support every child
reach every student
accompagner chaque enfant
appuyer chaque élève
International Languages, Grades 9-12
Implementation Training

Spring 2015
Learning Goal and Success Criteria

• We are learning to understand the contents, structure and organization of the revised Classical Studies and International Languages curriculum so that we can plan instruction and assessment effectively for our students.

I know I have reached the learning goal if I can/am able to:

• Identify all the components of the International Languages component of the revised curriculum and know the function of each in my instruction and assessment
• Identify the key changes in the curriculum and make potential adjustments to my instruction and assessment
• Use the revised curriculum to effectively plan for assessment and evaluation through the use of learning goals and success criteria
Agenda – Day One

• Questions for Reflection
• Curriculum Review Process
• Features of the Revised Curriculum
• Exploring the Revised Curriculum
  – Preface, Introduction, Expectations
  – Vision, Goals and Enduring Ideas - consolidation
  – New changes to course codes and levels
  – Intercultural Understanding
  – Making Connections with Key Policies, Programs and Strategies
Questions for Reflection

1. Why are Classical Studies and International Languages an important part of the Ontario curriculum?

2. How does learning another language prepare students for living in today's world?
Curriculum Review Process

• 100s of people have “touched” the draft document throughout the revision process
Components of Curriculum Review

- Research
- Consultations
- Writing
- Third Party Check
- Editing
- Approval + Release

Technical Analysis
- Stakeholders
- Students
- Parents
- Educators
- Focus Groups

- Equity & Inclusive Education
- FNMI
- MACSE
- Colleges
- Faculties of Education
- Other Branches & Ministries
- Subject/Division Associations
- NGOs

Benchmarking
- Resources
- Revision
- Writing
- Feedback
- Training
- Academic
- Universities
- Employers
Stages in IL Curriculum Review

2009-2010
• Research, technical analysis, focus groups, consultation, synthesis of recommendations
• Initial revision summer writing

Winter/Spring 2012
• Initial feedback consultation, initial revisions based on feedback

Summer 2012
• Revision writing of Classical Studies courses
Stages in IL Curriculum Review

2012-2015

- revisions based on feedback
- editing of Classical Studies and International Languages courses

Spring 2015

- fact checking
- training for implementation
- anticipated release of revised documents
SHIFT FROM
- Passive acquisition
- Grammar-based
- Isolated Concepts

SHIFT TO
- Active Interaction
- Literacy-based and Language Rich
- Contextualized Learning
So… What’s New?

• Consolidation of all secondary courses in one document

• Common front matter and messaging regarding the teaching and learning of Classical Studies and International Languages in Ontario

• Expanded Front Matter
So… What’s New?

• Concepts underlying the curriculum – a framework of enduring ideas

• **Enduring ideas** provide the framework for all Classical Studies and International Languages programs for teachers, students and parents
So… What’s New?

• Updated examples and teacher prompts help clarify the expectations and provide a sense of how the expectation might be achieved

• They are more inclusive of diverse perspectives and experiences

• A more detailed section: Assessment and Evaluation of Student Achievement
So… What’s New?

• An **expanded glossary** that provides more detail and is linked directly to expectations, examples and prompts

• **Changes in course codes** for consistency and better alignment; one single course code for each International language

• **Changes in the number of levels** for International Languages courses – now 3 levels
So… What’s New?

• International Languages strands: **Listening, Speaking, Reading, and Writing**

• Classical Languages strands: **Oral Communication, Reading, Writing and Intercultural Understanding**

• Addition of a **Critical Thinking and Literacy Skills strand** in the Gr. 12 Classical Civilization course and a reorganization of the strands
So… What’s New?

• Addition of an overall expectation for **Intercultural Understanding** in each strand of International Languages

• **Intercultural Understanding** is also incorporated into Classical Studies. For Classical Languages, it is the fourth strand.

• For the Grade 12 Classical Civilization course, it is an overall expectation in all the strands – **Intercultural and Other Connections**.
So… What’s New?

• Addition of **Metacognition** as a specific expectation in all strands of International Languages

• Metacognition is also included in Classical Languages
Features of the Revised Curriculum

- Consistent vision and goals across all grades and programs from Grades 9 to 12
- Expanded examples, teacher prompts
- Focus on communication (production, reception and interaction) in authentic contexts
- Inclusion of different types of interaction and talk
- Emphasis on action-oriented communicative approaches
- Emphasis on development of student metacognition skills
- Inclusion of intercultural understanding
Front Matter

• Preface and Introduction

• The Program

• Assessment and Evaluation of Student Achievement

• Some Considerations for Program Planning
Front Matter – Preface

- Schools in the 21st century
- Supporting students’ well-being and ability to learn

- The Role of Mental Health
Front Matter – Introduction

- provides an overview of the goals and key elements of the approach and pedagogy in the subject
- roles of teachers, parents, students, principals, and the community

**Vision**

*International Languages:* Students will communicate and interact in the target language, with growing confidence in functional real-life contexts, while developing the knowledge, skills and perspectives of life-long language learners essential to developing multicultural and plurilingual awareness as local and global citizens.
Front Matter - The Program

- overview of the structure of the intended learning
- organization of the knowledge and skills relevant to the subject
Alignment of Language Programs

• The revised FSL elementary curriculum policy document was released in fall 2013 and the secondary document was released in fall 2014
• We have aligned language programs and the revised documents have similar structural changes
• Strands, overall expectations, and some sub-headings for specific expectations are similar
Vision and Goals of the Classical Studies and International Languages Curriculum

Vision
• **International Languages:** Students will communicate and interact in the target language, with growing confidence in functional real-life contexts, while developing the knowledge, skills and perspectives of life-long language learners essential to developing multicultural and plurilingual awareness as local and global citizens.

Goals
• The goals of the Classical Studies and International languages curriculum are:
  • To promote the value of second/additional language learning;
  • To use the target language to communicate and interact effectively in a variety of social settings;
  • To demonstrate that International Language programs foster plurilingualism;
  • To give students insights into their first language and appreciate more fully the particular nature and function of language itself;
  • To demonstrate that the study of Classical languages helps to build connections between their first language and English;
  • To use effective language learning strategies;
  • To be responsible for their own learning, as they work independently and in groups;
  • To appreciate and acknowledge the interconnectedness and interdependence of the global community;
  • To provide students with valuable skills that will permit them to interact and connect with individuals and communities, for personal growth, for active participation as world citizens, and for life-long language learning.
Enduring Ideas are fundamental concepts which focus on the development of skills that are necessary for life-long language learning.

The emphasis on the 5 Enduring Ideas encourages students to apply their knowledge of the target language and communicate ideas, information, and opinions for authentic purposes, to different audiences in a variety of real-life situations.
Enduring Ideas

Task: read the relevant pages in the document
• Jot down some reflections on worksheet

Write an idea/learning on a post-it note for one of the 5 Enduring Ideas
• Place notes on the chart paper – 1 of the 5 Enduring Ideas

Gallery walk: read all comments for your chosen Enduring Idea and bring back 1 new message for this idea for sharing at table group

Recap – sharing of key messages for each Enduring Idea

26
Changes in course codes for consistency and better alignment; one single course code for each International language
Level 1= B, Level 2=C, Level 3=D

Changes in the number of levels for International Languages courses – now 3 levels
Consolidation of former Levels 1 and 2 into new Level 1

Impact on course offerings/selections – table discussion/sharing
Revised IL courses

• The course pathways remain the same:

• **Academic/University prep** – Levels 1-3

• **Open** – Levels 1-3

• Alignment with other language programs (i.e. FSL – strands, overall and specific expectations)
Intercultural Understanding

• **Minds On:** What is culture? What is Intercultural Awareness?
• Definitions of culture and intercultural understanding
• Iceberg of culture
• Interactive discussion
Definitions

• “Culture is a set of distinctive spiritual, material, intellectual and emotional features of society, or a social group, and that it encompasses, in addition to arts and literature, lifestyles, ways of living together, value systems, traditions and beliefs.” (UNESCO, 2002)

• “Culture is a shared system of assumptions, values and beliefs of people which result in characteristic behaviour.” (Milton Bennett, 2001)

• “…the way we do things around here” (Milton Bennett, 2001)
Definitions

Intercultural Awareness

• “knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the ‘world of origin’ and ‘the world of the target community’ produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of the regional and social diversity of both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner’s L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers awareness of how each community appears from the perspective of the other, often in the form of national stereotypes.” (CEFR, 2001)
Definitions

Intercultural Competence

• “is the ability to interact effectively and appropriately in intercultural situations, based on specific attitudes, intercultural knowledge, skills and reflection” (UNESCO, 2013)

• “abilities to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini & Tirmizi, 2006)

• “effective and appropriate behaviour and communication in intercultural situations” (Deardorff, 2006)
Iceberg of culture
Guiding questions

• What are some of the opportunities and challenges for teaching culture/intercultural understanding?
• How is it different from teaching culture (big C, little c approach)?
• How will this impact your planning, teaching and assessment?
<table>
<thead>
<tr>
<th>Overall expectations</th>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
</tr>
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<tbody>
<tr>
<td><strong>A3. Intercultural Understanding</strong></td>
<td>A3.1 Intercultural Awareness: A3.2 Awareness of Sociolinguistic Conventions:</td>
<td>B3.1 Intercultural Awareness: B3.2 Awareness of Sociolinguistic Conventions:</td>
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</table>

**Specific expectations**

| A3.1 Intercultural Awareness | B3.1 Intercultural Awareness: B3.2 Awareness of Sociolinguistic Conventions: | C3.1 Intercultural Awareness: C3.2 Awareness of Sociolinguistic Conventions: | D3.1 Intercultural Awareness: D3.2 Awareness of Sociolinguistic Conventions: |
Intercultural Competences

- **Savoirs** (knowledge of the culture)
- **Savoir comprendre** (skills of interpreting/relating)
- **Savoir apprendre** (skills of discovery/interaction)
- **Savoir être** (attitudes of curiosity/openness)
- **Savoir s’engager** (critical cultural awareness)

Byram 2008
Intercultural – how to assess?

Use the handout “Intercultural Awareness” to discuss the following:

- Ideas for Savoirs (knowledge)
- Ideas for savoir-faire (know how/skills)
- Ideas for savoir-être (being/attitudes)
- Indicators for each of the above
- Connecting to intercultural expectations
Concluding comment

• “The teaching of foreign languages will be enhanced by the promotion of intercultural competences. Spoken and written word is only one of the many facets of a society and its culture. The full meaning of a language comes to life through an understanding of its speakers’ value system, beliefs, norms, practices, traditions, history as well as its non-verbal signals.

• To complement this learning by an ability to deal with these features affectively and behaviourally leads to successful language learning.”

• (Languages and Cultures in Europe (LACE), 2006)
Making Connections with Key Policies, Programs and Strategies
Policies, Strategies, Frameworks, Resources
Making Connections with Key Policies, Programs and Strategies

In your board teams, select a course and a perspective:

**Action**

- Examine the sample curriculum expectations with links to:
  - Equity and Inclusive Education
  - Environmental Education
  - First Nations, Métis and Inuit Framework
  - Financial Literacy
  - 21st Century Learning

- Consider connections to relevant policies, programs, strategies and resources.
- Make connections to relevant sections in the front matter of a recently revised curriculum document.
WRAP UP Day 1

• 3-2-1
• 3 things from the work of our session so far that you are excited about
• 2 things that you want to explore further (e.g., with someone in the room, with someone in your board – today, tomorrow, next week)
• 1 thing that you are wondering about
See you tomorrow!
Day Two - Agenda

- Exploring the Revised Curriculum
  - Assessment and Evaluation of Student Achievement
- Considerations for Program Planning
- Subject/Division Association Supports for IL
- Other Resources
- Board Team Consolidation
Assessment and Evaluation for Improved Student Learning

Integrating Assessment and Instruction

International Languages, Spring 2015
Session Outline

9:00  Introduction: Why talk about assessment and evaluation?

9:20  Minds On: Assessment and evaluation questions

10:00 Unique features of assessment for, as and of learning

10:30 Break

10:45 Using the CS&IL curriculum to design learning goals and success criteria

11:45 Consolidation: Key points and next steps
“The use of formative assessment to inform instruction effectively doubles the speed of student learning.”

Fundamental Principles of Assessment

- make assessment **transparent**
- co-plan instruction and assessment (based on student readiness)
- provide students with ongoing **feedback** during learning
- provide **multiple** opportunities for students to demonstrate their learning
- teach students to self-assess

Improved assessment

Improved student outcomes
Overall Learning Goal:
What are we learning?

We are learning to plan and implement effective assessment and evaluation practices for teaching and learning International Languages, so that students are more successful and engaged learners.
What aspects of a and e do you find most challenging?

At your table:
1. Brainstorm a list of challenges.
2. Rank them in order of most to least challenging.
3. Write your group’s #1 a and e related challenge on the paper provided in the form of a question.

We are learning to plan and implement effective assessment and evaluation practices for teaching and learning International Languages so that students are more successful and engaged learners.
Using the Resources in the Room
Given what we just talked about, what do we need to keep in mind to assess and evaluate well?
If we achieve our learning goal, we should be better able to

- describe the unique features of assessment for, as and of learning
- use curriculum to design learning goals and success criteria
- use these learning goals and success criteria to design learning tasks
Learning Goals & Success Criteria

<table>
<thead>
<tr>
<th>We are learning to:</th>
<th>I can:</th>
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<tr>
<td>- plan and implement effective assessment and evaluation practices for teaching and learning International Languages so that students are more successful and engaged learners.</td>
<td>- describe the unique features of assessment for, as and of learning</td>
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### Learning Goals & Success Criteria

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<td>- plan and implement effective assessment and evaluation practices for teaching</td>
<td>- describe the unique features of assessment for, as and of learning</td>
<td>- Define each process</td>
</tr>
<tr>
<td>and learning International Languages so that students are more successful and</td>
<td>- use curriculum to design learning goals and success criteria</td>
<td>- Explain how these processes are the same and different</td>
</tr>
<tr>
<td>engaged learners.</td>
<td>- use these learning goals and success criteria to design learning tasks</td>
<td>- Define learning goals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Define success criteria...etc.</td>
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</table>
What do you hope to learn?

What else about assessment and evaluation do you hope to learn today?

Write your questions down and place them on the parking lot. We will try to ensure that they are addressed by the end of today’s session.
L.G. 1 - describe the unique features of assessment *for, as and of* learning
L.G. 1 - describe the unique features of assessment *for, as and of* learning

<table>
<thead>
<tr>
<th>Assessment FOR Learning</th>
<th>Teachers gather and use assessment information to provide descriptive feedback AND to determine what to do next instructionally</th>
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<td>Assessment AS Learning</td>
<td>Students gather and use assessment information to provide descriptive feedback AND to determine what to do next in their learning</td>
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<td>Assessment OF Learning</td>
<td>Teachers use assessment information to determine student’s level of achievement of overall expectations at a given point in time</td>
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</table>
A teacher wants to give a quiz. How can the quiz be designed and used as:

a) assessment *for* learning?
b) assessment *as* learning?
c) assessment *of* learning?
L.G. 1 - describe the unique features of assessment for, as and of learning

Quiz:
n. A test of knowledge, especially a brief, informal test given to students (Oxford)

n. A brief assessment to measure growth in knowledge, abilities and/or skills, usually scored in points (Wikipedia)
Assessment

For Learning
- Assessment information gathered and used by teachers to determine what to do next instructionally (strategies, differentiation)
- Feedback to students on what they are doing well, what needs improvement and how to improve
- Goal is to guide instruction
- Multiple sources, multiple opportunities

As Learning
- Assessment information gathered and used by student to determine what to do next in my learning (strategy, focus)
- Feedback to peers and self (peer and self assessment)
- Goal is to become reflective, self-monitoring learner
- Multiple sources, multiple opportunities

Of Learning
- Assessment information is gathered and used by teacher to determine student’s level of achievement of overall expectations at a given point in time
- Feedback that summarizes the learning at a particular point in time
- Goal is to communicate information to students and parents
- Multiple sources, multiple opportunities
Assessment for and as learning

PLAN

Learning Goals

Success Criteria
Feedback

Teacher
uses feedback from assessment to determine *instructional goals* and provide *multiple opportunities for learning*

Student
uses feedback from peer and self-assessment to determine *next steps* and set *personal learning goals*
Why Talk About Assessment and Evaluation?

“Effectively implemented, formative assessment can do as much or more to improve student achievement than any of the most powerful instructional interventions, intensive reading instruction, one on one tutoring, and the like.”

Black & Wiliam, 1998
Using Assessment *for/as* Learning to support our learning

Monitoring our learning....

*We are learning to plan and implement effective assessment and evaluation practices for teaching and learning International Languages so that students are more successful and engaged learners.*

...using our success criteria:

- If we can
- describe the unique features of assessment *for, as and of* learning.

Have we achieved this criterion? What questions/learning needs do we still have?
L.G.2 - We are learning to use curriculum to design learning goals and success criteria.

Learning Goals

We are learning to...

B. SPEAKING

OVERALL EXPECTATIONS
By the end of this course, students will:

B.1. Speaking to Communicate: communicate information and ideas orally in the target language using a range of speaking strategies and level appropriate language suited to the purpose and audience;
B.2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;
B.3. Intercultural Understanding: in their spoken communications, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of nonlinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

B.1. Speaking to Communicate
By the end of this course, students will:

B.1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the target language for various purposes and to a variety of audiences (e.g., identify and clarify the purpose for speaking; use body language and physical proximity to connect with their audience; adjust speaking pace to hold a listener’s attention).

Teacher prompts: “What can you convey to an audience by your body language and physical proximity?”

B.1.2 Producing Oral Communications: produce brief, rehearsed messages in the target language to communicate information and ideas about matters of personal interest and familiar and academic topics, with contextual, auditory, and visual support (e.g., introduce themselves, family members, pets; describe how to perform an action or find an object).

Teacher prompts: “As you give directions, think about instructions.”
L.G.2 - We are learning to use curriculum to design learning goals and success criteria

What are Learning Goals?

- brief, concise statements, in student-friendly language, that describe what students are to know or be able to do at the end of a period of instruction.
A2.3 Metacognition:
(a) describe some strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills

(From A. LISTENING International Languages, Level 1 Academic)
L.G.2 - We are learning to use *curriculum* to design learning goals and success criteria

**A Process for Designing Learning Goals**

1. Identify what students must KNOW (nouns) and BE ABLE TO DO (verbs) to achieve this expectation.

2. Organize these ideas into lists of KNOWLEDGE and SKILLS.

3. Write a learning goal (or goals) based on this expectation. Use the phrase “We are learning … so that …”
A2.3 Metacognition:

(a) describe some strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills

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<thead>
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<th>Skills (Verbs)</th>
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<tbody>
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<td>- Determining when to use which strategy</td>
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<tr>
<td>- Criteria for what makes an effective listener</td>
<td>- Using criteria to think about and assess listening skills</td>
</tr>
<tr>
<td>- Steps to take to become a better listener</td>
<td>- Identifying area for improvement</td>
</tr>
<tr>
<td></td>
<td>- Deciding on a next step</td>
</tr>
<tr>
<td></td>
<td>- Setting a goal</td>
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</table>
L.G.2 - We are learning to use curriculum to design learning goals and success criteria.

Examples:

We are learning to use criteria for effective listening so that we can identify strategies and plan next steps that we will use to improve our listening skills.

We are learning to identify, use and reflect on strategies that contribute to effective listening so that we can improve our ability to interact orally in [target language].

We are learning to identify listening strategies and use them so that we can be strong communicators.
What makes these learning goals useful to the learner?

•

•

•

•
L.G.2 - We are learning to use curriculum to design learning goals and success criteria.

Designing Effective Learning Goals: Success Criteria

- Derived from the K and S identified in curriculum expectations
- Identifies ‘what’ is to be learned
- Expressed in language meaningful to students
- Contains a ‘so that’
- Incremental and scaffolded
- Expressed from the student’s perspective
L.G.2 - We are learning to use *curriculum* to design learning goals and success criteria.

Student Perspective

• **Edugains** Video: Student Voices
L.G.2 - We are learning to use curriculum to design learning goals and success criteria.

Your turn:
1. Read the curriculum expectation that has been assigned to you from the new CS&IL curriculum.

2. In your board team, follow the process we have modelled to write your learning goal.

3. Use the criteria for LG to guide your thinking.

Overall Expectation - IL, Level 1
Academic : Reading

C3 Intercultural Understanding – demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities
Your turn:
1. Read the curriculum expectation that has been assigned to you from the new CS&IL curriculum.

2. In your board team, follow the process we have modelled to write your learning goal.

3. Use the criteria for LG to guide your thinking.

Overall Expectation - International Languages, Level 1 Academic:
D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;
Peer assessment is uniquely valuable because

- students may accept criticisms of their work from one another that they would not take seriously if the remarks were offered by a teacher
- the interchange will be in language that students themselves naturally use and
- students learn by taking the roles of teachers and examiners of others.

Black et al 2004
Peer assessment is…”an arrangement for classmates to consider …the products or outcomes of learning of their equal-status peers…the intention is that both assessee and assessor benefit from the process.”

“Peer assessment makes heavy demands upon the communication skills of both helper and helped, and in doing so can develop those skills.”

Peer assessment “sharpens and broadens the assessor’s capabilities”.
“Clarification of the assessment criteria is essential”

“Actual performance of peer assessment involves practice, leading to consolidation and enhanced performance.”

“A trusting relationship with a peer who holds no position of authority might facilitate self-disclosure of ignorance and misconception, enabling subsequent diagnosis and correction that could not occur otherwise.”

“Most studies were positive in terms of indicating a relationship between achievement and peer assessment” Topping 2013
Peer Assessment

• Use the criteria we have developed for writing effective learning goals to assess the group’s learning goal.

• Let’s provide this group with descriptive feedback based on the criteria.

• Think about your own learning goal. Revise your goal if necessary based on the feedback we have modelled.
L.G.2 - We are learning to use curriculum to design learning goals and success criteria.
What are success criteria?

Success criteria describe what successful achievement of a learning goal “looks like” in language that students understand.
Returning to our demonstration learning goal:

*We are learning to use criteria for effective listening so that we can identify strategies and plan next steps that we will use to improve our listening skills.*

What would it look like if our students achieved this goal?
L.G.2 - We are learning to use curriculum to design learning goals and success criteria.

A Process for Designing Success Criteria

1. Break down the Learning Goal into its components
2. Ask questions about each aspect of the LG:
   • What does it mean to...?
   • What does it look like to...?
3. Examine the achievement chart and look for links and connections to the learning.
4. Write success criteria to address these questions. We suggest using:
   “I can ...” or “I know...”
Example:

• I know the criteria for effective listening.
• I can identify my strengths and areas for improvement as a listener by applying the criteria.
• I know a variety of listening strategies and how to use them.
• I can choose strategies that address my areas for improvement.
Effective Success Criteria

- Identify characteristics of successful learning (look fors)
- Are curriculum-based i.e. they reflect knowledge and skills in expectations
- Use student-friendly language
- Connect to the learning goal and to the learning task
- Reflect connections to the Achievement Chart
- Include ‘y/n’ and qualitative
L.G.2 - We are learning to use curriculum to design learning goals and success criteria.

Your turn:
1. For the learning goal that you have created, brainstorm a list of ideas of what successful learning would look like. To assist you, ask yourself, “What am I looking for?”

2. Use the phrase, “I can...”.

3. Use the criteria for SC to guide your thinking.

Overall Expectation - International Languages, Level 1 Academic:
D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;
Now, sort the success criteria according to the achievement chart. How do they link to the categories?

- Knowledge/Understanding?
- Thinking?
- Communication?
- Application?
The New CS&IL Achievement Chart

**Inquiry removed from title**

**Changes to Thinking skills**

**More detailed examples**

---

**The New CS&IL Achievement Chart**

---

**Support every child**

---

**Ontario**
### From Criteria to Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Understanding</td>
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<td>Thinking</td>
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<tr>
<td>Communication</td>
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<tr>
<td>Application</td>
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</tbody>
</table>

**Success Criteria**

**Descriptors and Qualifiers**
## From Criteria to Rubric

<table>
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<tr>
<th>Category</th>
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<tbody>
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<td></td>
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</tr>
<tr>
<td>Thinking</td>
<td>Limited</td>
<td>Some</td>
<td>Revises written texts with considerable <strong>effectiveness</strong></td>
<td>Thorough</td>
</tr>
<tr>
<td>• I can revise my writing to clearly communicate my ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Communication</td>
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<td>Application</td>
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</tbody>
</table>
### From Criteria to Rubric

<table>
<thead>
<tr>
<th>Performance indicator on rubric:</th>
<th>Success criteria used by teacher and students during the learning process:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revises written texts with considerable effectiveness</td>
<td>– Highlighted main ideas and checked for logical ordering (e.g., most important to least important)</td>
</tr>
<tr>
<td></td>
<td>– Checked that each main idea is presented in a separate paragraph</td>
</tr>
<tr>
<td></td>
<td>– Looked for transition words to connect the ideas from one paragraph to the next</td>
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<tr>
<td></td>
<td>– Checked if writing contained too much explaining, and removed extra words</td>
</tr>
<tr>
<td></td>
<td>– Checked if writing was unclear or vague, and added details to provide more information</td>
</tr>
</tbody>
</table>
|                                  | – Used revising strategies to delete, reposition, and add text (e.g., cross-outs, arrows, underlining, cutting and pasting) │
Using Assessment *for/as* Learning to support our learning

Monitoring our learning....

We are learning to **plan** and **implement** effective assessment and **evaluation** practices for teaching and learning International Languages so that students are more successful and engaged learners.

...using our success criteria:

If we can

- Use curriculum to design learning goals and success criteria.

Have we achieved this criterion? What questions/learning needs do we still have?
L.G. 3 – use the learning goals and success criteria to design learning tasks.

What **task** could the students perform to demonstrate their knowledge and skills for the learning goal you designed?

What makes an effective task?
Changing Practice

Think of one learning task you have done in the past.

How could you alter this task to make it more learner-centred using Assessment for Learning or Assessment as Learning?

Share your ideas with a partner at your table and offer feedback.
Using Assessment *for/as* Learning to support our learning

Monitoring our learning....

We are learning to **plan** and **implement** effective assessment and evaluation practices for teaching and learning International Languages so that students are more successful and engaged learners.

...using our success criteria:

- If we can
  - Use these learning goals and success criteria to design learning tasks.

Have we achieved this criterion? What questions/learning needs do we still have?
Assessment OF Learning:
For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the OVERALL EXPECTATIONS.

Growing Success, p. 38
Assessment OF Learning:

- “...student learning is assessed and evaluated in a balanced manner with respect to the four categories”
- achievement of particular expectations is considered within the appropriate categories.
- for different subjects and courses, the relative importance of each of the categories may vary.

Growing Success, p. 17
What does it feel like to learn in each of these learning culture types?
Learning Goal:

We are learning to plan and implement effective assessment and evaluation practices for teaching and learning International Languages so that students are more successful and engaged learners.

If we achieve our learning goal, we should be better able to

- describe the unique features of assessment for, as and of learning
- use curriculum to design learning goals and success criteria
- use these learning goals and success criteria to design learning tasks
Monitoring our learning....

Exit Card

What did you learn today that will impact your practice?

In what ways did we model how you can support the professional learning of others?

Click Here for Online Exit Card

Web address: http://goo.gl/forms/kKXwVeEqvn
Consolidation and Next Steps

What have you learned? What do you still need to learn?

Questions answered and still unanswered...
Did we address the questions you wrote down at the start of the session?

If not, ask!

Or, contact us anytime at....
Contact Info: Assessment & Reporting Unit Team

Joanie Causarano
Joanie.causarano@ontario.ca
Considerations for Program Planning in Classical Studies and International Languages, Grades 9 to 12

- Instructional Approaches (pages )
- Planning for Students with Special Education Needs (pages )
- Program Considerations for English Language Learners (pages )
- Environmental Education (page )
- Healthy Relationships (pages )
- Equity and Inclusive Education (pages )
- Financial Literacy (pages )
- Literacy, Inquiry Skills and Numeracy (pages )
- Critical Thinking and Critical Literacy

- The Role of the School Library (pages )
- The Role of Information and Communications Technology (pages )
- The Ontario Skills Passport: Making Learning Relevant and Building Skills (pages )
- Education and Career/Life Planning (pages )
- Cooperative Education and Other Forms of Experiential Learning (page )
- Planning Program Pathways and Programs Leading to a Specialist High Skills Major (pages )
- Health and Safety (page )
- Ethics
Subject Association Supports for Classical Studies and International Languages

- **Ontario Classical Association** (OCA)
  www.ontarioclassicalassociation.ca

- **Ontario Modern Language Teachers’ Association** (OMLTA)
  www.omlta.org

- **International Languages Educators’ Association** (ILEA)
  www.ilea.ca

- Modern Languages Council (MLC)
Resources in development

OMLTA project

• teaching resources on various topics to support International Languages
• engaging teachers in reflective practice through regional professional learning sessions
Resources in development

ILEA projects

• a package of tasks for the classroom focused on Intercultural Understanding for International Languages

• sample reference charts of language elements/conventions for several languages
Other Resources

Ministry Resources:

- EduGAINS
  - Differentiated Instruction
  - Adolescent Literacy
  - AER GAINS
  - Curriculum GAINS
  - Financial Literacy GAINS
  - E-learning resources
Board Planning and Consolidation

As a Board Team, discuss and record on your graphic organizer:

1. Implementation strategies for system and school levels
2. Links to other board and ministry priorities
3. Discuss resources needed and timelines for implementation of revised curriculum
WRAP UP Day 2

3-2-1

- Three things I have learned
- Two things I will try
- One thing I am still wondering about/want to explore further
Learning Goal and Success Criteria

• We are learning to understand the contents, structure and organization of the revised Classical Studies and International Languages curriculum so that we can plan instruction and assessment effectively for our students.

I know I have reached the learning goal if I can/am able to:

• Identify all the components of the International Languages component of the revised curriculum and know the function of each in my instruction and assessment

• Identify the key changes in the curriculum and make potential adjustments to my instruction and assessment

• Use the revised curriculum to effectively plan for assessment and evaluation through the use of learning goals and success criteria
Thank You! Спасибо! Merci 谢谢！Vielen Dank! 谢谢！¡Gracias!