



November 17<sup>th</sup>, 2021

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# Wildcat Weekly

## Our New School Dog

This week we had a visitor, Poppy the Poodle. Overall there was a huge positive response in the students. Poppy and I read with students, and the students were very excited to have an audience that they could cuddle with. She also spent a great deal of time with the grade 7s, and they identified that they felt calmer and happier while learning with her in the room.

I plan on having Poppy back on Mondays with the students, and if you have any thoughts or concerns, please reach out. We want to ensure that anyone with allergies or who might be afraid of animals is feeling safe and cared for.

## Lockdown Practice

We are planning to have a lockdown drill next Wednesday, November 24<sup>th</sup>.

Lockdown drills are a required piece of our safety planning. Much like with fire drills, research shows that practice will ensure that students are prepared to act in the safest manner if an emergency were to happen. Each year we have 2 lockdown drills.

Attached to the email you will find further explanations for what will happen in the case of a lockdown, including some requests of parents if a lockdown were to occur.



## REMINDERS

- Lockdown Drill on November 24<sup>th</sup>
  - Learner Profiles go home November 29<sup>th</sup>
  - Learner Conferences will be on December 1<sup>st</sup> from 3:30 – 6:30 pm
  - Purdy's Orders due November 23<sup>rd</sup>
  - Directory Contest due November 30<sup>th</sup>
- SCHOOL FEES DUE NOVEMBER 30<sup>th</sup>**

## Lets Talk About: Learning Evidence

As educators, we work to ensure that all students are provided opportunities to learn the knowledge, skills and attitudes necessary to find success throughout their lives. One of the hardest tasks that a teacher has is in judging how well a student is learning.

As adults, we often remember our grade being mathematically generated using tests, assignments and projects, and maybe even some marks for participation. Our grade came from things that were handed in, marked in red, and then handed back. If we had a bad day on a test day, we would get a poor grade. Assessment and evaluation has changed a great deal over the past two decades. Student growth and learning is measured using a lot more sources now, with multiple chances, including observations made in the classroom and conversations that we have with the students.

Teachers know that learning has occurred when students can successfully demonstrate the skill or knowledge in new and different contexts on a consistent basis. How the evidence of learning is identified and collected will be different for each teacher, but will always use a variety of sources, both formal and informal.

When assessing literacy, students will read a book or passage that they have not previously seen. The book will have familiar words and vocabulary, but in different arrangements, so that we can be sure that they are demonstrating literacy skills as opposed to memory and recall skills. The students need to decode the words, speak them aloud, and be able to answer questions about what they read, recalling facts as well as making inferences and connections. We need to see this happen multiple time with both fiction and non-fiction throughout the year.

In mathematics, we are always checking in on students as they practice their skills. Often I will observe students performing calculations and solving problems correctly during the practice time, and then struggle when they work on a quiz. Through our observations in class, we are able to credit the student for their learning and understanding, and then help them manage their test anxiety in the future. Student grades are not dependent on their ability to write tests.

When you look at your students' Learner Profiles, know that much more than an average of marks go into their grades. The teachers carefully weigh multiple pieces of evidence for each grade they assign so that they have the fullest possible view of that student's learning and growth. If you ever have questions, our Learner Conferences are an opportunity to speak with the teacher you're your child. At any time of the year though, please reach out to us with questions, as we are always willing to work with you understand where your child is in their learning.

As always, thank you for your continued support,  
Tim Hasiuk