

## ASSESSMENT AS THE DRIVER OF HIGH SCHOOL REDESIGN

Alberta High School Redesign  
Teacher Collaborative Day, Red Deer

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McNally High School, EPSB  
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### Alberta High School Redesign

#### Foundational Principals;

- Mastery Learning
- Rigorous & Relevant Curriculum
- Personalization
- Educator Roles & PD
- Meaningful Relationships
- Home & Community Involvement
- Welcoming, Caring, Respectful & Safe
- Assessment**

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### Assessment & Evaluation

**Assessment:**

the ability for students (and teachers) to compare their work with a set of criteria to see where they stand.

They have an opportunity to improve and reassess their position at frequent intervals. Assessment is practice where students improve and solidify their learning. Teacher feedback is essential during this process.

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## Assessment & Evaluation

### Evaluation:

is a judgment at a particular point in time.

It is often based on an accumulation of information that gives a specific appraisal based on a set of criteria.

An evaluation of student work should reflect their most consistent and recent level of achievement.

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## Grading procedures linked to evidence based assessment

- are there marks for assessments such as a quiz, project, mid term, or unit exam that have a predetermined value you use to calculate the final grade?

- Why?

For example;

Nov. Progress Report = 15%  
Mid term exam = 20% Final exam = 30%  
Quiz = 5%  
Frog dissection lab write-up = 4%

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## Grading procedures, curriculum, and evidence based assessment

What is your school /classroom policy for;

- late assignments,
- homework
- a missed quiz or exam,
- academic dishonesty (cheating or plagiarism) ?

Does your policy align with determining final grades that reflect most recent consistent achievement in the curriculum?

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### Comment from an English 30 teacher

"I just met with (...) so he could show me his 'creative project' for his novel study. He created what he called a game for THE GREAT GATSBY. It's more or less a choose your own adventure style game. His game gives Gatsby a variety of choices to make as he makes his way through life. Most end in death, of course, but there are even a few happy endings.

I was so impressed with his work I ran to my computer because I can't just look at something like that and say "good job" and go back to eating my sandwich.

His project has so much depth, there is no way he'd have gained this kind of understanding from answering a bunch of questions and wrapping up with a multiple choice exam. This is the kind of learning/working/being that makes this job so awesome!! I FEEL LIKE LAUGH-CRYING!!!"

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### From the Math teacher...

-I'm not sure how much he followed through, but last year (...) completed Math 30-3 early and asked if he could audit your TOK class.

-I've also had several students who complete Math 30-3 early but want to still come to class to help others who are struggling.

-Some of my Math 30-3 students complete work in either different semesters or different blocks so that they have time to work, do the RAP program, pick up siblings from school, take courses only offered in certain blocks, etc.

-In Math 30-3, students come from such a variety of courses (-1, -2, and -3), depending on where they started in grade 10. The high school flexibility project allows me to fast track some students who have learned units in other courses, while spending more time where they need it. This is great for students who have dropped down from -1 or -2 and already learned many of the units in -3.

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### Thank you

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 @DaleSkoreyko

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