



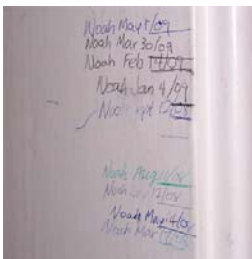
Regina Public Schools
Regina, Sask.

J. Greg Miller,
Supervisor of
Assessment

BACKGROUND & RATIONALE

Achievement & Growth

Our move toward VAA is in support of the Division's Continuous Improvement initiatives to define, clarify, and align Essential Curriculum outcomes and indicators with focused instruction as evidenced through measures of student achievement and growth.



In VAA the student serves as their own frame of reference.

[Click here](#) to view Hattie's work on "what works and what hurts"

Over time, in all grades, a division-level VAA will be given in these three key Numeracy and Literacy areas (Math, Reading, Writing), that will focus on essential curriculum outcomes for our students.

Moderation & Feedback

Importantly, the moderation (collaborative scoring) of VAA results in schools, will be linked to our Instructional Environment Model and to our Numeracy and Literacy Learning Frameworks as a part of our VAA development.

Assessment & Instruction

VAA is assessment that blurs the traditional divide between assessment and instruction. It is intended to support a quality instructional program and as such, appropriate assessment and instruction need not be different activities. By using VAA to support assessment for/as/of learning, assessment and instruction should become nearly indistinguishable. This means that we can assess as we provide opportunities for learning. Therefore, the search for quality assessment tasks is simultaneously a search for quality learning tasks. (John Van de Walle).

VAA Links

An important purpose of VAA is to close the “Loop” between our curriculum, our instructional practices, and our assessment. By unwrapping and identifying our Essential Outcomes and Indicators we have explicitly identified the key outcomes in the curriculum and the knowledge and related literacy/numeracy expectations of the individual indicators. Therefore, by focusing our VAA on Essential curriculum outcomes we clearly link our assessment to the intent of the curriculum. VAA is tied to pedagogy: What are the instructional practices that explicitly scaffold student learning for each outcome? This includes the specific knowledge and importantly, the prior and deeper level curriculum literacy’s that all students need to achieve.

VAA is intended to:

- Increase student’s achievement and to deepen a student’s understanding of outcomes/indicators.
- Provide clarity of expectations for teachers and students.
- Support conversations about quality in classrooms and among teachers.
- Develop a shared understanding and agreement about where the bar/box is.
- Guide opportunities for teachers to share interpretations of criteria and expectations through collaborative scoring.

Leading VAA

Using VAA to support teacher/team intervention in the classroom is based on the recognition that improved student achievement can be supported by an explicit understanding of Essential curriculum outcomes. As this work continues in the Division, many opportunities will be available for leaders to be involved in the development and the implementation of these achievement and growth focused assessments.

Questions

- 1) What do I believe about VAA?
- 2) What do I still need to know to lead on this?
- 3) Will the timetable support our moderation efforts?
- 4) What strengths do we have at the school?
- 5) How will we use our PD time?
- 6) How will we involve ISS Support teams?