Assessment and Evaluation for Improved Student Learning:

Integrating Assessment and Instruction Curriculum Review: FSL, 9 to 12 - Fall 2014

Overall Learning Goal:

We are learning to plan and implement effective assessment and evaluation practices for teaching and learning French as a Second Language so that students are more successful and engaged learners.

Success Criteria:

I can describe the unique features of assessment for, as and of learning.

I can use curriculum to design learning goals and success criteria.

I can use these learning goals and success criteria to design learning tasks.

Specific Learning Goals:

1. We are learning to describe the unique features of assessment for, as and of learning.
2. We are learning to use curriculum to design learning goals and success criteria.
3. We are learning to use these learning goals and success criteria to design learning tasks.

Criteria for Designing Learning Goals

Criteria for Designing Success Criteria

What do you hope to learn? What questions do you have?

Learning Goal 1

"...Every time you do assessment, it is not a decision point - it can be a learning point..."

Dr. Lorna Earl

Assessment Criteria

<table>
<thead>
<tr>
<th>FOR learning</th>
<th>AS learning</th>
<th>OF learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assessment information used by teachers to determine what to do next instructionally (strategies, differentiation)</td>
<td>• Assessment information used by student to determine what to do next in my learning (strategy, focus)</td>
<td>• Assessment information is used by teacher to determine student’s level of achievement of overall expectations at a given point in time</td>
</tr>
<tr>
<td>• Feedback to students on what they are doing well, what needs improvement and how to improve</td>
<td>• Feedback to peers and self (peer and self-assessment)</td>
<td>• Feedback that summarizes the learning at a particular point in time</td>
</tr>
<tr>
<td>• Goal is to guide instruction</td>
<td>• Goal is to become reflective, self-monitoring learner</td>
<td>• Goal is to communicate information to students and parents</td>
</tr>
<tr>
<td>• Multiple sources, multiple opportunities</td>
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</tbody>
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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

Minds On:

A teacher gives her students a quiz. Is this a useful strategy for:

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When implemented well, formative assessment can effectively double the speed of learning. Wiliam, 2007

Assessment for Learning and Assessment As Learning

“When we invest time up front to build the vision [of what students are to learn], we gain it back later in increased student motivation and the resulting higher quality work.”

For Resources see: http://www.edugains.ca/newsite/aer/index.html
Learning Goal 2
Designing Learning Goals
Learning Goals are 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.

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 …”

Example:
D2.4 Metacognition:
(a) describe strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills

Designing Success Criteria
Success criteria to describe what successful achievement of learning goal(s) “looks like” using language that students understand.

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. Write success criteria to address these questions. We suggest using:
   “I can …”

Example:
I can…
• Describe the strategies I use to organize ideas before writing; to combine these into a coherent written piece; and to revise my writing
• Analyze which strategies I find helpful and those that do not benefit my writing process
• Choose new strategies or changes to work on that will make my writing better

B) Connecting Success Criteria to the Achievement Chart
Sort the success criteria according to the achievement chart. How do they link to the categories?

C) From Criteria to Rubrics:

Learning Goal 3
Designing Tasks
What task could the students perform to demonstrate their knowledge and skills for the learning goal you designed?

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

• “…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

CONSOLIDATION: Creating a Learning Culture
Chappuis, 2002

How does an expectation become a goal?

We are learning to identify, use and reflect on strategies that contribute to effective writing so that we can improve our writing in French. OR
We are learning to identify writing strategies and use them so that we can be strong writers.

B) Designing a Learning Goal
Design a learning goal(s) for the following expectation:
A1. Listening to Understand: determine meaning in a variety of authentic and adapted oral French texts, using a range of listening strategies;

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