The Power of Assessment

Professional Development Program for Teacher Candidates

2019-20
Minds On

What is the difference between teaching and learning?

Discuss with a partner
Land Recognition

to learn more: https://www.ontario.ca/page/treaties
Today’s facilitators...

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Learning Goals

We are learning to...

- Use the provincial assessment policy to support and improve meaningful learning for all students

- Explore how assessment can promote and sustain equity and well-being
Success Criteria

We will know we are reaching our goals when we:

• Can explain the primary purpose of assessment and evaluation, according to *Growing Success* (2010)
• Have uncovered the fundamental principles of assessment, evaluation and reporting
• Can identify ways to use assessment *for* and *as* learning to promote equity for students
• Can describe how effective assessment can encourage well-being
Asset view of learners

All learners are competent, capable of complex thinking, curious, and rich in potential and experience.
Assessment Policy in Ontario
The primary purpose of assessment and evaluation is...
... to improve student learning.
Get ready to mark a task!
Let’s mark it!
The Seven Fundamental Principles

Practices and procedures:

❖ Are fair, transparent, and equitable for all students
❖ Support all students
❖ Relate to the learning goals in the curriculum and to students’ interests, experiences, and needs
❖ Are clearly communicated to students and parents
❖ Are ongoing, varied, and occur over time with multiple opportunities to demonstrate learning
❖ Provide ongoing descriptive feedback
❖ Develop students’ self-assessment skills so that they become independent and autonomous learners
How might these principles support and improve meaningful learning for students?
After the “why” comes the “how”
What is the role and purpose of examples, sample questions and sample prompts that are found throughout curriculum documents?
Thinking about...
Learning Goals

Where do learning goals come from?
Example from Grade 4 Social Studies...

Strand A. Heritage and Identity:  
Early Societies, to 1500 CE

Overall Expectation (OE) 1 (Application)

Compare key aspects of life in a few early societies (to 1500), including at least one First Nation and one Inuit society, each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society.
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We are learning...
• To compare what life was like in 2 different early societies
• To describe how life in those societies compares to our lives
Next, deconstruct the specific expectations (SE) related to the OE and write a learning goal for each.

For example:
A1.2: compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society, and explain how differences were related to the social organization of that society

We are learning...
• To make connections and comparisons between the quality of life and social status
Thinking about... Success Criteria

Teachers and students need to have a clear idea of what it will look like to achieve the learning goals.

Develop or co-develop success criteria for each learning goal.
Illustration (SE A1.2):

We are learning...

To make connections and comparisons between the quality of life and social status

I can...

Make comparisons between the quality of life and social status
Descriptive Feedback

Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement (The Seven Fundamental Principles, p.6 Growing Success)

The practice of providing feedback to students has been highly investigated in educational research. Black & Wiliam, in their landmark study on formative assessment, state that “descriptive feedback is the most powerful tool for improving student learning.” (2003)
How does providing ongoing good quality descriptive feedback throughout the learning help to embed equity and well-being for everyone?
EQUALITY VERSUS EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
How will students demonstrate their learning?

How can equity and well-being be part of this decision?
# The Achievement Chart

## The Achievement Chart: Social Studies, Grades 1–6, and History and Geography, Grades 7 and 8

### Categories
- Knowledge and Understanding
  - Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)
  - The student:
  - Knowledge of content (e.g., facts, terms, definitions)
    - Demonstrates limited knowledge of content
  - Understanding of content (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)
    - Demonstrates limited understanding of content

### Thinking
- Use of critical and creative thinking skills and/or processes
  - The student:
  - Use of planning skills (e.g., organizing, inquiry, formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)
  - Use of processing skills (e.g., interpreting, analyzing, synthesizing, and evaluating data, evidence, and information; analyzing maps; detecting point of view and bias; formulating conclusions)
  - Use of critical/creative thinking processes (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)

### Communication
- The conveying of meaning through various forms
  - The student:
  - Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms
    - Expresses and organizes ideas and information with limited effectiveness

### Application
- The use of knowledge and skills to make connections within and between various contexts
  - The student:
  - Application of knowledge and skills (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts
  - Transfer of knowledge and skills (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts
  - Making connections within and between various contexts (e.g., between topics/subjects being studied and everyday life; between disciplines, between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)
A.1/A1.2

Category of the Achievement Chart: Application
Sub-category: Making connections within and between various contexts.

The student can make comparisons between quality of life and social status with a high degree of effectiveness (breadth). (Level 4)
ANY QUESTIONS?
Feel free to get in touch...

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