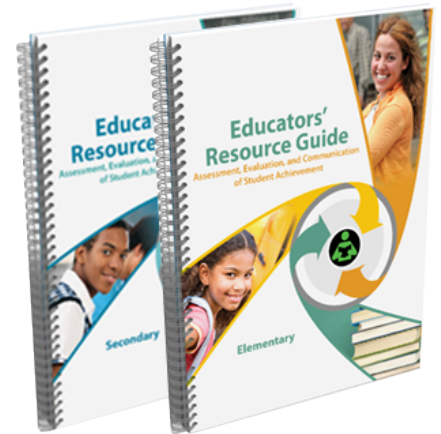


Educators' Resource Guide Overview (Chapters 1–2)

Research, Assessment and Evaluation Department
Lee Ann Forsyth–Sells, Superintendent of Education
Anthony Corapi, Consultant



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

The greatest challenge we face once we demand that all students demonstrate proficiency on the essential learning for a given subject and grade is time.

For teachers to **differentiate instruction** and **assessment** to meet the strengths and needs of students they must engage in the long-range planning process of **backward design** to determine what is essential in learning.

With curriculum documents and classroom resources at hand, they must agree on the essential concepts and skills that students must acquire and demonstrate by the end of the term, semester, or year.

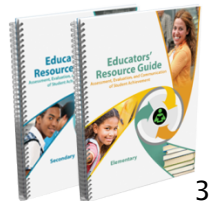
– Cooper, 2011

Purpose: Educators' Resource Guide

Provide educators with **guidelines an/or direction** for assessment, evaluation and communication of student achievement (AEC)

Engage educators in **professional learning and dialogue** with respect to best practice in assessment, evaluation, and communication of student achievement

Cite links to relevant **policy and procedure** regarding assessment, evaluation, and communication of student achievement



Seven Guiding Principles of AEC

Teachers use practices and procedures that..

are fair, transparent and equitable for all students.

support all students (Special Needs, FNMI)

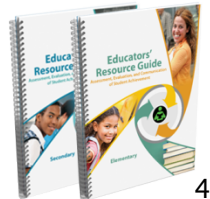
are carefully planned to relate to the curriculum expectations and learning goals.

are communicated clearly to students, parents/guardians throughout the year.

are ongoing, varied in nature and administered over a period of time to provide multiple opportunities for students to demonstrate learning.

provide ongoing descriptive feedback that is clear and meaningful.

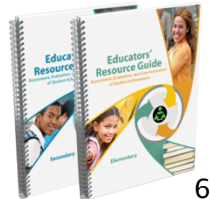
develop students' self assessment skills and set specific goals and plan next steps.



For assessment to be helpful to students, it must inform them in words, not numerical scores or letter grades, what they have done well, what they have done poorly, and what they need to do next in order to improve.

– Cooper, 2007

THE BACKWARD DESIGN MODEL



The Backward Design Model

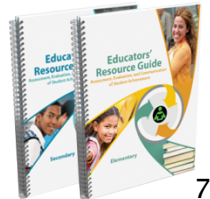
Identify desired results



Determine acceptable evidence



Plan learning experiences and instruction



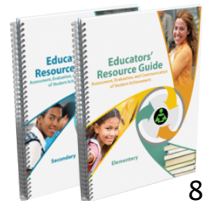
Managing the Curriculum

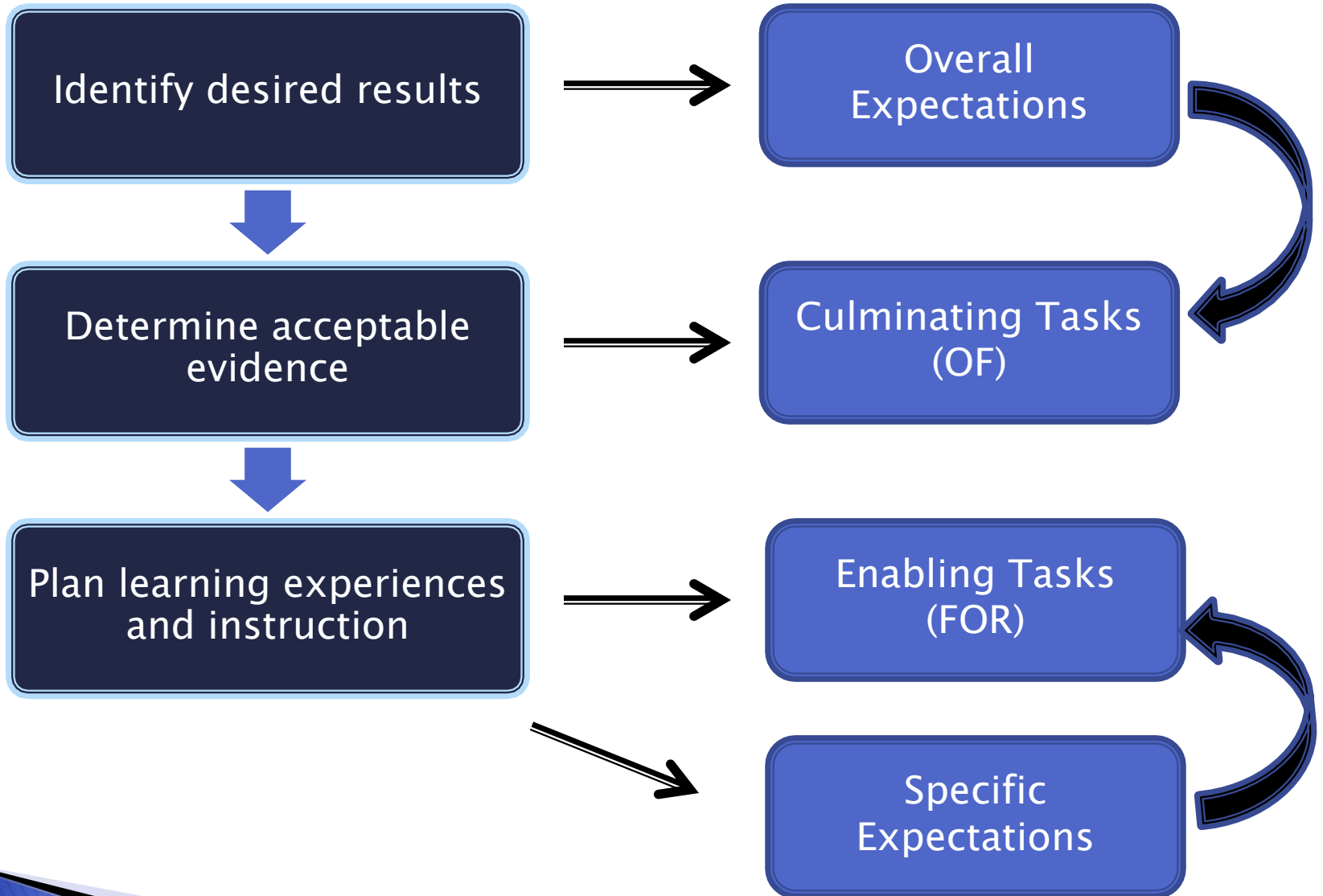
Starting with **Overall Expectations**

- BIG IDEAS
- Assessment OF Learning

Specific Expectations

- day-to-day lessons and embedded in smaller assessment tasks
- Building Blocks of culminating, end-of-unit assessments

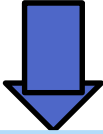




Identify desired results



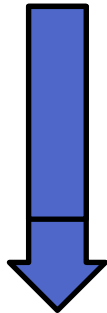
What should students know, understand, and be able to do?
What do they already know?



Determine acceptable evidence



How will you know if students have achieved the desired results and expectations? What will you accept as evidence of understanding and proficiency?

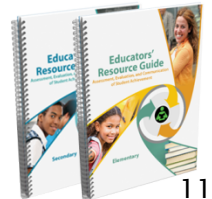


Plan learning experiences and instruction



- What knowledge and skills will students need to perform effectively and achieve desired results?
- Prior knowledge and experience?
- What activities will equip students with the needed knowledge and skills?
- What will you need to teach and coach with respect to LG/SC?
- Materials and Resources?
- Is the overall design coherent and effective?

LEARNING SKILLS



Learning Skills

Accuracy and Useful

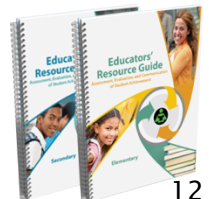
- Teachers need to plan how they are going to gather data and track

Teachers need to attach one or more of the LS/WH to each assessment task

Example: Working in a group for a task (collaboration)

Resources:

- http://www.misalondon.ca/ae_01.html
- http://www.misalondon.ca/ae_03.html
- Educators' Resource Guide (LS Rubric)



HOW they learn

Learning Skills

Examples:
IW, I, R, O, C, SR

Evaluate learning skills



WHAT they earn

Expectations

Determine how well students measure up to the provincial expectations

Apply to categories

Achievement of Expectations determines marks



Resources

Educators' Resource

- P, VP and Chair

Secondary and Elementary Specific Guides

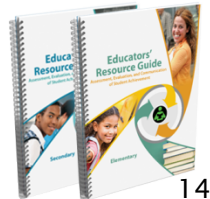
- Backwards Design Templates
- Sample Units
- Classroom Strategies

London MISA Resources (FOR, AS, OF)

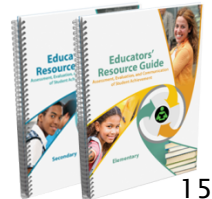
http://www.misalondon.ca/ae_04.html

EduGains (AER Gains section)

<http://www.edugains.ca/newsite/index.html>



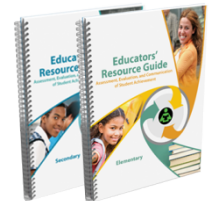
DIFFERENTIATED INSTRUCTION



Differentiated Instruction (DI)

To differentiate instruction is to recognize students' varying levels of background knowledge, readiness to learn, language ability, learning preferences, and interests, and to react responsively.

(Hall, Strangman, & Meyer, 2003)

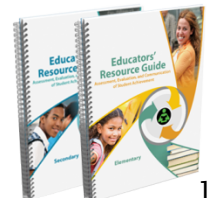


Differentiated Instruction

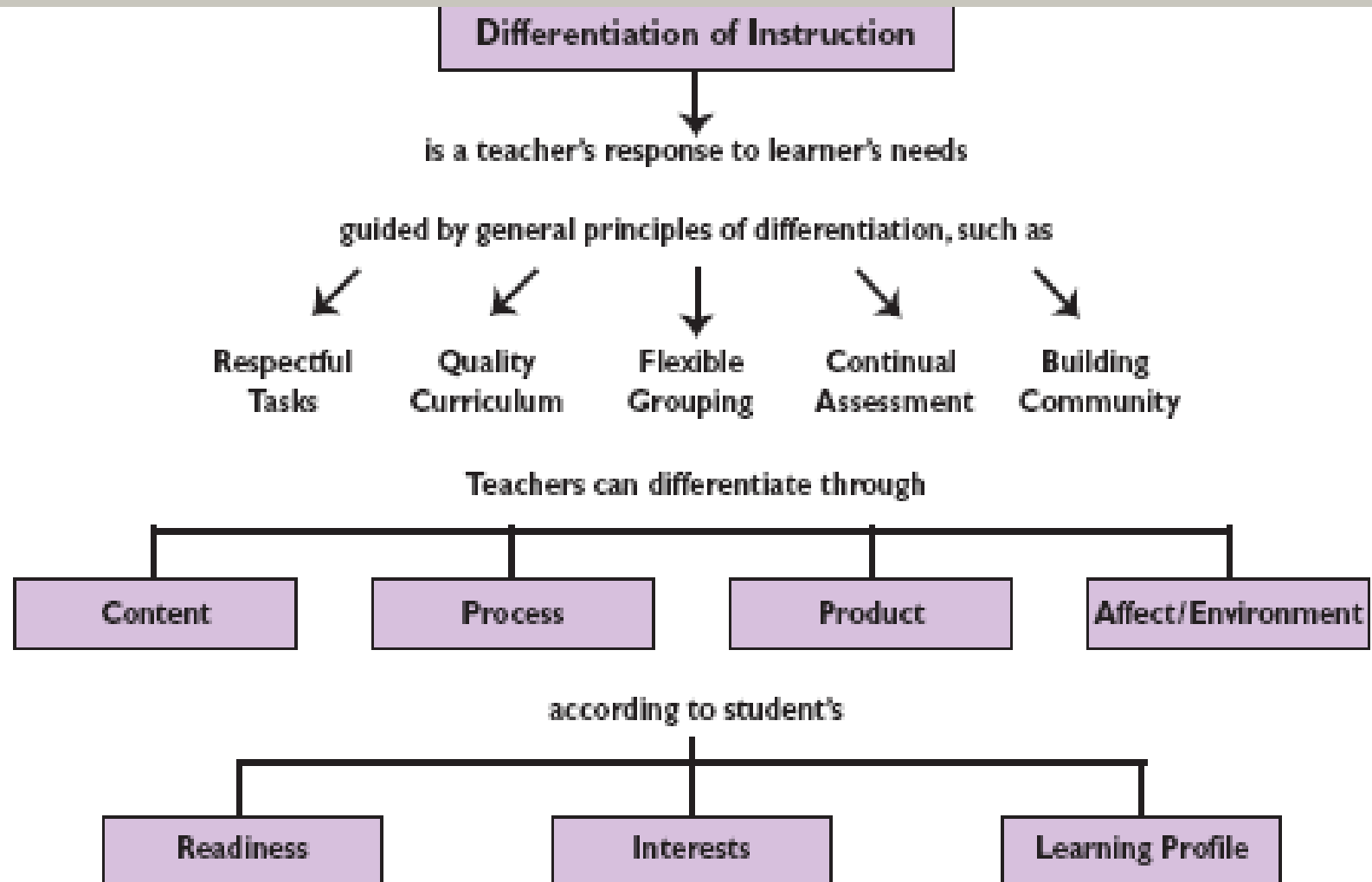
Students differ in their strengths, interests, learning style and readiness to learn. Instruction must be adapted to suit these differing characteristics.

Elements to consider differentiating:

- **Content** of learning (what and when to learn).
- **Process** of learning (types of tasks/activities).
- **Products** of learning (ways to demonstrate).
- **Affect/environment** of learning (context and environment).

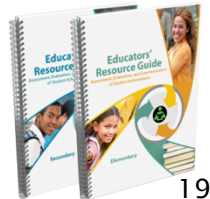


Concept Map of Differentiated Instruction



Source: Adapted from Carol Ann Tomlinson, Association for Supervision and Curriculum Development (ASCD): Summer Conference Material, 2008. Reprinted with permission from ASCD (www.ascd.org).

RUBRICS



Rubrics

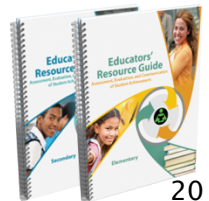
Instructional tool used to measure student achievement

Purpose is to improve and guide student learning

Exemplars accompany effective rubrics

Based on criterion-referenced standards

Ensure accountability for student achievement of the expectations



Why Use Rubrics?

TEACHER PERSPECTIVE

Are instructional tools
Can be used for diagnostic, formative and summative assessments
Provide the criteria of quality work at various levels of performance
Provide informative feedback about strengths, areas of improvement, and next steps
Facilitate collaborative planning and assessment

STUDENT PERSPECTIVE

Clearly identify the learning target
Outline the criteria of quality work at various levels of performance
Help students spot and address strengths and weaknesses in their own work and the work of others
Provide informative feedback about strengths, areas for improvement, and next steps

Educators' Resource Guide Overview (Chapter 3) Assessment OF Learning

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Anthony Corapi

