



Digging Deeper Into The Achievement Chart

October 16th and 17th 2006

Norms

- Begin and end on time
- Listen to each other with respect to trust
- Invest in your own learning and the learning of others
- Honour the professionalism of your colleagues
- Participate actively in the learning

Objectives

- Briefly review key features of the Language Curriculum Grades 1 to 8 and the Proposed Site-based agenda (June 2006)
- Examination of the components of the Achievement Chart
- Integrating appropriate descriptors into assessment rubrics
- Building report card comments based on specific expectations and descriptors
- Sharing of resources

Schedule

- Key Features
- Components of Achievement Chart
- Integrating Descriptors into Rubrics
- Building Report Card Comments
- Sharing of Resources

Key Text Features:

- **Overall expectations consistent.**
- **Sub organizer:** link a set of specific expectations to an overall expectation.
- **Expectation tags:** which part of the overall expectation are being addressed.
- **Specific expectation:** are key demonstrations and numbered (i.e. 1.1, 2.4).
- **Examples and Teacher Prompts**

Specific Expectations as Key Demonstrations

- A student's achievement of overall expectations is evaluated on the basis of his/her achievement of related specific expectations
- Specific expectations must be accounted for in instruction and assessment but not necessarily evaluated

Specific Expectations as Key Demonstrations

- Not all specific expectations are equal in importance
- Greater emphasis on learning strategies, higher level thinking: metacognition and critical literacy

Strands

- Oral Communication
- Reading
- Writing
- Media Literacy

Strands: General

- Divided former Oral and Visual Communication Strand into two: 1) Oral Communication, 2) Media Literacy
 - Reporting
- Re-ordered the strands to reflect primacy of Oral Communication

Strands: Media Literacy

- Retains overall expectations of the current document
- Adds one overall expectation for metacognition
- Increases specific expectations to provide teachers greater support in the implementation of the overall expectations
 - Increased examples and teacher prompts



Side by Side Comparison of Cross Grade Expectations

Proposed Agenda

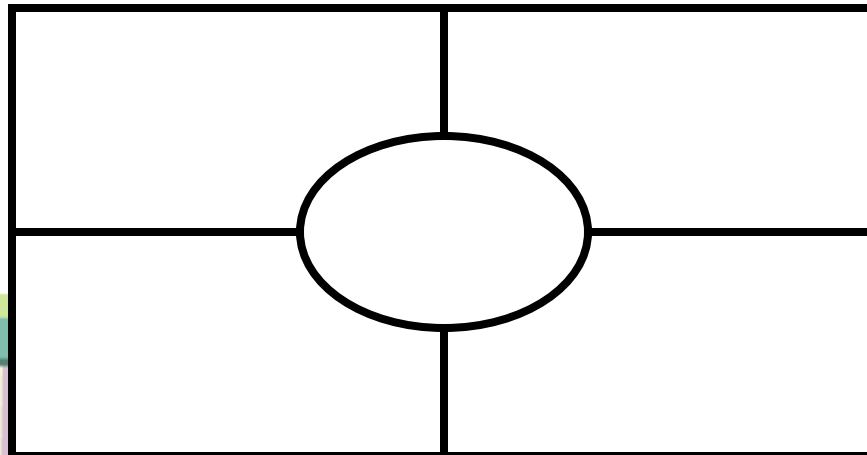
- What Is Your Teaching Strength?
- Most Important Thing (Introduction) Extended to Jigsaw
- Key Text Features of the Revised Document
- Reflection Pages



The Achievement Chart

Looking At A&E Basic Considerations

- In your section of the placemat:
 - Each person jots down 3 things from pages 15 & 16 that 'jump out' at you
 - Dialogue with your group about commonalities in your respective sections
 - Jot down consensus items in the middle circle.



Paraphrasing

- Find a partner at your table.
- One person reads the statement about level 1 on page 16 outloud.
- The partner paraphrases and checks for meaning.
- Reverse the roles and repeat the process for level 4 on page 16.
- In a pair discuss: "What does this really mean?"

A & E: Basic Considerations

- Primary purpose is to improve student learning
- Assessment is the process of gathering information to provide ongoing feedback
- Evaluation is a process of judging and assigning a value to the quality of student work on the basis of established criteria

A & E: Basic Considerations

- Validity/reliability: 11 key principles (pp. 15/16)
- Levels 3, 1, 2 and 4 (pp. 16)
- All curriculum expectations must be accounted for during instruction.

A & E: Basic Considerations

- A student's achievement of the overall expectations is evaluated on the basis of her/his achievement of the related specific expectations
- Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations and which ones will be covered in instruction and assessment

Purposes of the Achievement Chart

- To provide a framework that encompasses all curriculum expectations for all grades and all subjects
- To guide the development of assessment tasks and tools, (including rubrics)

Purposes of the Achievement Chart

- To help teachers plan instruction for learning
- To assist teachers in providing meaningful feedback to students
- To provide various categories and criteria with which to assess and evaluate student learning

Rationale for Change

- To increase consistency and clarity in assessment vocabulary
 - across elementary/secondary panels
 - across subjects/disciplines
 - currently within the Language, Math, and Social Studies documents.

Components of the Achievement Chart

- Levels
- Categories
- Criteria
- Qualifiers
- Descriptors

Activity:

Highlight these components on your handouts.

Levels

Level 1

Level 2

Level 3

Level 4

Categories

- The categories, defined by clear criteria, represent four broad areas of knowledge and skills.
- The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

Categories	Level 1	Level 2	Level 3	Level 4
Communication – The conveying of meaning through various forms				

Category: Knowledge and Understanding

Definition:

The acquisition of subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding).



Category: Thinking

Definition:

The use of critical and creative thinking skills and/or processes.

Category: Communication

Definition:

The conveying of meaning through various forms.

Category: Application

Definition:

The use of knowledge and skills to make connections within and between various contexts.

Criteria

- Expectations adapted to specific task.
- Could be the “look fors”.

Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including media forms

expresses and organizes ideas and information with limited effectiveness

expresses and organizes ideas and information with some effectiveness

expresses and organizes ideas and information with considerable effectiveness

expresses and organizes ideas and information with a high degree of effectiveness

Criteria

Qualifiers

- A qualifier is used to define each of the four levels of achievement.
- Terminology does not change.
- limited, some, considerable, or high degree

expresses and organizes ideas and information with **limited** effectiveness

expresses and organizes ideas and information with **some** effectiveness

expresses and organizes ideas and information with **considerable** effectiveness

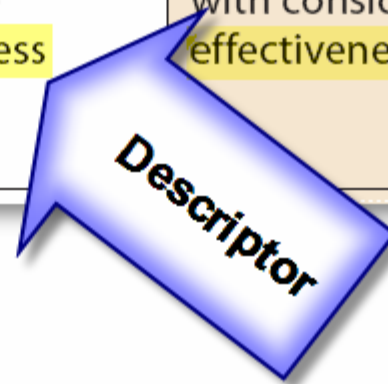
expresses and organizes ideas and information with a **high degree** of effectiveness

Qualifiers

Descriptors

- A descriptor (e.g., effectiveness) indicates the characteristic of a student's performance with respect to a particular criteria.

on and ation of ideas ormation (e.g., clear on, logical organi- n oral, visual, and forms, including orms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effec- tiveness
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Using Appropriate Descriptors

- Grade 3 Oral Communication
 - 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
- Take a specific expectation,
 - find the 'look for' (i.e. clear and coherent)
 - and identify an appropriate descriptor (i.e. "clarity")
 - and narrow to a task (i.e. presenting ideas in a factual oral report).

The rubric levels

1. Communicates orally with limited clarity to present ideas in a logical sequence.
2. Communicates orally with some clarity to present ideas in a logical sequence.
3. Communicates orally with considerable clarity to present ideas in a logical sequence.
4. Communicates orally with a high degree of clarity to present ideas in a logical sequence.

Using Appropriate Descriptors

- With a neighbour walk through the same process:
- Take a specific expectation from the Oral Communication strand,
 - find the 'look for' (i.e. clear and coherent)
 - and identify an appropriate descriptor (i.e. "clarity")
 - and narrow to a task (i.e. presenting ideas in a factual oral report).
- Write on the rubric.

Reporting

- Able to add in more appropriate descriptors (i.e. instead of only effectiveness) on report card comments.
- Specific expectations will be used only for the new Language document.

Report Card Comments

- Take the level 3 phrase from the rubric that was just created.
- Convert it into a report card comment (add the nouns / pronouns). Write on a piece of blank paper.
- Is the comment:
 - Personalized?
 - Connected to a specific expectation?
 - Is there an appropriate qualifier and descriptor?

The image features a vibrant, multi-colored striped background. The stripes are vertical and come in shades of blue, purple, green, yellow, and orange. In the center, there is a white trapezoidal shape with a thick, multi-layered border in shades of green and blue. Inside this white space, the word "SNOWBALL!" is written in a bold, dark green, sans-serif font.

SNOWBALL!

Feedback

- Open the snowball.
- Identify the:
 - Pronoun / proper noun
 - The specific expectation
 - The qualifier
 - The descriptor
- Could this comment be improved?
- Share with partner.

Sharing With Staff

- Comment building in 4 steps...
- Take a specific expectation,
 1. Find the 'look for' (i.e. clear and coherent)
 2. Identify an appropriate descriptor (i.e. "clarity")
 3. Narrow to a task (i.e. presenting ideas in a factual oral report).
 4. Add pronouns / nouns

An example:

- The Specific Expectation:
 - 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
- The rubric elements:

Criteria	Level 1	Level 2	Level 3	Level 4
Communicates orally with clarity to present ideas in a logical sequence	Communicates orally With limited clarity to present ideas in a logical sequence.	Communicates orally with some clarity to present ideas in a logical sequence.	Communicates orally with considerable clarity to present ideas in a logical sequence.	Communicates orally with a high degree of clarity to present ideas in a logical sequence.

An example:

- The report card comment for level 3:

Claire communicates orally with considerable clarity to present ideas in a logical sequence.



Feedback and Evaluation