

2015-16 Community Report for Crichton Park Elementary School

Provincial Assessments		
	School (%) 2015-16	Board (%) 2015-16
<u>Literacy Assessments</u>		
Grade 3 Provincial		
Reading	80%	69%
Writing - Ideas	77%	76%
Writing - Organization	74%	62%
Writing - Language Use	66%	66%
Writing - Conventions	49%	52%
Grade 6 Provincial		
Reading	95%	76%
Writing - Ideas	82%	82%
Writing - Organization	74%	68%
Writing - Language Use	85%	72%
Writing - Conventions	79%	65%
<u>Math Assessments</u>		
Grade 4 Provincial		
Mathematics	83%	78%
Grade 6 Provincial		
Mathematics	92%	72%

We are currently in the second year of implementation of our Student Success Plan (SSP) formerly referred to as a continuous school improvement plan. Our goals are as follows:

Literacy: *We will improve student achievement in reading comprehension with a focus on critical thinking.*
Math: *Students will improve in their ability to solve open-ended problems through critical thinking in math.*

Crichton Park students participate in provincial and board assessments and teachers use this information along with classroom assessment data to plan instruction and interventions. Through our plan, we set goals for ourselves that will improve student achievement. Working together in our professional learning communities (PLCs), we ensure that we have common understanding of the outcomes and that our teaching is determined by our daily classroom assessment practices.

Teachers use formal and informal assessments to guide instruction and to help identify student strengths and challenges. Assessments provide information to teachers about what their students know and can do and it guides the instruction piece to meet the needs of the learners. Many people think assessment is only about tests and report cards. However, when educators talk about assessment today, they are talking about a collection of evidence about what a student knows and can do. Classroom assessment is no longer something that is done to your child, but rather something that is done with and for your child based on the professional judgement of teachers. Good assessment is based on a variety of tasks so that all learning styles can be accommodated within the classroom setting. Teachers are always looking to obtain as complete a picture as possible of your child as a learner.

Good assessment is about learning. The process of learning is as important as the product of learning. Students require timely feedback as they learn and experiment with new ideas. Good assessment is fair and ongoing. Students should have a clear understanding of what is being assessed and should have the

opportunity to represent their knowledge in a variety of ways. Teachers assess frequently for understanding and tailor their instructional practice accordingly.

We were pleased to see that we improved in all areas of the grade three assessment this year. Some areas such as writing organization increased by 20%. Our grade six assessments and our grade four assessments have remained steady in terms of achievement over two years. Teachers have looked more closely at the individual areas of strength and challenge on these assessments in order to plan a response. We will also use our school's data to plan professional development (PD), focus our work in professional learning communities (PLCs), and to inform future instruction and interventions.