

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with **limited effectiveness**. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with **some effectiveness**. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with **considerable effectiveness**. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**.

However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

Helpful websites: www.edugains.ca (AER section)
www.eoccc.org (Planting the Seeds for Success)

What are Assessment for Learning, Assessment as Learning and Assessment of Learning?

Learning Goal: To develop a common understanding of the language of Assessment.

Assessment As (Formative)	Progress Reports
Assessment For (Diagnostic and Formative)	
Assessment Of (Summative)	Report Cards

- Read the following descriptions of classroom activities, and decide whether each reflects assessment for, as or, of learning.
- Teacher and students co-construct the success criteria for a learning goal. (as)
 - Teachers use a rubric with weightings to evaluate a culminating activity. (of)
 - Students apply success criteria to a sample of anonymous work. (as/for)
 - Students discuss the meaning of the lesson's learning goal. (as)
 - A student gives feedback to an elbow partner on how well they self-assessed their work. (as)
 - Teacher returns an assignment with only descriptive feedback. (for)

The Seven Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices that:

- are fair, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction, and those who are First Nation, Metis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other points throughout the year or course;
- are ongoing, varied in nature, and administrated over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing, descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. (P. 6)

Sample Descriptors for Progress Reports

Progressing Very Well	Progressing Well	Progressing with Difficulty
- Demonstrates ongoing, consistent improvement towards meeting or exceeding the provincial standard by the end of the term/year - Very consistent evidence that student is meeting or will meet, or is exceeding or will exceed, the provincial standard	- Demonstrates ongoing, consistent improvement towards meeting the provincial standard by the end of the term/year - Evidence that student is meeting or will meet the provincial standard	- Demonstrates that the student will require improvement and/or assistance to meet the provincial standard at the end of the term/year - Evidence that student is not meeting or will not meet the provincial standard Ongoing communication with parents is key if a student receives progressing with difficulty . Parents should be informed about progressing with difficulty prior to receiving the Progress Report Card.

Descriptors from Planting the Seeds for Success created by E.O.C.C.C.

Excellent	adaptable, astutely, autonomous, can model, caring, clearly, committed, completely, consistently, discerning, distinguished, divergent, easily, effectively, extensively, exemplary, flawless, flexible, giving, impressive, independently, innovative, insightful, inspirational, kindly, masterfully, meticulously, positively, precisely, proficiently, reflective, reverent, secure, seeks challenges, self-assured, servant leadership, synthesizes, thoroughly, uniquely, virtuous
Good	accomplished, comfortably, competent, confidently, constructively, credible, developed, frequently, generally, independently, influences, knowledgeable, manages, more, most, often, regularly, skilled, successfully, usually
Satisfactory	acceptable, adequate, approaching, at times, developing, fair, inconsistently, learning to, limited, occasionally, sometimes, passable, periodically, some, suitable, with assistance, with coaching, with prompting, with reminders, with supervision
Needs Improvement	assistance needed, avoids, clarification needed, disengaged, few, guidance needed, hardly, indifferent, infrequently, illogical, literal, little, minimal, minor, naïve, numerous attempts, only, poor, rarely, reflection needed, reluctantly, review needed, seldom, simplistic, when required, with difficulty, with supervision, unclear, unsure

Assessment for Learning and as Learning:

