

**SCCAO Secondary Science Subcommittee
Minutes of Oct. 31, 2001**

In attendance: Rosanna Deo-DiScipio, Stephanie Grant, John Henry (STAO), Shawna Hopkins, Penny McLeod, Rasa Pruden, Lorraine Schroetter
Regrets: Arlene Higgins-Wright

➤ **Safety**

- Student Laboratory Safety handout is available from STAO for \$20/100, a limited time offer, will increase to \$30/100. John Henry provided complementary copies to preview.
- Need for and willingness to support STAO Keep Safe Safety Document (Secondary Safety Manual) was expressed by the subcommittee members.
- Boards have safety officers, but they may not be fully aware of science safety specifically.
- Feedback was provided re the need for a Grade 9 to 12 safety document not just a 9 and 10.
- Although STAO would reserve the right to sell the developed safety document, the boards who contribute to the development of this resource would have access to the written and electronic format for the purpose of customizing it to meet their needs.
- John Henry will provide specific details to SCCAO Secondary Science Subcommittee re the financial needs of STAO Safety in order to proceed with the initiation of this project.

➤ **Assessment and Evaluation**

- ❑ The following resource was shared with the group as a possible source of ideas for Rich Assessments Tasks (RATS):
NUFFIELD SCIENCE in PRACTICE GNVQ Science Assignments
Publisher: Heinemann Educational Publishers, a division of Heinemann Publishers (Oxford) Ltd,
Halley Court, Jordan Hill, Oxford, OX2 8EJ,
The Nuffield Foundation, 1994
ISBN: 043563254X
Advanced Assessment: England Publication
- ❑ Some comments with respect to the above resource include:
 - Performance assessments/tasks are developed at a high level
 - Mainly for the 11 & 12
 - Focus on communication
- ❑ Implementation Support for the Provincial Secondary Assessment Policy Initiative Proposal
 - Toronto and Area District Board representatives have invited key people across the province (minimum of one per district) to form a provincial AE steering committee.
 - The goal is to develop
 - a product for the classroom teacher that includes a step-by-step process to support the development of effective classroom programs and practices.
 - a product for school board program staff to support implementation efforts.
 - First meeting of the AE steering subcommittee is to take place on Nov. 8, 9 and 10 at the Halton District School Board.
 - Purpose of the meeting is to develop a draft of:
 - Step-by-step process that supports the development of effective classroom programs and practices.
 - Best practices related to assessment issues.
 - Profile of AE at its various stages of implementation
- ❑ Achievement Chart Categories and Evaluations
 - A discussion of how Achievement Chart Categories are being used took place. Some teachers are marking and recording based on the categories, others are using the categories during initial planning.
 - In some boards teachers use marking sheets to record marks under the four categories of the achievement chart. This helps teachers determine how many times they are assessing students in each of the four categories of the achievement chart.
 - Teachers are not sure what exactly constitutes a 'knowledge' vs 'making connections' expectation.

- Charts for converting rubrics and levels to marks are being used.
 - Most boards are pursuing some model of prescribed weightings for each of the four Achievement Chart categories.
 - Assessment needs to inform teaching.
 - Secondary teachers need time to understand and practice formative and summative assessment
 - There needs to be a balance in planning as well as a balance in weighting with respect to variety of forms of assessment strategies.
- Gathering base line data to establish our present state with respect to AE
- A template will be developed and circulated to gather information around category weightings in our science courses presently being used in the different boards (purpose: gather information for our use so each of us is more knowledgeable of what the other boards are doing)
 - Are we all using the Achievement Chart Categories?
 - Where are we at with respect to 9-11?
 - What are the boards doing with respect to the 70-30% split? Does the 70% weighting distribution match the 30%?
 - What is the comfort level around the formative vs. summative assessments?
 - Halton will share samples of Grade 11 course outlines developed by the Board.
 - Guidelines for assessment and evaluation of student achievement have been developed by the Halton District School Board. Purchasing information can be obtained from:
Jo-Anne Bryant
(905) 335-3663 ext. 3211

➤ **Double Cohort Issues**

- Halton District School Board has
- How do we deal with offering OSIS vs. OSS course
- How will credits from each be viewed by the different destinations (Workplace, Apprenticeships, Colleges, Universities)?
- Can courses be offered together? If not, which do they offer? Some boards are recommending offering both whenever possible, however if not possible then offer the OSS.
- Hoping there will be a consistent message from universities stating that they are looking at the OSIS and OSS credits equally, however there may be some underlying issues.
- One of the boards is offering OSS Grade 11 U and OSIS Grade 12 Advanced Physics in the same classroom, in some of the schools. Students are writing different evaluations.
- We are not spending a lot of time focusing on what the universities are going to do, however we must have a common awareness of the double cohort issue.

➤ **SCCAO Secondary Science Subcommittee**

- What is our role?
- What are we about?
- What do we want to produce?
 - We can contribute to the OSS/OSIS course gap analysis. Halton has started to produce one, it can be used as a starting point and perhaps we can enhance it.

➤ **Next meeting:**

- Thursday, December 13, 2001 in Dufferin Peel Catholic School Board
- Suggested agenda items:
 - What are we about? What do we see as our role in SCCAO?
 - AE discussion based on the results of the data gathered around the use of categories and weightings within them.
 - OSS/OSIS course gap analysis.
 - Double cohort issues.