Assessment:
How will I know?
How will they know?
It's more than just a grade!

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Growing Success Policy Doc.

Assessment, Evaluation, and Reporting
in Ontario Schools
First Edition
Covering Grades 1-12

Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

- Seven fundamental principles. Teachers use practices and procedures that:
  - are fair, transparent, and equitable for all students;
  - support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
  - are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

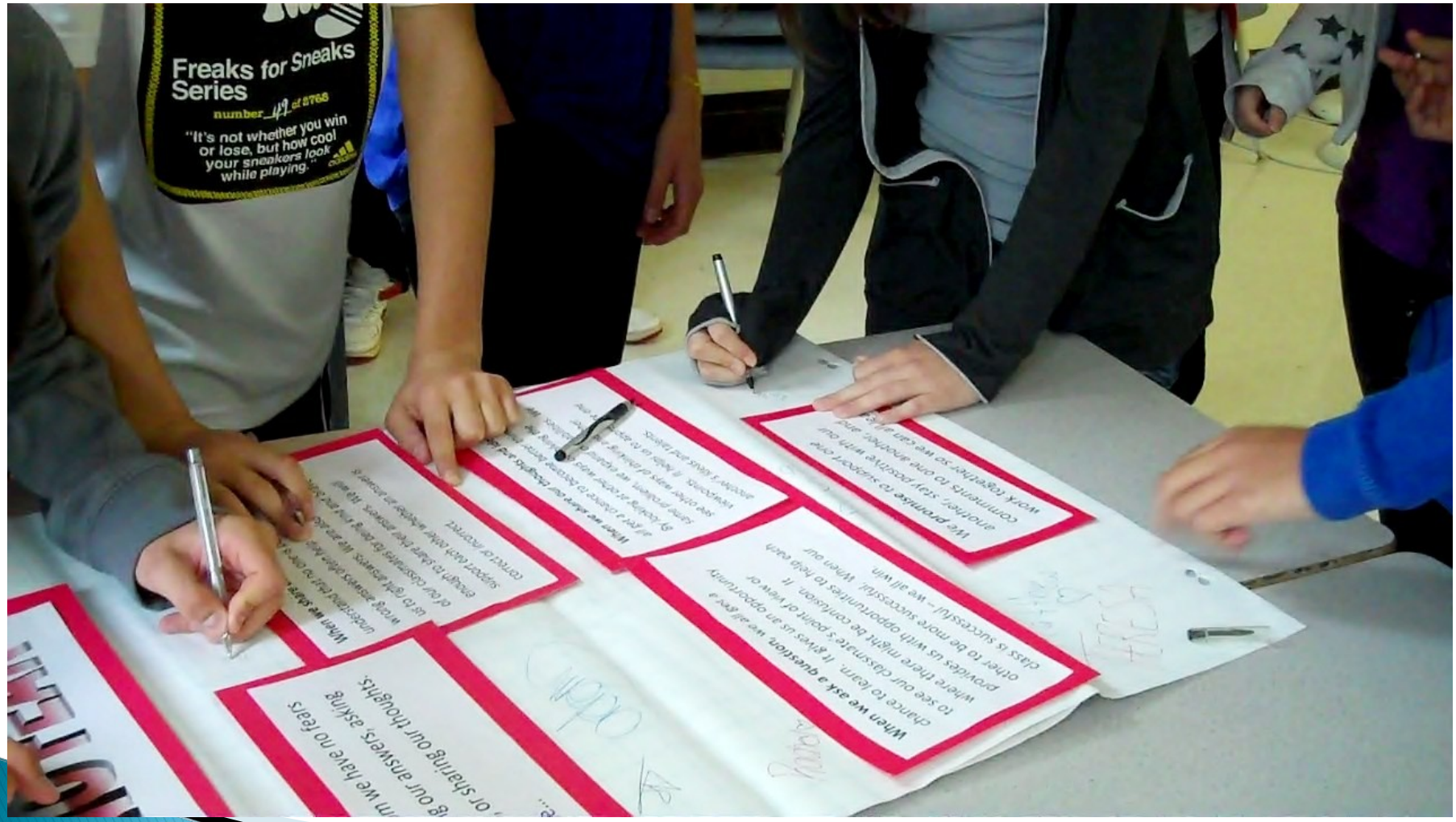
…cont'd

Fundamental Principles cont'd

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

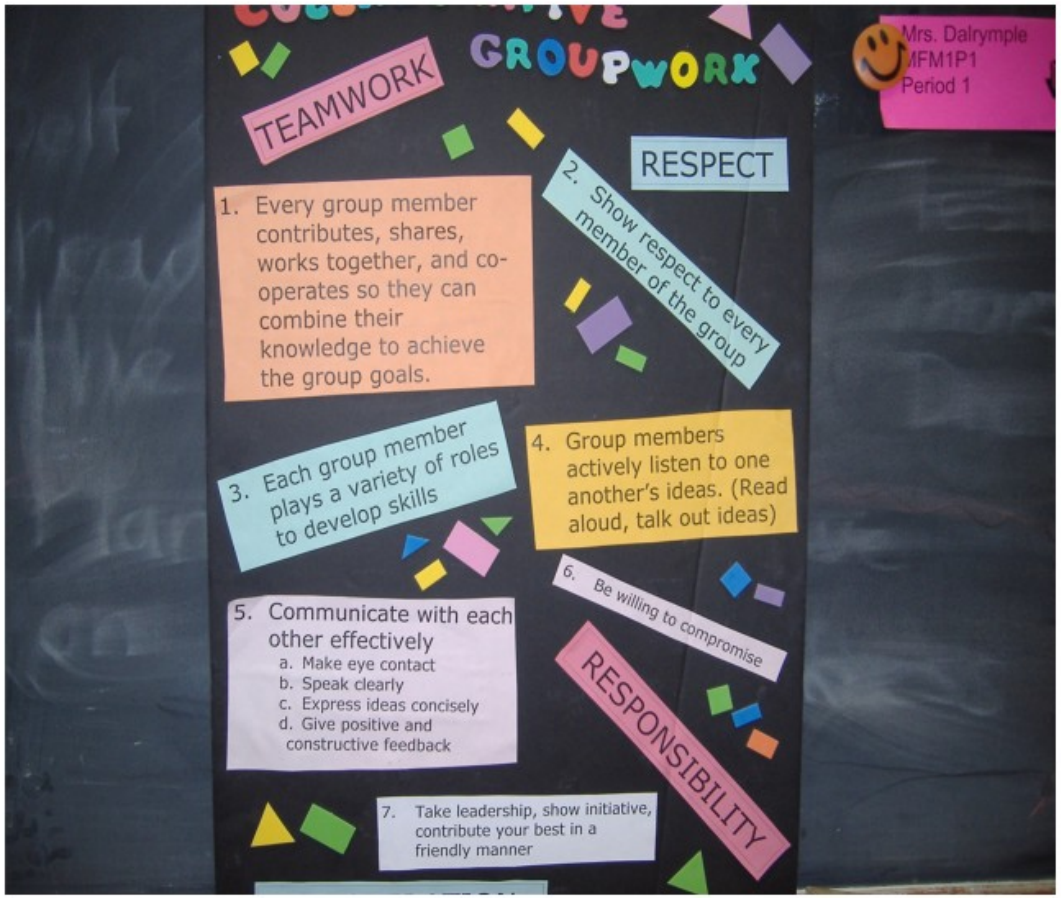
Learning Skills are Important!

Learning Skills are Important! Cont'd



Learning Skills are Important! Cont'd

Sticky note pile-up!



Assessment "for" Learning

- The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. (Growing Success)

Assessment *"for"* Learning directly answers my question :

"How can I help my students do better tomorrow?"

Assessment "as" Learning

- The process of developing and supporting student metacognition. Students are actively engaged in this assessment process, that is they monitor their own learning; (Growing Success)

Assessment *"as"* Learning directly answers the student's question :

"How can I do better tomorrow?"

Assessment for and as Learning

- First weeks of the semester
- – establishing a positive classroom dynamic
- – laying the groundwork for assessment
- – starting a math talk learning community

- Who are my students? How do they learn?

- The big ideas – What do I want them to know?

  – How will I know what they know?
- – How will I help them to move forward?
- – Evaluation: determining a mark from my assessments

Assessment "for" Learning

Find out what they know!

Find out what they think!

Graffiti – 5 Processes

Reflecting

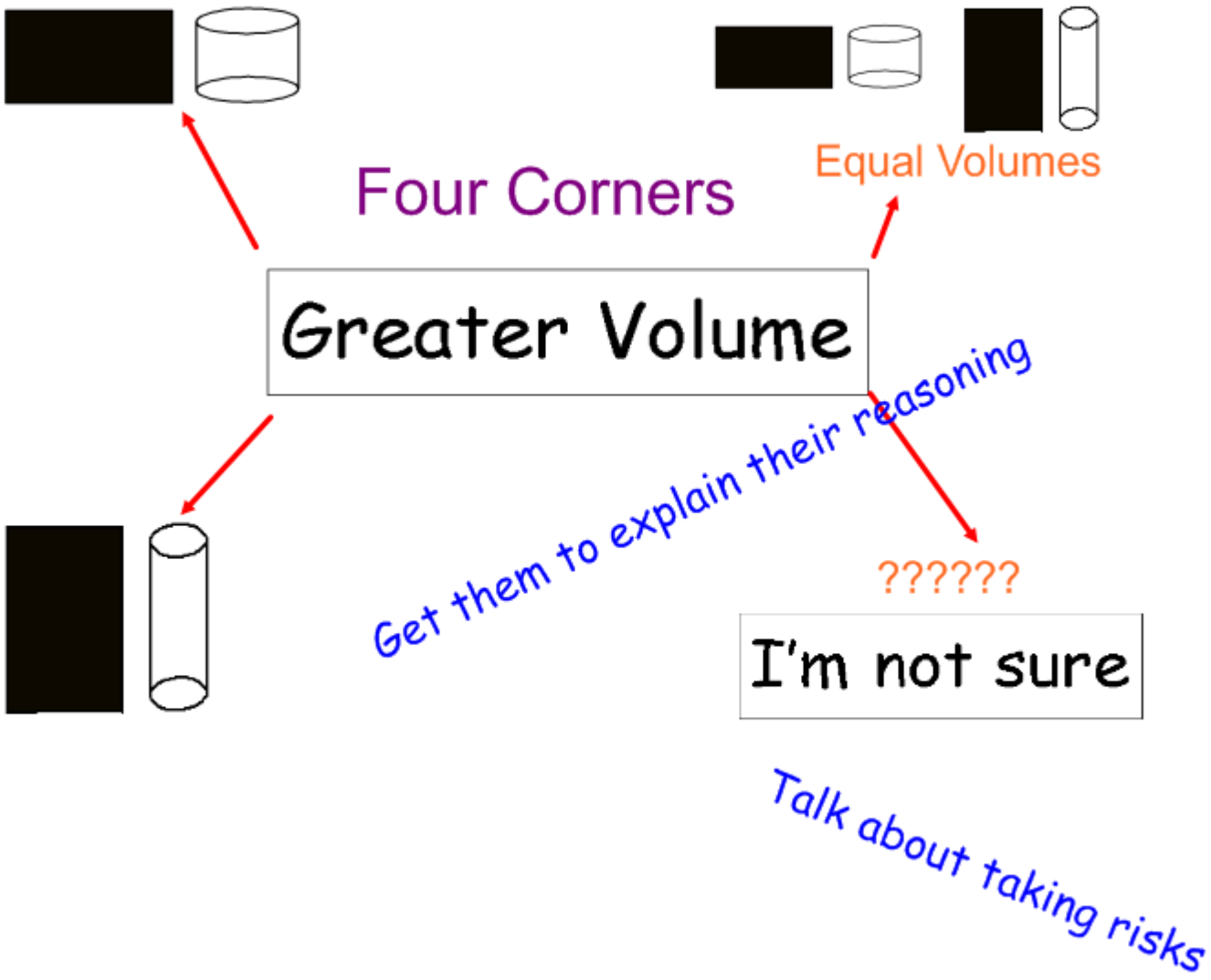
Selecting Tools and Computational Strategies

Connecting

Reasoning and Proving

Representing

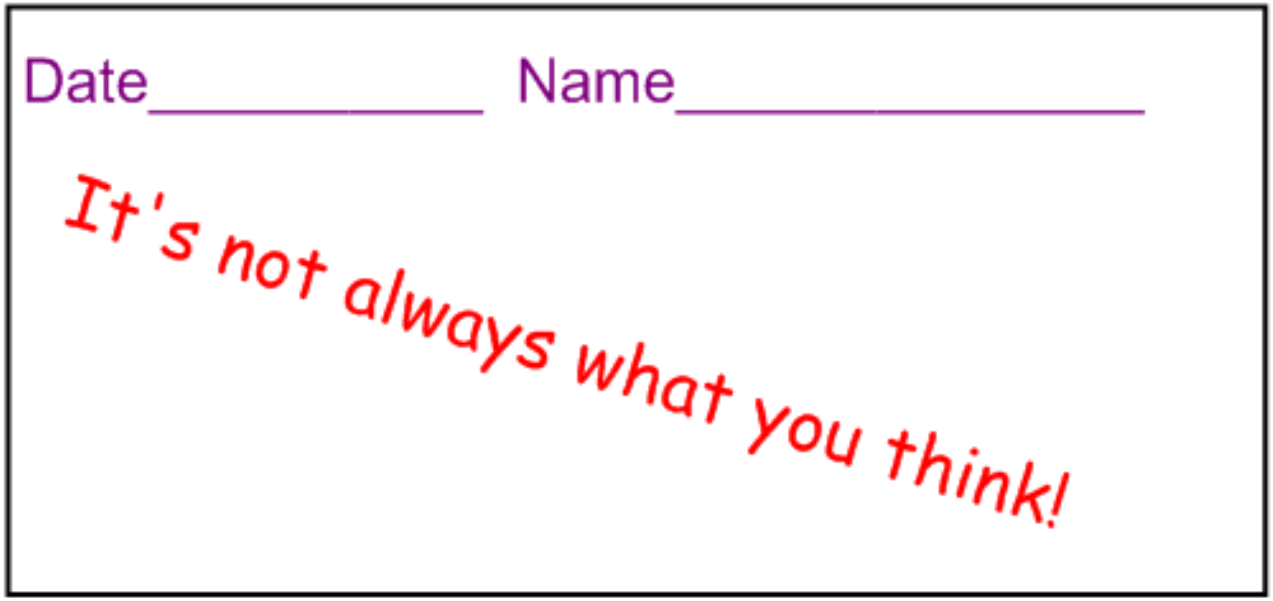
Assessment "for" Learning cont'd



Assessment "for" Learning cont'd

Pose a question: What did you learn from today's activity? What are you still wondering about?

Exit Cards



Assessment "for" Learning cont'd

Do you think the Pythagorean relationship will work for other shapes, for example semi-circles?

☐ Yes ☐ No (Let's Investigate)

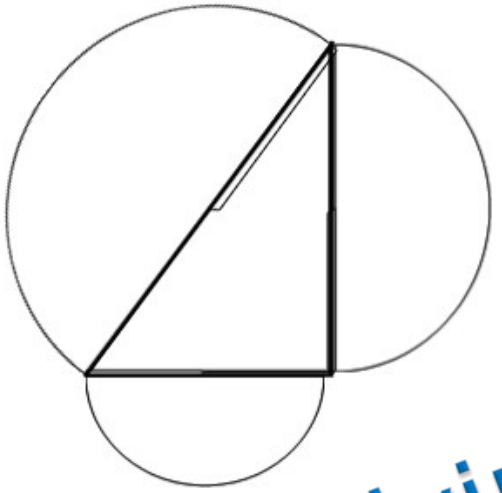
Triples

3 4 5

5 12 13

8 15 17

20 21 29



Problem Solving

Assessment "for" Learning cont'd

Problem Solving

- **Anticipation Guide**
-
- **Instructions**
- Check **Agree** or **Disagree**, in ink, in the **Before** category beside each statement before you start the Growing Dilemma task.
- Compare your choice with your partner.
- Revisit your choices at the end of the investigation.

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. If you double the length of a square, then the perimeter also doubles.		
		2. If you double the length of a square, then the area also doubles.		
		3. If you double the length of a square, then the length of the diagonal also doubles.		

Before	Statement	After

Assessment "as" Learning

Quiz Record Sheet

Date	Knowledge	Mark

Date	Application	Mark

Clicker Quizzes

Assessment "as" Learning cont'd

- Learning Goals are posted and checked
- Success criteria are created, posted, and checked
- Thumbs up/sideways/down

- Fist of five

- Practice assessments –tests, tasks, journals

Balanced Assessment

- Teaching with manipulatives means assessing with manipulatives

- Teaching with technology means assessing with technology

Assessment "of" Learning

- The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning …to assign a value to represent that quality. (Growing Success)

Assessment *"of"* Learning directly answers my question :

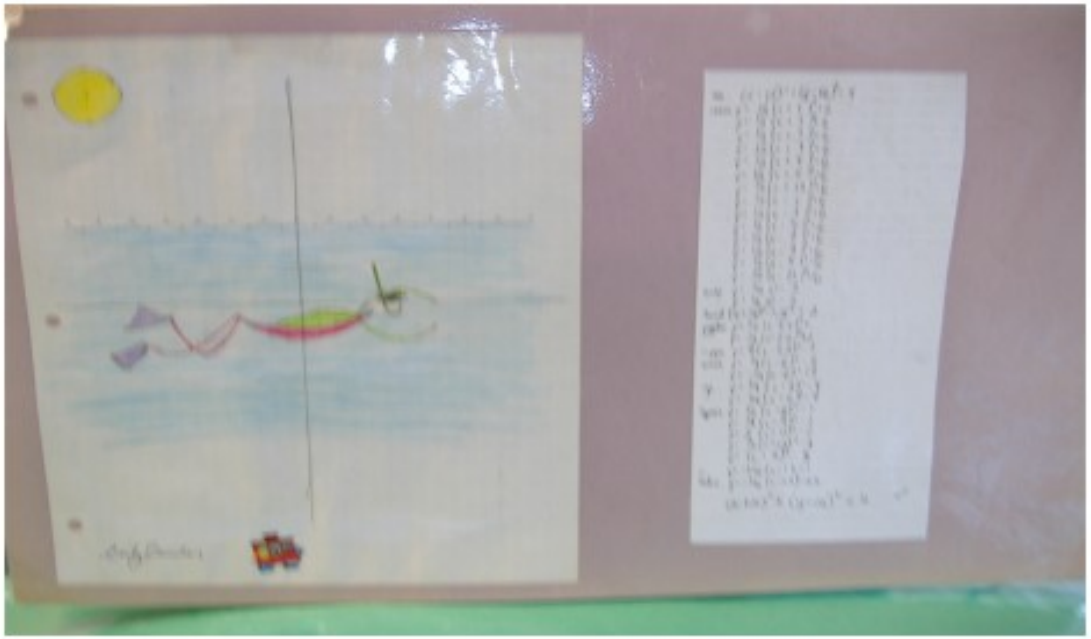
"How can I communicate my students' achievement?"

Assessment "of" Learning cont'd

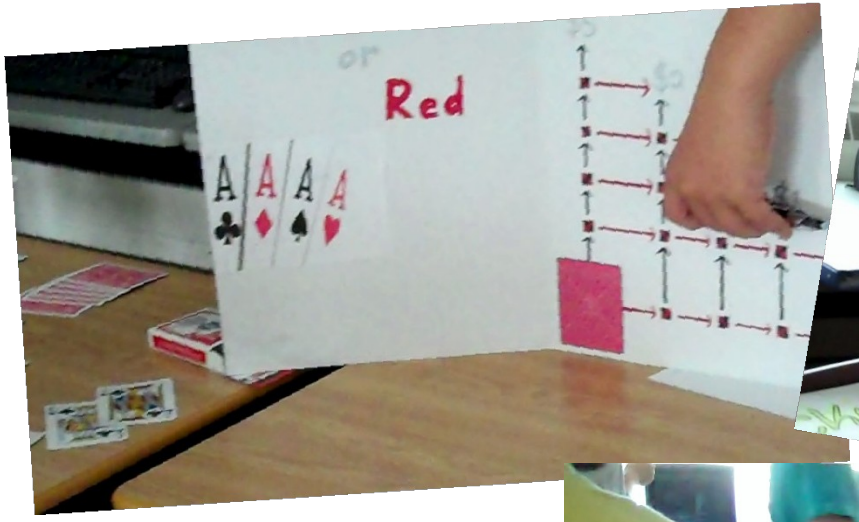
- Students need a variety of ways to show you what they know and can do

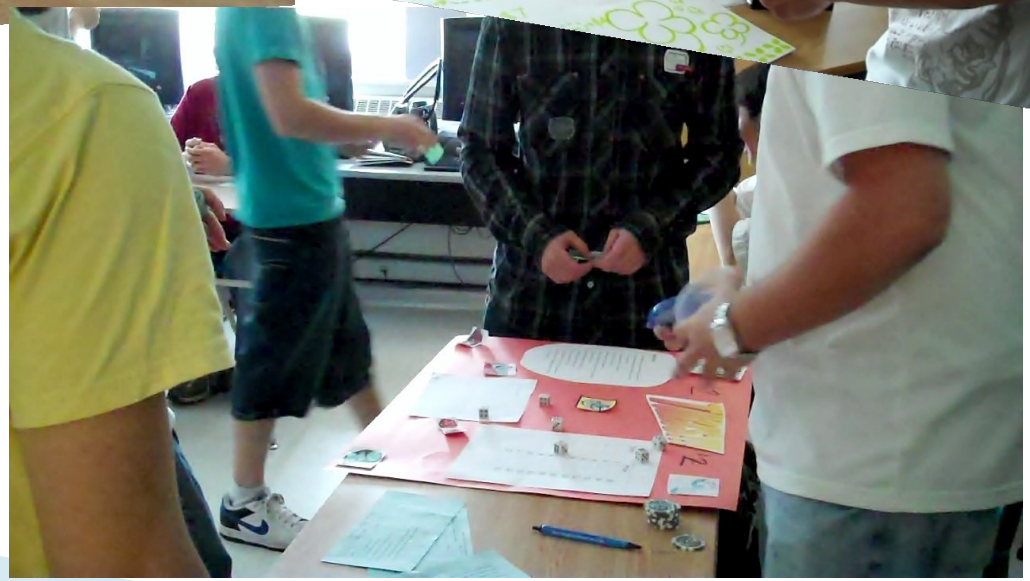
Assessment "of" Learning cont'd

- Students need a variety of ways to show you what they know and can do



Assessment "of" Learning cont'd





Assessment of Learning cont'd

Mrs. Dalrymple: Final Marks MDM4U Student_____

Knowledge %	Application %	Communication %	Thinking %	Term Mark 70%	Project 15%		Game Fair 5%	Exam 10%	Final Mark

Items not handed in: ☐ Quiz Book ☐ Scrapbook ☐ Data Analysis Report ☐ Games Fair

Mrs. Dalrymple: Final Marks MPM1D Student_____

Knowledge %	Application %	Communication %	Thinking %	Term Mark 70%	Line desig 5%	geo proj 5%	EQAO 5%	Exam 15%	Final Mark
								/100	

Items not handed in: ☐ Quiz Book ☐ Geometry Project ☐ Line Design

Professional Development

- In the beginning with the change in curriculum:
  - Worked hard to understand and use the categories of the achievement chart – on my own, with my department, with other teachers, as well as attending/presenting many workshops on assessment
- Our department focus on the "Communication" and "Thinking" categories: we tried same tasks, we used rubrics and marked some tasks together, created summative tasks for each grade to move away from such heavy emphasis on tests and the final exam

Professional Development cont'd

- Shared what I was learning and doing with others
- Through my board I helped facilitate a Professional Learning Community with a focus on Assessment for teachers from 7-12 where we shared ideas, tried new ways of assessing, shared the results and learned together
- Leader of my school assessment committee
- Invited visitors into my class to observe what I was trying to accomplish – this helped to clarify my thinking and made me very reflective about my assessment practices

Professional Development cont'd

Reflect constantly about my work