

**GOAL:**

Carihi Assessment Practices **Honour Indigenous World Views and Perspectives.** Carihi Assessment practices will recognize and affirm all students, ensuring Indigenous students see themselves in the fabric of the school.

Student 1:  
What is ONE thing the **STUDENTS** will be doing/demonstrating:

Demonstrate understanding of **Indigenous perspectives** through varied formats. (Examples of perspectives: Connection to Land and Place, Storytelling and Oral Tradition, Holistic Learning, Intergenerational Knowledge Sharing, Identity and Self-Exploration, Respect for Sacred Knowledge, Community and Relationships, Cultural Sustainability and Resilience.)

Educator 1:  
For the students to be successful in doing this one thing, what will the **EDUCATORS** be doing/ demonstrating:

Use a balance of triangulation (observations, conversations, products) in their assessment practices.

Task 1:  
What are the tasks/assignments that students would be doing:

Inquiry-based learning, interviews, oral history projects, art, performance, land-based projects, community engagement....

Leader 1:  
For the students and teachers to be successful in doing this one thing, what will the **LEADERS** be doing/ demonstrating?

Provide teachers with the opportunity for release time to collaborate. Provide time for teachers to showcase their exemplars with each other.



Student 2:  
What is ONE MORE thing the **STUDENTS** will be doing/ demonstrating:

Engagement in Place-Based Learning: Students would participate in learning that connects directly to the land and local community.

Educator 2:  
For the students to be successful in doing this one thing, what will the **EDUCATORS** be doing/ demonstrating:

Educators would incorporate indigenous ways of knowing into lessons, using strategies prioritizing relationships, experiential learning, and narrative forms of knowledge.

Task 2:  
What are the tasks/assignments that students would be doing:

Students may work on learning focused on local themes.

Leader 2:  
For the students and teachers to be successful in doing this one thing, what will the **LEADERS** be doing/ demonstrating?

School leaders would actively build and maintain community partnerships, including the We Wai Kai and Wei Wai Kum education coordinators.



Student 3:  
What is ONE MORE thing the **STUDENTS** will be doing/ demonstrating:

Students would engage in activities that encourage them to reflect on their personal learning journeys.

Educator 3:  
For the students to be successful in doing this one thing, what will the **EDUCATORS** be doing/ demonstrating:

Educators would include self-reflection in their assessment. Modelling, providing exemplars and co-construction of criteria with students.

Task 3:  
What are the tasks/assignments that students would be doing:

Reflective practice and ongoing assessment of goals.

Leader 3:  
For the students and teachers to be successful in doing this one thing, what will the **LEADERS** be doing/ demonstrating?

Provide time through staff meetings, Pro-D, and release time to develop culturally responsive assessment practices (reflecting on structures, policies and ideologies).



**GOAL:**

**Student-Centred Learning Environments:** Carihi assessment practices reflect student-centred learning environments. Each student’s gifts, talents, and attributes are valued so all students feel seen and heard.

<p>Student 1: What is ONE thing the <b>STUDENTS</b> will be doing/demonstrating:</p> <p>Participating in self-assessment and goal setting to reflect on their performance and growth.</p>	<p>Educator 1: For the students to be successful in doing this one thing, what will the <b>EDUCATORS</b> be doing/ demonstrating:</p> <p>Modelling and teaching how to self-assess through marking with exemplars that reflect competency-based language.</p>	<p>Task 1: What are the tasks/assignments that students would be doing:</p> <p>Students share their learning and next steps with others (with an authentic audience when possible???)</p>	<p>Leader 1: For the students and teachers to be successful in doing this one thing, what will the <b>LEADERS</b> be doing/ demonstrating?</p> <p>Providing time to discuss self-assessment practices at staff meetings, modelling own growth with growth plans, and using funds to support learning.</p>
<p>Student 2: What is ONE MORE thing the <b>STUDENTS</b> will be doing/ demonstrating:</p> <p>Actively engaging in discussions, asking questions, sharing ideas and feeling safe to express themselves.</p>	<p>Educator 2: For the students to be successful in doing this one thing, what will the <b>EDUCATORS</b> be doing/ demonstrating:</p> <p>Creating safe, inclusive classroom environments by modelling respectful dialogue, using structured discussion formats, and explicitly teaching communication skills to build confidence in student voice.</p>	<p>Task 2: What are the tasks/assignments that students would be doing:</p> <p>Intentional class discussions such as Socratic Seminars, Fish-bowl activities, debates, and Jigsaw.</p>	<p>Leader 2: For the students and teachers to be successful in doing this one thing, what will the <b>LEADERS</b> be doing/ demonstrating?</p> <p>Leaders would encourage student voice through spaces such as the student advisory council, where students can share feedback on their learning experiences. Teachers?</p>
<p>Student 3: What is ONE MORE thing the <b>STUDENTS</b> will be doing/ demonstrating:</p> <p>Seeking and applying feedback to enhance their learning while building on their strengths.</p>	<p>Educator 3: For the students to be successful in doing this one thing, what will the <b>EDUCATORS</b> be doing/ demonstrating:</p> <p>Differentiating instruction and adapting tasks and materials to meet varied student needs, interests and learning styles.</p>	<p>Task 3: What are the tasks/assignments that students would be doing:</p> <p>Project-Based learning (PBL) and Inquiry-Based Learning (variety of tasks), where students use curricular competencies such as critical thinking, creativity, and problem-solving.</p>	<p>Leader 3: For the students and teachers to be successful in doing this one thing, what will the <b>LEADERS</b> be doing/ demonstrating?</p> <p>Create structures that recognize diverse, holistic success. Examples include revised awards and recognition, student led conferences, core competencies</p>

**GOAL:**

**Evolving for Tomorrow:** Carihi assessment practices will reflect curricular competencies by creating a culture of innovation, inclusivity and critical thinking with environmental and societal awareness.

<p>Student 1: What is ONE thing the <b>STUDENTS</b> will be doing/demonstrating:</p> <p>Collaborative Learning: Students would be working in diverse groups, using each other’s strengths and perspectives.</p>	<p>Educator 1: For the students to be successful in doing this one thing, what will the <b>EDUCATORS</b> be doing/ demonstrating:</p> <p>Designing competency-based assessments focusing on skills like critical thinking, communication, and collaboration. They also model group work strategies during lessons and provide timely feedback on student’s use of these skills during group tasks.</p>	<p>Task 1: What are the tasks/assignments that students would be doing:</p> <p>Tasks involving collaboration through peer feedback, group discussions, and collective problem-solving in which thinking and communicating are assessed.</p>	<p>Leader 1: For the students and teachers to be successful in doing this one thing, what will the <b>LEADERS</b> be doing/ demonstrating?</p> <p>Provide scheduled classroom visits to assist with the implementation and celebrate the successes.</p>
<p>Student 2: What is ONE MORE thing the <b>STUDENTS</b> will be doing/ demonstrating:</p> <p>Critical Thinking and Problem Solving: critically evaluate sources, develop informed opinions and back up ideas with evidence while constantly considering new information.</p>	<p>Educator 2: For the students to be successful in doing this one thing, what will the <b>EDUCATORS</b> be doing/ demonstrating:</p> <p>Engage in thinking routines while providing ongoing, formative feedback to support student growth and understanding.</p>	<p>Task 2: What are the tasks/assignments that students would be doing:</p> <p>Regular reflection tasks on their evaluations of sources, evidence used to support ideas and changes in thinking with new information.</p>	<p>Leader 2: For the students and teachers to be successful in doing this one thing, what will the <b>LEADERS</b> be doing/ demonstrating?</p> <p>Encouraging risk-taking and innovation so it is safe to explore new ideas and processes through student celebrations and sharing at staff meetings. Sharing resources across departments.</p>
<p>Student 3: What is ONE MORE thing the <b>STUDENTS</b> will be doing/ demonstrating:</p> <p>Engage in regular self-assessment using clear success criteria to identify strengths, set goals, and track growth.</p>	<p>Educator 3: For the students to be successful in doing this one thing, what will the <b>EDUCATORS</b> be doing/ demonstrating:</p> <p>Unpack learning goals into student-friendly language and practice opportunities for utilizing feedback.</p>	<p>Task 3: What are the tasks/assignments that students would be doing:</p> <p>Using the unpacked curricular learning goals to evaluate growth and learning over time.</p> <p>Use student-created rubrics or success criteria to assess exemplars and peer work, then reflect on how these apply to their own growth.</p>	<p>Leader 3: For the students and teachers to be successful in doing this one thing, what will the <b>LEADERS</b> be doing/ demonstrating?</p> <p>Create a culture of reflection by having time at meetings to share our self-assessments and embedding self-reflection into our work.</p>