

**MCROBERTS SCHOOL LITERACY PLAN &
FALL PBA RESULTS**

2025-2026

School Literacy Plan 2025-2026

(School Story)

**PBA (grade
8)**

**4 themes
for the year**

**Silent
reading**
(in language arts
classes)

School Literacy Plan 2025-2026

(School Story - Themes)

**Relation
-ships**

Conflict

Power

Change

**Sept.-
November**

**November-
January**

**February-
April**

April-June

What I have done so far this year...

- ✓ Designed fall assessment and the PBA prep activity
- ✓ Administered both PBA prep and assessment
- ✓ Organized marking team and assessed the PBA (211 students)
- ✓ Collated and analyzed data
- ✓ Created a learning kit (*Hexagonal Thinking Cards*)
- ✓ Prepared presentation for staff, PAC and district Literacy Team



FALL 2025 PBA RESULTS

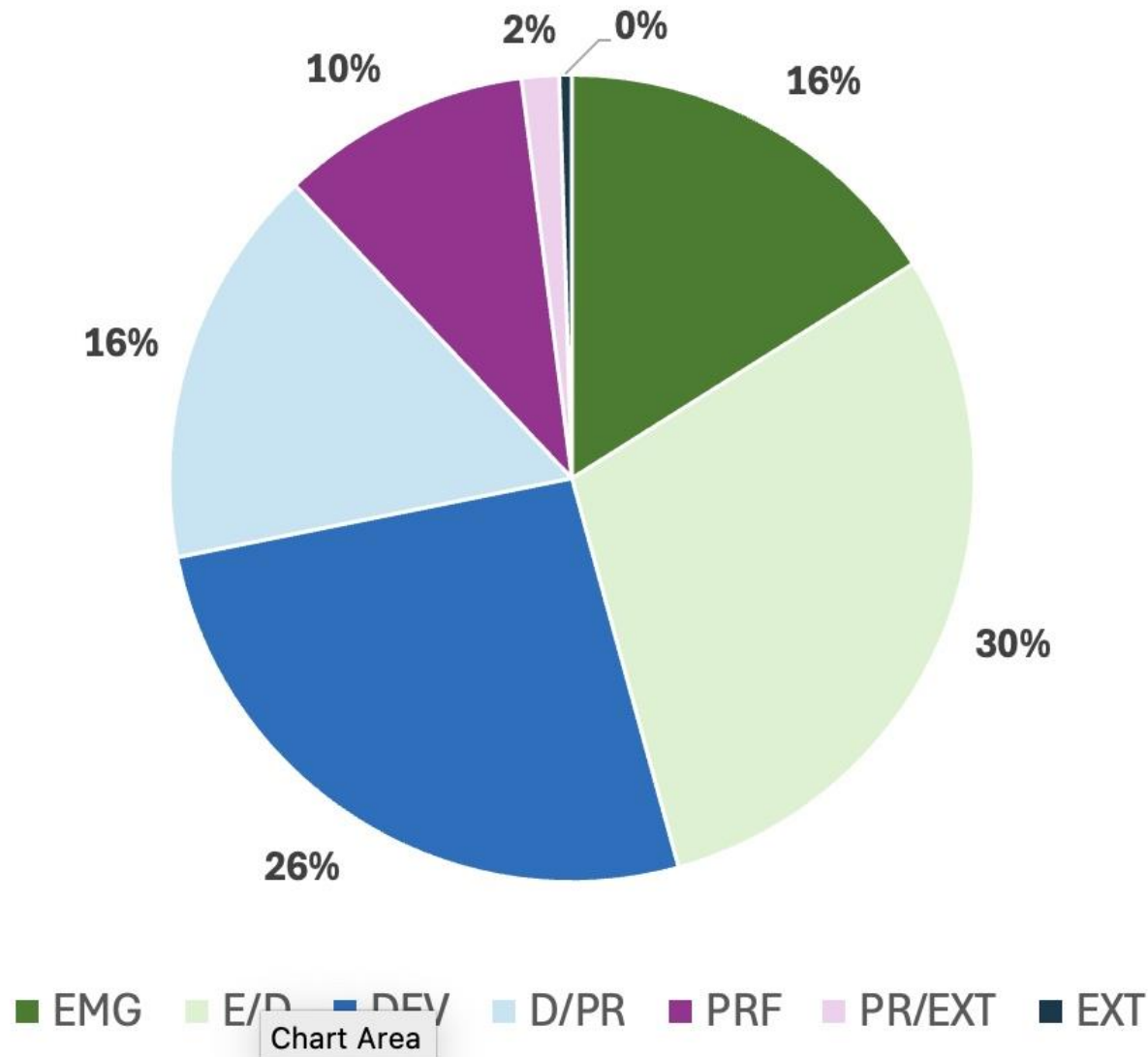


What is a Performance Based Assessment?

A **Performance-Based Assessment (PBA)** is a type of evaluation where students **demonstrate what they know and can do** by applying skills, knowledge, and reasoning to real-world tasks or complex problems—rather than just recalling facts on a test. *(Ex: reading a text for information and showing reading comprehension strategies)*

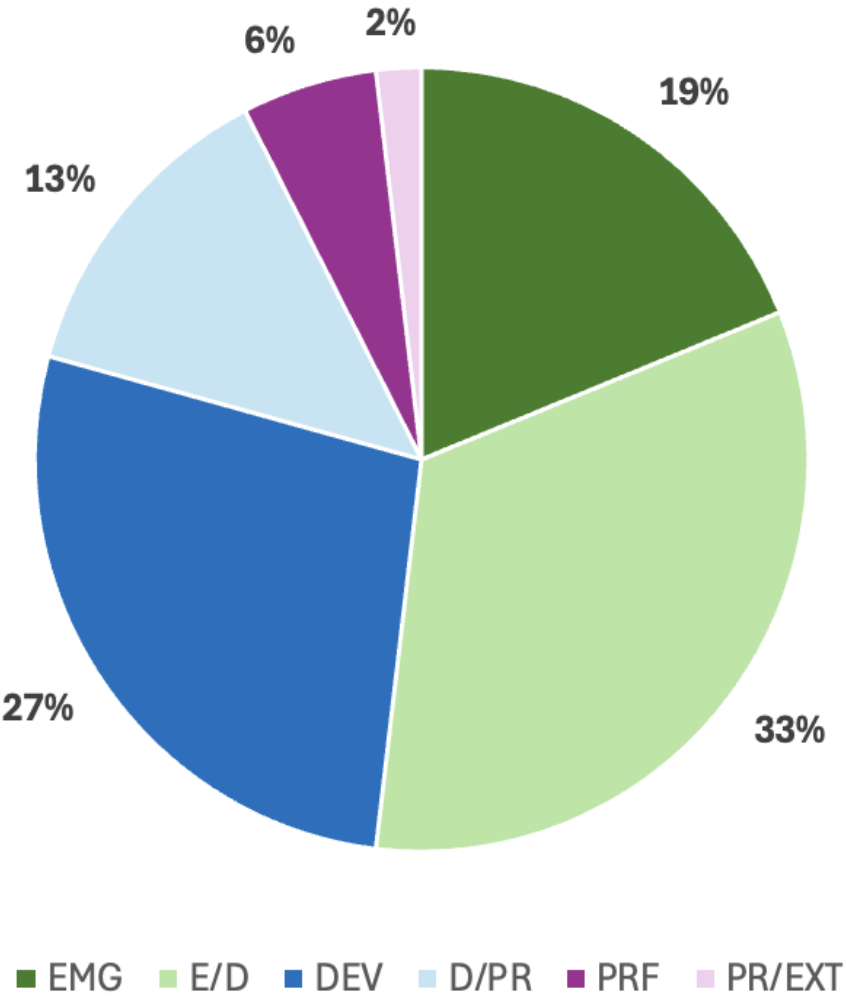
Its purpose is to provide teachers with formative feedback that will guide their practice. It is a snapshot of a student's performance in a specific moment in time.

FALL 2025 PBA OVERALL SCORES

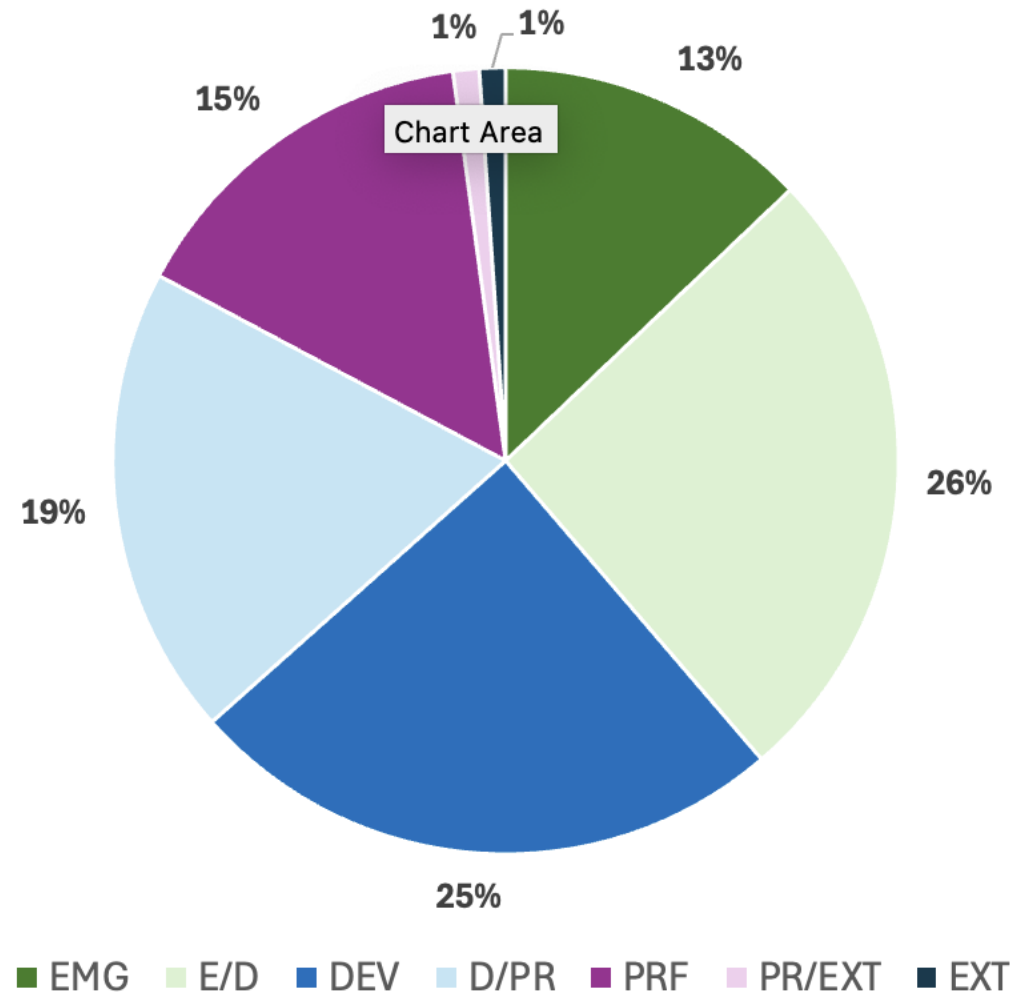


- **211** grade 8's
- **93** French Immersion students
- **31** ELL students
- **19** students with 1701 designations
- **6** students were absent
- **1** did not answer any questions

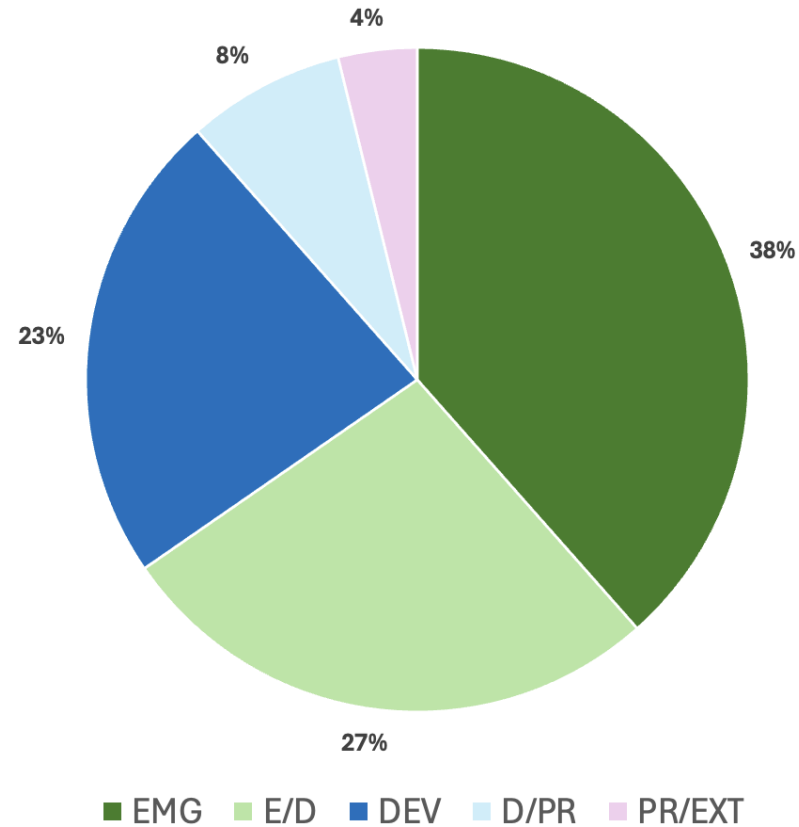
Distribution of 'Overall PBA Score' ENGLISH



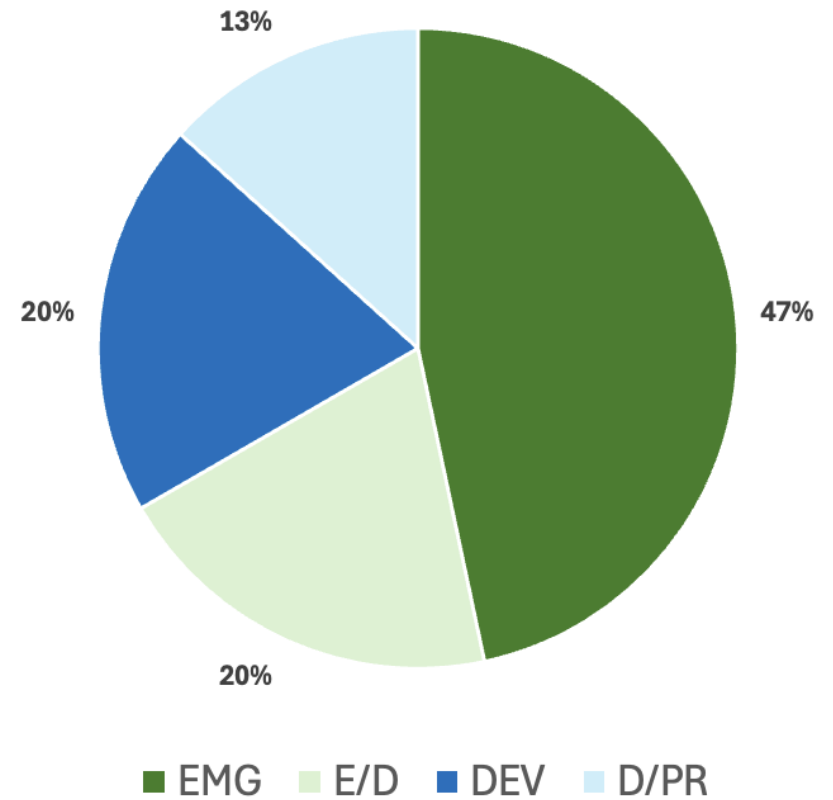
Distribution of 'Overall PBA Score' FI



Distribution of 'Overall PBA Score' ELL

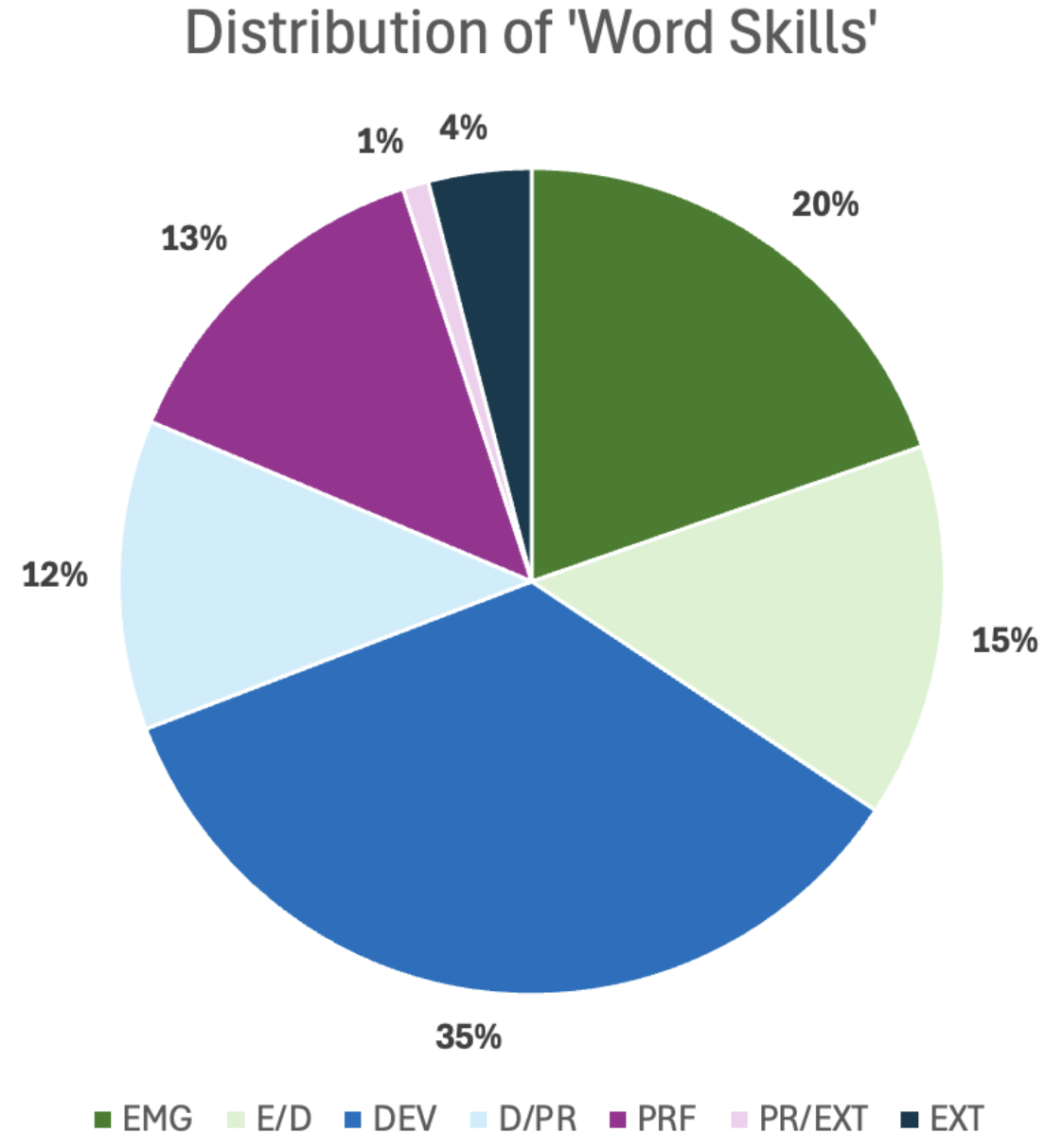


Distribution of 'Overall PBA Score' SPED



PRIORITY POPULATIONS

- ***Last year***, over 48% of grade 8's were **“EMERGING”** in their word skills.
- This year, only **20%** scored **“EMERGING”**
- 37 students scored **“PROFICIENT-EXTENDING”** **almost 20%!*





What did we notice?

- We were **impressed** with their **WORD SKILLS**.
- Students **struggled to summarize** and identify **main idea and details**
- Some students were quite **insightful at assessing reliability**
- **Written response was either GREAT or HORRIBLE...** lots of lists and disorganized, random ideas
- We think the **PBA prep activity helped activate prior knowledge** as students were able to write about relationships and mental health thoughtfully (*less about intergenerational relationships*)
- Students **did not always read the questions carefully** and therefore did not respond correctly to the task.



What's next?

- ✓ **Share data** with grade 8 teachers
- ✓ **Cross check data with upcoming interim reports** (see if anyone is falling through the cracks)
- ✓ Continue working on **WORD SKILLS** but focus more **SUMMARIZING AND IDENTIFYING MAIN IDEA AND DETAILS.**
- ✓ Continue to **support teachers** with pedagogy through Bitesized and individual/group collaborations
- ✓ **Report out results** and next steps to PAC, District Literacy Team and District Education Committee
- ✓ **Collaboration** with Sarah on ELL 1 and 2 and other collaborations
- ✓ Some kind of **intervention with EMERGING STUDENTS**
- ✓ Mid-point check in February → **FI STUDENT PBA in French** (sample)