Middle Years Assessment Grade 7 Student Engagement

Support Document for Teachers

English Program



MIDDLE YEARS ASSESSMENT: GRADE 7 STUDENT ENGAGEMENT

Support Document for Teachers

English Program

Manitoba Education and Training Cataloguing in Publication Data

Middle years assessment : Grade 7 student engagement : support document for teachers : English program

Includes bibliographical references. ISBN: 978-0-7711-7515-2 (pdf)

Middle school students—Manitoba—Evaluation.
 Middle school students—Manitoba—Rating of.
 Educational tests and measurements—Manitoba.
 Manitoba. Manitoba Education and Training.
 371.26097127

Copyright \odot 2017, the Government of Manitoba, represented by the Minister of Education and Training.

Manitoba Education and Training School Programs Division Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education and Training. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors, artists, and publishers who allowed their original material to be used.

All images in this resource are copyright protected and should not be used for any purpose other than for their intended educational use in this resource.

Any websites referenced in this resource are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

This resource is available on the Manitoba Education and Training website at www.edu.gov.mb.ca/k12/assess/index.html.

Disponible en français.

While the department is committed to making its publications as accessible as possible, some parts of this document are not fully accessible at this time.

Available in alternate formats upon request.

C o n t e n t s

Section 1: Introduction	1
Middle Years Assessment Policy Overview	3
Section 2: Classroom-Based Assessment	5
Formative Assessment	7
Summative Assessment	8
Resources Supporting Classroom-Based Assessment	9
Section 3: Student Engagement	11
Rationale for Student Engagement	13
Defining Student Engagement	14
The Student Engagement Report	15
Reporting Template	16
Supporting Student Engagement in School	17
Linking Student Engagement to Departmental Resources	19
Resources Supporting Student Engagement	22
Section 4: Using Summative Assessment Data	23
Classroom	25
School and School Division	25
Province	25
Section 5: References	27
Appendix: Support Material for Student Engagement	31
Guidelines for Teachers	33
Student Activities	35

SECTION 1: INTRODUCTION

Middle Years Assessment Policy Overview 3

Middle Years Assessment Policy Overview

Manitoba Education and Training has developed a Middle Years Assessment Policy, published in *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement* (Manitoba Education and Advanced Learning, revised 2015). It applies to all students in Grade 7 and Grade 8 in provincially funded schools. The primary purpose of the policy is to enhance student learning and engagement through classroombased assessment processes that build student awareness and confidence in learning. Research shows that both the quality and level of academic achievement and student engagement can be increased through formative assessment (assessment *for* and *as* learning)^{*}.

The second purpose of the policy is to summarize data and report on the levels of achievement in key areas that Middle Years students have attained by the end of January. These key areas are based on what most Manitobans regard as vital for all students: a reasonable level of reading, writing, number skills, and student engagement.

There are two distinct audiences for this summative assessment (assessment *of* learning). One is the learning team, which comprises the teacher, student, and parents^{**}. Assessment information about each student reported in January can be used to plan the specific next steps in the student's learning and support the ongoing dialogue with parents. The second audience is the larger community—the school, the school division, the department, and the public—that can use the information to look for trends and make decisions about the provision of resources that further support and enhance student learning.

3

^{*} Assessment for learning refers to assessment processes that assist the teacher in planning and differentiating instruction, that provide feedback on teaching and learning, and that enhance student motivation and commitment to learning. Assessment as learning focuses on the student's thinking processes before, during, and after learning. Students reflect on their own learning and make adjustments in their thinking or behaviour to achieve deeper understanding. This self-regulation is critical in developing the independent, self-directed learning skills that students must acquire to thrive in the ever-changing world. For further information, see *Rethinking Classroom Assessment with Purpose in Mind: Assessment* for *Learning, Assessment* as *Learning, Assessment* of *Learning* (Manitoba Education, Citizenship and Youth, 2006).

^{**} In this document, the term *parents* refers to both parents and guardians, and is used with the recognition that in some cases only one parent may be involved in a child's education.

SECTION 2: CLASSROOM-BASED ASSESSMENT

Formative Assessment7Summative Assessment8Resources Supporting Classroom-Based Assessment9

Formative Assessment

The term *formative assessment* is not new, but its definition is changing based on research on how assessment enhances learning. When the term first became part of the language of educators in the 1960s, it referred to assessment that took place mostly after learning activities were completed, leading to adjustments to the teaching and learning process to redress areas of weakness.

With new research and increasing collaboration on assessment initiatives among international educational bodies, the definition has expanded. We now view formative assessment as information that is used to move learners forward and is gathered by the teacher and the student during, as well as after, the learning process. This external assessment *for* learning, done by the teacher, fosters an internal assessment *as* learning on the part of the student.

Research has found that the following strategies are most powerful when teachers use them to inform and adapt their instruction:

- clarifying and sharing learning intentions and criteria for success
- engineering effective classroom discussions, questions, and learning tasks
- providing feedback that moves learners forward
- activating students as the owners of their own learning
- activating students as instructional resources for one another (Leahy et al. 18)

The active engagement of students is an essential element of assessment that makes a positive difference in student learning. To become independent learners, students need to get an idea from the start of what is to be learned. Therefore, the teacher needs to explain the learning outcomes targeted, and have the students participate in

- setting criteria
- identifying performance indicators
- obtaining feedback from others (peers and teacher)
- further clarifying the criteria

Teachers model assessment of a performance or product against the established criteria for quality work. Students then practise comparing work to these established criteria by providing themselves and others with feedback as they reflect on their own work and the work of their peers. Teachers further support students by helping them to revise their work and move it closer to the established criteria. Students accomplish this by using their own personal feedback, as well as feedback from their peers and teachers. Ultimately, through this modelling of practice, assessing against criteria, and using feedback to adjust understanding and performance, students learn not only to self-assess but also to

- understand the criteria better
- self-regulate their learning
- determine their next steps

These are critical steps in becoming independent, lifelong learners.

Summative Assessment

Summative assessment is part of regular classroom-based assessment and is designed to confirm how well students are meeting the targeted learning outcomes. This assessment of learning provides evidence of achievement to students, parents, other educators, and possibly to outside groups.

For the Middle Years assessment, individual reporting will be done for the student, the parents, and the department.

Resources Supporting Classroom-Based Assessment

- Allal, Linda, and Lucie Mottier Lopez. "Formative Assessment of Learning: A Review of Publications in French." Formative Assessment: Improving Learning in Secondary Classrooms. Paris, FR: OECD Publishing, 2005. 241–265.
- Association for Supervision and Curriculum Development (ASCD). *Educational Leadership*. 63.3. Alexandria, VA: ASCD, Nov. 2005.
- Black, Paul, and Dylan Wiliam. "Changing Teaching through Formative Assessment: Research and Practice: The Kings-Medway-Oxfordshire." *Formative Assessment: Improving Learning in Secondary Classrooms*. Paris, FR: OECD Publishing, 2005. 223–240.

—. "Inside the Black Box: Raising Standards through Classroom Assessment." Phi Delta Kappan (Oct. 1998): 139–147.

- Boyd-Batstone, Paul. "Focused Anecdotal Records Assessment: A Tool for Standards-Based, Authentic Assessment." *The Reading Teacher* 58.3 (Nov. 2004): 230–239.
- Davies, Anne. *Making Classroom Assessment Work*. Merville, BC: Classroom Connections International, 2000.
- Earl, Lorna. Assessment As Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, CA: Corwin Press, 2003.
- Gregory, Kathleen, Caren Cameron, and Anne Davies. *Conferencing and Reporting*. Merville, BC: Connections Publishing, 1997.
 - ——. Self-Assessment and Goal Setting. Merville, BC: Connections Publishing, 1997.

—. Setting and Using Criteria. Merville, BC: Connections Publishing, 1997.

- Manitoba Education and Advanced Learning. *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2015. Available online at <u>www.edu.gov.mb.ca/k12/assess/docs/</u> <u>my_policy/</u>.
- Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind: Assessment* for *Learning, Assessment* as *Learning, Assessment* of *Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at <u>www.edu.gov.mb.ca/k12/assess/</u><u>wncp/</u>.
- Organisation for Economic Co-operation and Development (OECD). *Formative Assessment: Improving Learning in Secondary Classrooms*. Paris, FR: OECD Publishing, 2005.

9

- Stiggins, Richard, Judith Arter, Jan Chappuis, and Stephen Chappuis. *Classroom Assessment for Student Learning*. Portland, OR: Assessment Training Institute, 2004.
- Sutton, Ruth. Assessment for Learning. Salford, UK: RS Publications, 1995.
- Wiggins, Grant P. Assessing Student Performance. San Francisco, CA: Jossey Bass Inc., 1993.
 - ——. Educative Assessment: Designing Assessments to Inform and Improve Student Performance. San Francisco, CA: Jossey Bass Inc., 1998.
- Wiggins, Grant P., and Jay McTighe. *Understanding by Design*. San Francisco, CA: Prentice-Hall, Inc., 1998.

SECTION 3: Student Engagement

Rationale for Student Engagement13Defining Student Engagement14The Student Engagement Report15Reporting Template16Supporting Student Engagement in School17Linking Student Engagement to Departmental Resources19Resources Supporting Student Engagement22

Rationale for Student Engagement

"We need to consider student engagement as an important schooling outcome in its own right.... It is a measure of student disposition towards school and learning, and as such, is likely one of the most important predictors of their economic success and long-term health and well-being. Student engagement entails attitudes and behaviours that can be affected by teachers and parents, and shaped by school policy and practice."

(Newscunb)

Educators create classroom and school environments where students are actively involved in learning experiences and activities. These experiences contribute to students becoming engaged and developing positive beliefs about themselves, the subjects they are studying, and the school they attend.

Parents contribute to the engagement of their children in a number of important ways. These include encouraging their child to become or remain involved in class and school activities, monitoring their child's homework and progress, and regularly discussing school-related issues with their child.

Teachers consider student engagement daily as they interact with students. Often teachers focus on particular aspects of student engagement in units of study or at different times in the year. For example, in September teachers often review actions students can take to be involved in their learning and thereby encourage students to accept increasing responsibility for their learning.

The emphasis teachers put on different aspects of engagement varies according to class and individual student needs. Although this document focuses on particular dimensions of student engagement, educators are not expected to restrict the ways they promote engagement in their classes to match the reporting outlined in this document. It is reasonable to expect that the engagement of students will be somewhat variable depending on their interest levels and a host of other factors that affect the day-to-day lives of children in schools.

Defining Student Engagement

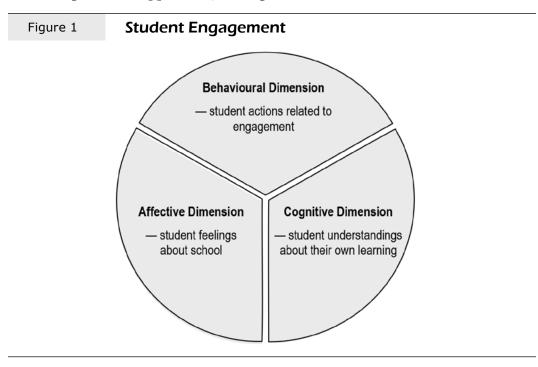
Currently there is no universally accepted definition of the term *student engagement*. This lack of consensus requires that a working definition of student engagement be stated so educators of Grade 7 students in Manitoba have a common frame of reference when they are using this document. The following working definition of student engagement encompasses behavioural, affective, and cognitive dimensions.

Working Definition of Student Engagement

"Regardless of the definition, research links higher levels of engagement in school with improved performance. Researchers have found student engagement a robust predictor of student achievement and behaviour in school, regardless of socioeconomic status."

(Klem and Connell 262)

Engagement with learning is a multifaceted concept that reflects student actions related to engagement, their feelings about school, and their understandings about their own learning (Jimerson, Campos, and Greif 7–27; Norris, Pignal, and Lipps 25–34). See figure below.



This definition helps us understand that students must be involved in the assessment of their engagement. While teachers can focus on assessing the actions of students, only the students can say what they feel about school or understand about their learning. The student activities presented at the end of this document are intended to involve students in their own assessment.

The Student Engagement Report

It is recommended that the following report on student engagement be shared with students and parents early in the school year. Students can be self-assessing their performance on these competencies as the year unfolds, and parents can be monitoring and supporting their students' engagement in school. The criteria that teachers will employ to assess students on each of the report's sub-competencies are as follows:

Emerging:	the student only occasionally demonstrates the described behaviour
Developing:	the student frequently demonstrates the described behaviour
Established:	the student nearly always demonstrates the described behaviour
Inconsistent:	the student demonstrates the behaviour in some settings but not all (e.g., in some subjects but not in others, or when tasks are hands-on but not when tasks are more passive)

In rare instances, a student will have a profound mental health concern, cognitive disability, or other profound condition that is so severe that certain of the engagement behaviours are not within the scope of the student's ability. In such cases, the report to parents should be left blank relative to those behaviours that are out of scope, and the comment section should be used to explain.

English Program Provincia	Provincial Report on Student Performance Grade 7 Student Engagement	t Performance ent	Student Name: School Name:	tme: ame:		
In accordance with Manitoba Education and Training policy, the purpose of this assessment is to inform parents/guardians of their child's level of achtevement compared to provincial criteria in Student Engagement.	This report is be several months to this assessm	ised on your child's of the school year a ent are available on	behaviour and parti s part of the normal line at www.edu.gov	This report is based on your child's behaviour and participation as observed by teachers over the first several months of the school year as part of the normal teaching and learning process. Documents re to this assessment are available online at www.edu.gov.mb.calk12/assess/myreporting.html.	d by teacher ng process. myreporting	This report is based on your child's behaviour and participation as observed by teachers over the first several months of the school year as part of the normal teaching and learning process. Documents relating to this assessment are available online at www.edu.gov.mb.ca/k12/assess/myreporting.html.
Competency			Levels	Levels of Performance	e	
Student is engaged in his or her learning		Emerging (only sometimes)	Developing (quite often)	Established (nearly always)		Inconsistent
Demonstrating an interest in his/her learning (discussing work with peers or teacher, pursuing learning goals, showing an interest in independent research or learning, "going beyond" the assignment/extending his/her learning, working with enthusiasm, etc.)	ing learning goals, ding his/her learning,					
Engaging in self-assessment (comparing work to assignment) criteria or an exemplar to see if it can be improved, proofreading, revising, comparing current work with past work, using a portfolio process for this purpose, etc.)	it can be improved; his purpose, etc.)				4	
Being aware of learning goals of a unit of study and/or personal learning goals (participating in discussions/activities, identifying goals, using self-reports/journal entries/portfolios, engaging in student-led conference(s) and student-teacher conversations, etc.)	ing in in student-led				ž	
Participating in lessons (listening, questioning, sharing with peers, engaging with activities related to the lesson, etc.)	clated to the lesson, etc.)					
Accepting responsibility for assignments (handling in assignments on time, completing work in class when assigned meeting assignment erriteria, etc.)	c in class when assigned,					
Comments (optional) Teacher Signature:		Student Reflection	Student Reflections and Goals (optional)	onal)		
Principal Signature:					×	Manitoba

Reporting Template

■ Middle Years Assessment: Grade 7 Student Engagement

Supporting Student Engagement in School

"It is essential that teachers demystify learning, identifying for all students the habits that characterize competent learners and helping them to develop these habits."

(Manitoba Education and Training, Success for All Learners 3.5)

While older students are expected to assume increasing responsibility for their schooling, young children need to be actively taught what it means to be engaged in school. Students need the support of teachers, schools, classmates, and parents as they learn the behaviours and ways of thinking of successful students. Middle Years students need opportunities to progressively assume responsibility for their learning, to reflect on their progress, to showcase their strengths, and to engage in class and school activities.

Supporting the development of student engagement involves

- encouraging students to be active learners and involved in their learning
- supporting the development of ageappropriate understandings about their role as students

"Engage students in selfreflection and let them document and share their learning. We know the power of self-reflection to deepen learning for adults. It also works for students. One of the strongest motivators is the opportunity to look back and see progress."

(Chappuis 41)

"The most effective learners set personal learning goals, employ proven strategies, and self-assess their work. Teachers help cultivate such habits of mind by modeling selfassessment and goal setting and by expecting students to apply these habits regularly."

(McTighe and O'Connor 16)

- teaching appropriate vocabulary and concepts to students so they have the words to discuss the concept of student engagement
- implementing teaching strategies that involve students in self-reflection (e.g., portfolios, student-led conferences, revising work, examining errors) and in setting learning goals
- listening to "student voices" in classrooms and schools
- communicating with parents so they understand how their children are learning and can support the efforts of educators
- providing choice in how students demonstrate their understanding

Student engagement is variable and depends on a number of factors (e.g., personality, interests, interactions with peers and the teacher). It is not a "one size fits all" concept. Grade 7 students demonstrate aspects of engagement when they

- accept appropriate responsibility for their learning and assignments
- demonstrate an interest in their learning
- develop and maintain positive attitudes towards school subjects and school in general

Section 3: Student Engagement ■

17

- make choices when doing assignments
- engage in self-reflection, self-assessment, and goal setting
- engage in conversations about what they are learning
- participate in classroom and school activities

The suggested student activities included at the end of this document are intended to support students as they explore the topic of student engagement. The activities encourage student self-reflection and provide a means for students to communicate with parents and teachers about their engagement with school.

Linking Student Engagement to Departmental Resources

Student engagement occupies an important place in Manitoba curriculum and support documents. Sample statements from a variety of departmental resources are presented on the following pages.

"Engaging youth in their own learning requires a balance of challenging, relevant learning experiences that offer multiple avenues for student choice and responsibility through cooperative, project-based and active learning. This includes opportunities to select content, set learning goals, ask questions, reflect on their learning, practice communication and problemsolving skills and assume leadership roles in the classroom."

(The Forum for Youth Investment 2)

Linking Student Engagement to Departmental Resources

Curriculum Statement(s)	Page
Successful students	
believe that they can learn	
believe that what they are learning is relevant and important	3.3
 believe that they belong in the classroom 	
believe that they are responsible for their own learning and behaviour	
Students with limited experience of success tend to believe that other students learn by a mysterious process to which they themselves do not have access. It is essential that teachers demystify learning, identifying for all students the habits that characterize competent learners and helping them to develop these habits.	3.5
Taking Responsibility for Learning and Behaviour	
The goal is to have students gradually assume increasing responsibility for the following:	
Determining how the learning outcomes are to be achieved. When a new topic is introduced at the beginning of a unit, the class can work together to map out what they know and what they need to know. Each student should establish goals for the unit. How these goals will be reached can be decided by the teacher and students together.	
 Deciding through what products and performances they will demonstrate their competence. Most teachers build choice into student assignments. Do students also have the option of going beyond the assignment list and negotiating their own assignment with the teacher? 	3.7-3.8
 Assessing their own performance and deciding whether their goals have been reached. Student self-assessment should be an increasingly important component in overall assessment. Students need to be taught to use self-assessment strategies. 	
Managing their own behaviour and the smooth functioning of	
classroom routines. Promoting responsible self-management means re- ordering priorities—taking time to establish, reflect on, and maintain classroom policies at the beginning of the year and at the beginning or end of each class. It means teaching students methods of resolving differences, so that the teacher need not be brought into a group as crisis manager every time a problem occurs.	
Education today is the development of independent and flexible lifelong learners. It is a matter of teaching, within the framework of various disciplines, the foundational skills of literacy and communication, problem solving, human relations, and technology.	1.5

Success for All Learners: A Handbook on Differentiating Instruction

19

Working Together: A Handbook for Parents of Children with Special Needs in School

Curriculum Statement(s)	Page
Meeting Students' Programming Needs	
Most students with special needs require some programming assistance to learn. This may involve changing the way a student is expected to learn, complete assignments, or participate in the classroom. To determine the type and extent of programming assistance needed, a team considers the student's abilities, strengths, and needs.	13
Types of Programming Assistance	
In addition to <i>differentiating instruction</i> for all students, schools use <i>adaptation</i> , <i>curricular modification</i> , or <i>individualized programming</i> to support students.	13

Independent Together: Supporting the Multilevel Learning Community

Curriculum Statement(s)	Page
The basic inquiry process is similar for students of all ages. Students	
pose questions and explore ways to answer them	
 locate and manage information from various sources 	
process and synthesize their findings	6.3
 share their findings on an ongoing basis, supporting each other in their research 	
 reflect on and celebrate their inquiry findings with a community audience 	

Rethinking Classroom Assessment with Purpose in Mind

Curriculum Statement(s)	Page
Assessment <i>as</i> learning is a process of developing and supporting metacognition for students. Assessment <i>as</i> learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged, and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.	13
The teacher's role in promoting the development of independent learners through assessment <i>as</i> learning is to	
 model and teach the skills of self-assessment 	
guide students in setting goals, and monitoring their progress toward them	
 provide exemplars and models of good practice and quality work that reflect curriculum outcomes 	
 work with students to develop clear criteria of good practice 	
 guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new 	43
 provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors 	
 monitor students' metacognitive processes as well as their learning, and provide descriptive feedback 	
 create an environment where it is safe for students to take chances and where support is readily available 	

Resources Supporting Student Engagement

- Audas, Richard, and J. Douglas Willms. *Engagement and Dropping Out of School: A Life-Course Perspective*. Hull, PQ: Applied Research Branch—Human Resources Development Canada, 2002.
- Baker, Linda, Mariam Jean Dreher, and John T. Guthrie, ed. *Engaging Young Readers: Promoting Achievement and Motivation*. New York, NY: The Guilford Press, 2000.
- Finn, Jeremy D. *School Engagement and Students at Risk*. Washington, DC: National Center for Educational Statistics, 1993.
- Human Resources and Skills Development Canada, Council of Ministers of Education, Canada, and Statistics Canada. *Measuring Up: Canadian Results* of the OECD PISA Study: The Performance of Canada's Youth in Mathematics, *Reading, Science and Problem Solving,* 2003 First Findings for Canadians Aged 15. Ottawa, ON: Statistics Canada, 2004.
- ———. Measuring Up: The Performance of Canada's Youth in Reading, Mathematics and Science, OECD PISA Study: First Results for Canadians Aged 15. Ottawa, ON: Statistics Canada, 2001.
- Manitoba Education and Training. Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools. Winnipeg, MB: Manitoba Education and Training, 1996.
- Organisation for Economic Co-operation and Development (OECD). *Reading* for Change: Performance and Engagement across Countries–Results from PISA 2000. Paris, FR: OECD, 2002.

—. Learning for Tomorrow's World–First Results from PISA 2003. Paris, FR: OECD, 2003.

- Pittman, Karen, Marita Irby, Joel Tolman, Nicole Yohalem, and Thaddeus Ferber. *Preventing Problems, Promoting Development, Encouraging Engagement: Competing Priorities or Inseparable Goals?* Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc., 2003.
- Pittman, Karen, and Marita Irby. *Preventing Problems or Promoting Development?* Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc., 1996.
- Statistics Canada. "Student Achievement in Mathematics—The Roles of Attitudes, Perceptions and Family Background." *Education Matters, Vol.* 2. Ottawa, ON: Statistics Canada, 2005.

SECTION 4: Using Summative Assessment Data

Classroom 25 School and School Division 25 Province 25

Although the January reports are summative, the data generated from them can be used to inform future educational decisions in support of Middle Years learners.

Classroom

At the classroom level, teachers, students, and parents can use the data as additional information to set goals and monitor progress over time. Particularly if students are having difficulty in one or more of the competencies, special attention by the teacher, support teachers, parents, and the students is necessary to address any newly identified areas of concern or to continue support for the student.

Teachers can also use this summative data for formative purposes by involving students in reflecting on work samples and on their progress to date. Through this process, students are also involved in setting appropriate short- and longterm goals for the remainder of the school year.

School and School Division

The data sent by schools will be summarized by the department and returned to schools and school divisions. Because these reports are based on descriptors and exemplars for each level of performance, schools will be provided with reliable year-to-year information on how well their students are performing in the key competencies in language arts and mathematics. This data can be used to inform decisions on how best to support Middle Years learners, and to identify areas of strength or concern and possible professional development priorities or resources at the school and divisional levels.

Province

The provincial summary of the data will provide a snapshot of how students are performing province-wide. Analyzing and reflecting on this summary of the data each year will influence future policies and decisions about how best to support Middle Years learners.

SECTION 5: REFERENCES

- Chappuis, Jan "Helping Students Understand Assessment." *Educational Leadership* 63 (2005): 39–43.
- The Forum for Youth Investment. *Youth Engagement and Lessons from the Field*. Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc., 2005.
- Furlong, Michael J., Angela D. Whipple, Grace St. Jean, Jenne Simental, Alice Soliz, and Sandy Punthuna. "Multiple Contexts of School Engagement: Moving Toward a Unifying Framework for Educational Research and Practice." *The California School Psychologist* 8.1 (2003): 99–113.
- Human Resources and Skills Development Canada, Council of Ministers of Education, Canada, and Statistics Canada. *OECD Programme for International Student Assessment 2003: School Questionnaire*. Ottawa, ON: Statistics Canada, 2003.
- Jimerson Shane R., Emily Campos, and Jennifer L. Greif. "Towards an Understanding of Definitions and Measures of School Engagement and Related Terms." *The California School Psychologist* 8.1 (2003): 7–27.
- Klem, Adena M., and James P. Connell. "Relationships Matter: Linking Teacher Support to Student Engagement and Achievement." *Journal of School Health* 74 (2004): 262–273.
- Leahy, Siobhan, Christine Lyon, Marnie Thompson, and Dylan Wiliam. "Classroom Assessment: Minute by Minute, Day by Day." *Educational Leadership* 63.3 (Nov. 2005): 18–25.
- Manitoba Education and Advanced Learning. *Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement*. Winnipeg, MB: Manitoba Education and Advanced Learning, 2015. Available online at <u>www.edu.gov.mb.ca/k12/assess/docs/</u> <u>my_policy/</u>.
- Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools.* Winnipeg, MB: Manitoba Education and Training, 1996.
- Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003. Available online at <u>www.edu.gov.mb.ca/k12/docs/support/multilevel/</u>.

- Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment* with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. Available online at <u>www.edu.gov.mb.ca/k12/assess/</u><u>wncp/</u>.
- McTighe, Jay, and Ken O'Connor. "Seven Practices for Effective Learning." Educational Leadership 63.3 (2005): 10–17.
- Newscunb. "UNBF'S Douglas Willms Author of OECD Report on Student Disaffection in Schools." UNB Fredericton News Release: C785. Fredericton/Saint John, NB: University of New Brunswick, Oct. 15, 2003. www.unb.ca/news (7 June 2006).
- Norris, Christina, Jean Pignal, and Garth Lipps. "Measuring Student Engagement." *Education Quarterly Review* 9.2 (2003): 25–34.
- Statistics Canada. *National Longitudinal Study of Children and Youth–Cycle 4 Teacher's Questionnaire*. Ottawa, ON: Statistics Canada, 2001.

APPENDIX: Support Material for Student Engagement

Guidelines for Teachers 33 Student Activities 35

Guidelines for Teachers

Following are suggestions for Grade 7 teachers to consider when they plan to discuss student engagement in their classrooms.

- 1. Teachers usually address issues related to student engagement in the first few days of classes in the fall term. Typically, they discuss issues related to completing work, participating in class, setting learning goals, assessment strategies that will be used, and how students can monitor their own progress (agendas, portfolios, et cetera). As the reporting criteria for the student engagement report deals with each of the areas mentioned above, it is strongly recommended that designated teachers introduce Activities 1 through 4 in September. This way, the activities are integrated into the class and students are exposed to vocabulary and concepts that will enable them to reflect on and discuss their engagement over the term.
- 2. Before the end of September, students should be guided in completing Activities 5, 6, and 7. These activities have been developed to initiate student self-reporting, and are intended to provide a

"Teach students to selfassess and set goals. In giving students descriptive feedback, you have modeled the kind of thinking you want them to do as selfassessors. As a next step, turn that task over to students and guide them in practicing selfassessment and goal setting. You may find it useful to have students identify the strengths and weaknesses of their work before you offer your own feedback."

(Chappuis 42)

self-reporting, and are intended to provide a means for students to have a "voice" in the communication process around their engagement. They also allow students to construct a profile of their engagement using the same criteria teachers will use to complete their report. Upon completion of these activities, students should be encouraged to set individual goals based on their "engagement profiles" or other relevant learning goals.

- 3. Students (or teachers) should keep the engagement activities (Activities 5, 6, 7, or comparable locally developed materials) that were completed in September in a file or portfolio.
- 4. It is suggested that teachers and students share the student engagement profiles and other related activities (see 3 above) with parents during the fall parent-teacher interview.
- 5. In January, students will again complete Activities 5A and 5B. Activity 5B may be shared with parents along with the student engagement report, which is completed by the teacher. It is suggested that teachers and students share the results of the January student self-assessment at the winter parent-teacher conference.

- 6. Student engagement is relevant to all subject areas and, when students complete Activities 5A and 5B, they should be guided to consider all their subject areas. Students who feel they have markedly different levels of engagement in different subjects may want to include more than one engagement profile in their portfolio or file to share with their parents and teacher(s).
- 7. Teachers and students may wish to follow up on student engagement prior to the conclusion of the school year to reflect on student success in this area.

The student activities can be found on the department website at <u>www.edu.</u> <u>gov.mb.ca/k12/assess/myreporting.html</u>, and may be changed or adapted by teachers to suit classroom needs. The use of additional materials or activities to support student engagement is encouraged, as the materials provided in the document are intended as a supplement to classroom practices.

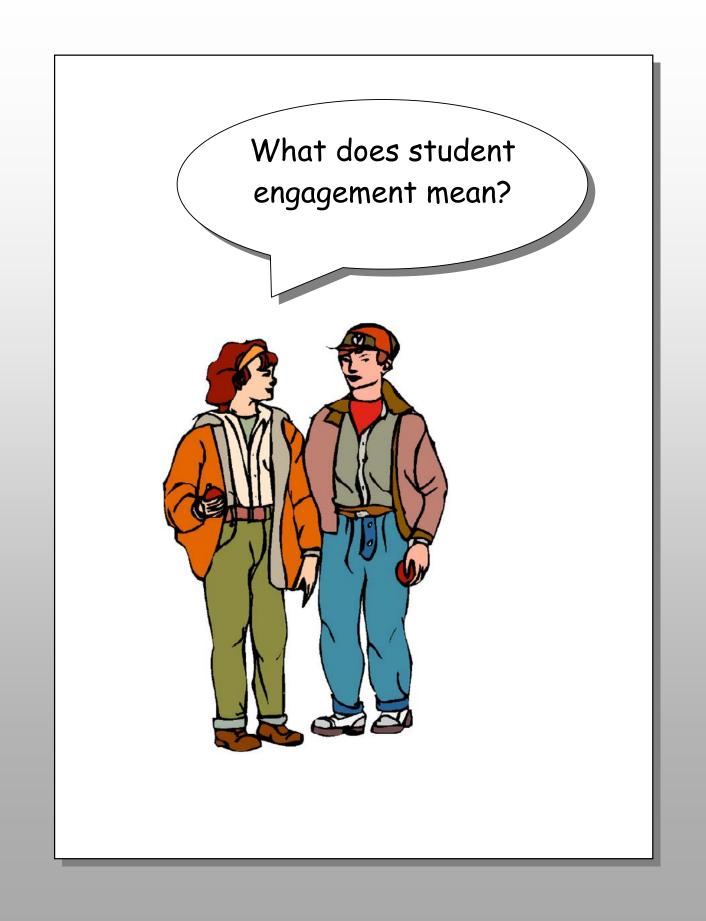
It is recommended that these activities be done as a whole-class activity so students can be guided as they work and think.

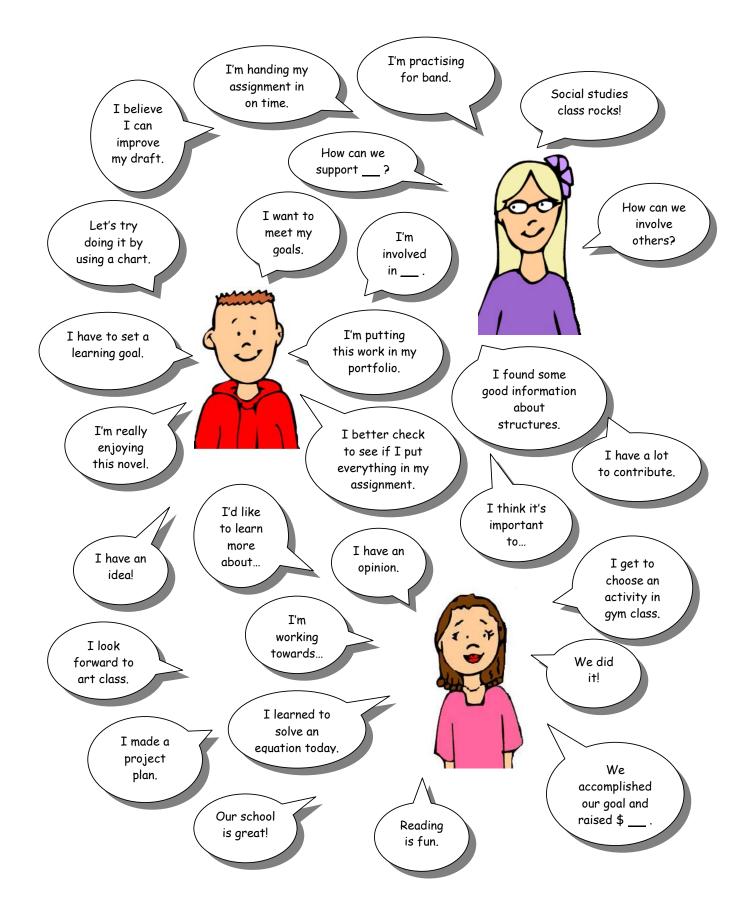
Activities	Estimated Time*	Goal
Activity 1	15 minutes	Activating thinking on the topic of student engagement
Activity 2	15 minutes	Comparing thinking with peers
Activity 3	15 minutes	Reflecting on the meaning of student engagement
Activity 4	10 minutes	Sharing information on the Grade 7 provincial student engagement report
Activity 5A	15 minutes	Self-assessment of behaviours related to engagement
Activity 5B	15 minutes	Encouraging students' reflection on their engagement profile
Activity 6A	15 minutes	Encouraging students' reflection on their learning
Activity 6B	15 minutes	Encouraging students' reflection on their learning
Activity 7	15 minutes	Encouraging students' reflection on the value of school

Outline of Student Activities

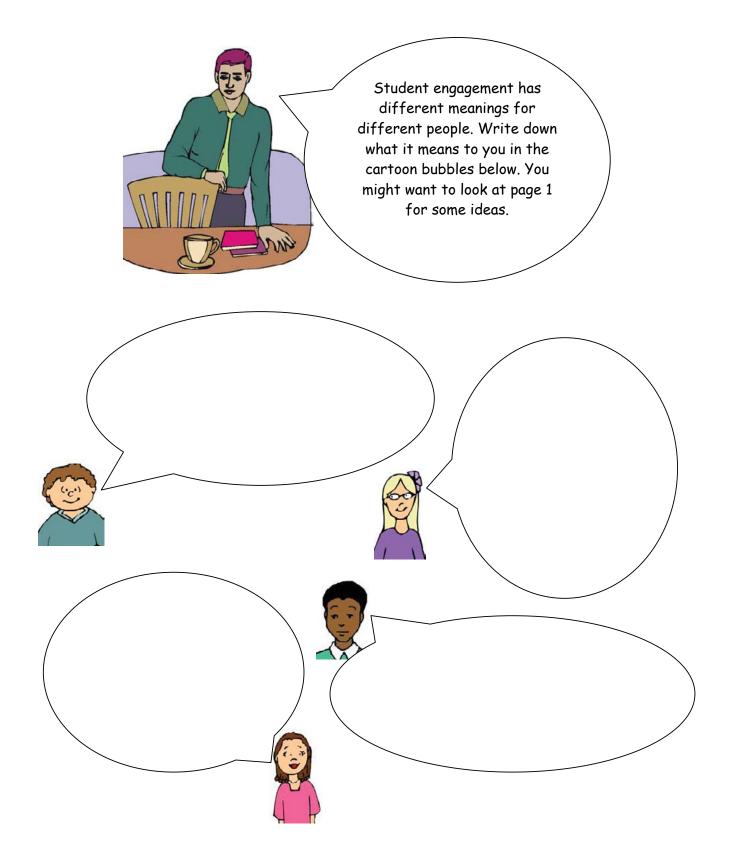
*Note: Time estimates are only approximate.

STUDENT ACTIVITIES





Activity 1: What Does Student Engagement Mean to You?



Activity 2: Comparing Your Ideas



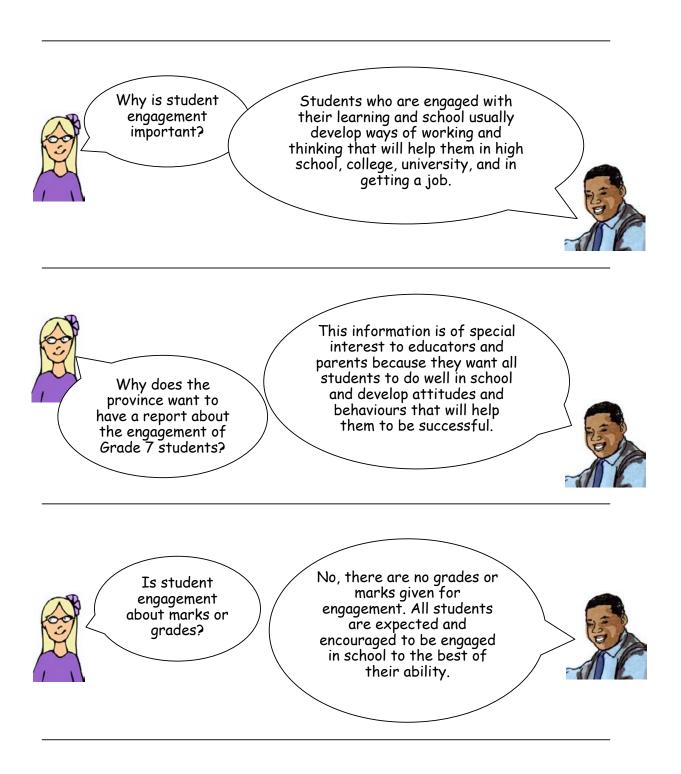
Review what you wrote about student engagement on page 2. If your ideas about it have changed, write your new ideas below.

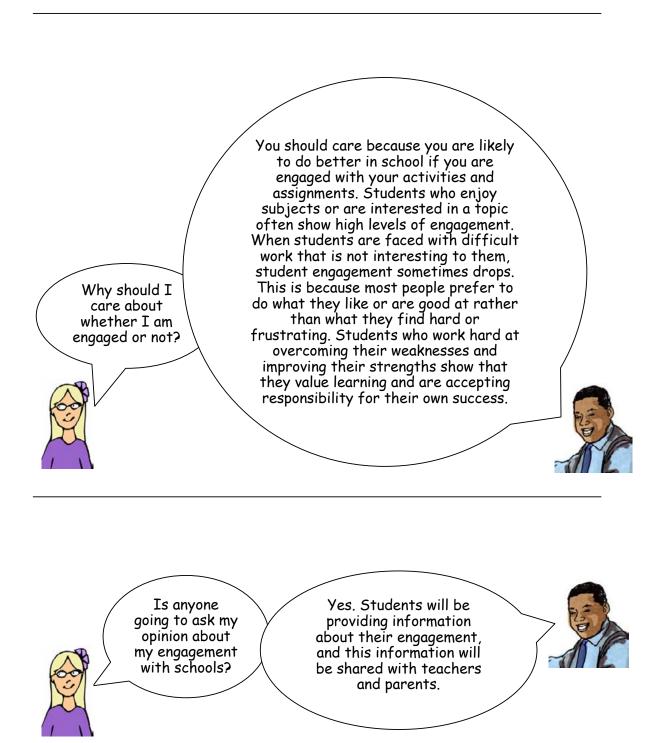
Activity 3: Class Discussion and Your Family's Views

What do you think your mother, father, or guardian might think student engagement is?

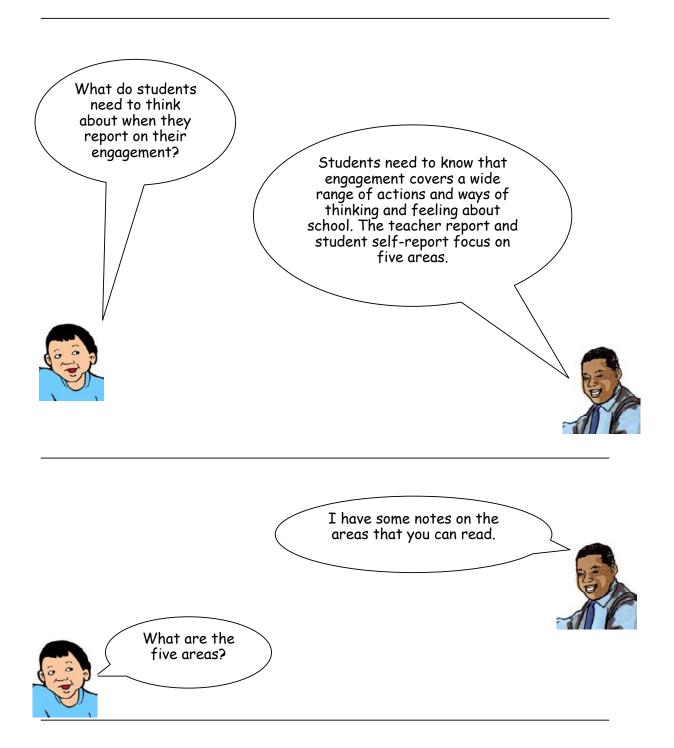


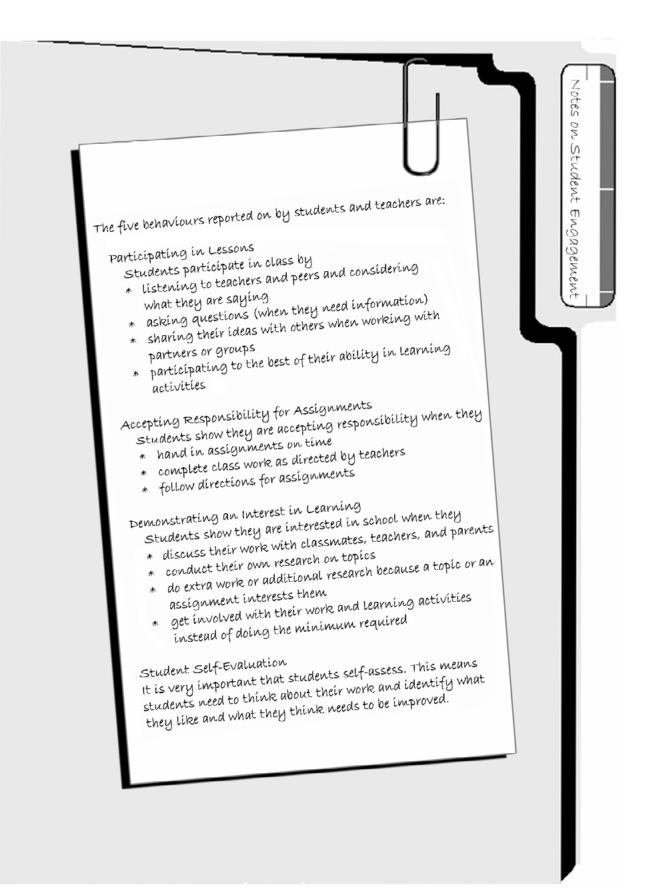
Activity 4: Questions and Answers about the Grade 7 Report on Student Engagement

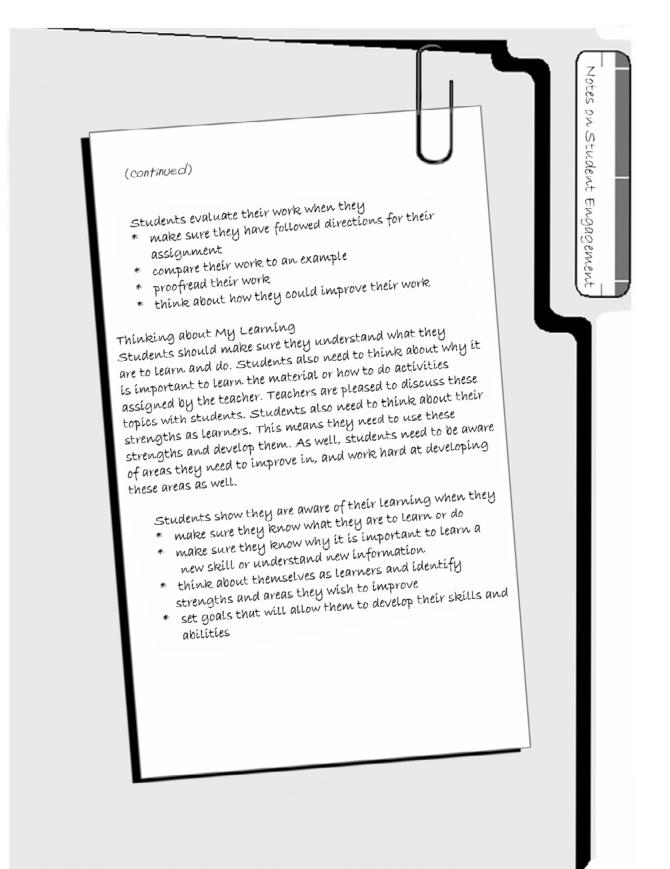




Activity 4 (continued)

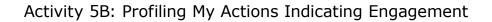


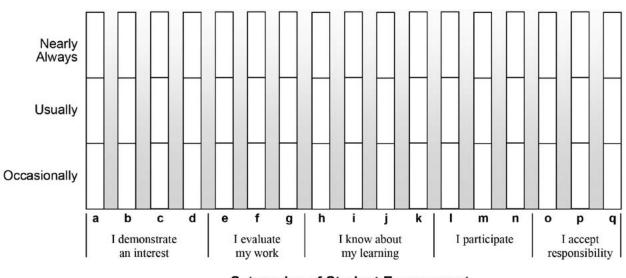




Activity 5A: Profiling My Actions Indicating Engagement

	oose the category (occasionally, usually, or nearly at best describes your engagement for items a) to o	5 /	Categorie	s Nearly Always
Iđ	emonstrate an interest in learning by	Occasionany	Usually	Incarry Arways
a) b) c)		□ □ pic □		
I e	valuate my work by			
e) f)	keeping the assignment directions in mind when I complete work comparing my work to an example			
	proofreading my work			
I k	now about my learning by			
h)	being aware of what I am supposed to learn in my subjects			
i)	knowing why it is important to learn the materia when we start a new unit of work	al		
j)	being aware of my strengths as a student			
Ιp	articipate in lessons by			
1) m)	listening asking questions when I need to sharing ideas with peers (e.g., during group wor taking part (engaging) in learning activities	□ □ k) □		
Ia	ccept responsibility for assignments by			
0) m)	handing work in on time			
p) q)	completing class work following directions for assignments			





Categories of Student Engagement

Directions

1. Complete "Profiling My Actions Indicating Engagement" (Activity 5A) as directed by your teacher.



Activity 6A: Thinking about My Learning



Read each statement below. Pick five statements that best describe how you learn. You may choose to write your own statement(s) below. Put a check mark in the box beside each of the statements you choose.

I learn when I work with a partner.	
I learn when I work with a group.	
I learn when I work by myself.	
I learn when I read about things.	

I learn when I listen to people talk about things or describe things.		
I learn when I am involved in an activity.		
I learn when I have to help another student learn something.		
I learn when I review my work.		
I learn when I get help at home.		
I learn when I study for a test or quiz.		
I learn when I practise something.		
I learn when		
I learn when		
I learn when		

Activity 6B: Thinking about My Learning



Complete the following statements:

I learn best when

I do not learn well when

If you have set a learning goal in the last month, briefly describe it below.

OR

If you have not set a learning goal in the last month, what would be one goal you would set now? Describe it below.

Describe at least two of your strengths as a student.

Describe one area related to school in which you would like to improve.

Activity 7: Thinking about School



Why are the things you learn in your classes important?

Why is high school important for teenagers?

What are some things you like about school?

