

DR. STIRLING MCDOWELL
Foundation
FOR
RESEARCH INTO TEACHING



TEACHING AND LEARNING RESEARCH EXCHANGE

Self-Assessment and the Student Learner: “I Must Know to Grow”

Staff Members of St. Augustine
and St. Jerome Schools,
Regina Roman Catholic
Separate School Division

Project #167
September 2007

This research was partially funded through a grant from the McDowell Foundation. However, the points of view and opinions expressed in project documents are those of the authors and do not necessarily reflect the views of the Foundation.

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Description of the Research Project

Self-Assessment and the Student Learner focuses on how teachers assess student learning, how teachers engage students in analyzing specific assessment tools and information and how together teachers and students can work towards improvement with respect to a desired learning target. Teachers have provided a variety of opportunities for students to explore, interpret, apply, shift perspectives and engage in self-assessment practices. Students are developing an awareness of their learning and becoming internally motivated to improve.

Providing students with the tools to be able to self-assess is allowing these students to achieve outcomes higher than their original expectations.

Acknowledgements

We would like to acknowledge the support of the Dr. Stirling McDowell Foundation for Research into Teaching. Its financial support and ongoing assistance have been invaluable throughout this project.

We extend our thanks to the Saskatchewan Professional Development Unit for its initial involvement prior to the commencement of this project.

We would also like to thank the Regina Catholic School Division for its ongoing support and encouragement.

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Initial Preparations

The journey began one year ago when a team of teachers from St. Augustine and St. Jerome decided that they would like to increase their knowledge of assessment. Both schools entered into a series of assessment training workshops sponsored by the Saskatchewan Professional Development Unit.

The members of the teams were excited and eager to apply the new skills they had acquired. The educators involved were sure the techniques would work but wondered if more significant gains would be made if the techniques were applied in a systematic format. The educators also cherished the opportunities to meet, discuss and share ideas with educators in like environments.

It was decided to develop and implement a research project that examined and supported the implementation of new assessment techniques. Application was made to the McDowell Foundation for funding to support the project and was successful.

Research Question

The following questions were developed to guide our research:

1. Does the direct involvement of students in their own assessments result in continuous student academic growth and student ownership of this growth?
2. Does the direct involvement of students in their own academic growth engage students in the learning process?

Review of Selected Research on Assessment

If we are finally to connect assessment to school improvement in meaningful ways, we must come to see assessment through new eyes.

Richard Stiggins

Our involvement in this McDowell Foundation research project provided us with not only the time to reflect upon student assessment, but also the opportunity to look at student assessment with new eyes. We were able to gain a better perspective as to what the critical questions were with respect to student learning.

In the past, schools have focused on achieving an end result, namely improved student learning, through annual testing using standardized tests. The problem, however, has been that this process failed to examine the needs of the student as learner by, for example, using assessments to help all students want to learn and to help students feel that they are able to learn (Stiggins, 2004).

None of the researchers who examine assessment practices would argue that accountability for student learning is not important; however, what educators must ensure is that the assessment practices are indeed maximizing the positive impact on student learning. Specifically, assessment should help students want to learn and feel that they are able to learn.

Many of the researchers in the research literature on assessment acknowledge that where schools fail is in their inability to balance the use of standardized tests and classroom assessments with the goal of improving student learning. Costa and Kallick (1995) suggest that the most objective data available on student learning are collected by a progressive teaching team that systemically gathers data over time during the real-life, day-to-day interactions in the classroom.

Grant Wiggins would concur and further proposes that as teachers, “we’re paid to coach learners, not teach content” (2002). He also suggests that providing feedback to students is one of the most fundamental teaching skills. Teachers who are able to design and implement systematic feedback mechanisms in the classroom – while the learning is taking place – are able to maximize student learning and student success.

Wiggins offers the observation that feedback goes beyond praise and recognition to provide valid information to students. Such feedback needs to:

- be an integral part of the learning or activity,
- address individual learner needs and progress,
- present manageable information that students are able to process effectively and act on,
- describe rather than evaluate,
- specify both what the learner did and didn’t do,
- provide opportunities for students to try again, and
- rely on mutual trust, based on the belief that the teacher and students are partners in the feedback process.

Wiggins and other researchers would argue that the most critical step in creating a productive feedback system that promotes greater student learning lies in involving students in the process. Students need to take a greater interest in their own learning. Some of the critical components of student involvement include:

- informing and involving students with respect to the selection of learning goals from the very beginning of the teaching and learning process,
- using daily classroom work, assignments and assessments to build student confidence and help students take responsibility for their own learning,
- engaging students in regular self-assessment so they can monitor their own progress over time, and
- involving students in the communication process with respect to their learning; for example, through three-way conferences in which students lead the communications between their teacher and their parents.

Involving students in the assessment process through goal-setting, portfolio development and three-way conferencing has proven to be very successful in promoting the principles of assessment *for learning* (Stiggins, 2006). The major benefit for students has to do with helping them become more confident learners who are willing to take risks and have a sense of ownership for their learning. This sense of ownership encourages students to monitor their own success and make decisions that bring about greater success, not only as a student at school, but also as a lifelong learner.

The research also documents the benefits experienced by teachers and parents when students are engaged in the learning process. Teachers have reported that their students are motivated to learn and, as a result, teachers are able to spend more of their time on curriculum areas and student assessment rather than classroom management. Furthermore, parents have reported that their children have a greater enthusiasm for learning and are achieving greater academic success.

While progress has been made in implementing the best assessment practices to maximize student achievement, one can conclude from the research that a great deal more could still be done. Two major areas that require discussion and action include:

- adequate allocation of resources, including planning time, and
- teacher training/professional development programs that provide leadership in the area of assessment competency.

The Preparation Process

Timelines

The timelines laid out in Figure 1 were developed for the project and strictly adhered to in 2006-07.

FIGURE 1: TIMELINES FOR McDOWELL FOUNDATION PROJECT

September	<ul style="list-style-type: none"> - Prepare package for group of teacher representatives to include information on: a) goal-setting b) portfolios and c) three-way conferencing - Meet with teacher rep group (grades 1/3, 5, 7) - Gather feedback from teachers regarding package and timelines - Select “student focus group” (to include 10 students including both male/female students and students with varying academic ability) - Send student letter - Send parent letter - Administer student survey – week of September 5th - Administer teacher survey - Prepare data collection sheet - Meet with all teacher reps week of Sept. 5th to preview goal-setting and portfolio planning - Begin goal-setting with students (week of Sept. 11th) - Begin portfolio planning with students - Begin reflection process
October	<ul style="list-style-type: none"> - Administer testing for student focus group (grades 1/3, 5, 7) - Meet with teacher rep group to share student test results - Plan for meetings with focus groups of students and teachers to reflect on student goals and make plans for improvement - Continue to meet with students to have periodic review of goals - Organize portfolios with entire class - Facilitator to conduct review on student-led conferencing

November	<ul style="list-style-type: none"> - Teachers to train students in three-way conferencing techniques - Book subs for practice time with students for student-led conferences - Send home three-way conferencing discussion sheet for parents - Conduct reading benchmarks with students in grades 1/3, 5 and 7 - Attend McDowell Foundation Learning from Practice Conference in Saskatoon - Schedule interview times for focus group of students at interview time (Nov. 24th) - Provide planning time to teachers in lieu of after-school interviews - Meet with teacher rep group to reflect on process thus far. "Check in" on needs for change, etc.
December	<ul style="list-style-type: none"> - Meet with students to review entire process of goal-setting, portfolios and student-led conferences - Half-day planning in preparation for next term - Complete data collection sheet and fill in data for required areas - Preparation of Interim Report to McDowell Foundation
January	<ul style="list-style-type: none"> - Conduct review of goal-setting and New Year's resolutions for 2007 with students - Administer reading assessment (round #2) with student focus group - Plan for teacher exchange time with grade partners at each site - Meet with teacher rep group after "partner teacher" exchange to share reflections and review time lines for the next four months
February	<ul style="list-style-type: none"> - Meet with teacher reps to discuss project time lines, project objectives, students, testing results and plans for improvement
March	<ul style="list-style-type: none"> - Teachers discuss and review portfolios with entire class - Teachers meet with individual students to prepare for round #2 of student-led conferencing - Conduct student-led conferencing after reporting period either during school time or after school - Begin planning for video recording

April	<ul style="list-style-type: none"> - Provide teachers with reflection packages for their consideration; also solicit feedback from students and parents - Identify information to be included in Final Report to the McDowell Foundation - Teacher rep meeting to prepare for final part of the journey - Administer reality check (surveys) for students and teachers - Administer Bader Reading Test - Culminating activity that includes video prep and materials prep
May	<ul style="list-style-type: none"> - Finalize project results and write Final Report for McDowell Foundation - Prepare and plan “project celebration” - Prepare outline for presentation at the Learning from Practice Conference
June	<ul style="list-style-type: none"> - Finalize test results and complete paperwork - Plan for writing of project report in July

Identification of Target Classrooms

The aim was to carry out the research with a diverse student population from St. Jerome and St. Augustine Schools. These two schools are in two different parts of Regina, but neither one would be categorized as an affluent school. St. Augustine is located in the core area of Regina and serves a population that is significantly transient. The community served by St. Jerome is not as economically disadvantaged as that served by St. Augustine; it is regarded as an area to which families “move up” when leaving the St. Augustine area.

A variety of grades were selected for inclusion in the project. The grade one, grade three, grade five and grade seven and eight teachers were each asked to select ten students representing a variety of ability levels. From this pool each school selected 30 students for a total of 60 students. The original 30 students from St. Jerome remained involved throughout the project, while 25 of the original 29 students from St. Augustine completed the project.

Methods Monitoring the Target Groups

A variety of methods were used to collect data on the students involved in the project and monitor any effects on them from the changes in assessment practices. These methods included:

BADER READING TEST

This individual reading test provided information about the level of a student’s vocabulary and comprehension skills. It was administered at the beginning of October and again in May.

ANECDOTAL INFORMATION

Teachers were asked to keep anecdotal records of the comments made by students and parents.

BENCHMARKING

In Regina Catholic Schools, students are benchmarked three times a year according to the Fontas and Pinnell reading inventory. These benchmarks were also used to observe student growth over the life of the project.

STUDENT SURVEYS

Students were asked for their perceptions and interpretation of the project through computer generated surveys in September and again in late May. (See Appendix 2 for the survey form and a summary of student responses.)

TEACHER JOURNALS

The teachers who participated in the project were asked to keep a journal. Guided questions were provided to them, and their responses to these questions were gathered on a regular basis in order to assure that their needs were being met.

The Journey

PARENT INFORMATION

A permission letter was devised to explain the project to the parents of the students in the target group. Parents were invited to phone the schools if they required additional information. Parents also had the opportunity to ask further questions on the evening that each school held an open house.

TARGET GROUP MONITORING

TESTING

Tests occurred on a regular basis. For ease of implementation, teachers were asked to test the students in the target group at the same time that tests were required for students in the entire school division.

PORTFOLIOS

Teachers explained and worked through the process of creating portfolios with their entire classrooms. Students were given an opportunity for input into how their portfolios were to be organized. Prior to the implementation of student portfolios, teachers were provided with resources to make the process of setting up and analyzing the portfolios easier.

THREE-WAY CONFERENCING

Teachers attended a half-day workshop on three-way conferencing. Teachers explained the process to their students and provided the students with several opportunities to first practice and then use the process in parent-teacher-student interviews in the fall. In addition, parents were asked to reflect on the three-way conferencing process and provide feedback to the teachers.

The Results

Participant Viewpoints

STUDENT VIEWS

THREE-WAY CONFERENCING

The feedback from the three-way conferences provided insight into how the students felt about their progress and how they saw themselves as learners. For them a successful conference was...

1. When the students led and were in charge of the discussion.

I remembered the steps and knew what I was supposed to do.

My parents and teacher listened to me.

2. When students were able to show samples of their work.

My parents got to see my work.

I was able to show my dad how I was doing, not just tell him.

According to the students, the best part of the conference was...

Telling my mom and dad about my learning.

My goals because they were possible.

Areas that students found difficult included...

Explaining why I didn't put a lot of effort into my work.

Telling my dad about my homework issues.

Student reflections on their personal learning about the conferences included...

It's alright to mess up because everyone makes mistakes.

I could show my marks and binder and not be ashamed.

My mom thinks that I have come a long way since last year.

Students made the following statements about what their parents/guardians had learned about them...

Even though math is hard for me, I just can't do it, but I am brilliant at other things.

I like school even though it is hard for me sometimes and I do my best in just about everything I do.

PORTFOLIOS

Students made general statements that showed they were able to self-determine a goal for next year...

I need to get better at my time tables because I got too many corrections.

Work harder at Math and watch my writing.

Students also made general statements that showed they were learning to be more selective with respect to the work samples in their portfolios...

It was hard to keep the rings closed.

It was too full.

I'd change it to all my good work and take my bad work out.

PARENT VIEWS

THREE-WAY CONFERENCING

Parents' feedback from the three-way conferences provided insights into how they felt about their children's progress at school....

I think it is a good idea for the conference between parent, teacher and student. The parent can talk to the student in front of the teacher.

I think this is a great idea for interviews and gives the child a self-esteem and confidence boost.

Excellent to hear her voice and being proud of her work.

TEACHER COMMENTS AND REFLECTIONS

GOAL-SETTING

Teachers were very satisfied with the goal-setting process and suggested that this was something that they would continue doing.

Teachers said that it was important to discuss with the students the definition of a goal, brainstorm some examples and assist the students in selecting specific and measurable goals.

Teachers suggested that it would be beneficial to have a goal-setting evening in which students could share their goals with their parents.

THREE-WAY CONFERENCING

Teachers provided the following comments and suggestions:

Advance student preparation is the key to success.

Students need to practice and role-play the key steps involved in three-way conferences.

The conferences should be held in a familiar environment so the students feel comfortable.

Whenever a conference is conducted, preparation is required and the process of three-way conferencing needs to be revisited.

A means needs to be developed to help parents respond to their children in a manner that is simple, yet meaningful.

PORTFOLIOS

Teachers found that an organization system was needed for portfolios. A binder with designated sections worked well to keep students organized and remembering that “less is more.”

Having students reflect on their work was very important so the students could practice self-evaluation. It was not enough for students just to sort their work into “best,” “better” and “favourites.” Practice in reflection enabled students to become more objective in their self-evaluations.

Student portfolios were shared at the three-way conference, so the students could discuss and show their work.

OBSTACLES

1. The school year flew by at an extremely fast pace. It was a challenge to find the crucial time necessary for teachers to meet and to discuss with their colleagues.
2. A facilitator was required to ensure that the teachers adhered to the project timelines and completed the managerial aspects of the project.
3. Attendance was a factor for some of the students due to family situations, weather or illness. The transient nature of some of the families affected the number of students who stayed involved in the project.

Project Analysis

Ensuring that each student is successful in school is a huge challenge for teachers. The need to keep examining ways of promoting student success was the basic motivation for this project. Probably the most significant revelation of our research was the acknowledgement that students need to be involved and engaged in their learning and the teacher is really only the “facilitator” within the classroom. As educators, we need to move beyond the basic premise that teachers are the major initiators of student learning and accept that we are only a part of the learning process. Educators still struggle with concepts of lecturer versus active participant.

Those of us who facilitated this research were inspired by the enthusiasm and eagerness shown by the teachers throughout this two-year project. This enthusiasm permeated both schools to the extent that teachers not involved in the project wanted to participate in the processes of goal-setting and setting up student-led conferences.

The teachers involved felt they were able to grow professionally through the research. They appreciated the time to learn, implement and then regroup, and the opportunity provided for the discussion of successes or failures. The witnessing of growth among their students and their colleagues was a source of inspiration for all the teachers.

While the decision to involve two school staffs in the research led to challenges, the overall benefits outweighed these challenges. Perhaps these benefits are a result of providing the opportunity for teachers to meet with a specific purpose (the improvement of student assessment). Meeting outside the school setting allowed the teachers to focus solely on the task at hand.

The students involved expressed satisfaction with the project and were proud of their accomplishments. Equally important, the students recognized that part of learning involves making mistakes.

I can speak about the things that I have trouble in without feeling shy.

It's all right to mess up because everybody makes mistakes.

Students also demonstrated that they had a great amount of insight and were able to self-evaluate. This insightfulness was cited by one of the teachers who commented:

Students are much more reflective than we give them credit for.

Overall, parents were very impressed with the student portfolios, the process used in student-led conferences and the way students were able to articulate how they would achieve their goals.

Very well organized! [My son] understands his strengths, as well as where he could improve.

I like the fact that having the child in the interview allows everyone to plan, set goals and ways to achieve their goals.

On the basis of this feedback, parent participation in student-led conferences, goal-setting processes and portfolio development would seem to provide an excellent opportunity to break down barriers and develop positive home-school relationships.

Statistical Analysis

In reviewing the results of the Reality Check surveys in Appendix 1, we identified the following highlights:

- The majority of the students enjoyed learning throughout the year.
- Students often felt that they were successful at school.
- Students' ratings ranged from "often to always" with respect to knowing what their teacher's expectations were.
- Students enjoyed teacher feedback and applied the advice given.
- Students noted that they would like to be better.

The teacher surveys revealed the following perceptions:

- Students often had a positive attitude towards learning.
- Students were often able to work towards improvement.
- Students were able to carry on discussions about things they learned.

The student assessment data gathered through the "Bader Reading Test" and System-level Benchmarking were reviewed and are summarized in Appendix 3. Highlights from the data include:

- Overall students either improved or maintained a high level of reading accuracy.
- A number of students experienced a significant increase in their level of reading comprehension.
- A majority of the students showed a considerable increase in reading recall.

Overall Analysis

In reflecting on this research project, *Self-Assessment and the Student Learner: "I Must Know to Grow,"* we discovered the following:

- The complete process of goal-setting, developing portfolios and conducting student-led conferences was crucial to the engagement of students in the learning process. Requiring students to only complete goal-setting sheets, make a portfolio and be present at a parent-teacher interview will not result in genuine student involvement in their learning.
- The commitment level and the "belief" in the process on the part of the teacher was a critical element in student success. Teachers need to see themselves as facilitators of learning as opposed to only imparting knowledge to their students.
- Student engagement in the learning process resulted in a more enjoyable classroom environment for both students and teachers.
- The participation of students, parents and teachers in working together towards a common goal created a sense of partnership between the school and the home.

- The entire process of goal-setting, portfolios and student-led conferences provided students with a voice in their learning. It also reaffirmed the importance of developing relationships with students as a key to student success.

Concluding Thoughts

In the end, it is the informed and reflective teacher engaging students in the learning process who can have a major impact on student motivation and achievement. By providing students with the opportunity to take control of their learning, the students become more successful in all aspects of their lives.

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APPENDIX 1:

Reality Check – Student Survey Results, St. Augustine Community School, Fall 2006

Number of Respondents: 29

#	Question	Never	Sometimes	Often	Always
1	I enjoy learning when I am at school.	0	6 20.7%	4 13.8%	19 65.5%
2	I enjoy learning when I am not at school.	2 6.9%	20 69.0%	6 20.7%	1 3.4%
3	I feel that I am a successful student.	0	9 31.0%	15 51.7%	5 17.2%
4	I like doing a good job in my school studies.	0	4 13.8%	11 27.9%	14 48.3%
5	My main goal in school is to try and do a better job each day.	0	6 20.7%	7 24.1%	16 55.2%
6	I talk to my parents about how well I am doing at school.	2 6.9%	13 44.8%	8 27.6%	6 20.7%
7	I understand what my teacher expects of me in my school work.	0	7 24.1%	10 34.5%	12 41.4%
8	I feel that students in this school are involved in their learning and want to do well.	0	12 42.9%	8 28.6%	8 28.6%
9	I like when my teacher tells me how to do a better job in my work.	1 3.4%	8 27.6%	9 31.0%	11 37.9%
10	I follow the advice given by my teacher when he/she tells me how to do a better job in my work.	0	6 20.7%	9 31.0%	14 48.3%
11	I like to read.	1 3.4%	11 37.9%	6 20.7%	11 37.9%
12	I read at home.	3 10.3%	13 44.8%	8 27.6%	5 17.2%
13	I study for exams and quizzes.	2 6.9%	7 24.1%	11 37.9%	9 31.0%
14	I do homework at home.	3 10.3%	2 6.9%	8 27.6%	16 55.2%
15	I need extra time to complete my work in class in order to be successful.	4 13.8%	12 41.4%	7 24.1%	6 20.7%
16	I would like to be a better student.	1 3.4%	7 24.1%	9 31.0%	12 41.4%

#		Tests	Projects	Portfolio Interviews	Rubric	Peer Evaluation	Self-Evaluation	Three-Way Conferencing
17	Choose types of tests and assignments you prefer and briefly tell why.	7	24	8	0	13	5	3
18	<p>Your comments or suggestions:</p> <p>For example:</p> <p>I choose projects for work because I do better on them by myself and with a partner.</p> <p>I like learning always!</p> <p>I like school.</p> <p>I want to be a better reader at school and at home.</p> <p>School is good.</p> <p>I like school because I could do lots of fun things like projects.</p> <p>I don't like school as much as some kids do.</p>							

APPENDIX 2:

Reality Check – Student Survey Results, St. Augustine Community School, Spring 2007

Number of Respondents: 23

#	Question	Never	Sometimes	Often	Always
1	I have enjoyed learning at school this year.	0	9 39.1%	4 17.4%	10 43.5%
2	I have learned many new things outside of school this year.	1 4.3%	6 26.1%	12 52.2%	4 17.4%
3	I feel that I have been a successful student in school this year.	0	6 26.1%	10 43.5%	7 30.4%
4	I have done a good job in my school studies this year.	0	4 26.1%	10 43.5%	7 30.4%
5	I have a better idea of how to do a better job at school each day.	0	6 26.1%	9 39.1%	8 34.8%
6	My parents know how well I am doing at school.	0	4 17.4%	6 26.1%	13 56.5%
7	I know and understand what my teacher expects of me in my school work.	0	4 17.4%	7 30.4%	12 52.2%
8	I feel that my classmates are involved in their learning and want to do well.	0	7 30.4%	8 34.8%	8 34.8%
9	My teacher has been able to tell me how to do a better job in my school work.	0	5 21.7%	6 26.1%	12 52.2%
10	I have been able to follow the advice/help given by my teacher to do a better job in my school work.	0	4 17.4%	10 43.5%	9 39.1%
11	I enjoy reading.	2 8.7%	6 26.1%	8 34.8%	7 30.4%
12	I read at home.	2 8.7%	11 47.8%	8 34.8%	2 8.7%
13	I know how to study for exams and quizzes.	0	11 47.8%	7 30.4%	5 21.7%
14	I am able to do homework at home.	0	3 13.0%	9 39.1%	11 47.8%
15	I know how much time and what I need to do in order to complete my work in order to be successful.	0	4 17.4%	14 60.9%	5 21.7%
16	I feel that I am a better student at the end of this school year.	0	5 21.7 %	8 34.8%	10 43.5%

#		Tests	Projects	Portfolio Interviews	Rubric	Peer Evaluation	Self-Evaluation	Three-Way Conferencing
17	Choose the types of tests and assignments you prefer and briefly tell why.	10	16	7	3	2	5	3

APPENDIX 3:

Reality Check – Student Survey Results, St. Jerome School, Spring 2007

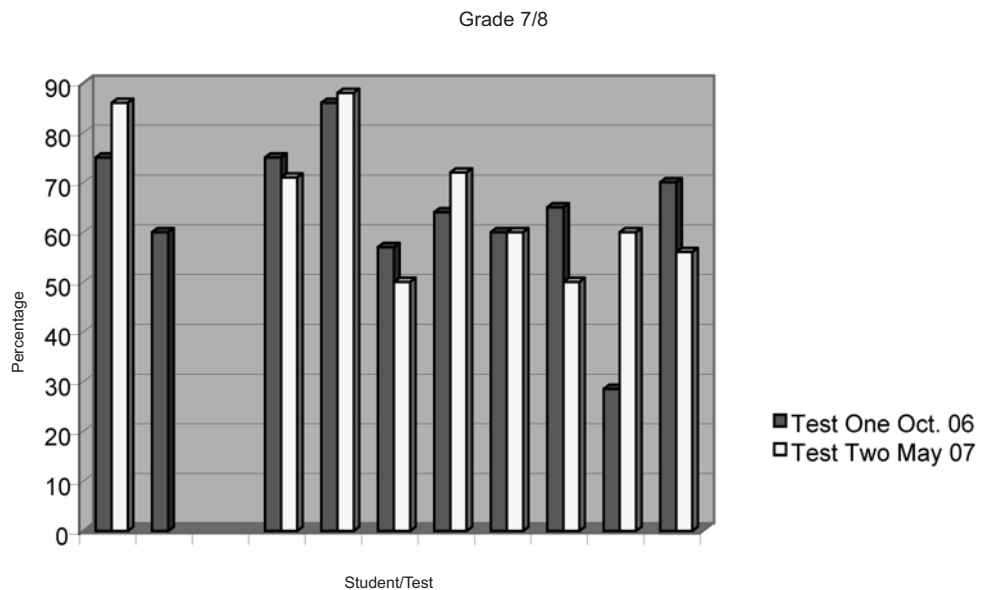
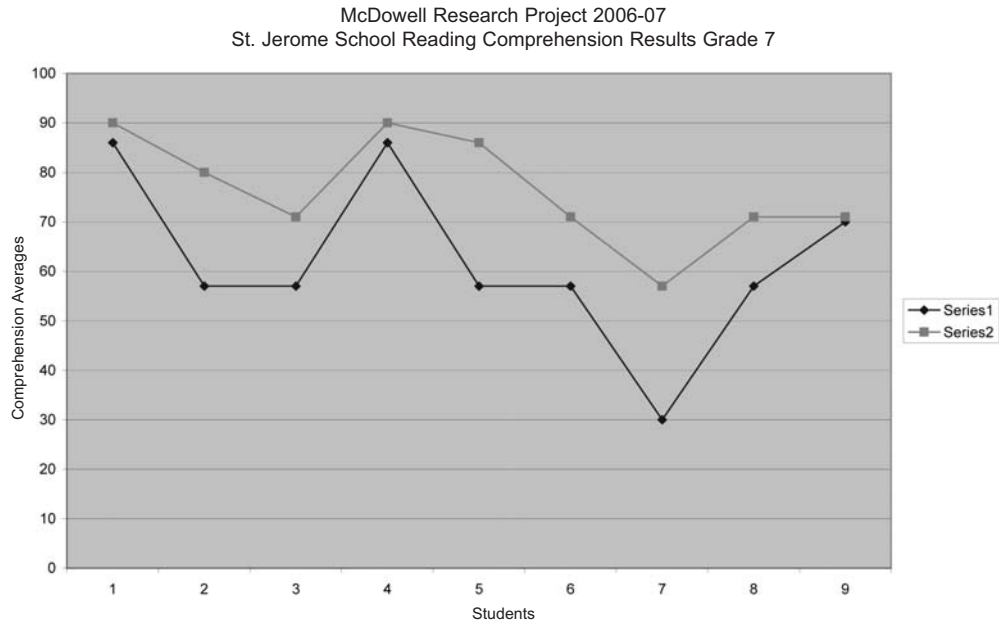
Number of Respondents: 25

#	Question	Never	Sometimes	Often	Always
1	I have enjoyed learning at school this year.	0	3 12.0%	8 32.0%	14 56.0%
2	I have learned many new things outside of school this year.	1 4.0%	3 12.0%	12 48.0%	9 36.0%
3	I feel that I have been a successful student in school this year.	0	4 16.0%	9 36.0%	12 48.0%
4	I have done a good job in my school studies this year.	0	5 20.0%	8 32.0%	12 48.0%
5	I have a better idea of how to do a better job at school each day.	0	5 20.0%	8 32.0%	12 48.0%
6	My parents know how well I am doing at school.	0	2 8.0%	5 27.6%	18 72.0%
7	I know and understand what my teacher expects of me in my school work.	0	2 8.0%	7 28.0%	16 64.0%
8	I feel that my classmates are involved in their learning and want to do well.	0	6 24.0%	11 44.0%	8 32.0%
9	My teacher has been able to tell me how to do a better job in my school work.	0	2 8.0%	5 20.0%	18 72.0%
10	I have been able to follow the advice/help given by my teacher to do a better job in my school work.	0	4 16.0%	9 36.0%	12 48.0%
11	I enjoy reading.	2 8.0%	3 12.0%	5 20.0%	15 60.0%
12	I read at home.	1 4.0%	6 24.0%	7 28.0%	11 44.0%
13	I know how to study for exams and quizzes.	0	5 20.0%	9 36.0%	11 44.0%
14	I am able to do homework at home.	0	2 8.0%	9 36.0%	14 56.0%
15	I know how much time and what I need to do in order to complete my work in order to be successful.	0	4 16.0%	11 44.0%	10 40.0%

16	I feel that I am a better student at the end of this school year.	0	2 8.0%	9 36.0%	14 56.0%			
#		Tests	Projects	Portfolio Interviews	Rubric	Peer Evaluation	Self-Evaluation	Three-Way Conferencing
17	Choose types of tests and assignments you prefer and briefly tell why.	9	18	7	4	2	7	8
18	<p>Your comments or suggestions:</p> <p>For example:</p> <p>I like to do portfolio interviews because my parents can see how well I do my work and how much I learn.</p> <p>I like them all because they offer vast opportunities to learn more.</p>							

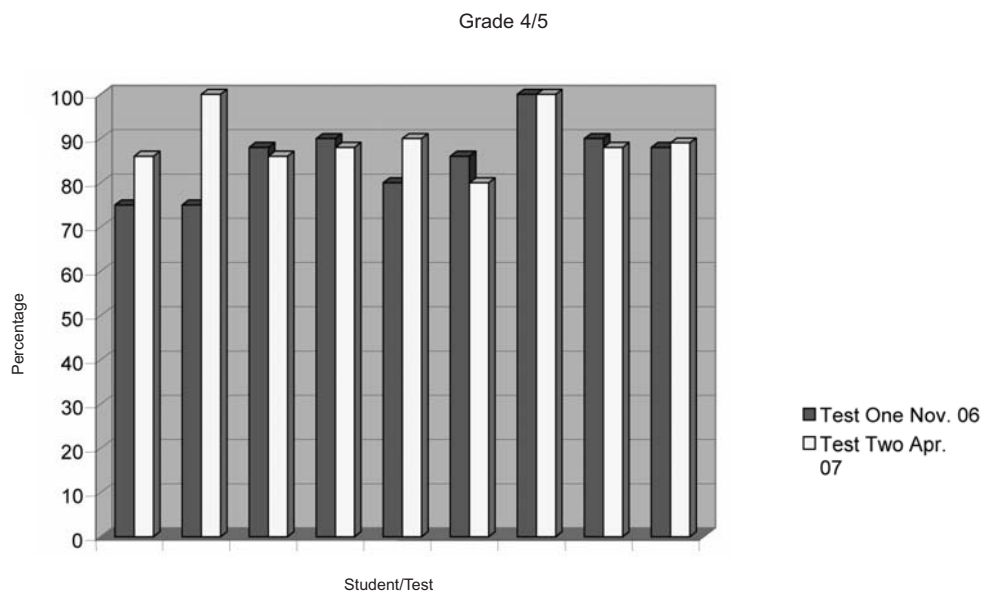
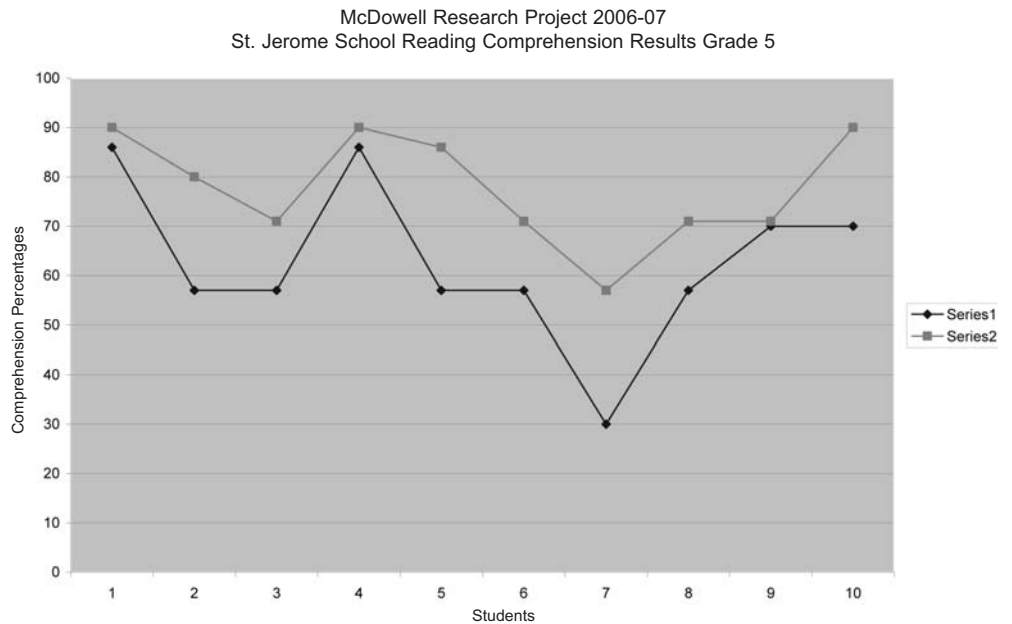
APPENDIX 4:

Assessment Results – Reading Comprehension, Grade 7, St. Jerome School



APPENDIX 5:

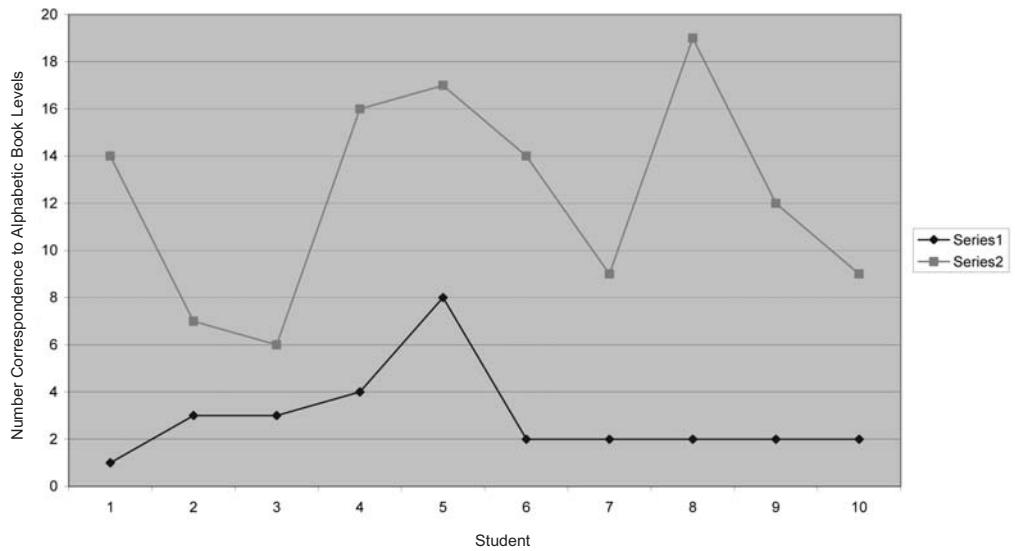
Assessment Results – Reading Comprehension, Grade 5, St. Jerome School



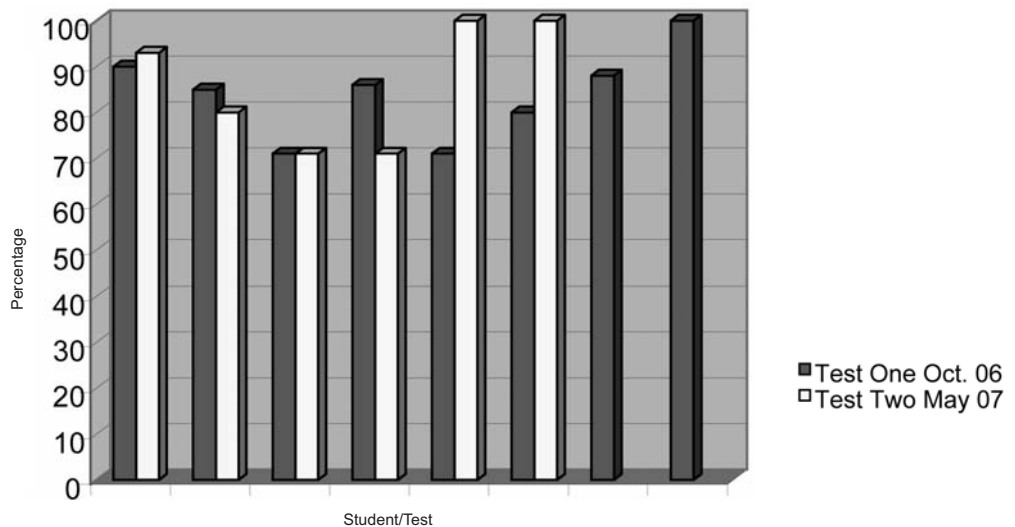
APPENDIX 6:

Assessment Results – Reading Comprehension, Primary Grades, St. Jerome School

McDowell Research Project 2006-07
St. Jerome School Grade 1 Book Level Results



Grade 2/3



APPENDIX 7:

Working Documents

Goal-setting

Please complete the following section with your child.

Name: _____

Date: _____

I am good at:

I want to work harder at:

My parents think I am good at:

My parents want me to work harder at:

Child's Signature

Goal-setting

Name: _____

Date: _____

Subject: _____

My goal is:

These are the steps I need to take to obtain my goal:

This is the help I will need in obtaining my goal:

I will know I have reached my goal when:

I would like to celebrate by:

Personal Goals for my Academic Makeover

Name: _____

Date: _____

Subject: (Circle One) Math, Reading

Goal Area: (Title and current score) _____

What I specifically need to learn:

My plan of action:

I will need the following help and resources:

Here is my timeline:

Here is how I will know I have succeeded with my plan of action:

What I hope my score will be:

Student Preparation Sheet

What are my strengths?

What do I feel I need to work on?

What is a possible goal for me?

What will be my summary statement to share with my parents and teacher?

Sample Letter

Dear Parents:

Our class is using the three-way student-led conferencing this year. In preparation for our conference, could you please fill out the following form and bring it with you to the conference? If our conference times do not fit with your schedule, could you please phone me at school and arrange another time? Thank you.

Some of my child's strengths are:

Some of my child's needs/challenges are:

I can support by child's learning by:

An Introduction to My Portfolio

My name is _____

I am in grade _____ at _____ school.

My teacher's name is _____

My portfolio is organized

My portfolio shows I am

I want you to notice

Signature: _____ Date: _____

Item Reflection

Name: _____

Why did I choose this item? (Interesting, challenging, great, something I could work on)

THINK BACK

What did I learn from completing this item and comparing it to other similar items I completed this year?

LOOK AHEAD

What would I do to improve this work?

Portfolio Reflection Sheet

Name: _____

Date: _____

When I look at my work I feel:



I know that I am good at:

I would like to get better at:

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