



## Guiding Principles for Remote Learning:

1. Prioritize the health and well-being of everyone.
2. Focus on the continuation of learning in a variety of ways.
3. Maintain relationships and connection to one another.
4. Engage all students, especially those who have historically been underserved and those who may not be able to participate effectively in remote learning for a variety of reasons. In other words, we want to remain in contact with students and their families, even if they are not able to submit work or participate in learning sessions.
5. Build staff capacity to be effective in this remote space.

## SECONDARY UPDATE: Supporting, Assessing and Reporting Student Achievement and Well-Being

This is the second in a series of communications to assist teachers with assessment and evaluation practices during remote learning.

This update provides answers to questions and guidance on issues that arise in supporting, assessing, evaluating, and reporting student achievement. We all recognize the challenges for staff, students and families as we collectively work toward practices that set students up for success.

We are aware of the many inequities that exist within our system including access to technology, familiarity with online applications, and supports for learning. The information provided here is with these challenges in mind, and to assist you as you develop assessment and evaluation plans to support all learners leading up to end-of-year reports in June.

First and foremost, it is important to stay connected to your students, to support well-being and provide opportunities to check for understanding and provide meaningful feedback on their demonstration of learning.

## Less is More

Think about streamlining content to focus on the most essential learning. This will support families and students to work through the learning and provide guidance for your assessment and reporting process

## Think Differently

How can you provide assessment opportunities for students, individually or collaboratively, to complete tasks? Think about providing multiple ways for students to demonstrate their learning rather than using traditional assessment methods that may not work as well in our current remote learning environments. ([\*American School in Japan - Distance Learning Plan\*](#)).

## We Evaluate What We Value

“The activities, tasks, projects, assignments, and tests that teachers plan in order for students to learn... determine the possibilities for students to show what they know, can do and can articulate. Further, when teachers are seen to value all evidence of learning, both qualitative and quantitative, then students come to understand that everything they do, say and create is potentially evidence of learning. This stance has the potential to change everything--from relationships, to motivation, to learning--because suddenly every moment, every action, every creation is of value.” (Herbst & Davies, p. 13).

## Student Engagement

### Involving Students and Providing Time and Support for Them to Learn (in Remote Learning)

- Provide multiple opportunities for students to learn and to demonstrate their learning.
- Students learn to self-regulate and self-monitor by using samples and co-constructed criteria.
- Learners, whether teachers are present or not, have an opportunity to figure out what they know and what they need to learn next.

Question	Response	Resources
<p>How can I keep my students involved and engaged in their learning during remote learning?</p>	<p>Provide choice and help students take responsibility for their learning.</p> <ul style="list-style-type: none"> <li>• Consider culturally relevant and responsive pedagogy</li> <li>• Projects that generate passion and motivation by tapping into student interest</li> <li>• Differentiated instruction (choice boards, etc.)</li> <li>• Provide opportunities for small group or partner projects/assignments</li> <li>• Accommodate and modify for those students with special education and/or ELL needs</li> </ul> <p>Seek out opportunities for professional learning.</p> <ul style="list-style-type: none"> <li>• Social Media</li> <li>• Google+ Communities</li> <li>• Key to Learn</li> <li>• Subject association virtual conferences</li> <li>• Archived webinars</li> <li>• Articles on Distance Learning</li> </ul>	<p><a href="#">Sample Remote Learning Activity with Assessment Strategies</a> (Provided by: Wai-Kin Chan, Program Coordinator, Global Competencies)</p> <p><a href="#">Choice Board Example --Novel Study</a> (from Kasey Bell)</p> <p><a href="#">Choice Board Canadian History --Women in Canadian History</a> (Provided by: Christina Ganev, Hybrid Teacher Coach)</p> <p><a href="#">Special Education Resources for Remote Learning</a></p> <p><a href="#">ELL Resources for Remote Learning</a></p> <p><b>Professional Learning Supports</b></p> <p><b>Twitter</b> Follow #tdsbRL and @TDSB_DLL</p> <p><a href="#">Google+ Communities</a> <a href="#">Accessing Digital Tools</a> <a href="#">Remote Learning Resources</a> <a href="#">Professional Learning Webinar Information</a> <a href="#">Professional Learning Webinar Recordings</a> <a href="#">Distance Learning Articles from Edutopia</a></p>
<p>What should I do if a student indicates they are stepping away from Remote Learning?</p>	<p>Try to find out why.</p> <p>If it is because they are satisfied with the March 13 mark and want to focus on another course, discuss the importance of continuing to learn and meet the expectations of the entire course. This is critical if they are continuing the course in the next grade. If they continue to not</p>	

	<p>engage, share this information with your administration.</p> <p>If it is because they are failing the course, reach out to your Guidance/Student Success teacher/Administrator for support and to consider Credit Rescue.</p> <p>If it is because there are concerns about mental health and/or well-being, connect with the students' parents (if under 18), Administration, Guidance team, Child and Youth Worker, Child and Youth Counsellor, Social Worker.</p> <p>If it is because they do not have technology, alert your administration team and provide alternate ways of providing instruction (e.g. non-digital learning packages, phone calls, etc.)</p> <p>If it is because they are having difficulty using technology, refer the student and family to the training sessions provided by the TDSB.</p>	<p><a href="#">Credit Rescue/Recovery Handbook</a></p> <p><a href="#">Mental health and well-being</a></p> <p><a href="#">Mental Health Supports ---CTCC</a></p> <p><a href="#">Device and Tech Support for Students and Families</a></p>
<p>How do I keep students engaged in new Career/Civics and Quadmester Courses which began after April 6, 2020 and for which there is no previous baseline mark?</p>	<p>Please see the response to the first question above. Encourage your students to engage in the learning to strengthen their knowledge and skills and to support credit accumulation.</p> <p>Focus on the <b>essential</b> overall expectations for the course. Assign learning tasks, projects and culminating activities for both formative and summative purposes. See above for ideas.</p> <p>Teachers must be mindful of grade 12 students in a graduating position in their classes who need the credit to graduate. Encourage and support students to complete the work necessary in order for them to earn the credit and be eligible to graduate. Connect with Administration/Student Success Team</p>	<p>Resources to assist with curriculum planning &amp; development:</p> <p><a href="#">Credit Recovery Resources</a> (focus on important overall expectations of the curriculum)</p> <p><a href="#">Brightspace Course Shell Request Form</a></p> <p><a href="#">Ontario Educational Resource Bank (OERB)</a></p> <p><a href="#">Important information about Graduating Students</a></p>

	<p>to coordinate additional supports.</p> <p>Students who <i>choose</i> not to or who are <i>unable</i> to engage in any learning tasks between now and the end of June will be ineligible for the credit. Students may opt to register for Credit Recovery Summer School or a Credit Recovery Program at school in the fall.</p>	<p><a href="#">TDSB Summer School Programing</a></p>
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**Assessment For, Of and As Learning (in Remote Learning)**

- Triangulating evidence of learning: observations, conversations, and products

Question	Response	Resources
<p>How do I use observations, conversations and products to assess my students in remote learning?</p>	<p>Collect evidence of student learning for the purpose of Assessment For, Of and As learning. By collecting evidence from different sources (observations, conversations and products) you are triangulating the data you are using to evaluate student learning.</p> <p><b>Observations of Learning</b>  “Observations made by the teacher are essential if classroom assessment and evaluation are to be reliable and valid. Some students are better able to show what they know by doing it” (Herbst &amp; Davies, p. 18).</p> <p><b>Conversations about Learning</b>  “Conversations between teachers and students may be face to face, via recordings, online, or in written forms (such as self-assessments, journal entries, or conferences). As students think and explain, teachers listen in order to gather evidence about what they know and understand” (Herbst &amp; Davies, p. 21).</p>	<p><a href="#">Secondary Assessment Ideas for Remote Learning</a> (Check frequently as teachers will continue to add examples)</p> <p>If you have an example you are willing to share please upload it using this <a href="#">Google Form</a>.</p> <p>Possible <b>observations</b> to show evidence of learning: (adapted from <i>A Fresh Look at Reporting and Assessing in High Schools</i>)</p> <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Construction of graphs</li> <li>• Organization of information</li> <li>• Recording information in appropriate formats</li> <li>• Clear articulation of perspective</li> <li>• Listening skills</li> <li>• Understanding others perspectives</li> <li>• Reaching consensus</li> <li>• Synthesis of information</li> </ul> <p>Possible <b>Conversations</b> to Show Evidence of Learning: (adapted from <i>A Fresh Look at Reporting and Assessing in High Schools</i>)</p> <ul style="list-style-type: none"> <li>• Recorded self-assessments</li> <li>• Read student’s self-assessment</li> <li>• Small and large group discussions</li> <li>• Oral presentations</li> <li>• Role plays</li> <li>• Written journal entries</li> <li>• Use of subject specific vocabulary</li> <li>• Written reflections</li> </ul>

	<p><b>Collecting Products</b>  “Teachers collect various kinds of evidence to show what students can do in relation to the standards or outcomes of the course or grade level. These could include projects, assignments, notebooks and tests. (Herbst &amp; Davies, p. 19).”</p>	<ul style="list-style-type: none"> <li>• Reader Response Journal</li> </ul> <p>Possible <b>Products</b> to Show Evidence of Learning: (adapted from <i>A Fresh Look at Reporting and Assessing in High Schools</i>)</p> <ul style="list-style-type: none"> <li>• Diagram</li> <li>• Timeline</li> <li>• Poster</li> <li>• Infographic</li> <li>• Oral presentation</li> <li>• Exit cards</li> <li>• Mind maps</li> <li>• Letters</li> <li>• Brochures</li> <li>• Reports</li> <li>• Tests and quizzes</li> <li>• Model</li> <li>• Machine</li> </ul>
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**Providing Feedback on Student Learning and Progress (in Remote learning)**

- Moving from evaluative feedback (right, wrong, 65%, etc.) to descriptive feedback
- Using assessment data at multiple points to adjust the instructional sequence for learners

Question	Response	Resources
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<p>Why is descriptive feedback important for student learning?</p>	<p>“Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student’s current level of knowledge and skills and the learning goals. Descriptive feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve.</p> <p>“Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom.”  <i>(Growing Success, 2010, pg. 40)</i></p>	<p><a href="#">Descriptive Feedback TDSB Monograph</a></p>
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<p>How can I communicate feedback to</p>	<p><b>Written Feedback:</b>  <a href="#">Brightspace</a> has a feedback feature built in where the teacher's response to a</p>	<p>Examples from <i>A Fresh Look at Grading and Reporting in High Schools</i> on possible formats</p>
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<p>students during Remote Learning?</p>	<p>student submission is logged. The teacher can also view whether the student has read the feedback. All interaction between student and teacher that is done in Brightspace - email, assignment results, assignments posted, etc., is captured and saved for later review.</p> <p>Google Classroom also has features which allow written feedback to be shared with students</p> <p><a href="#">Google Classroom Feedback Features</a></p> <p><b>Verbal Feedback</b>  “Check for understanding in synchronous sessions: Those in-the-moment checks for understanding that we did in the classroom were valuable, allowing us to adjust instruction and meet students where they were. That kind of check-in is still important.”  (Andrew Miller, 2020)</p> <p>When conferencing with students consider Ron Berger’s Rules for Critique</p> <ul style="list-style-type: none"> <li>• Be Kind</li> <li>• Be Specific</li> <li>• Be Helpful</li> </ul> <p><b>Office Hours</b>  By scheduled individual sessions with students, you can assess their learning and provide feedback with a real human connection. (Please refer to the OCT guidelines and be mindful that students may choose not to engage in these sessions.)</p>	<p>for providing written feedback.</p> <p><a href="#">Met/Not yet met/I noticed... (resource folder)</a></p> <p><a href="#">More of/Less of... (resource folder)</a></p> <p><a href="#">What’s working/What’s not/What’s next? (resource folder)</a></p> <p>Short Video on Descriptive Feedback  <a href="#">Ron Berger - Rules For Critique</a></p> <p><a href="#">3 Tips For Using Conversations For Assessment (Edutopia Article by Andrew Miller Nov. 8, 2018)</a></p> <p><a href="#">Ontario College Of Teachers Video Conferencing Guidelines</a></p>
<p>Do I need to continue to provide updates to all of my students and their families</p>	<p>You will need to regularly communicate results and feedback to students and families.</p> <p>You will need to determine the most efficient way to communicate marks and</p>	<p><b>Suggested Remote Learning Platforms:</b>  <a href="#">Brightspace</a> has a feedback feature built in where the teacher's response to a student submission is logged. The teacher can also view whether the student has read the feedback. All interaction between student and teacher that is done in</p>

<p>about their progress?</p>	<p>feedback to students, based on the type of remote learning engagement of the student and the platform you are using.</p> <p>If you have concerns about a student’s academic progress or well-being, please connect with your school Guidance Counsellors, Student Success Teachers and/or Administration.</p>	<p>Brightspace - email, assignment results, assignments posted, etc., is captured and saved for later review. If a teacher chooses to use the Grades Tool in Brightspace to record student results, the student is able to review their own results, and only their own results, at any time.</p> <p>Google Classroom supports assessment for, of and as learning. These can be assigned to a class, several classes or specific students, allowing for differentiation of instruction and assessment. For more resources on Google Classroom, visit the <a href="#">Google Classroom Resources</a> Support page which has sections around assessment.</p> <p><a href="#">TDSB Digital Learning Tools</a></p>
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**Evaluating and Reporting Marks (in Remote Learning)**

- Finalizing the collection of evidence
- Making informed professional judgements

Question	Response	Resources
<p>Can a student’s final mark calculation fluctuate after March 13, as long as it stays higher than the March 13th mark?</p>	<p>Assessments may not be counted if they do not support the overall improvement of student achievement. Final marks will reflect all work completed by March 13, as well as any work completed after April 6 that serves to improve the student’s final mark. Final marks cannot be lower than the mark the student had prior to March 13.</p>	
<p>How do I determine a mark for students who are starting a new credit in a quadmester, year round school, or new Civics/Careers?</p>	<p>Unlike the March 13 baseline mark for courses in full year and semester schools, a student's mark for new credits will be assessed and evaluated through conversations, observations and products that occur during the course.</p> <p>As there is no baseline mark for these students, assessment and evaluation will be based on work completed during the course. See above for examples.</p> <p>Engaging students is a priority. First please attempt to engage students using</p>	<p><a href="#">TDSB Summer School Programing</a></p>

	<p>the above-noted strategies, then if you cannot get the student to engage in any learning tasks between now and the end of June will be ineligible for the credit. Students may opt to register for Credit Recovery Summer School or a Credit Recovery Program at school in the fall.</p>	
<p>What should I do about the end of year/course culminating activities?</p>	<p>Use your professional judgement in determining for whom a culminating activity will be necessary in order to earn the credit or improve their mark.</p> <p>Teachers may choose to collaborate with colleagues to provide a common culminating activity or to develop their own.</p> <p>The culminating activity is an important opportunity for students to demonstrate their understanding of the essential overall expectations that the teachers have covered.</p> <p>Some students may choose not to complete a culminating activity while other students may choose to use this as an opportunity to improve their overall learning and achievement.</p>	<p>During remote learning is a time for flexibility. The culminating activity should not be a large, time-consuming assignment.</p> <p>Consider the different products, observations and conversations described above for possible ideas for culminating activities.</p>
<p>Do we have discretion in the weighing of a culminating activity and can it be weighted differently for individual students?</p>	<p>You do not need to follow the 70/30 mark breakdown. Marks should represent the most accurate reflection of student work, based on what is reasonable and in the best interest of students.</p> <p>You can adjust the weighting of all assigned tasks including culminating activities in your determination of a final mark.</p> <p>You can adjust and <i>individualize</i> the weighting of assigned tasks in your determination of a mark and if needed, weigh a final culminating activity as</p>	

	<p>zero to benefit the student.</p> <p>You may base your professional judgement on the guidelines from <i>Growing Success</i>. In other words, in light of the challenging circumstances, and the very different learning environments students are experiencing at home, assessments will not be counted if they do not support the overall improvement of achievement of the student.</p>	
<p>What will final report cards look like?</p>	<p>Stay tuned for more communication around final Report Cards.</p> <p>Results of work assigned to students will be used by teachers to inform students' final course marks.</p> <p>We are working with SIS to determine the process, timelines and logistics that we will follow if we have not returned to schools and are completing report cards remotely.</p>	

**Works Cited**

- France, P. (2020). 3 Tips for Humanizing Digital Pedagogy. *Edutopia*. Retrieved from <https://www.edutopia.org/article/3-tips-humanizing-digital-pedagogy>
- Gregory, K., Cameron, C., & Davies, A. (2011). *Knowing What Counts: Setting and using criteria*. Courtenay, B.C.: Building Connections Pub.
- Herbst, S., & Davies, A. (2014). *A fresh look at grading and reporting in high schools*. Bloomington, IN: Solution Tree Press.
- Miller, A. (2020). Formative Assessment in Distance Learning. *Edutopia*. Retrieved from <https://www.edutopia.org/article/formative-assessment-distance-learning>
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## Upcoming Update

- All About Report Cards

For more information, please visit [www.tdsb.on.ca/remoteteaching](http://www.tdsb.on.ca/remoteteaching) and click on Secondary Assessment.