

Final Transcript – Ottawa Clip P3

USING THE ACHIEVEMENT CHART

Narrator: Effective tasks generate valid and reliable evidence of learning, both during and at the end of a period of instruction. Having examined the knowledge and skills in the selected **curriculum** expectations, information about the learning. By considering the connections between the proposed task, and the **categories and criteria in the achievement chart**, they enhance the validity of the assessment information that will be elicited from the learner.

Stephanie: So our final task would be to build a structure and they can choose which structure they'd like to build.

Lisa: Okay. And I think something that we need to make sure happens is that, in order to evaluate them, we need to give them the opportunity to converse about their structure, we need to give them the opportunity to talk to us about their structure; explain what their plan was, explain the different parts of their structure, so that their learning really does become obvious to them and to us.

Stephanie: And considering that the expectations say that they need to be able to explain why they chose something, or the properties of a particular material. That gives us just another opportunity to find out if they really understood—have really learned exactly what they need to be learning.

Lisa: Perfect. And they've been explaining their learning all along, especially using those centres, so this should just happen quite naturally for them.

Stephanie: Absolutely.

Lisa: Great. Let's make sure too that the students have an opportunity to explain to us how their structure fits into real life – where do we see their structures in real life, how are they used – so that they can really make that connection.

Stephanie: Excellent. This project, actually, this final task hits all categories of the achievement chart as well. They have the knowledge, they understand what they're doing...

Lisa: And I think what I'd like to know from them too, is how well do they understand the shapes? How well do they understand how a 2D shape is made? What are the different parts of 2D shapes? How well do they understand 3D figures, edges, vertices, faces... and we're hoping to transfer that knowledge to building structures and understanding that 2D shapes and 3D figures make up so many different objects in structures and things in our environment.

Stephanie: They're applying it by creating a structure, and then they're able to communicate it to us by explaining why they did what they did.

Lisa: So I think I would like to hear them using some of that vocabulary too, not only talking with me, but also with each other and explaining their structure really gives them an opportunity to explain their thinking as well.

Narrator: Thoughtfully connecting the knowledge and skills with the broad criteria set out in the achievement chart is the beginning of being able to identify the success criteria which will be co-constructed with learners during the learning process. Tasks that are carefully designed to embody the learning goals and the success criteria increase the validity of the evidence of learning that will be generated.