
ASSESSMENT IN PHYSICAL AND HEALTH EDUCATION

TEACHER RESOURCE HANDBOOK

 2022

Assessment Foundations



Assessment & Teaching



Assessment Tools



Grading & Reporting



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WELCOME

This teacher resource handbook is intended for K-12 teachers in British Columbia (BC) to provide a lens for the purposes and uses of assessment in their physical and health education (PHE) classes. It is an extension of the 3-part webinar series that was held in the spring of 2022 and aims to provide a more in-depth exploration of the assessment approaches, principles, and practices that were presented to help support and enhance student learning in PHE.

While the information presented in this handbook is foundational to assessment of student learning, it does not override or replace local policies. Please familiarize yourself with local policies and procedures, including updated information from the draft BC K-12 reporting order.



PURPOSE

The purpose of this teacher resource handbook is to provide a deeper level of detail of the information that was presented in the 3-part webinar series on assessment in PHE. It is not meant to be a “one-stop shop” for all things related to assessment, as assessment is a broad topic comprised of many sub-topics that are related to and separate from each other. This teacher resource handbook will highlight foundational principles and practices that can be used and/or adapted by teachers to fit the shifting landscape of assessment in BC schools.

WHO IS THIS HANDBOOK FOR?

As a supplement to the 3-part webinar series on assessment in PHE, this teacher resource handbook is intended to support teachers who are actively using and/or considering how to implement assessment practices in their PHE classes. It will highlight foundational assessment principles, approaches, and practices related to intended student learning (i.e., curricular learning) and how to use this information to help students progress in that learning, and how teachers can use it to improve their instructional practices.

WHY ASSESSMENT?

As many experienced PHE teachers can likely attest to, learning about assessment of student learning during their university undergraduate degree was not a major focus of the course work. While assessment in PHE is gathering increased attention, there is very little research on actual assessment practices, which is concerning given that assessment is known to play a key role in providing high quality physical education experiences (International Association for Physical Education in Higher Education [AIESEP], 2020). Furthermore, many researchers have expressed strong concerns over this (Hay and Penney 2009; Thorburn 2007; Veal 1988) and highlight that physical education teachers are struggling to ensure a reliable and valid grading system is used in class (Annerstedt and Larsson 2010; DinanThompson and Penney 2015). As such, it is fair to say that assessment is ‘one of the most fraught and troublesome issues physical educators have had to deal with over the past 40 years or so’ (López-Pastor et al. 2013).

This teacher resource handbook does not set out to resolve these concerns or provide quick answers. Indeed, assessment is complex and needs to be explored, practiced, refined, and developed throughout a teacher’s career, and it is hoped for that this resource can be a support for PHE teachers throughout BC. It will bring forward perspectives, practices, and approaches to assessing and grading student learning that might conflict with personal beliefs, confirm them, or possibly open new ways of thinking about them.

ORGANIZATION OF HANDBOOK

This teacher resource handbook will be organized into four sections by the themes/topics from the 3-part webinar series. Each section will consist of slides from the webinar session and further information related to those slides. In some cases, there will be information included in this teacher resource handbook that was not originally shared in the webinar session(s).

The four sections are:

1. Foundations of Assessment
2. Clarifying and Aligning Teaching and Learning
3. Assessment Tools
4. Communicating Student Learning

KEY MESSAGES AND IDEAS



Throughout this teacher resource handbook there are key messages and/or ideas related to the content in each section. These summarizing points, or high level take-aways, connect the content with a bigger purpose for teaching and learning practices and will be identified by the image of the key in a speech bubble.

SECTION 1: FOUNDATIONS OF ASSESSMENT



To create meaningful and optimal learning experiences in a PHE class, teachers need a foundation to inform what, why, and how they assess student learning.

DEFINING FOUNDATIONAL TERMS

There are a few foundational assessment terms that appear throughout this teacher resource handbook, and for the sake of clarity they will be defined below.

FORMATIVE ASSESSMENT

Formative Assessment

Where students are and how to help them improve
Ongoing practices within the learning process
Individual pieces of learning
Involves teachers and students
Two approaches: assessment *for* learning and *as* learning



At its core, formative assessment is about gathering information about student learning to understand where they are currently at and what can be done next to help them improve during the learning process. As it is

expected that students will make mistakes, try novel approaches, and develop new understandings during the learning process, formative assessment information should not be used for grading purposes (otherwise, they are penalized for a natural part of learning).

Within formative assessment, there are two approaches to consider: assessment *for* learning and assessment *as* learning.

Assessment *for* Learning (AFL)

This approach involves the teacher gathering assessment information to understand where the students are currently at in their learning so

Assessment for Learning

- Teacher is the assessor
- Use information to make informed next steps in teaching based on where students are
 - Exit tickets (paper/pencil)
 - Observations
 - Discussion
 - Group/individual ratings
 - Success criteria
 - Post/communicate
- Improve instruction

that they can make an informed teaching decision that will best support each student. This information also helps the teacher gauge the effectiveness of their used teaching strategy and what, if any,

adjustments need to be made to better support each student in their learning (e.g., using small group instruction vs. large group).

Assessment *as* Learning (AaL)

Assessment as Learning

- Student is the assessor
 - Self and/or peer
- Uses the information to set goals and plans to improve learning
 - Compare with pre-established success criteria
- Very powerful, yet underutilized approach
 - Takes time and practice to develop this skill
- Build capacity to succeed
 - Daily self ratings
 - Anonymous peer assessment

This approach involves students being the assessors and gathering, interpreting, and acting upon their assessment information to make improvements through self and/or peer-assessments. This is a

highly effective approach for students to identify their strengths, areas to grow, and build their self-efficacy through personal goals and reflection.

Both AfL and AaL occur within the learning process with the difference between them being who the assessor is and how the gathered information will be used.

Assessment *for* learning



Teacher use

Assessment *as* Learning



**Student use
(self and/or peer)**

SUMMATIVE ASSESSMENT

Summative Assessment

Measure/validate level of learning achievement
Used at end of learning process/period
Students demonstrate overall learning, not individual parts
Assessment **of** learning
Used for grading and reporting purposes



Summative assessment (also known as **assessment of learning**) is used to validate the level of achievement a student has been able to demonstrate with their learning at the end of the learning process

and/or period. As such, the entirety of what students have been learning about should be considered in a summative assessment, not individual parts of it. Another way to think of this is how well can the student put all the pieces of what they have been learning about together in an overall demonstration of learning.

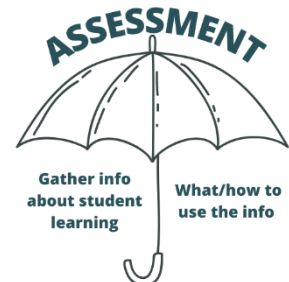
As summative assessments consider the overall level of success a student has been able to achieve with specific learning standards (not pieces of it), it is appropriate to use this information for grading and reporting purposes.



No assessment is inherently formative or summative in nature. How the information is used will determine if the assessment is formative (i.e., used to improve teaching and learning) or summative (i.e., used to evaluate and validate learning achievement).

WHAT ASSESSMENT IS AND IS NOT

When considering the term “assessment” it can be helpful to think of it as an umbrella term consisting of a variety of purposes, practices, and approaches that are related to each other, yet are also different. At its core, assessment is about gathering information about student learning through a series of ongoing practices, interpreting it and acting upon it to improve their learning. Eventually, student learning achievement will be evaluated and communicated for reporting purposes.



ASSESSMENT IN PHYSICAL AND HEALTH EDUCATION

For assessment to effectively support and improve student learning, it is important to consider what it is/is not and how assessment is situated and used in a PHE class.

What Assessment is

Ongoing collection of information about student learning
Used to inform decision making (teaching and learning)

Assessment = verb



What Assessment is Not

Marks/scores for grades
Means for compliance
"Blackhole" information
Comparing students to others



Traditionally, assessment has been thought of and used as a noun (see Figure 1), or a periodic event within the learning period to gather marks for grading purposes and then move on from that moment (e.g., end of unit fitness testing, skill testing, knowledge tests, etc.) However, to better understand how students are progressing in their learning, and what can be done to help them improve, assessment needs to be an ongoing part of the daily teaching and learning processes and not just at periodic times in a unit. When used in this way, the gathered information from an assessment helps teachers and students make informed decisions for what can be done next to help make improvements in learning, including instructional approaches to best support each student based on where they currently are at in their learning.

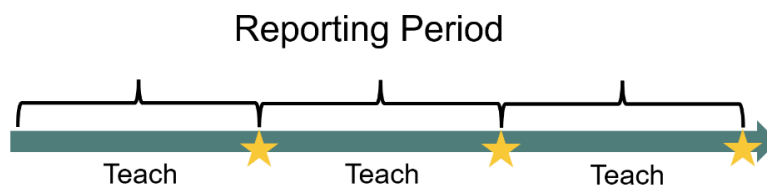


Figure 1. Assessment as a Noun

The stars represent the periodic assessment experiences or events happening in a reporting period (usually at the end of a unit/term).

For assessment to effectively support students in their learning, and help to make informed teaching decisions, it needs to be accessible and useful for teachers and students. Assessments that gather information

and then are never seen or used again (an assessment “blackhole”) do not serve the teacher or the student(s) in understanding how they are progressing in their learning or what to do to make improvements. They have little to no impact on student learning and should be re-considered (i.e., how the information is used) or discarded entirely.

Example-End of Term Fitness Tests

In many schools, students complete an end of term fitness test to track and monitor their growth throughout a term and the academic year. When these results are recorded and then filed away until the next fitness test (at the end of the next term), the information has very little, if any, impact on helping students understand how they are progressing and how to make improvements. It is unrealistic and unreasonable to expect students to keep a running mental tally of their results from the previous term to motivate themselves to make improvements in the current term.

A better, and far more effective approach, would be to ensure the students had ongoing access to their information to make personalized goals for improvement while collaborating with the teacher for whatever supports could help them pursue their goal.

Note: In no way does this example advocate for the use of fitness tests or personal fitness scores being used for grading purposes (or comparing scores to others). Rather, it is intended for effect only to highlight how information can be used to support students in their growth, or not at all.

To ensure that both teachers and students understand how they are doing with their learning, and what can be done next to help them improve, assessment cannot be used as a noun; it needs to be used as a verb.

USE ASSESSMENT AS A VERB

To understand how students are progressing in their learning, and how to best support them in making improvements, assessment needs to become a regular and ongoing process in a PHE class setting. This does not mean that a teacher needs to spend an equal amount of time assessing as they are teaching, but it does



mean that assessment should receive an equal focus and/or intention as teaching, and at times more so. After all, teaching is only effective if/when students are learning from it, and assessment is how that is known.

Example-Badminton Serves

After teaching students how to serve in badminton, the teacher stands back and observes how students are doing with their serves. The teacher notices that a handful of students are struggling with the serve and others in the class are more successful with it. The teacher uses this information (gathered through their observation) to provide feedback for the students who are struggling, highlighting something they did well and something to continue working on. Rather than moving on in the lesson, or re-teaching the serve to the entire class, the teacher provides additional support for the few students who needed it based on their observation, which was an appropriate next step in the teaching and learning process.

The image in Figure 2 shows how using assessment as a verb can look in any PHE class setting. At students learn about a skill, concept, or content they eventually have an opportunity to demonstrate what they can do with it (i.e., an assessment). Students receive descriptive feedback (more on this in the Feedback section) for what they did well and suggestive feedback on what could be improved upon and they use this feedback to make improvements before their next demonstration of learning. This cycle continues throughout the learning process, (capitalizing on the strengths of formative assessment practices) until the learning process is completed and the students are prepared for a summative assessment of their learning (end of the learning process).

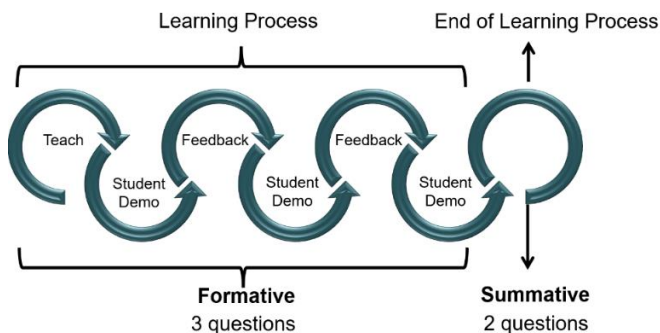


Figure 2. Using assessment as a verb

Formative Assessment in Action

As outlined in Figure 2, using formative assessment practices (i.e., assessment *for* and *as* learning) in the learning process can be greatly enhance student learning and improve the effectiveness of teaching. The following questions, asked by students (green) and the teacher (yellow), can help to facilitate these assessment approaches:

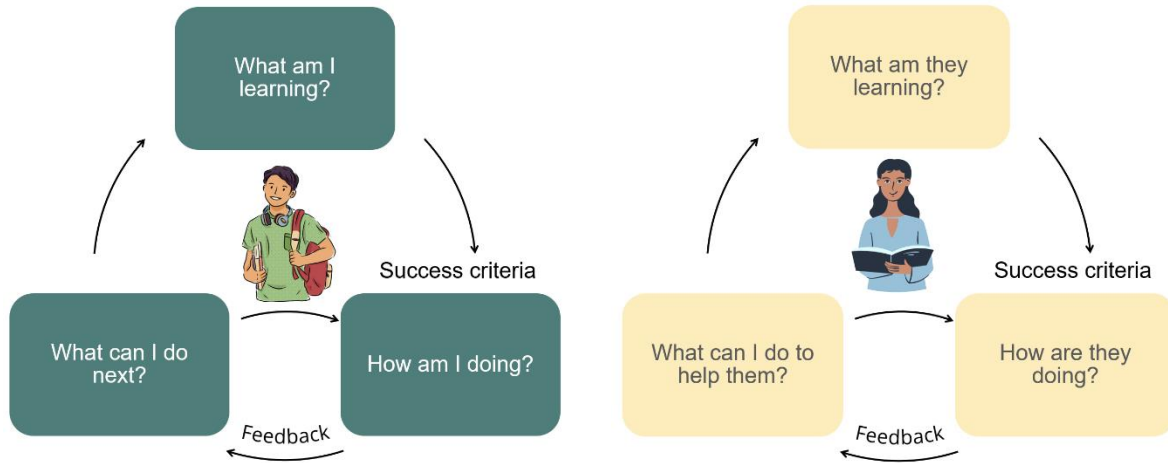


Figure 3. Formative Assessment: 3 Questions

Assessment *as* Learning (Green)

As students consider their learning progress, they first need to know what they are learning about (question #1). They can use the pre-established success criteria (more on this in the Success Criteria section) to help answer the second question, “*How am I doing?*” They compare their most recent demonstration of learning (gathered via an assessment) with the success criteria to highlight what they did well and what they could improve. In outlining these areas (for self or for a peer), the student can set a personalized goal for improvement to answer the third question, “*What can I do next?*” The cycle continues as students engage with and make improvements in their learning.

Assessment *for* Learning (Yellow)

As teachers consider student learning they too use the three questions to understand how students are progressing in their learning and what they can do, from a teaching perspective, to help students improve.

Teachers must know what the students are learning (question #1) so that they are clear on what to teach. Using the pre-established success criteria, the teacher can assess the students to answer the second question, “*How are they doing?*” With this assessment information, the teacher can provide descriptive feedback for students to identify their current strengths and area(s) to improve upon. This information is key for the teacher as it highlights what might have worked with their instructional strategy and what changes, if any, might need to be made, including differentiating their instructional approaches. This cycle continues for the teacher throughout the learning process so they understand how they can best support each student to learn at high levels.

Example-Territorial Games Concepts and Strategies

When teaching students about the concepts of offense and defense in a territorial game, and strategies and tactics related to each role, the teacher focuses first on introducing what the purpose of each one is and main roles associated with them (question #1). To check for understanding for this class, the teacher establishes success criteria for students to be able to identify what the purposes of offense and defense are in a territorial game, and what the main roles are for each one (question #2).

At this point in the class, the teacher organizes small sided territorial games for students to participate in and experience each role (i.e., offense and defense). As the target for this class is for students to be able to identify the purposes and roles for offense and defense, the teacher is not looking to see how well students are using offensive and/or defensive strategies (they would in a later class when teaching about these).

Towards the end of class, the teacher checks for understanding of what they were learning in class that day by asking them to identify what the purposes of offense and defense are in a territorial game, and what the main roles are for each. The teacher can gather this information by using exit tickets, having students record in their journal (if used), using an online app, etc. Once the student responses are submitted, the teacher can quickly scan the responses and provide feedback for what students identified correctly, and what needs a bit more attention (question #3).

With this information, the teacher can make an informed teaching decision for the next class based on where the students are currently at with their learning. If a few students do not know any of the information, the teacher can re-teach to them in a small group setting instead of moving on from the material.

Note: gathering the class together and asking a student to identify the purpose and roles will only provide insight into what that student currently knows. It would not help to understand what others in the class know, and thus, is not an effective way to understand where each student is at with their learning.

Summative Assessment

As outlined in Figure 2, at the end of the learning process students engage in a summative assessment to show what they can do with the entirety of their learning. Summative assessments should never be a surprise for students and to ensure they know what they are being assessed on, and understand how well they demonstrated their learning, the following questions can be asked and answered by both students and teachers:

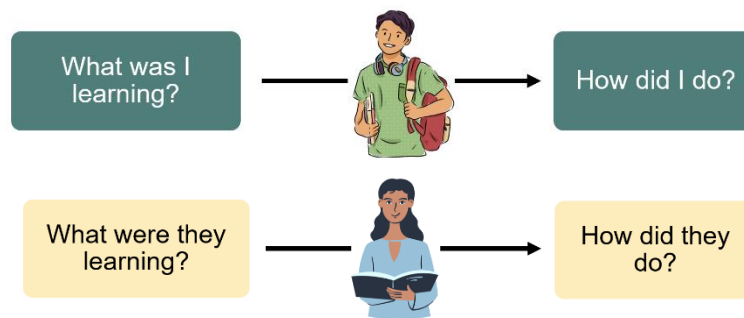


Figure 4. Summative Assessment: 2 Questions

Just as it is essential to have success criteria established and used in the learning process, so too is it necessary to have success criteria to use for a summative assessment at the end of the learning process. As the summative assessment will look at how well a student can demonstrate the entirety of their learning (i.e., the whole learning standard/curricular competency), the BC proficiency scale can be an effective tool for evaluating student learning achievement. Depending on one's familiarity with it, it might need to be unpacked to clarify

what each level means (e.g., what does an initial understanding of the concepts and competencies look like for this? Partial? Complete? Sophisticated?)

DIFFERENT TYPES OF ASSESSMENT

Aside from formative and summative assessment, there are other types of assessment that can support student learning and improve teaching effectiveness.

Diagnostic/Pre-Assessment

Diagnostic/ Pre-Assessment

What students know, (mis)understand, can do before instruction

Make appropriate planning/teaching decisions

"What are students coming in with? How to move forward"



Diagnostic and/or a pre-assessment help to highlight what students currently know and/or understand about a topic before they learn about it. This information is essential to know so that the teacher can

plan for appropriate learning experiences that will meet the students where they are currently at in their learning, without having to guess or assume where they are.

Straightforward ways to use a diagnostic assessment (before instruction begins) in a PHE class could include:

- Pencil and paper responses
 - Ask students about core concepts that are going to be explored in the unit to gauge what they know, do not know, and/or any misunderstandings that need to be addressed
- Performance tasks
 - Before teaching a unit on any game/activity, create small-sided versions of that game and observe to see what students know and can do in that activity (e.g., rules, skills, concepts, etc.). If the students know the basic rules to play

the game, then the teacher does not need to teach them; if they do not then they should teach them.

The strength of the diagnostic or pre-assessment is that it provides information for the teacher about where the students are in their, helping them to make an informed decision on where to begin with their teaching rather than guessing where the students are.

The image in Figure 5 presents a few ideas and/or prompts to consider ways to gather information through a diagnostic or pre-assessment.

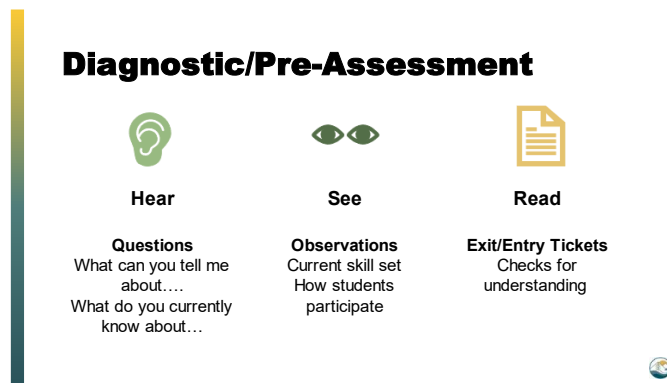
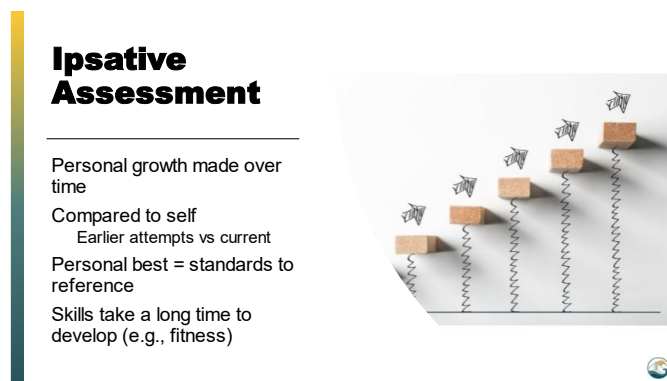


Figure 5. Diagnostic or pre-assessment prompts to consider

Ipsative Assessment



An ipsative assessment aims to consider one's growth over time compared to themselves, and not others. Periodic assessments, or measurements, are taken throughout the class to gauge where students are

currently at. This information allows the student to create a personal goal and action plan to make an improvement. Their plan would be put into action until the next assessment where the student would measure, reflect on the effectiveness (or outcome) of the goal and plan, and repeat the process. See Figure 6 for what this could look like.

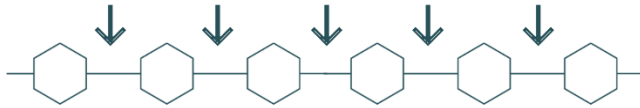


Figure 6. Ipsative assessment

The hexagon boxes represent the periodic assessments (ipsative) and the arrows represent the application of the goals and action plans created by the student.

As students complete their ipsative assessment, they can track and monitor their own information throughout the year. This allows them to look for trends, reflect on the effectiveness of their chosen strategies, and they can use the information as part of their self-assessment with the BC Core Competencies.

Ipsative assessments are especially helpful in PHE for skills or outcomes that are known to take a long time to develop, such as movement skills and personal fitness levels. Using this approach with these areas of their learning (i.e., movement competency and fitness) can help reduce negative associations with where they currently are at (e.g., perceptions, comparisons to other, grading against norms, etc.) and help students make positive connections to these areas of their physical literacy development. As their growth in these areas is known to take a long time, and is directly influenced by out of school realities, it is debatable whether to use these assessments for grading purposes or not (unless mandated by policy).

WHEN TO USE DIFFERENT TYPES OF ASSESSMENT

As mentioned earlier, assessment is about gathering information about student learning and then doing something with that information. Depending on what that information is needed for, there are certain types and approaches to assessment that are more appropriate in some situations, but not in others. Knowing which to use and for what purpose helps to ensure the assessment information is clear, accurate, and useful to support and communicate student learning. See Table 1 for an overview of the different types of assessment and the various needs they serve.

Using assessment information for	Planning and teaching	Next steps in learning/growth	Grading and reporting
Formative	Very helpful	Very helpful	Not helpful
Diagnostic	Very helpful	Can be helpful	Not helpful
Ipsative	Very Helpful	Very Helpful	Not helpful
Summative	Not Helpful	Not Helpful	Very helpful

Table 1: Assessment Types and Needs

SECTION 1 HIGHLIGHTS

Formative and Summative Assessment

No assessment is inherently formative or summative in nature. How the assessment information is used will determine which it is.

Formative: Using assessment information to determine what to do next to improve student learning and/or effectiveness of teaching during the learning process (not used for grading and reporting).

Assessment *for* Learning: teachers using assessment information to decide how to respond to where students are at in learning. Helps to determine the effectiveness of their chosen instructional strategies and what improvements/changes, if any, are needed.

Assessment *as* Learning: students using assessment information to determine their strengths and what they can do to improve. Information is gathered via a self and/or peer-assessment.

Summative: Using assessment information to evaluate and summarize learning achievement at the end of the learning process. Also known as assessment *of* learning and is used for grading and reporting purposes.






Diagnostic/Pre-Assessment

Gathering information about what students know, (mis)understand about a topic before teaching it in class. Helps the teacher to make appropriate planning and teaching decisions based on where the students are currently are at in their learning.

Ipsative Assessment

Personal assessment information to track and monitor growth over time. Students make/modify goals based on the information and reflect on the effectiveness of their plan.



-  Assessments do not have to be an event. Quick conversations and/or observations can reveal valuable information about student learning.
-  Speak with students about the types and purposes of assessment that will be used in class. This helps to lower angst that some students might have around assessment experiences.
-  The more students can ask and answer the three questions (in the Formative Assessment section) the more connected to their learning and growth they will be. If/when they cannot answer any of the three questions, pause, ask them about the preceding questions to bring them back into their learning process.
-  If ongoing assessment seems daunting, you can begin with posting what is going to be learned in class (not done in class, i.e., activities) and 1-2 traits that signal success for that day. Share these with students and ask them to self-rate during or at the end of class (e.g., finger rating 1-5, exit tickets, etc.) with one area of strength for the day and one area to work on for next class. This information will be valuable for you to plan for the next class, and for the students to focus on as they progress in their learning.
-  Not everything that is assessed must be graded and/or reported on. Be clear on the purpose of the assessment and how the information will be used to support learning and/or communicate it.

SECTION 2: CLARIFYING AND ALIGNING TEACHING AND LEARNING



When we are clear on what we teach, we can be clear on what we assess. When we are clear on what we are assess, we can better support students and their learning experiences

WHERE TO START?

For teachers, it can seem normal to start thinking about a class from a “*what am I going to be teaching?*” lens, followed by a “*what will they be doing in class?*” type of question. While these questions can seem intuitive to ask, a challenge they present is that the answers do not highlight what students currently know and/or can do, and the teacher must make a guess where to begin their teaching for the class. When this happens, the focus tends to be more on *teaching* rather than on *learning*, resulting in confusing and frustrating experiences for students who might be beyond and/or below where the teacher plans their teaching.

Where to Start

- Focus on learning before doing
- What are students learning?
 - Curricular competencies (via content)
 - Unpack and scaffold
- What might learning look like?
 - Success criteria (looked for via assessment)
- What activities will build capacity?
 - Students are playing tag to help learn about [ways to create space](#)
 - Purpose behind activities

A more productive and learning centered approach for a teacher to start their planning is by considering the following *questions:

Note: These questions have been adapted from Grant Wiggins and Jay McTighe, *Understanding by Design*, 2005.

a) What are students going to learn about?

- a. The curriculum should inform the answer(s) to this question (i.e., the curricular competencies and content).

NOTE: While students will undoubtedly learn about things not directly in the curriculum (e.g., work habits, grit, etc.), these are different from the intended learning that is outlined in the

provincial curriculum. Indeed, they are important and valuable as well, but they should not form the answer to this question from a learning and teaching perspective.

b) What do students currently know and/or can do with this learning?

- a. This answer is important for each student so that the teacher can make informed instructional decisions to best support each student. See the section on “Diagnostic/Pre-Assessment” for more information.

c) How will I/we know learning is happening?

- a. This is the success criteria that are used to plan for learning experiences and an assessment(s).

d) What learning experiences can help students succeed?

- a. These are the day-to-day activities happening in class that will help students to engage in and build capacity to succeed with their learning (e.g., games, movement experiences, teamwork challenges, etc.).



A main idea behind these questions, and this type of process (sometimes referred to as backward planning), is that it is important for the teacher to know where the learning is going *before* planning for and designing lessons.

By using these questions, or others like them, teachers ensure the focus remains on student learning and that the activities and teachings in class are supporting students to succeed with that learning. Depending on the focus on the unit, it is normal to have more than one curricular competency as a target for what students are going to learn. Just be mindful of how many curricular competencies are being focused on so that the learning and teaching is manageable and effective. Figure 7 provides a visual for how this type of planning could look for any unit of learning.

In this unit, students will know and be able to:

- Curricular competency and related content

How we will know learning is happening

- Evidence that is looked for in any assessment (aligned to the competency and/or content)

What do students need to learn about and do to succeed with this?

- What teachers teach, students learn
- What types of activities will help students to engage with and develop their learning in class (aligned to the competency and/or content)

Figure 7. Backwards Planning Flowchart

*For this resource, the specifics of each question are outlined but not elaborated on.

BREAKING DOWN CURRICULAR COMPETENCIES

When teachers consider which curricular competency(ies) to use in a unit of learning, it is important that they are unpacked, or broken down, into smaller, more manageable pieces. On their own, many curricular competencies can seem vague or unclear, which does not help from a teaching or learning perspective. Also, some can be quite “full” or have a lot of pieces to it, making it challenging to consider how it can be taught, learned, and eventually assessed.

When curricular competencies are broken down into smaller pieces, it allows the teacher to focus on a few key parts of the learning at a time, and it also helps the students do the same. In turn, this allows the students to better understand what they are currently learning, how they are doing with it, and what they can do next based on where they currently are (i.e., the three questions outlined in the Formative Assessment in Action section). These steps, and the three questions, help to ensure that students do not get left behind in their learning if/when they struggle, and those who

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are excelling can be appropriately challenged (i.e., next steps in learning) based on where they are in their progress.

For the teacher, breaking down curricular competencies makes teaching more manageable and realistic, as the individual parts are clarified and specific. Rather than trying to teach an entire curricular competency at one time, the teacher can focus on smaller pieces to teach with more time to check for understanding, misunderstanding, and progress. With all the pieces of the curricular competency in mind (or laid out), the teacher can more accurately determine where each student is at in their learning and how to appropriately respond to support each student. Of course, to know where each student is currently at with the individual parts of the curricular competency, an assessment of some type must occur.

Scaffold

Over several classes
Specific, clear, manageable
Build capacity to succeed
Individual parts
Whole



An important part of breaking down a curricular competency in a unit of learning is knowing that they also need to be put back together throughout and by the end of the unit. When a teacher has the individual

parts of the curricular competency determined, they would scaffold them throughout the unit, starting with the simplest pieces progressing to the more complex ones over time. This process allows for a more natural progression in learning to occur for the students based on where they are currently at in their learning and where to go next. As students progress in their learning, and “repackage” or “put back together” the individual parts of the curricular competency, they build capacity to succeed with the final demonstration of their learning: the curricular competency itself.

Assessment Note: as the curricular competency is the aim of their intended learning (i.e., curricular learning), this is what should be assessed summatively so that what a student can do with the entirety of the learning (i.e., all the parts of the curricular competency put back together) is being

assessed, and not the individual parts of the curricular competency (ideal for formative assessment).

SUCCESS CRITERIA

Success criteria are the specifics, or qualities of learning, that are used to determine how successful a student is meeting the learning intentions/goals in class each day. They are used to clarify what is being looked for in student demonstrations of learning and help to create an awareness of the purpose behind a learning activity (e.g., we are playing this activity so that you can show....) and a sense of direction for how a student can make improvements.

For the teacher, success criteria provide them with a clear sense of what to look for when students are practicing with their learning, and what to provide feedback on. The success criteria form a common language and foundation between the teacher and the students helping to establish transparency and understanding of what success looks like in a PHE class setting.

The following points outline some steps to consider about success criteria to ensure it is used effectively and can enhance student learning:

- It should be communicated with students and displayed for all to see and refer to throughout the class
 - Try to use it throughout the class as much as possible and not just posting it at the start and visiting it at the end
- When possible, co-develop success criteria so that students develop a deeper understanding of what success means
- It should be communicated in student-friendly language and accessible for all students to understand
 - Pay special attention to terms/concepts that students might not have a prior exposure to (e.g., defense)
- If/when possible, provide examples of what the success criteria looks like. If a student cannot see or imagine what success looks like, it is incredibly challenging for them to know what to do to succeed

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- The success criteria must be aligned with the specifics of what students are learning/doing in class that day.

Success criteria help to answer, “*How am I doing?*” or “*How are they doing?*” questions as outlined in the Formative Assessment in Action section. Figure 8 revisits this relationship to highlight the importance that success criteria play in the learning and assessment processes.

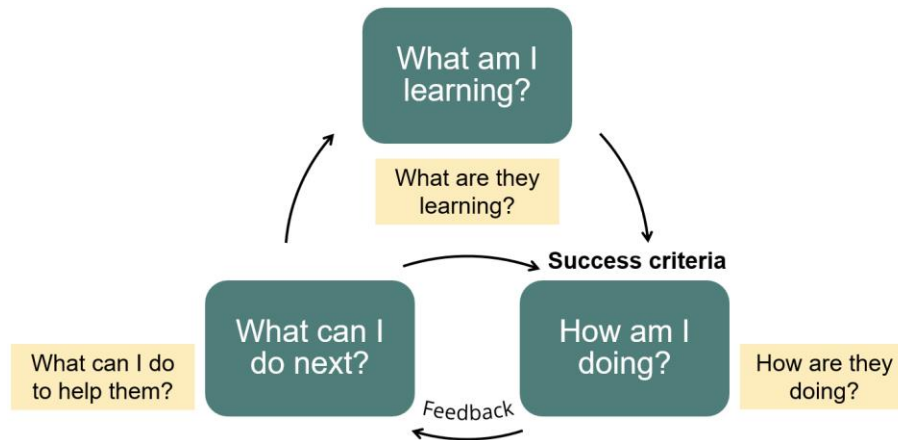


Figure 8: Success Criteria and the 3 Questions

As outlined in the Formative Assessment in Action section, the green boxes are student questions and yellow the boxes are for teachers. To answer these questions, and to make informed teaching and learning decisions to support learning improvements, success criteria need to be used in each class.

When success criteria are established, communicated, and used with students throughout a PHE class, then effective feedback can be given to confirm areas of strength and what area(s) a student can make improvements in. Without the success criteria, students are left to guess at what success might mean while having to rely on the teacher to confirm whether they are succeeding in their learning.

For students, success criteria should be used when completing a self-assessment and/or peer-assessment. It serves to provide them with a necessary structure in a process that is often not practiced or developed (i.e., self and/or peer-assessment) with them. For them to be able to effectively self-assess, or assess their peers, they need clear information for what to look for and provide feedback on, and that is the success criteria.

PROVIDING FEEDBACK

For many PHE teachers, providing feedback can feel intuitive and natural. There are endless types of feedback that teachers can give to students at any given time in a PHE class setting (e.g., thumbs up/down, a shake of the head, words, etc.), but not all feedback is the same and not all feedback helps to support student learning. For feedback to effectively support students in making improvements in their learning, there are some important points to consider that are outlined below.

Note: Feedback help to answer the third question, “What Can I Do Next?” or “What Can I Do to Help Them?,” as outlined in the three questions in the Formative Assessment in Action section.

IMPORTANT POINTS FOR FEEDBACK

Align with Success Criteria: Feedback should be aligned with the related success criteria in class. This reinforces clarity and transparency for what is expected/looked for in their learning.

Suggest, do not Direct: Feedback should be suggestive, not directive. For learning to happen, students must be the ones to do the “work.” When/if a teacher tells them exactly what to do, and they do as directed, then they are simply replicating what the teacher learned/told them to do. Suggest areas for a student to make improvements in and let them go away and make the adjustments they feel need to be made (and continue this process). For learning to occur, students must be the ones “doing the work.”

Timing is Critical: In many cases, providing feedback immediately/shortly after learning has been demonstrated is very helpful to improve learning. Waiting too long to provide feedback can lose the significance of it and/or the moment could be forgotten and moved on from. However, in some cases, waiting can also be helpful (especially if the student is reflecting) as the student could benefit from processing all that happened and tries to make sense of it. Whatever the case might be, make sure each student receives feedback in a timely manner that is appropriate to supporting them in their learning.

Make it Personal About Learning, not as People: Each student deserves to know exactly how they are progressing and what they can do to make

improvements in their learning. Providing each student with descriptive (and suggestive) feedback based on their performance/demonstration will help them to better understand what they as individuals can do next (vs. providing group feedback). Also, be sure the feedback is about what was shown in the learning and not about them as individuals (e.g., “you are lazy”). Personalize the feedback in terms of it being based on what they demonstrated, or the evidence they provided, but do not make it personal about them as individuals.

Give Them Space: While the idea of feedback can seem daunting (e.g., how much to give), an essential point to remember about feedback is that it is only effective if students have the time and space to process it and try something new in class. If/when feedback is provided with little, or no time to process and apply it, students will not benefit from it and the feedback loses its potential.

Keep it Simple: Feedback that is too wordy, too long, or too much will not serve the student in their learning. Use the success criteria as a reference point to discuss the feedback and strongly considering giving no more than 2-3 bits of feedback at one time. While there might be more than needs to be addressed, beware of information and processing overload, and focus on only a few things for the student to consider doing next. You can always come back to the other areas once they have succeeded with the initial points of feedback, if needed.

Praise is Not Feedback: in PHE, it is quite common to hear “feedback” like “good job,” “way to go,” “that’s it”, and other similar lines. However, what all these lines lack is any information or description about what the student did a “good job” in, or what was being looked for. While these examples of praise might seem enticing to give to boost self-esteem, they are not effective forms of feedback to help students understand how they are doing with their learning. If/when using these types of lines, strongly consider adding in what they did well so that the student receives descriptive feedback and not just praise.

While feedback can be incredibly powerful in supporting student learning, it can also be highly informative for the teacher in seeing what they need to do next to support each student. When/if providing the same type of feedback to several students, then that is a sign for the teacher to reconsider their next steps in teaching that could support these students. They might choose to do small group instruction, peer-peer instruction, or other based on this information from the feedback.

SECTION 2 HIGHLIGHTS

Start Planning with a Learning Focus, Not Teaching

Planning first from a student learning perspective better equips the teacher, and their teaching, to meet the students where they are at in their learning instead of having to make a guess. In doing so, learning experiences will be more appropriate and enjoyable for students regardless of where they currently are.

Start with the End in Mind

The backwards design process (i.e., what students should know/be able to do, what evidence will show us learning is happening, what learning experiences will help them succeed?) should happen *before* lesson design as it creates alignment and clarity between teaching and learning. It helps to ensure that both teachers and students have a shared knowledge of where the learning is going, how they will know they are on the right track, and how they can get there.

Breaking Down Curricular Competencies

Unpacking curricular competencies into smaller, more manageable pieces, allows for more effective teaching and learning in class. Focusing on a few pieces of the learning at a time, and progressively increasing in complexity, better enables students to practice and develop their learning and allows the teacher to respond to and support all students in their progress more appropriately.

It is important to “*repackage*” or “*put back together*” the individual parts of the curricular competency when it is unpacked. The curricular competency is the aim of their intended learning (not just the individual parts) and putting the pieces back together for a demonstration of learning allows the students to show what they can do with this learning.

Success Criteria

Success criteria are the qualities of learning that are being looked for whenever students are engaged with their learning. They help to clarify what success looks like and where a student is currently at

whenever they are demonstrating their learning. Ideally, success criteria are continually communicated with students and referred to throughout the class (not just at the start or end), and whenever possible, co-created with them.



Success criteria form the foundation of providing effective feedback as the feedback itself should be based on what a student is currently doing well and what can be improved upon. It is what students and teachers use to make sense of and answer the questions of, “How am I doing?” or “How are they doing?” with learning.

Providing Feedback

Effective feedback helps to answer the questions of, “What can I do next?” or “What can I do to help them?” as it is aligned to the success criteria and how successful students currently are with their learning. It should provide areas of strength and suggestions, not directions, of how to make improvements so that the student is the one doing the thinking and “work” to improve in their learning.



Effective feedback should be provided in a timely manner and allow students to have space and time in class to make the necessary adjustments to their performances. Ideally, no more than 2-3 bits of suggestive feedback are provided at a time to allow students to effectively process and make the necessary adjustments.



-  If backwards design is new and/or overwhelming, consider starting with one curricular competency in a unit of learning. Reflect on strengths and areas to grow, adjust, and try again.
-  Place success criteria on a wall/board (or other) for students to see and refer to in a PHE class setting. Have them reflect on what they did well and what to improve on by using the success criteria to form their responses. Afterwards, have them reflect on the process and the criteria to see how it worked, and what, if any, changes

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might help them develop their self-assessment skills with the success criteria.

-  When providing feedback in class, if/when you find yourself saying “Good job,” or similar, finish that praise off with something specific they did. This helps to transform your praise into feedback, giving the student something specific about their performance.
-  Success criteria, providing effective feedback to improve learning, backwards design, unpacking competencies and more all take time and practice to do well. Just as we unpack competencies into smaller parts to focus on building capacity to succeed, so too can we give ourselves permission to focus on developing one area at a time (if any area is determined by yourself to not be as strong as others) instead of being able to do all of it now.

SECTION 3: ASSESSMENT TOOLS



Knowing about different assessment tools, their purpose, and how to use them is essential to best support student learning and improve instructional effectiveness.

COMMON ASSESSMENT TOOLS

Just as any tradesperson needs to have access to a variety of tools in their tool kit, and a deep understanding of which ones to use and why, so too do teachers need a variety of tools at their disposal to effectively teach and support student learning. When it comes to assessment, there are several types of tools a teacher can use, and understanding how they are designed, intended to be used, how they can be used, and more is essential for teachers to effectively support student learning.

While there are many types of assessment tools to consider using in a PHE class, this teacher resource handbook will look at common assessment tools and how they can be used to support student learning. By no means is this section an exhaustive list of assessment tools, and we will explore the following:

- Rubrics
- Frequency Scales

RUBRICS

Rubrics are intended to describe the quality of a performance by outlining criteria to be looked for with progressive descriptions of success for each level of the performance (see Figure 9). As educational researcher, scholar, author, and consultant Susan Brookhart (2013) tells us, the “main purpose of rubrics is to assess performances” (p. 4). A rubric should have two major components: listed criteria (what students are to demonstrate) and descriptions of performance (levels of success for each criterion) (Brookhart, 2013).

Rubrics can be helpful for teachers and students in similar and separate ways. For teachers, it allows them to focus on what to look for when students are demonstrating their learning. As they match a student demonstration with a performance description(s), this information helps the teacher better understand where that student is currently at in their learning and what they can do next to support them to make improvements, if anything.

For students, the listed criteria clarify for them what is being looked for and the performance descriptions tell them what success could look like for each criterion. This can help to take away the guessing game of what they are doing with their learning while also providing understanding of the purpose behind the learning activities they are engaging with. Also, rubrics can provide a necessary structure for self and/or peer-assessments as criteria and performance descriptions are known and used to complete the assessment.

Criteria ↓	Performance Level Descriptions			
	Gets a bit of it	Gets some of it	Gets a lot of it	Really gets it

Figure 9. Common Rubric Format

Note: Performance level titles are included for effect only (i.e., to show progressive increase in success) and not intended to suggest actual titles to use. The Criteria (listed along the left-hand side of the rubric) are the traits/parts of learning being looked for, with the Performance Level Descriptions outlining what success could look like at each level for that criterion.

Types of Rubrics

When thinking about rubrics, it is important to know that there are several types that can vary in format and function. This teacher resource handbook will look at some of the more common types of rubrics that can effectively support student learning.

Analytic Rubrics

As the name implies, analytic rubrics analyze how well individual pieces of learning are going separately from the entirety of it, or from a holistic perspective (see more information about this in the Holistic Rubric section). A particular strength of the analytic rubric is that it allows the teacher to focus on teaching and/or assessing one criterion at a time (one does not have to assess all criteria at one time), and students can also zone in on this specific criterion to see how they are progressing and what can be done to make improvements. For this reason, analytic rubrics are most effective when they are used within the learning process and for formative assessment purposes (i.e., they highlight where a student is currently at with a specific part of their learning and what can help them to improve).

Analytic rubrics are one of the most used rubrics and look like the sample in Figure 9, with a list of criteria in the left-hand column and performance level descriptions progressing horizontally across the rubric. While the number of performance levels described in an analytic rubric can vary, it is important to ensure that there is a logical progression of success for however many levels are being used. Another key point to consider is that the more performance levels one uses in an analytic rubric, the more challenging it gets to distinguish between the levels of success for each criterion. Four performance level descriptions for each criterion are the most used format, but it does not have to be.

4 Point Rubric (Analytic)

The design for the 4-point rubric is just as is laid out in Figure 9, with the criteria listed on the left-hand column and four performance level descriptions listed horizontally, progressing from minimal success to a very high level of success. While some prefer listing the progressions from lowest to highest (i.e., start with the lowest level of success next to the criteria column with the highest level of success listed on the furthest right-hand side of the rubric), and others prefer listing highest to lowest, it is more important to ensure that each performance level descriptions outline clear progressions of success with a specific criterion. See Figure 10 for an example of a 4-point analytic rubric with criteria and performance level descriptions related to making a peanut butter and jelly sandwich.

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	Gets a bit of it	Gets some of it	Gets a lot of it	Really gets it
Appearance	Sandwich is somewhat clean with indents and/or smudge marks	Sandwich is mostly clean with some indents and/or smudge marks	Sandwich is clean with minor indents in bread	Sandwich is clean and level/balanced
Toppings	Toppings are spread unevenly. Multiple spots have no toppings and/or drip out of the sandwich	Toppings are spread somewhat evenly. A few spots have one topping and/or drip out of the sandwich	Toppings are spread evenly in most of sandwich. Minor imbalances inside	Toppings are spread evenly inside
Cutting bread	Bread is cut with jagged edges and uneven pieces	Bread is cut with straight and jagged edges. Some pieces are cut evenly	Bread is mostly cut straight, with minor rips along edges. Pieces are sized evenly	Bread is cut clean and straight with even size pieces

Figure 10. A 4-Point Rubric for Making a Peanut Butter and Jelly Sandwich. The content listed within the performance level description for each criterion focus on a specific trait the student would demonstrate in that area (e.g., spreading of the toppings) and progress from a little bit of success to great success. The trait is the same, but the level of success with that trait increases with each level. This example is for effect only to highlight how a 4-point rubric looks like and can be developed by teachers.

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Pros	Cons
<ul style="list-style-type: none"> • Clarifies what is being looked for in the assessment • Makes assessment manageable as teacher/student can look at one criterion at a time (or more if desired) • Information from assessment informs next steps for instruction and/or learning • Easy for students to set personal goals and plans for improvement • Easy to use to monitor growth in learning and for differentiating instructional approaches 	<ul style="list-style-type: none"> • Can take time to develop performance level descriptions • Can be challenging to differentiate between levels • If using for summative purposes, can be challenging to make an overall determination • Easy to get overwhelmed with too much information to consider • Little space provided for personalized feedback

Single Point Rubric (Analytic)

The single-point rubric is like the four-point rubric in that it lists the criteria down the left-hand column with the performance level descriptions to the right of the criteria. What differentiates the single-point rubric from the four-point rubric is that the single-point rubric only lists one performance level description for each criterion instead of four. Figure 11 shows a general format for a single-point rubric.

Criteria ↓		Performance Level Description	
	Feedback to improve	Really gets it	Feedback on strengths
Appearance		Sandwich is clean and level/balanced	
Toppings		Toppings are spread evenly inside	
Cutting Bread		Bread is cut clean and straight with even size pieces	

Figure 11. A Single-Point Rubric Using the Peanut Butter and Jelly Sandwich

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In Figure 11, the performance level description for the highest level of success (i.e., Really gets it) is used to match with student performances. This level is the only listed description of success for each criterion, with the empty rows on either side allowing for personalized feedback on what they did well (i.e., their strengths) to the right of the performance description, and what they can do to improve to the left of the performance description. While some prefer to use the second highest level of success, or proficiency, for the performance level description, using the highest level of success allows teachers to teach and assess to the highest levels of success rather than keeping it unknown. By clarifying and using the highest level of success for each criterion, students will have a clearer image of what that could look like and continue to use personalized feedback to make those improvements.

Pros	Cons
<ul style="list-style-type: none">• Easy to create and use with students• Space for personalized feedback on strengths and how to improve• Do not have multiple performance levels to consider• Unlikely to get overwhelmed with too many words• Easy for students to use for self and/or peer-assessments	<ul style="list-style-type: none">• Can take time to write personalized feedback• Can be a challenge for students who want to consider more than one piece of success criteria• Can be a challenge to use for differentiating instructional approaches• Not helpful for summative assessment purposes

Holistic Rubrics

Holistic rubrics consider the entirety of what was being learned, or the “whole” of learning, rather than the individual parts (i.e., analytic rubrics). This type of rubric should be used at the end of the learning process (rather than during) where students have had time to engage with the individual parts of learning, build their success with them, and then eventually put all the pieces back together in a demonstration of learning. Holistic rubrics are used by teachers for summative assessment purposes to make an overall professional judgement on how well a student was able to demonstrate their learning of a particular curricular competency. As such, holistic rubrics are intended to evaluate the level of learning at the end of the learning process, not to improve it.

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Holistic rubrics consider how well a student can use all the learned criteria at one time to assess the overall quality of their demonstration of learning. The performance level descriptions tend to be written in a different format than an analytic rubric, with broader, more holistic descriptions of success (see Figure 12). Also, rather than listing criteria in the left-hand column, titles (e.g., emerging, developing, proficient, extending, or 1, 2, 3, 4, etc.) are listed with related performance descriptions appearing to the right of them. Whatever assessment scale (e.g., 1-4 scale, proficiency scale, etc.) a teacher uses for a summative assessment should appear in the left-hand column.

Success Level	Performance Description
4	The sandwich is clean with the peanut butter and jelly spread evenly on the inside of the bread. It is cut evenly and with straight edges making it easy to hold and eat without getting messy.
3	The sandwich appears clean with the peanut butter and jelly spread mostly even on the inside of the bread. It is cut evenly with mostly straight edges and is easy to hold and eat without getting messy.
2	The sandwich appears somewhat clean on the outside with the peanut butter and jelly spread mostly even on this inside of the bread. A few spots have more peanut butter and/or jelly. It is cut somewhat evenly cut with a mix of straight and jagged edges. It can be held and eaten with minimal drips of peanut butter and/or jelly on the hand.
1	The sandwich appears mostly clean on the outside with a few smudge marks or indents on the surface of the sandwich. The peanut butter and jelly are noticeably spread unevenly, or in excessive amounts, on this inside of the bread. It is cut unevenly and with jagged edges making it tough to hold and eat without peanut butter and/or jelly falling on the hand.

Figure 12. A Holistic Rubric: Making a Peanut Butter and Jelly Sandwich

This example is used for effect only. The idea behind the descriptions is to consider all the criteria at one time and how well the student was able to demonstrate their overall learning. In this example, the criteria could be presentation of the sandwich, applying the toppings, and cutting skills. How well the student puts them all together to make, cut, and present the sandwich is what is being assessed.

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Pros	Cons
<ul style="list-style-type: none">• Effective for summative assessment purposes• Allows teachers to make one overall judgement about learning instead of many judgements on individual parts• Assessment can be completed quickly• Easier to use for grading and reporting purposes (compared to analytic rubrics)	<ul style="list-style-type: none">• No information for how a student can improve learning, or how a teacher can use it to improve instruction• Some performances might blend into two or more descriptions. It can require inferences and an overall decision to be made

Developmental Rubrics

Developmental rubrics will have similar formats and functions as an analytic rubric (i.e., look at pieces of learning and how students are doing), but the major difference between them is that they are used for skills known to take a long time to develop (e.g., movement skills), and not necessarily used for all learning standards (i.e., curricular competencies and content) in a PHE class. Like analytic rubrics, it is more appropriate to use them for formative assessment purposes (vs. summative) as time is a natural factor in excelling in this area of learning, and most reporting periods do not provide enough time for noticeable growth to occur.

Another benefit of development rubrics is when/if a department or school uses the information from the rubrics (ideally with students) to monitor growth and development over a span of years, not just in a course. The idea of “*horizontal progress and vertical growth*” (see Figure 13) promotes that students progress in certain skills (i.e., ones that we know take a long time) throughout a PHE course, and as they move up to the next grade level, they

continue growing in these skills as the information from the developmental rubrics follows them (from a formative perspective, not summative).



Figure 13. Horizontal Progress and Vertical Growth

When developmental rubrics are used to assess student skill development in those skills that are known to take a long time to develop, students can progress in that skill throughout their current PHE class and carry that information with them into the next grade level PHE class. This information allows the teacher to know where each student is currently at with these skills from the previous year, and how to support them in the current year. For students, they can pick up where they left off in the previous year focusing on continuing to develop these skills (and more) as they rise through upper year PHE classes.

FREQUENCY SCALES

Frequency scales can look like a rubric, but they are not rubrics. Their intention is to measure how often a behaviour or action occurs, but not how well it occurs (or the quality of a performance) like a rubric does. These scales can be helpful when what is being looked for is not something that is going to be delineated, in terms of differing degrees of success or different qualities, but the rate at which they are demonstrated and/or observed. Common titles used in a frequency scale include rarely, sometimes, usually, always (or similar) as they relate to a specific action (usually listed below these titles).

When considering the use of a frequency scale, it is important to determine what is going to be measured and whether a frequency scale is appropriate. It is not uncommon for a curricular competency statement to be listed with

the frequency titles appearing above them (see Figure 14). The challenge with this approach is that it presumes a student can perform that curricular competency, but it does not inform how well they can do it. Furthermore, this type of frequency scale would have little, if any, influence on student learning as it provides no information on which movement skill is being assessed, or an area of strength or how to improve. As an evaluation tool for summative and/or grading purposes, it is not helpful or accurate either as it does not inform what the student was learning or to what level of success they achieved with it, only how often something was observed.

Rarely	Sometimes	Often	Always
Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments	Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments

Figure 14. A Frequency Scale

A common use of a frequency scale listing a curricular competency with a frequency title. As this curricular competency can be unpacked, and students can demonstrate their learning at different levels of success, this would not be an appropriate use for a frequency scale or a tool to use to assess this curricular competency.

Frequency scales can be helpful to use when assessing student work habits, as these could be observed without having to create different levels of success. Figure 15 shows how this might look with effort being the work habit being assessed. Note that effort is something a student repeatedly does/shows throughout the PHE course, and not something that is necessarily taught to them, and therefore, it is should be assessed as a work habit.

Rarely	Sometimes	Often	Always
Participates with effort in physical activity	Participates with effort in physical activity	Participates with effort in physical activity	Participates with effort in physical activity

Figure 15. A Frequency Scale Listing an Effort Work Habit

Using effort as a work habit in the frequency scale allows the teacher, and the student(s), to effectively assess how frequently the student participates with effort (especially when the student can self-assess), rather than trying to differentiate different levels of success with it.

As work habits are not part of the intended learning for students (i.e., curricular learning) in a PHE class, they should be assessed and reported on separately from the intended learning. While this idea might conflict with traditional practices and/or beliefs about the role of work habits in assessing and grading student learning in PHE, it is not appropriate to blend them together when trying to communicate student learning achievement. Doing so distorts the information about what the student was able to achieve with their learning and how they are doing with their work habits. Keeping them separate, and reporting on them separately, allows the assessment information to be more accurate and reliable for both their learning and their work habits.

SECTION 3 HIGHLIGHTS

Rubrics

Rubrics are intended to describe the quality of a performance, or a demonstration of student learning. They list specific criterion that are being looked at with aligned performance descriptions to help match the demonstration of learning with (as best as possible). When used effectively, rubrics provide information for the teacher and student about where the learning is currently and what can be done next to make improvements (depending on the type of rubric).

Analytic Rubrics

Focus on individual parts of the learning with specific criteria to look for and their related performance level descriptions. These types of

rubrics are most effective within the learning process, and for formative assessment purposes, as they allow focus to be on smaller areas of the learning and how to make improvements in them. Common examples of analytic rubrics include the 4-point rubric and the single-point rubric.

Holistic Rubric

Whereas analytic rubrics analyze individual parts of learning, a holistic rubric considers how well a student can put all the parts of their learning together in a single performance (not to be confused with a single attempt). All the individual criteria learned and assessed during the learning process should be combined into a single overall description of success at various levels (usually 4). As this type of rubric considers how well a student can perform the entirety of the specific learning standard (or curricular competency), they should be used for summative assessment purposes, as one does not usually provide feedback for how to improve on these rubrics.






Developmental Rubrics

These types of rubrics are ideal for skills that are known to take a long time to develop and become proficient in (e.g., movement skills), and as such, they are not ideal to use for summative assessment purposes. In appearance and structure, they tend to look like analytic rubrics. Developmental rubrics can be used throughout a course (horizontal progress) and passed on as the student moves up through the grade levels (vertical growth).

Frequency Scales

Frequency scales are used to observe how often a certain behaviour occurs over a period of time, but they are not a rubric. They do not consider how well a student has demonstrated something, but how often they do it. As such, they are useful for work habits or other traits that do not need to be broken down into various levels of performance success.



-  If the assessment tool being used does not supply information about what the students are learning, or how they are progressing, the tool should be re-considered.
-  When using any type of analytic rubric, all the criteria do not have to be assessed at one time. Focusing on one or two criteria allows the teacher to better see what a student can do and allows for more effective feedback to be provided (i.e., feedback is more manageable). Lastly, focusing on one or two areas allows the teacher to see more effectively what might need more attention and they can make the necessary instructional decisions.
-  One of the easiest things to do when considering a rubric is to critique the language, look, or other. Revisiting rubrics is a good thing and should be done to ensure they are accessible for students and supplying the necessary information on student learning. They do not have to be perfect, but they should be useable in proper ways.
-  It is common to see 4-point rubrics listing strengths-based language for the two highest levels of performance, and then the lower levels listing what a student has not done (or deficit-based language). Be consistent with strengths-based language by describing what learning at each level looks like, or what a student would show at each level, not a mix of this and then what is missing.
-  In PHE, work habits are particularly important. When they are blended with intended learning, they lose their meaning and no information is communicated to students and/or their caregiver(s) about them. Assess and report on them separately from intended learning so that both the student and the caregiver(s) know how their learning is going and how their work habits are progressing as well.

SECTION 4: COMMUNICATING STUDENT LEARNING



Grading and communicating student learning is more valid and accurate when based on intended learning.

All grades and grading systems/processes are imperfect.

Professional judgement is important when determining a grade.

WHAT IS A GRADE?

Grades are symbols used to summarize and communicate information about student learning achievement. They are used for summative assessment and reporting purposes (i.e., on report cards), and depending on the grade level, the grades used could be:

- Proficiency scale levels
- Letter grades
- Percentages
- Other
 - E.g., IB school (1-7 scale)
 - Work habits (separate from intended learning)

Depending on the grade level, a teacher might have to use multiple grades for reporting purposes (e.g., letter grades, percentages, and proficiency scale levels). There are challenges associated with this task, as the symbols used do not mean the same thing, and it is beyond the scope of this teacher resource handbook to “fix” these problems. Also, as there are many ways a teacher can determine a grade, this teacher resource handbook does not pretend to offer “the” solution, but rather provides a range of options. This section will highlight various grading processes to ensure what is graded and communicated is a valid and accurate summary of student learning.

WHAT GOES INTO A GRADE?

It is not a secret that grading in PHE has a long history of concerning practices that have had a range of influences on students. Common stories of grading practices based on isolated skills tests, personal

fitness tests, being compared to other students, reducing grades for not participating in activities (e.g., a student does not enjoy it or is not able to participate in it), and other grading practices that reinforce a sorting and ranking approach (i.e., favouring those who have more access to and experience with activities) have long contributed to a negative and critical perception of grading in PHE. Furthermore, many of these traditional practices contribute to a fragmented and/or negative relationship with PHE class, and physical movement itself, as the grades become more about the students themselves, and not about their learning.

What Are We Communicating

What are they learning?
How did they do?



To help ensure that grades, and the grading process, do not “*grade the individual*” and/or develop of negative core beliefs of self in PHE, teachers need to ensure that what forms a grade is the intended student learning (i.e., curricular learning) with

evidence of student success with it. This does not mean all students will succeed at the same level or that everyone gets an “A;” rather, it means that evidence of student achievement with the intended learning is compared to related success criteria to determine a grade. In this way, the ability of the grade to summarize and communicate student learning, and their level of success, is valid and accurate as it focuses on their learning and not other factors.

Work Habits

Work habits are very important to the success of any student in PHE. Traditionally, work habits (the behaviours and actions students are asked to demonstrate daily) are blended with evidence of intended learning as part of the grades and grading process. Some reasons for this include the belief that if they are not “graded,” then students will simply opt out or not try hard, or that they are as important, if not more important than their intended learning. While these perspectives, and others, can be discussed and debated, what is certain is that when work habits (or non-learning factors) are included in the grading process

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with information about intended learning, then the entire process and the resulting grade lose clarity and meaning. The two different sources of information make it impossible to know with clarity what students were learning, how successful they were with it, what work habits they were focusing on and how successful they were with them.

To bring validity and focus to student work habits, teachers should assess and report on them separately from student intended learning (i.e., curricular learning). By doing so, students, caregivers, and teachers can better understand how students are progressing in the work habits and how to effectively support them. This also signals to the students and caregivers that the work habits are important enough to focus on in class and on the report sent home. When they are mixed with the intended learning in the grading process, they lose their focus and importance resulting in little desire to pay attention to on a report card and/or in a PHE class; the opposite of what is ideal.

As outlined in the Summative Assessment section, summative assessment information should be what is graded and eventually used for reporting purposes (see Figure 16). For ideas on how to use grades from summative assessments to determine an overall grade for reporting purposes, see the Determining Grades section.

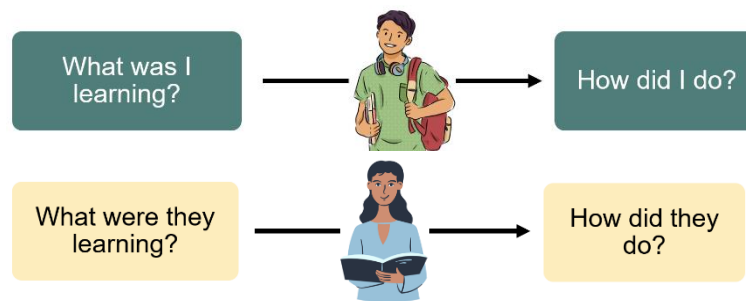


Figure 16. What Information to Use for Grading

When what students are intended to learn forms what will be assessed for summative purposes, then the information gathered from the assessment will be a more valid and accurate summary of their achievement in learning.

ORGANIZING GRADEBOOKS

The organization of a teacher's gradebook has a significant influence on how evidence of learning is gathered, graded, and reported on. When the gradebook is organized by what students are learning (see Figure 17 and 18), as compared to unrelated categories (see Figure 19), then the teacher

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will have a clear picture of how each student is doing in their learning, how they have progressed throughout the reporting period and/or year, and

PHE Gradebook

CURRICULAR COMPETENCY	PROFICIENCY LEVELS						
Develop and apply a variety of movement concepts and strategies in different physical activities	E	E	D				
Apply methods of monitoring and adjusting exertion levels in physical activity	D	D	P				
Propose strategies for developing and maintaining healthy relationships							
Describe and assess strategies for promoting mental well-being, for self and others							

updated information to use for determining a grade for reporting purposes.

Figure 17. A Student Gradebook Page Organized by Curricular Competencies

This gradebook page (for a single student) is organized by what they are learning in the class (i.e., curricular competencies) with the chosen grading scale (proficiency scale) used for summative assessments throughout the learning period (E=Emerging, D=Developing, P=Proficient, Ex=Extending). Each time a summative assessment occurs for a particular curricular competency, this sheet is updated with the appropriate grade. Dates of the summative assessment can also be listed for record keeping purposes.

PHE Class Gradebook

Curricular Competency 1 (CC1): Develop and apply a variety of movement...
Curricular Competency 2 (CC2): Apply methods of monitoring and adjusting...
Curricular Competency 3 (CC3): Propose strategies for developing...
Curricular Competency 4 (CC4): Describe and assess strategies for promoting...

Students	CC1	CC2	CC3	CC4
Steve	E, E, D	D, D, P	D, P, P	P, Ex, Ex
Heidi	E, D, D	D, P, P	P, P, Ex	P, P, P
Sandeep	E, E, D	E, E, D	D, D, P	D, P, P
Grace	D, P, P	P, Ex, Ex	P, Ex, Ex	D, P, P
Omar	E, E, E	D, D, P	D, D, P	D, D, D

Figure 18. A Class Gradebook Page Organized by Curricular Competencies

Like the gradebook page in Figure 17, this class gradebook page is organized by the curricular competencies learned in the reporting period. As students receive a grade on

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a summative assessment for each curricular competency, they are recorded under the appropriate heading (e.g., CC1) with the most recent grade appearing to the right of the box (earlier grades to the left of each box). Example: Steve's first summative grade for CC1 was an "E" (Emerging) and the next summative score was also an "E". The most recent summative score was a "D" (Developing).

While the types of gradebooks shown in Figures 17 and 18 are considerably different from traditional gradebooks (see Figure 19), they are easily created in Microsoft Word, Excel, pen and paper, as well as some software programs. The gradebooks can have as much or as little information as desired by the teacher (e.g., date, assessment type, etc.) to help ensure that the information being used to determine a summary grade is accurate and based off what the students were learning and how they did with it.

PHE Grading Outline	
Knowledge	/10%
Skills	/5%
Fitness	/10%
Personal & Social Responsibility	/25%
Participation/Effort	/50%
OVERALL	/100%

Figure 19. A Traditional Gradebook Outline

In this example, the gradebook is organized by category headings which may, or may not be, what students are intended to learn in the class. Category headings and weightings can vary when these types of gradebooks are used.

The example of a traditional gradebook in Figure 19 uses category headings to separate and tally marks that are gathered within a learning period. Some challenges about using gradebooks like these are that the headings do not specify what students are learning or to what level of success they achieved with that learning. Also, some of the categories might not be part of their intended learning, such as the Personal & Social Responsibility and Participation/Effort categories. As these categories do not specify what learning is aligned to these categories, it is unclear what

falls into these categories and whether they should be considered in the grade for learning. As such, the validity and accuracy of these grades is called into question as they are not aligned with the intended student learning or how successful they were with them.

DETERMINING A GRADE

When it comes to grading student learning, it is important to note that there are no perfect processes or formulas, and that all of the processes have challenges associated with them. In fact, the idea that student learning can be summarized into a single grade, or symbol, is inaccurate and years of research has shown this. However, there are practices teachers can use to ensure their grading processes are more valid and accurate of student learning achievement, such as:

- Knowing and using consistent grading scales
- Minimize use of percentage scale grade
- Using professional judgement
- Using a logic rule

GRADING SCALES

In BC schools, teachers will have a range of grading scales that they will have to use to grade student learning, depending on the grade levels and type of school being considered (e.g., public or private). The most common grade scales to use in BC schools include, but not limited to:

- Proficiency scale
- Letter grades
- Percentages
- Work habits (separate from learning grades)

For teachers who use more than one grading scale (e.g., letter grades, proficiency scales, percentages), it is important that they know and understand what each grading scale means, as they do not mean the same thing (e.g., letter grade meanings do not mean the same as proficiency scale

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meanings). See Figures 20 and 21 for an overview of the meanings of letter grades and proficiency scales.

- A = The student demonstrates **excellent or outstanding** performance in relation to expected learning outcomes for the course or subject and grade.
- B = The student demonstrates **very good** performance in relation to expected learning outcomes for the course or subject and grade.
- C+ = The student demonstrates **good** performance in relation to expected learning outcomes for the course or subject and grade.
- C = The student demonstrates **satisfactory** performance in relation to expected learning outcomes for the course or subject and grade.
- C- = The student demonstrates **minimally acceptable** performance in relation to expected learning outcomes for the course or subject and grade.
- I = (In Progress or Incomplete) The student, for a variety of reasons, is not demonstrating **minimally acceptable** performance in relation to the expected learning outcomes. An "I" letter grade may only be assigned in accordance with section 3.
- F = (Failing) The student has not demonstrated, or is **not demonstrating**, the **minimally acceptable** performance in relation to the expected learning outcomes for the course or subject and grade. The letter grade "F" may only be assigned if an "I" (In Progress) letter grade has been previously assigned for that course or subject and grade.

Figure 20. Letter Grade Meanings from the BC Ministry of Education

The descriptions for letter grades A through C- are essentially the same, with the differing factor highlighted in yellow (added for effect).

Proficiency Scale ¹	→			
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Figure 21: BC Proficiency Scale Meanings

Descriptions for the proficiency scale levels with the yellow highlights added for effect. Like the letter grade scale, the descriptions are like each other with the degree of success being the differentiating factor. Notice that the proficiency scale descriptors are similar, but not the same as the letter grade descriptors.

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When a teacher is required to use more than one grade scale, it is helpful to consider using one scale throughout all the summative assessments and grading process until the other grading scales are needed (i.e., completing a report card). Trying to convert different scales into one coherent grade on a report card is a challenging task as they do not have the same meanings. See the example below:

Example

	Competency 1	Competency 2	Competency 3	Competency 4
Thomas	83%	Proficient	2	B
Amir	65%	Developing	3	B
Mei Ling	78%	Extending	4	B
Gareema	90%	Developing	4	A

In this example, the teacher has organized their gradebook by the curricular competencies focused on in that reporting period with the different grade scales they used in the summative assessment (i.e., percentages, proficiency scale, 1-4 scale, and letter grades). The challenge with this example is that when it comes time to form a report card grade there is no consistent information to determine a grade for each student. The grading scales have different symbols and different meanings, leading to an impossible task to summarize and communicate how well each student learned in that reporting period.

DELAY THE PERCENTAGE

The percentage scale has long been critiqued and questioned for its accuracy in grading learning, its ability to communicate learning, its continued use in schools, and more with little to no indication that it is going away anytime soon (at least in BC schools). Sadly, while some hold that percentages are an accurate way to grade learning, research over the last century has shown otherwise, with incredible inconsistencies grading student work in writing (subjective work) and solving problems related to mathematics.

One of the major challenges with using a percentage scale is that it consists of 101 levels (i.e., 0-100) of success, or proficiency, to use when considering

evidence of student learning, and that is an impossible task for any human being. Furthermore, no percentage score has a qualitative description to differentiate between other percentage scores (e.g., what is the difference between a 70 and a 73?) making it even more confusing what these grades might mean. Nobody can distinguish between 101 levels of success for any task, no matter how strongly one feels about the percentage scale.

While the use of percentages might provide a sense of objectivity for grading student learning (e.g., the score/grade is objective because that is what the math shows it to be), it is important to remember that the determination of what to include in the assessment, what weighting to provide, how students might demonstrate their learning, and more, are all human decisions, or subjective decisions made by the teacher, department, school, or other policies. While the formula used to arrive at a grade might appear “*bias-free*,” it is not as objective as some might believe it is.

While the use of percentages in BC schools might not be going away any time soon (for grades 10-12), that does not mean that teachers must use them as they have traditionally been used. One way to minimize the influence of the percentage scale is to only determine them, when necessary, which in most cases is at report card time, unless mandated otherwise by local policy. In doing so, teachers can avoid the frustrating exercise to understand and explain what the percentage scores mean and wait to convert their grades to a percentage (when policy requires) as one of the last steps in forming a grade for reporting purposes (see the Logic Rule section for more information on this). After all, the latest BC Reporting Order (June 2022) only stipulates that percentage grades must be given for Learning Updates, Summaries of Learning, and/or for the Insufficient Evidence (“IE”) symbol, if using percentages within a reporting period.

USING PROFESSIONAL JUDGEMENT

Teachers use their professional judgement all the time when they decide what to teach, how to teach it, what supports to offer to students, when to take a break, and more. However, if/when a teacher uses their professional judgement for grading purposes, this tends

to be met with less acceptance than the other professional decisions they've made. Just as doctors, lawyers, judges, mechanics, and other professionals make decisions based on the information they have in front of them, so too can teachers use their professional judgement when it comes to assessing and grading student learning.

When a teacher moves away from the perceived "objective" way to grade (i.e., percentages), there can be feelings and/or perceptions of decisions being "too subjective," "biased," or "personally subjective." One way to overcome this narrative is to ensure that judgements made about student learning are based on the evidence gathered from an assessment and is compared to the pre-established success criteria (see the Success Criteria section for more information) to make a professional decision on. In this way, the judgements made are not personal, but rather professional as the teacher uses their expertise to make a professional judgement on how well a student demonstrated their learning. This can, and should, occur within the learning period and when determining a grade for reporting purposes.

Another way to help teachers move on from using percentages for grading purposes is to consider the median or mode from summative scores. Considering the most frequently occurring grade (i.e., mode), or the grade that is the middle score from a series of grades (i.e., median), allows the teacher to make a professional judgement for an overall grade without having to resort to percentages (or averages). This can be particularly helpful if/when using an analytic rubric for summative assessment purposes or when getting ready to determine an overall grade for a report card. See Figure 22 for an example of this.

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Apply methods of monitoring and adjusting exertion levels in physical activity							
DATE	Sept 20	Sept 28	Oct 07	Oct 16	Oct 29	Nov 08	Overall
John	1	1	2	3	3	3	3 Prof
Kim	2	1	3	4	4	4	4 Ext
Gurjot	1	3	3	4	4	①	4 Ext

1 = Emerging
2 = Developing
3 = Proficient
4 = Extending

Outlier

Figure 22. Using Professional Judgement Example (for effect only)

A sample grade sheet looking at student summative assessment scores for the curricular competency of “Apply methods of monitoring and adjusting exertion levels in physical activity.” The dates represent when summative assessment information was gathered with each student having six grades listed. The grading scale used was a coded 1-4, with 1=Emerging, 2=Developing, 3=Proficient, 4=Extending (note: these numbers do not correspond to percentages).

In Figure 22, each student had six summative grades for the same curricular competency. Below is a brief explanation of how professional judgement could be used to determine an overall grade for each student:

John

A natural learning progression starting with lower levels of success and gradually increasing over time. With the scores of 1, 1, 2, 3, 3, 3, the teacher determined an overall grade of 3 (or proficient) for this curricular competency. The teacher did not take an average of these scores as what John is currently able to do would be skewed by the earlier attempts in learning, and that would not be an accurate portrayal of what John can do.

Kim

Like John, Kim has a natural progression (mostly) in learning achievement with a slight dip for the second summative assessment (numerous reasons for this). The general trend for Kim is upwards with the scores of 2, 1, 3, 4, 4, 4 and the teacher determines an overall grade of 4 for Kim and this curricular competency.

Gurjot

Gurjot started with minimal success and then quickly demonstrated high levels of success with this curricular competency, up until the last score (Nov 08). While the trend in scores was quite high, suddenly a lower score happened (i.e., a 1) which did not fit with the trajectory Gurjot was on.

Rather than use the Nov 08 grade of 1, which is an outlier and skews the grading information, the teacher could/should explore with Gurjot what happened on this summative assessment. There could be many valid reasons why Gurjot scored a 1 on this date (e.g., family emergency) and seeing that the grade does not fit the other data about Gurjot's learning, this score should be omitted. In this case, teachers would use their professional judgement of what they see and know about Gurjot's learning (as recorded in the grade sheet) to determine that an overall grade of 4 could be valid for this curricular competency (using professional judgement of the trend) or determine that an overall grade of 3 is more appropriate as that would be the median score. While these scores (4 or 3) are not consistent, both are determined by using professional judgement based on evidence of learning, which is more accurate than any formula to arrive at a percentage grade.

When it comes time to determine an overall grade for a report card, teachers can use the same process as outlined above. Considering the student's overall grades for the curricular competencies learned in a reporting period, teachers go through the same process as in Figure 22 to determine what is the most accurate grade that represents a student's level of achievement with their learning. See Figure 23 for an example of this.

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Learning Period Competencies	Em	Dev	Pro	Ext
Develop and apply a variety of movement concepts and strategies in different physical activities				√
Apply methods of monitoring and adjusting exertion levels in physical activity			√	
Propose strategies for developing and maintaining healthy relationships				√
Describe and assess strategies for promoting mental well-being, for self and others			√	
Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness				√
OVERALL				√

Figure 23. Using Professional Judgement to Determine an Overall Grade

In this example, a student's summative scores for each curricular competency learned in the reporting period has been determined and checked off in the chart. Looking at this information, the overall grade for this report card could be determined to be a 4, or "Extending", as that is the median, mode, and would best fit with one of the four proficiency scale levels (there is no level between Proficient and Extending level).

While any of these examples might arrive at a different grade than the use of percentages would, they allow teachers to use their professional judgement to grade student learning instead of calculating to multiple decimal points. Indeed, this is a stretch from traditional grading practices, but it is one that better honours the professionalism of teachers and validates their professional expertise more than any type of mathematical formula could do. Grading is never perfect (humans are imperfect), but it can be better than relying on the use of antiquated formulas to calculate a grade.

THE LOGIC RULE

Logic rules are like "If/then" statements in that they outline a series of conditions or parameters for how a final grade can be determined. It allows for teacher professional judgement (e.g., teachers can set the "if/then" parameters) focusing on the more recent and consistent evidence of student learning. Like all ways to determine a grade, including percentages, there are benefits and drawbacks to the Logic Rule. However, for BC teachers who are required to use different grading scales in their classes, and eventually converting to an overall grade/symbol, the Logic

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Rule does provide a helpful way to consider how to convert and determine an overall grade. The screen shot in Figure 24 below comes from the Yukon as they use the BC curriculum in their schools (see the References section for links to this guide and for their K-9 guide).

For Teachers: Yukon Education Grade Conversion Guide (Grades 10-12)

This guide will assist with converting standards-based grades on learning standards to a final percentage grade **for a course**. It uses a four-point¹ standards-based grading system, a student's more recent evidence², and the logic rule³ below. **The process is meant to be led by teacher professional judgement.**

Proficiency Level	Logic Rule	Percentage Grade Range	Percentage Grade Reported ⁴	Yukon Letter Grade
Exceeding (Extending) Expectations (4)	All 4s	86-100	100	A
	Almost all 4s and the occasional 3		96	
	Mostly 4s, some 3s		92	
Meeting Expectations (3)	Mostly 3s, some 4s	73-85	85	B
	Almost all 3s and the occasional 4		81	
	Mostly 3s, one/two 2s and no 1s		77	
Approaching Expectations (2)	A mix of 2s and 3s, mostly 2s	50-72	72	C+
	Mostly 2s, no 1s		66	C
	Mostly 2s, some 1s		59	C-
Not yet Meeting Expectations (1)	Mostly 1s	40-49	45	F
	Mostly Insufficient Evidence Available (IEA)	<40	39	

Figure 24. Yukon's Logic Rule Converting Guide

While this converting chart might use different proficiency level titles in the far-left hand column, BC teachers could easily switch out the title names to meet the ones used in BC.

How It Works

To determine a grade for a student, the teacher would look at their grades within a reporting period and compare with this guide. If a student had an overall proficiency scale level of "Extending," and then had all 4s on their summative assessments (when the 1-4 scales are used), then their percentage would be between 86-100. Using this guide and looking to the right of the "All 4s" under the "Logic Rule" title, we see that someone with "All 4s" receives a percentage of 100 and a letter grade of an A.

The idea behind the different percentage levels related to each letter grade score (and proficiency level and logic rule level) is to minimize how many percentage grade levels would be considered for an overall grade, while still adhering to the policy of having to provide percentages, letter grades, and proficiency scale

levels. It allows a flowchart (of sorts) to be used to clarify how overall grades are determined so that students, caregivers, administration, and more are clear on how the grades are determined, and what they mean. Indeed, it is not perfect, but it is something that can help to accommodate the different grades used in BC schools, while helping teachers consider how they can more accurately determine a grade aligned to student learning achievement.

One of the common downfalls of the Logic Rule is that sometimes students will not fit nicely into what formula is created. When this happens, teachers should use their professional judgement (not personal) to determine an overall grade that best summarizes student learning achievement.

SECTION 4 HIGHLIGHTS

Grades

Grades are symbols used to summarize and communicate student learning achievement with their intended learning (i.e., curricular learning).

What Goes into a Grade

To ensure grades are valid and accurate representations of student learning, they should be based off their intended learning and how successful they are with it. Other areas of student learning, such as work habits, can and should be assessed and reported on separately from the intended learning so that this information is clear and supportive of student growth in these areas (i.e., work habits).

Organizing Gradebooks

How a teacher's gradebook is organized will directly influence what is graded and what is communicated about student learning. When gradebooks are organized by student learning (i.e., curricular competencies), it is easier for teachers and students to see what students are learning, how successful they are with it, and use this information to determine an overall grade.

Organizing gradebooks by categories can make it hard to understand what students are learning or how successful they are in it

(especially when the categories are not related to their intended learning).




Determining a Grade

Determining a grade is not the same thing as calculating a grade. To determine a grade, teachers use their professional judgement based on the gathered evidence of student learning achievement to decide on the overall grade that best summarizes their learning achievement. It relies on the professional expertise of the teacher used throughout the learning period and at the end of it to communicate how successful students were with their learning.



Calculating a grade relies on teacher made formulas based on point accumulation throughout the learning period in certain created categories. The number that is computed gives the illusion of objectivity, but the entire process to arrive at that number is based on subjective decisions made by the teacher or other.

Ways to determine a grade could include using professional judgement, using the median and/or mode, and the Logic Rule.



-  All grades and grading process are imperfect and have challenges with them. Aim to use grades and grading processes that are based on student learning achievement with their intended learning.
-  Determine which grades and grading processes will be used before classes begin. Having these in place will save time and frustration when grading eventually happens.
-  Share grading practices with students so that they have a clear understanding of what symbols will be used, what they mean, and how grades for their learning are determined.

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-  When and where possible, include students in the grading process. Students can consider their evidence of learning achievement with the processes to determine a grade and discuss with the teacher. This helps to minimize the surprise of grades while also creating a sense of transparency in how grades are determined.
-  Grades are meant to summarize and communicate individual learning achievement with intended learning, and they should never be reserved or withheld. Perceptions or beliefs like “*not everyone can get an A,*” or “*nobody can get an “Extending” until the end of the year*” create artificial barriers to grading and greatly distort the purpose and professional act of grading. This would be an act of personal judgement and not a professional one. Teachers should judge the evidence of learning against the established success criteria/processes and let the grades fall where they do.

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