



2015-2016 NOII Case Study

School: Nakusp Secondary School

District: #10 Arrow Lakes

Inquiry Team Members:

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Our focus for this year: Formative Assessment

Scanning: This year we had a class with diverse needs in academic goal setting, self-regulation and skill development. We wanted a tool to assist students in skill and goal setting. A scoring guide is a wonderful visual aid, enabling students to immediately see their progression on a scale of understanding.

Focus: With the advent of the revised curriculum's focus on skills, we decided to work on formative assessment of curricular competencies. We hoped to see an increased understanding and confidence in students with regards to the scientific process.

Hunch: Our district is moving towards increasing collaboration between teachers and classes. Learning is moving from a knowledge based to an inquiry and skills based approach. Often students are not aware of their understanding and where it fits within teacher expectations.

New professional learning: The revised curriculum was our starting point, which was new to staff and students. We drew upon the framework of the BC performance standards. Through collaboration, between the learning resource teacher and the science teacher, we broke down competencies into a student friendly scoring guide.

Taking action: We used the competencies scoring guide to cooperatively assess students three times throughout the year. The original guide was used every time so students could see their progression and areas where they could improve.

Checking: We used the co-created scoring guide of science curricular competencies as baseline data and assessed from it three times during the year. We did adjust and reframe the guide as needed to be better understood by students. We were very satisfied by the end of the year because most students were able to use the guide and identify areas where they wanted to improve. Most students demonstrated growth and for those that struggled, the guide provided a tool for teachers to work with when helping students.

Reflections/Advice: We will continue using the scoring guide that we developed and expand it to other grades. The inquiry projects, which students designed were very time consuming and required weeks of class time. We would recommend using the first term to build foundational skills in the science competencies and then starting the inquiry projects in the beginning of the second term.