

PROVIDING FEEDBACK

Assessing student achievement

Teachers know that ongoing assessment is fundamentally important for guiding instruction that will address students' learning needs. This includes:

- providing students with clear, consistent assessment criteria and processes that support their learning
- using observation and a variety of formative and summative assessment practices to identify each student's learning needs and to determine the best instructional approach
- providing students with ongoing meaningful and personal feedback on their work

The Report of the Expert Panel on Students at Risk in Ontario, 2003

Literacy Assessment Profiles

The literacy profile is a purposeful collection of key evidence about a student's level of achievement and progress in reading, writing, and oral/visual communication. The profile provides the teacher with information to do the following:

- plan instruction and supports to meet the student's specific needs
- engage in informed conversations about the student's literacy learning with the student, other teachers, parents, and school administrators
- provide the student with a record of his or her progress as a reader and writer, and a tool for reflection and goal setting
- evaluate the student's achievement at a point in time for reporting purposes, on the basis of a wide variety of evidence that includes the student's independent demonstration of his or her knowledge and skills
- support school success planning

Some Suggested Components of a Literacy Assessment Profile

Type of assessment information	When to gather the information			Whether to use it to evaluate student achievement
	Before learning	During learning	After instruction	
Baseline data	✓	✓		No
Records of reading behaviour (e.g., miscue analysis)	✓	✓		No
Interest and attitude surveys	✓	✓		No
Cross-curricular samples of writing (e.g., communications in math, lab reports, research reports)		✓	✓	Yes
Independently completed pieces of writing that represent different text forms			✓	Yes
Observations or rubrics used to assess oral performance		✓	✓	Yes
Student's reflections		✓	✓	No
Independent reading responses (to fiction and informational texts in a variety of genres)		✓	✓	Yes
Performance tasks		✓	✓	Yes
Texts created using a range of technologies		✓	✓	Yes