

# The Practice vs

## The Game

continued

### The Rules of the Game

The criteria for assessment and evaluation are the rules of the game. The criteria are determined from the curriculum expectations and achievement categories outlined in the achievement charts in The Ontario Curriculum. Teachers communicate the criteria for an assessment task to their students before the practice and game begins and students are sometimes involved in helping to develop those criteria. From time to time, teachers may share criteria for assessment and evaluation with parents to help them support the student's learning.

### Determining the Grade

The process of determining a student's grade is accomplished by the teacher and is a summary judgement made using evidence from a series of evaluations. Using that evidence and their professional judgement, teachers determine a letter grade or percentage grade which reflects the student's most consistent level of achievement of the curriculum expectations.

The Achievement Chart in the curriculum document is used by the teacher as the standard of measure to determine the level of student achievement.

## An Example Category of Learning

**Application:** the use of knowledge and skills to make connections within and between various contexts.

### Level 1 (50 - 59)

applies knowledge and skills in familiar contexts with limited effectiveness

### Level 2 (60 - 69)

applies knowledge and skills in familiar contexts with some effectiveness

### Level 3 (70 - 79)

applies knowledge and skills in familiar contexts with considerable effectiveness

### Level 4 (80 - 100)

applies knowledge and skills in familiar contexts with a high degree of effectiveness

To ensure that a student's most recent and most consistent work is recognized, teachers often use the mode and median to determine the final grade. This provides more opportunities for student success by diminishing the impact of a few stumbles along the way.

Mode/Median: Level 3 or 75 vs. Average: 72

|                     |    |    |    |    |    |    |    |
|---------------------|----|----|----|----|----|----|----|
| Terry's Assessments | 3+ | 1  | 3  | 3- | 4  | 3+ | 2- |
|                     | 78 | 55 | 75 | 72 | 88 | 78 | 62 |

**Learning skills** or student behaviours such as work habits, cooperation, and a positive attitude toward learning, are not used in the determination of the final grade. They are reported on separately.

# Assessment and Evaluation: Supporting Student Learning



# Gathering the Evidence and determining the grade

## Evidence

To determine a student's level of achievement of the knowledge and skills as outlined in the Ontario Curriculum, a teacher plans a series of assessment and evaluation activities. These activities provide the evidence a teacher needs to make a professional judgement about a student's level of achievement.

### What is Assessment?

#### Assessment:

The systematic and ongoing process of collecting, describing and analyzing information about student progress and achievement in relation to The Ontario Curriculum Expectations and related achievement charts.

#### The primary goals of assessment

##### are:

- to provide students with descriptive feedback to improve their learning; and
- to provide teachers with information needed to adapt and refine programs to meet student needs.

### What is Evaluation?

#### Evaluation:

The process of evaluating the quality of student work on the basis of established criteria, and of assigning a value to represent that quality.

## Evaluation

### Assessment for Learning

#### Diagnostic

- diagnostic assessment occurs at the beginning of an instructional unit
- the purpose of diagnostic assessment is to determine what students know and are able to demonstrate prior to instruction
- the information gathered from diagnostic assessment helps determine starting points and helps the teacher program appropriately for individual students
- information from diagnostic assessment is NOT counted toward report card grades

#### Formative

- formative assessment provides on-going feedback to students throughout a unit of instruction as they practise applying new skills and knowledge
- the primary purpose of formative assessment is to point out what students are doing well, what areas still require improvement and specific next steps for improvement
- occasionally, some formative information MAY be used by the teacher when applying professional judgement in the determination of the student's report card grade

### Assessment of Learning

#### Summative Evaluation

- summative evaluation occurs at or near the end of an instructional unit and it provides students with the opportunity to synthesize their knowledge and skills and demonstrate what they have learned over the course of an instructional unit
- summative evaluation information always counts toward a student's report card grade

"When the cook tastes the soup, that's formative; when the guest tastes the soup, that's summative."

# The Practice vs The Game

There may be times when your child is assessed solely for the purpose of providing feedback to improve their achievement of the curriculum expectations. The 'practice' refers to a formative assessment such as a quiz, small assignment or other assessment strategy which allows the student the opportunity to practise the demonstration of their knowledge and skills and obtain feedback for improvement. In a practice situation, a mark may not be assigned because it serves little purpose to improve student learning. The focus is on feedback in the way of oral or written comments to help the student improve his/her learning.

The 'game' refers to a summative evaluation such as a performance task, test, or other strategy that serves to evaluate the student's achievement. A mark will be assigned and used as evidence to determine the overall grade.

The purpose of the practice is to prepare for the game. This allows the student multiple opportunities to practise their knowledge and skills and receive the feedback designed to improve their learning.