BRANDON SCHOOL DIVISION

"Accepting the Challenge"

EVIDENCE SUITE HANDBOOK



Created by

Brent Allum

September 2026

Table of CONTENTS

Evidence Suite Purpose & Observables 4-5

Implementation Calendar & Pathway 6

Literacy Evidence Suite Assessments 7-11

Numeracy Evidence Suite Assessments 12-17



Purpose of the Evidence Suite

The success of each student is the core driver of our work as educators. The purpose of this evidence suite is to support that success by providing meaningful data that prioritizes student growth over fixed achievement scores. A strategic priority of the suite is to track longitudinal growth—not just over a term or a year, but across a student's entire educational experience in our division. This approach builds a clearer picture of how students develop over time and ensures that our instruction consistently moves them toward deeper understanding and greater independence as learners.

This suite is designed to help educators make informed, strategic instructional decisions in real time. The data gathered is not about labeling students—it is about understanding where each learner is in their journey and using that insight to adjust instruction, revise scope and sequence priorities, and close learning gaps. Responsive teaching, grounded in timely evidence, is essential to meeting students where they are and moving them forward.

Assessments within the suite focus on core areas critical to long-term student success: literacy and numeracy. These data points are carefully selected to reflect key skill areas that open doors to future learning. Assessment targets are drawn directly from provincial curricula and the Vision of a Literate and Numerate Learner document, ensuring alignment with both mandated outcomes and our broader instructional goals.



Evidence Suite Observables

1. Measuring the growth of each student in connection to our Vision of a Literate and Numerate Learner observables and identified curricular outcomes

- Alignment with Shared Vision: Ensures student growth is measured against what the division collectively values and defines as literate and numerate learners.
- Instructional Focus: Helps educators target and tailor instruction based on specific, observable learning behaviors.
- Clarity of Expectations: Provides students and educators with a clear understanding of what success looks like over time.
- Consistency Across Grades: Promotes coherence in instructional priorities and assessment practices across K–12 settings.

2. Tracking longitudinal data of individual students

- Holistic Understanding of Student Learning: Captures a richer picture of each learner's journey over time—not just isolated performance snapshots.
- Informs Transitions: Supports smoother grade-to-grade and school-to-school transitions by giving receiving educators access to historical learning trends.
- Intervention and Enrichment Planning: Enables early identification of patterns that may indicate a need for additional support or challenge.
- Supports Equity: Tracks whether all students, including those from historically marginalized groups, are making equitable progress over time.

3. Providing educators, administrators, and the division with baseline data for each student on key literacy and numeracy vision observables

- Informed Decision-Making: Offers a strong foundation for instructional planning, resource allocation, and professional learning initiatives.
- Targeted Support: Identifies where students begin relative to expected outcomes, helping educators design instruction that meets them where they are.
- Progress Monitoring: Establishes a reference point from which growth can be measured, making it easier to track the impact of strategies and interventions.
- System-Level Insight: Equips school leaders and divisional teams with the data needed to monitor trends, set goals, and evaluate the effectiveness of improvement plans.



Evidence Suite Calendar

SEPTEMBER/ OCTOBER

- **September 18- September 28** - **Fall Evidence Assessment Training**
  - School team is comprised of:
    - Two classroom teachers per grade
    - The CIC
    - An administrator (principal or vice principal)
  - School-based consolidation of learning training for all grade-level teachers
- **October 1 - Nov 16** - Implementation of Literacy and Numeracy Evidence Suite Assessments
- **November 23 - 27 -** School-based data examination with grade-level groups

NOVEMBER

- **November 16**- Return the following items to BSD:
  - **Literacy Assessment Artifacts (send to Division Office):**
    - Excel data collection sheet (via email)
    - Three student books - one *not meeting*, one *approaching*, and one *meeting* (via divisional mail)
    - Conferring notebook sheets corresponding to the selected student books
  - **Numeracy Assessment:**
    - Excel data collection sheet (via email)

DECEMBER

- **Mid-December** - Results sent to school administrators



Overview

Early Year Literacy Evidence Suite Assessment

The Divisional Literacy Evidence Suite is an instructional tool specifically focused on assessing students' writing composition skills. Its primary purpose is to support teaching and learning by tracking student growth over time and identifying next steps to close gaps in their ability to generate, organize, and express ideas in writing.

In contrast, the Provincial Report Card provides a summative snapshot of student achievement at a specific point in time. It reports on both composition and transcription skills (e.g., spelling, punctuation, handwriting).

Assessment Tool	Focus	Timing	Primary Use
Evidence Suite	• Growth in writing composition	• Fall and Winter	• Inform instruction and guide next steps
Provincial Report Card	• Achievement in composition and transcription	• Set reporting periods	• Communicate current achievement to families

Assessment Targets:

Vision of an Early Years Literacy Learner

- *W-CI -V-S1* -Student **writes** using topics they have chosen related to their own interests, enjoyment, and experiences.
- *W-CI-C-S1a*-- Student **selects** their own writing topic, using ideas from books they hear or read, personal experiences, and topics they know well and enjoy
- *W-CI-C-S1b*- Student **elaborates** on their writing topic/ideas through conversations with their teacher.
- *W – CI – M-S1a* – Student **revises** their writing, to make it better.
- W – *CI –M- S1b* -Student **chooses** and uses authors' craft moves, they have seen and learned about, to make their writing and illustrations better.



Early Year Literacy Evidence Suite Assessment

Grade 1 and 3 English Language Arts Curricula

Sense Making

- Learners are making decisions about how to communicate ideas.

Language as Exploration and Design

- Learners are imagining and exploring different ways to represent thinking and ideas.

Assessment of Skills

Composition Skills	• The process and skill of crafting written text. ◦ Includes idea and topic development, elaboration, and the use of interesting and engaging language. *"It is what makes writing worth reading."* Matt Glover - Literacy Consultant.
Transcription Skills (Convention Skills)	• Skills that are related to print including spelling, punctuation, and sound/symbol relationships. *"These skills are necessary but not enough"* (Matt Glover, Katie Wood -Ray, Lucy Calkins, Donald Graves - Literacy Consultants)
NOTE	• Transcription and Composition skills are parallel skills. • Transcription/Convention skills are **NOT** a prerequisite for Composition skills. • For report card purposes, a student's writing achievement is a combination of **both** Composition and Transcription skills.

Assessment Notes:

- Teachers record conferring conversations in the *Evidence Suite Conferring Teacher Notebook* (hardcopy or digital)
- Students will receive one of the following proficiency designations based on the indicators at the time of assessment (NOT June indicators):
  - Meets Expectations
  - Approaching Expectations
  - Needs Ongoing Help



Early Year Literacy Evidence Suite Assessment

Assessment Notes:

- Students will orally read their writing (pictures and words) to their teacher.
- **Recommended Practice for Assessing Composition Skills:**
  - 1. Ask students to read the text they have written on a specific page.
  - 2. Ask students to orally "read" two additional sentences they have in their mind (this includes describing their illustrations).
    - This step is especially significant for students whose transcriptions skills are less developed than their composition skills.
- Students' proficiency is determined by indicators for a specific point in time (end September/ beginning October, and again in February). Proficiency will **not** based on end-of- year/JUNE indicators.

Implementation

Text Type: Information Books
Genre: Information/All About Books: Books that contain information to teach the reader about something or someone (e.g. *All About Firefighters*)
Topic Selection: Each student will choose their own topic.

- Students will create books that contain both pictures and "words" *.
- The **"words" students use to communicate their ideas** may take many forms, including a single letter, random letter(s), inventive spelling, and scribbles.

NOTE:

- Students can achieve Meets Expectations or Approaching Expectations for Ideas if they use any of the above approximations or representations of writing and can elaborate or extend their information when reading their books to their teacher.
- However, these students will require additional support, instruction, and practice to further develop their Transcription Skills in order to achieve grade-level proficiency. Their current level of achievement in Transcription Skills will be reflected on the report card.

Recommendation:

- Provide students with a few "Immersion Days" prior to writing, where they are exposed to a variety of Information / All About Books and have opportunities to notice and share their observations.

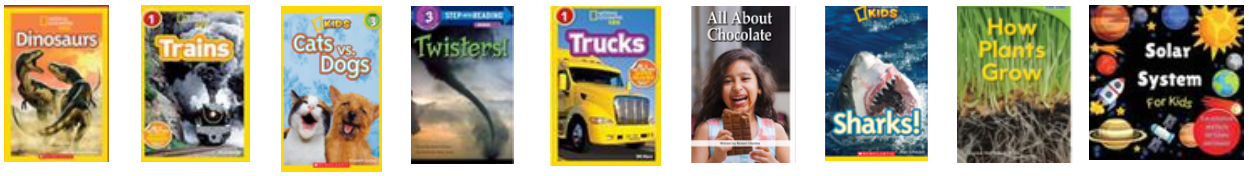


Early Year Literacy Evidence Suite Assessment

Materials:

- Students will write in books made of standard 8.5 x11 paper, stapled together.
  - BSD will provide books that containing 5 pages (including cover), stapled.
  - Students do not need to use all 5 pages; additional pages may be added if needed.
- For the September/October assessment, students will write on unlined paper.
- For the February assessment, teachers may determine whether lined books would provide additional support for specific students.

Examples of Information/All About Books



Divisional Training

- **When**:
  - Mid-September - early October
  - Mid-January to first week of February
- **Audience**:
  - Two grade-level teachers for each grade (Gr. 1 - 4), selected by school administrator
  - The CIC
  - A school administrator (principal &/or vice principal)
- **Length:**
  - One full day of training.
- **Substitutes:**
  - The Division will cover the cost of substitute teachers
  - Atrieve events will be live the last week of August
- **Core Training Components**
  - Assessment overview
  - Experiencing the assessment



Early Year Literacy Evidence Suite Assessment

School-based Consolidation Training

- **When**:
  - After the completion of Divisional Training, school-based facilitators will recreate training using divisionally supplied curriculum during a portion of September OITs.

- **Audience**:
  - Grade-level team
  - CIC (facilitator)
  - Administrator (facilitator)

- **Core Training Components**
  - Assessment overview
  - Experiencing the assessment

Data Submission to the Division Office

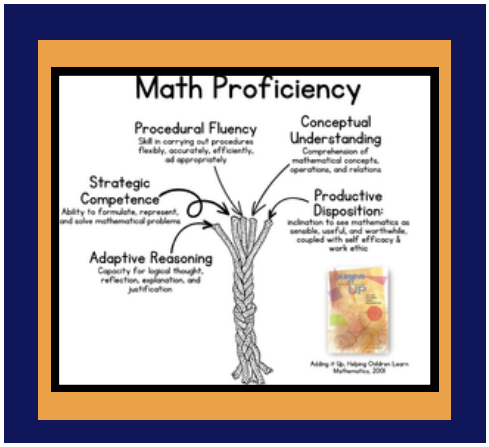
Please complete the following steps:

1. **Email Data Sheet**
   - Enter assessment data into the Divisional Evidence Suite Excel Sheet.
   - Email to: evidencesuite@bsd.ca
2. **Send Student Samples**
   - Submit **three student books** (Not Meeting, Approaching, Meeting Expectations).
   - Send via Divisional Mail, attention:
     - **Evidence Suite Assessment – Ingrid Gross**
3. **Submit Conferring Notes (for the 3 students)**
   - Option A: Scan and email to evidencesuite@bsd.ca
   - Option B: Photocopy and send via Divisional Mail, attention: **Evidence Suite Assessment – Ingrid Gross**
   - Option C: Send the **conferring notes together with the student books** via Divisional Mail, attention: **Evidence Suite Assessment – Ingrid Gross**



Early Year Numeracy Evidence Suite Assessment

The **Divisional Numeracy Evidence Suite** is an instructional support designed to help educators track and respond to student growth in essential numeracy skills. The suite supports teaching and learning by helping identify areas of strength and areas that may require further instruction, guiding next steps to close gaps and build proficiency over time.



Assessment Targets:

Vision of an Early Years Numerate Learner

- **SRC-S1** – Student flexibly applies:
  - mathematical representations (concrete, pictorial, and symbolic)
  - strategies
  - and procedures

  to efficiently and accurately solve an open numeracy task.

- **SRC-S2a** - Student uses evidence (concrete, pictorial, and symbolic mathematical representations) to justify their solution to an open numeracy task

- **SRC-S2b** - Student uses grade level mathematical language to communicate (concrete, visual, oral, and/or in writing) how their solution connects to the big mathematical/numeracy idea (s) embedded in the open numeracy task

- **SRC-S3** – Student communicates (verbally, visually, concretely, and/or in writing) where they are in their grade level learning and where they need to go next to continue their grade level learning.

Grade 2 Curricula Outcomes

- ***2.PR.1***. Predict an element in a repeating pattern using a variety of strategies.
- ***2.N.4***. Represent and describe numbers to 100, concretely, pictorially, and symbolically.
- ***2.PR.3***. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).



Early Year Numeracy Evidence Suite Assessment

Assessment Targets:

Grade 2 Curricula Outcomes

- **2.PR.4.** Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol.
- **2.N.10** Apply mental mathematics strategies....

Grade 4 Curricula Outcomes

- ***4.N.1*** Represent and describe whole numbers to 10 000, pictorially and symbolically.
- ***4.N.3*** Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals), concretely, pictorially, and symbolically.
- ***4.N.4*** Explain the properties of 0 and 1 for multiplication, and the property of 1 for division.
- **4.N.5** Describe and apply mental mathematics strategies, such as
  - skip-counting from a known fact
  - using halving/doubling
  - using doubling and adding one more group
  - using patterns in the 9s facts
  - using repeated doubling

  to develop an understanding of basic multiplication facts to 9 × 9 and related division facts.
- **4.N.8** Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to:
  - name and record fractions for the parts of a whole or a set
  - compare and order fractions
  - model and explain that for different wholes, two identical fractions may not represent the same quantity
  - provide examples of where fractions are used
- **4.N.9** Describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically.
- **4.N.10** Relate decimals to fractions (to hundredths). [CN, R, V]
- ***4.PR.3*** Represent and describe patterns and relationships using charts and tables to solve problems.
- ***4.PR.5*** Express a problem as an equation in which a symbol is used to represent an unknown number.
- **4.PR.6** Solve one-step equations involving a symbol to represent an unknown number.



Early Year Numeracy Evidence Suite Assessment

Assessment Structure:

Grade 2 Numeracy Assessment:

- **Structure:**
  - This is an **individual** assessment (although more than one student may be assessed at a time, provided they cannot see or hear each other's work).
  - The Grade 2 Assessment contains **three tasks** that each student will complete.

- **Materials:**
  - Provide students with that have a variety of attributes, (e.g., colour, size, shape, texture) and are familiar to them. Possible examples include:



- **Implementation:**
  - Provide each student their own set of materials and supplies.
  - Instruct students to complete the three tasks one at a time, using the prepared ***scripts.***
    - (**Note**: *Tasks may be completed over multiple days, depending on what works best for your students.*
  - Collect evidence (anecdotal notes, paper/pencil, video, pictures). Enter baseline results into the class results Excel sheet for submission to the Division.
  - Attend the **Grade-Level Data Review** during the week of **Oct 24 -31** & **February 23 - 27** to analyze patterns in student learning and plan next-step instruction.
  - Integrate identified next steps into daily planning to spiral key learning targets across the year.



Early Year Numeracy Evidence Suite Assessment

Assessment Structure:

Grade 4 Numeracy Assessment:

- **Structure:**
  - This is an **individual** assessment (although more than one student may be assessed at a time, provided they cannot see or hear each other's work.
  - Grade 4 Assessment contains **five tasks** that each student will complete.

- **Materials:**
  - blocks, counters, tiles, Base-10 materials, Cuisenaire Rods, whiteboards, paper.



Implementation:

- Provide each student their own set of materials and supplies.
- Instruct students to complete the five tasks, one at a time, using the prepared scripts.
  - *Note: Tasks may be completed over multiple days, depending on what works best for your students.*



Early Year Numeracy Evidence Suite Assessment

Implementation:

- Collect evidence of student learning (e.g., anecdotal notes, paper/pencil, pictures, or video) for each task.
- Enter baseline results into the Excel sheet and submit to the Division.
- Attend the **Grade-Level Data Review** during the **week of October 24–31** and on **February 23 - 27** to discuss learning patterns, identify next steps, and plan how to spiral these outcomes across the year.
- Integrate identified next-step instruction into daily planning.

Divisional Training

- **When**:
  - Mid-September to the beginning of October
  - Mid-January to early February
- **Audience**:
  - Two grade-level teachers for each grade (Grade 2 and 4) will be select by the school administrator
  - The CIC
  - A school administrator (principal &/or vice principal)
- **Length:**
  - One full-day of training.
- **Substitutes:**
  - Division will cover the costs of substitute teachers
  - Atrieve events will go live the last week of August
- **Core Training Components**
  - Assessment overview
  - Experiencing the assessment



Early Year Numeracy Evidence Suite Assessment

School-based Consolidation for all Grade-level Team Members

- **When:**
  - After the completion of Divisional Training, school-based facilitators will recreate training using divisionally supplied curriculum during a portion of September OITs
- **Audience:**
  - Grade-level team
  - CIC (facilitator)
  - Administrator (facilitator)
- **Core Training Components:**
  - Assessment overview
  - Experiencing the assessment

Data Submission to the Division Office

Educators will submit assessment data to the BSD Division Office by:

- Entering data into the **Divisional Evidence Suite Excel Sheet** and email it to: **evidencesuite@bsd.ca**