**GHES School Growth Plan 2018-2019**

**Baseline Data**

On **Thursday, January 24, 2019**, please bring the first student self-assessment of core competencies that you have for your class (the one that went home with Interim Report #1). You will use the rubric (last page) to assess as a baseline measure your student’s ability to self-assess core competencies. Each classroom teacher should pair-up with either a specialist teacher or an educational assistant.

Tasks:

1. Make enough copies of the scoring rubric for your class set of student self-assessments of a core competency.
2. With your partner, read through the criteria and descriptors; highlight or underline key words, phrases, big ideas etc. (*Callibration*)
3. Each partner should use the rubric to score a different student sample. Then, review and discuss each other’s scoring. Check that you agree with your partner’s scoring compared to the sample and criteria. (*Alignment)*
4. Divide the remaining samples between the two partners. Each person scores their samples using the rubric.
5. Record your combined class data below (as a percentage).

Grade/Class:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** |
| Connection to Context  |  |  |  |  |
| Details and Description |  |  |  |  |
| Self-Reflection |  |  |  |  |

1. What patterns or trends do you notice in the data? Record your thinking here:

|  |
| --- |
|  |

**Baseline Data Results**

Grade/Class: **Kindergarten** (36 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context | 6% % | 83% | 12% |  |
| Details and Description | 18% | 63% | 15% |  |
| Self-Reflection | 52 % | 49 % |  |  |

What patterns or trends do you notice in the data?

* + - * Lots of teacher prompting was necessary and important for student success
* Most students are minimally meeting expectations, which shows teaching is effective in introducing core competencies but could be more explicit
* It is a new skill (self-assessment)
* Anchor charts help students understand the criteria and expectations
* Most students were able to reference anchor charts in their self-assessment

Grade/Class: **Grade 1** (39 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context |  | 100% |  |  |
| Details and Description |  | 100% |  |  |
| Self-Reflection |  | 100% |  |  |

What patterns or trends do you notice in the data?

* Students were making minimal connections between GOES and Core Competencies when self-assessing
* The rubric used to evaluate did not match the school growth plan rubric
* Observations during GOES are that students have a difficult time reflecting on what they have done and connecting it to core-competencies
* Challenge doing activities outside and trying to connect to core competencies back in class
* More student practice and explicit teaching needed

Grade/Class: **Grades 2-3** (66 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context | 2% | 62% | 36% |  |
| Details and Description | 5% | 59% | 32% | 5% |
| Self-Reflection | 8% | 47% | 42% | 3% |

What patterns or trends do you notice in the data?

* Most students are approaching expectations
* With support (sentence starters and prompts), students were able to use evidence to make basic connections between GOES and Core Competencies
* Students scored higher on Details and Description and Connection to Context, which suggests that students are making an effort but clearer expectations and more explicit teaching are necessary
* Scheduling of GOES (date, time, teacher absence) affect consistency and depth of teaching

Grade/Class: **Grades 4-5** (48 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context | 4% | 64% | 22% | 9% |
| Details and Description | 2% | 45% | 45% | 9% |
| Self-Reflection | 7% | 47% | 45% | 9% |

What patterns or trends do you notice in the data?

* Most students are minimally meeting expectations
* With more explicit teaching and student practice results will be better
* Many students had a hard time connecting to specific examples that demonstrate ‘how’ they showed the core competency (many said they ‘could’ or ‘did’ but didn’t have examples or evidence of ‘how’)
* Doing examples as a class helped some students to see the big picture; other students just copied the example
* Having a chart with examples of how to show/demonstrate the core competencies was valuable

Grade/Class: **Grades 6-7** (49 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context |  | 36% | 46% | 18% |
| Details and Description |  | 32% | 58% | 10% |
| Self-Reflection | 7% | 16% | 41% | 36% |

What patterns or trends do you notice in the data?

* Most students are minimally meeting or fully meeting expectations
* Students seem to be able to self-reflect independently and honestly
* With more explicit teaching that uses and connects core competencies, more students may fall within the fully meeting category

**School-Wide Data Observations, Patterns, Trends**

* 60% of students K-7 are minimally meeting expectations and 27% of students K-7 are fully meeting expectations for self-assessing core competencies in the domains of *Connection to Context*, *Details and Description*, and *Self-Reflections*
* Students’ ability to self-assess on the core competencies increased by grade band (K/1 were almost all minimally meeting; the grade 2-3s and 4-5 were mostly minimally meeting with some fully meeting; the grade 6-7s were mostly fully meeting with some minimally meeting and some exceeding); this was somewhat predictable given student age and development
* More explicit teaching in context is needed, as well as more student practice
* Anchor charts, samples, exemplars, sentence starters etc. are important for student success

**Taking Action**

Between **February and the third week of April**, explicitly teach and support core competencies over a series of 2-3 outdoor/experiential learning opportunities that conclude with a student self-assessment of a core competency.

***How will we capture student self-assessment of core competencies during outdoor and experiential learning (e.g., GOES)?***

Student Self-Assessment of Core Competencies During Outdoor, Experiential Learning

|  |  |
| --- | --- |
| **Provocations** | **Product** |
| * Criteria for demonstrating core competencies in GOES that are clearly posted, referenced and used for feedback and assessment
* *I can* statements for the core competencies in the context of GOES
* Picture cues and prompts
* Writing prompt that includes the language of core competencies
* Photos of students “in action” that they can use to reflect on and write about
* Naming and nurturing the language of core competencies while it is happening
* Facilitating inquiry questions and project-based learning
* Videos
* Connection to weekly school virtue
 | * Poster, Portfolio, etc. to make learning visible
* GOES journal for self-reflection
* Paper Reflection Forms (samples in the school’s CSL guide)
* Video
* Picture
* Newsletter
* Audio Recording
* Skits
* Live Demo/Practical Application
* Teaching it to someone else
 |

**Checking Data**

How will we know if connecting student self-assessment of core competencies to outdoor and experiential learning (e.g., GOES) has improved outcomes for students (i.e. how will we know if we have made a difference? How will we know if students are better able to self-assess because it is connected to something authentic like GOES?)

On **Friday, May 17, 2019**, please bring the second student self-assessment of core competencies that you have for your class (the one that you completed between February and April and that will go home with Interim Report #2). You will use the rubric (last page) to assess your student’s ability to self-assess core competencies. Each classroom teacher should pair-up with either a specialist teacher or an educational assistant.

Tasks:

1. Make enough copies of the scoring rubric for your class set of student self-assessments of a core competency.
2. With your partner, read through the criteria and descriptors; highlight or underline key words, phrases, big ideas etc. (*Callibration*)
3. Each partner should use the rubric to score a different student sample. Then, review and discuss each other’s scoring. Check that you agree with your partner’s scoring compared to the sample and criteria. (*Alignment)*
4. Divide the remaining samples between the two partners. Each person scores their samples using the rubric.
5. Record your combined class data below (as a percentage).

Grade/Class:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** |
| Connection to Context  |  |  |  |  |
| Details and Description |  |  |  |  |
| Self-Reflection |  |  |  |  |

1. Compare the baseline data (January) to today’s data. What patterns or trends do you notice in the data? Record your thinking here:

|  |
| --- |
|  |

**Checking Data Results**

Grade/Class: **Kindergarten** (36 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context | 8% | 56.5% | 30% | 5.5% |
| Details and Description | 5% | 54.5% | 29.5% | 11% |
| Self-Reflection | 14% | 43.5% | 31.5% | 11% |

Compare the baseline data (January) to today’s data. What patterns or trends do you notice in the data?

* Most students are able to develop an independent idea.
* Few were able to provide context or details that elaborate their idea.

Grade/Class: **Grade 1** (39 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context | 0% | 51.5% | 25% | 23.5% |
| Details and Description | 0% | 56.5% | 22.5% | 21% |
| Self-Reflection | 10% | 20% | 35% | 35% |

Compare the baseline data (January) to today’s data. What patterns or trends do you notice in the data?

* Lacking further detail other than things that were discussed in class or during G.O.E.S. sessions.
* Even though scoring tallies look high (Exceeding), most had to be led prior to filling out the self-assessments.
* Very difficult for this age group to have independent thinking.
* Students had a difficult time adding more than one detail in their response reflections.
* Students relied on what the teacher said during the reflections rather than thinking back to their own experiences and what they practiced during the week.
* The task was difficult to do at with his age group even with explicit teaching.

Grade/Class: **Grades 2-3** (66 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context | 0% | 37% | 57% | 6% |
| Details and Description | 3% | 41% | 48% | 8% |
| Self-Reflection | 0% | 32% | 59% | 9% |

Compare the baseline data (January) to today’s data. What patterns or trends do you notice in the data?

* Students showing stronger self-reflection and details and description.
* Stronger connections to text shown.
* More detail and description.
* Continued explicit teaching of self-reflection necessary to see improved results.
* The rubric made the scoring somewhat difficult because of the independent work of the students.

Grade/Class: **Grades 4-5** (48 students)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context | 0% | 13% | 33% | 54% |
| Details and Description | 2% | 15% | 29% | 54% |
| Self-Reflection | 7% | 4% | 42% | 47% |

Compare the baseline data (January) to today’s data. What patterns or trends do you notice in the data?

* Students are more comfortable with core competencies and can now tie it in with subject areas.
* Providing a picture was helpful for most students as it assisted them with being able to provide details to their connections.
* Linking assessment to G.O.E.S. gave students an easy activity to reflect on.
* Repeating the experience and repeating the familiar language helped set the students up for success.
* Explicit teaching at the beginning of the skiing unit founded the language and helped the students with the reflection process.

Grade/Class: **Grades 6 - 7** (26 students) **Grade 6 data not submitted**

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| --- | --- | --- | --- | --- |
| **Criteria** | **Not Yet Meeting** | **Minimally Meeting** | **Fully Meeting** | **Exceeding** |
| Connection to Context |  |  | 76% | 24% |
| Details and Description |  |  | 76% | 24% |
| Self-Reflection |  |  | 76% | 24% |

Compare the baseline data (January) to today’s data. What patterns or trends do you notice in the data?

* Students are able to articulate well what they can do and how they showed this.
* Students are able to make the reflective and realistic next steps.

Teacher Assessment of Student Self-Assessments of Core Competencies

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| --- | --- | --- | --- | --- |
| **Criteria** | **1** | **2** | **3** | **4** |
| Connection to Context  | Does not use provocations (e.g., photo, video or practical experience) to make connections between GOES and core competencies | Makes minimal use of provocations (e.g., photo, video or practical experience) to make basic connections between GOES and core competencies | Makes considerable use of provocations (e.g., photo, video or practical experience) to make strong connections between GOES and core competencies | Makes exemplary use of provocations (e.g., photo, video or practical experience) to make elaborate connections between GOES and core competencies |
| Details and Description | Provides no detail or description | Provides little detail or description | Provides considerable detail and description | Provides elaborate detail and description |
| Self-Reflection | Requires considerable teacher prompting and support to self-reflect on GOES activity and to self-assess core competencies | Requires minimal teacher support and prompting but is able to self-reflect on GOES activity and self-assess core competencies | Demonstrates self-reflection of GOES activity and self-assessment of core competencies | Demonstrates independent self-reflection of GOES activity and self-assessment of core competencies. |