

## Evidence of Learning Procedure

### RATIONALE:

Based on the fundamental principles of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* and so that assessment, evaluation and reporting are valid and reliable, teachers use practices and procedures that:

- 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;
- 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 to success criteria, meaningful, and continuous to support improved learning and achievement.

### TERMINOLOGY:

*Parent:* The term “parent” throughout this Policy is intended to be inclusive and represent parent, guardian and caregiver

*Descriptive Feedback:* Precise information provided to students by the teacher or peers (peer assessment). This information is specific to the students’ achievement of learning goals. It is based on the success criteria and includes what students are doing well, what needs improvement and what specific steps they can take to improve.

*Equity:* A condition or state of fair, inclusive and respectful treatment of all people. It does not mean treating people the same without regard for individual differences.

*Evaluation:* The process of judging the quality of student work based on established criteria to identify how well students have achieved the curriculum expectations.

*Learning Goals:* Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction, (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.

*Reporting:* The process of providing students and parents with clear, detailed and straightforward information regarding how well the student is progressing and achieving in relation to provincial learning expectations, curriculum expectations, and the learning skills/work habits required for effective learning.

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*Success Criteria:* Standards or specific descriptions of successful attainment of learning goals developed by teachers based on curriculum documents. Success criteria are discussed and agreed upon with students, and are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like,” and allow the teacher and student to gather information about the quality of student learning.

### PROCEDURES:

#### 1.0 Responsibility

##### 1.1 The Principal supports teachers to:

- 1.1.1 understand the curriculum expectations and the achievement charts in the Ontario curriculum documents as content standards and performance standards.
- 1.1.2 plan collaboratively within course/grade/division teams or departments, whenever possible.
- 1.1.3 begin planning evaluations by establishing:
  - a common understanding of the overall expectations students need to achieve.
  - the criteria for successful achievement for the course/subject and units across the four categories of knowledge and skill.
  - the types of evidence of student learning to collect at the end of each period of learning, including an appropriate balance of observations, conversations and products.
  - the appropriate descriptors of effectiveness for the criterion being evaluated in the categories thinking, communication or application.
- 1.1.4 plan student activities that will elicit the required evidence of learning for evaluation.

##### 1.2 The teacher:

- 1.2.1 collaborates with colleagues, whenever possible, to begin planning for evaluation by establishing:
  - a common understanding of the overall expectations students need to achieve.
  - the criteria for successful achievement for the course/subject and units across the four categories of knowledge and skill.
  - the types of evidence of student learning to collect at the end of each period of learning, including an appropriate balance of observations, conversations and products.

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- the appropriate descriptors of effectiveness for the criterion being evaluated in the categories thinking, communication or application.

1.2.2 plans student activities that will elicit the required evidence of learning.

### 1.3 Students:

- 1.3.1 engage in classroom and experiential activities to meet learning goals by demonstrating described success criteria.
- 1.3.2 use descriptive feedback from teacher, peer and self-assessments of their achievement of the learning goals to improve their learning and performance.
- 1.3.3 provide evidence of their learning by completing all tests, demonstrations, projects, presentations and assignments to the best of their ability within established timelines.
- 1.3.4 use organizational and time management strategies to meet deadlines.

## 2.0 Process

- 2.1 Whenever possible planning should be collaborative by all teachers of a grade/ course/ subject/ division/ department.
- 2.2 Identify the content standards and the overall expectations that students must achieve by the end of the course/subject.
  - Consider the relative emphasis of each of the four categories of the achievement chart that are reflected in the curriculum expectations for the subject/course.
- 2.3 Identify the observations, conversations and student products that can be used to demonstrate student learning.
  - Consider the achievement of particular curriculum expectations in the appropriate category/categories of knowledge and skill. See Appendix 1 for samples.
- 2.4 For secondary courses determine how the overall expectations will be addressed in the course. Final activities for evaluation (30%) should:
  - be a combination of varied activities appropriate to the subject, grade and course destination type, such as: culminating activities, final products, performances, presentations, demonstrations, essays, research reports, investigations and examinations.

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- include rich tasks in which students demonstrate many of the overall expectations across all four categories of knowledge and skill, balanced appropriately for the course/subject expectations.
  - be based on the same overall expectations and criteria for successful demonstration of these expectations for all sections of a course in a school in any one semester.
- 2.5 Identify the overall expectations that students must achieve by the end of each unit (70%).
- 2.6 Determine the evidence that will be collected through observations, conversations and student products that can be used to demonstrate student achievement of these overall expectations, ensuring a balance of evidence across the four categories of the achievement chart.
- 2.7 Develop student activities that will elicit the evidence of student learning required for evaluation.
- For each student activity being evaluated, use appropriate success criteria together with the qualifiers and descriptors used in the achievement chart categories. See chart in Appendix 1 for samples.
- 2.8 To ensure equity for all students, evidence of learning collected for evaluation is completed, whenever possible, under the supervision of a teacher.
- 2.9 Evidence of learning for evaluation does not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class;
- 2.10 Evidence of learning collected for evaluation may involve group projects as long as each student's work within the group project is evaluated independently against the same criteria, and assigned an individual mark, as opposed to a common group mark.
- 2.11 The evaluation of student learning (judging the quality of student work) is the responsibility of the teacher and must not include the judgement of the student or of the student's peers.
- 2.12 Develop instruction and assessment for learning. For more details see Appendix 1.

## Planning for Evaluation, Instruction and Assessment

### PART 1 – THE ONTARIO CURRICULUM

#### Criterion-referenced Assessment

HWDSB, and all school boards in Ontario, have moved from *norm-referenced* to *criterion-referenced* assessment and evaluation. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms. (There is no expectation that a certain number or percentage of students must be allocated to any one level of achievement.)

Criterion-referenced assessment and evaluation ensure that the assessment and evaluation of student learning in all schools in HWDSB are based on the application of the same set of well-defined performance standards. Using a criterion-based approach makes the assessment and evaluation of student achievement as fair, reliable, and transparent as possible. – Adapted from Growing Success page 19.

For more information on referenced assessment see AER GAINS at

<http://www.edugains.ca/newsite/aer2/chapter3/background/criterionreferenciing.html>

#### Content Standards and Performance Standards

Content standards are the curriculum expectations that all students are expected to learn in each subject/discipline, from Grade 1 to Grade 12. These expectations describe the knowledge and skills that students are expected to develop and demonstrate.

Teachers identify the “big ideas” or enduring understandings in the curriculum. “Big ideas” are the broad, important understandings that students should retain long after they have forgotten many of the details of what they have studied in the classroom. Big ideas:

- provide a framework to organize the course;
- provide a rationale – why students need to learn this;
- posed as a question, become the starting point to engage students in learning.

The overall and specific expectations describe the knowledge and skills that will allow students to develop deep understanding of these big ideas. In planning teachers group the overall expectations into units of study and cluster the specific expectations that relate to each of the overall expectations. From the specific expectations, teachers develop concise learning goals for (or even with) our students as the first step in using assessment for learning and assessment as learning.

Performance standards are outlined in the achievement chart. This subject-specific framework outlines four distinct degrees of quality to ensure that measurement of achievement has a consistent basis between classrooms and schools. The provincial levels of achievement on the achievement chart describe how well students have demonstrated the content standards (derived from curriculum expectations) in each course and grade.

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Provincial exemplars as well as exemplars developed by teams of teachers provide illustrations of these levels of quality as they pertain to different grades, subjects, and courses. Using teacher moderation and resources such as exemplars helps us to develop a reliable professional judgement of what student learning looks like at each of the four levels of achievement. To engage students in using assessment for learning and assessment as learning, it is essential also to develop with students an understanding of achievement at the provincial standard, level 3, when teachers and students co-construct success criteria.

Adapted from AER GAINS. For more information on standards see AER GAINS at <http://www.edugains.ca/newsite/aer2/chapter3/background/definingstandards.html>

### THE ACHIEVEMENT CHART

The achievement chart describes *performance standards* across four *levels of achievement*.

ACHIEVEMENT CHART – LANGUAGE, GRADES 1–8

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
The student:				
Knowledge of content (e.g., forms of text; strategies associated with reading, writing, speaking, and listening elements of style; terminology; conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
The student:				
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., making inferences, interpreting, analysing, detecting bias, synthesizing, evaluating, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, writing process, oral discourse, research, critical/creative analysis, critical literacy, meta cognition, invention)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness

The achievement chart provides a framework for instruction and assessment that address four categories of knowledge and skills.

At each level of achievement there is a specific *qualifier* which describes student performance on the criterion.

A “*descriptor*” indicates the characteristic of the student’s performance, with respect to a particular criterion, on which assessment or evaluation is focused. In the achievement chart, *effectiveness* is the descriptor used for each criterion in the Thinking and Investigation, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Each of the four categories is further divided into the subject-specific *criteria*. These criteria guide us in what to look for as evidence of student learning in that category.

For more information on the achievement chart see AER GAINS at <http://www.edugains.ca/newsite/aer2/chapter3/background/provincialachievementchart.html>



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### **Categories of Knowledge and Skill**

In every grade and course/subject, students need to engage in learning that addresses a wide range of knowledge and skills that vary in complexity. The achievement chart provides a common framework for understanding the types of knowledge and skills students learn in all grades/subjects/courses. The four categories represent four broad areas of knowledge and skills within which student learning of the curriculum expectations, and assessment and evaluation of that learning, are planned and implemented.

By using the four achievement chart categories as the basis for designing instructional and assessment plans, teachers ensure that students are exposed to the breadth and depth of learning they need and deserve. This also ensures that the evidence of student learning gathered for assessment and evaluation is appropriately balanced to reflect the levels of performance students demonstrate in each of these categories of knowledge and skills. Through effective planning, instruction, and assessment for learning, students come to explicitly understand and demonstrate their learning.

All four categories need to be part of the process of learning, instruction, assessment, and evaluation. There also needs to be a balance in the use of each category that is specific and appropriate to the different subjects and courses. There is no one correct way to combine the content and performance standards; there is no one-to-one correspondence between curriculum expectations and the four categories of knowledge and skills. Planning using the backwards design model and collaboration within professional learning communities are important for ensuring consistency in assessment and evaluation between classrooms and schools.

Examples of how some teachers have related curriculum expectations to the achievement chart are provided in the teacher stories on AER GAINS at:

<http://www.edugains.ca/newsite/aer2/chapter3/elementarystory/achivementchartelementarystory.html>

and

<http://www.edugains.ca/newsite/aer2/chapter3/secondarystory/achivementchartsecondarystory.html>

### **Demonstrations of Learning**

There are countless ways for students to demonstrate their learning. Teachers consider many factors in determining the most appropriate ways for students to demonstrate achievement of particular curriculum expectations, or demonstration in one or more of the categories of knowledge and skills:

- the knowledge and/or skills described in the curriculum expectations;
- student learning needs and readiness;
- student learning preferences;
- student interests;
- the balance among the four categories appropriate to the subject or course;
- the triangulation of evidence from conversations, observations, and products.

For more information on evidence of learning, see AER GAINS at:

<http://www.edugains.ca/newsite/aer2/chapter3/background/evidenceknowledgeskills.html>

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### **Criteria and Descriptors**

The criteria are the subsets of knowledge and skills that define each of the four categories in the achievement chart. These criteria further define and explain each of the categories. For example, in Knowledge and Understanding, the criteria are “knowledge of content” and “understanding of content”. These criteria guide us in planning how we will cluster and organize the curriculum expectations.

The criteria also guide teachers in determining the types and quantities of high-quality evidence (conversations, observations, products) students can provide to demonstrate their learning of the overall curriculum expectations. The criteria on the achievement chart provide a starting point for teachers to think about and plan exactly what evidence of student achievement of the overall curriculum expectations will be gathered and ensure balance across the four categories.

Teachers and students collaborate in co-constructing success criteria linked to specific learning goals. These success criteria describe what students will be able to do, make or say when they are meeting these goals, based on curriculum expectations. This is the evidence of student learning. It is the student actions teachers **observe**, the **conversations** they hear, or the resulting student **products** which demonstrate achievement of these learning goals. Success criteria describe the “look -fors” of achievement of the learning goals, in language that students can understand, and should align with the criteria on the achievement chart.

The achievement chart uses effectiveness as the descriptor of student performance in the Thinking, Communication, and Application categories. When determining the evidence teachers use to assess student learning, they need to focus on the qualities associated with the particular criterion they are considering. For example, they may focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion. These are the descriptors of effectiveness. Descriptors help teachers to focus their assessment and evaluation on specific knowledge and skills for each category and criterion, and help students to better understand exactly what is being assessed and evaluated.

For more information about the achievement chart see AER GAINS at  
<http://www.edugains.ca/newsite/aer2/chapter3/background/typeknowledgeskills.html>  
<http://www.edugains.ca/newsite/aer2/chapter3/background/criteriadescriptors.html>



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### PART 2 – EVALUATION OF EVIDENCE OF LEARNING

Evaluation begins by determining exactly what students should know and be able to do at the end of the subject/course, and exactly what students will do to demonstrate their knowledge and skills.

For Grades 9 – 12, final evaluation (30%) is based on the evidence of learning students demonstrate through a combination of varied activities such as: culminating activities, final products, performances, presentations, demonstrations, essays, research reports, investigations and examinations. These include rich tasks in which students demonstrate many of the overall expectations, or big ideas, across all four categories of knowledge and skill: knowledge and understanding, thinking, communication and application. These activities should be based on the same overall expectations and success criteria for all sections of a course in a school in any one semester.

In all grades, evaluation throughout the year/semester (in grades 9 – 12 the 70%) is based on evidence of learning collected at or towards the ends of periods of learning (units) throughout the course. This evidence includes observations, conversations and student products, and needs to be balanced to ensure students are demonstrating knowledge and skills across all four categories of the achievement chart. These demonstrations are few in number and primarily rich tasks in which students demonstrate more than one overall expectation, or clusters of specific expectations

Scaffolding these tasks is helpful for most students – and essential for some – to be able to achieve all the selected expectations. All student tasks that provide evidence of learning for evaluation have clearly defined success criteria, which are shared or co-constructed with students at the beginning of the task. These tasks include student activities:

- which have been modeled, or have had examples provided for students;
- which students have learned throughout the unit;
- on which students have been assessed against success criteria;
- on which students have received specific feedback; and,
- to which students have had applied the feedback to improve their performance.

Small tasks in which students demonstrate achievement of a single specific expectation are used for formative assessments throughout the unit. Descriptive feedback from teachers, peers and self-assessment provided students information to improve their learning and performance. This feedback is most effective when it does not accompany a percentage mark, letter grade or level of achievement.

*There is no one “right way” to plan assessment. There are no “formulae” for determining just what evidence to collect to fully demonstrate the range of student learning. The best practices involve using professional dialogue and professional judgment; and always focusing on the fundamental purpose of assessment, to improve student learning.*

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### Using the Backwards Design Process to Plan\*

This type of planning is based on three questions:

1. What will students learn (know and be able to do)
2. How do we know they have learned it – success criteria
3. How do we organize assessment and instruction for learning

(for templates and sample unit plans, see AER GAINS Illustrations . e.g.

<http://www.edugains.ca/newsite/aer2/chapter3/secondarystory/temptoolsecondary/unitplanningtemplate.html>)

#### For a subject/course – planning final demonstrations for evaluation (30% for secondary).

1. Identify the big ideas or enduring understandings of the subject/course. Big ideas:
  - provide a framework to organize the course;
  - provide a rationale – why students need to learn this;
  - posed as a question become the starting point to engage students in learning.
2. Determine what students who are achieving these big ideas will know and be able to do at the end of the year/semester.
  - Use the achievement chart to ensure students will be able to:
    - Know and understand
    - Thinking about
    - Communicate about
    - Apply knowledge and skills
  - Determine what type of evidence is required for students to be able to demonstrate this achievement.
  - Construct tasks that allow students to demonstrate the full range of their learning.
    - Combinations of observations, conversations and student products. See chart below for examples.
3. Organize the subject(s)/course into topics/themes/units to continue planning. Cluster the overall expectations into units to address all the big ideas in the subject/course.

#### For a unit – planning demonstrations of achievement for evaluation (70% for secondary)

1. Identify the overall expectations in the unit and cluster the related specific expectations to be included in the unit.
  - Determine what students who are achieving these overall expectations will know and be able to do.

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- Use specific expectations to define the scope of specific knowledge and skills.
  - Use the achievement chart to ensure a students will be able to:
    - Know and understand
    - Thinking about
    - Communicate about
    - Apply
2. Determine what type of evidence is required for students to be able to demonstrate this achievement in the unit.
- Determine types of tasks that allow students to demonstrate their learning in all four categories using a variety of:
    - Observations, conversations, student products (see chart for examples)
    - Select a few rich tasks that will allow students to demonstrate achievement of a big idea, overall expectations, or clusters of specific expectations (rather than small tasks which focus on a single specific expectation)
    - Provide scaffolding for students to work towards achievement of all the selected expectations
3. Organize the specific expectations in the unit into the lesson sequence.
- Use the specific expectations to develop learning goals in student friendly language.
  - Determine exactly what students will know be able to do to achieve the learning goal (success criteria).
  - Determine the checkpoints in each lesson or lesson sequence – times to gather evidence of students achieving each learning goal.
  - Develop strategies to elicit evidence of student learning for each checkpoint.

\* This version of the backwards design process is adapted from the Ministry of Education process for curriculum writing teams. All versions of these processes owe acknowledgement to ***Planning With the End in Mind*** (Stephen Covey) and ***Understanding by Design*** (Grant Wiggins, Jay McTighe)

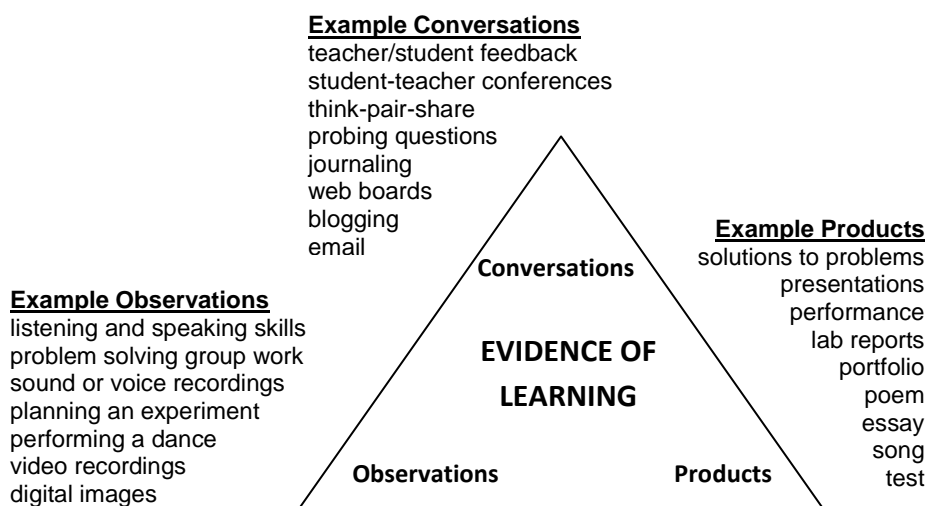
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## Gathering Evidence of Student Achievement for Evaluation

*Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. – Growing Success, page 39.*

- Student demonstrations of learning to be used for evaluation are a small number of rich tasks in which students demonstrate achievement of one or more overall expectations and/or a cluster of specific expectations.
- Providing choice or options in student tasks can increase equity and engagement.
- To ensure equity for all students, evidence of learning collected for evaluation is completed, whenever possible, under the supervision of a teacher.
- Larger tasks, which require independent student work, include checkpoints and/or conferences to facilitate supervision and support throughout the task.
- Evidence of learning collected for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.
- Evidence of learning collected for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.
- The evaluation of student learning (judging the quality of student work) is the responsibility of the teacher and must not include the judgement of the student or of the student's peers.



- There is **no one-to-one correspondence** between the task and the type of evidence gathered; any one task could be used to gather different types of evidence of learning at different times.
- Observations are often collected during performance tasks, but could also be made during the development of a student products.
- Conversations sometimes include personal communications tasks which may be electronic, such as blogging or in writing, such as in response journals.
- Products include many traditional pencil and paper tasks.

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### Selection/Development of Student Tasks for Demonstration of Achievement

The types of tasks students complete to demonstrate achievement should be matched to both the curriculum expectations and the achievement chart categories. Rich tasks should include more than one category of knowledge and skills and be appropriately balanced for the subject. Planning collaboratively or reviewing the potential tasks with colleagues teaching the same grade/course helps ensure consistency between classrooms.

Most rich tasks allow for demonstration of multiple categories. For example, in a student presentation teachers could observe:

- understanding of the content;
- application of the ideas in a new way;
- communications.

Some types of student tasks are particularly suited to one of the achievement categories. For example, applications are best assessed using authentic tasks or simulations. Tests are a good way to determine if students have acquired a set of basic facts or knowledge.

Sample assessment tasks and categories – **Note: any one task could be used to gather evidence in different categories at different times.**

Evidence	Achievement Chart Categories			
	Knowledge and Understanding	Thinking	Communication	Application
<b>Observations</b>	<ul style="list-style-type: none"> <li>• small group discussion</li> <li>• presentation</li> </ul>	<ul style="list-style-type: none"> <li>• videos</li> <li>• experiments</li> <li>• physical skills</li> </ul>	<ul style="list-style-type: none"> <li>• lab reports</li> <li>• presentations</li> <li>• computer applications</li> </ul>	<ul style="list-style-type: none"> <li>• role play</li> <li>• creation of product</li> <li>• performance</li> </ul>
<b>Conversations</b>	<ul style="list-style-type: none"> <li>• conferencing</li> <li>• in-class Q &amp; A</li> <li>• oral test</li> </ul>	<ul style="list-style-type: none"> <li>• debates</li> <li>• reflection journals</li> <li>• defending a position</li> </ul>	<ul style="list-style-type: none"> <li>• reports</li> <li>• in-class discussions</li> <li>• blogging</li> </ul>	<ul style="list-style-type: none"> <li>• interview</li> <li>• student – teacher conferencing</li> </ul>
<b>Products</b>	<ul style="list-style-type: none"> <li>• select/supply response tests</li> <li>• tables and charts</li> </ul>	<ul style="list-style-type: none"> <li>• essay</li> <li>• extended (open) response tests</li> <li>• concept maps</li> </ul>	<ul style="list-style-type: none"> <li>• poems</li> <li>• lab reports</li> <li>• research papers</li> </ul>	<ul style="list-style-type: none"> <li>• paintings</li> <li>• plays</li> <li>• models</li> </ul>

Using the verbs in the overall and specific expectations can help align the expectations to the categories of achievement. In some cases, there could be more than one interpretation of the verb used in a particular expectation. Collaboration and professional judgment ensure an appropriate balance in the types of skills and abilities students demonstrate.

### Sample Verbs and Categories

	Achievement Chart Categories			
	<u>Knowledge and Understanding</u>	<u>Thinking</u>	<u>Communication</u>	<u>Application</u>
<b><u>Verbs</u></b>	<ul style="list-style-type: none"> <li>• ask</li> <li>• compare</li> <li>• define</li> <li>• evaluate</li> <li>• identify</li> <li>• list</li> <li>• state</li> <li>• solve</li> </ul>	<ul style="list-style-type: none"> <li>• analyze</li> <li>• collect</li> <li>• derive</li> <li>• explore</li> <li>• find</li> <li>• predict</li> <li>• reflect</li> <li>• search</li> </ul>	<ul style="list-style-type: none"> <li>• articulate</li> <li>• compare</li> <li>• defend</li> <li>• explain</li> <li>• justify</li> <li>• propose</li> <li>• respond</li> <li>• write</li> </ul>	<ul style="list-style-type: none"> <li>• adapt</li> <li>• create</li> <li>• exhibit</li> <li>• invent</li> <li>• perform</li> <li>• represent</li> <li>• show</li> <li>• utilize</li> </ul>

For more examples of assessment tasks see AER GAINS Illustrations:

<http://www.edugains.ca/newsite/aer2/chapter3/background/templatetoolsb.html>

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### **Recording Evidence of Learning**

For examples and samples of methods to record and track evidence from assessment *for* learning and assessment *of* learning see ***Individual Student Assessment Record Folder***.

### **Evidence of Learning in the 21<sup>st</sup> Century**

While traditionally treated as separate collections of evidence of learning, observations, conversations and products become intertwined and continuous when teachers and students share and understand the learning goals and success criteria.

Observation happens all the time; in the classroom or other learning spaces, within the hallways through anecdotal conversation, and within virtual learning spaces. These observations are made -- and weighed -- through the lens of the Achievement chart, and can be categorized in two ways: Conversations, and Products.

Conversations are dynamic, varied interactions between any combination of the stakeholders within the learning community:

- teacher and student(s);
- student and student(s) ;
- student and parent;
- student and self (inner learning dialogue, self-assessment or self-reflections).

When teachers are engaged in consistent observation of the learning taking place, it enables these conversations to act as products in and of themselves, to be utilized by teachers as evidence of learning.

Products provide further evidence of learning, and should involve learning conversations throughout, in order to ensure the production process is successfully enabling the student to reach the agreed upon learning goals of the project.

Observations of Conversations and Products are made by teachers, peers or self, as students work to achieve the learning goals. These observations which are based on the established success criteria, provide the evidence of assessment *for* and *as* learning. From these observations teachers and students develop the descriptive feedback which students use to improve their own achievement of the learning goals.