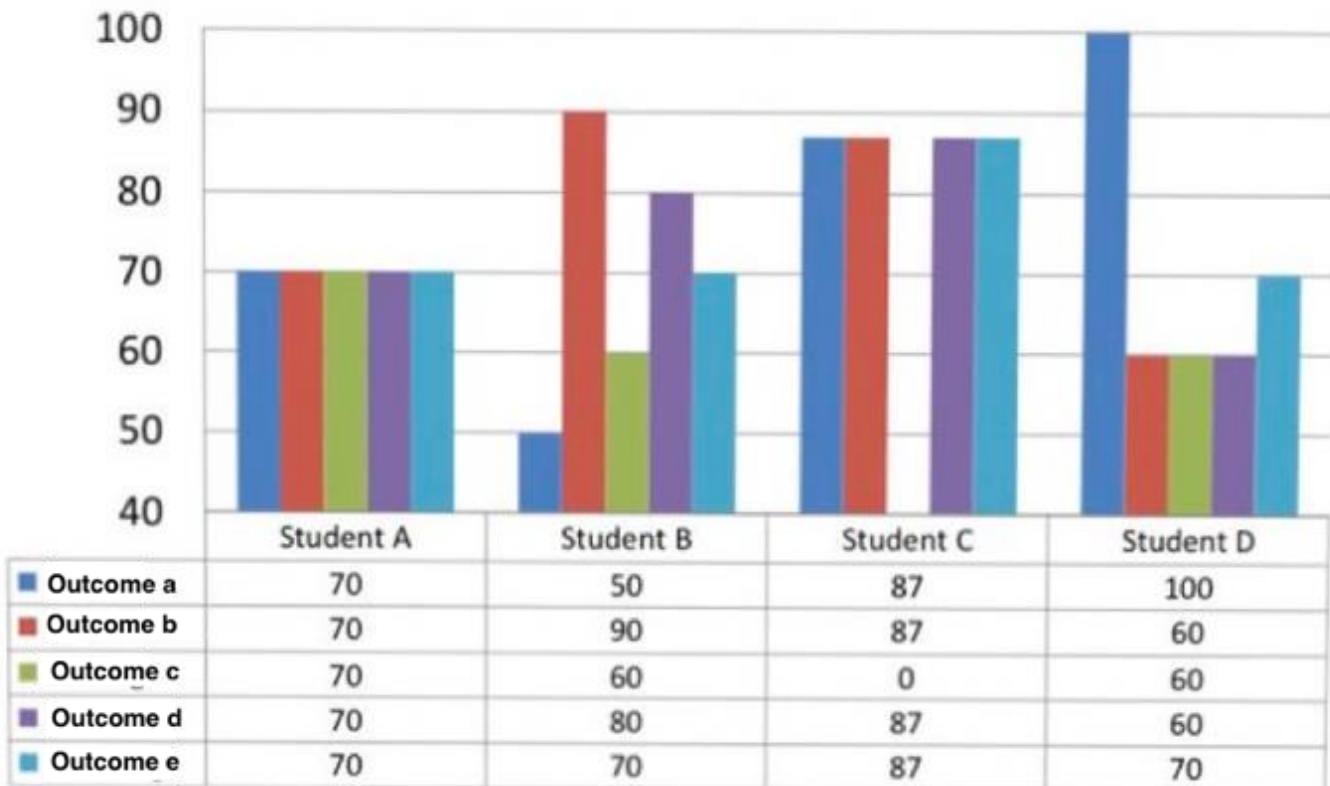
What does 70% mean?

Reporting in percentages alone, does not give the student detailed information about which areas they need to improve. In the diagram below, four students received 70% on their assignment, but they are different learners with vastly different areas of strength and areas that need attention. When students only receive an overall grade (70%) on an assignment, they may not know where they need to focus their attention in subsequent assignments. However, when they see how they did on each outcome, they can identify the areas that they need to work on to improve.

Grade 10 Globalization Research Project

	Student A	Student B	Student C	Student D
Outcome a	70	50	87	100
Outcome b	70	90	87	60
Outcome c	70	60	0	60
Outcome d	70	80	87	60
Outcome e	70	70	87	70

Outcome a: Develop skills of geographic thinking
Outcome b: Apply the research process
Outcome c: Develop skills of media literacy
Outcome d: Analyze opportunities presented by globalization to identities and cultures
Outcome e: Analyze challenges presented by globalization to identities and cultures

From this example, teachers notice that Student C needs to focus on increasing their proficiency with Outcome c, while Student B needs to focus on increasing their proficiency with Outcome a. Students are able to identify the specific outcomes that they need to work on to improve their overall performance. This helps a student become a more self-directed learner.

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What do students think?
Quotes from high school students (Chemistry 30 outcomes-based assessment class):

"In the beginning I didn't enjoy the outcome system because I wasn't able to tell my mark on the assignment, and that was a bit stressful because I didn't know if I understood the topics or not. After a bit of adjustment I realize that the system really helped me improve, because it was easier to go over the assignments see what I understood rather than just looking at a mark and guess on what I understood. By the end of the semester I really enjoyed the outcome system as it allowed me to discover what I truly struggled with and needed to work on. It also allows students to improve on what they struggle with rather than just redoing a unit test for a better mark when they don't know what they actually need to work on. I would definitely recommend the outcome system and I wish we had it in Physics this semester!" - **TF**

"I have to admit it was helpful because I knew, when I got the grades, which specific areas I needed to spend more time on in preparation for the diploma and the re-test. Later on in the semester I really liked it and maybe that was as a result of me doing better but I found it really helpful to see the specifics of what I did wrong and again that helped me to be successful on the diploma." - **RC**

"By the end of the semester, I realized the benefits of having the outcome marking. If you knew everything but on one outcome you struggled you didn't have to redo the whole test, you could just redo the part that you struggled with. By the end of the semester, I really liked the way the marking worked." - **BW**

"I personally thought that the marking system in chemistry was very useful because I could narrow down what I struggled with within the units. Also I felt it helped my mark because it allowed me to focus on specific things instead of studying the entire unit. " - **CN**

"At the beginning of the semester I was expecting labs and quizzes to have more of an effect on my mark. Throughout the semester I enjoyed the outcomes-based marking because it allowed me to perfect certain concepts I may have struggled with on quizzes. I was able to prove I deserved a mark to reflect what I had learned by the end of the unit. The outcomes-based marking told the students what they must know and understand. This allowed for the right and necessary knowledge to be obtained for the diploma exam. Overall I thought the outcomes-based marking allowed me to achieve more." – **MM**

"I enjoyed the new way of assessment for Chem because I felt that it really helped me to identify where my problem areas were. In the beginning I thought it was kind of a funny way of marking but I did end up liking it. I also liked not having quizzes be for marks because I was able to grow and learn without my mark being penalized." - **KF**

"As I progressed through the chemistry course I felt that I was for the first time actually learning information and taking charge in my own learning. In our class the disuse of the multiple choice system was a much needed to facilitate learning and I was going home and actually getting information instead of memorizing as usual. I had always been a person who did not really know how to study and I feel as a result of the of the outcome based learning I was able to understand how my brain processes things and how I liked to learn…we should start implementing this system." – **TO**

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How do teachers design learning for Real-Time reporting?
When designing learning opportunities for students, teachers consider the learning that needs to happen, and try to create rich, engaging activities to teach the intended learner outcomes. Teachers break down concepts to create clear learning targets for students and manageable, attainable goals. These targets are called learner outcomes and this method is referred to as outcomes-based learning. An activity or project may include one or many learner outcomes.

What will assignments look like?
Assignment Names will be specific and clear (Determine Hike Slope, Fur Trade Simulation, Confederation Oral Presentation, Wetlands Project) to the activity, rather than vague or cryptic (WS 8, p. 31, quiz 5, BLM 22).

The assignment descriptions will describe the activity or task. The description may also contain an external link to a rubric or more information on the assignment. Some teachers may also include details of the curricular outcomes and other 'I Can statements' that help students understand what they need to do to demonstrate proficiency toward the outcome.

What are 'I Can statements'?
Teachers have de-constructed curricular concepts by breaking them down and making the language easier for students to understand. These statements make it very clear what the student needs to be able to demonstrate in each subject area. 'I Can statements' may or may not appear in assignment descriptions to provide further clarification of what a student is expected to do to demonstrate an understanding of the learner outcomes.

Sample Assignment:
Assignment Name (Math 10C): Determine Hike Slope
Attached Learner Outcomes:
• RF1 Interpret and explain the relationships among data, graphs and situations.
• RF3 Demonstrate an understanding of slope
• RF5 Determine the characteristics of the graphs of linear relations
• RF7 Determine the equation of a linear relation.
Assignment Description:
For this activity, you will:
1. Interpret the Graph. Describe the progress of a hiker based on the graph. Explain the meaning of the graph's slopes. Provide specific information about each stage of the hike by calculating the speed, and a hypothesis about what factors might have caused each change in the hiker's speed.
2. Find the Slope and Equation of One Line Segment (Extended) Using the second stage of the journey (between hours 1 and 3), determine the following, and interpret each in the context of the hiker. Show your calculations. • the slope of the line • an equation for d (distance in km) in terms of t (elapsed time in hours).

- I can describe a possible situation for a given graph
- I can explain, using examples, slope as rate of change
- I can determine the equation of a linear relation
- I can sketch a possible graph for a given situation

How will teachers determine my child's grades?

Your child will have many opportunities to demonstrate their understanding of the learning outcomes over the length of the course. Throughout the course, teachers (and students) will gather examples of your child demonstrating understanding of the learning outlined in the curriculum. These examples may include various activities, presentations, projects, tests, and performances.

Students learn at different rates; therefore, they will often have an opportunity to replace old evidence of learning with new evidence of learning. Grades will be updated when students demonstrate a new level of understanding of the target. Fluctuations in progress are normal, and expected, as students develop their understanding of concepts.

The process of continuing assessment and feedback throughout the length of the course improves their chances of success. It also helps students build awareness of themselves as learners, and helps them become increasingly self-directed. Furthermore, teachers make observations of your child in class and talk with them about their learning to gather as much information as possible before assigning a grade.

Teachers will explain to students how outcome weights contribute to the overall course grade. In some cases, the portion of the standards weighting of the course will be determined by the mean (average) of the standards/outcomes of the course.

For example, if there are 25 outcomes in a course, the overall standards portion of the course grade will be determined by averaging a student's grades for all 25 outcomes in the course. Each outcome is worth 4% of the total standards portion of the course grade.

In other cases, each curricular strand has been weighted, and the lower-level outcomes within it are either averaged or have specific weights to determine the grade for each strand. This in turn becomes a percentage of the standards portion of the course grade. For example, in Math 10C, the Algebra & Number strand is worth 38%, and within that strand, each lower-level outcome has a specific weight ranging from 5% (AN1) - 9% (AN4).

Many teachers also include a final exam or final project at the end of the course that is used to inform the final course grade.

These calculations and outcome weights are set at the Division Level which creates consistency from school to school within the jurisdiction. Grades are no longer affected by differing category weights or assignment point values from teacher to teacher or school to school. A student's proficiency with the outcomes is what's important for completing the requirements of the course.

Rocky View has a six-point scale (MAS, ADV, PRG, EMG, BEG, LIM) that teachers use to assess the student's level of proficiency of the learner outcomes.

High School Academic Achievement Indicators for Outcomes-Based Assessment

Grade	Descriptor	% RANGE	Description
MAS	Mastering	90-100	Evidence indicates in-depth understanding, demonstration, or application of the outcome.
ADV	Advancing	80-89	Evidence indicates comprehensive understanding, demonstration, or application of the outcome.
PRG	Progressing	70-79	Evidence indicates understanding, demonstration, or application of the outcome.
EMG	Emerging	60-69	Evidence indicates progression towards understanding, demonstration, or application of the outcome.
BEG	Beginning	50-59	Evidence indicates initial understanding, demonstration or application of the outcome.
LIM	Limited	40-49	Evidence indicates limited or incomplete level of understanding, demonstration or application of the outcome.
NM	Not Meeting Outcome	0-39	Evidence indicates the student has not met the expectations of the learning outcome.
IE	Insufficient Evidence	no range/ displays as a zero	Insufficient evidence submitted to accurately assess progress.

It is normal for students/parents to see different grades for different outcomes on the same assignment. For example, a student may be able to do the calculations, but have more difficulty explaining the relationships between data, graphs and situations. Teachers will give separate and often, different proficiency grades for the outcomes that have been attached to the activity. Some teachers may indicate an overall score for the task (13/20), but remember that it is the attached outcome grades that contribute to the course grade, not the overall task score.

DUE DATE	CATEGORY	ASSIGNMENT	FLAGS	SCORE	%	GRADE	
10/30/2020	Summ	Determine Hike Slope	✓ ⏰	--/3			View
		MAT.10C.RF1 - RF1 Interpret and explain the relationships among data, graphs and situations.		EMG			
		MAT.10C.RF3 - RF3 Demonstrate an understanding of slope		PRG			
		MAT.10C.RF5 - RF5 Determine the characteristics of the graphs of linear relations		EMG			
		MAT.10C.RF7 - RF7 Determine the equation of a linear relation		ADV			

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Remember, a student's current progress is always available at any time throughout the year by viewing the PowerSchool Public Portal.

Please see How To Navigate the Public Portal High School for specific screenshots on how to look up student specific information.

How will I know if my child is making the effort?

By reviewing your child's learning regularly, through the Public Portal, you will have a sense of what assignments/learning outcomes are being completed and how much effort the child is putting into the work. Teachers will indicate if work is collected, missing, late, or incomplete through icons on assignments. You should speak to your child's teacher any time you have concerns.

A grade of IE (insufficient evidence) often indicates assignments are not being completed and should prompt a conversation with your child's teacher. A grade of NM (not meeting outcome) often indicates that the student is having difficulty with the course content.

What should I do to support my child?

Consider your child's teacher and school as partners with you in supporting your child's health, well-being, and growth as a learner. Share expertise and knowledge to bring real-life experience to the curriculum. Stay involved through school activities, attend meetings, and contact your child's teacher any time you have questions. Your strong partnership with the school will provide your child with an integrated team supporting his or her success and contribute to their positive mental health and resiliency.

Frequently Asked Questions:

Where did Report Cards go?

Traditionally, report cards are an "event" that occurs approximately every ninety school days which show a small snapshot in time of your child's learning. With RTR, you have access to a much larger story of your child's learning. Assessment information is available 24/7. Your child's learning story has more details than it ever has!

Even though a physical report card is no longer issued four times per year, a student's real-time assessment summary is always available online. To get to the digital version of the report card, go to the PowerSchool Public Portal. The "Quick Lookup" will show an overall course grade. Click on the grade to get details on individual assignments. Click on the "Standards Grades" Tab to view more detailed information for progress on each curricular outcome. These views are very similar to the traditional report card and are available anytime, not just four times per year. Archived report cards are also available in the Public Portal in a pdf format. RVS no longer physically prints report cards. Parents are welcome to print the pdf. **Note that report cards still exist as the final summary of student performance compared to the course outcomes at the end of each semester.**

Video: Parent Report Card Online Access

How do I sign up and login to these online platforms?
PowerSchool Public Portal:
Many parents already have a PowerSchool login from a previous school year. If so, you already have access to the PowerSchool Public Portal. Click here to login with your current credentials.

If you do not have a PowerSchool login, your school will be sending home a letter that explains the process of how to create an account, add your students, and how to login to view assessment information. For more information and step-by-step instructions, click on the following link.
**How to Navigate the Public Portal High School.

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