



Moving Forward with High School Redesign

Engaged students
High levels of achievement
Quality teaching

Conversation Guide

Rethinking High School: Intentional Conversations Around Moving Forward With High School Redesign

Formative Assessment

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Learn how one school has shifted their school wide assessment practices to support student learning.

We invite you to use this conversation guide along with this presentation to engage in a dialogue about innovative high school practice.

Consider using this recording with staff, parents and/or students. What might be some of the outcomes you would highlight as you consider these different audiences?

Moving Forward with High School Redesign is about more than simply shifting a timetable. It's about shifting mindsets. The shift in mindset to a focus on student-centered learning happens as a number of key practices are put in place, including personalizing learning, intentionally developing meaningful relationships, creating rigorous and relevant learning opportunities, and supporting mastery learning. Schools that are focused on innovative, collaborative, comprehensive, and meaningful learning opportunities, are showing evidence of increasing student engagement and success.

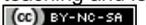
Key Understandings:

- Assessment practices that support learning are integral to classroom practice, and school wide school policies and structures.
- Assessment practices are based on “The 5 Key Strategies of Formative Assessment,” by Dylan Wiliam.
- For students to be engaged in the assessment process, there needs to be a strong focus on providing feedback and eliciting evidence of learning across all subject areas.
- Staff and students need a common language and understanding of the levels of competency, so that students know how to describe their learning, and know what to do to move their learning ahead.
- Staff collaboration and learning time supports teachers in working together on common assessment ideas and formative practices. It also supports understanding of Alberta’s competencies and curricular outcomes. Grades should reflect competencies and outcomes.
- An effective professional learning model supports teachers learning from one another. Models within the school that support teacher learning are dialogue groups or Ed Camp formats, working in double classrooms, clusters, and teacher work spaces.
- Flexible assessment practices within the school focus on helping students learn.

Questions for Discussion:

1. What school wide assessment practices support student learning at your site?
2. What collaborative structures ensure that staff are engaged in the decision making process regarding school wide assessment practices?
3. How are teachers within your school supported in developing their understanding classroom based assessment?
4. How have formative assessment practices at your site increased student engagement and ownership in the learning process?

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