Assessment and Evaluation Handbook

Prince Albert Catholic School Division

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Table of Contents

Introduction

Teaching and learning can be complex. Each child can face many challenges and at the same time each child can learn to seek success in their daily work. Assessment and evaluation practices can be great learning tools for students as they demonstrate their learning.

Ruth Sutton (1991) describes one of the key functions of assessment is to communicate with the student in the process of assessment. It is the notion that assessment is not something that is done to a child or student, it is something that is done with a child or student.

> *Assessment and communication are part of the same process, with assessment arising from and leading naturally to communication. The root of the word "assessment" is from the Latin assidere, which means "to sit beside." As teachers and students sit and work together, communication about the ongoing learning and thinking naturally occurs. Assessment after all, is an exercise in human communication.*

The assessment practices can predetermine conditions of success regardless of age and regardless of area of study. The purpose of this Assessment and Evaluation Handbook is to support teachers with the concepts relevant to assessment today in order to support students learning and document what has been learned. There are three separate functions that will be addressed in this handbook:

1. Assessment
2. Evaluation
3. Communication and Reporting

The guidelines outlined in the assessment handbook are reflective of the Saskatchewan Ministry of Education Curriculum Policy and Foundation Documents as well as **Curriculum Policy & Foundation Documents**

Background/Context

A) Renewal of K-12 Curricula

Renewal of K-12 curricula has been undertaken to incorporate recent educational research, and to make clear the desired results for learning, in order to effectively address the learning needs and potential of every student.

Assessment and evaluation are integral components of the teaching-learning cycle. Effectively planned assessment and evaluation promotes learning, builds confidence, and develops students' understanding of themselves as learners. Effectively planned assessment and evaluation also improves and guides future instruction and learning.

Assessment is the act of gathering information on an ongoing basis in order to understand individual students' learning and needs. Evaluation is the culminating act of interpreting the information gathered through relevant and appropriate assessments for the purpose of making decisions or judgements, often at reporting time. Assessment and evaluation are continuous activities that are planned for and derived from curriculum outcomes and consistent with the instructional learning strategies. The depth and breadth of each outcome, as defined by the indicators, informs teachers of the skills, processes, and understandings that should be assessed.

Effective and authentic assessment and evaluation involves:

• designing performance tasks that align with curricular outcomes
• involving students in determining how their learning will be demonstrated
• planning for the three phases of assessment and evaluation indicated in Figure 1 below.

Phases of Assessment and Evaluation	Purpose	Also Called
Assessment *for* learning (before)	To determine students' prior knowledge and skills.	Diagnostic assessment
Assessment *for* and *as* learning (during)	To determine the next steps in learning	Formative assessment
Assessment *of* learning (after)	To judge what students have learned based on data obtained through several recent and varied assessment techniques.	Summative assessment and evaluation

Figure 1. Assessment and Evaluation Phases

Renewed Curricula: Understanding Outcomes

B) Report Card Renewal

It was apparent that the report card had to be renewed to reflect curriculum renewal. A division report card committee was struck in the 2009-2010 school year with representatives from K- 12 to examine and discuss the purpose of formative and summative assessment and the need to align the report card with sound assessment, evaluation and grading processes to truly reflect what a student knows and is able to do.

With the recommendations in mind a draft report card was created and piloted by a group of grades 6 – 9 teachers representing each of schools in the 2011-2012 school year. The pilot teachers used the report card for the subjects they taught to one grade level. Parents were surveyed regarding the new report card.

The guiding principles of the committee:

1) Report card renewal will have to go hand in hand with assessment renewal. The report card must be aligned with sound assessment, evaluation, and grading processes to truly reflect what a student knows and is able to do.
2) A common understanding of assessment for learning, assessment as learning and assessment of learning must be developed across the school division through professional development to achieve accuracy and consistency in those processes.
3) Assessment, evaluation, grading and reporting must be addressed at the division level through revision of the student evaluation policy and the development of a handbook.

Four foundational questions guided the professional reading and dialogue that took place during the 2009-2010 year and below is a synthesis of the committee's recommendations:

1) What should a report card communicate to a student?
2) How do we ensure that the report card provides an accurate picture of what a student knows and is able to do?
3) How does the report card reflect the extent to which a student is meeting curriculum outcomes?
4) What do parents really want and need to know that the report card should reveal?

Recommendations
- Report on outcomes in a way that is manageable, reflecting the knowledge and skills required for the grade level.
- Report in a manner that shows growth, reporting on processes and skills acquired. Consider visuals and rubrics.
- Report on next steps, either on the report card or through the parent/student/teacher conference.
- Report using a similar format across grade levels, all reflecting curriculum outcomes.
- Report social development, behaviour participation, attendance, etc., separately from academics.
- Report using symbols that have the same meaning at all grade levels if using symbols, the same applied to rubrics.
- Report using division common understanding and practice including the use of zeros, late penalties, homework, etc.
- Report using a web-based report card.

A pilot of the report card took place during the 2011-2012 school year. It was during the pilot that the term *report card* was replaced with the term *student progress report. Student progress report* is more reflective of the second recommendation made by the Report Card Committee, "Report in a manner that shows growth, reporting on processes and skills acquired."

C) Reporting to Competencies vs. Outcomes

Outcomes define what a student is expected to know and be able to do at the end of the grade or Secondary Level course. [Renewed Curricula: Understanding Outcomes](#)

To address the manageability of demonstrating the progress of students' attainment of each of the outcomes consideration was given to the WNCP *Guiding Principles for WNCP Curriculum Framework Projects*. The fourth principle outlines how competencies unite learning.

A **competency** is a know-how - knowing how to act by making appropriate choices and the proper use of various resources (internal skills and attitudes as well as external resources) in a particular context. A competency is developed over time as students progress through each grade level. The outcomes define the grade level expectations for the development of the competency.

Reporting to competencies provides a year-long opportunity for students to achieve the competency as outlined by the grade-specific outcomes.

Example: Compose and Create in English Language Arts
Students who are competent in composing and creating will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Grade 2
A Grade 2 student demonstrating competence in speaking, writing and representing by the end of the school year would be able to what and why something needs to be communicated, and with support, choose the best method of communicating their ideas (speaking, writing or representing).

The student would be able to follow a model of planning, drafting, and "fixing up". The student would have worked through this process to have created at least 8 polished pieces by the end of the year.

The student will be able to communicate an average of 7.3 words per spoken sentence. The student would use gestures, volume and tone to communicate ideas and needs. The student would speak and read aloud in a clear voice with appropriate volume, pace and expressions. The student would be able to recount stories and experiences, give directions, offer opinions, provide reasons, explain information and directions to others.

The student would use a variety of other representations such as a picture, puppetry, a chart, a model, physical movement, a graph, pictograph or demonstration to show understanding and communicate ideas, procedures, stories and feelings clearly and with essential details.

He/she would be able to write a basic paragraph of 6 sentences, developing a central idea and using supporting details from text viewed, listened to, or read in logical sequence. Written sentences are an average of 7 words. In the paragraph the student would use simple, connecting words such as 'and', 'so', 'but', 'then'. Sentences would begin with capitals and be used for proper names, months and places. Periods, question marks and commas would be used correctly. Most of the spelling would be conventional and the student would be able to spell high-frequency words observed in reading texts. With prompting, the student would choose and use descriptive words to enhance oral and written communication (verbs, nouns, and adjectives). The student would begin to use resources such as a personal dictionary and the word wall to confirm spelling. The written paragraph would be printed legibly and letters, numbers, words and sentences would be spaced, with student exhibiting and efficient pencil grip.

Grade 8

A Grade 8 student demonstrating competence in speaking, writing, and representing at the end of the year would be able to create a range of oral, written and other texts that represent experiences, ideas and information with clarity, correctness and variety. Oral, written and other representations would feature main ideas and information, provide relevant details, examples and explanations, show accuracy and completeness, use own words, show originality and contain ideas and images that create an impact. The student is able to introduce the topic and purpose, provide context, stick to the topic, keep related ideas grouped together logically, use appropriate connecting words and a logical ending, as well as text features when necessary (titles, headings, diagrams, illustrations). The student can use clear purpose and language, and demonstrate a good sense of audience.

In speaking, the student uses oral language purposefully, confidently and respectfully in one-to-one, small group, and large group discussions to express feelings and viewpoints. The student encourages others to contribute, is able to disagree courteously/sensitively, answer others' questions clearly and politely, and add to others' ideas. The student uses words, tone, and volume that are appropriate for audience, purpose and context. The student is able to effectively express information and ideas of complexity in formal and informal situations. The student can verbally summarize main ideas discussed and conclusions drawn. Words are pronounced correctly with clear and careful enunciation and proper emphasis. The student is able to use appropriate non-verbal cues (including gestures, physical movements, facial expressions, and body language) and sound effects to enhance oral presentations. The average length of the oral sentence would be 10.5 words.

The student would be able to create a variety of visual and multimedia presentations including an illustrated report, a role play ending with a tableau, a dramatization, presentation software, and a newscast with detail, clarity and organization. The student creates clear representations that are visually accurate, legible and neatly presented. The student is able to choose appropriate media and technology to enhance communication of ideas. Graphic organizers are designed and utilized to demonstrate understanding. The student uses and integrates various forms of representing to express understanding and enhance oral/written communication. The student would create clear representations that arrange and balance words and visuals as well as fonts (typefaces/print) in order to send a coherent and clear message to specific audiences.

The student would be able to write a 5 paragraph essay of at least 500-800 words using the writing process of prewriting, drafting, and revising. The average length of the sentence would be 10.2 words. The student would be able to combine sentences to form compound and complex sentences for variety, interest and effect. The student would vary sentence beginnings and ensure agreement of subject, pronoun and verb. The student would address communication to a specific audience or purpose using appropriate language register, role, tone, usage, voice. There would be demonstration of effective punctuation and capitalization including periods, commas, semicolons, quotation marks, colons, dashes, hyphens. The student would write legibly with appropriate speed and control and use printing (ex. for labels on map) and cursive writing (ex. writing a report). The student would use a variety of strategies and resources (dictionaries, thesauruses, spell check, handbooks) to determine the correct spelling, meaning, and usage of words.

When writing narrative texts the student would be able to establish a context, plot, and point of view and use of range of narrative devices such as dialogue, tension, and suspense. The student would be able to make the narrative engaging by developing the character(s). The narrative would be developed systematically leading to a climax or conclusion.

When writing expository, informational and procedural texts the student would be able to introduce the purpose and define the thesis. The topic would be developed with facts, details, examples and explanations from multiple authoritative sources. The paragraphs would be organized in logical sequences using transition words. The paper would include a covering page and list of references and the student would underline and/or italicize names of books and periodicals.

When writing descriptive texts the student would be able to present a clear and colourful picture of place using sensory details and vivid words.

In persuasive texts, a well defined thesis would be provided with support by reasons, explanation, and evidence. The student would be able to support opinions with examples from text and present a clear organization.

When writing original texts the student would demonstrate use of use of variety of different literary techniques (ex. imagery, dialogue, figurative language.)

Assessment

A) Assessment as Defined in Curricula

The purpose of classroom assessment outlined in each curriculum document as articulated in the WNCP document *Rethinking Classroom Assessment with Purpose in Mind*:

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment FOR Learning

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

• is teacher-driven for student, teacher, and parent use

• occurs throughout the teaching and learning process, using a variety of tools

• engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment AS Learning

Assessment as learning actively involves student reflection on learning, monitoring of her/his own progress, and:

• supports students in critically analyzing learning related to curricular outcomes

• is student-driven with teacher guidance

• occurs throughout the learning process.

Assessment OF Learning

Assessment of learning involves teachers' use of evidence of student learning to make judgments about student achievement and:

• provides opportunity to report evidence of achievement related to curricular outcomes

• occurs at the end of a learning cycle using a variety of tools

• provides the foundation for discussions on placement or promotion.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.

B) Formative Assessment: Assessment *As* and *For* Learning

Assessment *as* learning and assessment *for* learning occur <u>in</u> the classroom and are used <u>within</u> the classroom context to inform both the teacher and student about what the next instructional steps should be. It is important to differentiate between use of the terms *assessment* and *evaluation*. As Davies states:

> The terms...are often used interchangeably, but they have different meanings. When we assess, we are gathering information about student learning that informs our teaching and helps students learn more. We may teach differently, based on what we find as we assess. When we evaluate, we decide whether or not students have learned what they needed to learn and how well they have learned it. Evaluation is the process of reviewing the evidence and determining its value. (Davies, *Making Classroom Assessment Work,* p. 1)

Whereas evaluation only occurs at the end of a unit of study or at the end of a reporting period (3 or 4 times a year), assessment *as* and *for* learning begins the moment the students step into our classroom and continues throughout the school year. The ongoing assessment information we have collected on each student is what informs our evaluation.

Assessment *for* learning acknowledges that students need the opportunity to practice when learning new skills or knowledge. "Assessment *for* learning involves learners receiving a considerable amount of *descriptive* feedback during their learning." (Davies, p. 2) When descriptive feedback is given as part of assessment, students can then see what the next steps are in order for them to improve. For examples of how to provide descriptive feedback, please refer to: *Setting and Using Criteria – For Use in Middle and Secondary School Classrooms* by Gregory, Cameron, and Davies.

c) Planning for Assessment

Our subject and grade level curriculum outcomes are based on what students need to know, understand and be able to do by the end of any given grade. Using the Backwards by Design model to plan for units of instruction helps to ensure that outcomes, assessment and learning tasks are aligned. Once we have determined what students need to know, understand and be able to do, we can begin designing our assessments to help us determine where students are currently at and that informs our planning of learning tasks to help students achieve the outcomes.

Figure 1 Backwards By Design graphic (created by G. Huczek)

In order to effectively plan for assessment using the Backwards by Design template, we can ask ourselves the following three questions (Wiggins & McTighe, *Understanding by Design,* p. 150):

1. What kinds of evidence do we need in order to show attainment of a specific competency (group of outcomes)?
2. What specific characteristics in student responses, products, or performances should we examine in order to determine how well or the degree to which the competency was met?
3. Does the evidence enable us to infer a student's knowledge, skill, or understanding? Does our assessment align with our outcomes?

Once we have determined what performances or products we are using as evidence of learning, then we can plan our learning tasks and formative assessments to give students descriptive feedback in developing the skills and strategies they need in order to move towards the outcomes in any subject area.

D) Triangulating the Collection of Evidence

Different teachers collect different kinds of evidence even though the description of what their students need to learn may be the same. Since students learn in different ways and at different speeds, collections of evidence may vary slightly. This is why teachers need to plan to gather evidence from a variety of activities, assessments, and conversations. This gathering of evidence needs to occur throughout the school year.

There are three general sources of assessment evidence gathered in classrooms:

1. Observation of Learning – You might observe formal and informal presentations, drama presentations, scientific method being applied, persuading, talking about one's own work, playing instruments, telling stories, role plays – to name a few. Some learning can only be observed and is an essential part of your classroom evaluation.
2. Collection of Products that Students create – These include projects, assignments, notebooks, and tests. Different ways for students to show what they know might include creating a collage, making a podcast, or doing a report.
3. Conversations with students about learning – this involves listening to what students have to say about their learning, or reading what they record about their learning. The "conversation" may be face-to-face or in writing.

With the collection of evidence from these three sources, over time we begin to see patterns or trends. Consequently, this increases the reliability and validity of our classroom assessment. To ensure success for all learners, especially those who struggle, students need to use what they already know, know what needs to be learned and know what success looks like. Equally important is the idea that students need to learn to guide their own learning through being involved in setting and using criteria, giving themselves feedback, setting goals, as well as collecting and communicating that evidence of learning to others.

E) Students Collecting and Organizing the Evidence of Learning

The word 'portfolio' is often used to describe the 'storage container' selected to organize the collection of evidence. There is no "one-size-fits-all" to organize the collection of evidence. Teachers need to consider which storage container would best suit their purpose and the needs of their students. Examples of storage containers include:

- File folders
- Accordion folders
- Binders (traditional and web-based)
- Boxes
- Scrapbooks
- Jump drives

Once the 'storage container' or 'portfolio style' has been determined it is important to decide how it will be used to collect evidence.

 "Portfolio assessment is a purposeful, multidimensional process of collecting evidence that illustrates a student's accomplishments, efforts, and progress (utilizing a variety of authentic evidence) over time." Gillespie et al (1996) p. 487. It is crucial to determine the purpose of the portfolio at the onset as the purpose will define what is to be collected, who will collect it, how it will be collected, who the target audience will be and what will be done with the collection. There is no one best purpose for the portfolio. However, the portfolio can be a powerful tool to help students learn about their learning.

The portfolio with a clear purpose helps students focus on their own learning with greater depth and breadth.   The portfolio can generate good evidence of learning because it reveals growth and development over time. The portfolio allows for sustained engagement and the opportunity to examine and reflect on sustained effort. The portfolio that permits student choice in content selection reflects the student's understanding and approach to learning. The portfolio gives the student the opportunity to reflect on their own work. (Davies and Mahieu, 2003, p.5). There are three major purposes for portfolios: to display student work around a theme (eg. Best work, celebration, showcase, representative, chronological), show the process of learning, or show growth or progress.

Student involvement in every part of the portfolio development process is critical to optimize its value as a tool to enhance student learning. When students are expected to make decisions about their learning it increases their motivation, commitment and ultimately their achievement. Getting descriptive feedback on their portfolio selections further enhances the opportunity to develop as a learner. Descriptive feedback focuses on strengths and the logical next level of achievement, identifies specific areas that do not meet the desired clear target and provides enough information for the student to improve to the next level of competency.

Throughout the portfolio development process it is essential that the student reflect on his/her own learning. Thinking about learning happens when students select samples of work for their portfolio and reflect on the key learnings each piece exemplifies. Self-assessment and reflection

help prepare students to be lifelong learners. Developing skills to collect evidence and present themselves to others prepare students for life.

Anne Davies (2000) in *Making Classroom Assessment Work,* outlines key considerations in portfolio development:

1) Keep the process simple
   - Help students understand why they are collecting evidence
   - Determine who is going to see the evidence
   - Work with students to design a simple system that they can use
   - Provide students with time to store their evidence
2) Involve students
   - Review learning destinations with students
   - Get them involved in determining proof of learning needed to monitor progress
   - Be clear about what evidence is essential and where students have flexibility
3) Help students and parents value the evidence
   - Have students write notes to explain how samples show evidence of learning
   - Prepare students to explain their evidence of learning
4) Reconsider evidence collections – purpose possibilities
   - Progress portfolios – snapshots of learning over time
   - Process portfolios – evidence at different stages in their work
   - Reporting portfolios – evidence in relation to the learning destination
   - Best-work portfolios – highlighting accomplishments
   - Learning goals portfolios – evidence of meeting learning goals
5) Portfolio organization – factors to consider
   - Age of students
   - Physical space
   - Number of classes being taught
   - Access to technology
   - Safe-keeping

Portfolio development would assist in reaching the following goals:
   - To improve student performance
   - To promote the students' skill of self-assessment and goal setting
   - To present a clear portrait of the students as learners
   - To provide a vehicle for communicating student progress to parents, future teachers, and community members
   - To build the students' sense of responsibility for their own learning
   - To build a sense of ownership and pride of accomplishment in the students
   - To build the students' confidence in their abilities as learners

Burke, Fogarty and Belgrad (2008) in their book *The Portfolio Connection: Student Work Linked to Standards* provide guidelines regarding the kinds of evidence to include in a portfolio. They state that once the purpose of the portfolio has been established, consideration must be given to the age of students and their experience working with portfolios as well as developing guidelines for content:

- Number and kind of artifacts
- Work in progress and/or finished products
- Variety and types of examples
- Curricular outcomes

The authors also provide examples of items which might be included in subject specific examples:

Literacy Portfolios
- Reading logs
- Journal entries
- Reader response
- Different genres of writing at different stages of development
- Teacher observations
- Recordings of readings
- Group projects
- Email

Math Portfolios
- Completed puzzles
- Computer designs/programs
- Graphs
- Venn diagrams
- Demonstrations of problem solving processes
- Writing about math

Social Studies Portfolios
- Diaries, letters, speeches
- Map and globe activities
- Pictures and drawings of historical events
- Slide shows

Science Portfolios
- Observations
- Predictions
- Data collections
- Lab reports
- Performance assessment tasks
- Research
- Taped debates or issues
- Photo essays

Arts Education Portfolios
- Photographs
- Illustrations
- Posters, charts, pictures
- Storyboards
- Collages
- Video recordings

How Do I Develop A Portfolio?

There are as many different portfolios as there are types of classrooms. There is no right or wrong way to develop a portfolio; the "perfect" portfolio does not exist. It is a process you and your students will continuously revisit as you become more experienced with the process.

Portfolio Framework

Subject/Grade:

Portfolio Type:

Purpose:

Content Guidelines:

Assessment Criteria/Tool:

Container/storage:

Timelines:

Used with permission: Saskatchewan Professional Development Unit
Portfolios: More than Just A File Folder

Grade Eight Writing Portfolio

Portfolio Type: Process

Purpose:
- To demonstrate individual growth
- To show process and product of work
- To show student achievement with respect to writing objectives
- To evaluate and report on student progress

Content Guidelines:
- Writing samples from 4 different genre—fiction, biography, poetry, research, etc
- Writing samples must include prewriting, drafts, revisions and finished product
- Samples from beginning of term, mid-term, and end of term
- Writing Goal Sheet
- Student Reflection Sheets

Assessment Criteria/Tool:
- Individual work will have been assessed prior to inclusion in the portfolio using Scoring Rubric (Sample provided on p.18)
- Student Reflection Rating Scale (provided on p.12)
- Portfolio Rubric (provided on p.19)

Container/storage:
- Writing folder for collecting
- Binder for final portfolio

Timelines:
- All work will be collected in writing folders
- Monthly selection, work hole-punched and placed in binder
- Two weeks prior to end of reporting period—final selection, reflection, and organization in binder
- Submitted for evaluation
- Share portfolios with parents as take home assignment—parents to complete parent reflection sheet (samples provided on p.19)
- Portfolios remain at school until end of year

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Portfolios: More than Just A File Folder

My Goals

Name of Student: _____

My goals this term in writing are…

-
-
-

What I will do to reach these goals is…

-
-
-

I will know I have reached these goals when…

-
-
-

End of Term Reflection on Goal Achievement:

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Portfolios: More than Just A File Folder

Student Reflection: Sample Self-Assessment

Name of Student: _____   **Date:** _____

The attached portfolio item is (e.g., first draft, poetry, concept map).

This piece of work demonstrates that I can:

❑ take risks   ❑ support ideas with evidence or reasons

❑ persevere   ❑ organize related ideas

❑ collaborate   ❑ write using a variety of sentence structures

❑ use a writing process   ❑ use effective spelling strategies

❑ participate in discussion   ❑ self-edit

❑ other: _____

Please notice:

Now I am planning to:

Student Signature: _____

Saskatchewan Learning

F) Providing Descriptive Feedback

When reporting on what our students know and understand, we must "capture and communicate truth about learning." To do so reporting must be based on rich evidence of learning from a variety of sources, exist as part of a communication and feedback-rich process that supports and enables the students and be understood by the students, parents and teachers. (Davies, et al, *Transforming Barriers to Assessment for Learning*, p. 113)

There has been extensive research on the impact of feedback on students' learning. There is evidence that specific feedback is essential for learning (Black and Wiliam 1998; Stiggins 1996). However Sutton (1997) and Gipps and Stobart (1993) distinguish between descriptive and evaluative feedback. Descriptive feedback serves three goals:

1) It describes strengths upon which further growth and development can be established;
2) It articulates the manner in which performance falls short of desired criteria with an eye to suggesting how that can be remediated; and
3) It gives information that enables the learner to adjust what he or she is doing in order to get better.

They also noted that specific descriptive feedback that focuses on what was done successfully and points the way to improvement has a positive effect on learning. Descriptive feedback comes from many sources. It may be specific comments about the work, information such as posted criteria that describe quality, or models and exemplars that show what quality looks like and the many ways in which it can be expressed. Descriptive feedback is more than offering the students a "warm fuzzy"; "good job" or "great work" does not explicitly identify strengths or provide feedback on areas that need improvement. Descriptive feedback gives the opportunity for our students to become engaged in the learning process. Students and teachers share a partnership in the learning process. Involving students in assessment increases the amount of descriptive specific feedback available to them while they are learning. Limiting specific feedback limit learning (Jensen, 1998 and Black & Wiliam, 1998).

In contrast to descriptive feedback is evaluative feedback. This type of feedback tells the student how he or she has performed as compared to others. Evaluative feedback is representative of a letter grade, percentage, check mark or other symbol. Evaluative feedback is limiting in the learning of our students as it does not provide direction towards future success. Students who see themselves as failures may be less motivated and therefore less likely to succeed as learners (Black and Wiliam 1998).

"Teacher-approval phrases, such as "I like it; this is great," do not provide the information or direction that students need to achieve success. With this approach, the focus is on providing feedback for students that is specific and descriptive. Students can then repeat a success and will know what they need to improve."

Gregory, K., Cameron C. And Davies A. *Setting and Using Criteria: For Use in Middle and Secondary School Classrooms* p. 43

To see exemplars of descriptive feedback, please refer to *Setting and Using Criteria: For Use in Middle and Secondary School Classrooms.* At least one copy is found in each school library as well as several copies can be borrowed through the CRC.

References:

Davies, et al, *Transforming Barriers to Assessment for Learning*, p. 113

Davies, A. and Le Mahieu P. *Assessment for Learning: Reconsidering Portfolios and Research Evidence*

Gregory, K., Cameron C. And Davies A. *Setting and Using Criteria: For Use in Middle and Secondary School Classrooms* p. 43

Evaluation

The purpose of this portion of the handbook is to provide direction to teachers on evaluation in Prince Albert Catholic Schools.

A) Summative Assessment: Assessment Of Learning

Assessment of learning or evaluation occurs at the end of a learning cycle for the purpose of communicating progress after careful consideration of the evidence gathered through triangulation. Teachers make a professional judgement regarding a student's achievement of the outcomes as they relate to the development of competencies in order to provide a picture for students and parents which describes what a student knows and is able to do.   Next steps are outlined to assist students in achieving the outcomes.   At the end of the year assessment of learning provides the foundation for discussions on placement or promotion.

There may be alternate progress reporting in one or more subject areas for some students with Inclusion and Intervention plans. Students on an Inclusion and Intervention plan would receive a student progress report which outlines what they know and are able to do.

Communication and Reporting

A) Documenting the Collection of Evidence

A "Collection of Evidence" tool is still under development for the Web-based student progress report. **Draft samples are included in Appendix B** that have been developed using MS Word, Excel and Integrade Pro to triangulate evidence of learning. It is important to note that a student's achievement of the competencies as defined by the outcomes for the grade level cannot be determined by an algorithm. Evaluative judgement to be made for the student progress report should be based on the teacher's professional judgement and monitoring of growth by continually referring to the outcomes and the competencies rubric.

Professional Judgement Regarding Student Achievement

It is important that the professional judgement used by the teacher to determine the extent of evidence as outlined in the Competencies rubric accurately reflect the student's achievement. The following are six guiding principles adapted from Damian Cooper (2010):

a. **A student progress report must capture the trend in student achievement over time**-that is the most consistent achievement.

b. **A student progress report grade must not be skewed by extreme scores**; rather it should reflect the student's most consistent achievement.

c. **A student progress report grade must attribute greater emphasis to more recent achievement**. Opportunities for specific instruction and practice should have occurred.

d. **When determining achievement as outlined in the rubric, great care must be taken to avoid unintentional weighting of specific tasks**.

e. **A student progress report should not be a surprise to the teacher who determines it, nor to the student or parent who receives it**. Communication of achievement continually is occurring by many means and not just at the student progress report.

f. **In order to communicate student achievement the teacher must examine all of the evidence of learning in order to make a professional judgement.** This refers to issues that occur such as students not performing well due to test anxiety but there is sufficient evidence by other assessments to conclude the student does indeed demonstrate achievement of the competency as outlined in the outcomes.

B) Elements of the Student Progress Report 6 – 9

(Word versions of the 6-8 and 9 Student Progress Reports in Appendix C)

1. Attendance
2. Regular Program/Record of Adaptations/Inclusion and Intervention Plan
3. Academic Legend
4. Competencies Rubric
5. Factors Affecting Achievement Rubric
6. Comments

1. **Attendance**

   The information regarding attendance is captured from SIRS and placed automatically in the student progress report.

2. **Differentiation of Instruction /Adaptations**

   The Homeroom teacher is asked to check off the boxes that apply to the student:

   - □ This student is on a Regular Program
   - □ This student has a Record of Adaptations
   - □ This student is on an Inclusion and Intervention Plan

   It is possible that a student may be on a Regular Program and have a Record of Adaptations and/or be on an Inclusion and Intervention Plan.

   If the student has a Record of Adaptations, it must be included as an insert to the progress report (Appendix D to be developed with the Student Support Services Teacher). Teachers should review the contents of the Cumulative Record of the previous year to see if students have a Record of Adaptations. The Record of Adaptations outlines the supports put into place so that students can achieve the competencies as outlined in the grade-specific outcomes.

   An Inclusion and Intervention Plan (IIP) is for students who:
   - are working on learning outcomes that differ from those in provincial curricula* for their grade level;
   - require continuing interventions and individualized supports (beyond the Adaptive Dimension); or
   - have been identified as requiring intensive supports level 1 or 2.

   Every student who requires an IIP will not meet criteria for intensive supports.
   All students identified for intensive supports will require an IIP.

   *Provincial curricula in grades 10, 11 and 12 include Regular Education Programs (Locally Modified and Core) and Alternative Education Programs.

   Students on Inclusion and Intervention Plans are either not able to follow the regular curriculum and/or need significant adaptations that are determined by the school-based team.

3. Academic Legend (6-9)

A – Demonstrates mastery of the term outcomes

B - Consistently meets the term outcomes

C – Usually meets the term outcomes

D – Approaches the term outcomes

E - Does not meet the term outcomes

I – Incomplete, insufficient evidence to evaluate

NA – Not Applicable this term

4. Competencies Rubric

1 – Little Evidence	2 – Partial Evidence	3 – Sufficient Evidence	4- Extensive Evidence
With help understands parts of the simpler concepts and performs a few of the simpler processes.	Understands the simpler concepts and performs the simpler processes but has difficulty with more complex concepts and skills.	Understands more complex concepts and is able to master complex processes that are explicitly taught.	Has a deep understanding of complex concepts and can apply skills beyond what was explicitly taught.

5. Factors Affecting Achievement Rubric

1 - Beginning	2 - Developing	3 - Progressing	4 - Established
Meets some expectations with continual guidance and frequent reminders.	Meets most expectations with some guidance and several reminders.	Meets all expectations with minimal guidance and occasional reminders.	Meets all expectations independently, provides a positive influence.

6. Description of Competencies 6 - 9

Mathematics	Communication	Uses precise mathematical language while speaking and writing to discuss and describe math thinking
Mathematics	Understands Concepts	Understands math ideas in order to interpret, connect and apply to new situations
Mathematics	Procedural Fluency	Performs mathematical procedures accurately and efficiently
Mathematics	Problem Solving Skills	Selects the appropriate strategy and applies it towards a solution effectively
English L.A.	Comprehend and Respond	Constructs meaning from oral, print and other media texts and responds appropriately and effectively
English L.A.	Compose and Create	Demonstrates understanding through creation of visuals, speaking and writing for a variety of purposes
English L.A.	Assess and Reflect	Reviews, practices, responds, synthesizes, and applies new knowledge and reflects on own learning
French L.A.	Oral Comprehension	Constructs meaning from oral texts and other media texts for a variety of purposes/intentions
French L.A.	Oral Production	Speaks clearly and correctly for a variety of purposes/intentions
French L.A.	Written Comprehension	Constructs meaning from print and other media texts
French L.A.	Written Production	Creates a variety of texts to communicate and explore the language
French L.A.	Attitude with Respect to French Immersion Experience	Engages in the learning experiences
Social Studies	Understands Social Studies Concepts	Understands identity, citizenship, and diverse perspectives
Social Studies	Uses Social Studies Process Skills	Demonstrates social participation, creative and critical thinking, communication, managing ideas and information
Science	Understands Science Concepts	Knows and understands scientific principles, laws and theories within the nature of science
Science	Uses Science Skills and Processes	Initiates and plans, observes and describes, analyzes and interprets, communicates and collaborates
Health	Understands Health Concepts	Develops health knowledge and understandings
Health	Uses Health Process Skills	Investigates and interprets, plans, and takes action
Arts Education	Creative/Productive	Uses inquiry to create and communicate through dance, drama, music, and visual art
Arts Education	Critical/Responsive	Responds to artistic expressions using critical thinking, research, creativity, and collaborative inquiry
Arts Education	Cultural/Historical	Investigates the development of artistic expressions
Physical Education	Active Living	Engages in healthy levels of participation in movement activities
Physical Education	Skillful Movement	Understands, develops, and transfers movement concepts, skills, tactics, and strategies to a wide variety of movement activities
Physical Education	Relationships	Demonstrates team work, volunteerism, and decision making in a wide variety of movement activities
Career Education	Understands Career Education Concepts	Knows and understands self in relation to life and work career
Career Education	Uses Career Planning Skills	Explores personal growth and change, makes connections and engages in inquiry
Religion	Understands Religion Concepts	Knows and understands Catholic Church teachings
Religion	Engages and Participates	Demonstrates connecting, valuing, and witnessing
Core French	Comprehension	Understands the language in various situations for a variety of purposes
Core French	Applies Core French Skills	Applies language knowledge for specific communication needs
Enhanced French	Communication	Communicates effectively both orally and in writing
Enhanced French	Applies Enhanced French Skills	Applies language learning skills and strategies that relate to personal needs and interests in order to interact
Practical and Applied Arts	Knowledge/Understanding	Has technical Knowledge of Practical and Applied Arts area
Practical and Applied Arts	Uses PAA Process Skills	Demonstrates use of technology, planning, personal and teamwork skills

C) Communicating with Families

(To be added)

Glossary

Competency: *a competency is more than just knowledge and skills. Competency is the complex "know act" that encompasses the ongoing development of an integrated set of knowledge, skills, attitudes, and judgments required in a variety of different and complex situations, contexts and environments. It involves the ability to meet complex demands, by drawing on and mobilising psychosocial resources (including skills and attitudes) in a particular context. Competencies involve a mobilisation of cognitive and practical skills, creative abilities and other psychosocial resources such as attitudes, motivation and values. (OECD, 2005, p.4) Guiding Principles for WNCP Curriculum Framework Projects, January 2011 .*

Outcome: define what a student is expected to know and be able to do at the end of the grade or Secondary Level course.

Assessment and Evaluation FAQ

1. **How can I prepare for the new way of communicating student achievement?**
    Familiarity with the outcomes and indicators of the curriculum is the best way to prepare for the new way of reporting student achievement. It is important to know what the student should know, understand and be able to do in order to effectively report on student progress. Examples of the evidence to look for in the outcomes in order to report on the development of competencies are included in the appendix.

2. **How should data be collected to be able to report on competencies?**
    Data should be collected through the triangulation of evidence to include products, observation of processes and conversations. There is no 'one-size-fits-all' that will adequately reflect each of the subject areas or the unique teaching style of each teacher.

    It is important to consider **what** evidence you are currently collecting as well as **how** you are currently collecting and tracking the evidence of learning – folders, student binders, portfolios, checklists, etc. Consideration should then be made to adapting your style of collecting and tracking evidence to include products, observation of processes and conversations.

3. **I teach Band. How do I communicate the learning that has taken place to students and parents?**
    Band Teachers are asked to prepare an insert to be included in the student progress report of those students taking Band.

4. **I teach the Visual Arts portion of the Arts Ed Curriculum, a second teacher teaches the Music and a third teacher teaches Drama and Dance.   How do we report the overall student progress in Arts Ed?**
    Philosophically student progress in Arts Education should be reported on as a whole, a combined representation of how students respond to, create, and investigate artistic expressions through visual art, dance, drama, and music. Until a collection tool has been developed that more than one teacher can access for a particular subject area, it is recommended that the Visual Arts teacher be responsible for reporting the overall achievement as well as factors affecting achievement after consulting with the teachers of the other strands.

5. **How will teachers be supported in using the new student progress report tool?**
    Subject/Grade specific inservice is planned for early in the 2012-2013 school year.

6. **How do we communicate to parents regarding the changes in reporting?**
    Brochures will be prepared to send home to parents. Information will also be posted on the division website.

7. **What is the difference between the evidence gathered through triangulation and the evidence used to make a professional judgement in order to determine an achievement letter for the student progress report.**

    Evidence is evidence. How it is used depends on the purpose. Initially, the purpose is to support the learning and guide ongoing teaching decisions. Ultimately, the purpose is to show growth and development over time to inform the teacher understands of what has been learned. Later evidence will affirm the quality reached – the achievement level. Together, all the evidence answers the two questions that need to be answered: 1) what has been learned? And 2) what has been achieved?

8. **I have a student who has missed most of the term. I do not have enough evidence to determine the student's achievement. How do I indicate that on the Student Progress Report?**
    If there is insufficient evidence to determine a student's achievement indicate this on the Student Progress Report with **I** – Incomplete, insufficient evidence to evaluate.

9. **I am the homeroom teacher and I teach three of the seven subjects to report on the student progress report. Will I be able to see what other teachers have put into the student progress report for my students.**

    Yes but you will not be able to edit the information for the subjects you do not teach to those students.

10. **Do I put each Term or only the final copy of the Student Progress Report into the Student Cumulative Folder at the end of the Year?**
    The final copy.

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Further Reading

Ontario Provincial Document - Growing Success Assessment, Evaluation, and Reporting on Ontario Schools
www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Pembina Trails School Division – Report Card Handbook for Senior Years
www.pembinatrails.ca/staff/ReportCardHandbook-ForSeniorYears.pdf

Provincial Panel on Student Achievement Final Report
http://www.education.gov.sk.ca/provpanel-student-achieve-report2010

Appendix A

Examples: Subjects Reporting to Competencies

(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

- **Mathematics (Gr. 9 Example and Gr.6 Example)**
    - o **Communication**
    - o **Understands Concepts**
    - o **Procedural Fluency**
    - o **Problem Solving Skills**
- **English Language Arts**
    - o **Comprehend and Respond (Gr. 8 Example)**
    - o **Compose and Create (Gr. 8 Example)**
    - o **Assess and Reflect (Gr. 8 Example)**
- **Français en immersion (Ébauche)**
    - o **Compréhension orale(ex. de la 6e année)**
    - o **Production orale (ex. de la 8e année)**
    - o **Compréhension écrite (ex. de la 7e année)**
    - o **Production écrite (ex. de la 9e année)**
    - o **Valorisation de l`apprentissage du français (7e année)**
- **Social Studies**
    - o **Understands Social Studies Concepts**
    - o **Social Studies Processes**
        - ▪ **Focus: Managing Ideas and Information (Gr. 6 Example)**
        - ▪ **Focus : Critical and Creative Thinking (Gr. 7 Example)**
        - ▪ **Focus: Communication (Gr. 9 Example)**
        - ▪ **Focus: Demonstrates Social Participation (Gr. 8 Example)**
- **Science**
    - o **Understands Science Concepts**
    - o **Science Processes and Skills**
        - ▪ **Focus: Initiates and Plans (Gr. 6 Example)**
        - ▪ **Focus: Observes and Describes (Gr. 8 Example)**
        - ▪ **Focus: Communicates and Collaborates (Gr. 9 Example)**
        - ▪ **Focus: Analyzes and Interprets (Gr. 7 Example)**
- **Physical Education**
    - o **Active Living (Gr. 7 Example)**
    - o **Relationships (Gr. 7 Example)**
    - o **Skillful Movement (Gr. 8 Example)**

- **Health**
    - o **Understands Health Concepts (Gr. 8 Example)**

MATHEMATICS

Mathematics: Procedural Fluency Competency

A student who demonstrates procedural fluency in math has knowledge of procedures, knowledge of when or how to use them appropriately, and the skill of performing them flexibly, accurately, and efficiently.

Teacher Notes

To gather evidence of Procedural Fluency in math we must find instances/artifacts where our students have shown they have certain types of knowledge and can apply that knowledge to a given task. We want evidence that can verify that our students can make decisions about where and when to use certain types of procedures and that they can perform them flexibly, accurately and efficiently. The support we find from our students can be from a variety of representations (verbal, visual, written, symbolic, etc.) for each mathematical outcome. We must find a way to measure their competence of using methods (procedures they follow), mental methods (shortcuts they develop), and methods for using tools to assist them through each process.

Mathematics: Communication Competency

A student who demonstrates competency in communication is able to present an interpretation of their ideas/understandings to any audience (journal, self, teacher, partner, group or class), as well as be an active listener/reader for others.

Teacher Notes

To gather evidence of Communication in math we must find instances/artifacts where our students have shown their ability to convey their mathematical ideas in an effective manner using a variety of representations. We want evidence that our students can properly use mathematical language and symbols. We are also looking for occurrences where they demonstrate proper listening/reading skills and they evaluate what they hear/read to question their own ideas.

Mathematics: Understands Concepts Competency

A student who demonstrates an understanding of mathematical concepts is able to describe math concepts and facts in terms of simpler concepts and facts. The student can make connections to past experiences or prior knowledge when they encounter something new.

Teacher Notes

To gather evidence of Understanding Concepts, we must find instances where our students have had a chance to explain their understanding of a math concept (journal writing, talking aloud, working with partners or teacher conversations). The key is for our students to be able to explain concepts in terms of

simpler concepts. When they are able to make these connections to prior learning, then the student has a better understanding and is less likely to focus on memorization of facts.

Mathematics: Problem Solving Competency

A student who demonstrates competency in mathematical problem solving is able to use their available tools (mental and physical) to interpret a problem, determine a practical solution to a problem, and analyze their result.

To gather evidence of competency in mathematical problem solving, we must find instances/artifacts that show students' interpretations of what is sought (while using their competencies of communication, procedural fluency and understanding concepts). They must also demonstrate, with clarity, the process they are going through to achieve a solution to the problem. We must also find evidence they can properly interpret their result and they have found an appropriate response to the initial situation.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Example: Math 9 – Patterns and Relations
P9.1 Demonstrate understanding of linear relations
P9.2 Model and solve situational questions using linear equations
P9.3 Demonstrate understanding of single variable linear inequalities with rational coefficients
P9.4 Demonstrate understanding of polynomials (limited to polynomials of degree less than or equal
    to 2

Communication	*Understands Concepts*
P 9.1	P 9.1
✎ Interpret possible meanings for a given graph and for graphs they produce	✎ Creates possible scenarios of interpretations of a graph
✎ Explain strategies for determining properties of graphs	✎ Describes the relationship between the parts of a linear equation and the graph it produces.
P 9.2	✎ Can differentiate between horizontal and vertical linear relations.
✎ Write a linear expression from a different representation.	✎ Can describe and verify an extrapolated value in a linear relation.
✎ Describe a situation that could be modeled by a linear equation.	P 9.2
✎ Model the solution of a linear equation using concrete or pictorial representations, and explain how to record the process symbolically.	✎ Provide different representations of a linear expression.
P 9.3	✎ Describe how the preservation of equality is involved in the solving of linear equations.
✎ Describe situations that involve inequalities.	✎ Solve a linear equation symbolically.
✎ Generalize rules for adding, subtracting, multiplying and dividing by positive or negative numbers to determine the solutions to	P 9.3
	✎ Connect solving linear equations to solving linear inequalities.

inequalities
- ✎ Explain strategies used to solve an inequality.
- ✎ Can represent the solution of an inequality as a graph.

P 9.4
- ✎ Write a polynomial for a given concrete or pictorial representation.
- ✎ Write equivalent forms of a polynomial expression.
- ✎ Generalize rules for adding and subtracting polynomials.
- ✎ Generalize rules for multiplication and division of polynomials.
- ✎ Describes how multiplication of a polynomial and a monomial is similar to area of a rectangle.

- ✎ Describes why there is more than one solution to a linear inequality.
- ✎ Describes how to verify if a rational number is part of the solution set.
- ✎ Is able to critique statements about inequalities.
- ✎ Can connect graphing on a number line to the solution set of an inequality.

P 9.4
- ✎ Can model the relationship between x and x^2
- ✎ Can create and describe a polynomial from a given model (concrete or picture).
- ✎ Can identify the parts of a polynomial and describe the significance of each.
- ✎ Sort polynomials into different categories.
- ✎ Describes why terms with different variable exponents cannot be added and relates this to like-terms.
- ✎ Analyze answers to determine if correct based on generalized rules.
- ✎ Can relate multiplication of polynomials to area.

Problem Solving Skills

- ✎ Student correctly identifies what they are trying to achieve with a variety of tasks.
- ✎ Student clearly shows the steps they are following from one step to the next.
- ✎ Student selects appropriate strategy and applies it towards a solution effectively.

P 9.1
- ✎ Sketch graphs and match graphs for a given linear relation, including vertical and horizontal lines
- ✎ Extrapolate and interpolate to determine a value in a linear relation and verify using substitution

P 9.2
- ✎ Write a linear expression to represent a pattern
- ✎ Write, solve and verify linear equations in a variety of forms

P 9.3
- ✎ Add, subtract, multiply and or divide by a positive or negative number to determine the solution of an inequality
- ✎ Solve and verify using substitution a linear inequality algebraically

P 9.4
- ✎ Graph the solution of a linear inequality on a number line
- ✎ Identify variables, degree, number of terms-including constant term, and coefficients of a polynomial
- ✎ Write and sort polynomials into monomials, binomials and trinomials
- ✎ Write equivalent forms of a polynomial expression
- ✎ Simplify polynomials
- ✎ Add and subtract polynomials
- ✎ Multiply and divide polynomials by monomials

Example: Math 6 –Shape and Space Strand

SS6.1 Demonstrate understanding of angles

SS6.2 Extend and apply understanding of perimeter of polygons, area of rectangles and volume of right rectangular prisms (concretely, pictorially, and symbolically)

SS6.3 Demonstrate understanding of regular and irregular polygons

SS6.4 Demonstrate understanding of the first quadrant of the Cartesian plane and ordered pairs with whole number coordinates

SS6.5 Demonstrate understanding of single and combinations of 2-Dshapes (with and without the use of technology)

Communication	*Understands Concepts*

SS6.1
✎ Present how First Nations and Métis peoples, past and present, measure, represent and use angles in their lifestyles and worldviews.
✎ Explain the relationship between 0° and 360°.
✎ Describe different uses of angles.
✎ Describe how measuring an angle is different from measuring a length.
✎ Provide a visual, concrete and or oral informal proof for the sum of the measures of the angles in a quadrilateral.
 	
SS6.2
✎ Explain, using models the relationship between the area of the base of a right rectangular prism and the volume of the same 3-D object.
✎ Critique statements:
  • "For any two right rectangular prisms, the one with the greater volume will be the prism that has greatest base area".
  • For any two rectangles, the rectangle with the greatest perimeter will also have the greatest area".
 	
SS6.3
✎ Critique the following statement: "When viewed from different perspectives, the same triangle can be classified in different ways."
✎ Replicate a polygon in a different orientation and informally prove that the new polygon is congruent and explain the reasoning.
✎ Explain the reasoning for the classification of different types of triangles.
 	
SS6.4
✎ Explain why the axes of the Cartesian plane should be labelled.
✎ Explain how to plot points on the Cartesian plane given the scale to be used on the axes.
✎ Create a design in the first quadrant of the Cartesian plane, identify the coordinates of the points on the design and write or record orally directions for recreating the design.
 	
SS6.5
	SS6.1
	✎ Observe and sort by approximate measure, a set of angles relevant to self, family, or community.
	✎ Apply strategies for sketching angles.
	✎ Generalize a relationship for the sum of the measures of angles in any triangle and quadrilateral.
	
	SS6.2
	✎ Generalize formulas and strategies for finding the perimeter of polygons, area of rectangles and volume of right rectangular prisms.
	✎ Analyze the effect of orientation on the perimeter of polygons, area of rectangles and volume of right rectangular prisms.
	
	SS6.3
	✎ Analyze the types of triangles to determine which, if any represent regular polygons.
	✎ Compare two regular polygons to determine whether or not the two polygons are congruent.
	✎ Analyze a set of regular polygons and a set of irregular polygons to identify the characteristics of regular polygons.
	
	SS6.4
	✎ Analyze the coordinate of the ordered pairs of points that lie on the horizontal axis and generalize a strategy for identifying the ordered pair of points on the horizontal axis without plotting them.
	✎ Generalize and apply strategies for determining the distance between pairs of points on the same horizontal or vertical line.
	
	SS6.5
	✎ Analyze 2-D shapes and their respective transformations to determine if the original shapes and their transformed images are congruent.
	✎ Verify whether or not a given set of transformations would transform a given 2-D shape into a given image.
	✎ Analyze a given design created by transforming one or more 2-D shapes and identify the original

✫ Describe a set of transformations, that when applied to a given 2-D shape, would result in a given image.	shape and the transformations used to create the design.
✫ Identify designs within situations relevant to self, family, or community that could be described in terms of transformations of one or more 2-D shapes.	✫ Determine the resulting image of applying a series of transformations upon a 2-D shape.
✫ Crate a design using the transformation of two or more 2-D shapes and write or record orally instructions that could be followed to reproduce the design.	
✫ Describe the creation and use of single and multiple transformations in Fist Nations and Métis lifestyles.	

Procedural Fluency	*Problem Solving Skills*
SS6.1	✫ Student correctly identifies what they are trying to achieve with a variety of tasks.
✫ Classify an angle as an acute, obtuse, straight or reflex.	✫ Student clearly shows the steps they are following from one step to the next.
✫ Identify angles in the environment.	✫ Student selects appropriate strategies and applies it towards a solution effectively to:
✫ Identify referents for angles of 45°, 90°, and 180°.	• Solve situational questions involving angles in triangles and quadrilaterals.
✫ Measure angles in degrees using a protractor.	• Estimate angle measured using referents
✫ Construct and label angles of given measure in different orientations.	• Solve given problems involving perimeters of polygons, areas of rectangles and or volumes of right rectangular prisms
SS6.2	• Perform and record transformations that will result in a given image
✫ Determine the perimeter of polygons (including rectangles and squares).	• Create a design by transforming 2-D shapes
✫ Determine the area of rectangles.	• Identify the original shapes in a design
✫ Determine the volume of right rectangular prisms.	
SS6.3	
✫ Sort polygons into irregular and regular polygons.	
✫ Draw and classify different types of triangles (scalene, isosceles, equilateral, right, obtuse, and acute).	
SS6.4	
✫ Label the axes of a Cartesian plane.	
✫ Plot a point in the first quadrant of the Cartesian plane given its ordered pair.	
✫ Identify ordered pairs of points in the first quadrant of the Cartesian plane.	
SS6.5	
✫ Classify different transformations as translations, rotations, and reflections.	
✫ Model the translation, rotation, or refection of 2-D shapes.	
✫ Identify the coordinate of the vertices of a given 2-D shape.	

ENGLISH LANGUAGE ARTS

English Language Arts: Comprehend and Respond Competency

Students who demonstrate competency to comprehend and respond are able to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts for a variety of purposes including for learning, interest and enjoyment.

Teacher Notes:

Students will comprehend and respond to variety of texts that address specific grade level themes such as Identity, Community, Social responsibility and Efficacy. At the grade 5 – 8 level texts should reflect diverse personal identities, worldviews and backgrounds, including appearance, culture, socio-economic status, abilities, language and career path. Important cognitive strategies for comprehending and responding might include:

- BEFORE READING –Activating and building upon prior knowledge and experience, Pre-viewing text, Setting a purpose, and Anticipating the author's message intent.
- DURING READING - Making connections to personal knowledge and experience, Using the cueing systems to construct meaning from text, Making, confirming, and adjusting predictions and inferences, Constructing mental images, Interpreting visuals, Identifying key ideas and supporting ideas, Self-questioning, self-monitoring, and self-correcting, Drawing conclusions, and Adjusting rate or strategy to purpose or difficulty of text.
- AFTER READING – Recalling, paraphrasing, summarizing, and synthesizing, Interpreting, Evaluating author's/creator's message, Evaluating author's/creator's craft and technique, Responding personally by giving support from the text, View, listen, read again, speak, write, and use other forms of representing to deepen understanding and pleasure.

Examples Showing Evidence of Learning through Outcomes and Indicators

CR8.6 Read and demonstrate comprehension and interpretation of grade appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.

- Demonstrate the behaviors of an effective and active reader including previewing text, anticipating author's message, reading with purpose in mind, recognizing main ideas and relevant details for purpose, making jot notes to assist recall, consider author's reasoning for creating text, analyzing and evaluating ideas and crafts as one reads, and recognizing underlying biases, stereotypes, or prejudices in text.
- Demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, and other oral print, and electronic media.
- Interpret and report on information from more than one source.

- Make notes, lists, summaries, observations as a learning tool.
- Demonstrate the ability to comprehend and use everyday texts (e.g. Directions, schedules, brochures) and make judgements about purpose and importance

CR8.8 Read Grade 8 appropriate texts to increase fluency and expression
- Orally word count per minute should be 140-180
- Silently word count per minute should be 180-230

English Language Arts: Compose and Create Competency

Students who are competent in composing and creating will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Teacher Notes:

Students will learn about the appropriate before, during, and after strategies and the pragmatic, textual, syntactical, semantic/lexical/,morphological, graphophonic, and other language and communication cues and conventions. Writing, representing and creating processes include several different steps. For example writing would include pre-writing and several attempts at creating and revising to finish with a publishable product.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

CC 8.3 Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.

- Demonstrate an understanding of the creating process by preparing, creating drafts, revising and creating a final copy or product.
- Progress through stages/phases of the creating process as needed.
- Use several strategies before, during, and after representing, speaking, and writing including:

  - BEFORE

    - Consider prompt or find a topic and activate prior knowledge (consider variables in the prompt or assignment including purpose, role, audience, topic and focus)
    - Consider purpose and audience
    - Consider and generate specific ideas and information that might be included (eg. Formulate pertinent questions to explore and develop a topic)
    - Consider and choose/adapt a possible form to present ideas including cause and effect, problem/solution, opinion/reason, and fact/proof.
    - Collect and focus ideas and information
    - Plan and organize ideas and information
    - Plan and organize ideas for drafting
  - DURING

    - Create drafts and experiment with possible products (eg. Develop main idea with sufficient supporting detail
    - Confer with others using a peer response sheet

- Use language and its conventions to construct meaning
- Reflect, clarify, self-monitor, self-correct, and use a variety of "fix-up" strategies
- Acknowledge sources
- Experiment with communication features and techniques such as imagery and dialogue

- AFTER

    - Revise for content and meaning (editing process), for organization, for sentence structure, for word choice, spelling and usage, and proofread for mechanics and appearance.
    - Confer with peers, teacher, or others
    - Polish, practice, and decide how work will be published and shared
    - Share final product, reflect, consider feedback, and celebrate learning.

CC 8.8 Write to describe a scene, narrate a personal story or anecdote, to explain and inform in a presentation of findings, a biography, a documented research report and a resume and a cover letter.

Narrative writing	Expository writing
• Establish context, plot and point of view • Use a range of narrative devices (dialogue, tension, suspense) • Make the narrative engaging • Develop character • Systematically leading to a climax or conclusion	• Develop the topic with facts, details, examples, and explanations • Use transitions • Introduce the purpose and define a thesis
Descriptive Texts	Persuasive Texts
• Present a clear and colorful picture of the place • Include sensory details and vivid words • Present clear organization	• Include a well-defined thesis that contains an opinion • Provide support by reasons, explanations, and evidence • Support opinion with examples from text • Present Clear organization

English Language Arts: Assess and Reflect Competency

Students who are competent in assessing and reflecting are able to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

Examples Showing Evidence of Learning through Outcomes and Indicators

AR8.1 Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing.

- Evaluate the quality of own contributions to group process, and set goals and plans for development.
- Develop and use criteria for evaluating self, goals, and projects.
- Appraise own and others' work to determine the appropriateness of resource choice, language use, organization, and communication forms.
- Contribute to and use criteria to self-assess and set goals.
- Collect materials for a portfolio that reflect language achievement in relation to career choices.

FRANÇAIS EN IMMERSION

(Programme ébauche)

Compréhension orale (Oral Comprehension)

Un élève qui démontre la compétence en compréhension orale comprend des discours
et décode des discours oraux et des messages sonores dans des produits médiatiques, y compris des
médias électroniques, appropriés à son niveau pour satisfaire un besoin d'information (informatif, incitatif,
expressif), d'imaginaire, de divertissement et d'esthétique pour diverses intentions. L` élève sait planifier
et gérer son écoute en utilisant les stratégies, les entrées et les conventions appropriées à la situation de
communication et à la tâche à réaliser - avant, pendant et après.

Exemples de manifestations de l'apprentissage : résultats d'apprentissage et indicateurs de progression
(N.B.: Seulement quelques exemples sont indiqués. Consultez le programme d'études pour s'assurer que
vous collectionnez des manifestations d'apprentissage qui reflètent tous les résultats d'apprentissage.)

6.CO.1 Ressortir, lors d'une **situation interactive, les aspects abordés.**

Pendant

6.CO.1(a) Note, tout au long de la discussion, les points les plus importants, de manière à faire le
compte rendu du travail de groupe.

6.CO.1(b) Écoute attentivement lors de sa participation dans une discussion.

6.CO.1(c) Discute, en groupe, d'un sujet donné.

6.CO.1(d) Rapporte dans ses propres mots à l'oral les aspects traités par son groupe : p. ex. un
problème à résoudre (dispute à la récréation, déchets dans la cour de l'école,
vandalisme), une activité à organiser (sortie, camp, fête), directives à plusieurs étapes
(jeu, expérience, préparatifs).

Après

6.CO.1(e) Fait une objectivation de sa participation coopérative en utilisant une grille
d'appréciation préparée par l'enseignant ou l'enseignante ou avec toute la classe.

6.CO.1(f) Réfléchit sur le compte rendu de la discussion (p. ex. décisions prises, préparatifs
identifiés, résolution d'un problème).

6.CO.1(g) Commente, par écrit ou à l'oral, les difficultés rencontrées lors de la discussion, de la
prise de notes, de la prise de décision, de la synthèse, de l'élaboration d'un rapport oral,
etc. y compris les suggestions pour les éviter dans les discussions à venir.

Production orale (Oral Production)

Un élève qui démontre la compétence en production orale parle clairement et correctement pour transmettre de l'information selon son intention de communication, pour satisfaire un besoin social d'interaction, pour explorer le langage et pour divertir. L'élève sait planifier et gérer sa production orale en tenant compte de la situation de communication et de la tâche à réaliser – avant, pendant et après. L` élève sait planifier et gérer sa production orale en tenant compte de la situation de communication et de la tâche à réaliser - avant, pendant et après.

Exemples de manifestations de l'apprentissage : résultats d'apprentissage et indicateurs de progression
(N.B.: Seulement quelques exemples sont indiqués. Consultez le programme d'études pour s'assurer que vous collectionnez des manifestations d'apprentissage qui reflètent tous les résultats d'apprentissage.)

8.PO.1 Participer à des discussions de groupe pour planifier un projet et le réaliser – avant, pendant et après.
Avant
> 8.PO.1(a) Établit avec l'enseignant ou l'enseignante les normes de comportement du travail en groupes coopératifs.
> 8.PO.1(b) Discute des divers moyens à prendre pour surmonter les difficultés qui pourraient surgir en cours de réalisation.

Pendant
> 8.PO1(c) Précise, en groupe, la nature et l'étendue du projet.
> 8.PO.1(d) Discute de la distribution des rôles et du partage des tâches**.**
> 8.PO.1(e) Établit, en groupe, les étapes de production.
> 8.PO.1(f) Détermine, en groupe, les critères de réussite du projet.
> 8.PO.1(g) Résume, organise et pose des questions pour préciser les idées exprimées par d'autres.
> 8.PO.1(h) Décrit ses idées pour le projet de façon précise et claire.
> 8.PO.1(i) Respecte les normes de comportement du travail en groupes coopératifs.
> 8.PO.1(j) S'exprime de manière à encourager et à appuyer les autres membres du groupe.

Après
> 8.PO.1(k) Présente en groupe le projet devant un public authentique ou véritable.
> 8.PO.1(l) Réfléchit sur sa participation en groupe et le projet :
>   ➢ Qu'est-ce que j'ai aimé le plus dans ce projet? Pourquoi?
>   ➢ Qu'est-ce qui a été le plus difficile? Pourquoi;
>   ➢ Qu'est-ce qui m'aidé à travailler avec mes camarades de classe et à réaliser le projet?
>   ➢ Quelle est l'utilité de travailler en groupe?
>   ➢ Avec quel rôle ai-je le plus de difficulté? Pourquoi?;
>   ➢ Comment pourrais-je améliorer ma participation au travail de groupe pour la prochaine fois?

Compréhension écrite (Reading Comprehension)

Un élève qui démontre la compétence en compréhension orale comprend des textes écrits et décode des messages visuels dans les produits médiatiques, y compris des médias électroniques, pour satisfaire un besoin d'information, d'imaginaire, de divertissement et d'esthétique. L` élève sait planifier et gérer sa compréhension écrite en utilisant les stratégies, les entrées en lecture et les conventions appropriées à la situation de communication et à la tâche à réaliser - avant, pendant et après.

Exemples de manifestations de l'apprentissage : résultats d'apprentissage et indicateurs de progression
(N.B.: Seulement quelques exemples sont indiqués. Consultez le programme d'études pour s'assurer que vous collectionnez des manifestations d'apprentissage qui reflètent tous les résultats d'apprentissage.)

7.CE.3 Réagir aux textes informatifs et narratifs en faisant part de ses gouts et de ses opinions et en les justifiant à partir d'expériences personnelles.

 7.CE.3(a) Exprime ses gouts en expliquant pourquoi il ou elle préfère certaines choses à d'autres à l'aide d'exemples tirés de son vécu (p. ex. endroits, activités, gens, livres, émissions, vedettes).

 7.CE.3(b) Exprime son opinion sur certains éléments du texte (thème, caractérisation des personnages, intrigue, style de l'écrivain, sujet, suspense, émotions fortes, etc.) et justifie celle-ci à partir d'exemples tirés d'autres lectures ou de son vécu.

 7.CE.3(c) Explique en quoi un texte diffère d'un autre en genre et en style.
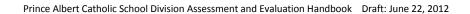
Production écrite (Writing Production)

Un élève qui démontre la compétence en production écrite rédige correctement des textes pour transmettre de l'information selon l'intention de communication, pour satisfaire un besoin d'imaginaire, pour proposer une vision du monde et pour explorer le langage. L` élève sait planifier et gérer sa production écrite en tenant compte de la situation de communication et de la tâche à réaliser - avant, pendant et après.

Exemples de manifestations de l'apprentissage : résultats d'apprentissage et indicateurs de progression *(N.B.: Seulement quelques exemples sont indiqués. Consultez le programme d'études pour s'assurer que vous collectionnez des manifestations d'apprentissage qui reflètent tous les résultats d'apprentissage.)*

9.PE.1 Rédiger un texte présentant les caractéristiques suivantes :
- une expression cohérente de ses sentiments, de ses gouts, de ses opinions;
- une mise en relief des relations entre les différents aspects traités.

9.PE.1(a) Transforme, en petits groupes, un court texte (provenant de quelque chose de visionné ou lu) « neutre » en un texte exprimant gouts, sentiments et opinions.

9.PE.1(b) Transforme, avec un ou une camarade de classe, un court texte en un texte dans lequel le point de vue de narration a été changé (p. ex. genre fait divers : changer le point de vue de narration extérieur à l'histoire au point de vue d'une personne qui a été impliquée dans l'évènement).

PE.1(c) Compare, par exemple, diverses critiques de livres ou films pour enfants et relève les diverses façons d'exprimer une réaction favorable ou défavorable ou plus nuancée.

PE.1(d) Utilise des techniques de persuasion dans différents genres (p. ex. affiche, lettre d'opinion, article, préparation pour un débat, commentaire).
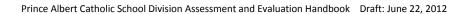
Valorisation de l'apprentissage du français

Un élève qui démontre la compétence de valoriser son apprentissage du français démontre l`utilisation du français comme outil de développement personnel, intellectuel et social. L` élève développe une attitude positive envers la langue française et les cultures francophones, métisses et des Premières nations en comprenant des discours oraux, des textes écrits et des messages sonores et visuels dans des produits médiatiques, y compris les médias électroniques.

7.VC.1 Prendre des risques dans sa communication orale et écrite en français.

7.VC.1(a) Utilise la langue avec enthousiasme et créativité pour exprimer ses idées, ses sentiments et ses émotions par divers moyens (p. ex. présentations, discussions en classe ou en groupe, projets oraux et écrits, productions écrites et représentées).

7.VC.1(b) Parle systématiquement en français dans et en dehors de la classe et assume sa part de responsabilité dans le maintien d'une ambiance française dans la classe, par exemple, en rappelant à ses camarades de classe de parler en français

7.VC.1(d) Transfère ses connaissances des thèmes, des mots et des expressions rencontrés dans ses lectures, ses écrits, ses conversations ou ses activités artistiques à de nouveaux contextes.

7.VC.1(e) Participe à des discussions et conversations qu'il ou elle ou quelqu'un d'autre a initiées portant sur différents sujets se rapportant aux thèmes à l'étude, à l'actualité et à ses intérêts personnels.

7.VC.1(f) Démontre et représente ses apprentissages d'une variété de façons, à l'aide de la technologie et pour une communication authentique (p. ex. écrire des textos; faire une présentation à l'aide d'un logiciel pour présentations; chercher et faire demande en ligne de correspondant ou de correspondante francophone ailleurs dans le monde et lui écrire des courriels).

7.VC.1(g) Partage avec ses pairs, les élèves plus jeunes et ses parents ce que cela signifie pour lui ou pour elle de devenir bilingue (p. ex. lors des entretiens élève/enseignant ou enseignante/parents, des session où les élèves de différents niveaux travaillent ensemble).

SOCIAL STUDIES

Social Studies: Understands Social Studies Concepts

Description of the Competency

Students who are competent in understanding social studies concepts have a sense of themselves as active participants and citizens in an inclusive, culturally diverse, interdependent world through understanding past and present events and issues shape the future. They appreciate dependence of humans on the natural environment by practicing stewardship for the land and environment.

Concepts are outlined in each of the Social Studies outcomes and indicators.

Social Studies Competency: Social Studies Processes

Students who are competent in using Social Studies Processes are able to use creative and critical thinking skills to construct knowledge and make sense of the world around them. They can manage ideas and information and use language and technology to interpret the world and express understanding through various forms. They participate actively and responsibly by engaging in communitarian thinking (balancing individual rights and interests with that of the community as a whole) and dialogue.

Social Studies Processes
FOCUS: Managing Ideas and Information

Description of the Competency

Students who are competent in managing ideas and information are able to use language and technology to interpret the world and express understanding of it through various forms, such as: words, numbers, images, sounds, movements, and other representation.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 6:

IN6.1 – Evaluate and represent beliefs and values by determining how culture and place influence them.

➢ (Plan, conduct, and evaluate an inquiry) to illustrate how culture and place influence the beliefs and values of the local community.
➢ (Examine the beliefs and values of individuals discussed in case studies or of characters in literature highlighting youth, and) represent the influential factors on the characters or subjects. Assess how these beliefs and values compare with those of local youth.

PA 6.1 – Examine the relationship between an individual's power and authority and the power and authority of others.

➢ Illustrate the forms of power (an individual or a group's ability to influence): force, authority, and influence (voice) with respect to their personal lives (e.g., force: pushing someone, saying something hurtful; authority: being elected class representative, being invited to act or speak on behalf of the group, inviting others to act or speak on behalf of the group; influence: speak out on their behalf or on the behalf of others).
➢ Identify and examine the characteristics of local, provincial, national, and international leaders and organizations in order to:

      • show the relationship between the power and authority of those individuals and organizations, and the power and authority of others.

Social Studies Processes
FOCUS: Creative and Critical Thinking

Description of the Competency

Students who are competent in creative and critical thinking are able to construct knowledge to make sense of the world around them. Students make observations and decisions to solve problems through thinking contextually, creatively, and critically in making reasonable judgements by distinguishing fact from opinion. They evaluate information and ideas, identify perspectives and bias with consideration of the consequences of decisions and actions

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 7:

IN 7.1 - Investigate examples of conflict, cooperation, and interdependence between Canada and circumpolar and Pacific Rim countries.

➢ Critique the influence of an organization with a mandate for national or international co-operation in terms of its contributions toward conflict, cooperation, self-reliance, and interdependence.
➢ Diagnose reasons for a current or historical conflict involving Canada and a circumpolar or Pacific Rim country.
➢ Create an inventory illustrating the interdependence of Canada and circumpolar and Pacific Rim countries.

DR7.3 - Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries.

➢ Examine the effects of natural or human catastrophes on affected populations, and, by extension, on the history of human habitation of the region.
➢ Analyze the influence of contact with another culture on the Aboriginal peoples of Canada, circumpolar countries, and a selection of Pacific Rim countries (e.g., the influence of Europeans on the indigenous peoples of Canada, Mexico, and Australia).
➢ Assess the effects of relocations and deportations of affected groups in Canada, and in circumpolar and Pacific Rim countries (e.g., the Acadian deportation, the treatment of European immigrants during WWI, the internment of Japanese-Canadians in WW2, First Nations children in Canada and Australia abducted from their homes to attend residential schools).
➢ Conduct an inquiry synthesizing the link between historical events, population dynamics, and environment.
➢ Investigate relationships within and among select circumpolar and Pacific Rim countries to determine reasons for current political and economic relationships.

Social Studies Processes
FOCUS: Communication

Description of the Competency

Students who are competent in communication are able to express understanding and communicate meaning by using various literacies, including: words, numbers, images, sounds, movements, or other representations.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 9:

IN9.1 Explain what constitutes a society

➤ Apply the definition of society to one of the civilizations studied, and detail ways in which the civilization meets the criteria to be considered a society (e.g., How can Mesopotamia be called a society according to the formulated definition? Would Aboriginal groupings of the plains and woodlands in North America meet the criteria?).

IN9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society.

➤ Explain the influence of worldview on personal choices, decisions, and interactions (e.g., choice of friends, choice of fashion, the significance of education, participation or non-participation in events, choice of pastimes and recreational activities, approaches to nature and ecology, approaches to consumerism).
➤ Explain how the worldview of Canadian First Nations, including the value placed on harmony and trust, led to the signing of Treaties.

Social Studies Processes
FOCUS: Demonstrates Social Participation

Description of the Competency

Students who are competent in demonstrating social participation participate actively and responsibly by engaging in ==communitarian thinking== (balancing individual rights and interests with that of the community as a whole) and dialogue. They contribute to the well-being of self, others, and the natural world while using moral reasoning processes.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 8:

PA 8.4 – Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.

- ➢ Propose avenues for people to individually and collectively influence the Canadian political system (e.g., voting, civil disobedience, participation in political parties, labour organizations, non-governmental organizations).
- ➢ Speculate about the characteristics of the school or community environment without the involvement of people in its leadership and decision-making processes (e.g., What if no one runs for student council office; no one participates in SRC planned events; no one runs for local government office; no one belongs to community organizations).
- ➢ Research and report on the consequences of the non-engagement in the electoral process (e.g., 1932 German election).
- ➢ Construct an action plan for his or her personal involvement in the Canadian political system.

SCIENCE

Science Competency: Understands Science Concepts
Knows and Understands Scientific Principles, Laws and Theories

Description of the Competency

Students who are competent in their understanding of science concepts will be able to use scientific principles, laws and theories to explain how or why something occurs.

Teacher Background Information

Scientific principles are the underlying scientific facts and ideas related to a specific phenomenon. They are a summary of the scientific background information that can help to explain how or why something occurs. To become scientifically literate, a student needs to be able to analyze any common phenomenon, and explain how it operates based on its underlying scientific principles. Having a broad general knowledge of science enables one to make connections between how things work and the scientific principles involved.

A scientific law is a brief statement summarizing an important finding that appears to be valid under specific conditions. Through the collection of vast amount of experimental data, a scientific law describes something that has held true under all tested conditions, and is widely accepted to be always true under specific conditions. Scientific laws, unlike theories, do not pose explanations or mechanisms to explain why they appear to be true. Scientific laws are not always valid under all conceivable conditions. There may be conditions under which scientific laws lose their validity.

Scientific theories are broad explanations or descriptions based on all available evidence. Theories can never be proven. It takes a vast amount of evidence to develop a theory, but only one anomalous piece of evidence to cause a theory to be falsified, requiring it to be modified or refuted to take into account that additional information. Theories constantly undergo scrutiny as new scientific evidence accumulates. Occasionally new theories are proposed that seem so preposterous that it takes a great deal of time and scrutiny before they become more widely accepted.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 7 Science: HT7.2 Explain how understanding differences between states of matter and the effect of heat on changes in state provide evidence for the particle theory. [SI]

- ➢ Provide examples from daily life that illustrate the effects of heating and cooling on solids, liquids, and gases.
- ➢ Create a visual or dramatic representation to explain changes of state of matter (*e.g.,* melting, freezing, evaporation, condensation, and sublimation) according to the particle theory of matter.

- Distinguish between heat and temperature using the concept of kinetic energy and the particle theory of matter.
- Explain how evidence gathered while investigating states of matter and changes in states of matter supports or refutes the particle theory of matter.

Science Competency: Uses Science Processes and Skills
Science Focus: Initiates and Plans

Description of the Competency

Students who are competent in using science processes and skills will extend their abilities to initiate and plan, observe and describe, analyse and interpret, and communicate and collaborate.

Teacher Background Information

In Science, inquiry-based learning begins by asking relevant questions. Those questions are then explored through investigations. The investigations need to be planned in ways that will attempt to find answers to the questions that have been posed. Scientific investigations rely on the collection, organization, analysis, and interpretation of data. Planning needs to take place to insure that the evidence collected is reliable and replicable by others.

Examples of Evidence of Learning through Outcomes and Indicators

(Please note: Only a few examples are included. Consult curriculum document to ensure that you are gathering evidence of learning that reflects ALL outcomes.)

Grade 6 Science: DL6.3 Analyze the characteristics and behaviours of vertebrates (i.e., mammals, birds, reptiles, amphibians, and fish) and invertebrates.

> ➢ Identify characteristics of vertebrates and invertebrates and classify animals as vertebrates or invertebrates from drawings, videos, pictures, lists, and/or personal observations.

> ➢ Compare and represent characteristics and behaviours (e.g., body shape, body description, method of respiration, method of reproduction, method of movement, and method of feeding) of student-selected examples of vertebrates.

> ➢ Compare and represent characteristics and behaviours (e.g., body shape, body description, method of respiration, method of reproduction, method of movement, and method of feeding) of student-selected examples of invertebrates (e.g., arthropods, annelids, cnidarids, echinoderms, molluscs, and nematodes).

> ➢ Propose questions for inquiry that arise from personal investigations of characteristics and behaviours of animals.

> ➢ Suggest reasons why current biological classification systems for living things are based on structural (internal) characteristics rather than solely on physical appearance or behaviour.

Science Competency: Uses Science Processes and Skills

Description of the Competency

Students who are competent in using science processes and skills will extend their abilities to initiate and plan, observe and describe, analyse and interpret, and communicate and collaborate.

Science Processes and Skills

FOCUS: Observes and Describes

Students who demonstrate competency in observing and describing are able to carry out a plan of action which involves gathering evidence by observation and, in most cases, manipulating materials and equipment. Students are able to document and record in a variety of formats.

Teacher Background Information

Scientific evidence is gathered through various types of observation. By using our senses and various instruments to enhance those senses, a wide variety of information can be obtained. In an inquiry-based science program, students should address questions and gather information through observations by performing activities and experiments that may provide answer those questions.

Observations can be direct or indirect. Direct observations are powerful ways of investigating such things as structure, properties, characteristics, behaviours and causalities. Indirect observations allow inferences to be made. Supporting evidence is then sought to test the validity of those inferences.

Once observations have been made, students need to be able to develop skills in describing them. Describing is closely related to the competency of recording. A description of a scientific event or principle can be recorded (*e.g*., in a graph, a data table, a sketch, or a drawing) or it could be presented orally. All of these are valid forms of description. A good description in science should present information clearly, as accurately and objectively as possible. The description should be based on evidence gathered through observation.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 8 Science: CS8.1 Analyze the characteristics of cells, and compare structural and functional characteristics of plant and animal cells. (SI)

> ➢ Observe and identify cell structures (e.g., cell wall, cell membrane, vacuole, nucleus, cytoplasm, mitochondria, and chloroplast) and identify which are found in plant cells and which are found in animal cells.
> ➢ Explain the function of cell structures (*e.g.,* cell wall, cell membrane, vacuole, nucleus, cytoplasm, mitochondria, and chloroplast) including how each structure contributes to the health of plant and animal cells.
> ➢ Work cooperatively with team members to develop and carry out a plan to construct a representation (e.g. model, drawing, sculpture, or dance) of the structures and functions of plant and animal cells.

- Categorize organisms as single-celled and multi-cellular.
- Explain how growth and reproduction of living organisms depends on cell division.
- Observe and describe how single-celled organisms take in food and move.
- Analyze the strengths and weaknesses of various representations of the structure and function of plant and animal cells.

Science Processes and Skills
Science Focus: Communicates and Collaborates

Students are able to use communication skills to formulate and test ideas, interpret information, debate, and accept or reject ideas. Students are also be able to collaborate and work as members of a team.

Teacher Background Information

In Science, communication of information has an intended purpose and an intended audience. It is important that the modes of communication used are appropriate for the intended purpose.

Science communication can be used to inform, describe or persuade. Any forms of writing can be used to convey information in science. The writing can be expository, descriptive, persuasive, narrative or creative. Communication can also take place using a wide variety of other non-written forms which are visual, audible, tactile, expressive, and so on.

Collaboration involves working with others to achieve common goals. Group work and cooperative learning strategies are effective ways of conducting inquiry-based activities. Collaboration allows students to develop social and interpersonal skills. It also allows students to consider multiple perspectives and to become sensitive to alternative world views.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 9 Science: EU9.3 Examine how various cultures, past and present, including First Nations and Métis, understand and represent astronomical phenomenon. [CP]

- ➢ Describe First Nations and Métis perspectives on the origin of the solar system and the universe.
- ➢ Identify how worldviews related to astronomical phenomenon are expressed through First Nations and Métis stories and oral traditions.
- ➢ Explain the importance many individuals and cultures place or have placed on the summer and winter solstices and vernal and autumnal equinoxes.
- ➢ Identify common characteristics of stories, past and present, describing the origin of the world from various cultures and those in fantasy literature.
- ➢ Collaborate with other students, elders or community members to explore foundation stories on creation.

Science Competency: Uses Science Processes and Skills
Science Focus: Analyzes and Interprets

Students are able to examine information and evidence, organize and present data so that they can be interpreted, interpret the data, evaluate the evidence, and apply the results of the evaluation.

Teacher Background Information

In inquiry-based science, key questions are posed, experiments are designed to attempt to find answers to those questions, the experiments are then performed, observations are made, and data are collected. Science seeks answers this way to make sense of the world.

Collecting empirical data in this way is necessary, but by itself it is insufficient. Once data have been collected, analysis of the data is required. This involves a search for patterns, trends, relationships, and causalities. This is done because of a human tendency to make sense of things by searching for order, elegance and simplicity. Often though, data cannot be reduced and ordered in this way. That makes data analysis difficult, involving higher level thinking skills than those processes required to collect the data. Data analysis can also be obfuscated by such things as the quality or quantity of the data, errors in measurement, faulty experimental design, and unexplained outliers in the results.

Data interpretation takes the analysis one step further. It involves attempting to explain the analysis of the information that has been collected. This interpretation requires background knowledge and cross-referencing the results against other things that are known. An interesting aspect of science is that quite often there can be different interpretations based on the analysis of identical data.

Data analysis and interpretation involve communicating the findings to others. This can be done in many different ways. An important consideration is that the analysis and interpretation should be directly linked to the data and never based on speculation or conjecture.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 7 Science: IE7.2 Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities. [SI]

> ➢ Conduct a field study to observe, record (using sketches, notes, tables, photographs, and/or video recordings), and identify biotic and abiotic components of a local ecosystem.
> ➢ Illustrate the ecological organization of life within the biosphere, using specific examples of species, populations, communities, ecosystems, and biomes.
> ➢ Compile and display ecological data to illustrate the various interactions that occur among biotic and abiotic components of ecosystems.
> ➢ Identify strengths and weaknesses of different methods of collecting and displaying ecological data (*e.g.*, compare field observations of an ecosystem with observations from a video or television program, compare a food chain with a food web).

- ➢ Classify organisms in a variety of ecosystems as producers, consumers, or decomposers and further classify consumers as herbivores, carnivores, or omnivores.
- ➢ Interpret interdependence within natural systems by constructing food chains and food webs to illustrate the interactions among producers, consumers, and decomposers in a particular ecosystem.
- ➢ Construct a classification key, using appropriate scientific terminology, which will enable classmates to differentiate between producers, consumers, and decomposers.

PHYSICAL EDUCATION

Physical Education: Active Living Competency

Description of the Competency

Students who are competent in active living are able to enjoy and engage in healthy levels of participation in movement activities to support lifelong active living in the context of self, family, and community.

Demonstration of this competency also includes expanding their ability to set goals, create and implement basic plans to achieve improved levels of three components of health-related fitness: cardiovascular endurance, muscular endurance, flexibility and body composition. Students will demonstrate an understanding of how personal habits such as nutrition and fluid intake practices influence participation in movement activities and body composition.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 7:

Outcome 7.1 Health-Related Fitness
Create and implement a personal health-related fitness plan targeting the health-related fitness components of cardiovascular endurance, muscular endurance, and flexibility that involves setting a goal for improvement, applies the F.I.T.T. principle (Frequency, Intensity, Type of activity, Time), and incorporates daily moderate to vigorous movement activity
  ➢ All indicators from this outcome are related to the Active Living Competency

Outcome 7.4 Cross-Training
Examine and apply strategies to incorporate cross-training using different movement activities to improve fitness and skill (e.g. aerobic dance develops coordination and agility used in basketball; golf and hockey develop hand/eye coordination/striking skills) while participating in movement activities
  ➢ All indicators from this outcome are related to the Active Living Competency

Outcome 7.13 Relationship Skills
Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.
  ➢ Collaboratively create and implement a group plan for supporting others in participating in movement activities, incorporating plans for role modeling responsible and caring behaviour

NB: The evidence of learning as outlined by the indicators could be used by teachers and/or students to co-construct criteria for products, processes and conversations.

Physical Education: Relationships Competency

Description of the Competency

Students who are competent in relationships can cooperatively create and perform movements, make decisions collectively about tactics to use in games, and lead others in movement activities. They engage in experiences to support social growth and demonstrate an appreciation and openness to learning about the cultural traditions of many groups as they relate to games, dances, languages, celebrations and other forms of physical culture.

Demonstration of this competency also includes practising and internalizing respectful behaviours for both the natural and constructed environment, including proper use of equipment in the gymnasium and making enhancements to the natural environment.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 7:

Outcome 7.10 Volunteerism & Leadership
Plan, organize, lead, and evaluate cooperatively, movement activity, such as intramurals, fitness fun days, and playground games, to engage younger students and to connect with others

> ➢ Implement a means (ex. survey, interview) to determine the interests and abilities of a target audience for participation in a planned activity
> ➢ Create and implement, in small groups, a plan to teach and/or lead younger children in participation in a movement activity
> ➢ Role model active play for younger children that involves them in the play
> ➢ Willingly seek advice and support on how to involve younger children in movement activities

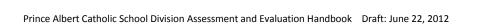**Outcome 7.9 Alternate Environment & Body Management**
Utilize selected movement skills and combinations of skills (i.e. locomotor, non-locomotor, and manipulative) to participate in a variety of:
- alternate environment activities (e.g. skating, cross-country skiing, swimming, snowshoeing, cycling, hiking, tracking, skateboarding, roping, canoeing, downhill skiing, orienteering)
- body management activities including dance and educational gymnastics, as well as others (e.g. wrtestling, track and field, pilates, yoga, aerobics)

> ➢ Willingly engage in developing skills, used alone or in combination, while participating in a variety of alternate environment and body management activities
> ➢ Co-create and teach a group dance sequence that combines a variety of locomotor, non-locomotor, and manipulative skills

Outcome 7.13 Relationship Skills

Role model and practise the behaviours associated with demonstrating responsibility and caring for others to support personal growth in making positive connections while participating in movement activities.

- ➢ Evaluate own attitudes, values and behaviour related to interacting with others while participating in, or encouraging others to participate in, movement activities
- ➢ Self-assess personal progression through the five levels of a social skills continuum on a regular basis
- ➢ Acknowledge when own behaviour is not reflective of the top three levels of social interaction and suggest alternatives for making positive adjustments
- ➢ Collaboratively create and implement a group plan for supporting others in participating in movement activities, incorporating plans for role modeling responsible and caring behaviour

NB: The evidence of learning as outlined above could be used by teachers and/or students to co-construct criteria for products, processes and conversations.

Physical Education: Skillful Movement Competency

Description of the Competency

Students who are competent in skillful movement can enhance their quality of movement by understanding, developing, and transferring movement concepts, skills, tactics, and strategies to a wide variety of movement activities.

Demonstration of this competency also includes demonstrating understanding of concepts, tactics, and strategies that support skillful and enjoyable participation. Students have the ability to apply the whys and hows of skillful movement. This includes knowing how to transition from defensive to offensive team play regardless of whether the game is an invasion/territorial game or a net/wall game.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 8:

Outcome 8.6 Concepts, Tactics & Strategies
Design and implement, collaborative, plans to develop the performance concepts and application of tactics and strategies to enhance individual and team performance, involved in each of:
- target games (e.g. bowling, curling, archery, golf, bocce ball)
-striking/fielding games (e.g. long ball, softball, slo-pitch, cricket)
- net/wall games (e.g. badminton, tennis, table tennis, volleyball, pickleball)
- invasion/territorial games (e.g. double ball, basketball, soccer, soft lacrosse, touch football, floor hockey, ultimate Frisbee, rugby, team handball)
- low organizational and inventive games (e.g. walleyball, capture the flag, prisoner's base, speedball, kick the can, snowshakes, bombardment)

> ➢ All indicators for this outcome are related to skillful movement

Outcome 8.7 Decision Making
Analyze the situational decisions, of self and others, while under the pressure of game play in target games, net/wall games, striking/fielding games, invasion/territorial games, and low-organizational, inventive, and cooperative games to determine the effectiveness of the decisions and to propose options for improvement

> ➢ All indicators for this outcome are related to skillful movement and relationships

NB: The evidence of learning as outlined by the indicators could be used by teachers and/or students to co-construct criteria for products, processes and conversations.

HEALTH

Health: Understands Health Concepts Competency

Description of the Competency

Students who are competent in their understanding of health concepts can recognize the knowledge they already possess, self-reflect, and purposefully seek, evaluate, and use historical, contemporary and evolving information.

Demonstration of this competency also includes identifying and accessing supports to healthy living, as they make healthy decisions, and apply them in daily life.

Examples Showing Evidence of Learning through Outcomes and Indicators
(Please Note: Only a few examples are included. Consult Curriculum document to ensure that you are gathering evidence of learning that reflects ALL the outcomes.)

Grade 8:

Outcome USC8.2
Analyze how personal prejudices/biases, and habits of mind shape assumptions about family identities, structures, roles, and responsibilities

- ➢ Describe a variety of family structures
- ➢ Recognize, name, and challenge instances of inequity, bias, intolerance, and discrimination related to family identities, structures, roles, and responsibilities
- ➢ Reflect on personal prejudices and their influences on assumptions about families

The USC outcomes contain the health concepts students need to understand for Grade 8.
Include hotlink to Inquiry Scope & Sequence for each grade level.

NB: The evidence of learning as outlined above could be used by teachers and/or students to co-construct criteria for products, processes and conversations.

Appendix B

Examples: Documenting the Collection of Evidence

- **English Language Arts**
- **Social Studies 1**
- **Social Studies 2**
- **Mathematics**

		Date	Date	Date	Date	Trend
COMPETENCIES	**Performance: 1-4**					
Comprehend and Respond Constructs meaning from oral, print and other media texts and responds appropriately and effectively	Task 1:					
	Task 2:					
	Task 3:					
	Task 4:					
	Task 5:					
<u>Comments:</u>						
Compose and Create Demonstrates understanding through creating of visuals, speaking and writing for a variety of purposes	Task 1:					
	Task 2:					
	Task 3:					
	Task 4:					
	Task 5:					
<u>Comments:</u>						
Assess and Reflect on Learning Reviews, practices, responds, synthesizes, and applies new knowledge. Reflects on own learning	Task 1:					
	Task 2:					
	Task 3:					
	Task 4:					
	Task 5:					
<u>Comments:</u>						

Subject: **English Language Arts**
Teacher: _____

Student: _____

TERM: _____

Achievement: ___

Competencies Rubric

1 – Little Evidence	2 – Partial Evidence	3 – Sufficient Evidence	4 – Extensive Evidence
With help understands parts of the simpler concepts and performs a few of the simpler processes.	Understands the simpler concepts and performs the simpler processes but has difficulty with more complex concepts and skills.	Understands more complex concepts and is able to master complex processes that are explicitly taught.	Has a deep understanding of complex concepts and can apply skills beyond what was explicitly taught.

		Date	Date	Date	Date	Trend
Factors Affecting Achievement:						
Confidence Welcomes new opportunities, takes risks, engages in learning, perseveres when tasks are challenging	Task 1:					
	Task 2:					
	Task 3:					
	Task 4:					
	Task 5:					
Comments:						
Organization Plans and manages learning time, space, materials and meets deadlines	Task 1:					
	Task 2:					
	Task 3:					
	Task 4:					
	Task 5:					
Comments:						
Collaboration Works well with others, is cooperative, and respectful	Task 1:					
	Task 2:					
	Task 3:					
	Task 4:					
	Task 5:					
Comments:						
Responsibility Is punctual, is prepared, responds to feedback, makes appropriate choices	Task 1:					
	Task 2:					
	Task 3:					
	Task 4:					
	Task 5:					
Comments:						

Factors Affecting Achievement Rubric			
1 – Beginning	**2 – Developing**	**3 – Progressing**	**4 – Established**
Meets some expectations with continual guidance and frequent reminders.	Meets most expectations with some guidance and several reminders.	Meets all expectations with minimal guidance and occasional reminders.	Meets all expectations independently, provides a positive influence.

Class/Subject: Social Studies

Term: _____

Period: _____

Process / Conversation / Product	Map #1 Met / Not yet / R = revised	Map #2 Met / Not yet / R = revised	Test /50	Map #3 Sample Match 1, 2, 3	Group Oral Presentation Performance Grid (3 by 5)	Test / 30	Final Project Performance Grid (3 by 3)
	Process	Process	Product	Process	Conversation	Product	Product
Sara A.	NY – R M	M	32	2	3-2-2-2-2	21	2-2-2
Mack D.	M	M	49	1	3-2-3-3-3	28	3-2-3
Sue L.	M	M	19	3	2-3-2-2-1	12	1-1-2

Adapted from *Setting and Using Criteria*, 1997, by Kathleen Gregory, Caren Cameron, Anne Davies

Appendix C

Word versions of Student Progress Reports

Appendix D

Record of Adaptations: See Form Section of the Division Website

Appendix E

Brochure for Parents

(To be added)