



ROCKRIDGE SECONDARY SCHOOL

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Hello Colleagues,

Thank you for your interest in what's been going on in our classrooms! It's always great to discuss learning with other teachers and education professionals.

To help explain how we each use *assessment as and for learning* with our students, we're including the following. To get the most out of our material, please peruse the materials in each subject area:

- ✓ **Article Excerpts**
A peek at the research base behind our approach to assessment to whet your appetite for reading
- ✓ **Suggested Reading List**
To help guide further assessment reading
- ✓ **Sample Assignment Logs / Concept Log**
Highly important tools in our quest to move from ranking systems to learning systems
- ✓ **Exam Metacognitive Check-in for Students**
We use this as a ticket into a test and a ticket out.
- ✓ **Rubric to Grade Conversion**
Here is how we translate the rubric to grades.
- ✓ **Snapshot of a Record Book**
How we track with code
- ✓ **Writing Rubrics**
Created by the English 11 & English 8 students
- ✓ **English Curriculum Grids**
Graphic organizer to accompany report card home
- ✓ **English Term Reflections**
Graphic organizer to accompany report card home

- ✓ **Social Studies Unit Test**
An abbreviated sample of a unit test that shows how all sections, including multiple choice, can be assessed using the 4 levels of achievement. Each test section is recorded as a separate mark to allow the teacher to track student progress in specific areas. English tests look and work in the same way.
- ✓ **Social Studies Term Reflection**
Graphic organizer to accompany report card home
- ✓ **Science Project Rubrics**
Adapted in part by Biology 12 students
- ✓ **Science Lab Conclusion Rubric**
Created in part by science students
- ✓ **Biology and Chemistry Term Reflections**
Graphic organizers to accompany report card home
- ✓ **Chemistry Checkpoint**
Instead of quizzes, these are formative assessments.
- ✓ **Chemistry Unit Test**
Assessment using rubrics / comments. Each test section is recorded as a separate mark to allow the teacher to track student progress in specific areas.

Assessment can be messy business. There is a lot of research out there to support our approach. None of this is new stuff – it's just one way that works for us. Time to collaborate with each other has given us the space for many thoughtful conversations and brainstorming sessions. In that spirit we're always excited to share ideas and we'd appreciate your feedback on what you're about to read; also, we're interested to hear your thoughts about assessment and how you're using it for and as learning in your classroom. Please keep in touch.

Take care,

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PS: What we give, we give freely; what you use or adapt, please credit respectfully.