

# Allan Johnstone School

## Recording of No-Evidence (Z)

Sept. 2014

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1. Providing students with feedback about their work (known as Assessment For Learning).
2. Helping students set learning goals and monitor their own progress (known as Assessment As Learning)
3. Evaluation and reporting of progress in the form of Achievement Indicators (known as Assessment Of Learning).

In the past, a lot of attention was paid to raw scores and percentages on student work. Today, the shift in thinking has moved more toward the on-going descriptive feedback provided to students by teachers so that students clearly understand what they need to do to improve their work. While the final achievement indicator is important, it is the grading criterion and feedback given to students that is of value to their learning.

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### **Moving from Missing Evidence (MEV) to Reporting of No-Evidence (Z) in a students gradebook**

#### **Teachers will:**

- use professional judgement to ensure that the reported indicator reflects the student's most consistent level of achievement of the course expectations, with emphasis on the most recent achievement on the curricular outcomes in question;
- communicate to the student the importance of submitting the products/evidence of learning;
- schedule time for collaboration with the student to develop next steps for the completion of the evidence of learning;
- plan for major assignments to be completed in stages so that students are not placed in an all- or- nothing situation

- act on recommendations provided in a student's IEP if applicable
- report to parent/guardian any failure of the outlined process justifying the reporting of No-Evidence (Z) achievement indicator;
- complete form AJS-NE-1 for personal records and submit a copy to administration.

**Students will:**

- communicate to their teachers any issues that contributed to the missing evidence i.e. misunderstandings, missing/lost resources, personal issues etc.;
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**Administration will:**

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## AJS Assignment of No-Evidence (Z)

AJS- NE-1

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AP 360, Student Assessment, embodies these newer ways to view assessment. It is the responsibility of all teachers to re-focus their teaching and assessment practices to provide opportunities for students to set individual learning goals and to provide students with on-going descriptive feedback to improve their learning. It is understood that grading practices must ensure accurate measurement of learning and that the assigning of zeros for academic dishonesty and for missing evidence of learning distorts the accuracy of measurement.

### **Moving from Missing Evidence (MEV) to Reporting of No-Evidence (Z) in a students gradebook**

#### **Teachers will:**

- use professional judgement to ensure that the reported indicator reflects the student's most consistent level of achievement of the course expectations, with emphasis on the most recent achievement on the curricular outcomes in question;
- communicate to the student the importance of submitting the products/evidence of learning;
- schedule time for collaboration with the student to develop next steps for the completion of the evidence of learning;
- plan for major assignments to be completed in stages so that students are not placed in an all- or- nothing situation

- act on recommendations provided in a student's IEP if applicable
- report to parent/guardian any failure of the outlined process justifying the reporting of No-Evidence (Z) achievement indicator;
- complete form AJS-NE-1 for personal records and submit a copy to administration.

**Students will:**

- communicate to their teachers any issues that contributed to the missing evidence i.e. misunderstandings, missing/lost resources, personal issues etc.;
- commit to follow through on intervention strategies and/or plan for improvement such as seeking extra help, completing the missing evidence/alternative assessments in consultation with the teacher on an agreed upon schedule/time frame;
- act upon recommendations provided in their IEP if applicable.

**Parent(s)/Guardian will:**

- be encouraged to communicate with the teacher and student to determine reasons for the unsuccessful completion of the assignment, or required evidence of learning, and collaboratively develop next steps to avoid future occurrences;
- be encouraged to support their child to follow through with a plan and/or strategies for improvement.

**Administration will:**

- review all reports of No-Evidence, and where appropriate review the teachers next steps plan;
- be prepared to communicate with student, parents, and teacher;
- collaborate with the teacher to respond to concerns to resolve outstanding issues;
- support next step plans.

## AJS Assignment of No-Evidence (Z)

AJS- NE-1

It must be made clear to students that they are responsible for providing evidence of their learning of the curriculum outcomes with-in the time frame specified by the teacher, and in the form approved by the teacher.

|  |                       |  |             |
|--|-----------------------|--|-------------|
| Teacher's Name: _____  | Student's Name: _____ | Date: _____  |             |
| Class: _____   | Assignment: _____     | IEP: Yes _____ No _____  |             |
| <b>Where the teacher's professional judgement is to assign an achievement indicator of No-Evidence (Z)</b>   |                       | <b>Strategies</b>  | <b>Date</b> |
| <ul style="list-style-type: none"> <li>• IEP was referenced for appropriateness of assignment</li> <li>• Student was asked to clarify reasons for not completing assignment</li> <li>• Time was scheduled for collaboration with the student to determine next steps and a time frame for the completion of expectations</li> <li>• Information was reported to parent</li> <li>• A copy of this form submitted to administration</li> <li>• Additional Comments: _____</li> </ul> <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/> |                       | <input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> |             |

# Allan Johnstone School

## Recording of No-Evidence (Z)

Sept. 2014

The collection of evidence related to students' learning is known as assessment. It consists of teacher professional judgement in the form of observations, conversations, products, and other student reflection on progress. Assessment itself has three roles:

1. Providing students with feedback about their work (known as Assessment For Learning).
2. Helping students set learning goals and monitor their own progress (known as Assessment As Learning)
3. Evaluation and reporting of progress in the form of Achievement Indicators (known as Assessment Of Learning).

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