

Commonly Used Measures

The following tables identify some of the measures that are commonly used in British Columbia, and suggest how they can be effectively used in school planning. These tables include only more formal standard measures that can be helpful when combined with ongoing teacher observations and assessments.

Provincial

Type of measure	Purpose	Use in School Plans
<p>Foundation Skills Assessment (FSA)</p>	<p>Provide provincial, district, and school monitoring of reading comprehension over time</p> <p>Accountability</p>	<p>Results should be considered in developing rationale for goals and objectives</p> <p>Results can provide evidence of growth and achievement where there is a sufficiently large number of students</p> <p>In most elementary schools, statistical constraints make it difficult to use these scores to demonstrate gains/changes</p>
<p>Portfolios Can be considered 'standard' when specific requirements are agreed on or a provincial standard is set.</p>	<p>Provide comprehensive evidence of student achievement</p> <p>Offer evidence for reporting to parents</p> <p>Facilitate self-assessment</p> <p>May provide evidence of growth over time</p>	<p>Results may be considered in developing rationale for goals and objectives for the next year</p> <p>Results may provide a focus for strategies or interventions in the next year</p> <p>Can provide evidence of achievement over a variety of situations and forms that may include a standard assessment; this can be the basis of evidence of change/improvement for school, grade, or sub-groups</p>
<p>Provincial Examinations</p>	<p>Assess individual student achievement (summative)</p>	<p>Results should be considered in developing rationale for goals and objectives</p>

	<p>For grade 12 courses, these are final examinations that count 40% of a students' final grade</p> <p>Participation rates should be considered</p> <p>The total score is not directly related to reading; however some of the sub scores that are available to schools do relate to particular aspects of reading.</p>	<p>Results can provide evidence of growth and achievement for over all achievement, where there are a sufficiently large number of students.</p> <p>The overall examination results may not be helpful in tracking incremental changes in performance; however schools may choose to analyze some of the sub-scores (caution: the reliability of these will be somewhat lower than that of the total examination)</p>
<p>Provincial Satisfaction Surveys</p>	<p>Monitor provincial, district, and school perceptions of school safety</p> <p>Accountability</p>	<p>Results should be considered in developing rationale for goals and objectives</p> <p>Results can provide evidence of change <i>where there is a sufficiently large number of students and the participation rate is high</i></p> <p>In most elementary schools, statistical constraints make it extremely difficult to use these scores to demonstrate gains/changes.</p>

Commercial Standardized Assessment

Type of measure	Purpose	Use in School Plans
<p>Diagnostic test/ battery or screening assessment e.g. Kindergarten screening Informal Reading Inventories (e.g., Alberta Diagnostic)</p>	<p>Identify which students require/will benefit from intervention in order to be successful</p> <p>Identify particular patterns of needs in order to plan intervention</p>	<p>Results may help to provide rationale for goals or objectives</p> <p>Administration and tracking may be important part of strategies</p> <p>Typically not useful as evidence of achievement</p>

<p>Standardized achievement test (commercial) e.g. CTBS subtests CAT subtests Gates-McGinitie</p>	<p>Identified in manual</p> <p>Generally to measure reading comprehension according to a particular definition that is clearly described in the manual</p>	<p>Results may contribute to rationale for goals and objectives</p> <p>Can provide evidence of achievement and growth</p> <p>May be used as baseline and repeated at regular (e.g., yearly) intervals</p> <p>Must ensure that the definition and specifications match the BC curriculum</p> <p>Highly desirable to validate by comparing results to classroom or other assessments</p> <p>Need a large sample in order to be confident that changes are 'real' – results are more trustworthy for large groups than for small groups; generally not appropriate for decisions about individuals.</p>
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Literacy: Reading & Writing

Other Measures

Type of measure	Purpose	Use in School Plans
<p>BC Performance Standards E.g., used to construct and scores specific assessments OR to summarize results of a variety of evidence</p>	<p>Support ongoing instruction and assessment</p> <p>Monitor, evaluate and report on individuals</p> <p>Develop profiles of class or group of students</p> <p>Facilitate discussion with parents, students, other teachers</p>	<p>May be considered in developing rationale for goals and objectives</p> <p>Can help to focus strategies on key aspects of reading</p> <p>Can form the basis for specific reading tasks and assessments that become part of evidence of growth</p>

	<p>Set goals for individuals, classes, or schools</p> <p>Develop evidence for school plans</p>	<p>Can be used to summarize or create a composite from several sources including teacher judgment and standard measures; this can be the basis of evidence of change/improvement for school, grade, or sub-groups</p>
Report Cards	<p>Provide information related to achievement and progress made by individual students</p>	<p>Results may contribute to rationale for goals and objectives</p> <p>Results can help to provide direction for strategies that will be implemented</p> <p>When used to compare across grades or used at the district level standards should be criterion referenced</p>
Reading School or district-developed reading assessments	<p>Various; typically focuses on assessment of student achievement in terms of reading fluency, accuracy, and/or comprehension</p> <p>School or district should develop a clear statement of purpose and definition at the outset; this should guide all development and interpretation activities</p>	<p>Results may be used as part of rationale for goals and objectives</p> <p>Results can help to provide direction for strategies that will be implemented</p> <p>Results can form part of the evidence teachers use to make overall judgments about student achievement</p> <p>Results can provide evidence of growth and achievement where there is a <i>sufficiently large number of students</i></p> <p>In most elementary schools, statistical constraints make it extremely difficult to use these scores by themselves to demonstrate gains/changes.</p>

<p>Reading assessment package or instrument</p> <p>E.g., DRAPM Benchmarks</p>	<p>Various; typically focuses on assessment of student achievement in terms of reading fluency, accuracy, and/or comprehension</p> <p>Clear statement of purpose should be included in package or supporting material</p>	<p>As part of the evidence teachers use in making overall judgments about student achievement and progress, they can contribute to the rationale for goals and objectives, and provide some of the evidence teachers consider when summarizing and creating a profile or composite</p> <p>Results can provide evidence of growth and achievement <i>where there is a sufficiently large number of students</i></p> <p>In most elementary schools, statistical constraints make it extremely difficult to use these scores by themselves to demonstrate gains/changes.</p>
<p>Reading assessment tasks included in remedial or corrective reading kits or packages</p> <p>E.g., SRA Reading Lab</p>	<p>Identify particular students who need support or intervention</p> <p>Determine the 'level' of text or task that is appropriate as a starting place for a student</p> <p>Provide diagnostic information about particular skills or strategies</p> <p>Determine whether a student will be able to work with the next 'level'.</p>	<p><i>The quality of these is extremely varied; they need to be carefully evaluated in terms of the criteria above. The quality of the texts and tasks students are given is often a serious concern.</i></p> <p>Using these instruments to identify needs and track student progress may be important part of strategies</p> <p>Typically not useful as evidence of achievement unless it can be demonstrated that texts and tasks are comparable to those normally encountered in school</p>
<p>Reading assessment tasks included with anthologies or collections of 'little books' or other resources</p>	<p>Various; primary purpose is typically to monitor fluency, accuracy and/or comprehension of the outcomes that the resource is designed to achieve</p>	<p><i>The quality of these is extremely varied; they need to be carefully evaluated in terms of the criteria above</i></p>

<p>E.g.,</p> <ul style="list-style-type: none"> -Nelson Language Arts -Collections 	<p>In some cases, these tasks or assessments are very narrowly focused on a particular skill that has been the focus of instruction; in others, they are intended to generalize over a broad range of outcomes or competencies</p>	<p>When used over time, these may play a significant role in teachers' ongoing assessment and the judgments teachers' make</p> <p>As part of the evidence teachers use in making overall judgments about students achievement and progress, they can contribute to the rationale for goals and objectives, and provide some of the evidence teachers consider when summarizing and creating a profile or composite</p> <p>Often more useful as part of the strategies teachers use, as these may provide insights into where students are improving and what aspects they need help with.</p>
<p>Writing assessment tasks included in commercial programs, or remedial or corrective resources</p>	<p>Identify particular students who need support or intervention</p> <p>Provide diagnostic information about particular skills or strategies a student has/has not achieved.</p> <p>Identify instructional strategies that may be appropriate for a particular student</p> <p>Track student growth over time.</p>	<p><i>The quality of these is extremely varied; they need to be carefully evaluated in terms of the criteria above and to ensure that they match BC curriculum outcomes. There must be clear evidence that the interpretations offered are supported by research and evidence</i></p> <p>May be useful to identify needs and track student progress as part of strategies</p> <p>Typically not useful as evidence of achievement unless it can be demonstrated that the tasks and interpretations are comparable to those normally encountered in school and convergent with the BC curriculum</p>

<p>Writing Samples Information or literary writing samples (resulting from regular classroom instruction)</p> <p>Note: these differ from Impromptu samples in that they are written within the context of ongoing classroom instruction and represent important assignments that focus on specific audiences and purposes. Several teachers at the same grade may decide to use the same assignment.</p>	<p>Determine the extent to which students have met expectations for key forms/purposes of writing appropriate for their grade level</p> <p>Provide formative information teachers can use in planning instruction</p> <p>Facilitate discussion among teachers</p> <p>Develop evidence for school plans</p> <p>Support ongoing instruction and assessment</p>	<p>Results may be used as part of rationale for school goals and objectives</p> <p>Results can help to provide direction for strategies that will be implemented</p> <p>Results can form part of the evidence teachers use to make overall judgments about student achievement</p> <p>Results can provide evidence of growth and achievement <i>where there is a sufficiently large number of students</i></p> <p>In most elementary schools, statistical constraints make it extremely difficult to use these scores by themselves to demonstrate gains/changes</p>
<p>Writing collections or portfolios</p> <p>Can be considered 'standard' when specific requirements are agreed on by several teachers</p>	<p>Provide comprehensive evidence of student writing achievement (may include an impromptu writing sample from a standard writing assessment)</p> <p>Offer evidence for reporting to parents</p> <p>Facilitate self-assessment</p> <p>May provide evidence of growth over time</p>	<p><i>Note: when a collection of writing is used to establish the students' current achievement, only relatively recent work should be considered.</i></p> <p>Results from one year may be considered in developing rationale for goals and objectives for the next year</p> <p>Results from one year can provide a focus for strategies or interventions in the next year</p> <p>Can provide evidence of achievement in writing over a variety of situations and forms (that may include a standard assessment); this can be the basis of evidence of change/improvement for school, grade, or sub-groups.</p>

Numeracy: Mathematics

Type of measure	Purpose	Use in School Plans
<p>BC Performance Standards</p> <p>E.g., used to construct and scores specific assessments OR to summarize results of a variety of evidence</p>	<p>Support ongoing instruction and assessment</p> <p>Monitor, evaluate and report on individuals</p> <p>Develop profiles of class or group of students</p> <p>Facilitate discussion with parents, students, other teachers</p> <p>Set goals for individuals, classes, or schools</p> <p>Develop evidence for school plans</p>	<p>May be considered in developing rationale for goals and objectives</p> <p>Can help to focus strategies on key aspects of reading</p> <p>Can form the basis for specific reading tasks and assessments that become part of evidence of growth</p> <p>Can be used to summarize or create a composite from several sources including teacher judgment and standard measures; this can be the basis of evidence of change/improvement for school, grade, or sub-groups</p>
<p>Report Cards</p>	<p>Provide information related to achievement and progress made by individual students</p>	<p>Results may contribute to rationale for goals and objectives</p> <p>Results can help to provide direction for strategies that will be implemented</p> <p>When used to compare across grades or used at the district level standards should be criterion referenced</p>
<p>Mathematics assessment tasks included in remedial or corrective reading kits or packages</p> <p>E.g., Schoolhouse Math Lab</p>	<p>Identify particular students who need support or intervention</p> <p>Determine the 'level' of task that is appropriate as a starting place for a student and/or whether they will be able to work at the next 'level'</p>	<p><i>The quality of these is extremely varied; they need to be carefully evaluated in terms of the criteria above. The quality of the texts and tasks students are given is often a serious concern.</i></p> <p>Using these instruments to identify needs and track student progress may be important part of strategies</p>

	<p>Provide diagnostic information about particular skills or strategies</p>	<p>Typically not useful as evidence of achievement unless it can be demonstrated that texts and tasks are comparable to those normally encountered in school</p>
<p>Mathematics as assessments School or district-developed</p>	<p>Various; typically focuses on assessment of student achievement in terms of concepts, procedures, strategies and communication</p> <p>School or district should develop a clear statement of purpose and definition at the outset; this should guide all development and interpretation activities</p> <p>May be designed as performance tasks, or written tests, or a combination of both.</p>	<p>Results may be used as part of rationale for goals and objectives</p> <p>Results can help to provide direction for strategies that will be implemented</p> <p>Results can form part of the evidence teachers use to make overall judgments about student achievement</p> <p>Results can provide evidence of growth and achievement <i>where there is a sufficiently large number of students</i></p> <p>In most elementary schools, statistical constraints make it extremely difficult to use these scores by themselves to demonstrate gains/changes</p>
<p>Mathematics textbook assessment tasks or tests included with mathematics textbooks</p>	<p>Various; primary purpose is typically to monitor development of concepts, procedures, strategies, and communication that the resource is designed to achieve; typically organized by unit/strand</p>	<p>When used over time, these may play a significant role in teachers' ongoing assessment and the judgments teachers' make</p> <p>As part of the evidence teachers use in making overall judgments about students achievement and progress, they can contribute to the rationale for goals and objectives, and provide some of the evidence teachers consider when summarizing and creating a profile or composite</p>

	<p>In some cases, these tasks or assessments are very narrowly focused on a particular skill that has been the focus of instruction; in others, they are intended to generalize over a broad range of outcomes or competencies</p>	<p>Often more useful as part of the strategies teachers use, as these may provide insights into where students are improving and what aspects they need help with</p>
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Social Responsibility

Type of measure	Purpose	Use in School Plans
<p>BC Performance Standards</p> <p>E.g., used to construct and scores specific assessments OR to summarize results of a variety of evidence</p>	<p>Support ongoing instruction and assessment</p> <p>Monitor, evaluate and report on individuals</p> <p>Develop profiles of class or group of students</p> <p>Facilitate discussion with parents, students, other teachers</p> <p>Set goals for individuals, classes, or schools</p> <p>Develop evidence for school plans</p>	<p>May be considered in developing rationale for goals and objectives</p> <p>Can help to focus strategies on key aspects of reading</p> <p>Can form the basis for specific reading tasks and assessments that become part of evidence of growth</p> <p>Can be used to summarize or create a composite from several sources including teacher judgment and standard measures; this can be the basis of evidence of change/ improvement for school, grade, or sub-groups</p>
<p>Social Responsibility Locally developed self-report instruments</p> <p>E.g., Bullying Survey Student Survey of Social Responsibility</p>	<p>Raise awareness of social responsibility within the school</p> <p>Identify issues and perceptions within the school community (set priorities)</p>	<p>Results can contribute to rationale for goals and objectives</p> <p>Can provide evidence of achievement and growth provided that a large enough number of students are included—results are more trustworthy for large groups than for small groups</p>

<p>Social Responsibility Locally developed self-report instruments</p> <p>E.g., Bullying Survey Student Survey of Social Responsibility</p>	<p>Track changes in self-reported behaviours</p> <p>Provide direction for strategies and interventions</p> <p><i>Note: often focused at one or two grade levels.</i></p>	<p>Results can contribute to rationale for goals and objectives</p> <p>Can provide evidence of achievement and growth provided that a large enough number of students are included—results are more trustworthy for large groups than for small groups</p> <p>May be used as baseline and repeated at regular (e.g., yearly) intervals</p>
<p>Social Responsibility Locally developed behaviour rating scales based on the BC performance standards</p> <p>e.g., may provide several items for one or more aspects (i.e., contributing to the classroom and school community; solving problems in peaceful ways; valuing diversity and defending human rights; exercising democratic rights and responsibilities.)</p>	<p>Focus observations and data collection for specific aspects of the Social Responsibility standards</p> <p>Monitor school improvement</p> <p>Assess the progress of individual students</p> <p>Identify particular patterns of needs in order to plan intervention</p>	<p>Results may help to provide rationale for goals or objectives and set priorities</p> <p>Results can provide direction for strategies and interventions</p> <p>Often useful as evidence in tracking changes in student social responsibility, depending on the number of students observed and the reliability of the observations</p>
<p>Social Responsibility School/classroom observation instruments (most often locally developed)</p>	<p>Provide information about defined aspects of group behavior (e.g., inclusion, respectful language and behavior; peaceful problem-solving)</p> <p>Identify patterns of behavior in order to plan intervention</p> <p>Track changes over time</p>	<p>Results of these instruments can help to provide a rationale for school plans</p> <p>Using these instruments to identify priorities and focus interventions may be important part of strategies in schools</p> <p>Quality and precision is highly variable; teachers need considerable training and practice to make judgments consistently</p>

		<p>Where there is a large sample and the instrument is highly reliable, an instrument may measure change effectively.</p>
<p>Standardized behavior rating scales</p> <p>E.g., Social Skills Rating System The Child Behavior Scale</p>	<p>Various, as described in a Manual that accompanies most of these measures</p> <p>Provide information about defined aspects of individual or group behavior (e.g., cooperation; aggression)</p> <p>Identify particular students who need support or intervention</p> <p>Identify particular patterns of behavior in order to plan intervention.</p>	<p>Results of these instruments can help to provide a rationale</p> <p>Using these instruments to identify priorities and focus interventions may be important part of strategies</p> <p>These instruments vary in sensitivity to change; in some cases, they will not reveal small changes in student behavior; in other cases, particularly where there is a large sample and the instrument is highly reliable, an instrument may measure change effectively</p> <p>See relevant Manual for specific information about how the results can be appropriately used.</p>
<p>Standardized self-report and projective scales</p> <p>E.g., Bryant's Empathy Index Feelings about My Classroom</p>	<p>Provide information about defined aspects of individual or group behavior (e.g., empathy; perspective-taking)</p> <p>Identify particular students who need support or intervention</p> <p>Identify patterns of behavior in order to plan intervention</p> <p>Track changes in individuals or groups over time.</p>	<p>Results of these instruments can help to provide a rationale</p> <p>Using these instruments to identify priorities and focus interventions may be important part of strategies</p> <p>Where there is a large sample and the instrument is highly reliable, these instruments can provide evidence of change</p>

		<p>Consult the publisher's or researcher's manual to find out whether or not the instrument will detect relatively small changes in student behavior, and the minimum number of students needed</p>
<p>Behavior reports/ incidence</p>	<p>Identify particular students who need support or intervention</p> <p>Identify particular patterns of behavior in order to plan intervention (e.g., key times/places where problems occur)</p> <p>Track changes in group behavior over time</p>	<p>Results may be used as part of rationale for goals and objectives</p> <p>Results can help to provide direction for strategies that will be implemented</p> <p>Results can form part of the evidence schools use to track changes over time</p> <p>Caution: even small changes in reporting practices (i.e., what is recorded) can provide a distorted picture of change</p> <p>Note: the BC definition of social responsibility focuses on a range of positive behaviors; behavior reports often focus exclusively on the presence/absence of negative behaviors and may not provide valid measures.</p>