

## **Assessment Guiding Principles**

### **The primary purpose of assessment is to improve student learning.**

- ✓ Assessments engage, motivate and inspire learners to strive for academic excellence.
- ✓ Providing directive, corrective, timely and specific feedback moves students toward achievement targets based upon curriculum expectations and achievement chart.
- ✓ Instructional strategies are modified based upon information gleaned from assessments.
- ✓ Students are able to track and monitor their achievement and can articulate strengths, needs and next steps.

### **Assessment practices are fair and equitable for all students.**

- ✓ Students must know and understand the criteria and methods that will be used when assessing their work.
- ✓ Teachers must use assessment methods that are designed to provide students with opportunities to demonstrate the full extent of their learning.
- ✓ Flexible, varied, and inclusive methods of assessment allow all students an equitable opportunity to demonstrate their learning.

### **Communication about assessment is ongoing, clear and meaningful.**

- ✓ Timely information about the purpose, nature and use of assessment data must be communicated to administration, students and parents/guardians.
- ✓ Individual student assessment information is truly meaningful when it results in students, teachers and parent/guardians having a clearer understanding of what the student knows and is able to do, and s/he needs to learn to do next.

### **Professional development and collaboration support assessment.**

- ✓ As a professional, life-long learner and reflective practitioner, teachers understand the critical role of assessment and engage in ongoing professional development to enhance their assessment literacy.
- ✓ Professional development surrounding assessment literacy may include collaborative data analysis, working with exemplars, moderated marking, lesson study and analysis of student work.

### **Partners in education are involved in the assessment process.**

- ✓ The accuracy and impact of assessment is increased when teachers, students, parents/guardians, educational assistants and professional support staff have a clear and common vision of what is expected of students.
- ✓ When all partners of the learning community work together to take steps to support all students we increase the likelihood that all students will achieve curriculum expectations.

### **Assessment practices are regularly reviewed and refined.**

- ✓ Reflective practitioners examine assessment practices and data through various lenses including accuracy, efficiency, effectiveness and equity as criteria for success.
- ✓ When teachers review assessment practices they consider planning assessments with the end in mind and use assessment data to determine instructional starting points, ways to scaffold student learning and as checkpoints for further instruction.

## Assessment Practices Focus Teaching, Learning and Achievement

Types	Enables Teacher:	Enables Student:	Examples
<b>Diagnostic</b> (gathered before new learning)	<ul style="list-style-type: none"> <li>- to determine specific learning strengths, needs and interests in relation to the grade/course expectations (learner profile)</li> <li>- to establish instructional starting and intervention points</li> <li>- to inform instructional approaches, possible accommodations and/or modifications</li> <li>- to identify significant gaps in prior knowledge</li> <li>- to select skill and age appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>- assess their own performance in relation to grade/course expectations</li> <li>- communicate interests</li> <li>- demonstrate current level of skills, knowledge and use of strategies</li> <li>- participate in goal setting</li> </ul>	<ul style="list-style-type: none"> <li>- surveys, checklist, questionnaires</li> <li>- selected responses</li> <li>- think and/or read alouds</li> <li>- DRA, PM Benchmark, Alpha-Jeune</li> </ul>
<b>Formative</b> (gathered throughout the gradual release of responsibility instructional model)	<ul style="list-style-type: none"> <li>- to monitor progress and guide and support instruction to ensure that resources and instructional approaches are enabling students to progress</li> <li>- to provide multiple and varied opportunities to demonstrate learning</li> <li>- provide timely, specific, directive and descriptive feedback (oral and written)</li> <li>- modify instructional approaches and resources</li> </ul>	<ul style="list-style-type: none"> <li>- see targets and know what meeting expectations "looks like"</li> <li>- use and cooperatively develop scoring guides (e.g. rubrics, rating scales, checklists)</li> <li>- assess and track their own progress using criteria, exemplars and teacher, self and peer feedback</li> <li>- identify strengths, needs and next steps</li> </ul>	<ul style="list-style-type: none"> <li>- surveys, checklist, questionnaires</li> <li>- selected responses</li> <li>- think and/or read alouds</li> <li>- journals</li> <li>- labs</li> <li>- short answer questions</li> <li>- constructed response (e.g., paragraph)</li> </ul>
<b>Summative</b> (gathered after significant independent practice and cumulative demonstration of student achievement)	<ul style="list-style-type: none"> <li>- to gather information based on student achievement in relation to achievement charts, exemplars and grade/course expectations</li> <li>- to communicate (to students and parents/guardians) the methods and tools used to assess student achievement</li> <li>- provide students with multiple and varied opportunities to demonstrate the full extent of their learning</li> <li>- use the achievement chart categories and levels to determine how well students have achieved the curriculum expectations</li> <li>- use information to determine the success of their instructional approaches and resources</li> </ul>	<ul style="list-style-type: none"> <li>- to understand how their work will be assessed</li> <li>- to provide evidence of their learning</li> <li>- understand their own achievement and participate in goal-setting for the future</li> </ul>	<ul style="list-style-type: none"> <li>- performance: lab, role play, puppet plays</li> <li>- oral: presentations, seminars, debates, think aloud</li> <li>- written: essays, reports, graphic organizers, articles, journals, newspapers, editorials, analysis</li> <li>- visual: comic books, storyboards, posters, models, sculptures, maps, graphs</li> </ul>

## Stages in the Assessment Process

Assessment before new learning	Assessment during learning
<b>PURPOSE</b>	
<p>The teacher gathers information about each student's current knowledge and skills. This diagnostic assessment helps the and teacher to plan the learning priorities and the next steps for instruction for the whole class as well as for individual learners.</p>	<p>The teacher regularly assesses the development of the student's skills uses this information to adjust instruction and programming to meet the student's changing needs. The most reliable forms of assessment are the teacher's routine observations of student behaviours during daily instruction. Authentic, classroom-based assessment helps the teacher and student to understand the student's achievement level and rate of improvement. It equips the teacher with an extensive record of the student's developing skills, which can be referred to in determining next steps for learning.</p>
<b>FOCUS QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• What do I want my student to learn?</li> <li>• What can my student already do?</li> <li>• What relevant prior learning or cultural experiences does my student have?</li> <li>• What are the needs and/or learning styles of my student?</li> <li>• How do I engage the student in setting personal learning goals?</li> <li>• How will I differentiate my instruction to meet the needs of my student?</li> <li>• How will I communicate my assessment strategies to my student?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I know my student is achieving the learning goals?</li> <li>• What other resources do I need to support my student's progress?</li> <li>• Am I providing all students with multiple and varied assessment opportunities to demonstrate their learning?</li> <li>• Am I providing all students with ongoing coaching and feedback?</li> <li>• Am I encouraging all students to reflect on their progress?</li> </ul>
<b>CONSIDERATIONS</b>	
<p><i>Sources of information include:</i> the student's Individual Plan (IEP); the current stage of language acquisition for second-language learners; learning style inventories; assessment data from province-wide and board-wide assessments; conferences and interviews with the student. responses to oral questioning.</p>	<p><i>Multiple and varied sources of assessment information include:</i> conferences; portfolios, learning log, written answers to quizzes and tests, selected responses, response journal, student exhibitions, demonstrations, and performances; teacher observations; and student responses to oral questioning.</p>
<b>COMMUNICATION</b>	
<p>Learning goals are a cornerstone of student success. The teacher involves the student in identifying learning goals that are clear, shared, doable, measurable, ongoing, and timely, and explains the criteria that will be used to evaluate the student's work. Parents become active partners when teachers and students communicate the learning goals to parents and encourage their support in achieving the goals.</p> <p>To build a whole-school approach to student success, teachers regularly discuss their assessment strategies in a range of staff forums, including in-school review committees. These communications include a review of exemplars, as well as discussions about second-language support and support for struggling students.</p>	<p>In ongoing communication with the students and parents, the teacher provides timely, constructive feedback about the student's progress. This feedback can be given informally or in planned conferences. Ongoing communication helps all partners to share in supporting the student's learning goals.</p> <p>Ongoing communications with other school staff helps the school team develop a well-rounded picture of student progress in the school and to promote accountability for student progress over time. Staff continually address a range of opportunities and needs for the whole school, including second-language support and support for struggling students.</p>

Results of learning	Evaluation, reporting, and next steps
<b>PURPOSE</b>	
<p>After instruction and opportunities to practise, students demonstrate what they know and can do independently. This usually requires collection students to apply what they have learned in an authentic context that draws on a number of skills, including higher-order thinking. The assessments are summative, in the sense that they aim to sum up the student's cumulative learning and apply it in a particular context at a point in time. Results indicate the student's current level of achievement and may indicate areas needing further development or extension.</p>	<p>At planned intervals throughout the school year, the teacher analyses the collection of assessment information and assigns a level of achievement. The evaluation that results from this analysis reflects the teacher's professional judgement about the student's most consistent achievement (giving consideration to the most recent achievement). The evaluation is recorded on the provincial report card.</p>
<b>FOCUS QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• Has my student met the curriculum expectations that were the focus of this assignment or task?</li> <li>• Are these results consistent with other evidence about my student's skills? If not, what could account for the variance?</li> <li>• What do these results tell me about my student's strengths and learning gaps?</li> <li>• From this evidence, what are the next steps for my student's learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Has my student met the curriculum expectations for this term? If not, why not?</li> <li>• What evidence do I have from my student's assessment profile and other records to support my evaluation?</li> <li>• What are the priorities and next steps for my student's learning.</li> </ul>
<b>CONSIDERATIONS</b>	
<p>Effective performance tasks: require higher-order thinking; involve inquiry to construct knowledge; relate to the broad categories of achievement and expectations outlined in the provincial curriculum; make connections across subject areas; and relate classroom learning to the world beyond the classroom.</p>	<p>Teachers understand the difference between assessing student learning and evaluating independent student work, and delay the judgment associated with evaluation until students have had frequent opportunities to practise and apply new learning and to refine their control of the skills and strategies they are developing.</p>
<b>COMMUNICATION</b>	
<p>Independent performance tasks following instruction provide opportunities for the learner, student, parents, and school staff to gauge the student's progress towards achieving the curriculum expectations. In addition to guiding instruction, these results form the basis of evidence that teachers use to evaluate student performance for the report card, and they can also provide data to measure progress towards school and board targets.</p>	<p>The provincial report card is a tool for communicating the student's achievement to the student, the student's parents, and other teachers. The grade is made more meaningful by the teacher's authentic comments about the student's strengths, weaknesses, and the next steps for learning. The reporting process includes an opportunity for a student-parent-teacher conference to review student work, clarify understandings, and plan next steps and goals for learning.</p> <p>Student grades can also be aggregated (collected, sorted, and analyzed) in different ways to provide information for school success planning.</p>

Source: *Literacy for Learning, The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004*

## Assessment for, as and of Learning

### The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p><b>Assessment for learning</b>            “Assessment <b>for</b> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”            (Assessment Reform Group, 2002, p. 2)</p>	<p><b>Diagnostic assessment:</b>            • occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered:            • is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p><b>Formative assessment:</b>            • occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.</p>	<p>The information gathered:            • is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>
<p><b>Assessment as learning</b>            “Assessment <b>as</b> learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.”            (Western and Northern Canadian Protocol, p. 42)</p>	<p><b>Formative assessment:</b>            • occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</p>	<p>The information gathered:            • is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>
<p><b>Assessment of learning</b>            “Assessment <b>of</b> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”            (Western and Northern Canadian Protocol, p. 55)</p>	<p><b>Summative assessment:</b>            • occurs at or near the end of a period of learning, and may be used to inform further instruction.</p>	<p>The information gathered:            • is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.</p>

# Sample Strategies for Assessment of Student Achievement

## Classroom Presentation

### Description

The classroom presentation is an assessment that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts in order to present a summary of learning about a topic.

### Purposes

The classroom presentation may be used to:

- ✓ provide the basis for summative assessment upon the student's completion of a project or an essay; and
- ✓ assess students when pencil-and-paper testing of a student's understanding or knowledge is inappropriate or difficult.

### Characteristics

The classroom presentation:

- ✓ can include the use of concrete materials provide students with an opportunity to express their ideas and talents; and
- ✓ may be designed as a teaching tool to further the learning of the audience.

### Method

The teacher:

- ✓ with the students, or alone, sets the criteria for the assessment of the presentation (e.g., rubric);
- ✓ monitors student progress at selected stages during student preparation; and,
- ✓ provides oral or written feedback after the presentation.

### Considerations

The classroom presentation:

- ✓ is a natural form of assessment for speeches, debates, and subjects such as the study of languages;
- ✓ should be designed and administered in a way that avoids giving students the opportunity to judge one another's appearance and language abilities; and
- ✓ is a critical skill to be taught, practised, assessed, and evaluate.

Source: Ontario Curriculum Unit Planner

## Conference

### Description

The conference is a formal or an informal meeting between the teacher and a student and/or parent/guardian for a variety of educational purposes.

### Purposes

The conference may be used to:

- ✓ exchange information or share ideas;
- ✓ explore the student's thinking and suggest next steps;
- ✓ assess the student's level of understanding of a particular concept or procedure;
- ✓ enable the student to move ahead more successfully on a particular piece of work;
- ✓ review, clarify, and extend what the student has already completed; and/or
- ✓ help the student to internalize criteria for good work.

### Characteristics

The conference:

- ✓ requires that the discussion has a clear focus (e.g., a specific piece of work);
- ✓ is successful to the extent that all the participants share the responsibility for the meeting;
- ✓ may take place as the learner is exploring a new concept or topic, or be a goal-setting session or a report on progress;
- ✓ occurs routinely; and
- ✓ can be effective for both diagnostic and formative assessment.

### Method

The teacher:

- ✓ comes to the conference prepared with specific questions to be answered;
- ✓ gives individual feedback and clarifies misconceptions;
- ✓ puts the student at ease and supports student progress (e.g., in a writing conference, may give a mini-lesson);
- ✓ focuses on the process of reasoning followed by the student; and
- ✓ records information (makes a conference record) during or immediately following the conference.

### Considerations

The conference:

- ✓ can be part of collaborative planning and decision making;
- ✓ is assisted by prepared questions; and
- ✓ can be an extremely useful formative assessment strategy for students involved in major projects or independent studies.

Source: Ontario Curriculum Unit Planner

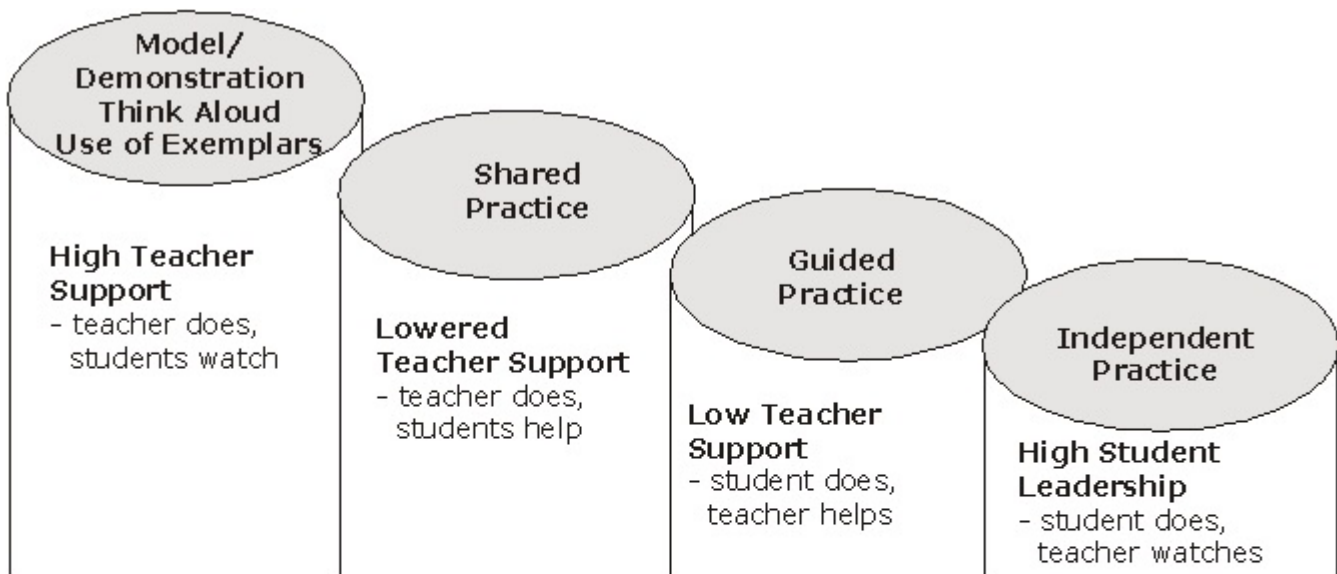
**Action Verbs Organized by  
Achievement Chart Categories**

<b>Knowledge/ Understanding</b>	<b>Thinking/Inquiry</b>	<b>Communication</b>	<b>Application</b>
Ask Calculate Check Classify Compare Complete Compute Connect Contrast Correct Decide Define Detect Differentiate Distinguish Differentiate Estimate Evaluate Generalize Identify Interpret Justify Label Locate List Organize Prioritize Rate Recognize	Analyze Appraise Ask Assess Challenge Classify Collect Compute Conclude Conduct Contrast Decode Decide Derive Differentiate Establish Examine Experiment Explore Find Gather Inquire Inspect Investigate Monitor Predict Prioritize Pursue Show	Articulate Challenge Clarify Compare Decode Describe Discuss Engage Explain Express Give reasons Induce Instruct Interact Justify Present Propose Reflect Respond Share Teach Write	Adapt Adjust Apply Combine Connect Correct Create Demonstrate Develop Devise Display Estimate Evaluate Exhibit Help Incorporate Integrate Invent Make Modify Participate Perform Prioritize Produce Represent Retrieve Revise Show

This list is meant to generate ideas and is in no way definitive or fixed.

From: Bruce Brydges, Kawartha Pine Ridge DSB

## Gradual Release of Responsibility and Assessment



Establishing clear assessment targets, expectations, skills and knowledge using scaffolding



## What Data are collected at the School and System Levels and Why?

Grade	Assessment Tools & June Expectation (Minimum Standard)	Data Collection Schedule	Purpose	
JK - Grade 3 (English)	<u>Primary Assessment Battery including PM Benchmark</u> June Minimum Standard (PM Benchmark): SK: Level 5 Gr. 1: Level 16 Gr. 2: Level 24 Gr. 3: Level 27	Sep./Oct.: JK - Grade 3 Jan./Feb.: JK - Grade 3 May/June: JK - Grade 3 * Monthly updates of Primary Battery Components for at-risk students * Ongoing Running Records on all students	In School Use In School Use In School & System Use	<u>In School Use</u> <ul style="list-style-type: none"> <li>To provide a starting point for instruction</li> <li>To communicate information to education partners</li> <li>To monitor student achievement</li> <li>To monitor program effectiveness</li> <li>To inform the school planning process</li> <li>To inform and support program resources</li> <li>To inform professional learning needs</li> </ul>
Grades 4-8 (English)	<u>Developmental Reading Assessment (DRA)</u> Gr. 4: 74 - 83 Gr. 5: 84 - 93 Gr. 6: 94 - 103 Gr. 7: 109-113 Gr. 8: 119-123	Oct.: Grades 4-8 Jan./Feb.: Grades 4-8 Mar./Apr.: Grades 4-8 *Ongoing monitoring for at-risk	In School Use In School Use In School & System Use	<u>System Use</u> <ul style="list-style-type: none"> <li>To monitor student achievement and program effectiveness</li> <li>To inform the System planning process</li> <li>To inform and support instruction and assessment in the System</li> </ul>

<ul style="list-style-type: none"> <li>The <b>Primary Assessment Battery</b> utilizes a comprehensive set of tools for providing insights into starting points for teaching and learning for all students.</li> <li>This battery forms the basis on all teaching decisions - for individuals, small groups and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li><b>Running Records</b> taken on seen text, shows how well the child is learning to direct knowledge of letters, sounds and words to the message in the text.</li> <li>A Running Record indicates the child's instructional reading level (90-94%) and what cuing systems the child is using after the record is analyzed (MSV).</li> </ul>	<ul style="list-style-type: none"> <li>The <b>PM Benchmark</b> shows the level at which the student reads orally with an oral retell and questions to check for understanding.</li> <li>The teacher continues to test higher levels if the child is reading at 95% or above (independent reading level), <u>and</u> responds to the comprehension component satisfactorily. When checking comprehension, the teacher is encouraged to listen to what the student has to say about the story, both independently and in response to the prompts and questions asked.</li> <li>Miscues are also analyzed as part of the PM Benchmark (MSV). The PM Benchmark tool will also determine the student's instructional reading level (90-94%).</li> </ul>	<ul style="list-style-type: none"> <li>The <b>DRA</b> shows the level at which the student reads orally at 97% accuracy or higher <u>and</u> is able to complete responses in written form to a variety of comprehension measures.</li> <li>The DRA also includes a child's self-assessment and interest survey.</li> <li>The DRA is used to assess students' reading progress and identify what they need to learn next individually and/or collectively in small or whole groups.</li> </ul>
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## **Be Proactive, Not Reactive**

### **Ten Methods to Support Students Meeting Deadlines**

1. **Direct Instruction**
  - ✓ Ensure that the task/instructions are clearly understood.
  - ✓ Ensure students have the tools/equipment to complete the task.
  - ✓ Use small group or individual instruction where appropriate.
2. **High Expectations**
  - ✓ Expect students to be responsible.
  - ✓ Let students know you will help them to meet the deadline.
  - ✓ Be a good example by returning checked assignments within a reasonable timeframe.
3. **Personal Connection**
  - ✓ Make personal connections with students whenever possible.
  - ✓ Ensure students know that you care about them and how well they are doing in your class.
4. **Relevance**
  - ✓ Ensure students understand why handing the assignment in on time is important.
  - ✓ Make connections to prior and future learning explicit.
5. **Negotiate**
  - ✓ Involve students in setting deadlines.
  - ✓ Avoid days when you know students will have difficulty handing work in.
  - ✓ Adjust due dates if they aren't working for large numbers of students.
  - ✓ Talk to students and determine if more time is required.
6. **Time in Class**
  - ✓ Scaffold learning to accommodate growing knowledge.
  - ✓ Provide opportunities for guided practice in-class.
7. **Checkpoints for Learning**
  - ✓ Establish intermediate progress checks or deadlines.
  - ✓ Make the process of completing work explicit -it doesn't happen in one night.
  - ✓ Demonstrate or model how to complete various stages of an assignment.
8. **Collaborate**
  - ✓ Give students opportunities to work in groups and give each other feedback.
9. **Plan Together with Colleagues**
  - ✓ Create a school calendar of culminating activities by grade.
  - ✓ Avoid several overlapping due dates.
10. **Communicate in Advance**
  - ✓ Call home or send a reminder ahead of a deadline.

From Laura Leesti, Curriculum Consultant, YRDSB

# Assessment Templates or Samples



**Please note:**

The following resources are samples or models, not mandated templates. The BGCSB recognizes that each teacher will approach assessment and evaluation in a way that reflects his/her personal organizational and instructional style, with guidance and input from the administration at each school. We suggest that you work collaboratively whenever possible and feasible to develop insight into how to approach assessment and communication in a timely and professional manner.

## Sample Summative Options Layout

<p style="text-align: center;"><b>Docu-Drama</b></p> <ul style="list-style-type: none"> <li>✓ include research, dramatizations, interviews etc.</li> <li>✓ selected carefully and arranged purposefully to communicate argument</li> </ul>	<p style="text-align: center;"><b>Movie</b></p> <ul style="list-style-type: none"> <li>✓ include photographs, documents, music, etc.</li> <li>✓ selected carefully and arranged purposefully to communicate argument</li> </ul>	<p style="text-align: center;"><b>Speech</b></p> <ul style="list-style-type: none"> <li>✓ focus on use of emotional and persuasive language</li> <li>✓ delivery can be supported with visuals, powerpoint, etc.</li> </ul>
<p style="text-align: center;"><b>Essay</b></p> <ul style="list-style-type: none"> <li>✓ a series of paragraphs</li> <li>✓ persuasive language</li> <li>✓ selected carefully and arranged purposefully to communicate argument</li> </ul>	<p style="text-align: center;"><b>Select one of the options as a way of presenting your persuasive argument.</b></p> <p style="text-align: center;"><b>Do you have another way in which you could demonstrate your argument effectively and persuasively? See me with your proposal.</b></p>	<p style="text-align: center;"><b>Visual - Verbal Collage</b></p> <ul style="list-style-type: none"> <li>✓ images and texts selected carefully and purposefully to communicate argument</li> </ul>
<p style="text-align: center;"><b>Rap / Song / Poem</b></p> <ul style="list-style-type: none"> <li>✓ use descriptive, emotional, language</li> <li>✓ arrange language carefully and purposefully to communicate argument</li> </ul>	<p style="text-align: center;"><b>Dance Drama</b></p> <ul style="list-style-type: none"> <li>✓ interpret the story, theme and argument through movement and music</li> <li>✓ use movement to communicate conflict and communicate argument</li> </ul>	<p style="text-align: center;"><b>Photo Essay</b></p> <ul style="list-style-type: none"> <li>✓ include photographs, music, graphics, etc.</li> <li>✓ selected carefully and arranged purposefully to communicate argument</li> </ul>

From: Theresa Meikle, Literacy 7-12 Consultant, YRDSB

**Rubric**

Expectations or Criteria	0-49% Remedial	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4	Marks
<b>Knowledge and Understanding</b>	Key knowledge, content or skills needed for this task are:					
<b>Thinking</b>	Key cognitive and analytical skills needed for this task are:					
<b>Communication</b>	Key methods or structures of communication needed to deliver this task are:					
<b>Application</b>	Key rules, conventions, principals or applications needed for this task are:					

Notes to student:

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## Learning Skills Assessment

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement

Name of Student: \_\_\_\_\_ Term: \_\_\_\_\_

Learning Skills	Date:	Date:	Date:	Overall
<b>Responsibility</b> - I complete my work well and on-time. -I take responsibility for my actions.				
<b>Organization</b> - I devise and follow a plan and process to complete tasks.				
<b>Independent Work</b> - I follow instructions with minimal supervision. I monitor, assess and revise plans to complete tasks and meet goals.				
<b>Collaboration</b> - I accept various roles and an equitable share of work in a group. - I respond positively to ideas, opinions, values and traditions of others.				
<b>Initiative</b> - I look for and act on new ideas for learning. - I am motivated to learn and seek help when I need it.				
<b>Self Regulation</b> - I set my own individual goals and monitor progress. - I persevere and make an effort when responding to challenges.				

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Sample Project-based Learning Rubric

Level	Content	Conventions	Organization	Presentation
<b>4</b>	<ul style="list-style-type: none"> <li>• Is well thought out and supports the solution to the challenge or question</li> <li>• Reflects application of critical thinking</li> <li>• Has clear goal that is related to the topic</li> <li>• Is pulled from a variety of sources</li> <li>• Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>• No spelling, grammatical, or punctuation errors</li> <li>• High-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Information is clearly focused in an organized and thoughtful manner</li> <li>• Information is constructed in a logical pattern to support the solution</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia is used to clarify and illustrate the main points</li> <li>• Format enhances the content</li> <li>• Presentation captures audience attention</li> <li>• Presentation is organized and well laid out</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Is well thought out and supports the solution</li> <li>• Has application of critical thinking that is apparent</li> <li>• Has clear goal that is related to the topic</li> <li>• Is pulled from several sources</li> <li>• Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Few (1 to 3) spelling, grammatical, or punctuation errors</li> <li>• Good use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Information supports the solution to the challenge or question</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia is used to illustrate the main points</li> <li>• Format is appropriate for the content</li> <li>• Presentation captures audience attention</li> <li>• Presentation is well organized</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Supports the solution</li> <li>• Has application of critical thinking that is apparent</li> <li>• Has no clear goal</li> <li>• Is pulled from a limited number of sources</li> <li>• Has some factual errors or inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal (3 to 5) spelling, grammatical, or punctuation errors</li> <li>• Low-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Project has a focus but might stray from it at times</li> <li>• Information appears to have a pattern, but the pattern is not consistently carried out in the project</li> <li>• Information loosely supports the solution</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia loosely illustrates the main points</li> <li>• Format does not suit the content</li> <li>• Presentation does not capture audience attention</li> <li>• Presentation is loosely organized</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Provides inconsistent information for solution</li> <li>• Has no apparent application of critical thinking</li> <li>• Has no clear goal</li> <li>• Is pulled from few sources</li> <li>• Has significant factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>• More than 5 spelling, grammatical, or punctuation errors</li> <li>• Poor use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Content is unfocused and haphazard</li> <li>• Information does not support the solution to the challenge or question</li> <li>• Information has no apparent pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation appears sloppy and/or unfinished</li> <li>• Multimedia is overused or underused</li> <li>• Format does not enhance content</li> <li>• Presentation has no clear organization</li> </ul>

**Sample Anecdotal Note Template**

Name: _____ Task: _____ Date: _____ Expectation/Focus: _____ Observations/Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Name: _____ Task: _____ Date: _____ Expectation/Focus: _____ Observations/Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Name: _____ Task: _____ Date: _____ Expectation/Focus: _____ Observations/Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Name: _____ Task: _____ Date: _____ Expectation/Focus: _____ Observations/Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

