Secondary Assessment, Evaluation and Reporting

Support Documents for Teachers – Fourth Edition

A companion document to *Secondary Evaluation Procedures*

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Introduction

This document is designed to support teachers as they implement the requirements of the *Secondary Evaluation and Reporting Procedures* document (2010, LDSB) as well as to support the implementation of research-based effective practices related to assessment for learning. The supports include questions for clarification (both generic and subject-specific) that were received from teachers and administrators in our Board, as well as teacher-generated samples of assessment tools, templates, strategies and lesson plans.

The questions for clarification generated by teacher and administrators are listed after each of the board procedures (starting on page 2) so that they can be referenced easily and the graphical representation inserted after page 1 provides an overview of the entire planning, assessment and evaluation cycle. Each of the teacher-developed samples has been annotated to clarify its salient features and some sections have been added or expanded to provide additional support for teachers.

The fourth edition of this resource is still intended to be dynamic in nature, growing and evolving as teachers consider their teaching and assessment practices, and as they continue to develop and share effective strategies that maximize student learning. The secondary program team continues to be committed to supporting teachers through professional learning related to course design, and to assessment and evaluation.

To accompany this resource, electronic supports are being continuously developed. Some of these supports, such as course outline templates for every course offered in our district, are available in FirstClass through the Secondary Curriculum Conference. Other professional learning supports can be viewed through the Board's School Effectiveness Network website at http://sen.limestone.on.ca.

LDSB Secondary Evaluation and Reporting Procedures and Questions for Clarification

This document is a companion guide to the LDSB document, *Secondary Evaluationand Reporting Procedures (2010).* A complete list of key belief statements and expanded board procedures can be found in the Secondary Evaluation and Procedures document, but the expanded procedures themselves, together with questions for clarification, are reproduced below for easy reference.

Procedures for Communication:

1. **Assessment, evaluation and reporting procedures relating to both achievement of learning skills and work habits and overall expectations will be clearly and frequently communicated to students and parents/guardians.**
   - Proactive communication with parents/guardians early in the course is particularly important for students who the teacher, in his or her professional judgement, feels are struggling.
   - Report card comments will indicate strengths and next steps for improvement and will report on learning skills and work habits, and on academic achievement of overall course expectations.
   - Report card comments for students with grades below 50% should describe specific remedial measures that are planned or strategies that have been developed to address the student's specific learning needs and promote success in learning, as well as the kind of parental support that will be required. In these cases, teachers must contact parents as soon as possible to consult with them and involve them in this support.

2. **At the beginning of the course, students will be provided with a course outline that describes the summative assessment tasks and the associated cluster of overall expectations for each; and describes the criteria and behaviours necessary for learning skills and work habits achievement.**
   - Course outlines will be distributed at the beginning of every course. Course outlines will be developed using the template provided by the Board.
   - Course outlines will include reference to the six learning skills and work habits.
   - Course outlines will include a detailed list of the summative assessment tasks that will be used, together with an indication of the overall expectations addressed by each task.
   - If summative assessment tasks change substantially during the semester, students will be informed of the changes well in advance.
   - Course outlines will be routinely examined with students at appropriate points throughout the course.

Questions for Clarification
What must be included in the course outline? Course outlines include strands, overall expectations and a list of summative assessment tasks, as well as assessment and evaluation procedures to be used for academic achievement and learning skills and work habits achievement. Templates have been revised for all courses after consultation with OSSTF representatives, and are available in FirstClass → Secondary Curriculum. **What if I haven't decided on the summative assessment tasks I intend to use at the start of the course?** Language is included in the course outline to indicate that the exact timing and format of summative assignments may change as the course progresses, in which case students must be given adequate notice of such changes. Teachers should establish the highest priority overall expectations in the course and should be able to identify the type of summative assignments that will be used before the course begins. This is an integral part of the design-down planning process.

What if my class is less skilled than my colleague's class?
Certain classes can appear less prepared to handle the curriculum expectations required for a particular course, but the curriculum expectations and achievement charts are mandated by the Ministry of Education. Emphasize the highest priority overall expectations and provide enough formative feedback to support student learning. It is important to maintain high expectations for all students and to encourage them to persist. Summative assessment should be consistent across sections of the same course, but some students may require more formative assessment opportunities to help prepare them for summative tasks. Working with the Student SuccessTeam, providing needed accommodations, and communicating with parents will help provide each student with the most appropriate program of study.

Do I have to hand out my course outline on the first day of classes?
LDSB procedures state that course outlines need to be distributed at the beginning of the course. You may wait a few days to allow time to work with students in the development of the course outline. Using the course outline as a teaching tool with students will assist students in understanding what is expected of them within the course of study. For students, the earlier they receive them the more likely it is that they will commit to the expectations within them.

Should my summative assessment chart on my math course outlines contain only paper and pencil tests since those lend themselves most easily to math?
More students will be able to demonstrate their understanding of math concepts if a variety of assessment tasks is used. Some examples that can be used in math classes are: performance tasks, mind maps/flow charts, oral presentations, scale models, teaching a topic/concept to someone else (e.g.,, in person or by making a short video tape), and problem design activities.

I am teaching a focus program. Should I produce one course outline for the program or do I have to do one for each credit that is being taught?
A focus program does not require a course outline for each credit taught. It is important that each overall expectation for the entire focus program be listed on the course outline and that instructional and assessment tasks align with those expectations.

Due to the time constraints of the Civics course, teachers find it challenging to evaluate all expectations. How can I set up my summative tasks with this in mind?
Use design-down planning to ensure that all summative tasks evaluate multiple expectations to keep the total number of summative tasks small. In a half-course like civics, it would be beneficial to offer three or four rich performance tasks that evaluate more than one expectation within the same task. This way, overall expectations can be evaluated more than once without needing to use too many summative tasks.

What if I have not used 'Design-down' planning
Design-down is a planning model that ensures that assessment tasks focus on the highest priority overall expectations of the course. Even if you think that you have not designed down, go back to the summative assessment task charts included in your course outline and ask the questions: "Is this task appropriate for the cluster of overall expectations I was to assess?" and "Is the balance of achievement chart categories (K,T,C,A) appropriate for this task?". If you are teaching a course for the first time, and without sufficient notice to use design-down planning before the course begins, ask someone who has taught the course before, or your department head, to see if a plan for the course is available to get you started.

What is the breakdown in percentage of the categories of the achievement chart?
Ministry documents recommend a balance of the categories but do not assign specific percentages. The balance will vary from one course to another due to the nature of those courses. Ask your department head what past practice has been and use that to guide your work.

3. **Formative assessment will focus on the provision of effective feedback to both students and teachers, enabling students to determine their strengths as well as their next steps for learning, and enabling teachers to determine their next steps for instruction. Formative assessment data will not be used to determine the final grade.**
   - Formative assessment tasks will allow students ample opportunity in class to reflect on their achievement of the learning goal (academic and learning skills and work habits) and to act on their next steps for learning.
   - Formative assessment tasks should generally not have a mark attached to them, so that the focus for the student is on the feedback provided.
   - Teachers, peers, or the students themselves may provide formative feedback.

Questions for Clarification

How do I encourage students to value formative assessment tasks?
Students may not see the reason for a particular task, but if this is explained in a practical and concrete way, participation will often increase. Focusing on the feedback given to students during class time can help them see the value of completing the formative task. Demonstrating the link between effort on formative tasks and improved achievement will help students to see the benefit of completing formative tasks. If students see that the teacher is responding to the evidence collected from formative assessment tasks to correct misconceptions and adjust their instruction, this will further help them to see the value of completing formative work. Students engage in formative work when class time is provided for it, and when they know that formative work looks like, and prepares them for, summative work.

How many formative assessment tasks should I use?
The number will vary for each unit or type of skill. It is equally possible that some students may require more practice and alternate or additional formative tasks than others will. It is important to note that formative tasks might include the use of questions to check for understanding, checklists used by peers to assess each other's work, discussions with small groups of students, or demonstrations of specific skills. These types of formative assessment might occur daily – and be quite informal. The important thing is that they be used to provide feedback on next steps for both the students and the teacher.

4. **All summative assessment tasks will be accompanied by clearly articulated success criteria.**
   - Attaining the provincial standard allows students to continue to the next course in the subject area without experiencing significant gaps in skills or understanding.
   - Summative assessment tasks will include explanations, in writing, of the evaluation method to be used (such as rubrics or checklists) and these will be distributed and discussed at the time that the task is assigned.
   - Guided discussions on examples of student work relative to the learning goal should take place during the period of learning.
   - If possible, criteria for each level of achievement, organized by achievement chart category, should be provided. As a minimum, level 3 achievement will be described or demonstrated.

Questions for Clarification

What does 'clearly articulated success criteria' mean?
This could involve modeling sample answers, providing examples, illustrations, or practice questions. It could also mean using exemplars of student work (perhaps from previous years) together with rubrics or marking schemes so that students gain a clear understanding of what quality work looks like.

Do I need a rubric for every assessment task?
Rubrics are not necessary for every assessment task. Well-designed rubrics do clearly describe the criteria for success, and the balance of the achievement chart categories, but other assessment tools may be more appropriate in some cases. The goal is to make it easy for students to see what criteria will be used to evaluate their work and what level of performance they need to demonstrate to reach each level of achievement.

How do I effectively use exemplars?
Exemplars help teachers and students see what quality work looks like when a summative task is presented. Exemplars need to be analyzed through class discussion to accurately show how they reach the criteria described in an accompanying rubric or marking scheme. Exemplars are particularly useful if they can be used to illustrate how different approaches (differentiated learning) to a common task can be equally indicative of meeting the expectations. It is important to ensure that students do not simply copy an exemplar and the student imagination and effort are not limited by looking at exemplars. For example, if you are providing an exemplar for an essay, the essay topic could be different than the topic assigned to students. Over time, it will be possible for teachers to collect exemplars from their students of work that meets or exceeds the provincial standard (level 3) to use in the future. Exemplars are also useful in discussion between teachers of the same course to ensure consistency in grading practice.

Procedures for Learning Skills and Work Habits Evaluation and Reporting:

5. **Learning skills and work habits will be evaluated and reported separately from academic achievement. Teachers will use their professional judgement to ensure that there is no misrepresentation of academic achievement due to behaviours associated with learning skills and work habits.**
   - Learning skills and work habits must be addressed specifically in the context of every subject area so that students can clearly see the connection between learning skills and work habits and academic achievement. For example, ask the question: "What does initiative look like in this class?"
   - Just as demonstrations of learning skills and work habits achievement must not cause unrepresentative reduction of academic grades, they also must not cause unrepresentative improvement in academic grades.
   - If curriculum expectations reflect skills similar in nature to learning skills and work habits, then these expectations will be evaluated separately from learning skills and work habits achievement.
   - Consistent board-level procedures for dealing with late assignments will be followed to ensure that all students demonstrate achievement of the overall expectations.

Question for Clarification

What message do I give to my students about responsibility and organization if I don't take off marks for late submission of summative assessment tasks?
Learning skills and work habits are important contributors to student success, and their importance is demonstrated by the separate reporting of learning skills and work habits on the report card. Mark penalties for late submission serve to further disengage struggling students. The message for students must be that all summative tasks must be completed so that the teacher has sufficient evidence of achievement of the overall expectations, and that learning skills and work habits are used to report on student responsibility and organization. The completion of summative assessment tasks in class serves to mitigate the likelihood of late submission.

6. **Instruction and assessment of learning skills and work habits must take place over the course of the semester, so that students receive ongoing feedback about their learning skills and work habits strengths and next steps for improvement.**
   - Evidence is to be gathered to adequately instruct and assess, provide feedback on, and evaluate learning skills and work habits. Evidence might be gathered using checklists, reflections, rubrics, conferences, questionnaires or other tools.
   - Explicit instruction of learning skills and work habits must occur so that effective feedback can be provided; co-constructed criteria for learning skills and work habits can be recorded and shared on an anchor chart.
   - Specific learning skills and work habits may be assessed or evaluated alongside summative assessment tasks where appropriate. For example, in a summative assessment task where long-term planning is required, organization may be assessed or evaluated.
   - Self and peer assessment may be used to supplement formative feedback provided by teachers on learning skills and work habits achievement. Evaluation and reporting of learning skills and work habits must only be undertaken by teachers.

Questions for Clarification

How often should learning skills and work habits be assessed?
Learning skills and work habits can be assessed daily, weekly or less frequently depending on the nature of the class and course. Students and parents/guardians will be more likely to value learning skills and work habits when teachers assess them regularly and communicate regularly about them. Learning skills and work habits rubrics such as those included in this document can incorporate student reflection about learning at several points throughout the semester. The most important part of the process is to provide feedback to students so that they can clearly see their next steps for learning skills and work habits achievement. Goal-setting based on learning skills and work habits will build a focus on assessment as learning and encourage independence. Peer and self-assessment also provide valuable feedback and promote metacognition.

Should I be including a learning skills and work habits component in every summative assessment task as a way of evaluating learning skills and work habits more regularly?
Including learning skills and work habits as a component of summative assessment will provide students with the opportunity to relate their learning skills and work habits to their achievement of overall expectations. It can also provide them with ongoing feedback on their progression with improving learning skills and work habits particularly if you use the same rubric over the entire semester. You could also structure a summative assessment task to evaluate one or two learning skills and work habits, such as collaboration for a summative assessment task that requires students to initially work in a group, or organization for a research project that has multiple check-in points.

Procedures for Demonstration of Overall Expectations:

7. **Summative assessment tasks inform the development of formative assessment tasks in terms of format and/or content.**
   - Formative assessment will be used to ensure that students are familiar with summative assessment methods being used. For example, students may be given the opportunity to practise short answer questions, multiple choice questions or essay questions formatively, before these types of assessment methods are used for summative assessment.

Questions for Clarification

What if students don't complete formative assessment tasks?
Feedback provided on formative assignments is an essential step towards reaching the provincial standard on overall expectations. Regular contact with parents/guardians should be established to gain support for this process. School-based supports may also be an option, such as academic detention, tutorial services or contact with the Student Success Team. The value of formative work must be continually and consistently emphasized with students. Completion of formative tasks should be reflected in the assessment of learning skills and work habits.

8. **Summative assessment during the term will occur after a period of learning during which students have had the opportunity to receive effective feedback through diagnostic and formative activities and tasks. To allow for this emphasis on formative assessment, teachers will limit the summative assessment tasks in a course to a reasonable number.**
   - A period of learning will vary depending on the nature of the overall expectation(s); in any case, no overall expectation can fairly be evaluated without at least one formative practice attempt that is followed by feedback and an opportunity for reflection and additional formative application.
   - Overall expectations will be assessed and evaluated at least once throughout the semester after preparing students through diagnostic assessment and formative assessment.

Questions for Clarification

Should I record formative marks?
Formative assessment tasks do not require a mark. When a struggling learner receives a low mark on a formative piece, this often leads to lower levels of motivation or persistence. Specific, focused feedback on next steps is essential. Keeping track of formative assessment results can be in the form of dated check lists, portfolios or anecdotal comments.

What if there wasn't enough time before a summative assessment task to look at something formatively?
Formative assessment must occur before a summative assessment task is assigned. There should not be a situation where students are asked to complete a task to illustrate achievement of an overall expectation on a summative assessment task without having had the opportunity for formative assessment and an opportunity to act on feedback from the teacher.

What is a 'reasonable number' of summative assessment tasks?
Student learning is the focus of all courses and summative assessment is one small, albeit important component of the assessment and evaluation process. The number of summative assessment tasks should be small so that most of the time in the course is devoted to learning and formative assessment. The number of summative assessment tasks can be more easily reduced when each task assesses a cluster of overall expectations from the curriculum and provides an appropriate balance of the achievement chart categories. Clustering overall expectations from multiple strands may be easier in some subject areas than in others, so the number of summative assessment tasks may vary to some degree from course to course. There should be no more than eight summative assessment tasks in a course. The design-down process is used to minimize the number of summative tasks while ensuring that the enduring understandings and essential skills of the course are adequately assessed (see pages13-31 to learn more about the design-down process).

9. **Summative assessment tasks and final summative assessment tasks (e.g., projects, essays, reports, and tests) are to be completed, to the extent possible, under the supervision of a teacher. Homework to consolidate students' knowledge and skills or to prepare for the next class will not be used for the purpose of summative assessment.**
   - Summative assessment task administration may extend beyond a single class period. The time allocated in class should reflect the richness of the task.
   - Chunking larger summative assessment tasks and monitoring the completion process through conferences and checkpoints supports success for all students.

Questions for Clarification

I use an Independent Study project as a summative task – does that all need to be completed in class?
Independent Study modules and tasks are no longer a part of Ontario Curriculum Documents. Teachers are responsible for instruction and assessment of all parts of the curriculum and students should not be expected to learn a portion of the course on their own without teacher support. When a summative task is assigned that extends over a period of time, it is critical that chunking is used to provide in-class feedback to students along the way, and to provide check-in points so that due dates are met.

10. **Grades will represent academic achievement of overall expectations. Teachers will use their professional judgement to determine which specific expectations will be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not in evaluation.**
    - Rich summative assessment tasks are those that assess achievement of a cluster of overall expectations within the context of a single task. The specific expectations often provide the content and context of the assignment.
    - Development of an understanding of the connection between the specific expectations and the overall expectations must be continual and deliberate.

11. **Summative assessment tasks will be administered at or near the end of a period of learning. These rich performance tasks will allow students to demonstrate achievement of the overall expectations of the course, and will represent an appropriate balance of the achievement chart categories.**
    - Teachers will use their professional judgement in creating summative assessment tasks that will address a suitable cluster of overall expectations, as well as an appropriate balance of the categories of the achievement chart.
    - Summative assessment tasks must use methods or approaches used throughout the period of learning.
    - Summative assessment tasks must allow students to demonstrate literacy skills developed throughout the period of learning.

Question for Clarification

Does every overall expectation of the course need to be evaluated multiple times?
No. The design-down process should be used to identify which overall expectations of the course are of the highest priority and these will be evaluated more than once during the course and will be evaluated again on the final summative task(s). Each overall expectation must be evaluated at least once during the course, but only the highest priority ones will be evaluated on the final summative task.

How do I ensure that my summative assessment tasks allow students to demonstrate literacy skills?
It is important that summative assessment tasks reflect the types of literacy activities students have been practicing during the period of learning. For example, in geography, reading a map, analysing a graph, reading an article and answering questions, and interpreting data are all examples of literacy activities that should be performed throughout the period of learning. Having done so, any of the above can be included as part of a summative assessment task.

12. **Common final summative assessment tasks will be co-developed when there are multiple sections of a course in the same school in a given semester.**
    - Developing common final summative assessment tasks promotes fairness and collaboration within a school.
    - Discussions and decisions about the final summative assessment task must occur early in the semester to ensure that similar approaches and emphases are maintained across the sections.
    - Where the same course is offered in both semesters of the school year, the same format of the final summative assessment task(s) will be used in both semesters.
    - Final summative assessment tasks must use methods or approaches used throughout the term.
    - More than one final summative assessment task may be necessary to effectively evaluate all high priority overall expectations for a given course.
    - To allow for differentiated assessment of student performance, a choice of questions, processes or tasks to be completed can be used. Students must be able to demonstrate their full range of learning regardless of their choice.

Questions for Clarification

Why do the final summative assessment tasks have to be identical for multiple sections of the same course, provided the overall expectations are still being evaluated?
Consistency between sections within a semester emphasizes fairness and rigor in assessment practices. Common final summative assessment tasks are best developed using the "design-down" method. Teachers of multiple sections of the same course should meet to agree on the highest priority overall expectations for the course, the type of final summative task(s) that will be used, and to reach some level

of consensus on the nature of the unit summative tasks they will use. This does not necessarily mean that the task(s) need to be written at the start of the course but a common understanding of the type of evaluation to be used (e.g., written exam, performance, lab practical, oral exam) and the key overall expectations to be included in the final summative tasks should be reached. Teachers of the same course in the same school should also reach consistency on the methods of assessment of learning skills and work habits.

What if my teaching style does not suit my colleague's style?
Teaching styles vary; this should not present problems as long as students are evaluated according to the overall expectations and in a consistent manner between teachers of the same course. Consistency is improved when teachers collaborate regularly. Since the highest priority overall expectations are those that appear on the final summative tasks, different teaching styles, or areas of expertise, should not prevent teachers from agreeing on final summative tasks. Students' preferred learning styles also vary, and it is important that, during the course, students have an opportunity to learn, and demonstrate what they have learned in a variety of ways.

My course is hands-on, why do I need to have a written exam?
The form of the final summative assessment tasks should fit with the nature of the course and the overall expectations. If you are required to hold a final summative assessment task during the exam schedule, this does not mean that you should use a paper-and-pencil exam if summative assessment throughout the term has been through performance tasks. Work with your administrative team well in advance if you are planning a performance task during the exam period, or if you feel that the final summative assessment tasks should take place outside of the examination schedule.

Procedures for Determining Grades:

13. **A mid-term grade represents an indication of progress to date based on only some of the overall expectations. When determining the final 70% term grade, evidence from the entire term will be considered.**
    - Final term grades should be based on overall expectations that have been evaluated throughout the semester, whether taught in the first half of the semester or the second. Separate weighting for each half of the semester must not occur.

14. **The 70% final term grade will represent the most consistent level of achievement across the overall expectations of the course; evidence of growth in demonstrated achievement of overall expectations will also be considered.**
    - High priority overall expectations are evaluated more than once. When students demonstrate growth in their achievement of overall expectations, this growth must be taken into consideration when final grades are determined.
    - In some subjects, certain overall expectations are unique to a single strand (usually those related to knowledge and understanding) and others span strands (such as problem solving or research-related expectations). Expectations that span the strands represent skills that have been evaluated more than once, so consideration should be given to growth in achievement.

15. **The final grade for the course will be based on the breakdown of 70% term work and 30% final summative assessment tasks.**
    - Only in certain exceptional circumstances, principals, in consultation with the Student Success Team, teachers, the student, and his or her parents/guardians, may determine how evidence from the 30% final summative activities and the 70% term activities are used in grade determination.
    - Evidence of growth in achievement of overall expectations may only be considered within the 70% term work for the course.
    - Where a student's final grade is below 50%, teachers will complete the credit completion form.

16. **In all cases, grades will be based on the achievement of each individual learner, even when summative assessment tasks involve group work. Collaboration is evaluated separately through learning skills and work habits.**
    - Within a group project, achievement must be assessed and evaluated individually. When designing an assessment task that involves collaboration among students, the teacher will decide how each student's individual achievement can be evaluated. This can best be achieved through individual demonstrations of learning.

Questions for Clarification

How do I assess individual achievement in the context of a group project?
Care must be taken to evaluate individual work based on overall expectations. Learning within the context of a group can benefit student learning and engagement, but may misrepresent student achievement and cause frustration for students if they feel their academic grade depends on the work of others. Group tasks may feature individual written or oral components or a question on a summative test at a later date that verifies achievement of overall expectations. Students who have a choice for their contribution to an end product (e.g., a seminar, other group presentation or package) can be evaluated individually based on their performances of completely different tasks using a common rubric. Collaboration during formative work helps students to understand how they will be assessed and evaluated summatively. Group learning provides an opportunity for the teacher to assess the learning skills and work habit of collaboration.

How do I mark collaborative group work expectations without giving a group mark?
Some courses, such as drama and dance, have overall expectations that require the instructor to assess collaborative group skills in a presentation or performance. In such cases, a collaboration component should be added to the summative assessment rubric, but should still only assess the individual student's contribution to the overall group project. It is imperative that the summative assessment of a student's work is not affected by the work of other group members – each student must be evaluated individually.

Procedures for Individual Accommodation:

17. **In the design and implementation of assessment tasks, whether formative or summative, teachers will accommodate the needs of students identified by an Individual Education Plan (IEP) and of English Language Learners (ELLs).**
    - Accommodations must be consistently provided throughout the course.
    - Accommodations must be considered when reporting to ensure the selection of appropriate comments that account for information in Individual Education Plan.
    - When differentiated instructional strategies are employed to address specific information on IEPs, these strategies will also be used with summative assessment tasks.
    - What is a necessary accommodation for some can be good for all students.
    - Accommodations are designed to support students while guarding the integrity of the performance task. For example, if an overall expectation requires a written demonstration such as an essay, it is not appropriate to accept an oral response. However, it may be appropriate to allow such a student to utilize assistive software, scaffolding techniques or a scribe to demonstrate his or her ability.

Questions for Clarification

How is it fair to all students when accommodations are given to one student?
Accommodations allow student to demonstrate the same expectations as other students. They do not change the expectation for that student. Think of it like wearing corrective lenses. Glasses allow students without 20/20 vision to participate fully in the classroom. No student is advantaged over another student when we allow some students to wear glasses. Likewise, accommodations are a tool to support learners with exceptionalities so that they may participate fully in the learning within the classroom.

What's the difference between an accommodation and a modification?
An accommodation allows a student to demonstrate the same expectation as other students in the class. Accommodations may include chunking large, complex tasks into more manageable, smaller parts, and providing more time for learning and the completion of activities. A modification is a change to an expectation (specifically, a change to what the student is demonstrating). Only a principal has the authority to determine that a modification will occur. This information is recorded within the student's I.E.P.

Where do I find out information about the accommodations to which a student is entitled?
Learning Program Support staff and students' OSRs (Ontario Student Records) will provide details of these accommodations.

What if the student does not want the accommodation?
The acceptance of accommodations is sometimes a difficult decision for students. Concrete illustrations of the ways that an accommodation may help can be effective. The acceptance process may take time and frequent discussions. Student Services personnel can be helpful when facilitating this process. It is important to inform parents/guardians if a student is declining an accommodation so that they can work with the school to ensure that the student uses the accommodation to achieve success.

How do I report that a mark was earned through an accommodation?
You don't. The accommodation allows a student to demonstrate the same expectations as other students. There is no need to identify that the student was accommodated in the evaluation process.

Can students who receive accommodations earn Level 4 marks?
Absolutely, the accommodations are designed to make the learning environment fair and accessible to all.

Do I have to provide accommodations?
The IEP is a legal document, and students are legally entitled to the accommodations described within it. Teachers must provide the necessary accommodations to identified students.

Procedures for Non-Demonstration of Overall Expectations:

18. **Teachers will instruct students in issues related to academic honesty, including issues of plagiarism. Breaches of academic honesty will be reported to the school administration and a plan of action will be implemented according to board procedures. The school administration and teacher will collaborate to determine how any critical missing evidence caused by the breach of academic honesty will be collected.**
    - Breaches of academic honesty on both formative and summative assessment tasks must be reported to the school administration. When discovered on formative assessment tasks, it is easier to be proactive in order to reduce the chances of repeat behaviour on summative assessment tasks.

Question for Clarification

What happens if there is a breach of academic honesty on a final summative assessment task?
Breaches of academic honesty are particularly problematic on final summative tasks as there is often no time left in the course for the student to complete an alternate assignment. For this reason, it is essential that final summative assessment tasks be completed under direct teacher supervision. If some of the final summative work is completed outside of class, then there must be regular process checkpoints in place to ensure that students' work is their own and to provide early intervention for students who are struggling to complete the work. If a breach of academic honesty occurs, this must be brought to the attention of the school administration and, wherever possible, an alternate final summative task must be completed. If this is not possible, then the course requirements have not been met and the student will be required to complete a final summative assessment task through the credit recovery process.

19. Final grades can only be determined when all summative assessment tasks have been submitted. The credit will not be granted until such evidence is provided; the code "I" will be used in grades 9 and 10 and the code "25" will be used in grades 11 and 12.

- The Student Success Team should be notified as early as possible when students are having difficulty completing or submitting assignments, so that appropriate interventions can be employed.
- Every effort must be made, using support from the school success team, to gather the necessary evidence of achievement. Non-completion of summative assessment tasks should not be a choice for students.
- Where there is missing summative evidence, the code "I" will be used in teacher records until the evidence is submitted.
- Suitable comments and report card entries are available where the credit has not been granted.
- Where a student's most consistent level of achievement is below level one, or where there is insufficient evidence of achievement of the overall expectations, the teacher will complete the credit completion form.
- If the principal determines that exceptional circumstances apply, the Student Success Team may recommend a different course of action for the student than the one recommended by the teacher. In such cases, the principal may request an updated credit completion form from the teacher.

Question for Clarification

Should I look at the most consistent level of achievement within each strand?
No. It is best to look at the most consistent level of achievement either for each overall expectation, or within the categories of the achievement chart, depending on how marks have been tracked in your course.

What does 'professional judgement' mean with respect to determining the final grade?
This term is used to help teachers, parents and students understand that final grades are not based on an average of summative assessment marks, as this may not best represent the most consistent level of achievement. Teachers will examine all of the available summative evidence in determining the final learning skills and work habits grades and academic grade. For the academic grade, professional judgement must focus on evidence of achievement of the overall expectations and must take into account evidence of growth in achievement.

What happens if a student misses the final summative assessment task (e.g., a written exam)?
Teachers should confer with the school administrative team to determine a plan of action. If it is not practical or possible to have the student complete the final summative task before the end of the semester, then the Student Success Team will determine what steps the student needs to take to complete the course requirements. Until the course requirements have been met, a code of I (grades 9 and 10) or 25 (grades 11 and 12) will be used to indicate insufficient.

What are the ways I can ensure there is sufficient evidence of achievement of overall expectations?
Wherever possible, teachers should provide multiple opportunities for students to demonstrate achievement of the overall expectations. Where, despite the best efforts of the teacher, students do not provide such evidence due to excessive absenteeism, or other reasons, the teacher must make sure that students, parents/guardians, administration, and the Student Success Team are informed of the missing evidence to ensure the earliest possible intervention.

When is credit rescue appropriate?
The sooner students who are struggling have interventions, the more likely they are to be successful. As soon as you recognize that a student is having difficulty completing an assessment task, involve the Student Success Team and parents. The Student Success Team will then assist you in supporting the student while the course is still in progress. Achievement is then connected directly to the learning during the semester.

Section A - Collaborative Design-Down Planning

Design-down planning, or *planning with the end in mind*, is an approach to instruction and assessment that begins with the identification of the most critical understanding and skills that all students must be able to demonstrate at the end of a course. Students benefit when teachers collaborate on this work in department meetings or with colleagues teaching the same course in the same school, coming to agreement on which overall expectations of the course are of highest priority, and on the format and content of the final summative assessment tasks that will be used at the end of the course. A discussion of the ways that students will demonstrate their learning skills and work habits in the subject area allows teachers to consistently and clearly communicate this to students, and shows students that learning skills and work habits are critical for success. Teachers are then able to work backwards from the end of the course to design unit summative assessment tasks, formative assessment tasks that help students prepare for the summative assessment tasks, and learning skills and work habits assessments that will be used along the way. The following list shows the major steps associated with design-down planning:

The Design-Down Planning Process

Identify the results

- How will learning skills and work habits be developed in this course?
- What will the students know, understand, and be able to do at the end of the unit/strand or course?
- Which overall expectations in each strand of the curriculum are of highest priority?

Consider reporting protocols

- How will I organize assessment evidence (e.g., by overall expectation or by achievement chart category)?
- How will I determine the learning skills and work habits grades for students?
- How will I ensure that I have balanced assessment across all four achievement chart categories?
- How will I determine the most consistent level of achievement across the overall expectations?
- What opportunities will I have to consider growth in achievement of the overall expectations?
- How will I report student achievement evidence to students and parents?

Determine the acceptable evidence

- What are the criteria for success?
- What tasks will best provide evidence of learning skills and work habits development?
- How and when will I assess student learning skills and work habits?
- What tasks will best provide evidence of achievement of the overall expectations? (e.g., performance tasks, oral communication, written assessment)
- How will I balance diagnostic, formative and summative assessment?
- How will I evaluate student work against the overall expectations and the achievement chart?
- How will I plan to efficiently collect a variety of evidence?

Plan and sequence learning activities

- What learning activities can I provide so that the students can complete assessment tasks to the best of their abilities?
- What teaching & learning strategies link most directly to the overall expectations?
- What resources do I have and which topics and themes lend themselves best to the overall expectations?
- How will feedback be used to help my students identify areas for growth?
- What opportunities have I built in to allow me to use formative evidence to adjust my instruction?

Consider Accommodations:

- What modifications are needed for students with special educational needs and for English Language Learners?

Consider Differentiated Instruction:

- What differentiation will be required in this unit to assist some students in meeting the overall expectations?
- What interventions will be used to assist students who struggle in this course?

The checklist provided below is a self-assessment checklist for teachers to assess their own practice as it relates to design-down planning.

Teacher Self-Reflection: Design-down Planning Checklist

Check your course design against the backward design procedure identified below to assess its alignment with board procedures.

- ☐ I have read the front matter of the curriculum document to determine the enduring understandings and essential skills of the course.
- ☐ I have examined the overall expectations of the course to determine which among them connect most closely to the enduring understandings and essential skills (all strands should be represented).
- ☐ I've ensured that all of these prioritised overall expectations are evaluated in the final summative assessment task.
- ☐ Because these prioritised overall expectations will feature in the final summative assessment task, I have ensured that they will be assessed (formatively) and evaluated (summatively) at least twice throughout the semester.
- ☐ Because I must assess and evaluate all overall expectations, I have created a plan for the lesser priority overall expectations to be assessed (formatively) and evaluated (summatively) at least once throughout the semester.
- ☐ To make my assessment plan manageable for me, and rich for student learning, I have clustered several overall expectations into each summative assessment task that reflect a balance of the achievement chart categories.
- ☐ I have examined the group of summative tasks as a whole, and I have ensured that students have a variety of ways to show their learning (write, do, say) throughout the course.
- ☐ After studying the summative assessment tasks that comprise the term work, I am confident that students are prepared for the form and content of the final summative assessment task(s).
- ☐ After studying the group of summative tasks as a whole, I can identify how my learners' needs are reflected in the tasks in terms of DI, literacy, aboriginal education, etc.
- ☐ I have developed a plan for the regular assessment and evaluation of learning skills and work habits.
- ☐ I have communicated all of this information above on the course outline.
- ☐ I have looked at each summative assessment task that comprises the term work and have developed formative assessment tasks that capture the form and content of the summative assessment task with which they are associated.
- ☐ I have determined what students need to know (in terms of both knowledge and skills) at the beginning of each period of learning and how I can collect evidence through diagnostic assessment of their capacity with the knowledge and skills.

A1: Planning for learning skills and work habits assessment

If learning skills and work habits are to be taken seriously by students, parents and employers, it is necessary for teachers to frequently provide feedback to students on their level of learning skills and work habits achievement. For this to be authentic, learning skills and work habits must be a part of the formative assessment process, as well as the summative assessment process. During the design-down planning phase, it is important to determine how learning skills and work habits will be demonstrated in the course, and which activities or opportunities will be used to assess them. The chart below shows a template completed for an English course to identify how learning skills and work habits apply to a course. Information from this template is used by the teacher to design the course outline.

Teacher Sample: Subject-specific Learning Skills and Work Habits

LEARNING SKILL / WORK HABIT	SUBJECT-SPECIFIC SKILL/BEHAVIOUR and METHODS OF ASSESSMENT
Responsibility (e.g., fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour)	Students will follow instructions, and use time effectively in the classroom. They will not distract others from reading or working on tasks independently. Part of this grade will be based on students' ability to complete formative work and to meet "checkpoint" requirements for summative tasks. Self-assessment, teacher's observations, and conferencing will be used. Teacher will evaluate for report card grade.
Organization (e.g., devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks)	Students will create a plan to complete tasks, keep complete and tidy notebooks and writing portfolios, use an agenda to track due dates for formative and summative assignments. This learning skill will be assessed through notebook checks, recording of late submissions of assignments, self-assessment, teacher's observations and conferencing. Teacher will evaluate for report card grade.
Independent Work (e.g., independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)	Students will put forth consistent effort, complete independent reading as assigned, use class time effectively, and persevere to complete complex tasks. Self –assessment, teacher observations and conferencing will be used. Teacher will evaluate for report card grade.
Collaboration (e.g., accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions)	Students will show sensitivity to the needs of others, play many roles during brainstorming activities (chair, contributor, note-taker etc.), participate actively during peer editing and peer assessment tasks, and show respect for the ideas and opinions of others when engaging in dialogue in the classroom. Self-assessment, peer-assessment, teacher's observations and conferencing will be used. Teacher will evaluate for report card grade.
Initiative (e.g., looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)	Students will respond to challenges, take creative risks, seek out new opportunities for learning, identify problems to solve, seek additional information, pose thoughtful questions about course texts, and approach peers and teacher for help with assignments. Self-assessment, teacher's observations, conferencing will be used. Teacher will evaluate for report card grade.
Self-regulation (e.g., sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges)	After receiving feedback from diagnostic assessments, students will set reading and writing goals in their portfolio. They will revisit these goals throughout the term. Each summative task and some formative tasks will require students to demonstrate their ability to "think about their thinking." Self-assessment, teacher's observations, conferencing will be used. Teacher will evaluate for report card grade.

Subject-specific tasks and activities are referenced.

Activities used for collection of evidence are indicated.

For each learning skill and work habit, the teacher indicates who will be responsible for assessment and evaluation.

The learning skill of self-regulation requires students to adopt metacognitive practices, which must be modelled and explicitly taught by the teacher.

A2: Prioritizing the overall expectations

Teachers can be intentional about their course design by prioritizing the overall curriculum expectations to ensure that all students have an opportunity to master the essential knowedge, understanding and skills of the course. All overall curriculum expectations must be evaluated at least once during the term work component of each course, but the highest priority overall expectations are those that would be evaluated more than once to allow students the opportunity to demonstrate growth, and those that appear on the final summative assessment tasks. Prioritizing the overall expectations allows teachers some flexibility to adjust their instruction based on the results of formative and summative assessment tasks, and helps students focus their study and preparation for summative assessment tasks.

Ministry curriculum documents require that all specific expectations be accounted for in instruction, but support teachers in using their professional judgement to determine which specific expectations will form the basis of summative assessment tasks used to evaluate the overall expectations. Teacher collaboration in prioritzing the overall expectations with other department members provides an opportunity for professional growth, and ensures consistency for students. The following chart shows an example of collaborative prioritization of the overall expectations of a grade 9 mathematics course. Note that the first column of the table refers to *enduring understandings*. This term refers to the skills and understanding that students should master that are not only specific to that one course, but that also extend to other courses in the subject area.

Teacher Sample: Prioritized Overall Expectations

Course Name: Foundations of Mathematics, Grade 9 Applied	**Course Code: MFM 1P**
Enduring Understandings for Course	*Highest Priority Overall Expectations*
The mathematical processes: ▪ Problem Solving ▪ Selecting tools and Strategies ▪ Reasoning and Proving ▪ Reflecting (Connecting, Representing and Communicating)	**Strand: Number Sense and Algebra** **1** solve problems involving proportional reasoning **2** simplify numerical and polynomial expressions in one variable, and solve simple first-degree linear relations. **Strand: Linear Relations** **5** demonstrate an understanding of constant rate of change and its connection to linear relations **6** connect various representations of a linear relation, and solve problems using the representations **Strand: Measurement and Geometry** **7** determine, through investigation, the optimal values of various measurements of rectangles

The enduring understandings come from the front matter of the curriculum document.

A3: Planning with the achievement charts

The provincial achievement charts provide a framework for planning instruction and assessment. All achievement charts contain four categories: Knowledge and Understanding, Thinking, Communication, and Application. The purpose of the four categories is to ensure that students have opportunities to access higher order thinking skills, and to develop their communication skills in a variety of contexts. The table below provides a description of the criteria used to assess student work in each of the achievement chart categories. The language of these criteria is useful to consider when designing assessment tasks that provide a balance of achievement chart categories, and when designing checklists, rubrics and other assessment tools.

Achievement Chart Category	Criteria
Knowledge and Understanding	Subject specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding): • knowledge of content (e.g.,, facts, terminology, definitions, safe use of equipment and materials) • understanding of content (e.g.,, concepts, ideas, theories, principles, procedures, processes)
Thinking	The use of critical and creative thinking skills and/or processes: • use of planning skills (e.g., formulating questions, focusing research, organizing a project) • use of processing skills (e.g., analyzing, evaluating, inferring, interpreting, forming conclusions) • use of critical/creative thinking processes (e.g., problem solving, reflection, elaboration)
Communication	The conveying of meaning through various forms: • expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual and written forms • communication for different audiences (e.g., to inform, to persuade) in oral, visual and written forms • use of conventions, vocabulary and terminology of the discipline in oral, visual and written forms
Application	The use of knowledge and skills to make connections within and between various contexts: • application of knowledge and skills in familiar contexts • transfer of knowledge and skills to new contexts • making connections within and between various contexts

An understanding of the link between the overall and specific curriculum expectations, and the achievement chart categories and criteria allow teachers to ensure the development of a balanced instruction and assessment plan.

The following chart indicates some action verbs associated with each of the four achievement chart categories. These verbs are found in the language of the specific and overall expectations of curriculum documents so they can be used to create an appropriately balanced assessment plan; and they help to inform the design of appropriate assessment task items and questions.

Action Verbs Organized by Achievement Chart Categories			
Knowledge and Understanding	Thinking	Communication	Application
calculate check classify compare complete compute connect contrast correct decide define detect differentiate distinguish estimate evaluate identify label locate list organize recognize solve	analyse appraise assess challenge collect conclude contrast decode decide derive differentiate establish examine experiment explore find generalize inquire inspect investigate justify predict prioritize pursue question reason reflect research review search seek	articulate challenge clarify compare decode describe discuss engage explain express give reasons induce instruct interact justify present propose reflect respond teach write	adapt adjust apply combine conduct connect correct create demonstrate develop devise display evaluate exhibit gather evidence help incorporate integrate invent make modify participate perform prioritize produce represent revise show support synthesize utilize

A4: Creating an assessment plan

There are several aspects to developing a balanced assessment plan for a course. These include:

- A balance of learning skills and work habits, and academic achievement assessment;
- A balance of summative, formative and diagnostic assessment. This requires that there are not too many summative tasks, otherwise there will be insufficient time for students and teachers to respond to formative and diagnostic assessment. While there is no 'magic number' of summative assessment tasks required to adequately assess student learning in a given course, between five and eight summative assessment tasks based on appropriate clustering of overall expectations should suffice;
- A balance of the achievement chart categories. Students need opportunities to develop the higher order thinking skills associated with the thinking, application and communication categories; and
- A balance of oral, written and performance assessments. This balance enables assessment of the full range of knowledge, understanding and skill associated with the overall expectations, and allows the teacher to differentiate for student learning preferences and accommodations.

The following chart shows a sample balanced assessment plan for the first part of an academic geography course. Note the balance of oral, written and performance assessment. This can be provided by varying the forms of assessment over a semester, or by providing students with choice on a given assessment task.

Teacher Sample: Course Assessment Plan - Geography

FINAL SUMMATIVE ASSESSMENT TASK(S) (30%)

- Exam (20%) OEs: GF1, GF2, HI1, UM1, UM2
- Project (10%) OEs: GC1, GC2, M1,M2,M3

TERM WORK (70%)	OEs	LEARNING SKILLS / WORK HABITS ASSESSMENT PLAN
Unit #1 – Geographic Foundations: Space and Systems **SUMMATIVE ASSESSMENT TASK #1** • Ecozone Brochure or presentation **FORMATIVE ASSESSMENT TASKS** • Summary writing • Reliable website checklist • Analyzing and critiquing sample brochures **DIAGNOSTIC ASSESSMENT TASK(S)** • Matching term games • Group labeling of map of Canada (with zones) • Matching of items to zones (e.g., plants, animals) • Graffiti	GF1, GF2, GF3 M1, M2, M3	→ Learning skills and work habits rubric on formative assignments (student submits with self-assessment and teacher assesses) → Checklist and checkpoints for project → Student-teacher conference → Anecdotal recording during classes
Unit #1 – Geographic Foundations: Space and Systems **SUMMATIVE ASSESSMENT TASK # 2** • Unit Written Test **FORMATIVE ASSESSMENT TASK(S)** • Quizzes • Review questions • Chart paper with questions (go around room and answer them) • How to answer types of questions: thinking/inquiry, application **DIAGNOSTIC ASSESSMENT TASK(S)** • Observation • Question and Answer	GF1, GF2, GF3	→ Learning skills and work habits rubric on summative assignment (student submits with self-assessment and teacher assesses) → Homework checks → Agenda checks → Anecdotal recording during classes
Unit #2 – Human-Environment Interactions **SUMMATIVE ASSESSMENT TASK # 3** • Presentation or written report **FORMATIVE ASSESSMENT TASK(S)** • Resource Megaproject poster/talk with class (done in pairs) • Sample writing – read, analyze and answer • Analyzing of maps and graphs (data) **DIAGNOSTIC ASSESSMENT TASK(S)** • Graffiti • Mapping of resources	HI1, HI2, HI3 M1, M2, M3	→ Checklist and checkpoints for project → Student-teacher conference → Homework checks → Anecdotal recording during classes

Only the highest priority overall expectations are included in the final summative tasks.

A plan for formative and summative assessment of learning skills and work habits is included. This can be communicated on the course outline.

Each summative task addresses a suitable cluster of overall expectations for the course.

Students are provided with opportunities to demonstrate their learning in a variety of ways (write, say do).

There are more formative and diagnostic assessment tasks than there are summative assessment tasks.

Below is a more detailed layout of how learning skills and work habits will be assessed, together with a description of the instructional strategies that will be used to develop learning skills and work habits:

Teacher Sample: Learning Skills and Work Habits Instruction, Assessment and Evaluation Plan

Relevant Learning Skills and Work Habits	Instructional Strategy/ Tool	Learning Skills and Work Habits Assessment Plan
UNIT 1: Canada's Physical Geography		
• **Responsibility (R)** • **Organization (O)** • **Self Regulation (SR)**	• **Responsibility**: Teacher assigns a reading (e.g., laboratory safety reading for a science class, kitchen safety reading for a hospitality class) and students answer questions and complete a journal entry to define responsibility. • **Organization**: Teacher leads class through sample binder; students compare their binders to check for organization. • **Self Regulation**: Students complete a Frayer Model that outlines the definition and examples of self-regulation. Students will then complete skits that demonstrate self-regulation.	**Evaluation** • Teacher-completed Rubric (R, O, SR) • Conference (SR) **Assessment** • Tracking of homework completion (R) • Tracking of quiz results(R) • Checklist in summative assessment task (R) • Study Guide completion(R) • Attendance records (O) • Anecdotal notes about readiness (O) • Journal (SR) • Checklist (SR) • Exit Card (SR)
UNIT 2: Canada's Human Geography		
• **Independent Work (IW)** • **Initiative (I)** • **Collaboration (C)**	• **Independent Work:** Students participate in a four corners discussion on the success criteria for independent work; this will lead to the co-creation of an anchor chart for successful independent work. • **Initiative**: Anchor chart • **Collaboration**: Teacher shows video of people working as a team. Students identify the different roles of the members, reflect on whether roles were equitable, and discuss the relationships between team members.	**Evaluation** • Checklist (IW) • Journal evaluation (I) **See section B1 for an example of a journal evaluation • Conference (IW, I, C) **Assessment** • Exit Card (I, C) • Tracking of Independent Work (IW) • Reflections (IW, I, C)

This plan provides a snapshot of how LSWH will be instructed and assessed throughout the semester. The teacher has determined which LSWH easily connect to each unit.

Specific instructional tasks are linked to each LSWH.

Formative assessment tasks are created to be used by teachers as well as by students and their peers.

Assessment plans for achievement of the overall expectations are communicated to students on course outlines. This provides students and parents with an overview of the entire course, and helps teachers to ensure that their assessment plans evaluate the highest priority overall expectations of the course through a reasonable number of summative tasks.

The following assessment plan provides a balanced evaluation of the overall expectations through a total of five summative tasks during the term, together with two final summative tasks, one of which is completed before the exam period.

Teacher Sample: Summative Assessment Plan

SNC 1P – Grade 9 Applied Science

70% Term Summative Assessment Tasks

Overall Expectations Evaluated	Description of Summative Assessment Task	Due Date	Level Achieved
A2, C1, C2, C3	**Chemistry** Unit Test: problem-solving and making connections, knowledge and understanding		
A2 B1, B2, B3	**Biology** Rich Assessment Task: Portfolio and Bump-it-up News Reports on ecological topics		
A1, E1, E2, E3,	**Electricity** Rich Assessment Task: Circuits and Static Bell ringer; analysis of ways to reduce household energy usage		
A2, D1, D2, D3	**Earth and Space Sciences** Unit Test: problem-solving and making connections, knowledge and understanding		
A1, C1, C2, B1, B2, E1, E2, D1, D2	**Scientific Investigation** Rich Assessment Task: Portfolio of labs; connections to STSE presentation		

Note: the tasks listed above may change over the course of the semester to allow for teachers to respond to Unit Test evidence of student learning. Students will be notified in advance of any changes to the summative assessment tasks. All summative tasks must be submitted before a credit is granted.

30% Final Summative (or culminating) Activities

Overall Expectations Evaluated	Description of Final Summative Assessment Task	Level Achieved
B1,B2,C1,C2, D1,D2,E1,E2	**Final Examination:** problem-solving and making connections, knowledge and understanding	
A1, B2, C2, D2, E2	**Practical Examination**	

Note: the tasks listed above may change over the course of the semester to allow for teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the final summative tasks. All final summative tasks must be completed before a credit is granted.

Columns are added to the assessment plan on course outlines so that students revisit them throughout the course to track their own progress.

Scientific Investigation is taught concurrently with the other strands. In this way, students develop a portfolio of investigations and research inquiries. Students receive feedback through the course and have the opportunity to show growth in achievement.

Only those overall expectations that have been assessed more than once through the term appear on the final summative tasks

Teacher Reflection:

The Rich Assessment Tasks included in my assessment plan are better able to evaluate the enduring understandings and essential skills of the course than any written test could be; for example, the electricity performance task involves a practical assessment with different stations (which could include paper/pen questions as well as building circuits or explaining concepts) as well as a research report for an analysis of household electricity usage.

The final summative tasks evaluate the highest priority overall expectations of the course – those associated with the skills of scientific inquiry and applications of science to technology, society and the environment. Students who have demonstated proficiency with these skills are well prepared for future studies in science.

Although some of the highest priority overall expectations are evaluated on both parts of the final summative tasks, different aspects are evaluated on each: for example on the practical exam students demonstrate important inquiry skills, such as selecting equipment, performing experiments and recording results; while on the written exam they perform tasks such as graphing a relationship or predicting the identity of a chemical based on results of tests.

A5: Developing a tracking mechanism for assessment data

Teachers will choose their own methods for tracking student performance, sometimes using spreadsheets or other computer software, written records or portfolios of student work. Tracking systems should exist for both learning skills and work habits achievement and for academic achievement of the overall course expectations. It is most helpful if the tracking system identifies which overall expectations are addressed by each assignment, and if there is a mechanism for breaking down marks according to the categories of the achievement chart. The following pages show two templates that are used by teachers to track student performance and are easily adapted to any course.

When choosing a tracking system, consider the following questions:

- Will the system allow me to track diagnostic, formative and summative assessment tasks, as well as learning skills and work habits?
- Will I be able to provide information to students and/or parents on a regular basis about each student's learning skills and work habits, and academic achievement?
- Will the system allow me to track which overall expectations have been evaluated, and give me a sense of the balance of the achievement chart categories?
- Will the system help me to determine the most consistent level of achievement for each student, with consideration for growth in achievement?
- If required, will I be able to report on the level of achievement of each overall expectation for the Credit Completion Form?

The following template is used to track academic achievement by overall expectation and by achievement chart category.

Teacher Sample: Tracking Template
Achievement Chart Categories and Overall Expectations

Student Record of Summative Assessment and Evaluation

ENG 1P

Student's Name: _____

**A detailed explanation of course expectations and achievement chart categories can be found on the back of this sheet*

Overall Course Expectations*		Assignment	Short Pieces: Literacy Skills	Short Pieces: Creative	Opinion Piece	Freak The Mighty Letter (R.A.F.T)	News Report	Reading Fluency	Culminating Portfolio (15%)	Final Exam (15%)
		Achievement Chart Categories *(check all that apply for each assignment)*								
1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes	Oral Comm.	K/U								
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes		Knowledge of content	*							
3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations		Understanding of content		*	*	*	*	*		
4. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning	Reading and Lit. Studies	T								
5. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning		Use of planning skills	*		*	*	*			
6. Reading With Fluency: use knowledge of words and cueing systems to read fluently		Use of processing skills	*					*		
7. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading		Use of critical / creative thinking processes		*	*	*	*	*		
8. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;	Writing	C								
9. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience		Expression and organization of ideas and information	*	*	*	*	*	*		
10. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively		Communication for different audiences and purposes		*	*	*	*			
11. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process		Use of conventions	*		*	*				
12. Understanding Media Texts: demonstrate an understanding of a variety of media texts	Media Studies	A								
13. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning		Application of knowledge and skills	*	*				*		
14. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques		Transfer of knowledge and skills		*	*			*		
15. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts		Making connections within and between various contexts	*	*	*	*		*		

Mid-Semester Mark: _____
Final Course Mark: _____

Learning Skills: R___ O:___ IW:___ C:___ I:___ SR:___
Learning Skills: R___ O:___ IW:___ C:___ I:___ SR:___

Report Comments: _____ _____ _____ _____
Report Comments: _____ _____ _____ _____

Criteria from the achievement charts are listed here. The teacher tracks which criteria apply to each task by inserting asterisks in the appropriate column. This allows the teacher to see at a glance that there is an appropriate balance of achievement chart categories. As summative tasks are marked, the asterisks are replaced by levels of achievement on each student's sheet.

The overall expectations for each strand of the course are listed here. Using asterisks to indicate which expectations are included in each task ensures that all overall expectations are evaluated, and that the highest priority expectations are evaluated more than once and appear on the final summative tasks.

This section is used to record the term grade, learning skills & work habits grades, and report card comment codes for report cards.

Teacher Reflection:

When creating an assessment plan, a goal I have is to ensure that the course reflects an appropriate number of assessment tasks that are both rich in the learning experience as well as literacy skills, and will ultimately lead to student success. The chart helps to reduce the number of summative tasks my students complete in a semester while allowing for solid cycles of learning and student achievement. In the example provided, I decided to check off both the expectations evaluated by each summative task as well as the achievement chart criteria that apply because this allows me to see at a glance how each of my students are progressing and the areas they may be struggling in. As a result, I can celebrate the successes of my students and help provide some 'next steps'.

From a curriculum perspective, by checking off both the OE's and achievement chart criteria assessed, I am able to ensure that there is a healthy balance of achievement chart categories and an accurate snap shot of the enduring understandings for the course. I am also able to use this chart when creating both long term and short term learning goals for the semester. I use a separate tracking chart for each student and record the level achieved as it applies for each task directly on the tracking template under the achievement chart categories section. When each of the reporting periods rolls around, I am then able to take each template and see what the most recent and most consistent achievement is under each of the achievement chart categories which then allows me to determine an overall grade. This template is also extremely helpful during parent/guardian interactions to help show an accurate picture of student achievement and areas for next steps.

~ English teacher

The sample on the following page is used for tracking learning skills and work habits throughout a course. You will see that there is space for student self-assessment as well as teacher assessment of each skill, as well as a description of the success criteria for each learning skill and work habit. The teacher helps students to understand the success criteria by listing specific look-fors in the right-hand column.

Teacher Sample: Tracking Template
Learning Skills and Work Habits

Assessment *Student* *Teacher*	*E = excellent G = good S = satisfactory N = needs improvement* *Criteria*	*In our class this looks like.....*
	Responsibility • is attentive and engaged, begins tasks promptly, and stays focused without distracting or being distracted • completes and submits class work, homework and assignments according to agreed-upon timelines • takes responsibility for managing own behaviour. eg. keeps lab equipment and lab benches clean and in good order, and returns equipment as instructed	
	Organization • devises and follows a plan for completing work eg. uses class to work on formatives and summatives • keeps track of class time, plans and completes lab activities efficiently and unhurriedly • identifies, gathers, evaluates and uses information and resources to complete tasks; eg maintains notes in an organized format • asks and arranges to complete missed work for an unavoidable absence, in advance whenever possible	
	Independent Work • reviews lessons, completes homework, and studies regularly to be prepared for new learning • uses class time appropriately to complete tasks; follows instructions with minimal supervision • prepares thoroughly for summative assessments and completes them as scheduled; e.g.,, practical lab tests	
	Collaboration • accepts and completes various roles and an equitable share of work in a group • responds positively to the ideas, values and opinions and traditions of others • builds healthy peer-to-peer relationships; works with others to resolve conflicts and build consensus	
	Initiative • demonstrates curiosity and interest in learning; products are creative, original and innovative • asks and arranges for extra help when needed, and identifies questions for clarification • approaches new tasks with a positive attitude • recognizes and advocates appropriately for the rights of self and others	
	Self-Regulation • sets own individual goals and monitors progress towards achieving them • seeks clarification or assistance when needed • assesses and thinks critically on own strengths, needs and interests • perseveres and makes an effort when responding to challenges eg. looks up a definition before asking teacher	

Students use this area of the template to periodically assess their own learning skills and work habits development using the criteria provided. The shaded area below is used by the teacher to record learning skills summative letter grades during the semester.

Students use this area of the template to record specific examples, highlighted by the teacher, that illustrate each of the learning skills and work habits in practice.

A6: Establishing final summative assessment tasks

Common final summative assessment tasks must be used where there are multiple sections of the same course running in the same semester within the school. It is important for teachers of the same course to collaborate about the nature of the final summative assessment task(s) so that students are well prepared for them throughout the semester. While it is not necessary, and not always practical, to completely develop the final summative assessment task(s) before the course begins, there should at least be agreement on the format of the task(s) and the overall expectations to be evaluated. The grade 9 science sample below goes beyond these requirements, by identifying the big ideas and essential skills to be addressed by the final summative tasks. These are useful elements to keep in mind during the course so that students can have ample opportunity to develop those skills through activities throughout the term.

Teacher Sample: Plan for Final Summative Tasks

Final Culminating Task(s) – 1 (End of Course) – Written Exam	
Description: Written Task Assessment Strategy: Write Assessment Tool: Marking scheme	**Big Ideas/Enduring Understandings:** • Scientific inquiry • Critical thinking • Relationship between science, society, and the environment • Scientific process skills • How does understanding body systems help us maintain our personal health and well-being at home and at work? • How do we use electricity safely in everyday life? **Essential Skills:** I. safety in everyday/work environment when using household and workplace chemicals (WHMIS and HHPS) III. assess data to make inferences and conclusions to answer their questions (science-related literacy task) IV. communicate in various ways –written and graphical VI. recognize a "fair" test **Overall Expectations:** A1, B1, B2, C3, E2, E3
Final Culminating Task(s) - 2 (End of Course) – Practical Lab Exam	
Description: Laboratory Practical Task Assessment Strategy: Perform Assessment Tool: Rubric Learning Skills and Work Habits Rubric	**Big Ideas/Enduring Understandings:** • Scientific inquiry • Critical thinking • Scientific process skills • How can we organize our thinking in science to help us answer questions about the world around us? • How is our use of everyday materials based on their physical and chemical properties? **Essential Skills:** I. safety in everyday/work environment when using household and workplace chemicals II. observe and record data using a variety of formats III. assess data to make inferences and conclusions to answer questions IV. communicate in various ways –written, graphical and/or orally V. investigate research questions about everyday science related topics of personal interest VI. recognize a "fair" test **Overall Expectations:** A1, B2,C1,C2

Enduring understandings and essential questions help to frame the purpose of the final summative task for students and for the teacher.

Essential skills are identified for each final summative task – the nature of the task is determined by the skills to be assessed.

Only the highest priority overall expectations are included in the final summative tasks.

A7: Developing course outlines

A common course outline template has been developed to encourage a consistent set of practices and to provide students and parents/guardians with clear and consistent information. In addition to outlining the strands and overall expectations from Ministry curriculum documents, there is information about assessment and evaluation practices and procedures, teaching and learning strategies, and accommodations for exceptional students.

The following pages show the assessment plan portion of a course outline. There is a limited number of summative assessment tasks, but each overall expectation is addressed at least twice during the term. In this particular example, the teacher has chosen to provide more detail about how learning skills and work habits will be assessed in the course.

Teacher Sample: Course Outline Assessment Plan

Course Outline– English (ENG 1D)

ENG 1D – Summative Assessment Tasks*

Semester Summative Assessment Tasks (70% of final grade)

Description of Summative Task and Method of Evaluation	Overall Expectations Evaluated	Record of Marks by Student (write your marks in the blanks)
Poetry Reading, Analysis, Oral Performance, and Reflection Task: Students will read a series of poems, one of which they must analyze and perform using techniques studied in class, and will reflect on their strengths as listeners, speakers, and readers. Products evaluated using a rubric.	1, 2, 3, 4, 5, 6, 7	O.E. #1: Level ___ O.E. #5: Level ___ O.E. #2: Level ___ O.E. #6: Level ___ O.E. #3: Level ___ O.E. #7: Level ___ O.E. #4: Level ___
Short Story "Wordle"and Reflection Task: Students will create their own "wordle" based upon a story studied in class, present it to their peers, and will reflect on their strengths and areas for growth as media interpreters and creators. Products evaluated using a rubric.	12, 13, 14, 15	O.E. #12: Level ___ O.E. #14: Level ___ O.E. #13: Level ___ O.E. #15: Level ___
Short Story Writing, Presentation, and Reflection Task: Students will write their own short stories on a central theme using various narrative and literary elements, will orally present their work, and will reflect on their strengths as listeners, speakers, and writers. Products evaluated using a rubric.	1, 3, 8, 9, 10, 11	O.E. #1: Level ___ O.E. #9: Level ___ O.E. #3: Level ___ O.E. #10: Level ___ *O.E. #8: Level ___ O.E. #11: Level ___*
A Midsummer Night's Dream Tabloid and Reflection Task: Students will create their own gossip tabloid about the characters and events from *A Midsummer Night's Dream,* and will reflect on their strengths as readers, writers, and media interpreters and creators. Products evaluated using a rubric.	4, 5, 7, 8, 9, 10, 11, 14, 15	O.E. #4: Level ___ O.E. #10: Level ___ O.E. #5: Level ___ O.E. #11: Level ___ O.E. #7: Level ___ O.E. #14: Level ___ O.E. #8: Level ___ O.E. #15: Level ___ O.E. #9: Level ___

This teacher chooses to evaluate each overall expectation for each task. Teachers may alternately decide to evaluate by achievement chart category, or to provide a single summary indicator of academic achievement for each summative assessment task.

Final Summative Assessment Tasks and/or Culminating Activities (30% of final grade)

Description of Summative Task and Method of Evaluation	O.E.'s Evaluated	Record of Marks by Student (write your marks in the blanks)
Exit Conference (15%): Students will meet with their teacher to reflect and confer about their strengths, areas for improvements, and next steps as learners.	1, 3, 7, 11, 15	O.E. #1: Level ___ O.E. #11: Level ___ O.E. #3: Level ___ O.E. #15: Level ___ O.E. #7: Level ___

Only the highest priority overall expectations are assessed by the final summative tasks.

continued...

Written Examination (15%): Students will write a final exam at the end of the year. Exams will be evaluated using combination of a points system and a rubric	4, 5, 8, 9, 10	O.E. #4: Level ___ O.E. #9: Level ___ O.E. #5: Level ___ O.E. #10: Level ___ O.E. #8: Level ___

*** Note:** The tasks listed above may change over the course of the semester to allow for teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the summative assessment tasks.

Assessment and Evaluation Overview

Learning Skills and Work Habits Achievement:
Learning skills and work habits are instructed, assessed and evaluated separately from your academic work. You will be assessed frequently on your level of achievement of the following six learning skills and work habits (e.g., through conferences with your teacher; observation during class activities; and completion of assignments where specific learning skills are addressed). Learning skills and work habits will be evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement).

Responsibility Students will follow instructions, and use time effectively in the classroom. They will not distract others from reading or working on tasks independently. Part of this grade will be based on students' ability to complete formative work and to meet "checkpoint" requirements for summative tasks. Self-assessment, teacher's observations, and conferencing will be used. Teacher will evaluate for report card grade.

Organization Students will create a plan to complete tasks, keep complete and tidy notebooks and writing portfolios, use an agenda to track due dates for formative and summative assignments. This learning skill will be assessed through notebook checks, recording of late submissions of assignments, self-assessment, teacher's observations and conferencing. Teacher will evaluate for report card grade.

Independent Work Students will put forth consistent effort, complete independent reading as assigned, use class time effectively, and persevere to complete complex tasks. Self –assessment, teacher observations and conferencing will be used. Teacher will evaluate for report card grade.

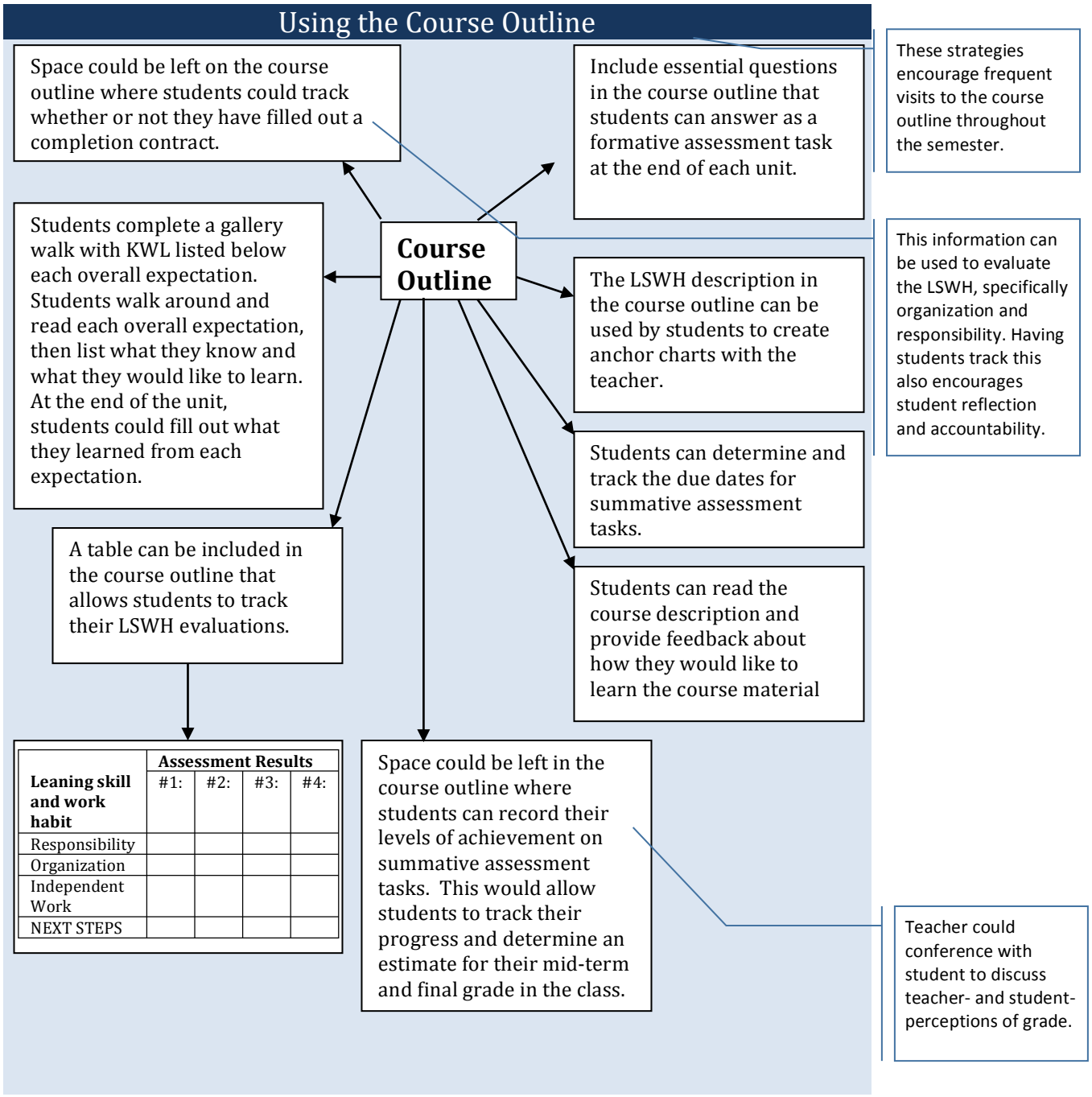
Collaboration Students will show sensitivity to the needs of others, play many roles during brainstorming activities (chair, contributor, note-taker etc.), participate actively during peer editing and peer assessment tasks, and show respect for the ideas and opinions of others when engaging in dialogue in the classroom. Self-assessment, peer-assessment, teacher's observations and conferencing will be used. Teacher will evaluate for report card grade.

Initiative Students will respond to challenges, take creative risks, seek out new opportunities for learning, identify problems to solve, seek additional information, pose thoughtful questions about course texts, and approach peers and teacher for help with assignments. Self-assessment, teacher's observations, conferencing will be used. Teacher will evaluate for report card grade.

Self-regulation After receiving feedback from diagnostic assessments, students will set reading and writing goals in their portfolio. They will revisit these goals throughout the term. Each summative task and some formative tasks will require students to demonstrate their ability to "think about their thinking." Self-assessment, teacher's observations, conferencing will be used. Teacher will evaluate for report card grade.

Each learning skill and work habit is accompanied by a description of subject-specific behaviours to be instructed, assessed and evaluated, together with descriptions of the activities that will be used for assessment.

Students are more likely to see value in the distribution of course outlines when they are re-visited throughout the course. The concept map below provides a number of suggestions of ways course outlines could be used during a course.



Teachers are encouraged to modify the course outline templates to make them more specific to their instruction and assessment practices. The checklist included below can be used by teachers to self-assess their course outline design.

Teacher Self-reflection: Course Outline Design

Course Outline Checklist

Check your course outline against the guidelines below to assess its alignment with board procedures.

- ☐ Basic course information is provided (course name and code, credit value, teacher, department head, date, prerequisite, policy documents, teacher contact information, etc.)
- ☐ The course description from the curriculum document is included.
- ☐ Course texts and additional resources are identified.
- ☐ Overall expectations are numbered and listed by strand.
- ☐ Reference is made to the assessment and evaluation overview information in the school handbook.
- ☐ The summary table for the term work (70% of the final grade) provides a description of the task(s), the method(s) of evaluation, and the overall expectations associated with the task(s).
- ☐ All of the overall expectations for the course are addressed by the term work (70% of the final grade). In other words, all overall expectations for the course are accounted for in the summary table for term work.
- ☐ The summary table for the final summative assessment task(s) (30% of the final grade) provides a description of the task(s), the method(s) of evaluation, and the overall expectations associated with the task(s).
- ☐ The learning skills and work habits are listed and are accompanied by example behaviours.
- ☐ The generic teaching and learning strategies information taken from the curriculum documents is included.
- ☐ Accommodations and support for exceptional learners are clearly articulated.
- ☐ *The generic examples of the learning skills and work habits have been replaced with subject- or course-specific examples and are accompanied by an assessment plan.**
- ☐ *The teaching and learning strategies information taken from the curriculum document has been replaced with more subject- or course-specific information.**
- ☐ *Additional sections as required by teachers have been added (e.g., safety expectations in the technology classroom).**

**All review criteria in italics are optional; they are not a requirement for the course outline*

A8: Communicating with parents and students

Informing parents and guardians about their children's learning skills and work habits, and academic achievement is a critical activity that supports the expectation that we work in partnership with parents and community to help all students succeed.

Early contact with parents builds trust and rapport such that parents are more likely to see themselves as partners in the education of their children. This is particularly important for students who are disengaged with the school system. Regular communication with parents/guardians regarding assessment and evaluation helps parents to understand the importance of learning skills and work habits as well as academic achievement, and to build a common understanding of assessment terminology and practices.

Early reports provide an opportunity to communicate with parents/guardians about their children's early progress on learning skills and work habits, and academic achievement. An emphasis on learning skills and work habits and next steps for learning provides clear guidance for parents/guardians and students about where to go next.

When they were at school, most parents experienced an assessment system where the single academic percentage grade was the focus of reporting and conversations about student achievement. Parents need to explicity see that learning skills and work habits play a critical role in student assessment and evaluation and need to understand why learning skills and work habits are reported separately from academic achievement. Teachers can help in this regard through their communication with parents on report cards, through parent-teacher interviews, and through less formal mechanisms during the school year. Consider the following ideas:

- Adjust the learning skills and work habits section on your course outline to indicate exactly what you will be looking for in the course when learning skills and work habits are assessed. If you are sending course outlines home for a parent/guardian signature, try to empahsize to parents that special attention be paid to learning skills and work habits.
- Develop a tracking mechanism for learning skills and work habits.
- In the early part of the course, focus most assessment conversation with students and parents on learning skills and work habits. If you are sending student work home for parents to sign and return, consider providing information about learning skills and work habits on those assignments.
- If you are calling parents to discuss student progress, consider beginning the conversation with a discussion of learning skills and work habits. If a student is doing a particularly good job of collaboration, or is struggling with organization, try to make an explicit connection to the learning skills and work habits in conversation with parents.
- Learning skills and work habits are the focus of early reports at most schools. The early report provides a great opportunity for teachers to emphasize the effect learning skills and work habits deficits might have on student achievement.
- Use report card comments to indicate areas of strength and next steps for improvement in relation to learning skills and work habits.
- Begin each parent-teacher conference with a discussion of learning skills and work habits letter grades. This will help parents understand the reasons for separate reporting of learning skills and work habits, and can help to explain the pattern of academic achievement.

Section B – Learning Goals and Success Criteria

What are learning goals and success criteria?

Learning goals are statements, written in student-friendly language, that help students understand what skills and concepts they are learning during a period of learning. Students are more active participants in learning when they have a clear sense of what they are learning as well as how their current learning connects with the bigger picture of essential skills and enduring understandings of the course. Defining the learning goal up front also helps teachers clarify for themselves what knowledge, understanding and skills they want students to learn.

Learning goals can be long-term or short-term. For example, a long-term learning goal for a science course might be *"We are learning to design and carry out an investigation"* whereas a short-term goal for a lesson might be *"We are learning to form a testable hypothesis"*. Note that in these two examples, the context of the learning goal has been excluded. If the second example were worded *"To be able to form a testable hypothesis about the effect of pollutants on aquatic ecosystems*", the focus for students might be on the context (pollutants in aquatic ecosystems) rather than the goal (forming a testable hypothesis). Separating the goal from the context helps students to transfer skills within and across subjects.

Success criteria are descriptions of successful attainment of learning goals developed by teachers and moderated through student-teacher discussion and collaboration. Success criteria are used to determine to what degree a learning goal has been achieved; criteria and qualifiers describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning. Success criteria are used as the basis for feedback on student work, by the teacher as well as by students through self and peer-assessment.

Why is this important?

Learning Goals and Success Criteria form a part of what is described as *Teacher Clarity*. When first teachers, and then students, are clear about what students are learning and how this connects to the big ideas, enduring understandings, and essential skills of a course, the learning environment benefits as follows:

- teachers connect learning activities more explicitly to the curriculum, and seek connections between concepts, skills and themes;
- teachers become more intentional about connecting the learning of an individual lesson to the bigger picture in the course and subject;
- students are more able to identify exactly what skills, ideas and concepts they are learning;
- students are better able to connect ideas, concepts and skills across strands of the subject and across subjects in the curriculum, to answer the question 'why is this important to learn?';
- students are more aware of what success looks like, and can better identify qualities of their own work, and the work of their peers, that meets the criteria for success.

Where do I start?

Teachers will have different experiences and understanding of learning goals and success criteria and their role in instruction and assessment. To provide differentiated entry-points for teachers, we have developed a learning continuum that teachers can use to self-assess where they are now in relation to learning goals and success criteria. Based on this self-assessment, teachers can use the road-map that follows the continuum to determine next steps for their own practice.

Learning Continuum – Learning Goals and Success Criteria				
Indicator	**Exemplary**	**Proficient**	**Developing**	**Beginning**
The learning goal focuses on student learning, rather than the activity, assignment, or task.	The learning goals require students to use critical and creative thinking to acquire information, resolve a problem, apply a skill, or evaluate a process. The lesson's work is clearly linked to the learning goal and to the related Enduring Understandings and Essential Skills.	The learning goals are connected to related Enduring Understandings and Essential Skills. The lesson's work contributes to the learning goal, but primarily through an isolated activity, assignment or task.	The learning goals mostly contain statements about the activities, assignments or tasks, without obvious connections to the enduring understandings or essential skills. The lesson requires work that is primarily reproductive in nature.	The learning goal does not connect well to the enduring understandings and essential skills of the course. Instead an agenda of isolated activities, assignments or tasks is listed.
Students know the learning goal and understand its relevance to the course and to their lives beyond the classroom.	Randomly selected students can explain the learning goals of the lesson and how the learning goals are related to the enduring understandings and essential skills of the course. The students recognize the relevance of the learning goal beyond the course and classroom.	Randomly selected students can restate the learning goals and report how the learning goals are connected to the enduring understandings and essential skills of the course. The students may recognize that what they are learning has some relevance beyond this course.	Randomly selected students can restate the relevance of the learning goals as established by the teacher, but do not see connections to enduring understandings or essential skills. They are tentative or unsure of the usefulness of the learning beyond this course.	The statements of randomly selected students emphasize compliance rather than an understanding of the learning goals. They are not able to link their learning to usefulness beyond this course.
The teacher designs meaningful experiences and outcomes aligned with the learning goal.	The context of the lesson allows the students and teacher to develop the skills and understandings associated with the learning goal and offers opportunities for the teacher and students to check for understanding during and after the lesson.	The lesson and activities are connected to the learning goals. The task requires some use of relevant skills. Students see the task as somewhat meaningfully connected to their learning.	Parts of the lesson are connected to the learning goals. The tasks mainly require reproduction and recall of the content. Students may not see the task as meaningfully connected to their learning.	The lesson and activities do not provide opportunities for students to develop understanding and skills related to the learning goal. Activities are mostly confined to the recall of the content. Students do not see the task as meaningful beyond earning marks for this course.
Students understand how the lesson will help them achieve the learning goal	Randomly selected students can explain or demonstrate how the lesson, task or activity they are currently participating in will help them achieve the learning goal.	Randomly selected students can describe how the lesson is related to the learning goals, but they do not explain how the lesson helps them achieve the learning goals.	Randomly selected students can describe how portions of the lesson are related to the learning goals, but cannot explain how the lesson helps them achieve the learning goals.	Randomly selected students are unable to correctly identify the learning goals.

Indicator	Exemplary	Proficient	Developing	Beginning
Lesson plans include strategies to assess for learning. Assessment information is used to inform future instruction.	The teacher can explain a system to check for understanding during and after the lesson and how this information is used to inform instructional decisions within the current lesson and the lessons to follow. The format of the lesson is designed to allow the teacher to respond to students' misconceptions or partial understandings.	The teacher can explain how he or she checks for understanding during and after the lesson. The results of the lesson's work are considered when making instructional decisions about the next lesson.	The teacher usually checks for understanding at the end of the lesson only. Results are used to provide feedback to students, but do not have a significant impact on future instruction.	Formative tasks receive evaluative feedback, but the results do not drive instruction. Instead, the emphasis is on task completion rather than gauging student learning to design the next lesson.
Success criteria match the learning goal and are aligned with the achievement chart categories.	The teacher has identified criteria that describe successful achievement of the learning goal, rather than a specific task. The success criteria are consistent with the descriptors from the achievement chart, and are communicated appropriately for students. The teacher ensures students develop an understanding of the success criteria throughout the period of instruction through discussion, the use of exemplars, and feedback.	The teacher has identified criteria that describe successful achievement of the learning goal. The success criteria are communicated appropriately for students. The teacher discusses the success criteria with students to help develop their understanding.	The teacher has identified criteria to describe successful achievement of a task related to the learning goals. The criteria mainly describe the parts of the task that must be completed without considering the quality of the work or how effectively a skill was employed. The criteria is shared with the students, but rarely discussed.	Success Criteria are not identified.
Students understand the success criteria and use it to monitor their learning.	The students can clearly articulate what successful attainment of the learning goal would look or sound like and can describe both where they are and their next steps in terms of the success criteria.	The students can identify the success criteria, and can make connections between their work and the criteria, but may have difficulty articulating how to assess the quality of their work against the criteria.	The students relate the success criteria to a specific task rather than the learning goals. They do not use the criteria for self-assessment or planning next steps for learning.	The students are not aware of the success criteria. Rather, they tend to describe success in terms of task completion.
Feedback is used effectively to improve learning	Students receive timely, specific, descriptive feedback that clearly aligns with the learning goals and success criteria. The teacher systematically teaches the skills of self and peer-assessment so that students receive on-going feedback from the teacher, their classmates and through self-assessment. Structured time in class is used for students to apply this feedback and set goals related to their learning.	Students receive specific, descriptive feedback on their learning from the teacher using the success criteria. Structured time in class is used for students to apply this feedback and set goals related to their learning.	Students receive evaluative feedback based on the success criteria about specific aspects of the task during the period of learning. *Or…* Descriptive feedback that is not directly related to the success criteria is given in addition to feedback that is.	Students receive evaluative feedback on tasks completed during the period of learning with little or no explicit connections to success criteria.

Adapted from *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind* by Douglas Fisher and Nancy Frey (ASCD 2011)

Road Map – Learning Goals and Success Criteria		
Do your learning goals relate to the curriculum expectations of the course?	**Not Sure** ➔	Review the overall and specific expectations. Identify what students are expected to know, understand and do based on the expectations. Go to page 35 – Developing and clarifying learning goals.
Yes ⬇		
Are learning goals connected to the enduring understandings and essential skills of the course? Do students know what they learning as well as why it is important?	**Not Sure** ➔	Review the front-matter of the curriculum as well as the overall expectations to identify essential skills and enduring understandings of the course. Refer to pages 13-21 – Design-down planning
Yes ⬇		
Are learning goals focused on learning processes, rather than being focused on tasks to complete?	**Not Sure** ➔	Think about the learning processes that lead to the skills and understandings you want students to acquire. Go to page 35 – Developing and clarifying learning goals.
Yes ⬇		
Are you clear about the criteria for success for your learning goals? Have you co-created an understanding of them with students?	**Not Sure** ➔	Think about how you would know what success looks like relative to your learning goals. Once you have your list, think about how you could help students to understand the success criteria. Go to page 39 – Identifying success criteria.
Yes ⬇		
Do you have a way to 'check for understanding' in relation to the learning goals?	**Not Sure** ➔	Identify the misunderstandings and challenges that students commonly have while acquiring the skills and understanding associated with your learning goals. Go to page 48 – Checking for understanding
Yes ⬇		
Is feedback based on the success criteria in such a way that students can identify next steps in the progression towards learning goals?	**Not Sure** ➔	Feedback to students helps them to identify next steps when it is carefully focused on the success criteria. When students understand the success criteria, they are better able to engage in peer and self-assessment. Go to page 54– Effective Feedback.

B1: Developing and clarifying learning goals

The Ontario curriculum documents identify the intended learning for students, so they are the starting place for the development of learning goals. However, the overall and specific expectations are written for teachers, not students, and the curriculum expectations do not always specify the links to the enduring understandings and essential skills of the course. Nor are the curriculum expectations necessarily structured in such a way that they specify the learning progressions that students will take as they acquire skills and understandings in a subject area. Consequently, teachers begin with the curriculum expectations, but use them to develop statements in student-friendly language that meet the criteria identified in the chart on the next page:

Long-term learning goals	Short-term learning goals
• Help students understand what they are learning and how it connects to the enduring understandings and essential skills of the course (as identified through the backward design process) • Demonstrate a logical connection to the overall expectations of the course • Are separated from the context for learning so that their transferability to other contexts is clear • Any knowledge expectation(s) should be explicitly linked to these enduring understandings and essential skills.	• Describe what students are *learning*, rather than the activity, assignment, or task • Are communicated appropriately (in student-friendly language) for students • Act as incremental steps or scaffolds towards the long-term learning goals • Are clearly relevant for the achievement of long-term learning goals and curriculum expectations (overall and/or specific) • Feedback on the learning goal can be communicated to students through categories of the achievement chart

As teachers work together to develop learning goals for their courses, they can use the criteria in the chart above to check and refine their work over time. In the following teacher-developed examples, each teacher has developed a long-term learning goal and associated short-term learning goals starting with a cluster of overall and specific expectations, but also considering how the learning goals relate to the bigger picture (the enduring understandings and essential skills of the course).

Teacher Sample: Long and Short-term Learning Goals - Technology

Cluster of Curriculum Expectations – TDJ 4M Course – Technological Design

Overall Expectations:

Strand: Technology, the Environment, and Society

C1. demonstrate an understanding of environmentally responsible design practices, and apply them in the technological design process and related activities;

Specific Expectations:

C1.1 identify and analyse environmental effects of a particular industry or technological system

C1.2 describe ways in which environmental issues influence the design of products and/or processes

C1.3 describe, advocate for, and apply best practices for conserving energy and other resources when designing a product or process

C1.4 describe ways to reduce the waste produced by the manufacture and use of products

Long Term Learning Goals:	Short Term Learning Goals:
We are learning to design with the environment in mind.	• We are learning to identify and describe the impact of our designs on the environment. • We are learning to complete an environmental impact analysis for our designs • We are learning to conserve energy and make efficient use of resources during the design process. • We are learning to create designs that minimize waste in manufacturing.

A cluster of overall and specific expectations forms the basis of a series of lessons.

The long-term learning goal relates to the enduring understandings and essential skills of the course and is clearly written in language appropriate for students.

Short-term learning goals provide scaffolds to the long-term learning goal.

Teacher Sample: Long and Short-term Learning Goals - Science

Cluster of Curriculum Expectations – SNC 1P - Science

Overall Expectations:

Strand: Scientific Investigation Skills and Career Exploration

A1: demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating)

Specific Expectations:

A1.1 formulate scientific questions about observed relationships, ideas, problems, and/or issues, make predictions, and/or formulate hypotheses to focus inquiries or research

A1.2 select appropriate instruments and materials for particular inquiries

A1.4 apply knowledge and understanding of safe practices and procedures when planning investigations; safe operation of electrical equipment; safe handling of biological materials, with the aid of appropriate support materials

A1.5 conduct inquiries, controlling some variables, adapting or extending procedures as required, and using standard equipment and materials safely, accurately, and effectively, to collect observations and data

A1.6 gather data from laboratory and other sources, and organize and record the data using appropriate formats, including tables, flow charts, graphs, and/or diagrams

A1.8 analyse and interpret qualitative and/or quantitative data to determine whether the evidence supports or refutes the initial prediction or hypothesis, identifying possible sources of error, bias, or uncertainty

A1.10 draw conclusions based on inquiry results and research findings, and justify their conclusions

The specific expectations provide a good starting point for the development of short-term learning goals but the statements are too complex and need to be simplified and written and student-friendly language.

Long Term Learning Goals:	Short Term Learning Goals:
We are learning to conduct scientific inquiries.	• We are learning to develop a testable hypothesis • We are learning to select appropriate materials and use them safely • We are learning how to gather data on some variables while controlling other variables in an inquiry • We are learning how to record and organize data to prepare it for analysis • We are learning how to interpret data to find out if the evidence from an inquiry supports our hypotheses • We are learning to identify sources of error and uncertainty in an inquiry • We are learning how to make and justify conclusions from an inquiry

Teachers will help students to develop an understanding of the success criteria for each of these learning goals over time. Students will see these same learning goals in different contexts throughout the course.

Teacher Sample: Long and Short-term Learning Goals - English

Cluster of Curriculum Expectations – ENG 4C Course - English

Overall Expectations:
Strand: Writing
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
Specific Expectations:
1.1 identify the topic, purpose, and audience for a variety of writing tasks;
1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing;
2.1 write for different purposes and audiences;
2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing.

The English curriculum is skills-based which makes the expectations quite amenable to writing long and short-term learning goals that meet the criteria provided above.

Long Term Learning Goals:	Short Term Learning Goals:
I am learning to gather and organize ideas to write for a specific audience.	• I am learning to brainstorm ideas to include in a formal paper for an adult audience. • I am learning to use a template to organize my ideas to create flow in my writing.
I am learning to write for a variety of purposes and audiences.	• I am learning to identify the topic, purpose and audience for specific writing tasks. • I am learning to identify a format for a piece of writing that is appropriate for my audience and purpose.
I am learning to establish a distinctive voice in my writing and use an appropriate tone to suit my form, audience and purpose.	• I am learning to demonstrate awareness of my purpose and audience. • I am learning to identify voice in a piece of writing. • I am learning to identify and use an appropriate tone when writing for a specific audience.

The specific form of writing (the context) has been removed from these learning goals. This helps students to see how skills can be transferred from one context to another during the course.

Developing learning goals using language that is familiar to students helps the teacher to become clear about what will be learned, and how the learning connects to the big picture of the curriculum. Sharing learning goals with students helps to make them partners in their own learning. The partnership is strengthened when learning goals are clarified throughout the period of learning. Learning goals are clarified when:

- students' prior learning is activated so that they can more easily connect new learning to prior learning;
- reference is made to learning goals throughout the learning cycle;
- connections amongst learning goals are made clear;
- teachers check for understanding of the learning goal at key points in the learning cycle.

Developing and clarifying learning goals is a skill that will develop over time. Learning goals support learning when students work with their teachers to understand the success criteria for learning goals, when teachers check for understanding relative to learning goals, and when feedback from multiple sources is used by students to improve the quality of their work.

B2: Identifying success criteria

Teachers' professional knowledge of the curriculum, as well as pedagogical skill, is required to be able to identify the criteria for success associated with learning goals. Students learn best when they are engaged in developing a deep understanding of the success criteria, guided by the teacher. Before students can have a deep understanding of criteria, teachers need to be clear on what success looks like. Using the achievement charts as a starting point, teachers can work together to develop success criteria associated with identified learning goals. An effective thought process for identifying success criteria is to think about two questions: do the success criteria allow me to check for understanding against the learning goals; and how can I use the success criteria to construct feedback for students that they will be able to act upon to take them closer to meeting the learning goals? Using these two questions as a filter through which to pass the success criteria helps the teacher to refine the wording of success criteria over time.

Teacher Sample: Learning Goals and Associated Success Criteria

ENG 1P –Informational Writing Summative Preparation

Long Term Learning Goal for Informational Writing:

I am learning to communicate ideas and information effectively and with confidence for an intended audience and with a specific purpose.

Short Term Learning Goals for a Cycle of Learning about Informational Writing:

I am learning to organize my ideas and information in writing while thinking about my audience and the purpose for writing.
I am learning to write in a specific literary form (ex: News Report)
I am learning to write using a specific tone and style of writing that suits my purpose and audience.
I am learning to structure sentences and paragraphs to communicate clearly and to connect ideas together.
I am learning to revise drafts of my written work to improve content, organization, and clarity.

The Success Criteria for Informational Writing

ORGANIZING IDEAS AND INFORMATION:
- **Brainstorm** the possible details you will include in your informational writing piece.
- Create a detailed plan/outline to help organize your generated ideas.

FORM AND WRITING STYLE:
- Include details that will answer the **5W's and 1H** required for informational writing (who what, when, where, why, how).
- Demonstrate a clear understanding of the **purpose for writing**.
- Writing needs to be closely connected to your **specific audience.**
- Details in your writing need to be **clear, descriptive** and **relatable** to your audience.
- Use language and a **tone of voice** that will **grab the readers attention and is appropriate for informational writing**.
- Be sure to fully **EXPAND** using **complete sentences that communicate ideas clearly** to your audience.

REVISING, PROOFREADING, AND PUBLISHING:
- **Proof Read** over your work to make sure all of your details are directly connected to the purpose and audience.
- **Check for errors in spelling/grammar** by reading over your work and having a peer proofread for you.
- Identify three strengths of your informational writing and two areas for 'next steps'.
- **Have you met all of the components of the above success criteria** indicating a finished publishable piece of writing?

The learning goals are created for students using the overall expectations and specific expectations from the curriculum documents. In this case, both the long term and short term learning goals connect directly to the *writing strand* of the curriculum.

The success criteria come from the teacher's understanding of what success looks like for the learning goals. The achievement chart is helpful when identifying success criteria. These success criteria are displayed in the room in the form of an anchor chart, and can be used any time a cycle of learning occurs for informational writing throughout the semester. Students become familiar with the language of the learning goals and have a better understand of how their learning is transferable to other contexts.

Teacher Sample: Developing Learning Goals and Success Criteria for a Unit of Study - Science

SCH 3U – Gases and Atmospheric Chemistry

Big Ideas:

1 – Properties of gases can be described qualitatively and quantitatively, and can be predicted.
2 – Air quality can be affected by human activities and technology.
3 – People have a responsibility to protect the integrity of Earth's atmosphere.

Long term learning goals:

1. We are learning to relate science to technology, society and the environment
2. We are learning to develop the skills, strategies, and habits of mind required for scientific inquiry
3. We are learning to understand the basic concepts of science
4. We are learning to apply the fundamental concepts to the study of gases and atmospheric chemistry (Matter, Energy, Structure & Function, and Sustainability & Stewardship)

Short term learning goals and associated success criteria

Short Term Learning Goals (associated long term LG)	Relevant Curriculum Expectations for this Lesson or Topic	**Success Criteria K/U, C**	**Success Criteria T/I, C**	**Success Criteria A, C**
1. We are learning to use scientific models to describe matter and its properties using the kinetic molecular theory (3) 2. We are learning to communicate using appropriate scientific vocabulary in the context of gases (2)	F3.2 describe the different states of matter, and explain their differences in terms of the forces between atoms, molecules, and ions F3.3 use the kinetic molecular theory to explain the properties and behaviour of gases in terms of types and degrees of molecular motion F2.1 use appropriate terminology related to gases and atmospheric chemistry, including, but not limited to: *standard temperature, standard pressure, molar volume,* and *ideal gas*	I can identify the forces between charged particles, polar molecules and non-polar molecules. I can list the 5 properties of gases.	I can compare the forces present in substances in order to predict whether a substance is likely a solid, liquid or gas. I can explain why water is a liquid at SATP, while hydrogen sulfide is a gas. I can explain the 5 properties of gases using the Kinetic Molecular Theory (KMT); for example, why gases are miscible.	I can discuss the validity of a scientific statement such as, "Without forces, everything would be a gas". I can explain how dangerous substances such as perfluorooctanic acid (PFOA) could accumulate in the arctic.
3. We are learning to perform scientific inquiries (2) 4. We are learning to use scientific Laws to perform qualitative and quantitative calculations (3,4) 5. We are learning to relate science to technology, society and the environment in the context of the gas laws (1)	F2.5 determine, through inquiry, the quantitative and graphical relationships between the pressure, volume, and temperature of a gas F2.3 solve quantitative problems by performing calculations based on Boyle's law, Charles's law, Gay-Lussac's law, the combined gas law, Dalton's law of partial pressures, and the ideal gas law F3.5 Explain Dalton's law of partial pressures, Boyle's law, Charles's law, Gay-Lussac's law, the combined gas law, and the ideal gas law	I can define scientific terms such as standard temperature, pressure, kilopascal, etc. I can state scientific laws in words and graphically	I can solve qualitative and quantitative problems: - identify important and redundant information - correctly identify a law of formula that applies to a problem - find an unknown variable using a formula - consider units and degree of certainty in the results of calculatons. I can use an inquiry process to derive a scientific law (identify and control variables, select appropriate equipment, generate a testable hypothesis, consider errors associated with measurements) I can explain gas laws law using the KMT	I can make connections between Boyle's law and STSE such as: I can predict how a Weather balloon could be designed to "pop" at a specified altitude. I can explain why a deep sea diver must breathe compressed air.

Linking the success criteria to the categories of the achievement helps the teacher to balance their instruction and assessment and helps students to identify specific areas of strength and next steps for improvement.

Each group of lessons addresses a small cluster of short-term learning goals. Each short-term learning goal is a component part of one or more of the long-term learning goals. As students revisit the long and short-term learning goals throughout the unit, their understanding of the links between skills and concepts in the course improves.

B3: Helping students to understand success criteria

Student understanding of success criteria develops over time, beginning with classroom discussion, and progressing through assessment of a variety of pieces of work (including anonymous work samples, students' own work, and the work of peers). The advantage of starting with anonymous work samples is that the teacher can be very selective in finding work that exemplifies different levels of achievement of the learning goals. It is also a low risk endeavor on behalf of students, which is important at the early stages of the learning cycle.

The following sample shows how a teacher uses exemplars of student work (anonymous work samples) to help students to understand the success criteria. The exemplars are later used to create a performance wall that students can refer to as they create formative pieces.

Teacher Sample: Exemplar Study

Using exemplars to determine success criteria for a formal piece of writing for an adult audience.

Activity:
Students will examine four different letters ranging in quality. The students are to analyze the letters and assess them against the success criteria already discussed in class for a formal piece of writing for an adult audience. The letters cover a variety of types of formal letter writing including a cover letter for a job application, a product complaint letter, a letter requesting information and a letter seeking a volunteer position. The goal of this activity is to have the students develop their own understanding of the features of a successful piece of formal writing when the audience is an adult. By examining the content and writing styles used in the various pieces, students will be able to draw conclusions about how the success criteria apply, and can then write their own formal pieces. Following this activity, students will complete a formative letter and receive feedback to show the students what areas they need to work on in order to achieve the success criteria.

Curriculum Expectations Being Assessed
Overall Expectations:
Strand: Writing
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.
Specific Expectations:
1.1 identify the topic, purpose, and audience for a variety of writing tasks;
1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing;
2.1 write for different purposes and audiences;
2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing.

These overall and specific expectations have been taken directly from the curriculum document. When the assignment is presented to students, the expectations will be transformed into learning goals that are stated in student friendly language. (See learning goals listed below.)

Instructions:
In groups of four, the students will examine each of the letters and use the following handout to assess the letters using the success criteria discussed in class.

Category	Success Criteria
Knowledge and Understanding? How does the author show that he or she is knowledgeable about the issue he or she is discussing in the letter?	*-the author provides many details* *-the author quotes specific information* *-the author is clearly aware of the audience to whom he or she is writing (e.g.,, the title, name and address are indicated)*
Thinking and Inquiry How does the author support his or her arguments?	*-uses specific facts* *-discusses the relevance of the facts* *-provides sufficient detail*

The achievement chart categories help guide the students when thinking about the success criteria. The teacher has already introduced these success criteria with students and they are posted in the classroom on an anchor chart.

continued…

Communication How does the writer use language to get his or her ideas across to the intended audience?	*-uses correct spelling and grammar* *-uses formal language and appropriate tone*
Application How does the author put the ideas together?	*-ideas are divided into paragraphs (intro, body, conclusion)* *-information is organized in a logical order* *-the correct format is used for the audience (e.g.,, letter has a return address and the address to whom the letter is being sent; a signature is included)*

As learning progresses, teachers continue to guide students in exploring and refining their understanding of the success criteria by having them reflect on and apply the criteria as part of their learning activities, such as through self and peer assessment, and when setting goals.

Section C – Diagnostic and Formative Assessment

What are diagnostic and formative assessment?

Diagnostic assessment is the process used by teachers to determine what students already know and can do prior to a cycle of learning. This helps to activate prior knowledge for the student, and helps the teacher to provide appropriate instruction with sufficient scaffolding for all students to learn. Formative assessment tasks and activities are used by teachers throughout the learning cycle to check for understanding, provide feedback to students, and prepare students for summative assessment tasks.

Evidence gathered from diagnostic and formative assessment tasks and activities allows teachers to differentiate instruction for students, and to make any required adjustments to their instruction so that all students can learn. Diagnostic and formative tasks are used to provide feedback to students so that they know their next steps for learning, and to help them prepare for summative assessment.

Why is this important?

The use of diagnostic and formative assessment evidence by teachers and students is referred to as *Assessment for Learning*, and a significant and growing body of educational research suggests that assessment for learning has great implications for improved student engagement and learning at school. One of the earliest and best-known studies on the effect of assessment for learning on student achievement was conducted by Paul Black and Dylan William in 1998, summarized in a journal article entitled *Inside the Black Box.* [1] Support for the findings reported by Black and William has been significant. In a follow-up book, Black et. al (2003) provide reasons why teachers should incorporate assessment for learning in their classrooms:

- There is considerable evidence that assessment for learning will raise the scores of students on normal conventional tests.
- Teachers come to enjoy their work more and find it more satisfying because it resonates with their professional values.
- Teachers also see that their students come to enjoy, understand and value their learning more as a result of implementing assessment for learning in their classrooms.

C1: The purpose of diagnostic assessment

Engagement in learning is maintained when students are presented with information, ideas, and processes they feel they already know something about, and feel confident enough to tackle. The purpose of diagnostic assessment is two-fold: to activate the prior knowledge, understanding and skills of students so that they are engaged in new learning; and to assess their current level of performance so that an appropriate challenge can be provided. Diagnostic assessment evidence is used by teachers to differentiate instruction for students. Engagement in learning is enhanced when students are given work that is not too difficult for them to attempt, but it is challenging enough to extend their learning. Teachers use diagnostic assessment evidence before a period of new learning to determine the level of differented instruction students will need.

The diagnostic assessment tool shown on the next page is used by an English teacher to provide initial feedback to students and to provide the teacher with evidence for the purpose of differentiating instruction.

[1] Black, P. and William, D. (1998b) Inside the Black Box: Raising standards through Classroom Assessment. London: School of Education, King's College. *A copy of this article can be found in the readings folder of the Assessment and Evaluation folder in FirstClass.*

Teacher Sample: Feedback Tool for Diagnostic Assessment

Diagnostic Paragraph Feedback

At the end of this course you will be able to write a great paragraph. The purpose of diagnostic paragraph writing is to identify what you need to work on, and what you really get**. This feedback tool will help you focus on your next steps necessary to reach this goal.**

PARAGRAPH ELEMENTS				
	YOU'VE GOT IT	**ALMOST THERE**	**THIS NEEDS WORK**	**ADDITIONAL COMMENTS**
Fundamental Aspects				
-indent first line				
-length				
-paragraph contains one organised idea				
Topic Sentence				
-found at the beginning				
-includes three directional words				
Body				
-uses three supporting details				
-includes transition words				
-fully explains details				
-three supporting details are different				
Conclusion				
-includes conclusion sentence				
Communication				
-spelling and grammar				
-sentence variety				
-organisation of ideas within sentences				

Use the feedback from this diagnostic assessment task to set three writing goals on the back of this sheet.

Descriptive rubric headings focus on learning and next steps, rather than on achievement. Three categories are used so there is less likelihood of students relating each column to a level, but focusing on the feedback instead.

Space is provided for written comments as well as check marks, to increase the efficiency and effectiveness of the feedback provided.

A goal-setting activity is used so that students learn to use the feedback in a metacognitive manner through an in-class activity.

The next example is for mathematics. Open questions of this type really provide an opportunity for students to demonstrate what they know and are able to do. Teachers can use student reponses to these questions to identify possible misconceptions, to differentiate instruction, and to build on students' prior knowledge.

Teacher Sample: Diagnostic Assessment in Mathematics

Diagnostic Activity Ideas for teachers - Mathematics

OPEN QUESTIONS:
One way to diagnose students' math skills and understanding before a unit of study is to ask open questions that allow for multiple student responses. The teacher will have the opportunity to see what students already know, while at the same time, activating the students' prior knowledge on the topic.

Examples:
1. A graph goes through the point (2, 0), what could it be?
2. You saved $10 on a pair of running shoes. What could the original price and percent discount have been?
3. The sum of two fractions is between 0 and 1. What could the two fractions be?
4. _____ + ¼ = _____. Fill in the blanks to make this true.
5. The solution to an equation is x = 4. What could the equation be?

These open questions focus on what students know and can do, rather than focusing on deficits.

PROBLEM SOLVING ACTIVITIES:
Providing the class with a problem that is related to the new unit or topic is another good way to diagnose student skill and understanding. The teacher allows students to work individually or in groups and asks students to record their responses. The teacher could then hold a discussion about the different ways of solving the problem and how this problem connects to the new unit.

Example:
Some kindergarten teachers would like you to design a rectangular play area at a local school. There is 110 m of fencing available to enclose the play area. The school will be one side of the play area; so only three sides of the rectangle will be fenced off. It is your job to design the rectangular play area with the largest area for the kindergarten class.

Problems allow teachers to diagnostically assess higher order thinking skills.

Diagnostic assessment can be used to gauge not only what students know, but also what they can do. An effective diagnostic assessment tool captures not only a way to determine students' prior knowledge, but also to measure their current level of skill. In the activity shown on the next page, students are asked to identify their comfort level with various aspects of a drama course. This helps the teacher to identify the level of support some students will need, and provides students with an opportunity to reflect on prior experiences.

Teacher Sample: Diagnostic Assessment of Student Attitudes

Dramatic Arts Diagnostic Survey

Name:_____

- This dramatic arts course will challenge you with a number of activities that you may not think you are capable of. For instance, how does the thought of entertaining your classmates with fifteen minutes of improvised scenes make you feel? How about standing up in front of the class and doing a solo presentation in the form of a monologue? Some of you might be comfortable doing these activities while others of you might feel terrified.

- The following is a series of questions that will help you (and me) to get a better idea of what drama activities you feel you are capable of doing. ***There are no right or wrong answers here.*** It is essential that you be totally honest with yourself when responding so that we can get a good idea of the general class comfort level.

The diagnostic assessment task is designed to be low-risk for students, and to provide students with a sense of skills to be developed.

continued...

True/False Questions

1.	I know the name of every person in the class.	T	F
2.	I know something personal about every member of the class.	T	F
3.	I would feel comfortable talking to at least half of my classmates if I saw them in the hall.	T	F
4.	I can see myself co-operating well with all other members in the class.	T	F
5.	I would trust my fellow classmates with my physical safety when performing trust activities.	T	F
6.	I would trust my fellow classmates to be supportive of me when I perform something dramatic for them.	T	F

Comfort Scale Ratings

Rate how comfortable the thought of doing the following activities makes you feel.
The rating key works as follows:

1 = I don't want to do it.
2 = I would try it.
3 = I could see myself enjoying it.
4 = I would like to do it
5 = I will do it right now without hesitation

Remember, please BE HONEST for the sake of accurate feedback. This is not a competition and there is no ranking.

7.	Playing tag or some other childish game with the class.	1	2	3	4	5
8.	Performing a series of tableaux (frozen images) with members of your class.	1	2	3	4	5
9.	Performing a group dance presentation in front of the class.	1	2	3	4	5
10.	Entering the centre of the circle alone and imitating the movement and sound of a laundry machine.	1	2	3	4	5
11.	Telling a very personal story to a small group of classmates.	1	2	3	4	5
12.	Telling a very personal story to the whole class.	1	2	3	4	5
13.	Playing the part of a parent in an argument over a teenager's curfew times.	1	2	3	4	5
14.	Performing a scene with the teacher playing a part in the scene.	1	2	3	4	5
15	Volunteering to partake in an improvised scene in front of the class with a partner without any advanced planning of what you will say or do.	1	2	3	4	5
16.	Performing a romantic scene with your acting partner.	1	2	3	4	5
17.	With a partner, memorizing the lines of a three to five page scene and then performing it for the class.	1	2	3	4	5
18.	Crying in character.	1	2	3	4	5
19.	Performing a radio play using only voice and sound effects to tell your story.	1	2	3	4	5
20.	Performing a monologue presentation by you to the class.	1	2	3	4	5
21.	Sharing your honest feelings and opinions about a drama activity with the teacher.	1	2	3	4	5
22.	Sharing your honest feelings and opinions about a drama activity with the class in a discussion.	1	2	3	4	5
23.	Performing your final presentation in front of an audience from another class.	1	2	3	4	5
24.	Letting other classmates touch your face while you have your eyes closed, or letting them pick you up.	1	2	3	4	5
25.	Being able to talk to the teacher about a mark, or seek extra help on a major performance project, at the beginning or end of class.	1	2	3	4	5

Notice how the teacher lowers student anxiety by noting that there is no competition, and that the focus of the activity is to receive feedback.

Items in this inventory are related to skills to be developed during the course, rather than subject knowledge and understanding. The activity could be revisited later in the course for students to see growth in their skill level.

C2: Planning for interventions and support for all students

Students with Individual Education Plans (IEPs) are legally entitled to receive accommodations that are required for them to be successful learners. Accommodations are teaching strategies, supports, and/or services that are required in order for a student to access the curriculum and demonstrate learning. *Instructional Accommodations* refer to changes in teaching strategies that allow the student to access the curriculum. *Environmental Accommodations* refer to changes that are required to the classroom and/or school environment. *Assessment Accommodations* refer to changes that are required in order for the student to demonstrate their learning. Some examples of accommodations that may be required for students based on their IEP are shown below. Many of these accommodations, while required for some students based on their IEP, are beneficial to all students. Teachers are encouraged to connect with the school's Learning Program Support (LPS) staff for additional strategies and resources. The documents *Education For All* and *Learning For All*[2] also contain excellent information pertaining to differentiated instruction (DI), assessment, and meeting the needs of all learners.

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
• Buddy/peer tutoring • Note-taking assistance • Duplicated notes • High structure • Partnering • Ability grouping • Augmentative and alternative communications systems • Assistive technology, such as text-to-speech software • Graphic organizers • Non-verbal signals • Organizational coaching • Time-management aids • Increased breaks • Concrete/hands-on material • Tactile tracing strategies • Gesture cues • Dramatizing information • Visual cueing • Large-size font • Tracking sheets • Colour cues • Reduced/uncluttered format • Computer options • Repeated information • Reworded/rephrased information • Processing time allowance • Word retrieval prompts • Taped texts	• Alternative workspace • Strategic seating • Instructor proximity • Reduced audio/visual stimuli • Study carrel • Minimized background noise • Quiet setting • Use of headphones • Special lighting • Assistive devices or adaptive equipment	• Extended time limits • Verbatim scribing • Oral responses, including audiotapes • Alternative settings • Increased breaks • Assistive devices or adaptive equipment • Prompts to return student's attention to task • Augmentative and alternative communications systems • Assistive technology, such as speech-to-text software • Large size font • Colour cues • Reduced/uncluttered format • Computer options • Processing time allowance

Source: *OSSLC Course Profile, Grade12 Open (OLC4O), 2003*

[2] Learning For All
http://www.ontariodirectors.ca/L4All/L4A_en_downloads/LearningforAll%20K-12%20draft%20J.pdf

Education For All
http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf

C3: Checking for understanding with formative assessment activities

Formative assessment and clear, supportive feedback on the next steps for instruction are critical aspects of Assessment *for* Learning. Formative ***activities*** are used by teachers and students to gain insight about the current level of student understanding and skill relative to a learning goal. Examples of activities of this type are shown on the following pages. Teachers uses the feedback from these activities to differentiate instruction, to modify their instructional plans, and to provide further consolidation for students.

Formative oral language activities

- Accountable Talk – Students actively participate in discussion, listen attentively to one another, build on each other's contributions, and ask questions to expand or clarify a proposition.
- Think/Pair/Share – A strategy designed to give students the opportunity to formulate individual ideas and then share these ideas with another student before sharing with the whole class. This learning strategy provides students with essential "think time" and encourages a high degree of participation.
- Retelling – Students read, view, or hear a text and then, in their own words, "retell" what happened. Retelling provides information on students' comprehension of texts, sequencing of ideas, and oral communication skills.
- Four Corners – The four corners of the room are labeled with various terms (e.g.,, disagree, agree, etc.). Students go to the corner that best represents their point of view, and students at each corner discuss their opinions with each other.
- Seminars – A way of engaging a group of learners in a conversation and a series of questions.

Formative questioning activities

- Hand Signals (e.g.,, fist of five, thumbs up, etc.) – Students use hand signals to indicate their understanding of content information. This technique requires whole-class participation and allows the teacher to check for understanding in large groups of students.
- Response Items (e.g.,, index cards, signs, dry-erase boards, traffic-signal technique, etc.) – Items that are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. These items can also be used for students to reflect on their own level of understanding. This technique allows for participation by the whole class, and teachers can easily note the responses of individual students while teaching the whole group.
- Audience Response Systems (e.g.,, clickers, online survey) – Each student is able to respond to questions individually, without peers seeing individual responses. These technologies allow teachers to gather students' responses to interactive questions in real time, and responses can be aggregated and displayed immediately.
- Self-Assessment Checklist – Students reflect on their own knowledge, understanding, skills, etc. (e.g.,, Ontario Skills Passport Work Plan self-assessment)
- Exit Cards – Written student responses to questions posed at the end of class, at the end of a learning activity, or at the end of the day. This technique provides a quick assessment tool for teachers, and students have the opportunity to reflect on their learning.

Formative writing activities

- Summary – Provides the teacher with insight into how learners condense information. It serves as a way for students to demonstrate their ability to capture what they have read, viewed, or done.
- Think-Ink-Pair-Share - Similar to "Think-Pair-Share" but with a writing component.
- RAFT (Role, Audience, Form, Topic) – A post reading/learning activity in which students demonstrate understanding by taking on a specific role and writing for a specific audience. Students also choose the writing form and topic.
- Journaling – A form of writing, typically done for a few minutes a day, where ideas of interest are explored.
- K-W-L-H – Students identify what they know about a topic, what they want to know or wonder, and, after reading or instruction, identify what they learned and how they will go about researching what they want to know more about.
- Graphic Organizers (e.g.,, concept maps, flow-charts, Venn diagrams, T-Charts, fish bones, etc.) – Visual frameworks to help learners make connections between concepts. These can be used before, during, and after learning.

The next example shows a sample activity for a mathematics class where an exit card is used to check for student understanding. The teacher can then use the responses on the cards to do some flexible groupings in the following class.

Teacher Sample: Checking for Understanding: Mathematics

Exit Card

The teacher gives students a task to complete before leaving. The task should focus on the day's learning goal and should identify which mathematical process the student is demonstrating (problem solving, reasoning and proving, reflecting, selecting tools, connecting, representing, and communicating). The teacher collects the cards as students leave. After the teacher observes what each student has written, the teacher can decide on the topic for the next lesson (revisit the topic, move on, etc.). It is up to the individual teacher whether or not to comment on student work. It may be appropriate to talk about the question/task the following day to the whole class or to pull certain students aside who need more assistance. To make sure the focus is balanced on different processes throughout the semester, a planning guide similar to the one below could be used.

Notice that the learning goal for this activity is related to the process expectation of reasoning, while the context is solving equations. The focus of feedback is then related to student reasoning.

Example:

Exit Card:

Name: _____

Area of Focus: Solving Equations

Process: Reasoning

Task: Without solving 2x – 4 = 3x + 10, how do you know that x must be negative?

Response:
(Sample Student response)
If x were positive, then you would get a big number on the right and a much smaller number on the left because on the left you are just doubling the number and subtracting, while on the right you are tripling the number and adding ten. There is no way that x can be positive.

Planning Guide – Exit Cards

Date	Unit	Area of Focus	Process	Question
Sept. 4	Algebra	Solving Equations	Reflecting	Sue solved 2x – 4 = 3x + 10 and came up with the solution x = -10. How could she verify her solution? Is her answer correct?
Sept. 6	Algebra	Solving Equations	Reasoning	Without solving 2x – 4 = 3x + 10, how do you know that the x must be negative?

The teacher makes note of questions to ask the student based on her responses. The teacher may ask these questions verbally during a conference, during small-group instruction, or in writing.

Teacher Reflection:

After a mathematics lesson or activity, I often give students a question related to the learning goal for them to complete before they leave class. I find this to be a quick and effective way of collecting evidence of student learning for formative assessment. After reviewing student responses, I am able to identify who is having difficulty and can provide specific feedback for improvement relative to the success criteria developed for that learning goal. I can also use the student responses to reflect on the design of the lesson and plan for the next day (e.g., revisit the topic, move on, etc.). When designing the question, I find it helpful to identify one mathematical process that the question should target. This helps remind me to focus on the mathematical processes and to identify where students may have weaknesses.

~Mathematics Teacher

Teacher Sample: Parking Lot to Check for Understanding

Grade 11 University Chemistry

Idea:

→ Towards the end of a period of learning, students are presented with a list of the Short Term Learning Goals and the associated Success Criteria. Students work collaboratively to check for understanding. Students identify Learning Goals and Success Criteria where they need additional guidance and "Park" their Whiteboard. The teacher collects the whiteboards, groups the responses, and uses the information for re-visiting and/or re-teaching certain Learning Goals and Success Criteria in advance of summative assessment.

Example:

→ Students were given an expanded version of the chart below. For one class period, students worked in collaborative groups of 3 students. Students attempted to answer each question and problem and checked their work with the other members of the group.

→ When groups came upon examples that none of the group were confident in solving, one member of the group "parked" the question under the relevant heading on the classroom chalkboard (see below). The teacher had split the chalkboard up into the 6 major lessons that had been taught in the strand.

→ At the end of the lesson, the teacher saw that several of the "parked" topics related to one specific short-term learning goal. This allowed the teacher to specifically re-teach this topic in advance of the summative assessment. Students found completing this activity several days in advance of their summative task useful, since it helped them identify areas of review that were necessary.

Example of the Short Term Learning Goals that students used for the parking lot:

Short Term Learning Goals	Curriculum Expectations Addressed	**Success Criteria K/U, C**	**Success Criteria T, I, C**	**Success Criteria A, C**
We are learning to use scientific models to describe the behavior of matter We are learning to communicate using scientific vocabulary	F3.2 describe the different states of matter, and explain their differences in terms of the forces between atoms, molecules, and ions F3.3 use the kinetic molecular theory to explain the properties and behaviour of gases in terms of types and degrees of molecular motion F2.1 use appropriate terminology related to gases and atmospheric chemistry, including, but not limited to: *standard temperature, standard pressure, molar volume,* and *ideal gas*	I can identify the forces between charged particles, polar molecules and non-polar molecules. I can list the 5 properties of gases.	I can compare the forces present in substances in order to predict whether a substance is likely a solid, liquid or gas. I can explain why water is a liquid at SATP, while hydrogen sulfide is a gas. I can explain the 5 properties of gases using the Kinetic Molecular Theory (KMT); for example, why gases are miscible.	I can discuss the validity of a statement such as, "Without forces, everything would be a gas". I can explain how dangerous substances such as perfluorooctanic acid (PFOA) could accumulate in the arctic.
We are learning to perform qualitative studies and quantitative calculations based on scientific laws	F3.6 Explain Avogadro's hypothesis and how his contribution to the gas laws has increased our understanding of the chemical reactions of gases *F2.3 solve quantitative problems by performing calculations* *F3.5 Explain Dalton's law...*	I can state the Combined gas law and Avogadro's law using math, or words. I define terms such as STP, SATP, and molar volume	I can solve problems using Avogadro's law and the combined gas law I can use the KMT to explain the laws: for example, what properties of gases are necessary for Avogadro's law	I can use a graphic organizer to distinguish between STP and SATP and explain the value to chemists in using these standards

At this stage in the learning cycle, just prior to summative task, the success criteria are linked very specifically to the curriculum expectations in this strand, but still retain verbs that connect them to other contexts, such as compare, solve, and explain.

Formative ***assessment tasks*** are used to help prepare students more specifically for summative tasks. Rough drafts of essays or reports, quizzes, and problem sets attempted in class or at home are examples of formative assessment tasks.

The sample formative task shown below gives students an opportunity to prepare for a summative task later in the course. In this case, the type of activity (a reflective writing assignment) is similar to the summative task that the student will see later in the course, and a blank rubric is provided for the student to see the criteria for success, and for the teacher to provide next steps for improvement.

Teacher Sample: Formative Assessment Task - English

LESSONS OF THE HOLOCAUST:
A PERSONAL REFLECTION:
FORMATIVE IN-CLASS WRITING ASSIGNMENT

And I Said Nothing
- Pastor Martin Niemoller, 1945

In Germany
They first came for the communists
And I didn't speak up because I wasn't a communist.
Then they came for the Jews,
And I didn't speak up because I wasn't a Jew.
Then they came for the trade-unionists,
And I didn't speak up because I wasn't a trade unionist.
Then they came for the Catholics,
And I didn't speak up because I was a Protestant.
Then they came for me –
And by that time
No one was left to speak up.

TASK:
The year is 1945. You are 15 years old and a German citizen. You have been witness to one of the greatest atrocities in human history. In what could be a journal entry, write a one-page reflection on your reaction to the Holocaust, using the above quotation as a guide, as well as the guiding questions listed below. Please refer to the checklist to see what I will be 'looking for.'

GUIDING QUESTIONS:
1. What factors do you feel contributed most to the Holocaust?
2. Do you believe the Holocaust could have been prevented? Stopped?
3. How do the Stages of Isolation we have discussed show the gradual persecution leading to the annihilation of the Jewish people?
4. What did you do in reaction to the Stages of Isolation when you lived in Germany during this time?
5. How does the above passage portray the actions of the people in Germany at this time?
6. What is the danger in doing or saying nothing?
7. How do we, as responsible and aware humans attempt to prevent an event such as the Holocaust or any human rights violation from happening again?

Guiding questions provide students with a framework for thinking about how to approach the task.

CRITERIA	Excellent	Good	OK	I think you need to work on this
KNOWLEDGE/ UNDERSTANDING: *You know what you are talking about; your ideas are backed up with facts and examples.*				

Achievement chart criteria are re-worded in student-friendly language.

continued…

THINKING/ INQUIRY: *Your ideas are well planned* *You used creative ideas to defend your point of view*				
COMMUNICATION: *Your ideas are well-organized, and I understand your point of view*				
APPLICATION *You made connections between the passage and the information in this unit*				

In assessment planning, the design and content of summative assessment tasks informs the development of formative and diagnostic assessment tasks. The sample below shows how a formative quiz can be used to check for understanding relative to learning goals. Students use the results of the quiz to self-assess and set goals for their next steps for learning.

Teacher Sample: Formative Quiz Used to Check for Understanding of Learning Goals

CHY 4U Unit 1: Quiz

1. Government during the medieval period was…
a) Not centrally strong
b) Controlled by Dukes and Knights and papacy
c) Chaotic
d) All of the above

2. Art during the medieval period…
a) Was always linked to Christianity
b) Had great use of detail and perspective
c) Had a wide variety of forms: Sculpture, painting, Fresco
d) Both a and b

3. Religion in the West during the period…
a) Was Catholic run by Rome
b) Was associated with disbelievers being killed or converted
c) Existed while the conditions of secularism were not yet created
d) All of the above

4. Humanism believes…
a) In an omnipotent deity
b) The infallibility of the church
c) We should focus on living in this world
d) All of the above

Each short term learning goal has several questions associated with it.

In the actual quiz, there are more questions than are shown here - two or three questions for each learning goal.

continued…

Quiz Results Sheet

This process of correction is to help you assess which learning goals you understand and which ones require further learning. This process will also assist you with next steps to ensure you are familiar with these goals before the summative assessment.

This process allows the student to use data (quiz) to determine how well they have achieved the learning goals.

Step 1- check the **"Right**" box if you got the question right and check the "**wrong"** box if you got the question wrong.
Step 2- For the **questions you got wrong** please check if it was just a **simple mistake** (did not read the entire question) or if you **didn't know it.**
Step 3- For the **questions you got right** please check if you **got lucky** or if you **knew it.**
Step 4- For the questions that you indicated that you **didn't know it** or **got lucky** please answer the corresponding questions on the attached question sheet.

#	Short Term Learning Goal	Wrong	Right	Don't get it	Simple Mistake	Knew it	Got Lucky
1.	I will summarize the medieval world by looking at religion, art and politics so I will be understand how the renaissance has changed.						
4	I will describe the main tenets of humanism.						
8	I will describe how politics religion and art have changed during the Renaissance.						

This chart is useful because a student may get questions right and still not have fully met the learning goals. This allows the students to be more accurate about where they are in their learning.

Again, in the actual analysis sheet, there would be a row for each question in the quiz.

Analyzing Results

My Strengths:

Write down the learning goal(s) for questions that you felt comfortable with and got right

Learning Goals	Question Description

The students analyze the data to determine strengths and next steps.

My Highest Priority: Write down the learning goals for problems you marked 'don't get it'.

Learning Goals	Question Description

What I Need to Review: Write down learning goals for problems where you made 'simple Mistakes' or ones that you "got lucky".

Learning Goals	Question Description

The question description allows students to interpret each question against the learning goals which helps them identify very specific next steps.

continued…

The Interview Preparation

We have just finished our formative quiz. You have recorded the data and analyzed the results. Now you can plan your learning based upon this analysis. Each student will have an interview with me 3 days from now. For that interview you need to bring the following: your quiz, Quiz Results Sheet, Analyzing Results, and the assigned work regarding the learning goals that needed review. The interview is an informal check in to ensure you know the material you missed. This formative work is linked to the requirements of the summative task so it is imperative that it is learned. You will have ½ the period today to work on the review as well as some time in the next couple of days. If you are not prepared or do not understand, there will be a tutorial at lunch to ensure your success. The tutorial is not intended as punishment and it only lasts as long as it takes you to prove your understanding of the learning goal(s) missed on the quiz.

Learning Goals Assessed

- I will summarize the medieval world by looking at religion, art and politics so I will be understand how the renaissance has changed.
- I will describe the main tenets of humanism.
- I will describe how politics, religion and art have changed during the Renaissance.

Assigned Task

For the learning goal that requires the most review please create a graphic organizer (Web, T-chart, VENN diagram) to explain the understanding of that specific learning goal.

The interview allows students to review learning goals during class time. It also provides an informal opportunity for them to look at their graphic organizers and give immediate feedback about the information and ideas they have recorded.

We would have already practiced the use of these graphic organizers in class.

C4: Providing effective feedback

Formative assessment feedback could take the form of verbal comments, anecdotal remarks, or more traditional marks such as levels of achievement. Feedback on formative work must be descriptive for it to support improved student learning, so it should include more than an indication of the level of achievement. Research studies conducted by Marzano (2006) and others shows that feedback has a significant positive impact on student achievement when it is directly related to clearly articulated success criteria.

For feedback to have the desired effect on student learning, it must therefore be effective. Susan Brookhart (2008) provides the following list of criteria of effective feedback:

Component	Questions to Consider	Recommendations for Effective Feedback
Timing	When is it given? How often is it given?	• Provide immediate feedback for knowledge of facts (right/wrong). • Delay feedback for student thinking and processing. • Never delay feedback beyond when it would make a difference to student learning. • Provide feedback as often as is practical, for all major assignments.
Amount	How many points? How much for each point?	• Prioritise. • Choose what's important to the learning goal – limit feedback to the identified success criteria for the learning goal.
Mode	Oral? Written? Visual/Demonstration?	• Determine the requisite level of formality. • Give written feedback on written work. • Demonstrations work for students who need an example. • Interactive feedback is the best when possible.
Audience	Individual? Group?	• Individual feedback tells says that the teacher values individual learning. • Group feedback works if everyone needs improvement on the same concept.
Focus	On the product? On the process? On the effort?	• Describe both the product and the process and their relationship. • Comment on the effort if the comment serves to improve learning skills and work habits
Comparison	To criteria? To past performance?	• Use criterion-referenced feedback on the work itself. • Use progress-referenced feedback for unsuccessful learners who will benefit from focusing on how far they've come rather than how far they are from achieving the learning goal.
Tone	Positive? Negative? Implications? Clarity?	• Make only descriptive statements, rather than judgemental statements. • Be positive about what has been done well. • Mitigate negative descriptions of the work with concrete next steps for improvement. • Encourage students to think and wonder. • Use vocabulary and concepts that the student will understand.
Specificity	Nitpicky? Overly general?	• Tailor comments to the identified success criteria only . • Make feedback specific enough so that students know what to do, but not so specific that it's done for them. • Identify errors or types of errors, but avoid correcting every one (which leaves students with nothing to do).

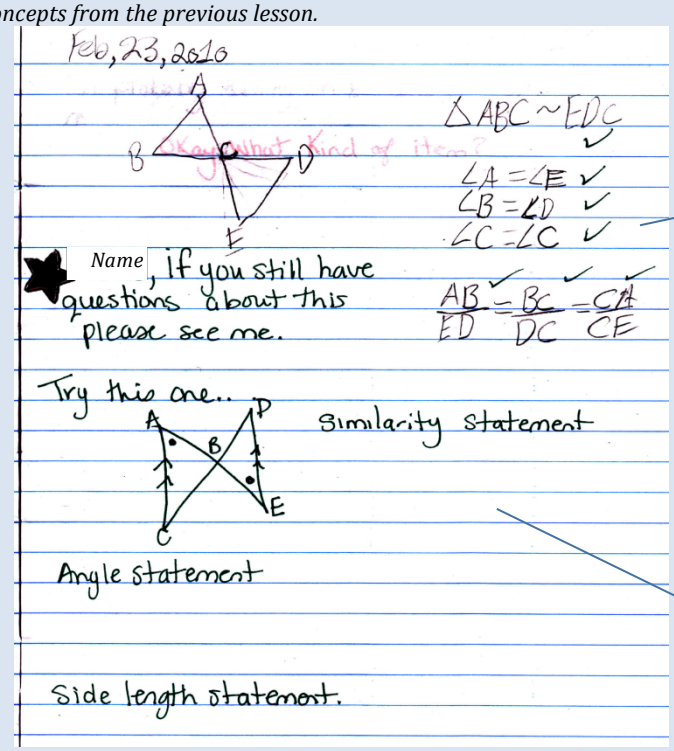
Brookhart, Susan M. *How To Give Effective Feedback.* Alexandria: ASCD, 2008. 5-7. (Adapted)

The samples on the following page show some of the elements of effective feedback shown in the table above. These samples show written feedback, although the principles of effective feedback can equally be applied to oral or demonstrated feedback.

Teacher Sample: Effective Feedback on Formative Work

Journal Response

The teacher asked the students to complete a journal response in their warm up books in order to check understanding of concepts from the previous lesson.



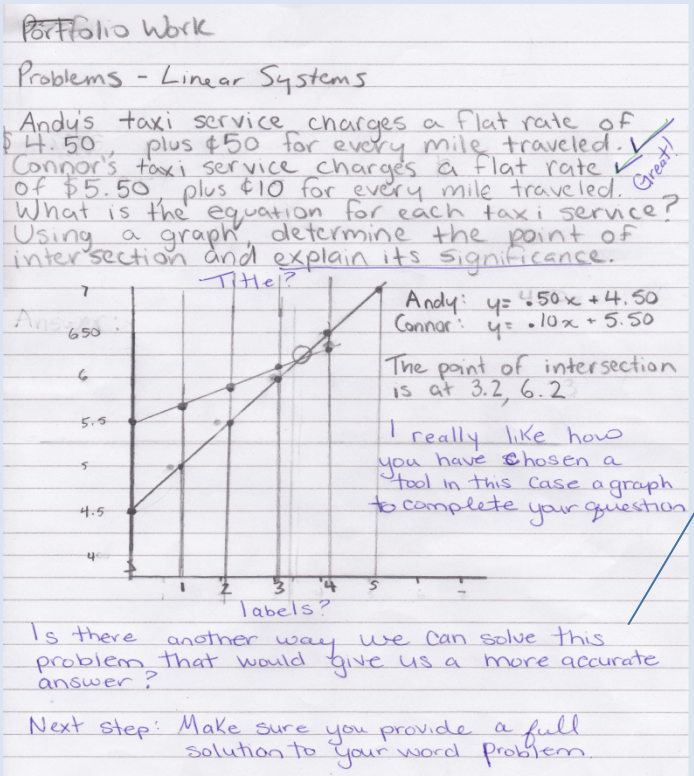
In general, journals allow teachers to provide feedback often to ensure that students are on the right track.

Timing and Mode:
After assigning the task, the teachers noticed that the student was struggling with the question and gave immediate oral feedback to the student by way of prompting.

Specificity:
The teacher has given the student an opportunity to apply the feedback they were given by providing a similar question to attempt, and has scaffolded the question to help direct the student's thinking.

Portfolio – Unit Word Problem

The student was instructed to create a word problem that involved linear systems and included a solution to his or her problem.

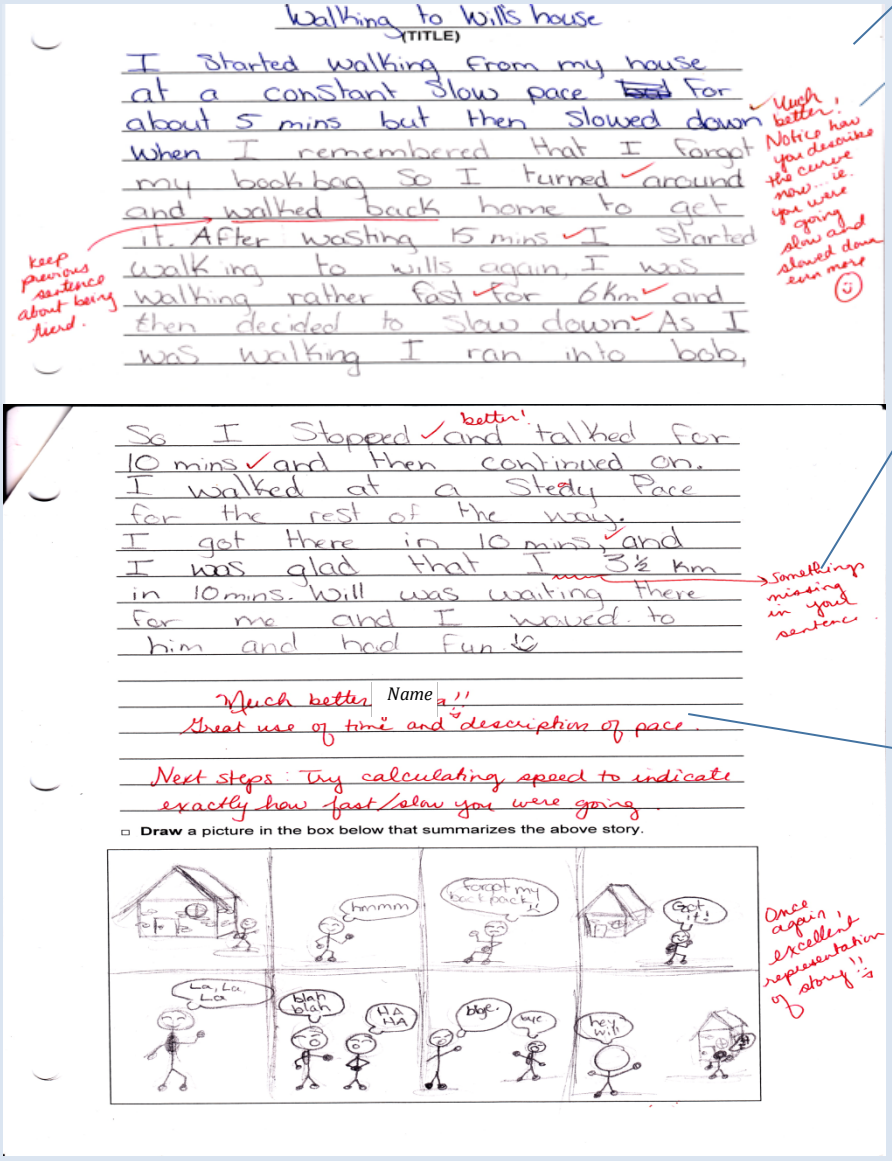


Audience:
The teacher has provided specific individual feedback on the student's learning. The teacher highlighted strengths, and areas for improvement, and also stated next steps for learning. Phrases chosen refer to specific success criteria already shared with students.

continued...

Assignment

The student was asked to write a detailed story that describes a graph that they created. The student was instructed to include specific words (walking/running at a steady or constant pace, going towards or returning somewhere, increase/decrease in speed and stopping/resting).



Walking to Wills house
(TITLE)

I Started walking from my house at a constant slow pace ~~for~~ For about 5 mins but then slowed down When I remembered that I forgot my book bag So I turned around and walked back home to get it. After wasting 15 mins I started walking to wills again. I was walking rather fast for 6km and then decided to slow down. As I was walking I ran into bob,

Much better! Notice how you describe the curve now: ie. you were going slow and slowed down even more :)

keep previous sentence about being tired.

So I Stopped and talked for 10 mins and then continued on. I walked at a Steady Pace for the rest of the way. I got there in 10 mins, and I was glad that I 3½ km in 10mins. Will was waiting there for me and I waved to him and had Fun.

better!

something's missing in your sentence

Much better Name a"
Great use of time and description of pace.

Next steps: Try calculating speed to indicate exactly how fast/slow you were going.

□ **Draw** a picture in the box below that summarizes the above story.

Once again, excellent representation of story!

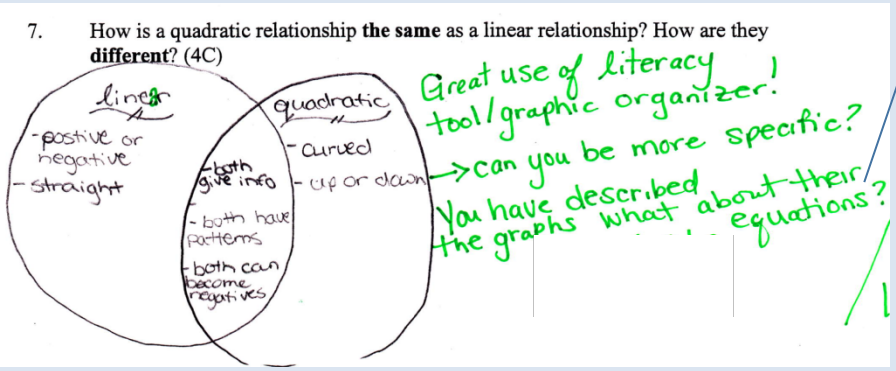
Comparison:
The teacher commented on the progress the student has made to help the student see the positive results of their efforts.

Amount:
Notice the teacher did not correct all spelling/grammar mistakes throughout the story. Instead the teacher based their feedback on what was most important for the student to focus on in relation to the learning goal.

Tone:
The teacher has carefully chosen language to ensure that their comments are positive and encouraging to the student.

Test Question

This question is taken from a MFM2P Quadratics unit test.



7. How is a quadratic relationship **the same** as a linear relationship? How are they **different**? (4C)

Focus:
The teacher has commented on a specific strength and has identified areas for improvement as well as a next step to the student – all related to success criteria for the learning goals of this task. The teacher would give the student class time to act on this feedback.

The provision of effective feedback does not necessarily require teachers to spend significant amounts of time writing details on student work. The next two examples show two different mechanisms that a teacher could use to provide detailed formative feedback.

Teacher Sample: Formative Feedback Mechanism

Macbeth
Character Postcard Assignment

Now that we have finished reading Act I of *Macbeth*, your task is to select a character from the list below and to create a character postcard. Your postcard will be submitted on a sheet of 8" x 10" paper. Be prepared to present all elements of your postcard to the class.

Characters: Duncan, Macbeth, Lady Macbeth, Banquo

On the front:
- include a visual representation of the character (realistic or abstract); if you select a visual from the media, it must not be an actor who has already played the role or a stock image already associated with the play
- record the character's name
- identify three distinct and prominent personality traits

On the back:
- list each of the three traits
- choose one quotation to demonstrate each trait
- write one or two sentences that explain *how* the quotation demonstrates the trait (analysis)
- cite the text using proper MLA format

Feedback:

Learning goal	Right on Target	On the way	Just Beginning
the reading strategy of visualization	Your visualization of the character is awesome.	Your visualization of the character is interesting but it needs a little more sophistication.	Your visualization of the character is somewhat appropriate but you need to use your imagination more and find ways to make it more sophisticated.
making inferences	The traits that you have chosen are entirely discrete and appropriately reflective of the character—they capture his/her most essential qualities.	The traits that you have chosen are mostly discrete and appropriately reflective of the character.	The traits that you have chosen overlap too much or don't accurately describe the character.
locating, selecting, and citing appropriate information to support ideas	You have selected three quotations that effectively link to the traits and you have sophisticated analysis. Your MLA format is right on.	Your selection of quotations is pretty good as is your analysis but at least one of them doesn't support your ideas. You've made some minor errors in MLA format.	You have either selected quotations that don't really support your ideas or you haven't quite developed the analysis There are many errors in MLA format.

Providing descriptors in a rubric helps the teacher to efficiently provide descriptive feedback. The descriptors relate to the success criteria for each learning goal.

Learning goals are taken from the language of the achievement charts, and exemplars are used to help students understand what quality work looks like.

Teacher Sample: Formative Feedback Mechanism

MFM 1P – Formative Assessment #2 on Proportions

Overall Expectation: solve problems involving proportional reasoning

Is 60% equivalent to 3:5? Show in 3 different ways.

Starting Out	Getting Close	You've got it!
You represented simple ratios using a few different forms (e.g., 65:100 is 65%) but had difficulty with the following: _____ _____ _____ Next Steps: _____ _____	You can represent most ratios in a variety of forms but made minor errors when completing the following: _____ _____ _____ Next Steps: _____ _____	You can effectively represent any ratio in a variety of forms including decimals, percents, and diagrams. Check your understanding by answering the following question:

Descriptive feedback can be efficiently provided by using some fixed descriptors in a rubric, with space to provide further detailed feedback if a student has not yet 'got it'.

Providing Feedback on Formative Assessments – teacher notes

- The teacher corrects the question by giving a check mark for correct solutions and circling incorrect solutions. Then the teacher would highlight the feedback relevant for that student. The teacher may still need to write more comments for a specific question depending on the next steps.
- The teacher might hand back the marked assessment and have students self assess what category they fit into. Then the teacher could review the assessment and discuss any differences with the student.
- The teacher could lead a class discussion about common misconceptions prior to the assessment and could design the feedback with the students' participation. The students would then have a good understanding of what the feedback really means and should be able to peer assess each other's work using the feedback.
- After receiving the feedback, students should have a chance to act on the feedback. Here are some suggestions for how that could occur:
- Teachers could give students the opportunity to correct the circled errors and resubmit.
- Teachers could provide more specific instruction to small groups of students who had similar difficulties and provide them with more practice work to submit. While this is going on, students who "got it" could work on an extension problem and those who were "getting close" could work on correcting their errors and completing extra practice.

Teacher Reflection:

I often found that I was writing the same thing repeatedly when providing feedback on a formative assessment task. To save time, I found it worthwhile to create a rubric to provide specific feedback to students. When creating the rubric, it was necessary to identify common misconceptions and mistakes that students typically make throughout a unit of study. In doing so, I became more aware of where my students might experience difficulty and was better prepared to deal with misconceptions when they arose during the lesson. I also found the rubric helpful when designing the formative assessment task. Questions that I usually might include became irrelevant when looking at the learning goals of the rubric. As a result, my formative tasks are shorter but provide me with more evidence of student achievement.

~Mathematics Teacher

C5: Peer and self assessment

While all evaluation of summative student work must be completed by the classroom teacher, metacognitive abilities of students improve when they are involved in assessing their own work and the work of other students on formative assessment tasks. Students need to be taught how to appropriately provide feedback to other students and how to understand the meaning of the success criteria and levels of achievement used for assessment. This will take some time, but when students develop the ability to self-assess, their engagement in assessment tasks increases, and the amount of feedback provided by the teacher is reduced.

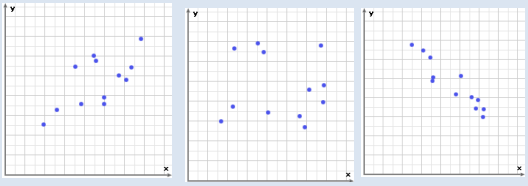
The following formative task requires students to assess their own work relative to the success criteria identified with each question. Following the activity, time is provided in class for students to reflect on their own work and identify next steps for their own learning.

Teacher Sample: Student Self-assessment and Goal Setting

MFM 1P – Formative Task – Analysing Relationships

Learning Goal: We are learning to analyse the relationship between two variables.

Success Criteria	Evidence
I know how to describe relationships using key terms: positive correlation, negative correlation, strong, weak, linear or non-linear.	For each scatter plot, write down the letter of the statement that best describes the relationship shown.
I can draw an appropriate line of best fit for a set of data.	The following graph shows a boy's height (cm) as he gets older (years). a) Draw a line of best fit



Letter: _____ Letter: _____ Letter: _____

A The relationship is linear with a weak, positive correlation.

B The relationship is linear with a strong negative correlation.

C There is no relationship shown in the scatter plot.

D There is no relationship and so it is considered non-linear.

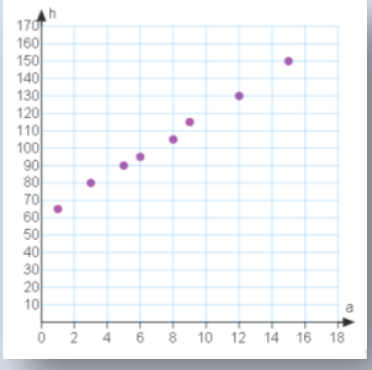
E The relationship is non-linear with a weak, positive correlation.

F The relationship is linear with a strong, positive correlation.

G The relationship is linear with a weak, negative correlation.

H The relationship is non-linear and could be modelled with a curve of best fit.

I There is no relationship in the scatter plot as the data don't make a straight line.



The success criteria for this learning goal are listed in this column. Learning tasks suited to each criterion have been developed. This gives students an opportunity to better understand very specifically how success looks for each criterion.

continued...

I can interpolate and extrapolate data from a graph.	Using your line of best fit, answer the following questions: b) How tall was this student when he was 14 years old? c) Are you interpolating or extrapolating? Explain your choice. d) How old will this boy be when he is 170 cm? e) Are you interpolating or extrapolating? Explain your choice.
I can think of real life situations and decide what type of relationship they will show.	For each of the following statements, fill in the blanks to make it true. The amount of time you spend with friends and the number of chores you have to do would likely have _____ correlation. The amount of time you spend studying and the mark you get would likely have _____ correlation. The number of cars you wash at a school car wash and the amount of money you make would likely have _____ correlation. Your height and how much time you spend exercising would likely have _____ correlation. The size of an animal and how much food it eats in a day would likely have _____ correlation.

Notice that the success criteria are worded so that they are not specific to a single context. This way, student understanding of them will gradually improve as they are revisited in other contexts throughout the course.

MFM 1P – Reviewing and Analyzing Results

My Strengths
Describe your areas of strength by looking at the learning goals for problems you felt confident about **and** got right.

What I need to Review
To determine what you need to review, write down the learning goals for problems you were unsure of and for problems on which you made mistakes.

My Plan:
How will you make sure you are prepared for the upcoming summative? Check all that apply and indicate when you plan to do them (give specific dates and times!)

	ACTION:	**BY WHEN:**
☐	Review all feedback already provided on my formative work relative to each learning goal	
☐	Make sure I have completed all assigned practice questions for the unit	
☐	Check that I'm doing practice questions correctly (compare my answers to those in the back of the textbook, submit homework to the teacher when asked)	
☐	Ask my teacher for help during class or study period	
☐	Get help from a classmate during class or study period	
☐	Make a study sheet for the unit	
☐	Read through the textbook chapter for this unit	
☐	Set up an appointment to get math help at lunch or after school with my teacher	
☐	Make up my own questions to try	
☐	Redo any questions that I had difficulty with throughout the unit	

The teacher provides a list of possible actions students could take as next steps. This is particularly useful for students who are new to the process of self-assessment and goal setting.

The following formative assessment task for *Lord of the Flies* shown below uses peer assessment to provide feedback on a formative performance task.

Teacher Sample: Peer Assessment of a Formative Assessment Task

***LORD OF THE FLIES* FORMATIVE TASK: CANDIDATE PROFILE FOR:**

Insert name of your character here

Staying in the role of your character, discuss your answers to the following questions with a classmate who is *not* in your expert group. Then, have your classmate complete the peer assessment and explain his/ her choices to you. Review the requirements for the SUMMATIVE TASK.

1. What is your reason for running for leadership of the island?

2. What are your greatest personal strengths? Tell us about a time when you demonstrated these strengths.

3. What are your greatest weaknesses? How might these weaknesses affect your campaign?

4. Tell us about a time when you handled a difficult situation.

5. What are your greatest priorities? Why are these issues important to you?

6. What will your message be to the voters?

7. Who will support you in your campaign for leadership?

8. Who are the voters and how will you appeal to them?

9. Who poses the greatest threat to your bid for leadership? How will you convince voters that you are the superior candidate?

Peer Assessment: Peer's Name _____

Make point form notes while your partner is completing the candidate profile. Then circle the phrase that best describes your partner's skills. Remember to debrief your partner so that he / she can have some excellent quality feedback in preparation for the summative presentation.

Speaker had lots of great detail, some great detail, needed more detail

Evidence:

Speaker had many interesting and relevant ideas, some interesting and relevant ideas, few interesting and relevant ideas

Evidence:

Speaker stayed in role all of the time, some of the time, hardly at all

Questions provide a framework for students to use when planning to write, and also provide a guide for peers to provide feedback in relation to pre-defined learning goals and success criteria. Students need explicit instructions from the teacher in how to relate their comments directly to the success criteria, and not to other features of the writing.

continued...

Evidence:

Speaker was confident, somewhat confident, unsure

Evidence:

Speaker demonstrated excellent conventions of oral communication,
good conventions of oral communication, poor conventions of oral communication

Evidence:

Teacher Reflection:
The benefit of using peer assessment is twofold: the peer gets to apply his or her listening skills in order to provide thoughtful, focused feedback to his or her partners and the speaker has an opportunity to practise in a "safe setting" before presenting in front of the larger, more intimidating audience. In this way, students will learn which areas they need to strengthen or which ideas they may need to sharpen or clarify.
~English Teacher

The following self-assessment checklist is used at a checkpoint during the completion of a task.

Teacher Sample: Student Self-Assessment Checklist

SELF-ASSESSMENT CHECKLIST

Use the checklist below to assess your performance against the assessment criteria.

Knowledge and Understanding
- ☐ I have clearly explained the major facts from each unit surrounding my theme in Canadian history.
- ☐ I have clearly outlined the main historical ideas from each unit involved in the changing Canadian identity.

Thinking
- ☐ I have thought about, planned, and included in my project the ways in which individual Canadians have shaped Canadian identity.
- ☐ I have considered the way that topics from each unit are reflected in my theme.
- ☐ I have used creative ideas in my planning approach.

Communication
- ☐ I have organized my project to communicate meaning in my chosen format to my target audience.
- ☐ I have produced a project with a theme that will be clear and informative to the reader/viewer.

Application
- ☐ I have used a variety of sources and have cited them using an acceptable form of documentation.
- ☐ I have effectively applied my understanding of historical facts to my theme.
- ☐ I have used my historical inquiry skills to provide an informative investigation of my theme.

The self-assessment checklist is organized by achievement chart categories. Students will be provided with explicit instruction about the meaning of each of the criteria in the checklist through formative assessment .

The following samples provides an opportunity for students to assess their learning skills and work habits achievement as well as to reflect and set goals for next steps. In the next sample, the success criteria are listed as a series of questions below the section of the rubric for each of the skills and habits.

Teacher Sample: Learning Skills and Work Habits Rubric and Checklist

Learning Skills and Work Habits Rubric—Student and Teacher Version

	Excellent	Good	Satisfactory	Needs Improvement
Responsibility	**Excellent demonstration of responsibility (You are responsible ALL of the time)**	**Considerable demonstration of responsibility (You are responsible MOST of the time)**	**Some demonstration of responsibility (You are responsible SOME of the time**	**Limited demonstration of responsibility (Significant improvement needed)**
• Do you fulfill all of your responsibilities in the classroom? (e.g., Do you bring the necessary materials to class? Do you listen to and follow instructions when required? Do you copy notes when required?) *• Do you complete and submit your class work and homework?* *• Do you complete and submit your assignments on time?* *• Do you manage your own behaviour in the classroom so you listen attentively to others, complete tasks as asked, etc.?*				
Organization	**Excellent demonstration of organizational skills (You are organized ALL of the time)**	**Considerable demonstration of organizational skills (You are organized MOST of the time)**	**Some demonstration of organizational skills (You are organized SOME of the time)**	**Limited demonstration of organizational skills (Significant improvement needed)**
• Do you make a plan to complete your work? *• Do you follow this plan when completing your work?* *• If your teacher provides you with a plan to follow, do you use and follow this plan?* *• Do you complete work according to what is the highest priority? (e.g., Do you complete work that is most important first?)* *• Do you manage your time to complete tasks?* *• Do you determine what you need to complete a task? (e.g., Do you need to research? What technology do you need?)* *• Do you use these tools to complete your task?*				
Independent Work	**Completes independent work with a high degree of effectiveness (You work well independently ALL of the time)**	**Completes independent work with considerable effectiveness (You work well independently MOST of the time)**	**Completes independent work with some effectiveness (You work well independently SOME of the time)**	**Completes independent work with limited effectiveness (Significant improvement needed)**
• Do you keep track of how well you are completing tasks and meeting goals? *• Do you revise your plans in order to make sure you are completing tasks and meeting goals?* *• Do you use the class time provided to complete tasks?* *• Do you follow instructions well?* *• Does your teacher need to spend a lot of time supervising you while you are working?*				
Collaboration	**Collaborates with others with a high degree of effectiveness (You collaborate well ALL of the time)**	**Collaborates with others with considerable effectiveness (You collaborate well MOST of the time)**	**Collaborates with others with some effectiveness (You collaborate well SOME of the time)**	**Collaborates with others with limited effectiveness (Significant improvement needed)**
• Do you take on different roles when working with a group? (e.g., Do you sometimes work as a writer, sometimes work as a speaker, sometimes work as a researcher, etc.?) *• Do you complete an equal amount of work as the others in your group?* *• Do you respond positively to others when they are sharing their ideas, opinions, traditions and values?* *• Do you build healthy peer-peer relationships while working as a team?* *• Do you work well with others in order to solve problems and make decisions?* *• Do you share information, resources and your knowledge when working with a group?*				
Initiative	**Excellent demonstration of initiative (You show initiative ALL of the time)**	**Considerable demonstration of initiative (You show initiative MOST of the time)**	**Some demonstration of initiative (You show initiative SOME of the time)**	**Limited demonstration of initiative (Significant improvement needed)**
• Do you find new opportunities for learning? (e.g., Do you ask questions? Do you think "outside-the-box" about what you are learning?) *• Do you take risks?* *• Are you curious about the subject?*				

This rubric can be used for student self-assessment and for teacher assessment. Students can benefit from the student-friendly language and assess their LSWH. The teacher completed rubric and student completed rubric can be compared during a student-teacher conference. Students will be instructed on how to use the rubric.

Students are able to use these guiding questions to help them understand the success criteria for each LSWH.

This rubric incorporates several questions per LSWH; teachers may choose to select two or three of these questions to focus on when assessing and evaluating LSWH. This allows the student to focus more specifically on those assessed.

continued...

• *Do you show interest in the subject?* • *Do you show a positive attitude when completing new tasks?* • *Do you advocate for yourself? (e.g., Do you stand up for yourself, your learning, and your needs?)* • *Do you advocate for others? (e.g., Do you stand up for others, their learning, and their needs?)*				
Self-Regulation	**Demonstrates self- regulation with a high degree of effectiveness (You show self regulation ALL of the time)**	**Demonstrates self-regulation with considerable effectiveness (You show self regulation MOST of the time)**	**Demonstrates self-regulation with some effectiveness (You show self regulation SOME of the time)**	**Demonstrates self-regulation with limited effectiveness (Significant improvement needed)**
• *Do you set your own goals?* • *Do you follow the goals you have set for yourself?* • *Do you ask for clarification or help when needed?* • *Do you assess your strengths, needs and interests?* • *Do you determine what you need to do in order to meet your needs and goals? (e.g., Do you figure out what strategies you need to use in order to meet your goals when completing an assignment?)* • *Do you continue to put forth effort when meeting a challenge?*				

Teacher Sample: Learning Skills and Work Habits Reflection and Goal-Setting Exit Card and Journal Entry

Learning Skills and Work Habits Reflection and Goal-Setting
EXIT CARD

3 learning skills and work habits that I need to improve:

2 strategies I am going to use to help improve these learning skills and work habits:

1 learning skill or work habit that I demonstrate well:

Students can use this exit card and journal entry to reflect on areas requiring improvement, strategies for improving, and strengths. Teachers can either collect these or may meet with students to discuss their LSWH. Teachers can use this information to communicate with parents. These tools could also be used for mid-term reporting purposes on LSWH.

Learning Skills and Work Habits Reflection and Goal-Setting
JOURNAL ENTRY

Student Name: _____

Date: _____

Having strong learning skills and work habits can help to ensure that you are successful in school. Now that you have had a chance to view your learning skills and work habits evaluation, it is important to critically reflect on the areas in which you believe you can improve.

Students would complete this journal entry after they receive a LSWH evaluation from the teacher.

In a one-page journal entry, please answer the following questions, using proper sentence and paragraph structure:

1) What are TWO learning skills and work habits where you demonstrate the most strength? (e.g., collaboration)

2) Why do you think you received a strong assessment for these learning skills and work habits? (e.g., Think about what you do in the classroom to make sure you are strong in this area. Look at the guiding questions on the rubric/checklist to help.)

3) How could you continue to strengthen your skills in these areas?

Some or all of these questions could be used, depending on the student's LSWH evaluation. For example, a struggling student may receive this journal entry limited to questions 4 and 6.

continued...

4) What are TWO learning skills and work habits that you could improve? (e.g., Self Regulation and Collaboration)

5) Why do you think you need to improve in these areas? (Again, look at the guiding questions to help you determine your areas of growth.)

6) What are THREE actions you can take right now in the classroom to help you get better results in these areas?

Learning Skills and Work Habits Reflection and Goal-Setting
SCIENCE LAB EXPERIMENT EXIT CARD

Student Name: _____

Date: _____

Today I will be assessing your r**esponsibility** and c**ollaboration** while you complete your lab. For r**esponsibility**, I will be looking at how well you work with the lab equipment and manage your behaviour. For c**ollaboration**, I will be looking at how well you share resources with your peers and work with your lab team. (e.g., Do you assume an equal amount of work as the others in your team?)

Once we are finished this lab, you will complete the following exit card to reflect on your learning skills and work habits.

3 ways I showed I was **responsible** and **collaborative** in the lab:

2 examples of when I could have showed a greater degree of **responsibility** and/or **collaboration** while working on the lab:

1 strategy I will use next time to make sure I am being more **responsible** and/or **collaborative**:

This exit card has been modified for a specific task. Students will be completing a lab experiment, during which time the teacher will assess responsibility and collaboration. Students will be explicitly instructed on what these would look like during the lab (see explanation at the top of the exit card) and will be given the opportunity during the last few minutes of class to reflect on their responsibility and collaboration.

Learning Skills and Work Habits Reflection and Goal-Setting
GEOGRAPHY JOURNAL

Student Name: _____

Date: _____

Initiative can be demonstrated by showing curiosity and interest in a subject.

Throughout the Canada's Global Connections unit, we will be discussing several examples of ways Canada has been involved in international issues, including the Rwandan genocide, conflict in Yugoslavia, and more. At the end of this unit, you will submit a one-page journal reflection on ONE area that interested you in this unit; in this reflection, you will describe the topic you are interested in and explain why this interests you. To further demonstrate your curiosity in this subject, you will be required to find one informative article (e.g., newspaper clipping) on this topic.

This is an example of how students can demonstrate initiative. This journal response allows students to select and explain a topic they are interested in. Their level of explanation and research will demonstrate initiative.

C6: Using Bump-up Walls for self and peer assessment

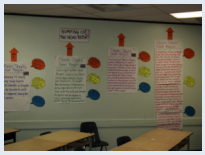
In section B4, the idea of using exemplars to help students understand the success criteria for a learning goal was introduced. Exemplars can then also be used to provide feedback to students, initially by the teacher but as student understanding of the success criteria develops, so too does their ability to use the exemplars for self and peer assessment. Creating a 'bump-up' wall is one way to facilitate the use of exemplars for self and peer-assessment. On a bump-up wall, anonymous samples of student work are posted showing work at varying levels of proficiency relative to the learning goals. The teacher helps students to understand the success criteria by identifying elements of quality in the work samples, and this develops over time as students complete formative tasks and receive feedback.

The teacher sample below shows how a bump-up wall was used in an English class to help students to understand the success criteria for informational writing, leading to self and peer-assessment.

Teacher Sample: Using a Bump –Up Wall as a Tool for Self -Assessment

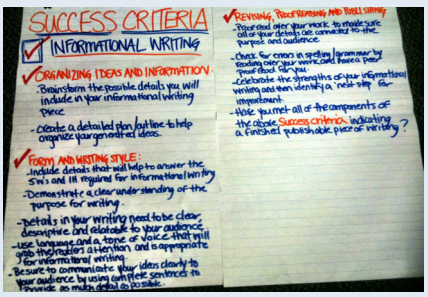
Bumping-Up Our Informational Writing

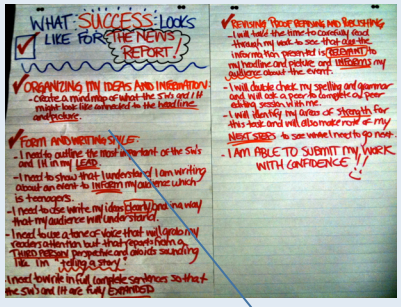
ENG 1P – News Report Writing Summative Preparation



Summative Preparation Steps:

Chunk #1 – Creative headline challenge
Chunk #2 – Exploring the components of informational writing
Chunk #3 – Gradual Release of Responsibility used to scaffold sections of writing
Chunk #4 – Co-Construction of Success Criteria (classroom poster/student handout)
Chunk #5 – Group work formative news report writing
Chunk #6 – Teacher check-in for understanding (meeting with each group)
Chunk #7 – Student created call-outs for the exemplars on the bump-up wall
Chunk #8 – Self/Peer assessmentof formative work using the bump-up wall
Chunk #9 – Self reflection/revisions to formative work/co-construction of a level 3
Chunk #10 – Final formative submission for teacher feedback prior to summative task





In small, teacher-assigned groups, you will use the success criteria we discussed in class, as well as any of your class notes to create a well organized news report to inform your community of a local event. As a group you will choose a picture and headline at random from the teacher with which to begin your planning and writing. Each group member will be responsible for creating their own copy of the news report to use with the bump-up wall and to submit for teacher feedback in preparation for the summative task. White boards are available to help you begin your planning.

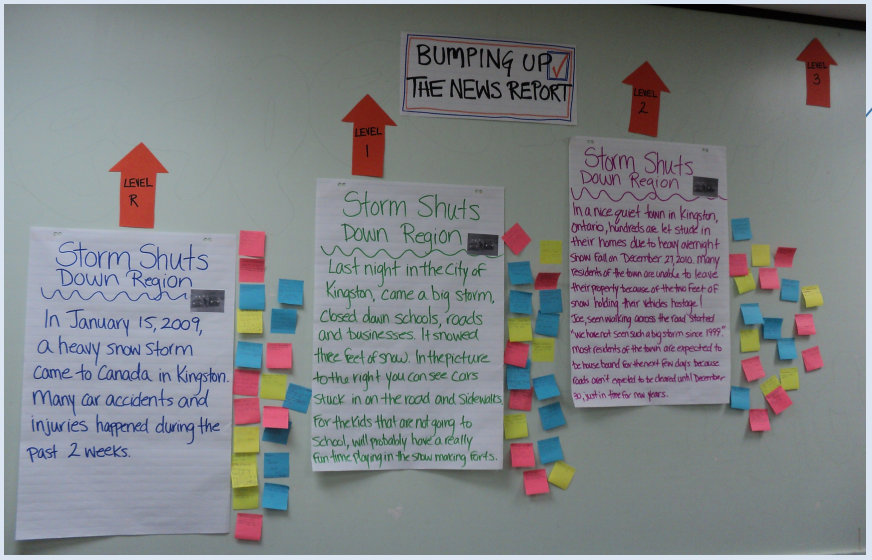
Using the Level R-Level 2 examples (or anchors) on the bump-up wall, as a group discuss what each example has that connects to the success criteria and what each example is missing in order to move up to the next level. Use sticky notes to create each piece of feedback using the language of the opinion piece and being as specific as possible. Once you have your feedback, stick each sticky note beside the appropriate example.

An in-class timeline for the completion of the stages of the summative preparation tasks is provided.

An understanding of the success criteria for this task is co-constructed with students following a number of pre-learning tasks surrounding informational writing. The success criteria are written clearly in student-friendly language and are connected to our learning goals for this cycle of learning .

A second poster can be created to show the success criteria in a specific context to help students see the connection to their learning goals.

continued...



As a group, take a look at your formative news report. Using the bump-up wall and the callouts beside each example, decide what level you would assign to your formative news report. Take some time now to discuss why you decided as a group that your news report is at its current level. Jot down some of the elements you are missing or need to revise on your white board. Your next step is to each individually make the necessary revisions to your own copy of the formative news report which will be handed in at the end of the period for teacher feedback.

The examples on the bump-up wall are anonymous student work samples (ideally from a previous class). Students work in groups to create the sticky note feedback using the success criteria shown above to ensure their feedback is in the language of the success criteria. Each sticky note should help a student 'bump-up' their work successfully from one level to the next by identifying specific elements that are currently missing or could be improved. The teacher then compiles the feedback to create the 'callouts' for each example on the wall.

Using the feedback provided on sticky notes, your task is to use the graphic organizer provided to categorize each sticky note under 'thumbs up' or 'next steps'. Once you have done this, complete the self-reflection on the bottom of the graphic organizer to assess where you feel you are currently achieving and what next steps you would like to work on.

Each student receives a graphic organizer as shown below to categorize their teacher feedback. Each sticky note had either a 'thumbs up' comment or a 'next step' related to the language of the success criteria and students placed each sticky note under the appropriate section. This gives students a very quick visual snap shot of where they are successful and where they need to revise their work

Take time to make any final revisions and resubmit your formative news report, along with your self-reflection and next steps for final feedback before the summative task.

NOTE: On your summative task at the end of this cycle of learning, you will be asked to complete a self-assessment addressing the use of the bump-up wall as a tool to help you to be successful in your writing.

Section D - Summative Assessment and Evaluation

Summative assessment of student learning takes place following a period of learning during which students have experienced diagnostic and formative assessment, and have had an opportunity to learn from feedback provided by the teacher and by peers. Summative assessment tasks are then evaluated using a teacher-developed assessment tool to determine each student's level of achievement of overall expectations. The results of summative assessment are recorded for use in grade determination for the purpose of reporting. Summative assessment tasks may also be used to collect formative or summative evidence of learning skills and work habits achievement.

D1: Designing summative assessment tasks

When summative assessment tasks address a number of overall expectations, and a balance of categories of the achievement chart, it will be possible to use only a small number of them in a course, as discussed previously in section A4 on page 18 and in the questions for clarification on page 7. Tasks must relate to the overall expectations of the course, and students will need formative practice opportunities with feedback provided, and a clear understanding of the requirements of the task in order to maximize their achievement.

The design of summative assessment tasks begins with design-down planning, where the teacher considers the following questions:

1. What are the enduring understandings and essential skills that I have identified for the current period of learning?
2. What is the appropriate cluster of overall expectations that gets at the enduring understandings and essential skills?
3. What is the best format (write, say, do) to use for the summative assessment task to ensure an appropriate balance of the achievement chart categories?
4. How might I differentiate the summative assessment task to allow more of my students to demonstrate their learning?
5. How will I help students to understand the criteria for success on the summative assessment task?
6. How can I build the completion of the summative assessment task into class time to ensure that all students receive the support they need to produce their best work?

The first teacher sample in this chapter shows a small section of a summative assessment task in mathematics. Notice how the teacher has addressed many of the questions listed above through the design of the authentic performance task and accompanying rubric.

Teacher Sample: Summative Performance Task

MFM2P Modeling Linear Relations
Summative – Performance Task

Purpose: Modeling linear relations using real life data/information

Timing: total of 2 classes – 1 class period (of 75 minutes) for each part

Overall Expectations (being assessed):

Strand: Modelling Linear Relations
4. manipulate and solve algebraic equations, as needed to solve problems;
5. graph a line and write the equation of a line from given information;
6. solve systems of two linear equations, and solve related problems that arise from realistic situations.

***The attached rubric will be used to evaluate these expectations**

This performance task provides a real life application, is hands-on, gives the student choice, and evaluates a cluster of overall expectations.

This performance task could easily be adapted for use with MPM2D, MPM1D, or MFM1P

continued...

Materials (provided by the teacher): scales; containers; "identical" items – e.g., screws, bolts, toy cars, marbles, etc.; rulers; graph paper; access to graphing technology – e.g., graphing calculator (or emulator like VTI), fathom, spreadsheet; access to a word processor.

PART A:

Choose a set of 'identical' items to use for this task.

1. a) Use the scale to determine the mass of some items in the container (to the nearest tenth of a gram). ***DO NOT measure zero or one item!**
   Record your data in a table. **{T}**
   b) Add more items to the container and determine the new total mass (to the nearest tenth of a gram). Record your data in your table. **{T}**

2. Make a labelled graph, by hand, for your two data points. Be sure to join your points. Make sure your graph shows the origin. **{C}**

3. Use algebra to determine an equation in the form of **y = mx + b** to model your data. (You may use your table and/or graph to assist you.) Verify your equation on the graph. **{T}**

4. a) What is the mass of the container? Explain how you know. **{A}**
   b) What is the mass of one item? Explain how you know. **{A}**

5. Explain step by step instructions to someone on how you would determine the mass of <u>any</u> large number of items (e.g., over 100 items). **{C}**

6. At ***The Bulk Store*** you place an unknown number of items into an identical container. You see that the total mass is 582 g. Determine how many items are in the container. **{A}**

The teacher has provided specific "leading" questions to help focus the student's attention to provide the evidence needed to assess the overall expectations.

This question is classified as communication because the student must explain how to determine an answer rather than just substitute into an equation. A numerical answer is not required.

PART B:

Consider the two advertisements shown below.

Mathmart	***Mathco***
"Your Items (from Part A)"	**"Your Items (from Part A)"**
ten per package for $2.00	four per package for 56¢

1. Create an equation for each store relating the number of items to the cost. **{T}**

2. Use algebra to determine a point of intersection for the two equations. **{A}**

3. Explain under which conditions you would purchase your items from each store. Refer to your point of intersection in your answer and support your claim(s) with mathematical evidence. (*You do not need to worry about the packaging for this question. A table or graph may be helpful.) **{C}**

4. From which store would you purchase your items if you need 204 items? (Remember to consider the packaging of your items for this question!) Justify your answer by referring to both companies. **{T}**

The student must correctly interpret the problem (by considering "unit cost" for the rate(s) of change) in order to create the correct equations.

This question was created to assess the student's skill at thinking beyond the point of intersection in a real life context – you can only purchase these items in packages.

The rubric that the teacher will use to evaluate the task is shown below. Students will have used a similar rubric on formative assessment tasks to gain familiarity with the performance standards required for each level of achievement. Note that the rubric is organized by achievement chart categories. This helps the teacher to ensure that there is a balance of the categories, and provides guidance when determining the most consistent level of achievement within each category. Students will also be able to use the rubric to reflect on their learning to set goals for their future learning.

Teacher Sample: Rubric for Written Summative Assessment Task

MFM2P Modeling Linear Relations Summative - Performance Task - Rubric

Overall Expectations: #4, 5, 6
Specific Expectations: solve first-degree equations, slope (rate of change) & y-intercept (initial value) and their meanings in real life contexts, equations of lines y=mx+b, tables of values, graphs of lines, point of intersection from a graph, solve a linear system, solve problems from realistic situations

	Level 4	Level 3	Level 2	Level 1	R
Thinking: Planning Skills - making a plan to solve a problem (interpreting the problem) & Processing Skills - carrying out the plan to solve a problem (questioning, modeling, inferring, forming conclusions, justifying, proving, reflecting)	Uses planning skills & processing skills with a high degree of effectiveness Part A: 1a, 1b, 3 Part B: 1, 4	Uses planning skills & processing skills with considerable effectiveness Part A: 1a, 1b, 3 Part B: 1, 4	Uses planning skills & processing skills with some effectiveness Part A: 1a, 1b, 3 Part B: 1, 4	Uses planning skills & processing skills with limited effectiveness Part A: 1a, 1b, 3 Part B: 1, 4	
Application: Application of knowledge and skills of linear relations in familiar contexts or transferred to new contexts Connections within and between various contexts (connections between concepts, representations & forms of linear relations)	Applies/Transfers knowledge and skills of linear relations in familiar/new contexts with a high degree of effectiveness Makes connections within and between contexts of linear relations with a high degree of effectiveness. Part A: 4a, 4b, 6 Part B: 2	Applies/Transfers knowledge and skills of linear relations in familiar/new contexts with considerable effectiveness Makes connections within and between contexts of linear relations with considerable effectiveness. Part A: 4a, 4b, 6 Part B: 2	Applies/Transfers knowledge and skills of linear relations in familiar/new contexts with some effectiveness Makes connections within and between contexts of linear relations with some effectiveness. Part A: 4a, 4b, 6 Part B: 2	Applies/Transfers knowledge and skills of linear relations in familiar/new contexts with limited effectiveness Makes connections within and between contexts of linear relations with limited effectiveness. Part A: 4a, 4b, 6 Part B: 2	
Communication: Expression and organization of ideas and mathematical thinking	Expresses and organizes mathematical thinking with a high degree of effectiveness	Expresses and organizes mathematical thinking with considerable effectiveness	Expresses and organizes mathematical thinking with some effectiveness	Expresses and organizes mathematical thinking with limited effectiveness	

The criteria for success on this summative task are included under each of the achievement chart category headings.

The teacher would circle the question in the appropriate 'level' column. Questions not reaching 'Level 1' can be hand written in the 'R' column.

continued...

Use of vocabulary, terminology, symbols and units of linear relations (e.g., clear & logical order; graphs; linear relations terms & Δ for change in x or y & m, cm, km, $)	Uses vocabulary, terms, symbols and units for linear relations with a high degree of effectiveness Part A: 2, 5 Part B: 3	Uses vocabulary, terms, symbols and units for linear relations with considerable effectiveness Part A: 2, 5 Part B: 3	Uses vocabulary, terms, symbols and units for linear relations with some effectiveness Part A: 2, 5 Part B: 3	Uses vocabulary, terms, symbols and units for linear relations with limited effectiveness Part A: 2, 5 Part B: 3	

Once the rubric is completed, the teacher will use professional judgement to analyze the entire rubric for the most consistent level of achievement for each achievement chart category.

*Greater emphasis on application and thinking questions may be considered if appropriate.

Teacher Reflection:

Including the overall expectation(s) to be addressed on summative assessment tasks helps to remind me, as well as my students, of the important concepts that underlie the course. It also helps me keep track of which expectations have been evaluated, and how often.

I can use the rubric with formative work samples so that students understand the meaning of the level descriptors. It also really helps students see where their difficulties lie when they see their achievement separated by the achievement chart categories. It helps me as well to be able to identify where the major misconceptions lie.

~ Mathematics Teacher

The summative assessment task shown below demonstrates how choice of product can be used to differentiate assessment. The task also includes both a written and oral component, and the overall expectations to be evaluated are stated. The associated rubric is subdivided according to the categories of the acheivement chart.

Teacher Sample: Summative Task to Assess Overall and Specific Expectations – Choice and Check-in Points

HSP 3M – Self and Others Summative Assignment

Instructions:

You will demonstrate your understanding of socialization through the perspectives of sociology, psychology and anthropology by applying at least eight theories we have studied to how you have been socialized. Your task is to choose **ONE** task from the creative column and **ONE** task from the written column. You must also complete both questions in the metacognition column.

Creative:	Written:	Metacognition:
1. Create a collage of your socialization. 2. Write a song or poem about how you have been socialized. 3. Build a diorama that depicts how you have been socialized. 4. Put together a puzzle of your socialization. 5. Draw or paint a picture of how you have been socialized. 6. Write a short story about your socialization with you as the main character. 7. Build a sculpture to depict your socialization. *Other ideas are welcome; however, you must have your idea approved by your teacher before proceeding.	1. In essay format, explain how you have been socialized through eight of the theories listed above. Your essay must be concise and contain enough detail to clearly explain how your creative piece depicts your socialization through the perspectives of sociology, psychology and anthropology. 2. In report format, explain how each of the eight chosen theories may be applied to you. Each explanation must contain enough detail to clearly explain how your visual depicts your socialization through the perspectives of sociology, psychology and anthropology.	What do you think are your strengths as a social scientist? After completing this assignment, what skills would you like to work on when completing future tasks?

Students are given choice to determine which format best meets their preferred styles of demonstrating their learning.

continued...

You will be given time in two classes to plan and work on this summative task. You will only have 30 minutes in each class and the following check-ins will take place on each day. Whatever work needs to be completed at the end of the two days will be done outside of class time. The goal of these check-ins is to answer any questions you might have and to ensure that you fully understand what the expectations are of the assignment. The check-ins will also provide you with additional guidance so you may meet the success criteria for the summative.

Day #1 Date:	Interview	You will meet with your teacher to identify your creative choice and explain what you plan to do. You will also explain which written piece you will be completing and which theories you will be using. Use the template provided to assist you in organizing your ideas.
Day #2 Date:	Peer Editing/Feedback	In preparation for this class you must have point form notes explaining how the eight different theories could be applied to you. You will share your ideas with two peers in order to gain feedback before proceeding to your formal write-up.

These check-ins will not take full classes. The purpose of this activity is to teach students to plan, provide feedback to others, and use feedback to make changes to personal work.

Curriculum Expectations Being Assessed
Strand: Self and Others

1. Describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others;
2. Demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists, psychologists, and sociologists;
3. Analyse socialization patterns from the perspectives of anthropology, psychology, and sociology.

Strand: Research and Inquiry Skills

11. Conduct research to determine the critical differences and similarities among the approaches of anthropology, psychology and sociology;
12. Effectively communicate the results of inquiries.

These overall expectations are from the curriculum document. Although the summative covers a number of overall expectations, a student must be assessed on at least one other summative to fairly assess whether the student has achieved the overall learning goals.

The Socialization of Me: Planning Template

Use this handout to organize your ideas and write point form notes before starting your formal write-up. You will be expected to have this form completed for your first check-in.

Creative Idea (in point form, outline what your creative visual will look like):		
Socialization Theories -after each theory you are using, note whether it relates to anthropology, psychology or sociology) *(e.g., Cookie-cutter – sociology)*	How does the theory apply to you? -explain how the theory could be applied to you and how you have been socialized	Peer Feedback -ask two peers to give you feedback using the success criteria provided. Be sure that peer feedback: • connects to the success criteria • is non-judgemental • identifies strengths and next steps
1.		
2.		
3.		

Students are shown how to organize and plan their ideas, as well as use peer feedback. The skills they are developing in this activity will help them self assess their work later on to ensure that they have met the success criteria.

D2: Developing rubrics and other summative assessment tools

Much emphasis has been placed on the use of rubrics for assessing student work and providing feedback. The advantages of rubrics are clear; they provide descriptions of student work at each level of achievement, and they allow students and teachers to identify next steps for learning. There are other assessment tools available, and some of these are shown below[3], along with suggestions for their use.

[3] Adapted from Assessment and Evaluation Resource, Greater Essex County Board of Education (2005)

Assessment Tools				
Name of Tool	What are they?	How are they used?	What do they look like?	Why would you use them?
Rubric	• Charts to measure student learning following a clear set of guidelines • Based on criterion-referenced standards of achievement at each level • Descriptors are often in student-friendly language, or are used with exemplars	• For all types of assessment – diagnostic, formative and summative • For holistic and analytical marking • To assess complex tasks and provide feedback	• Follow the format of the achievement chart • Include one or more categories of the achievement chart • Descriptors for each level of achievement.	• Guide student future learning • Promote reliability of assessment amongst teachers • Make efficient use of teacher time • Allow for peer and self assessment • Allow for student input to descriptors
Checklist	• Lists used to record the presence or absence of an expected skill, process, attitude • Can be developed by teachers or students.	• When a specific set of tasks or processes is to be followed (each item should focus on a single task or process) • When a skill or assignment can be broken down into a set of tasks • For formative feedback on a report, skill or essay	• A numbered or bulleted list of key attributes of strong performance to be assessed • Often have space for additional comments, or may indicate an overall level of achievement based on the checks	• Quick to use, especially where there is a large number of criteria • Provide a list of attributes that students can use to improve their work quality • Can be used for learning skills and work habits, or academic achievement
Rating Scale	• Simple tool for assessing performance on a several-point scale from high to low, or from level 4 to 1, or E to N for learning skills and work habits • Assess the extent to which specific facts, skills attitudes, or behaviours have been exhibited.	• To provide detailed diagnostic of formative information about a student's performance or attitude in reference to presented criteria. • To describe performance along a continuum • To record the range of student performance	• A list of statements to describe or identify criteria followed by a numbered list or continuum line on which student performance can be mapped	• To judge the quality of a performance or task relative to the provincial standard • To track changes in performance over time for learning skills or academic achievement
Marking Scheme	• A sample set of student responses to a task or written assignment, often with an indication of where points will be assigned.	• The teacher uses the list of 'look-fors' to assign a number of points to each student response. The points are then used to determine a final or overall mark	• May be a copy of the assignment complete with ideal or standard answers, indicating where each point is assigned.	• Often developed for final summative tasks where there is more than one teacher of the same course
Anecdotal Record	• Short, written narratives that describe elements of student performance or attitudes and behaviours • Often used to supplement data gathered using other assessment instruments	• Provide an ongoing record of individual student progress • Provide a rich portrait of student achievement because they describe performance in words	• May take a variety of forms, from sticky notes, to electronic records in a database, to portfolio entries in file folders	• Provide a depth of evidence that is difficult to attain using other tools • Useful for communicating student progress to parents and students

Rubrics are valuable tools for summative assessment as they allow students and teachers to more easily identify different levels of performance of overall expectations. The rubric shown below is organized by achievement chart category, and includes guiding questions that students can use to better understand the criteria of assessment. The provincial standard criteria are identified in the rubric, and the remaining cells in each row are blank for teacher comments during process check-points.

Teacher Sample: Rubric Used to Illustrate Assessment Criteria

A Midsummer Night's Dream Tabloid Assignment

Name: _____

O.E	Achievement Category	Guiding Question	Level 4	Level 3	Level 2	Level 1	Level R
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)							
O.E. # 4	**Understanding of content**	*How well does my tabloid show that I understand the themes and characters in the play?*		A considerable degree of understanding of characters and themes is reflected in tabloid.			
Thinking - The use of critical and creative thinking skills and/or processes							
O.E. # 8	**Use of planning skills**	*How much planning is demonstrated in my tabloid?*		A considerable amount of planning is reflected in tabloid.			
O.E. # 15	**Use of critical thinking processes**	*How well have I assessed my application of effective media skills in my editorial?*		Student assesses their application of their own media skills to a considerable degree.			
Communication - The conveying of meaning through various forms							
O.E. # 9	**Expression and organization of ideas and information in media form**	*How well have I organized and presented the ideas and information in my tabloid?*		Ideas and information are organized and presented in a clear and effective manner.			
O.E. # 10	**Use of conventions, vocabulary, and terminology of the discipline in media form**	*How effectively have I edited, proofread, and spellchecked my tabloid?*		Student communicated ideas and information through effective and appropriate grammatical and stylistic conventions.			

Guiding questions, written in student-friendly language, help students understand the criteria for success.

The rubric begins with a description of the provincial standard level of success. Through exemplar study, self- and peer assessment, students develop their understanding of work at each level of achievement.

continued...

Application - The use of knowledge and skills to make connections within and between various contexts							
O.E. #14	**Transfer of knowledge and skills to new contexts**	*To what degree does my tabloid demonstrate an understanding of effective media techniques and intended audience?*		Tabloid reflects considerable understanding of effective media techniques and intended audience.			
Comments:							

Teacher Reflection:

The guiding question helps my students to more clearly understand all parts of the summative task by clarifying what, exactly, they are being asked to do in different parts of the assignment. These questions provide direction for students by ensuring that their efforts are focused on demonstrating understanding in ways appropriate to the learning task. The guiding question has also been helpful from a teaching perspective. I find that it helps me to develop very clear and precise summative assignments and to prepare formative work that directly supports the learning goals of summative tasks.

~ English Teacher

While it is difficult to assess the quality of a single assessment task item, such as a multiple-choice question, using the rubric approach, a cluster of related items can be accurately assessed using a rubric. Such an approach provides the student and teacher with a more holistic view of student learning in relation to the categories of the achievement chart. The following teacher sample demonstrates how a cluster of multiple choice questions, related to one achievement chart category, can be assessed with a rubric.

Teacher Sample: Multiple Choice Questions for Grade 9 Science Assessed with a Rubric

Application

Multiple Choice Assessment Rubric

	4	3	2	1	Below L1
Application Application of knowledge and skills (e.g., Concepts and processes in familiar contexts)	Applies knowledge and skills in familiar contexts with a high degree of effectiveness. *Is always able to apply knowledge of information and graphs/ tables taught in class and accurately answer all application questions.*	Applies knowledge and skills in familiar contexts with considerable effectiveness. *Is mostly able to apply knowledge of information and graphs/ tables taught in class and accurately answer most application questions.*	Applies knowledge and skills in familiar contexts with some effectiveness. *Is somewhat able to apply knowledge of information and graphs/tables taught in class and accurately answer some application questions.*	Applies knowledge and skills in familiar contexts with limited effectiveness. *Is rarely able to apply knowledge of information and graphs/ tables taught in class and accurately answer few application questions.*	

This set of questions is designed to assess application and increase in complexity.
In a complete test there would be more questions that assess application in order to determine an appropriate level of achievement for the student.

6. Based on ecological reasons, the local level of government has decided to issue composting units, including the composting worms, to each household in the community; they are doing this in order to:
a) reduce the costs associated with trucking garbage.
b) repopulate declining local worm and frog species in the area.
c) reduce the amount of garbage entering the landfill sites.
d) reduce the smell of rotting garbage that is affecting nearby homes.

7. A South American country has decided to continue to allow logging, but ban the importation of trees or seeds. Thus, thousands of trees are being cut down but they are not being replaced. When considering the flow of energy and cycling of matter within ecosystems, this is a concern because:
a) the trees will not be able to absorb the water and therefore there will be great erosion.
b) the endangered birds that nest in the trees will become extinct.
c) the balance between cellular respiration and photosynthesis will be upset; there will be too much carbon dioxide in the air.
d) new species will no longer be introduced to the area, which will upset the ecological balance of plant diversity.

8. Consider the following scenario: There is a small island that has lots of trees and dens and is surrounded by fresh water. There are only three species that live there: bears, wolves and rabbits. There are two main limiting factors that are affecting the survival of the bears and wolves. These limiting factors are:
a) water and shelter.
b) food and space.
c) food and shelter.
d) water and food.

When using the rubric to assess multiple choice questions consideration will be given to the number and complexity of questions answered; professional judgement will be used to determine the most representative level of student learning.

The final mark for the assessment task could be indicated as a most-consistent level of achievement for each achievement chart category.

In the complete assessment task, a set of five questions is grouped together for the Knowledge and Understanding category of the achievement chart in addition to a set for the application category.

The following checklist allows teachers to self-assess when designing rubrics.

Teacher Self-Reflection: Rubric Design

Rubric Design Checklist

Use the following checklist to assist in the development of rubrics that effectively measure student achievement relative to the overall expectations and to the levels of the achievement chart.

Knowledge and Understanding (of content and comprehending its meaning and significance)

- ☐ I know my students' learning goals for this assessment task as they relate to the overall expectations of the course.
- ☐ I understand how specific expectations of the curriculum addressed in this assessment task relate to the overall expectations for assessment.

Thinking (using critical and creative thinking skills and processes)

- ☐ I have accurately interpreted the meaning of each category of the achievement chart as it relates to my subject area.
- ☐ I have analysed which criteria within each category of the achievement chart relate to the form and content of the assessment task.

Communication (conveying meaning through various forms)

- ☐ I have inserted the criterion for assessment into the appropriate category of the achievement chart.
- ☐ My colleagues, my students, and their parents can understand both the expectations of the task, as well as the criteria for success.

Application (using knowledge and skills to make connections within and between contexts)

- ☐ I make connections among the overall expectations, the specific expectations, and the categories of the achievement chart.

Checklists and marking schemes can also be used effectively in summative or formative assessment. When using a marking scheme based on points, it is important to be clear about the relationship between the points earned and the corresponding level of achievement. Earning half of the available points often results in a mark of 50% or a basic level 1 achievement, but this does not necessarily translate so directly. The language of the achievement charts suggests that level 1 represents a limited understanding or limited degree of effectiveness. In a points system, limited understanding may be demonstrated with fewer than half of the points, and this should be taken into account.

Beyond the obvious use of rubrics and marking schemes for evaluation, they may also be used for classroom instruction, student motivation and reflective practice. They ensure the transparency of a criterion-referenced grading system and ultimately (though sometimes time-consuming to create) make grading more efficient.

Regardless of the assessment tool used for an assignment, it is the transparency of both the expectations of an assignment and how it is to be marked that is most meaningful to students. This also makes it very easy to describe to students and parents how marks are determined.

Striving toward consistency across course sections and marking exemplars for a given assignment (e.g., a low, medium and high paper) with a colleague (especially if there are multiple sections of a course) provides terrific feedback not only on the assessment tool, but also to collaboratively identify next steps for students in your classes and the program in general.

D3: Differentiated summative assessment

Using a variety of forms of summative assessment tasks during a semester, or offering a choice of task, provides the opportunity for more students to demonstrate what they know and can do. There are many alternative forms of assessment task available, as shown in the chart below. In choosing a task, consider the validity of the task as a way to assess the overall expectations, and consider how best to support all student learning styles.

Alternative Summative Assessment Tasks	
Task Type	Description
Case Study or Simulation	These are used to assess a student's ability to critically analyze events or scenarios. Students are able to demonstrate their ability to synthesize evidence to support their case, and to convey their ideas in a variety of manners. Presentation formats could include videotaping, role playing, debates, or oral presentations.
Interview or Conference	Interviews and conferences allow the teacher to check for understanding, and to probe for additional information where there is uncertainty. These tasks support students who are verbal/linguistic learners and could therefore be used as an alternate form of assessment for some students.
Performance Task	These can be used to determine the level of accuracy, flexibility in application, or skill level for a specific task. Performance tasks are most often used to assess hands-on skills or real-life problems. They are commonly used in technology, the arts, and physical and health education, but are becoming more popular in other subjects like mathematics.
Multimedia demonstration	Multimedia allow students choice in the method they use to demonstrate their learning, often leading to increased engagement in the task. Video, photographs, audio recordings, and art work are all examples of multimedia.
Demonstration	When students are asked to demonstrate something to other students, or to teach a skill or concept, the learning of all students can improve. Presenting and taking up a problem, performing a practical skill, and using a model to explain a phenomenon are all examples of demonstration tasks.
Portfolio	A portfolio is a collection of pieces of evidence of students' knowledge, skills and attitudes. It can be used to present the students' best work, generating evidence of growth over time. When students choose the pieces of work to be included in the portfolio, their engagement with the task increases, and they begin to reflect on what constitutes exemplary work.

The following final summative assessment task illustrates how choice can be built in to a task while using the same assessment criteria for each of the choices to ensure fairness.

Teacher Sample: Differentiated Final Summative Assessment Task for a Grade 9 Science Class

The Current and Future Effects of the Gulf Oil Spill

SNC1D 9 - Science

You have been hired by the Ministry of Environment to report on the terrible oil spill occurring in the Gulf of Mexico. They would like you to present your information to **ONE** of the following audiences: high school students, science teachers, **OR** G20 Summit leaders

In your report there are specific questions that must be answered in an appropriate way for your audience; these questions are as follows:

Why did the spill occur?
* *briefly describe what led to the oil spill*
* *you will need to do your own research for this*

What are the characteristics of oil that make it so detrimental to the ocean's ecosystem?
* *look at your class notes about chemical composition to discover what makes oil detrimental to the ocean's ecosystem*
* *you will need to do some of your own research for this*

What are two examples of aquatic and terrestrial life that have been directly affected by the spill?
* *clearly explain 2 – 3 ways each has been affected*
* *you will need to do your own research for this*

How might the oil spill affect the ecological balance of the ocean and the sustainability of this ecosystem in the future?
* *think ahead about the short and long term effects of the oil on the ecology of the ocean*
* *you will need conduct your own research on past oil spills for this*

What are different ways that authorities have been managing the spill AND what technological advances have been trying to help with the clean up?
* *think about governments, oil companies, scientists, etc.*
* *you will need to do your own research for this*

How could this oil spill have been prevented?
* *come up with your own methods as long as they are applicable, creative and relevant*

How could electrical cars reduce the need for oil? What is one positive environmental, and one positive economic effect of using electrical cars?
* *look at the economic effect this will have on oil companies, governments, etc.*
* *look at your notes from in class about electricity and do some research yourself*

You can **choose** to present your information in **one** of the following contexts:
- a PowerPoint presentation
* (what you would say during the presentation MUST be typed out in speaker`s notes – **minimum 2 sentences per slide - you need at least 15 slides**)
- a full written news report **(minimum 3 pages, double spaced, 12 font)**
- a full written scientific report **(minimum 3 pages, double spaced , 12 font)**

Note: You MUST REFERENCE your information as we have done throughout the year in APA format (it must be in text/in slide, in your speaker`s notes, and on your reference page). Look at the reference sheet given out at the beginning of the year or talk to your teacher if you need help.

You will be given some time during each of six classes to complete this assignment
- Day 1 = researching (library/computers)
- Day 2 = researching (library/computers)
- Day 3 = researching/summarizing /teacher conferences (computers)
- Day 4 = summarizing / writing/ teacher conferences (library/computers)
- Day 5 = writing your report/presentation
- Day 6 = writing your report/presentation/hand it in

These details ensure all categories of knowledge/ understanding, thinking/inquiry, communication and application are well represented in the summative assessment task. The focus is on application.

Students are provided choice in researching examples, the audience that they present to, and the method of their presentation. Having choice allows the students to demonstrate their learning in a variety of ways, including literacy skills and is likely to increase engagement as they have more autonomy in how they demonstrate their learning.

Students will be aware that this is a guideline to ensure that they provide sufficient evidence of their learning.

The six days will take place over a month rather than consecutively to maintain student engagement.

continued…

You will have a conference with your teacher half-way through your assignment. At the conference you must bring your checklist and show your information and what you have completed. Remember that organization, self-regulation, independent work, initiative and responsibility are being assessed under your learning skills and work habits; your preparation for the conference is a major component of this.

Your conference date is on: _____

This assignment is due on: _____

Completing the task under teacher supervision helps to ensure timely submission of the assignment and helps prevent plagiarism.
If students are struggling at the point of the conference the teacher could proactively contact Student Success, parents/guardians, etc.

Curriculum Expectations Being Assessed

Strand: Biology: Sustainable Ecosystems

- Assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts
- Investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems

Strand: Scientific Investigation Skills and Career Exploration

- Demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analyzing and interpreting and communicating)

Strand: Chemistry: Atoms, Elements and Compounds

- Assess social, environmental, and economic impacts of the use of common elements and compounds, with reference to their physical and chemical properties

Strand: Physics: The Characteristics of Electricity

- Assess some of the costs and benefits associated with the production of electrical energy from renewable and non-renewable sources, and analyze how electrical efficiencies and savings can be achieved, through both the design of technological devices and practices in the home

The overall expectations being assessed reflect a balance of the categories of the achievement chart and are based on the course's enduring understandings.

D4: Enabling productive collaboration on summative assessment tasks

Fairness and accuracy in summative assessment requires that tasks are evaluated based on the work of each individual student. Productive collaboration is achieved when students work together on some aspects of summative assessment tasks, then each student is assessed individually to collect evidence for evaluation. The following teacher sample illustrates how the collaborative component of a summative assessment task enriches student learning then leads to an individual assessment for each student.

Teacher Sample: Productive Collaboration that Leads to Individual Summative Assessment

Macbeth Written Summative Assessment Task

Name: _____

This task gives you an opportunity to:
1) connect your knowledge of *Macbeth* to your group's interpretation of your assigned scene
2) reflect on your personal contribution to the group
3) make connections between group and individual learning

1. How was your group's performance effective in portraying the major themes in *Macbeth*?

2. How did your participation in the group impact your understanding of the play and success in completing the task?

3. Discuss TWO ways in which you improved as a listener and speaker. If applicable, describe any specific skills you learned from group members.

4. What is your opinion of collaborative group work? Why do you think it is an effective, or ineffective, method of studying Shakespeare?

This written summative assessment task is independent and will be completed in class. As per the accompanying rubric, teachers will use this part of the overall task to assess the Knowledge, Thinking, and Application sections of the achievement chart.

Questions 2 and 4 assess the learning skill of collaboration.

Questions 1 and 3 assess overall expectations.

Students indicated their task preferences. Groups are then created by the teacher.

Teacher Sample: Individual Summative Assessment from Collaborative Group Tasks

ENG3U: *Macbeth*
Act III Dramatic Presentations

Overall Expectations

1 Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
3 Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations;
4 Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
8 Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
9Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience.

Organise yourselves into the groups identified below:

GROUP #1 SCENE TWO	**GROUP #2** SCENE THREE	**GROUP #3** SCENE FOUR	**GROUP #4** SCENES FIVE, SIX
SOAP OPERA	**JAPANESE MARTIAL ARTS FILM**	**URBAN DRAMA**	**TALK SHOW**
3 speaking parts Lauren (red) Meaghan (blue) Tomas (green) Justin (black) Nickie (orange)	4 speaking parts Heather (red) Becky (blue) Tasha (green) Amber (black) Eric (orange) Melissa (brown)	6 speaking parts Katie (red) Kristin (blue) Brianna (green) Andrew (black) Nick (orange) Jenn (brown) Sarah (pink) Christine (purple)	4 speaking parts Kathryn (red) Danielle (blue) Beth (green) Liz (black) Rob (orange) Rebecca (brown)

Your task has six parts:

- Study your scene as a group and become acquainted with its salient features in regard to plot development, character development, and theme. Complete this section in a placemat activity. Each member will write in the colour indicated beside his/her name to identify his/her work. (See sample placemat below)
- Brainstorm elements of your given genre or format, and generate ideas regarding how these elements can be creatively integrated into your presentation. Continue to use coloured markers to identify your individual contribution.
- Re-interpret your assigned text by modernising the language. Your teacher will provide you with copies of the original script so you can write the modernised language directly beside the original text. *Again, individuals should write in their assigned colours.* Your re-interpretation should be creative; use your imagination, but don't omit anything that is crucial to developing plot, revealing character, or illustrating theme.
- Prepare a script that will reflect your modernisation in written form. One script is to be submitted per group. Individuals will be evaluated based on their efforts as identified by colours.
- Dramatise your scene in front of the class. If you wish, you may film your presentation and show it in class.
- Once presentations are finished, you will complete an in-class **individual written summative assessment task** in which you reflect on your understanding of content and collaboration. (See reflective task on following page)

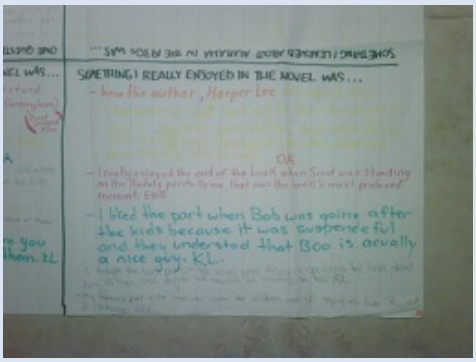
The rubric that will be used to evaluate your performance is on the back of this sheet.

The teacher has already modeled and led shared instruction lessons concerning plot, character development, and themes of the play.

This task will ask students to reflect on their individual understanding of the content and interpretation of their scenes, as well as commenting on their overall collaborative experience. Questions can be formed from the guiding questions in the rubric, which are based on overall expectations. For example: How was your group performance effective in portraying the major themes of the text?

continued...

Sample Placemat



The teacher will collect colour-coded group placemats for individual assessment.

***Macbeth* Dramatic Presentations**

Note: ***Expectations assessed in the written task appear in italics in the rubric.***

Category and Overall Expectations		Guiding Questions	4	3	2	1	R
OE 4,3	**Knowledge and Understanding**	Did my presentation illustrate my understanding of the important developments in plot, character, and themes? *Did I reflect on what I learned about myself as a listener and speaker in my written component?*	demonstrates thorough understanding of information, ideas, concepts and themes *demonstrates thorough knowledge of strategies used when listening and speaking*	demonstrates considerable understanding of information, ideas, concepts and themes *demonstrates considerable knowledge of strategies used when listening and speaking*	demonstrates some understanding of information, ideas, concepts and themes *demonstrates some knowledge of strategies used when listening and speaking*	demonstrates limited understanding of information, ideas, concepts and themes *demonstrates limited knowledge of strategies used when listening and speaking*	
OE 4, 8	**Thinking**	Did I consider the elements of my selected genre when planning the performance? *Did I clearly connect my group's re-interpretation to the main themes of the play?*	generates ideas and gathers information with a high degree of effectiveness *analyses and interprets with a high degree of effectiveness*	generates ideas and gathers information with considerable effectiveness *analyses and interprets with considerable effectiveness*	generates ideas and gathers information with some effectiveness *analyses and interprets with some effectiveness*	generates ideas and gathers information with limited effectiveness *analyses and interprets with limited effectiveness*	
OE 9	**Communication**	Did I connect and communicate well with my audience during the presentation?	uses appropriate style and voice with a high degree of effectiveness	uses appropriate style and voice with considerable effectiveness	uses appropriate style and voice with some effectiveness	uses appropriate style and voice with limited effectiveness	
OE 1	**Application**	Do my colour-marked notes reveal the connection between the play and our chosen genre? *In my written reflection, have I clearly demonstrated my understanding of learning in a group context?*	makes connections between text and genre with a high degree of effectiveness *makes connections between group and individual learning with a high degree of effectiveness*	makes connections between text and genre with considerable effectiveness *makes connections between group and individual learning with considerable effectiveness*	makes connections between text and genre with some effectiveness *makes connections between group and individual learning with some effectiveness*	makes connections between text and genre with limited effectiveness *makes connections between group and individual learning with limited effectiveness*	

This final criterion will be used only for learning skills assessment of collaboration (and will not be considered for determination of the academic mark). This teacher will use this criterion to assess questions 2 and 4 in the written component of the task.

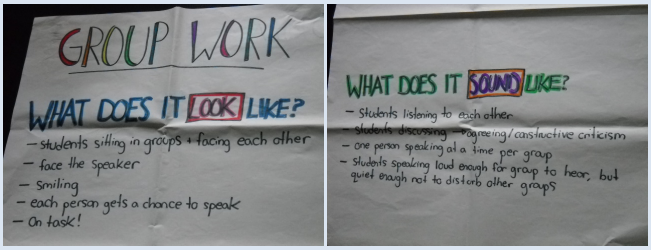
Productive collaboration occurs after a period of teacher modeling and shared instruction. The tool below is a self-assessment checklist for teachers to assist in planning group tasks that promote effective learning and lead to assessment of a student's individual achievement in a group context.

Teacher Self-Reflection: Productive Collaboration that Leads to Individual Summative Assessment

Checklist: Is the group work productive? Will it provide an opportunity to assess students individually?

- ☐ I have instructed concepts and modeled thinking **before** students begin working in groups, as per the ***Gradual Release of Responsibility Model.***
- ☐ I have collaborated with students to determine what group work "looks like" and "sounds like" with input from students. These ideas are posted in the classroom for student reference. **(See sample anchor charts below)**
- ☐ I have stated a clear learning goal based on curriculum expectations, enduring understandings, and essential skills of the course. **(See section A2: Prioritizing the OEs)**
- ☐ I have created a group task that will provide students with an opportunity to apply what they learned during teacher modeling and shared instruction. Opportunities are available for individual formative assessment checks. **(See sample Exit Card below)**
- ☐ I have planned activities that focus on student-student interaction rather than teacher-student interaction; I will supervise and facilitate student **collaboration**.
- ☐ I have grouped students intentionally to maximize learning and minimize possibility of some students doing all the work while others fail to contribute.
- ☐ I have included in the task activities that require both group and individual accountability.
- ☐ I have designed the group task in such a way that participation from each member is necessary for the task's completion.

Sample Anchor Chart



Sample Exit Card

Name: _____
How am I doing in terms of collaboration? (Comment on your collaborative experience so far. What's going well? How do you think working in a group is helping your individual learning?)

The Gradual Release of Responsibility Model is a progression from teacher-led instruction and modeling to independent student tasks. Teachers who follow this format make sure all steps are covered before individual assessment takes place:
1*) Modeling* : teacher models thinking aloud
2) *Shared Instruction*: teachers and students discuss concepts together
3) *Guided Learning*: students work together in small groups; teacher facilitates and supervises
4) *Independent Learning:* students complete work individually

Rather than grouping homogenously based on achievement level, teachers can try heterogeneous grouping, which mixes students with a range of skill levels. Grouping intentionally ensures optimal learning.

Collaboration – Collaborative group tasks can be used for formative assessment to check for understanding. The work the student completes in his/her group can be used in their individual summative task evaluation.
It should be noted that working collaboratively is different from working cooperatively. Productive group work does not occur when students break up tasks and complete them individually; collaboration involves interdependence.

D5: Developing and assessing literacy through summative assessment

Student literacy skills can be developed and assessed by incorporating literacy-rich tasks and questions into formative and summative assessment tasks. The literacy skills associated with these tasks and questions are developed through instruction and effective feedback is provided so that students can see their strengths and next steps for improvement.

The following teacher sample shows that subject-specific literacy components can be authentically embedded in any subject area.

Teacher Sample: **Literacy Rich Performance Task**

MFM 1P: Take Me Out to the Ball Game…

MFM 1P
Strand:
Number Sense
- solve problems involving proportional reasoning
- simplifying numerical and polynomial expressions in one variable, and solve simple first degree equations

Strand:
Linear Relations
- determine characteristics of linear relations
- demonstrate an understanding of constant rate of change and its connection to linear relations
- connect various representations of a linear relation, and solve problems using the representation

Strand:
Analytic Geometry
- determine, through investigation, the optimal values of various measurements of rectangles
- solve problems involving the measurements of two-dimensional shapes and the volumes of three-dimensional figures

Literacy
* Features of Text * Previewing Text * Directly Stated Questions * Short Open Response

This task could be easily altered for use in MPM1D or MFM2P. The teacher would give this task to students at the half way mark of the course, assessing expectations from previous units.

It is important to refer students to the word wall to recall vocabulary from previous units

Before:

Class Discussion
* Who in the class has attended a baseball game
* What makes this text a graphical text?
* What do you know about graphical texts?

The students would be familiar with graphical texts, as the teacher would have provided explicit instruction on how to read graphical texts prior to this summative assessment task.

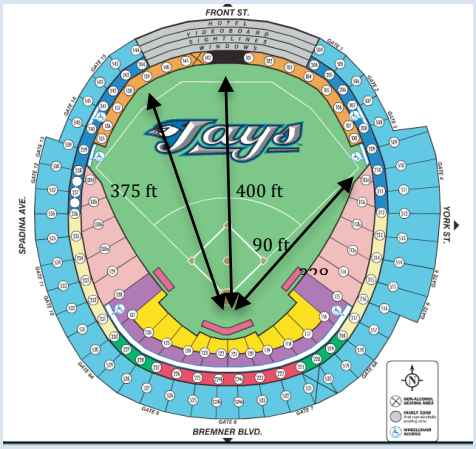


Figure 1

Section	Premium Games	Regular Games
In The Action	$210.00	$210.00
Premium Dugout	$73.00	$62.00
HSBC Club VIP	$75.00	$75.00
Field Level Infield	$71.00	$60.00
200 Level Infield	$71.00	$60.00
Field Level Bases	$52.00	$44.00
200 Level Bases	$52.00	$44.00
100 Level Outfield	$36.00	$24.00
200 Level Outfield	$30.00	$22.00
500 Level	$14.00	$11.00

Ticket prices include GST and PAT. Ticket prices do not include service charges. Seats are subject to availability. The Blue Jays reserve the right to limit the availability of seats for sale in any price category or section.

Figure 2

continued…

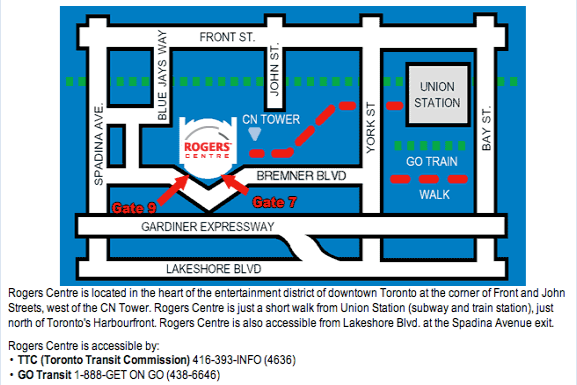
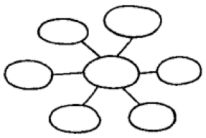


Figure 3

Using a mind map to organize your ideas, brainstorm how baseball relates to the past units in the course?

The teacher would ask students to work with their elbow partners to complete a mind map to show how topics covered in the course relate to baseball.
e.g.,



The students could also use assistive technology software to create their mind maps.

During: *Previewing the text*

1. If you are a spectator sitting in section 121, which direction are you facing?
a) South
b) East
c) West
d) North

The following multiple choice questions direct students to particular features of text in the graphical reading. For example, #1 draws the students' attention to the legend in Figure 1.

2. The Rogers Center is accessible from the following:
a) Lakeshore Blvd.
b) Spadina Ave.
c) York St.
d) Gardiner Expressway

3. You are and your family are planning to attend the Blue Jays' opener. What street should you choose to enter the Rogers Center that would provide the shortest walk?
a) Front St.
b) York Street.
c) Spadina Ave.
d) Bremner Blvd.

Notice that questions #1-#6 do not have attached achievement chart categories and are not assessed in the rubric below. The teacher will use the literacy strategies checklist to provide the students with feedback on their literacy skills.

4. During the baseball game Bautista hit a home run to center field. How far did he hit the ball?
a) 90 ft.
b) 328 ft.
c) 375 ft.
d) 400 ft.

This question assesses the students' skill with identifying directly stated details.

continued...

5. You babysat your baby brother on Friday night for an hour and earned $11.00. Would you be able to afford to attend the Blue Jays baseball game? Which ticket will you purchase? Explain your reasoning.

6. Choose two of the figures from above and explain how they connect. Use specific details to explain your choice.

7. If it takes a player 2.5 seconds to run to each base, how long would it take him to reach third base? [K]
a) 2.5 seconds
b) 5.0 seconds
c) 7.5 seconds
d) 10 seconds

8. Jimmy is purchasing a baseball to get signed at the game as he got amazing seats for his birthday. The baseball, which has a radius of 4.5 inches, fits tightly in a cube shaped box. Calculate the space that is **not** occupied by the ball. [A]
a) 381.51 in^3
b) 347.49 in^3
c) 729 in^3
d) 1,110.51 in^3

9. If the price of a ticket increased $22.00 to $30.00, from regular games to premium games, what is the percentage of the price increase? [T]
a) 8%
b) 27%
c) 36%
d) 73%

10. If the distance between bases on a baseball diamond is 90 feet, calculate the distance from home plate to second base. [K]
a) $90^2 = c^2 - 90^2$
b) $c^2 = 90 - 90$
c) 8100 ft
d) 9.5 ft

11. If Wells hit four home runs in his first 10 games, how many home runs is he projected to hit in his first 40 games? [A]

12. The circumference of a baseball used in the major leagues needs to be between 22.86-23.49 inches. If a baseball has a diameter of 9.5 inches, does it meet the standards? Explain your reasoning. [T]

13. The Rogers Center is planning to sell snow cones, but they have a choice of two containers; a cylindrical or a cone container that both have the **same height** and **diameter**. If they charge the same price for either container, which container should they sell in order to make the most profit? Explain your reasoning. [T]

After: *Consolidation*

1. The maximum area allowed by regulation for the infield is 360 square feet. If a player has hit a home run what is the minimum distance that the players has to run? Demonstrate your knowledge algebraically, graphically, or with diagrams. [A/C]

Students should be given lines to indicate how much they should write in their answer. Question #6 should include six lines so that it has similar formatting to the OSSLT.

Notice that these questions have been designed with common errors to help prepare students for EQAO assessments.

The purpose of this question is to draw students' attention to Figure 2, specifically to the column titles and their connection to mathematics.

It is important to include a reasonable number of questions that allow students to become familiar with the text selection.

The teacher would provide enough space to cue the students to show their thinking.

The teacher should provide the students with manipulatives as well as graph and lined paper to complete the following questions.

Students are given choice of how to demonstrate their learning in a way that they feel confident.

continued...

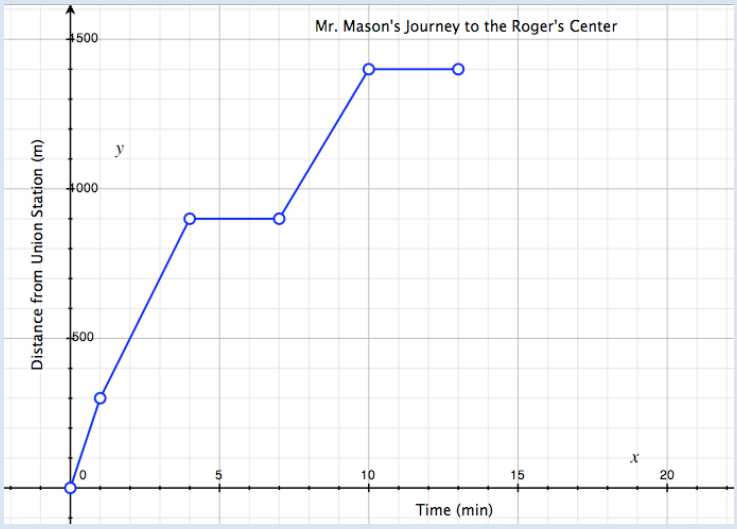
2. Mrs. Smith is taking her class of 29 students to a Toronto Blue Jays game. She decides it is cheapest to rent a bus that has a flat rate of $300.00 a day. She has received a deal on tickets through group sales. Each ticket will cost $50.00 per student to sit in the green level. Mrs. Smith receives free admission, as she is the teacher.

a) How much will it cost for the entire class to go to the Blue Jays game for the day? Use a graphical and algebraic model to show your work. [A]

b) Describe how the graph would change if the class decided to fly to Toronto instead of taking a bus. [T]

This question will be assessed for communication and general literacy skills.

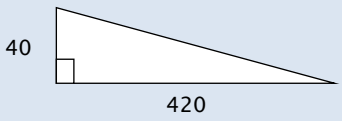
3. Mr. Mason's class took the train to Toronto and arrived at Union Station. The graph below models their journey to the Rogers Center. Use the above map to assist you in writing a story of what may have happened on their trip to Rogers Center, including speed and direction. [C]

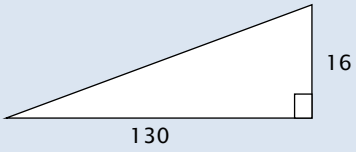


4. The bus is on the Gardiners Expressway. The Carabana festival has blocked York St. What is the best way to get to the Rogers Center? Explain your answer using specific details from the graphical selection and your own ideas.

The teacher created this task so that it has similar wording and formatting as the OSSLT short writing task. Students should be given six lines to complete the task.

5. As you can see from the graphic, Rogers Center is wheelchair accessible. You are asked to design a wheelchair ramp for the stadium. If a wheelchair ramp has a rate of change greater than 0.1 in size then it is considered unsafe. Determine whether or not each of the following ramps are safe. Show your work and explain your reasoning. [T/C]





The teacher would provide space to indicate that the student should include a written explanation/ conclusion.

continued...

Take Me Out to the Ball Game Assessment Rubric

	4	3	2	1	R
Knowledge and Understanding:					
Knowledge of content Simplify numerical expressions involving integers and rational numbers {D7}	demonstrates **thorough** knowledge of content	demonstrates **considerable** knowledge of content	demonstrates **some** knowledge of content	demonstrates **limited** knowledge of content	
Understanding of mathematical concepts Relate the geometric representation of Pythagorean theorem to the algebraic representation {D10}	demonstrates **thorough** understanding of concepts	demonstrates **considerable** understanding of concepts	demonstrates **some** understanding of concepts	demonstrates **limited** understanding of concepts	
Thinking:					
Using planning skills Solves problems requiring the expression of percents, fractions, and decimals {D9}	uses planning skills with a **high degree** of effectiveness	uses planning skills with **considerable** effectiveness	uses planning skills with **some** effectiveness	uses planning skills with a **limited degree** of effectiveness	
Using processing skills & uses critical/creative thinking processes Solve problems involving the areas and perimeters of composite 2-D shapes and volumes of cones and prisms {D12, D13}	uses process skills with a **high degree** of effectiveness uses critical/creative thinking with a **high degree** of effectiveness	uses process skills with **considerable** effectiveness uses critical/creative thinking with **considerable** effectiveness	uses process skills with **some** effectiveness uses critical/creative thinking with **some** effectiveness	uses process skills with a **limited degree** of effectiveness uses critical/creative thinking with a **limited degree** of effectiveness	
Use of critical/creative thinking processes Determine, through investigation, some properties of linear relations {A2b}	uses critical/creative thinking with a **high degree** of effectiveness	uses critical/creative thinking with **considerable** effectiveness	uses critical/creative thinking with **some** effectiveness	uses critical/creative thinking with a **limited degree** of effectiveness	
Show that the rate of change can be represented by finding the vertical and the horizontal change. {A5}	uses critical/creative thinking with a **high degree** of effectiveness	uses critical/creative thinking with **considerable** effectiveness	uses critical/creative thinking with **some** effectiveness	uses critical/creative thinking with a **limited degree** of effectiveness	
Application:					
Transfer of knowledge and skills to new contexts Solve for the unknown value in a proportion {D11}	transfers knowledge and skills to new contexts with a **high degree** of effectiveness	transfers knowledge and skills to new contexts with **considerable** effectiveness	transfers knowledge and skills to new contexts with **some** effectiveness	transfers knowledge and skills to new contexts with a **limited degree** of effectiveness	
Application of knowledge and skills in familiar contexts Solve problems involving volumes of prisms and spheres {D8}	applies knowledge and skills in familiar contexts with a **high degree** of effectiveness	applies knowledge and skills in familiar contexts with **considerable** effectiveness	applies knowledge and skills in familiar contexts with **some** effectiveness	applies knowledge and skills in familiar contexts with a **limited degree** of effectiveness	
Solve problems involving minimization of geometric shapes and figures {A1}	applies knowledge and skills in familiar contexts with a **high degree** of effectiveness	applies knowledge and skills in familiar contexts with **considerable** effectiveness	applies knowledge and skills in familiar contexts with **some** effectiveness	applies knowledge and skills in familiar contexts with a **limited degree** of effectiveness	
Making connections within and between various contexts Construct table of values, graph and equation using a variety of tools {A2a}	make connections within and between various contexts with a **high degree** of effectiveness	make connections within and between various contexts with **considerable** effectiveness	make connections within and between various contexts with **some** effectiveness	make connections within and between various contexts with a **limited degree** of effectiveness	

The teacher has connected specific expectations to task questions and has ensured that there is a balance across the achievement chart categories.

The symbol "D" refers to during reading questions and the "A" symbol refers to after reading questions to remind the teacher which specific question is being assessed.

continued...

Communication: ***Use conventions, vocabulary, and terminology of the discipline*** Solve problems involving minimization of geometric shapes and figures {A1}	Uses conventions, vocabulary, and terminology of the discipline with a **high degree** of effectiveness	Uses conventions, vocabulary, and terminology of the discipline with **considerable** effectiveness	Uses conventions, vocabulary, and terminology of the discipline with **some** effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a **limited degree** of effectiveness	
Expression and organization of ideas and mathematical thinking Describe a situation that would explain the events illustrated by a given graph of a relationship between two variables. {A3}	expresses and organizes mathematical thinking with a **high degree** of effectiveness	expresses and organizes mathematical thinking with **considerable** effectiveness	expresses and organizes mathematical thinking with **some** effectiveness	expresses and organizes mathematical thinking with a **limited degree** of effectiveness	
Show that the rate of change can be represented by finding the vertical and the horizontal change. {A5}	communicates for a purpose with a **high degree** of effectiveness	communicates for a purpose with **considerable** effectiveness	communicates for a purpose with **some** effectiveness	communicates for a purpose with a **limited degree** of effectiveness	

Literacy Strategies Checklist

Reading Skills	Areas for Improvement
Features of text	[Legend/Symbol {D1}, road features on map {D2, D3}, fine print {D5}]
Directly stated questions	[skimming & scanning figure 1 {D4}]
Previewing text	[connection between various figures {D6}]
Writing Skills	**Areas for Improvement**
Topic development	[identifies idea, supporting detail {A3}]
Short open response	[specific relevant detail, clear explanation, conventions {A4}]

The teacher would highlight areas requiring improvement.

Overall Comments:

Multiple choice questions are commonly used on written summative assessment tasks. The following checklist provides some considerations when designing multiple-choice questions:

Teacher Checklist : Developing Effective Multiple Choice Questions

- ☐ Each possible answer has only one variable (options are not "all of the above, a and b, but not c", etc.).
- ☐ There are no implausible distractors. This requires the student to choose the most correct response. Some questions may have more than one option that could be possible, but students should be instructed to choose the most correct option.
- ☐ Overall, the questions test content, format, structure, and mechanics. When a question does not test curriculum content, the teacher may choose to use that question for assessment purposes only, not evaluation.
- ☐ Each question has four possible answers. This keeps the format consistent for students and also maintains consistency with multiple choice questions encountered on the OSSLT.
- ☐ Questions are based on a reading selection, rather than recall of discrete facts and ideas. The reading selection could be an informational text, graphical text, literacy text, etc.

- ☐ Responding correctly to the questions requires students to access indirectly stated information from the selection. Making inferences encourages students to use higher-order thinking skills and demonstrate their understanding of content.
- ☐ The questions should enhance comprehension. When creating multiple choice questions, teachers should ask themselves, "How does this question help the student to understand the text better?"

D6: Evaluating overall expectations that relate to Learning Skills and Work Habits

There are a few places in the Ontario curriculum documents where overall expectations include language that relates to learning skills and work habits. For example, in the Creation strand of the Dramatic Arts curriculum, there is an overall expectation that reads:

Students will demonstrate an understanding of drama as a collaborative art form.

This is an overall course expectation and, as such, must be evaluated as part of the academic grade. Collaboration will also be assessed and evaluated as a learning skill and work habit throughout the course. The next teacher sample illustrates an assignment where such evaluation occurs. The 'Below Level 1' column provides a place for the teacher to comment about necessary improvement.

Note that such expectations exist only in a few courses, and when they are present, it is still necessary to provide formative opportunities for students to receive feedback on their level of achievement of these expectations.

Teacher Sample: Summative Task to Assess Collaboration as an Overall Expectation

Sensory Journey Group Performance

ADA 10 - Drama Skills Review Summative Assignment

Presentation Timeline:

Period #1 - initial planning
Period #2 – rehearsal
Period #3 – rehearsal
Period #4 – presentation day

In small, teacher-assigned groups, you will create a sensory experience for some of your classmates to travel through. For example, you might decide to create a restaurant and have your classmates as your diners. Alternately, you could decide to create a police department and have your classmates play the criminals. Whatever your choice, the experience must provide opportunity for the travelers to take in as much sensory information as possible.

The travelers will use all their senses, except for their eyes, since all the travelers will be blindfolded during their journey. Groups will be paired up so that one group will go through the other group's sensory journey. All sensory journey groups must:

- Provide at least two ways to stimulate each of the four usable senses (smell, taste, hearing, touch).
- Play their situation with as much realism and concentration as possible.
- Fill about five minutes of time delivering their journeys.
- Provide a journey that is a 'relatively' pleasant experience.
- Focus all their attention on their travelers, and not the audience watching them.

An in-class timeline for the completion of the stages of this summative task is provided.

Students work in groups so that overall curriculum expectations #6 can be assessed. The other five overall expectations included in this task will be assessed for each student individually.

continued...

To create this sensory journey, you must:
- Decide on your situation/location.
- Decide on how each of the senses will be stimulated and what props you will need.
- Decide on who will perform which roles.
- Practice and make your journey as smooth and perfect as possible.

Note: The main goal of this assignment is to assess the collaborative drama skills of each student in the group, as well as the technical components of the sensory journey. I will be looking to see how well you work in the preparation and planning stages, as well as in the actual performance.

Curriculum Expectations Being Assessed

Strand: Theory

1. Demonstrate an understanding of the conventions of role-playing.
2. Demonstrate an understanding of the elements and principles of dramatic expression (e.g., voice, movement, production values).

Strand: Creation

5. Demonstrate effective communication skills, such as listening and speaking, both in and out of role.
6. ***Demonstrate an understanding of drama as a collaborative art form.***
8. Demonstrate an understanding of the process of selecting and organizing dramatic forms and sources to construct a drama to communicate a specific intention.

Strand: Analysis

10. Explain how role-playing in dramatic arts can function as a catalyst for learning about self, others, and the world.

This overall expectation from the curriculum document will be assessed as part of the academic requirements of the course. The success criteria are academic in nature, and different from the success criteria for the collaboration learning skill and work habit.

Sensory Journey Assessment Rubric

	4	3	2	1	Below L1
Knowledge and Understanding: Understands conventions of role play, and elements of dramatic expression (realism and stimulation of senses)	Understands conventions of role play and critical elements of dramatic expression with a high degree of effectiveness.	Understands conventions of role play and critical elements of dramatic expression with considerable effectiveness.	Understands conventions of role play and critical elements of dramatic expression with some effectiveness.	Understands conventions of role play and critical elements of dramatic expression with limited effectiveness.	
Thinking: Demonstrates an understanding of drama as a collaborative art form (preparation)	Uses collaborative planning skills and critical thinking processes with a high degree of effectiveness.	Uses collaborative planning skills and critical thinking processes with considerable effectiveness.	Uses collaborative planning skills and critical thinking processes with some effectiveness.	Uses collaborative planning skills and critical thinking processes with limited effectiveness.	
Application: Applies process of selecting and organizing dramatic forms to familiar contexts. (focus on audience, safety)	Applies process of selecting and organizing dramatic forms with a high degree of effectiveness.	Applies process of selecting and organizing dramatic forms with considerable effectiveness.	Applies process of selecting and organizing dramatic forms with some effectiveness.	Applies process of selecting and organizing dramatic forms with limited effectiveness.	
Communication: Communicates for different audiences and purposes (performance of sensory journey)	Communicates during sensory journey using collaborative skill with a high degree of effectiveness.	Communicates during sensory journey using collaborative skill with considerable effectiveness.	Communicates during sensory journey using collaborative skill with some effectiveness.	Communicates during sensory journey using collaborative skill with limited effectiveness.	

Notice that the assessment of overall expectation #6 falls in the thinking and communication categories of the achievement chart, and that the criteria for assessment are different than those indicated for collaboration as a learning skill and work habit shown on the next page.

continued...

Sensory Journey Learning Skills and Work Habits Rubric

	Excellent	Good	Satisfactory	Needs Improvement
Collaboration	✓ treats group with a high degree of respect ✓ always takes responsibility for his or her share of the work	✓ treats others with a considerable degree of respect ✓ usually takes responsibility for his or her share of the work	✓ treats others with a moderate degree of respect ✓ sometimes takes responsibility for his or her share of the work	✓ treats others with a limited degree of respect ✓ rarely takes responsibility for his or her share of the work
Organization	✓ always arrives to class prepared to work	✓ usually arrives to class prepared to work	✓ sometimes arrives to class prepared to work	✓ rarely arrives to class prepared to work
Independent Work	✓ uses class time with a high degree of effectiveness	✓ uses class time with a considerable degree of effectiveness	✓ uses class time with a moderate degree of effectiveness	✓ uses class time with a limited degree of effectiveness
Initiative	✓ demonstrates a high degree of self motivation	✓ demonstrates a considerable degree of self motivation	✓ demonstrates a moderate degree of self motivation	✓ demonstrates a limited degree of self motivation

The teacher also chooses to assess learning skills and work habits through this summative assessment task. This may be a formative or a summative assessment.

D7: Ensuring timely submission of student work

Timely submission of summative work is critical to ensure that there is sufficient evidence of achievement of the overall expectations, and to allow teachers to provide timely feedback to students on next steps for learning. Every step must be taken to eliminate missing summative evidence, and students must understand that incomplete summative work is unacceptable. The following proactive strategies are useful in reducing the occurrence of late or missing evidence:

- Clear communication of the success criteria on summative assessment tasks leads to increased student learning and achievement. **Exemplars** provide students with a concrete sample of the learning goal, and can provide a sense of the scope and scale of a summative assessment task. **Anchors** provide students with examples of work that is approaching the provincial standard, and can provide students with a sense of next steps for their learning.
- Chunking large summative assessment tasks into smaller, more manageable parts with staggered due dates makes task completion more manageable for students.
- The negotiation of due dates through the use of a completion contract demonstrates flexibility on the part of teacher, and encourages accountability and agency on the part of the student.
- When formative assessment data shows that a significant portion of the class is not ready for the summative assessment task, rescheduling the date of the task allows for the teacher to provide more consolidation.
- An emphasis on the explicit instruction and assessment of relevant learning skills and work habits provides students with the understanding of the importance of the appropriate and timely submission of assignments.
- Ongoing communication and conferences with students and their parents/guardians about due dates and assignment submission makes them partners in learning.
- Additional assistance, counselling or peer tutoring are productive methods of dealing positively with students who are having difficulty meeting due dates.

In order to support student learning, and to separate evaluation of the achievement of curriculum expectations from the achievement of learning skills and work habits, the following procedures are to be followed to ensure the timely submission of summative assessment tasks:

In advance of and throughout the period of learning, the teacher will…	☐ limit the summative assessment tasks in a course to a reasonable number. ☐ communicate the number and nature of summative tasks at the beginning of the course. ☐ clearly communicate the success criteria for the summative assessment task. ☐ collect appropriate formative assessment evidence to ensure that students are prepared for the summative assessment task. ☐ provide time in class for summative assessment task completion. ☐ proactively contact student success and parents/guardians of students who are struggling.
If a summative assessment task is not submitted on the due date, the teacher will…	☐ require the student to complete either an alternative summative assessment task or the unfinished portion of the summative assessment in class immediately, through academic detention or through Student Success. ☐ communicate with parents/guardians that a due date has been missed and outline the consequences and next steps. ☐ ensure that the report on learning skills and work habits achievement is an accurate reflection of the student's most consistent behaviour (evidence of growth must be considered). ☐ refer the student to administration when due dates are consistently missed.
Only in the case of non-compliance with the above process...	☐ the teacher will communicate with administration. ☐ the administration will meet with the student to determine the process for completion of the summative assessment task. ☐ the teacher will decide if a mark penalty is to be applied to the assignment once submitted (up to and including its full value). Any mark penalty will not result in a mid-term or final grade that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

D8: Academic honesty

Promoting academic honesty begins in the planning stages of assessment task design. It is important to ensure that sufficient instructional time is spent teaching the research process and that assignments are designed to reflect the importance of this phase. Learners must continually develop and refine their skills with respect to academic honesty. As assignments become increasingly more sophisticated as the grade level increases, the skills become more and more refined. The following strategies are a good starting point for proactive avoidance of plagiarism: [4]

Strategies for Awareness

1. Understand why students plagiarize – this will aid you in the design of the assignment and building in strategies to avoid them.
2. Educate yourself about plagiarism – seek out sources of plagiarized work that students might use to get an idea of what is available.
3. Educate your students about plagiarism – provide an explicit definition and give examples.
4. Discuss the benefits of citing sources – it strengthens the argument.
5. Make the consequences clear – review school procedures with students.

Strategies for Prevention

1. Make the assignment clear in scope and process.
2. Provide a list of specific topics, but consider allowing students to choose an additional topic so long as it is approved.
3. Require specific components in the paper including: types of sources, sources written within the last year, or a specific book or article that is provided by the teacher.
4. Require process steps for the paper.
5. Require oral reports on student papers.
6. Have students include an annotated bibliography.
7. Require a follow-up assignment completed in-class on the day the assignment is submitted about what the student learned from the assignment.

It is important not to assume that students have had training in the area of academic honesty. When you give out an assignment or project, review with your students aspects of academic honesty and be clear and specific about how to avoid plagiarism.
The rubric below, developed for an applied-level science class, demonstrates the commitment of the teacher to teach students how to correctly reference the work of others on a research assignment.

[4] Harris, Robert. Anti-Plagiarism Strategies for Research Papers. (November 17, 2004). Virtual Salt. (July 6, 2008). http://www.virtualsalt.com/antiplag.htm

Teacher Sample: Rubric to Assess Student Research

RESEARCH RUBRIC - APPLIED

Criteria	Student Coaching Rubric	Level				
		4 (80-100%)	3 (70-79%)	2 (60-69%)	1 (50-50%)	R Below 50%
INQUIRY						
Use of Resources	*I independently gather information from a wide variety of resources.* *I have correctly referenced my information and have properly formatted my reference list.*	Uses a wide variety of resources, which are both print and electronic Resources are listed with all required information with correct format	Uses a variety of resources Sources are listed with minor details missing	Uses a limited number of sources, which are all electronic Sources are listed but with limited detail	Uses a variety of resources An attempt to list sources is made but with many errors	
Quality of Information	*I collected reliable information representing many aspects of the topic.*	All aspects of the topic were studied with extensions	Most aspects of the topic were studied	Some aspects of the topic were studied	Few aspects of the topic were studied	
COMMUNICATION		**4**	**3**	**2**	**3**	
Organization	*My layout demonstrates the relative importance of the ideas as well as the relationships between them.*	Identifies all key concepts Makes several links between ideas and related ideas	Identifies most key concepts Makes several links between ideas	Identifies some key concepts Makes some links between ideas	Identifies few key concepts Makes few links between ideas	
Presentation	*I present information in a logical order with correct spelling, grammar, and punctuation.*	Presents all information in logical order Uses spelling and grammar correctly in all places	Presents most information in logical order Uses spelling and grammar correctly in most places	Presents some information in logical order Uses spelling and grammar correctly in some places	Presents little information in logical order Spelling and grammar errors make work difficult to understand	
Audience Specific	*My information is at the reading and understanding level of my peers **AND IS IN MY OWN WORDS.***	Composes material that is easily read and understood throughout	Composes material that is easily read and understood in most places	Composes material that is easily read and understood in some places	Composes material that is easily read and understood in few places	

The rubric is used during formative work and at check-in points during the completion of summative assessment tasks.

Criteria from each achievement chart category are phrased in student-friendly language.

Teacher-librarians are often an excellent source of information and may be willing and able to assist you in the design of assignments and projects with issues of academic honesty in mind. The online supports contain a wealth of resources to assist teachers with this important task.

D9: Designing final summative assessment tasks

Final summative assessment tasks should follow the same basic design principles as summative assessment tasks used throughout the semester. Final summative assessment tasks should evaluate only the highest priority overall expectations of the course. Students must have the opportunity to prepare for final summative assessment tasks through unit summative and formative assessment tasks and activities.

In many courses, it is difficult to evaluate the highest priority expectations of the course using only a paper and pencil examination. Performance tasks, portfolios of work, or other final summative assessment tasks may be required to take the place of, or to supplement, a written examination. Care must be taken to ensure that the majority of the work on final summative assessment tasks takes place under teacher supervision. This will help to ensure that the work is the student's own, and will help to prevent late submission or incomplete final summative assessment tasks. Samples of final summative assessment tasks, organized by subject area, and linked to overall expectations, are included in the online supports.

The following sample shows a final summative assessment task for a history course. There are elements of student choice in this task, and several process checkpoints, which the teacher uses to ensure that the task is complete and that support is provided for students who struggle. The complete assignment is included in the online supports.

Teacher Sample: Differentiated Final Summative Assessment Task

CHC 2D
FINAL SUMMATIVE TASK

In addition to the final exam for this course, you will be responsible for completing a culminating activity that incorporates information from all units, and allows you to demonstrate your ability to use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources. You will choose a theme that interested you throughout the course, and choose one of the options below. An example of a theme could be Canadian independence, civil rights, Canadian mistakes, military victories, great Canadian leaders, Canadian culture,…the possibilities are endless, but be sure to choose a theme that interests you and make sure it is a theme that is covered in all units in the course. This assignment is worth 15% of your final grade.

YOUR OPTIONS:
Because of the weight of this assignment, I want to make sure you are comfortable in the format you choose. Consider the options carefully, and decide which will best match your strengths. Keep in mind, if you have an idea that is not here that you would like to pursue, you may talk to me, and we can agree on an alternative together.

Although students are encouraged to choose one of a number of products that best demonstrates their understanding of the overall expectations, the criteria for assessment are the same for all students. Students will understand the criteria for assessment through exemplar study and through feedback on formative assessment tasks.

1) CREATIVE SHORT STORY
Write a creative short story that incorporates a theme from this course. The story should be a minimum of 5 pages, double-spaced. The story should also include a brief description of how you incorporated the theme within your story. This is called a writer's statement. Your story could take the form of a family diary over generations, a series of letters, or it could be a story of your choice, but keep in mind, you must include information from all units, and chronologically, this could present a challenge. Talk to me if this option appeals to you most, and if you are unclear of a starting or focal point. Your writer's statement should be no more than two paragraphs. This gives you the opportunity to explain what you were trying to achieve in your story. You must submit your rough work and research notes.

2) COMIC BOOK
This is not as simple as it seems. If you choose this option, you must create a comic book with a clear layout, good character design, colour, and clear images. Similar to the creative story option, you will need to incorporate a theme in your work, and you will need to hand in a brief description of how you incorporated the theme within the comic. This artist statement should be no more than two paragraphs. You must submit your rough work and research notes.

3) POEM or SONG
You may write a poem or song that clearly tracks your chosen theme throughout all units of the course. This should be a minimum of four pages, double-spaced. You will need to hand in a brief explanation of your ideas and imagery, as well as your rough work and research notes. You may refer to the formative poem/song assignment we did earlier in the year to help you with format, structure, etc.

4) CREATIVE ART PIECE
You may use sculpture, painting, an illustration, or any type of visual display to represent a theme within this course. You must hand in an artist statement explaining what you were trying to accomplish in your piece. This statement should be a minimum of 1 page, double-spaced, in length.

5) TECHNOLOGICAL REPRESENTATION
If you would prefer to do work on the computer for this assignment, you may make a digital scrapbook, a video, a flash presentation, etc. Photostory3 is available in our computer lab, and it may be a good option for you. You must hand in a statement indicating what you were trying to accomplish. Since you have several software options, consider including video clips, music, etc., to represent each era according to your theme.

6) A DESIGN OF YOUR CHOICE
Since this is a creative assignment, I want you to choose an option that interests you. If you have an idea that is not listed above, let me know and we can come up with an idea together.
You may not work in a group or with a partner for this culminating activity.

OVERALL EXPECTATIONS:
Below is a checklist of the overall expectations that will be evaluated, or things I will be 'looking for' when I mark your assignment. You should keep these in mind while planning your project to ensure you have covered each expectation. Please see your rubric for how these will be evaluated.

☐ Explain how local, national, and global influences have helped shape Canadian identity *(OE 1)*
☐ Assess how individual Canadians have contributed to the development of Canada and the country's emerging sense of identity (OE 9)

continued…

☐ Formulate questions on topics and issues in the history of Canada since 1914, and use appropriate methods of historical research to locate, gather, evaluate, and organize relevant information from a variety of sources (OE 12)
☐ Interpret and analyse information gathered through research, employing concepts and approaches appropriate to historical inquiry (OE 13)
☐ Communicate the results of historical inquiries, using appropriate terms and concepts and a variety of forms of communication (OE 14)

STEPS IN THE CULMINATING ACTIVITY:
1) Pre-planning chart (due date)
2) Peer 'idea chart' and discussion (due date)
3) Project Proposal (due date)
4) Research notes, Progress report, and Conference with me (due date)
5) Final Product (due date)

Several checkpoints are used to ensure that students complete this extended task in a timely manner, and to provide feedback along the way.

The next teacher sample shows an entire final examination that incorporates a number of design elements mentioned previously in this document: assessment rubrics; a balance of achievement chart categories; a focus on literacy development; elements of choice; and limited to the highest priority overall expectations.

Teacher Sample: Final Summative Assessment Task with Literacy Focus and Multiple Choice Questions

CGC 1P Final Exam

Final Summative Assessment Task Schedule:

Day 1- Prepare for the news report task <u>in class</u>
Day 2 – Complete Final Exam

The final summative assessment task is intended to be written during the exam period, with a final class period dedicated to preparing for the news report section. This will give students the opportunity to use graphic organizers to plan their writing ahead of time. The teacher may also choose to provide feedback on the template.

<u>Curriculum Expectations Being Assessed</u>

Geographic Foundations: Space and Systems
Illustrate regional differences using the concept of ecozone.
Describe issues that affect natural and human systems in Canada.

Human Environment Interactions
Assess the impact of human systems and/or resource extraction on the natural environment.
Relate current lifestyle choices of Canadians to the prospects for sustaining Canada's economic and environmental well-being.

Global Connections
Report on how Canada influences and is influenced by its economic, cultural and environmental connections with other countries.
Explain how current issues affect Canadians.

Understanding and Managing Change
Explain the relationship between sustainability, stewardship and an ecological footprint.
Apply the concepts of stewardship and sustainability to analyze a current national or international issue.

Method of Geographic Inquiry and Communication
Analyze and interpret data gathered in inquiries into the geography of Canada, using a variety of methods and geotechnologies.
Communicate the results of geographic inquiries, using appropriate terms and concepts and a variety of forms and techniques.

For this final summative assessment task, the overall expectations being assessed are those that are most closely aligned with the enduring understandings for the course.

continued...

Evaluation Breakdown

Part 1 Informational Reading Selection	13 marks
Part 2 Graphical Reading Selections	17 marks
Part 3 Short Open Response Reading	8 marks
Part 4 Graphic Organizers	40 marks
Part 5 News Report	40 marks

Total Marks _____ /118

Part 1- Informational Reading Selection /13 marks

Read the following selection and complete the questions that follow. It will be helpful for you to look at the questions first, so that you can *read with a purpose.*

Canada ready to assist Haiti after earthquake

Adapted from CTV News

With scores feared dead in Haiti after a powerful earthquake struck recently, the Canadian government is offering its assistance. Prime Minister Stephen Harper said Canada is ready to help the people of Haiti "during this time of need." Canada is home to a large community of people of Haitian descent and "our thoughts and prayers are with them as they seek word about the safety of their loved ones," Harper added.

The United Nations (UN) headquarters in Haiti sustained serious damage and an unknown number of personnel are unaccounted for, including five Canadians.

Governor General Michaelle Jean, who was born in Haiti, released a statement Tuesday evening, expressing her concern. "This natural disaster has hit a country with an extremely fragile **infrastructure**, where many buildings are already unstable, and where living conditions are often very difficult. I fear for its people," she wrote. "I would like all Haitians to know that they are not alone and that the people of Canada will respond to this emergency."

Canada's Disaster Assistance Response Team was able to start producing much-needed drinking water in Haiti Tuesday. The team was forced to filter salt water from the Caribbean Sea because river waters are too polluted, resulting in a process that takes twice as long as normal. Maj. Earl Maher, an engineer with **DART,** said a crew has been working 20-hour days to get the water purification system working. There is some water in Haiti "but it's been tested and it is just not anywhere near a drinking standard," Maher told The Canadian Press. About 5,000 litres of drinking water were sent to Jacmel, a city outside Port-au-Prince. However, the problem is now a distribution one, something that has plagued aid in Haiti. "As long as we can get trucks to come in, take it, and deliver it to people they will have fresh water to drink," said Maher. Haitians are still in dire need of food and shelter, according to the UN's humanitarian relief co-ordinator, John Holmes. While the UN's World Food Program has been able to distribute some food to survivors, the agency is appealing for tens of millions of ready-to-eat meals until supply routes can be cleared to better dispense rice, vegetables and oil

It is important that students have a purpose when reading. This will help them to focus and look for the information that you have identified as being the most important. Previewing the questions before reading will give the students purpose.

A photo has been included with this reading selection because it is a news article. When students write their own news reports they must ensure their report relates to both the headline and the photo.

Words have been **bolded** to draw attention to features of text in order to complete the multiple choice questions below.

This reading selection was chosen with purpose. The topic and length are suitable for grade nine applied geography.

continued...

Complete the following questions based on the reading above.

When completing the multiple choice questions, be sure to choose the MOST correct response. (6 marks)

1. In the first paragraph, what is the meaning of the word "scores"?
a) family members
b) the point total of a sports event
c) a large number of people
d) a letter or number that indicates performance on a test

2. Why did the author include the fact that Michaelle Jean is originally from Haiti? The author is suggesting that Michaelle Jean:
a) is very biased in her response and is concerned that Canada will not have enough money to help with the earthquake
b) has a strong connection to the country and will be heavily involved in Canada's response to the earthquake
c) is not qualified to be the Governor General because she is not originally from Canada
d) is torn between her commitments to Canada and Haiti

3. Use context clues to infer the most correct meaning of the word *infrastructure* in paragraph 3.
a) systems essential to the operation of a country
b) government
c) group of important decision-makers
d) climate

4. The description of Haiti as given by Michaelle Jean implies that the country is:
a) more developed than Canada
b) not equipped to deal with a major natural disaster
c) a newly industrializing country
d) well-prepared to deal with a natural disaster

5. What does the acronym DART stand for?
a) Disaster Assistance Relief Team
b) Disaster Assistance Response Team
c) Distribution Assistance Response Team
d) Distribution Assistance Relief Team

This question is a necessary precursor to question #4, as students must be able to discern the meaning of *infrastructure* before they are able to make an inference about Jean's description of Haiti. This question is not curriculum related, and therefore would not need to contribute to the final mark.

Students must infer that the meaning of DART would have been stated prior to using the acronym.

This question requires students to make an inference.

1. How do you think the earthquake has affected the Haitian people's access to water? Use information from the reading selection and your own ideas to support your answer. (2 marks)

_____
_____
_____
_____
_____
_____

The teacher has replicated language used on the OSSLT by asking students to use information from the reading and their own ideas.

2. The west coast of Canada is in close proximity to a major fault line. How do you think Canada would respond to a major earthquake in our country? How might Canada be better equipped than Haiti to deal with a natural disaster like this? Use what you know about the differences between Canada and Haiti when responding to this question. (3 marks)

_____
_____
_____
_____
_____
_____

A good question *asks* the students something and *tells* them something.

This question requires students to activate their prior knowledge and make connections.

continued...

3. Explain whether or not you believe Canada is doing enough to help Haiti. Use specific details from the selection and your own ideas to support your answer. (2 marks)

_____
_____
_____
_____
_____
_____

Like question number one, the language of this question replicates that of the OSSLT. Students are required to support *their opinion* with relevant details from the text.

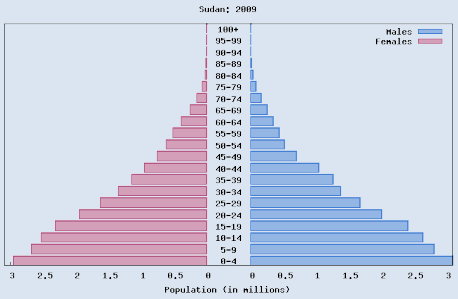
Part 2- Graphical Reading Selections / 17 marks

The sections of this exam are organized around literacy skills, rather than content.

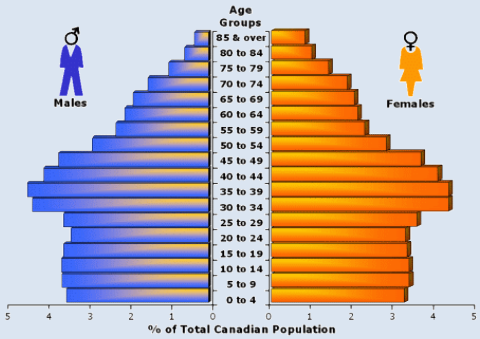
Population Pyramids

Use information from the population pyramids, as well as your own ideas, to respond to the questions below.

While the particular graphics used on the final exam will be new to students, it is important that they have been exposed to similar graphical texts throughout the course, and have had the opportunity to check for understanding and receive feedback on their interpretation and analysis.



A



B

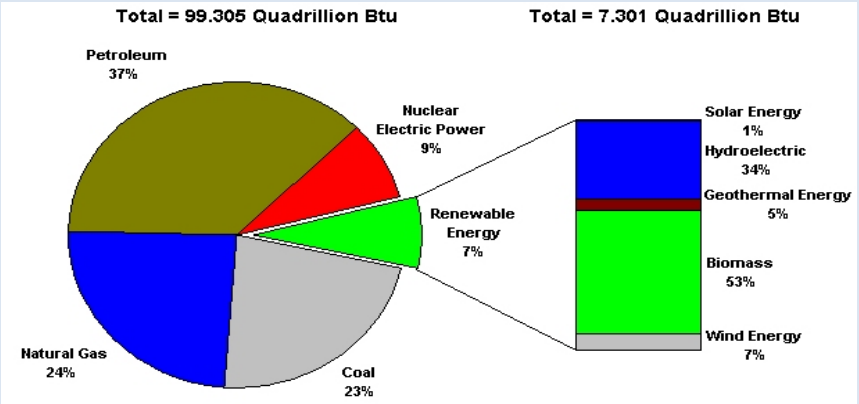
Which of the above is a population pyramid for a developing country? How do you know this? Make specific reference to the population pyramid. (2 marks)

_____
_____
_____
_____
_____
_____

Here, students have been asked to analyse and interpret the data in the population pyramids in order to promote higher order thinking skills. They will need to make inferences from the graphical text.

Canada's Energy Supply

Use information from the pie graph, as well as your own ideas to respond to the questions below.



The number of points assigned to a question should reflect the amount of information and supporting details the teacher expects from a student. The students should be aware what you expect based on the number of points available.

continued...

1. What is the difference between a renewable and non-renewable resource? Provide an example of both. (3 marks)

_____
_____
_____
_____

2. What is Canada's primary energy source? (1 mark) _____

3. What renewable energy source is most prevalent in Canada? (1 mark) _____

4. What form of renewable energy do you think would be best suited to powering your home? Why do you think this? Provide your opinion and at least 2 supporting details.
(3 marks)

_____
_____
_____
_____
_____
_____

These questions ask students to analyse and interpret the information found in the pie graph.

Mapping Skills
Use the map to complete the questions below.

Use the map above to respond to the following questions:

1. What major highway is located on this map? (1 mark) _____

2. What is the scale on this map? (1 mark) _____

3. What is the approximate distance in kilometers from Heyden to Odena? (1 mark) _____

4. What is the alphanumeric grid location of Red Rock? (1 mark) _____

continued…

5. Your friend needs to get from Korah to Odena. Using compass directions and road names, explain how your friend will get to Odena. (3 marks)

_____
_____
_____
_____

Part 3- Short Open Response Reading / 8 marks

Below you will find a description of two different families with an explanation of their lifestyles. You will use information from the reading as well as your own ideas in order to determine the impact that their lifestyle is having on the environment.

Family #1

You live on your own in a small apartment downtown. You live close enough to work to walk, and you don't own a car because your city has an extensive public transportation system (which you only use a few times a week). You are a vegetarian and you love to cook your own food. You frequent the farmer's market downtown and you buy very little from a larger grocery store. Much of the produce that you buy at the farmer's market comes from local producers. You buy many household products that are made from organic materials and that do not contain any harmful chemicals. Last summer, you went on a camping trip with some friends for a week in Northern Ontario.

This individual is making choices in his/her life that are environmentally sustainable. Using at least 2 examples from the reading, as well as your own ideas, explain why these are sustainable choices (4 marks)

_____
_____
_____
_____
_____

Family #2

You are a family of four and you live in a large house in an older neighborhood of a large city center. Your house has four bedrooms and four bathrooms and there are two adults and two children in your family. The children in your family are driven to school each day in one of the family's two cars: a large SUV or the small sports car. The children in your family rarely bring their lunch from home, usually purchasing it in the school cafeteria. Your family owns a cottage on a lake about two hours away, which you generally travel to at least three weekends per month in the summer. Your family hasn't traveled yet this year, but last year you took a family holiday to California. Your family is generally unconcerned with recycling, and much recycled material ends up in the trash can at your house.

Describe the impact this family is having on the environment using at least 2 examples from the reading selection and your own ideas. Provide 2 suggestions for how this family could make its lifestyle more sustainable (4 marks).

_____
_____
_____
_____
_____

continued...

Part 4- Graphic Organizers /40 marks

Choose two of the following sets of terms to compare and contrast using a Venn diagram.

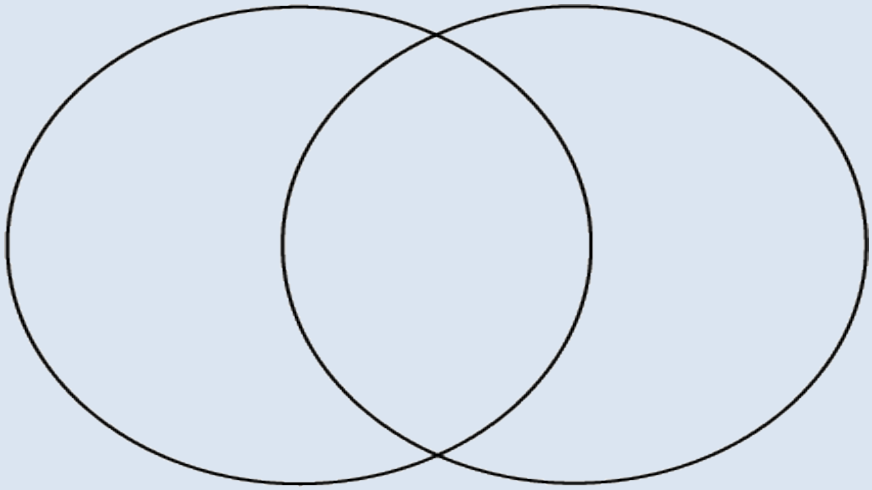
Inshore and Offshore Fishing
Open Pit and Strip Mining
Clear Cutting and Selective Cutting
Intensive and Extensive agriculture
Rural and Urban

First set of terms: _____

FIRST, identify the criteria you will use to compare and contrast the terms in the table below. You should have 4 criteria (e.g., cost, environmental impact)

Criteria for comparing and contrasting terms
•   •   •   •

THEN, use the criteria to complete the Venn diagram for each set of terms.



Second set of terms: _____

FIRST, identify the criteria you will use to compare and contrast the terms in the table below. You should have 4 criteria (e.g., cost, environmental impact)

Criteria for comparing and contrasting terms
•   •   •   •

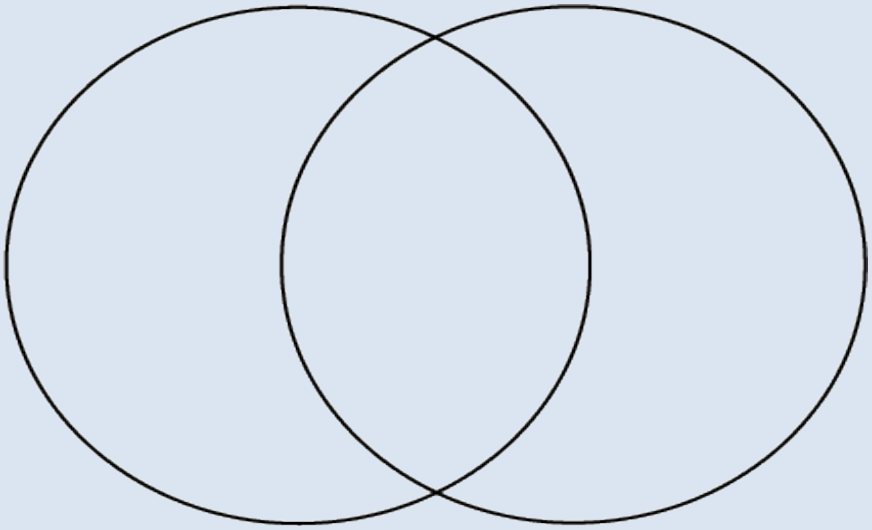
A Venn diagram is a useful tool that can be used to assess a student's understanding of concepts and ideas. The visual format of this graphic organizer will help students to see the relationships between ideas.

This allows the student to demonstrate their thinking in a step-by-step process. The teacher is able to assess the student's planning skills using the rubric below.

Since it is being used on the final summative assessment task, students would be familiar with the purpose and function of the Venn Diagram from previous class work.

continued...

THEN, use the criteria to complete the Venn diagram for each set of terms.



Rubric for Venn Diagrams

/10 marks X 2= /20 marks

	Level 4	Level 3	Level 2	Level 1	R
Thinking Use of planning skills to develop criteria for focused research and organization of inquiry Use of processing skills to integrate and synthesize information for comparing and contrasting	Uses planning skills with high degree of effectiveness Uses processing skills with high degree of effectiveness	Uses planning skills considerable effectiveness Uses processing skills with considerable effectiveness	Uses planning skills with some effectiveness Uses processing skills with some effectiveness	Uses planning skills with limited effectiveness Uses processing skills with limited effectiveness	

This teacher will convert the leveled achievement into points using the suggested percentage conversions outlined in *Secondary Evaluation and Reporting.*

A rubric has been used to evaluate the activity in a more holistic manner. This allows the teacher to focus on the effectiveness of the students' thinking.

continued…

Thinking about Ecozones

Complete the chart below using the photos, ecozone map, and your knowledge of concepts and ideas discussed in class.

	A	B	C
			
Make a connection: What is a major city in this region?			
Skim and Scan the map below: What Ecozone is this location in?			
Make a prediction: What is weather like in this location today? What do you think people do for fun/recreation in this region?			
Make an inference: How might a typical resident of this region make his or her living? Would it be in primary, secondary or tertiary industry?			

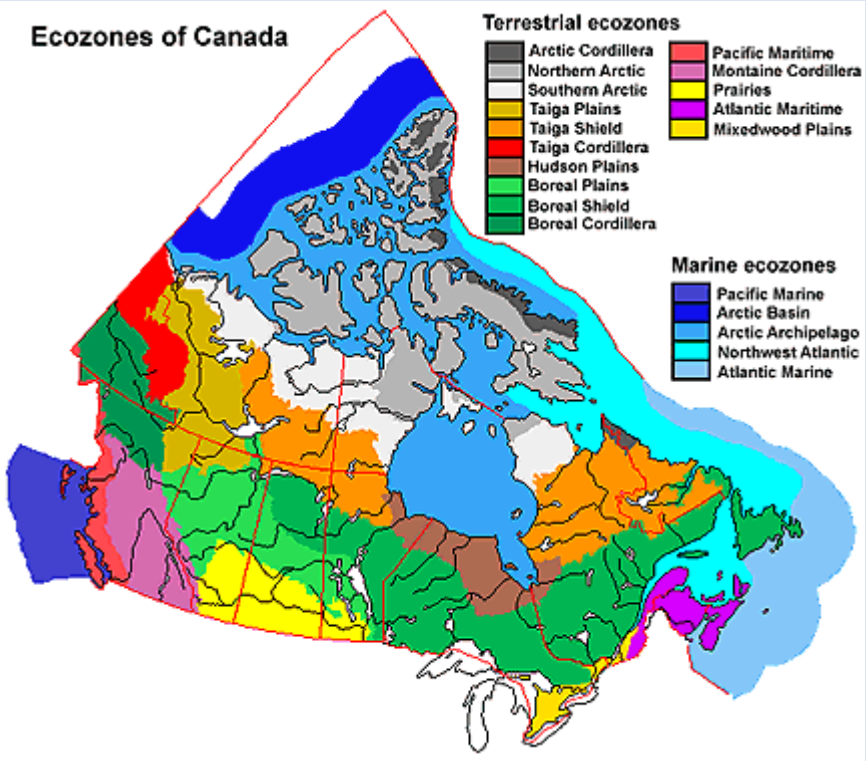
Students are able to use context clues from the photos, as well as their learning from class, to help determine the nature of each location.

Only three ecozones are represented in this table, but the teacher may choose to include more.

Students are evaluated on their knowledge, understanding and thinking about ecozones in this table. The table is organized by high-yield literacy strategies and requires students to make inferences from the photos and use their own knowledge in responding to the questions.

Students have practised these skills and strategies through formative assessment tasks earlier in the course.

continued...



Rubric for Thinking about Ecozones **/10 marks x 2= /20 marks**

	Level 4	Level 3	Level 2	Level 1	R
Knowledge/ Understanding Knowledge and understanding of terms and ecozone properties	Demonstrates thorough knowledge and understanding of content	Demonstrates considerable knowledge and understanding of content	Demonstrates some understanding of content	Demonstrates limited understanding of content	
Thinking Use of processing skills to analyze and infer information from photos and knowledge of ecozones	Uses processing skills with high degree of effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with some effectiveness	Uses processing skills with limited effectiveness	

A rubric has been used to evaluate the activity in a more holistic manner. This allows the teacher to focus on the effectiveness of the students' thinking.

continued...

News Report Writing

Writing a News Report

Task: Write a news report on the next page based on the headline and picture below.
- You will have to make up the facts and information to answer some or all of the following questions: Who? What? Where? When? Why? How?
- You must relate your newspaper report to **both** the headline **and** the picture.

Purpose and audience: to report an event for the readers of a newspaper

Length: the lined space provided for your written work indicates the approximate length of the writing expected

Pollution threatens First Nations Reserve

Rough Notes
Use the space below for Rough notes

OR

Wolfe Island wind farm to make Kingston a more sustainable city

It is important to note that students are given choice on this part of the exam and either choice can be evaluated using the same rubric. Each student is able to choose the headline they feel offers them the best opportunity for success on the task.

continued...

Insert photo here

Providing a template for use in completing a news report response helps students to plan their time and gives them a sense of the level of detail required.

continued…

News Report Rubric **/10 marks x 4= /40 marks**

	Level 4	Level 3	Level 2	Level 1	Below Level 1
Knowledge/Understanding					
Knowledge of content (facts, terms) **Understanding of content**	Demonstrates thorough knowledge of content Demonstrates thorough understanding of content	Demonstrates considerable knowledge of content Demonstrates considerable understanding of content	Demonstrates some knowledge of content Demonstrates some understanding of content	Demonstrates limited knowledge of content Demonstrates limited understanding of content	
Have you demonstrated an understanding of concepts that we have discussed in class that are relevant to your topic?					
Thinking/Inquiry					
Use of planning skills	Uses planning skills with a high degree of effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with some effectiveness	Uses planning skills with limited effectiveness	
Do you plan your news report so it includes the required information (lead paragraph, past, present, quote, future)?					
Communication					
Communicates for different audiences and purposes (to inform)	Communicates with a high degree of effectiveness	Communicates with considerable effectiveness	Communicates with some effectiveness	Communicates with limited effectiveness	
Does your news report effectively inform the reader about the issue?					
Use of conventions	Communicates with a high degree of effectiveness	Communicates with considerable effectiveness	Communicates with some effectiveness	Communicates with limited effectiveness	
Do you use the proper vocabulary and terminology in your news report?					
Application					
Transfer of knowledge and skills to new contexts **Makes connections among headline, photo and their own knowledge**	Transfers knowledge and skills to new contexts with a high degree of effectiveness Makes connections with a high degree of effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness Makes connections with considerable effectiveness	Transfers knowledge and skills to new contexts with some effectiveness Makes connections with some effectiveness	Transfers knowledge and skills to new contexts with limited effectiveness Makes connections with limited effectiveness	
Have you transferred your knowledge of the topic to the news report format in an effective manner? *Have you made connections with the headline and photo to concepts and ideas discussed in class, as well as your own knowledge?*					

Rubrics are best used to assess rich tasks that allow for demonstration of student thinking across all four categories of the achievement chart.

The checklist shown below can be used by teachers to self-assess the development of final summative assessment tasks.

Teacher Self-reflection: Final Summative Task Design

Final Summative Assessment Task Checklist

Check your final summative assessment task against the guidelines below to assess its alignment with board procedures.

- ☐ The assessment task takes the appropriate format for the course, level, and pathway.
- ☐ There is a clear link between the assessment task and the enduring understandings of the course.
- ☐ The assessment task addresses only the prioritised overall expectations.
- ☐ Overall, the assessment task addresses all of the curricular strands.
- ☐ Overall, the assessment task addresses all four categories of the achievement chart (K/U, T, C, A), and the balance among the categories is reasonable.
- ☐ The assessment task allows students to demonstrate higher order thinking skills.
- ☐ The assessment task offers students the opportunity to demonstrate language literacy skills (authentic reading and writing tasks).
- ☐ The assessment task allows students to demonstrate learning in a variety of ways (writing, speaking, doing, presenting, etc.).
- ☐ There is an appropriate variety of question types.
  - These questions are well designed (e.g., multiple choice, true false, short answer, extended/open response, long answer/essay)
- ☐ When there is choice in questions, the number is reasonable, and each choice is equivalent (in terms of complexity and relevant expectations).
- ☐ There are sufficient cues for the student to determine the appropriate level of detail required for each question.
- ☐ Assessment criteria are clear to students (rubrics, checklists).
- ☐ The mark allocation or evaluation scheme is included.
- ☐ The assessment task is free of obstacles that prevent a student from effectively demonstrating what s/he knows.
  - Guidelines for completion are clear / Instructions and questions are clearly articulated.
  - The assessment task is easy-to-read (well organised in terms of layout, word processing).
  - The duration of the task period is clear and appropriate (for grade and level).
  - The time necessary to complete the task (including previewing and reviewing) is appropriate for the period of time allocated.
  - All language conventions are correct (spelling, grammar, punctuation).

Section E - Grading and Reporting

The Ontario Provincial Report Card requires that teachers produce summary grades twice per semester. Letter grades are required to represent demonstrated learning skills and work habits. Percentage grades are required to represent the most consistent level of academic achievement, while taking into account any evidence of growth. The grading process involves making a professional jusgement based on all of the summative marks from the entire semester. Once grades are determined, they are reported to students and parents, together with teacher comments, on report cards. Academic achievement is also reported on student transcripts, which may be required by post-secondary institutions. While report cards provide formal summary information about student achievement, the most useful feedback is provided through formative and summative assessment tasks throughout the semester, and through conversations with students and parents.

E1: Reporting on learning skills and work habits

Learning skills and work habits letter grades should be determined by combining summative learning skills and work habits marks for each learning skill and work habit into an overall letter grade. Summative learning skills and work habits marks may be collected as a part of summative assessment tasks, or may be assessed separately throughout the course. Just as with academic grades, evidence of growth in demonstration of learning skills and work habits should be taken into consideration. For example, if early summative learning skills marks for organization were evaluated at level G (good), but more recent evalautions are E (excellent) then the grade of E should be reported.

E2: Determining academic grades

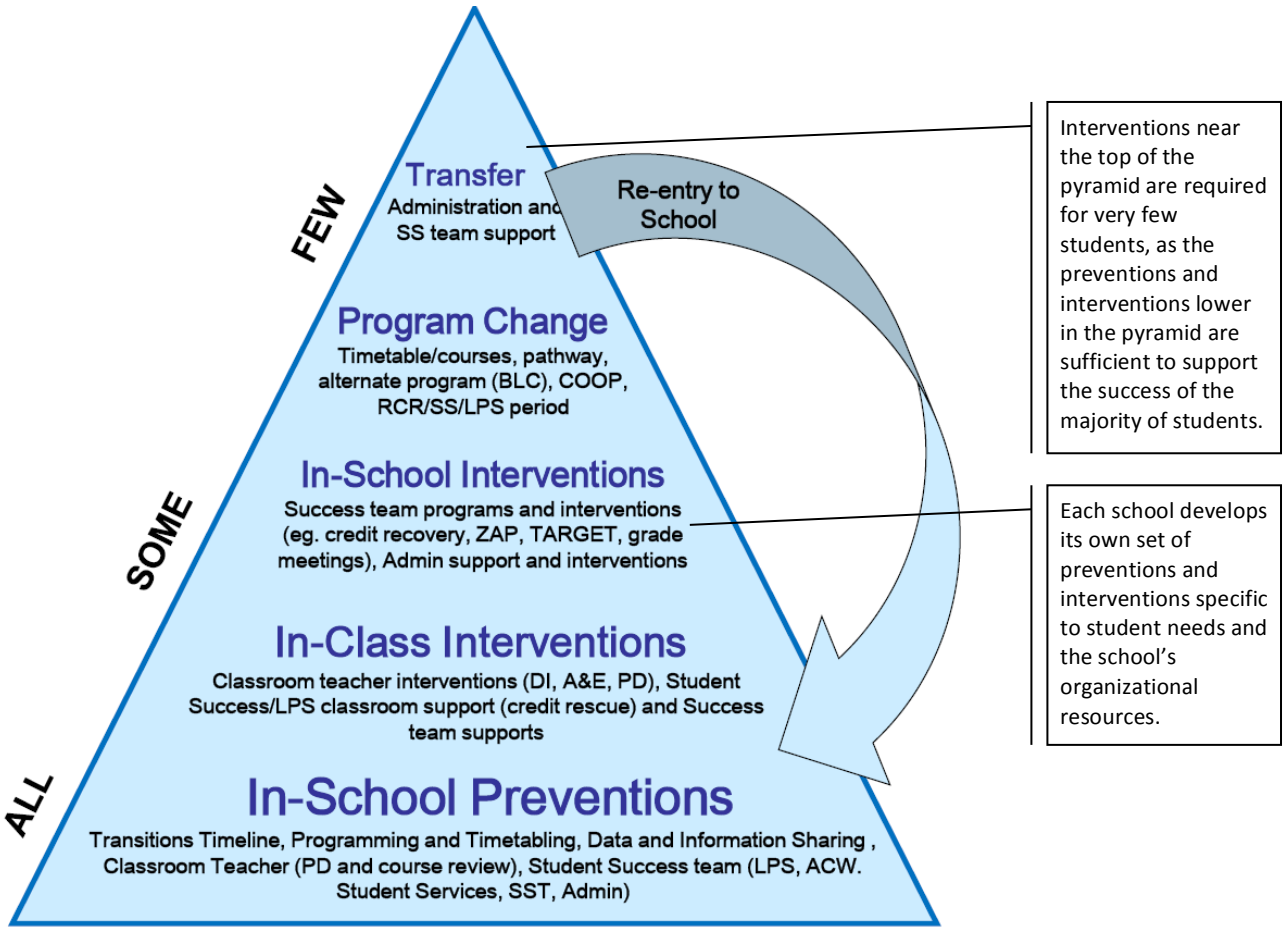
Reducing evidence of student learning to a single numeric grade that is both a valid and reliable measure of student achievement across the range of overall expectations, and taking into account evidence of growth, is a complex task. When the teacher uses a variety of assessment tasks, making sure that the overall expectations are addressed, and that there is a balance of the achievement chart categories, the validity of the grade is higher. Reliability is improved by considering growth in achievement of the overall expectations, and by excluding things like behavior, learning skills and work habits, and punctuality when determining marks and grades. Academic grades are determined using the process described in appendix 3 of *Secondary Evaluation and Reporting Procedures* (2010).

E3: Supporting student achievement through Student Success

The Student Success Team in place at each school works to support the achievement of all students, particularly those who are struggling to achieve success in their courses. Credit Rescue and Credit Recovery are two initiatives funded by the Ministry of Education to provide focused support to students who are at risk of failing, or who have not demonstrated sufficient evidence of achievement to receive a credit in a course.

Credit Rescue takes place during a course, through the provision of coordinated, strategic interventions for students who are at risk of failing. Credit rescue requires collaboration between the course teacher and the Student Success Team, and is more likely to be successful when this collaboration begins as early as possible.

LDSB has developed a pyramid of preventions and interventions structure to be used when students are having difficulty in a course. The following diagram shows a sample structure.



Credit recovery may occur in the event that a student is not able to successfully demonstrate sufficient evidence of achievement of the overall course expectations to be granted the credit.

The guiding principles of Credit Recovery are as follows[5]:

1. Credit Recovery is part of a whole school culture and has equal status with other forms of course delivery.
2. Credit Recovery is not a replacement for effective, positive instruction and intervention during the initial credit attempt including the normal supports provided through Special Education.
3. Credit Recovery is one of several options for any student who fails, but the final determination of Credit Recovery Placement is made by the Credit Recovery Team.
4. Decisions regarding the final placement in Credit Recovery programs must consider all factors that limited success in the initial program.
5. The final credit granting for Credit Recovery programs is the responsibility of the principal.
6. Access to Credit Recovery must be through a recommendation by the Principal and agreed to by the student and where appropriate (e.g., students under the age of majority) the parent(s)/guardian(s) who share some responsibility for the learning.
7. The teacher of the initial program (subject teacher) must provide the Credit Recovery Team with relevant information to be considered when placing the student.
8. Programs must be pedagogically sound and have real and credible educational value. The integrity of the recovered credit must be preserved by the student demonstrating achievement of the overall course expectations.
9. Students must have an opportunity to meet course expectations. Students must have an opportunity to demonstrate achieving course expectations in a number of ways.

[5] Credit Recovery Memorandum – June 2006 – Ontario Ministry of Education

10. Credit Recovery programs are to be available to every student and are to be delivered by members of the Ontario College of Teachers employed by the Board.
11. Eligibility to gain access to a Credit Recovery program shall be based on a variety of indicators and not solely on a mark designation.
12. The final grade should reflect the achievement of all overall course expectations. Depending on the student's Credit Recovery program the grade may be based solely on performance in the Credit Recovery program or may include results from the initial course and/or measures of prior learning. Regardless of the method used to determine the final grade, the evaluation procedures must be consistent with Ministry and Board policy.

In the event that a student is unsuccessful in a course, the course teacher will complete a *Credit Completion Form* for the student. These forms have been created for all courses, and a sample appears on the next page. The forms are available from the Secondary Curriculum Conference in FirstClass. The Student Success Team will use the credit completion form to determine the next steps for the student.

Limestone District School Board

CREDIT COMPLETION FORM

Form to be completed by the subject teacher for each *student who is not successful in a course.*

Credit Placement

Student:	**Teacher:**
Course: Grade 9 Math Applied **Course Code: MFM1P**	**Final Report Card 'code' used:** ❑ **'I' for Grades 9 / 10** (insufficient evidence) ❑ **'25%' for Grades11/ 12** (insufficient evidence) ❑ **'35%' for all Grades9-12** (consistently below level 1)

Next Steps:

Summer school: ❑Full course ❑ Improvement	❑Credit Recovery
Repeat at: ❑Same level ❑Different level	❑Other:

Reasons supporting the suggested next steps:

Contact parent / guardian or student if 18 years of age or older to notify of final credit status only.

Contact with:	Date:	By: ❑phone ❑letter ❑other	Comments:

Complete the 'Credit Profile' below.

Please indicate the level achieved by the student for each overall expectation.
Use Level 1,2,3,4, 'INC' for incomplete, or 'R' to indicate achievement below level 1.

Level Achieved	*Overall Expectations*	Assignment Attached
	Number Sense and Algebra solve problems involving proportional reasoning;	
	simplify numerical and polynomial expressions in one variable, and solve simple first-degree equations.	
	Linear Relations apply data-management techniques to investigate relationships between two variables;	
	determine the characteristics of linear relations;	
	demonstrate an understanding of constant rate of change and its connection to	

continued…

	linear relations;	
	connect various representations of a linear relation, and solve problems using the representations.	
	Measurement and Geometry determine, through investigation, the optimal values of various measurements of rectangles;	
	solve problems involving the measurements of two-dimensional shapes and the volumes of three-dimensional figures;	
	determine, through investigation facilitated by dynamic geometry software, geometric properties and relationships involving two-dimensional shapes, and apply the results to solving problems.	

Further background information:		
70% Term grade:	30% Culminating grade:	Total Absences:
❑ Missing Summatives / Tests	❑ Missing Culminating / Exam	❑Other:

Strategies to facilitate future success. Student would benefit from additional supports such as:	
Responsibility: ❑Timelines ❑Work Completion	Organization: ❑Time ❑Notebook ❑Priorities
Independent: ❑Class time ❑Instructions	Collaboration: ❑Peers ❑Roles ❑Conflict
Initiative: ❑Action ❑Attitude ❑Advocacy	Self Regulation: ❑Goals ❑Reflection ❑Perseverance

Approved Action Plan

❑Credit Recovery ***Summer School: ❑Full course ❑ Improvement***

Repeat at: ❑Same level ❑ Different level ❑Other:

Principal's signature: **Date:**

Glossary

Accommodations	any changes made to assessment strategies, instructional strategies, or other supports that allow a student to access the curriculum and demonstrate learning; accommodations do not alter the curriculum expectations
Achievement Chart	a standard, province-wide guide to be used by teachers to make judgements about student work based on clear performance standards
Anchor	An example of student work that accurately illustrates any one of the four levels of achievement of curricular expectations; see also, exemplar
Anchor Chart	a co-constructed record of instruction that makes teacher and student thinking visible and concrete; it connects past teaching and learning to future teaching and learning and is, as a result, dynamic to reflect developments and refinements in teacher and student thinking
Assessment	the process of gathering information related to learning skills and work habits or academic achievement, and providing feedback to inform both students and teachers of the next steps for learning
Bump-up Wall	A visual reference showing anonymous student work samples at different levels of achievement relative to defined learning goals. Call-outs are added to the work samples to illustrate how success criteria are being met so that students can assess their own work against the samples, so that students can identify next steps for improvement of their work
Consistency	the most commonly occurring level of achievement across the overall expectations of the course; if achievement is lacking in consistency, an attempt must be made to find the centre of the achievement pattern without considering unusually high or low marks
Course Outline	an outline of the contents of the course containing the overall expectations of the course, a summary of the summative assessment tasks and their associated cluster of overall expectations, as well as other information such as learning skills and work habits assessment protocols, and forms of accommodation
Criterion-Referenced Evaluation	an approach to the evaluation of student learning and achievement relative to pre-determined performance standards, levels, or criteria rather than relative to the performance of other students; this approach is mandated by the Ministry of Education
Design Down Planning	the process of planning a course by identifying the enduring understandings and essential skills that students must have by demonstrating achievement of overall expectations, then working backwards to develop assessment and evaluation strategies and tools that most effectively lead students to the acquisition of these understandings and skills
Diagnostic Assessment	assessment tasks used at the beginning of a period of learning to determine student strengths and areas for growth relative to the learning goal(s) to plan appropriate instruction; diagnostic assessment data are not used to determine grades

Differentiated Instruction	an instructional approach that provides students with a variety of opportunities to learn and to demonstrate learning; differentiation can occur in content, methodology, the learning environment, or assessment and evaluation strategies
Due Date	date set by the teacher for the submission of formative and summative assessment tasks; designed to help students demonstrate completion of course material in a time-appropriate fashion and to facilitate the provision of timely feedback to ensure the highest level of success
English Language Learners (ELLs)	students in provincially-funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from that used for instruction in Ontario schools, and who require focused educational supports to assist them in attaining proficiency in English
Evaluation	the process of judging the quality of a student's learning skills and work habits or academic achievement of overall expectations, and assigning a mark or grade to reflect that quality
Exemplar	an example of student work that accurately illustrates achievement of curricular expectations at or beyond the provincial standard (level three or four)
Feedback	specific commentary (written and/or verbal) about student work relative to the learning goal(s) that enables students to determine their strengths as well as their next steps for learning, and that enable teachers to determine their next steps for instruction
Final Summative Assessment Task	a culminating activity used at or near the end of the course to evaluate student achievement of high-priority overall expectations; these activities constitute 30% of the final grade and may include written examinations, performance tasks, oral communication tasks, or a combination thereof
Formative Assessment Activity	informal check for student understanding used as part of instruction to inform the professional judgement of teachers regarding the pace and sequence of instruction (e.g.,, traffic lighting, exit card and admit slip collection)
Formative Assessment Task	assessment tasks administered throughout the period of learning used to monitor student performance and provide feedback to students and teachers in an effort to improve learning and instruction; formative assessment data may be recorded by the teacher but are not used to determine grades
Grade	a letter (in the case of learning skills and work habits) or number (in the case of academic achievement) used to represent the most consistent level of achievement used for the purpose of reporting at the middle or end of the semester
Growth in Achievement	a consideration for grade determination; such consideration is only given when the evidence relates to the same, or a similar set of overall expectations; growth ensures that extenuating circumstances do not negatively impact a student's grade in cases where more recent evidence of achievement is lower than earlier evidence

Individual Education Plan (IEP)	a legal document describing the accommodations and special education program and/or services required by a particular student to help teachers monitor the student's progress and to provide a framework for communicating information about the student's progress to parents
Learning Goal	teacher-developed curricular objective (academic or learning skills and work habits) and shared with students at the beginning of and throughout a period of learning; teachers and students come to a common understanding of learning goals through discussion and clarification during instruction
Learning Skills and Work Habits	skills, habits, and behaviours that promote academic achievement and that are essential to success in school and beyond
Literacy	skills and knowledge in reading, writing, speaking, listening, representing, and viewing that empower learners to make meaningful connections between what they know and what they need to know; literate learners have the ability to understand, think, communicate, and apply effectively to achieve personal and career goals
Mark	a letter or number used to represent the level of achievement on an individual piece of student work
Metacognition	the process of thinking about one's own thought processes; metacognitive skills include the ability to monitor one's own learning
Norm-Referenced Evaluation	an approach to the evaluation of student learning and achievement relative to the achievement of other students; this approach is inconsistent with Ministry policies
Overall Expectation	the knowledge and skills, described in general terms, that students are expected to develop and demonstrate; all overall expectations must be accounted for in evaluation
Period of learning	time period during which students have an opportunity to receive feedback on their progress prior to summative assessment. This could be a unit, strand, or other block of time
Performance task	an authentic assessment task designed to allow students to demonstrate specific skills identified by overall expectations; rich performance tasks span the four categories of the achievement chart
Performance wall (or data wall)	A visual display, often in the form of a chart, used by teachers to track the performance of a group of students over time. The performance wall helps teachers to identify student learning needs, and can be used to cross-reference achievement from different sources (e.g.,, diagnostic assessment, formative assessment and EQAO results)
Plagiarism	submission of work that is copied directly or paraphrased but contains key words or ideas taken from another source; it is avoided when the original author of the information or idea is identified through the inclusion of a citation

Professional Judgement	professional knowledge informed by understanding of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning; in professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction; in professional practice, teachers make decisions within the educational context provided by parameters set out by Ministry policy, Board policies and procedures, the Ontario College of Teachers Standards of Practice, and the Education Act
Provincial Standard	achievement of curricular expectations at level 3, as described in the achievement chart; parents/ teachers of students achieving at level 3 can be confident that their children/students will be prepared for work in subsequent courses
Reliablity	accurate measurements of performance relative to the levels of the achievement chart; if, through reference to the achievement chart, different teachers of the same course come to the same conclusion about the quality of student work, then such evidence is reliable
Rich Performance Task	*see performance task*
Specific Expectation	the knowledge and skills, described in detail, that students are expected to develop and demonstrate; teachers are responsible for the instruction of all specific expectations but will choose which specific expectations will be used to best evaluate the overall expectations of the course
Success Criteria	specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in, and categories of, the achievement chart, and moderated through student-teacher discussion and collaboration; used to determine to what degree a learning goal has been achieved; criteria and qualifiers describe what success "looks like", and allow the teacher and student to gather information about the quality of student learning
Summative AssessmentTasks	assessment tasks administered at the end of a period of learning used to determine the level of achievement of overall expectations; feedback on summative assessment tasks should be used by students and teachers to indicate the next steps for learning and instruction
Validity	measurements of achievement that are directly related to the overall curriculum expectations of the course

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