Religious Education: Growing Successfully in Assessment, Evaluation and Reporting
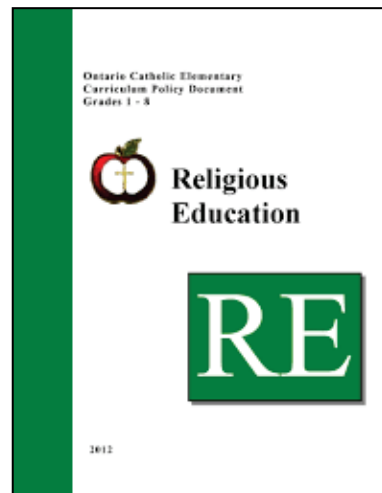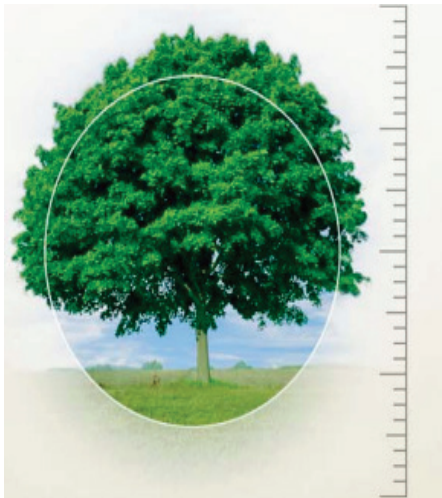
~ September 2016

Catholic Curriculum Corporation Opening Message

Our Purpose

The Catholic Curriculum Corporation is a consortium of seventeen Catholic school boards across central and western Ontario. As an important partner in Catholic education, we recognize that Catholic education exists to provide a holistic formation of people as living witnesses of faith. We demonstrate our mission when we engage with, and support, our member boards in sustained, substantive school improvement and student growth that is reflective of a Catholic professional learning community.

Our Mission

Our mission is to build and sustain the Catholic capacity of educators through the development and provision of high quality Catholic curriculum, resources, support and professional development.

Our Vision

Faith Through Learning ~ A Distinctive Catholic Curriculum

Message from the Executive Director

On behalf of the Catholic Curriculum Corporation, I would like to thank project leads Terri Durham from the Halton Catholic District School Board and Tish Sheppard from the Durham Catholic District School Board, writers from the Peterborough Victoria Northumberland and Clarington Catholic District School Board, Toronto Catholic District School Board and Waterloo Catholic District School Board, as well as reviewers from the Brant Haldimand Norfolk Catholic District School Board and Windsor-Essex Catholic District School Board, for their expertise and dedicated efforts in producing this resource. I would also like to thank all member boards of the Faith in Education (FIE) Council of the Catholic Curriculum

Corporation, who, in addition to the Boards mentioned above, contributed to the planning of this resource: the Niagara, Wellington, York and Huron-Perth Catholic District School Boards. Finally, I thank the many voices of the FIE council members who provided their thoughts over the past few years as this important assessment, evaluation and reporting conversation has unfolded. Thanks are also extended to Grant McMurray for his guidance as Curriculum Manager.

In 2012, for the first time in the history of Catholic Education in the province of Ontario, Catholic educators were gifted with The *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Religious Education, 2012* from the Institute for Catholic Education and the Assembly of Catholic Bishops. This curriculum document, which is now aligned with the principles of *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, 2010*, has moved instruction in Religious Education from being based on a program to being founded in overall and specific curriculum expectations. Discussion around assessment practices in Religion has been occurring in school boards for some time. We felt then, that it was important to provide Catholic elementary teachers across Ontario with a practical document to support the assessment, evaluation and reporting of student learning and achievement in Religious Education in alignment with the principles of *Growing Success.*

Again I pass along sincere thanks to those who have supported our Catholic elementary teachers with this resource. I wish continued success to all who use this resource while sharing and celebrating our Catholic mission in education.

Michael Bator,
Executive Director

Acknowledgements

The Catholic Curriculum Corporation acknowledges with thanks the contributions of the following;

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Contents

Introduction

Setting the Context:

As Catholic Educators in Ontario, teachers are called by virtue of their beliefs, traditions, Catholic Social Teachings and by the Catholic Graduate Expectations to foster the search for knowledge as a lifelong, spiritual and academic quest. Their goal is to develop students who are:

- Discerning believers formed in the Catholic Community
- Effective communicators
- Reflective, creative and holistic thinkers
- Self-directed life-long learners
- Collaborative contributors
- Caring family members: and
- Responsible citizens

These skills, values, attitudes and actions are critical for students navigating the challenges of the 21st century. To be successful in this quest, educators must embrace the most effective methods of teaching and learning available in order to improve student achievement.

Research has clearly demonstrated that good assessment practices have one of the highest impacts on improving student achievement (Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning,* 2009). For this reason, we are providing teachers with this resource to support their assessment, evaluation and reporting practices with special focus on Religious Education.

"The process of assessment and evaluation of religious education in Catholic elementary schools has been a discussion for Catholic educators for some time...

Teachers have the responsibility to assess student knowledge and understanding of the content of the curriculum, their religious literacy, the development of thinking and communication skills, and their ability to apply what they have learned across various situations and within other disciplines. The subject of evaluation is the successful acquisition of the knowledge and skills outlined in the overall and specific expectations in this policy document (*Ontario Catholic Elementary Curriculum Policy Document Grades.1-8, Religious Education, 2012*, pp 36-37)."

In 2012, for the first time in the history of Catholic Education in the province of Ontario, Catholic educators were gifted with a curriculum policy document. The *Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Religious Education, 2012* has moved instruction in Religious Education from being based on a program to being founded in overall and specific curriculum expectations. This curriculum policy document has aligned assessment and evaluation with the principles of *Growing Success.* Teachers present, assess and evaluate Religious Education with the same rigor and scholastic discipline as all other subjects, in accordance with their Board guidelines – focused on knowledge, understanding, communication, application and critical thinking.

Most school boards within Ontario have established clear and detailed guidelines when it comes to reporting in Religion and Family Life. As educators within these individual boards, **it is important to follow your board's specific guidelines**. Please refer to the **policies and procedures relevant for your board** when reporting in Religion and Family Life.

Religious Education and the New

It is important to clarify that religious education is different from, and complementary to, catechesis. Although religious education is not catechetical in nature, it plays an important role in the new evangelization as it strives to bring students into contact with the Gospel of Jesus Christ. We are reminded, as educators, of the essential importance of religious education to this broader process of evangelization. When our schools, homes and parishes work together in the formation of the child, "*...the Holy Spirit awakens in the child an awareness of God's love, manifested in the person of Jesus and a desire to respond to this gift of love with love.*"

(Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Religious Education, 2012, pp 13-16 and 37)

Refer to your Board's Policies and Procedures

Further to developing knowledge and disciplinary skills, Religious education seeks also to foster in students the attitudes and values that are part of faith and constitute the Catholic stance within the world. Therefore, the curriculum expectations in the Religious Education Curriculum Policy document are based on the vision of the learner captured by the Ontario Catholic Graduate Expectations. However, because they depend on the interaction between God's Spirit and the freedom of the individual student, attitudes and values cannot be listed as expectations, nor can they be evaluated or used for assessment purposes *(Ontario Catholic Elementary Curriculum Policy Document Grades.1-8, Religious Education, 2012,* pp 36-37). This project will support teachers in gathering evidence for assessment that is based on achievement of the expectations, not on students' values or attitudes.

Purpose:

The purpose of this document is to provide Catholic elementary teachers across Ontario with a practical document to support the assessment, evaluation and reporting of student learning and achievement in alignment with the principles of *Growing Success, Assessment, Evaluation and Reporting in Ontario, 2010.* Recognizing that the needs and circumstances of individual Catholic boards vary widely, this document is not a mandate, but provides suggestions for Catholic teachers to develop implementation strategies for assessment, evaluation and reporting within the parameters set by the Ministry of Education and their own school board.

A variety of other projects, address some, but not all, teachers' needs in the area of assessment. These documents include, but are not limited to:

- The Eastern Ontario Catholic Curriculum Corporation (EOCCC) resource, *Planting Seeds to Success, Exploring Learning Skills and Work Habits from a Catholic Perspective (Grades 1 to 12) (2013),* which addresses learning skills.
- The Catholic Curriculum Corporation (CCC) resource, *Assessment and Evaluation and Reporting in Religious Education: a Research Project (2009)* which predates the Religious Education curriculum policy document.
- The Eastern Ontario Catholic Curriculum Corporation (EOCCC) resource, *Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools,*

October 2013. This document focuses on the use of collaborative inquiry to deepen the understanding of assessment and evaluation concepts implemented in Catholic schools.

The Faith in Education Council of the Catholic Curriculum Corporation intends this document to provide teachers with new and additional supports that build on these existing documents. This comprehensive tool will assist teachers in Ontario with updating, clarifying, coordinating and consolidating their application of the various aspects of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* to developing high-quality, effective and consistent practices for assessing, evaluating and reporting student achievement in Religious Education. It will not address Learning Skills as that is comprehensively covered in *Planting Seeds to Success.* It will also not specifically address assessment and evaluation in Family Life. However, the suggestions and strategies mentioned in this document can be applied to assessment, evaluation and reporting in Family Life.

In accordance with Growing Success, teachers of Religious Education understand that:

> *The primary purpose of assessment and evaluation is to improve student learning.*

It can only be beneficial therefore to align the practices in Religious Education with those currently in place in other subjects.

"Be shepherds of God's flock that is under your care, watching over them – not because you must, but because you are willing, as God wants you to be…eager to serve."
~1Peter 5:2

"When children are loved, they live off trust, their hearts open up to those who respect and love them, who understand and listen to them."
(Jean Vanier, *Becoming Human,* found on http://www.goodreads.com/author/quotes/123458.Jean_Vanier)

Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, 2010, outlines seven principles which are foundational guides for the collection of meaningful information that teachers will use to inform instructional decisions, promote student engagement, and improve student learning. The **Seven Fundamental Principles** for assessment and evaluation are a student-centered, community approach to learning that provides the foundation through which we reflect our Catholic worldview. Hope, the dignity of persons, respect for all students, inclusivity and the relational aspect of supporting each student to achieve excellence are infused throughout them.

Catholic educators must enter into the responsibility of assessment and evaluation as both witnesses and companions, in such a way that it values the student and their work. Catholic Educators must communicate the student learning journey with hope, compassion and dignity. We are called to nourish the giftedness of each individual and to protect the dignity of the whole person. We move through this process, as the shepherd does. What shepherd moves ahead without knowing how many and how healthy his sheep are? In response to our student needs we respond with action. When we take action, we respect the whole child.

(Seeing Through the Eyes of Jesus: Growing Success for Students in Catholic Schools October 2013, A Support Document for the Implementation of Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition Covering Grades 1 to 12, p.7)

The following pages will provide teachers with practical implementation strategies to connect the assessment

principles of Growing Success with the Religious Education Curriculum. It will guide teachers in the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the Religious Education Curriculum expectations in order to improve student learning, and according to the curriculum standards outlined in the Achievement chart (assessment 'for', 'as,' and of learning). It will support teachers in using learning goals and success criteria to provide students with descriptive feedback in order to help all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning in Religious Education. It will also aid teachers in evaluating students' achievement for reporting purposes. We hope that you find that this resource supports you in the primary role of assessment ~ to improve student learning.

Let us thank all those who teach in Catholic schools. Educating is an act of love; it is like giving life.

Pope Francis

(Quote and photo found on App: *Pope Francis: Daily Surprises,* created by   *Humane Technologies.)*

Jesus said, *"Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."*

~Matthew 19:14

Chapter One: Planning for Assessment in Religious Education

"At the heart of Christ's teaching lay the primary goal of the Catholic school, the promotion of the human person in their material and spiritual needs. The vision of the school, along with its educational activity, curriculum and pedagogical instruction must be based on a Christian concept of the human person and their integral development….

At the heart of religious education is a vision of the person, formed through ongoing encounters with the Trinity for a life of service in and for God. This vision is expressed in the Ontario Catholic School Graduate Expectations, which are the starting point for the development of all curriculum in Catholic schools…

Those who teach religious education take on a particular responsibility to provide students with the knowledge and skills they need to continue self-directed, responsible, lifelong learning in the faith."

(Ontario Catholic Elementary Curriculum Policy Document Grades.1-8, Religious Education, 2012, pp. 6 and 36)

Essential Steps to Assessment

Teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;

- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;

- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;

- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;

- analyze and interpret evidence of learning;

- give and receive specific and timely descriptive feedback about student learning;

- help students to develop skills of peer and self-assessment.

(*Ontario Catholic Elementary Curriculum Policy Document for Religious Education, 2012,* p.40*)*

"The root word of assessment means 'to sit beside' – to guide and coach. Within the Catholic context the mindset of assessment fosters a desire for our students to achieve their full academic, personal and spiritual potential within a safe and caring environment that responds to the unique needs and talents of each student. Thus, assessment and evaluation is to take students from where they are... and to allow them to blossom into a fully alive - fully human person."

(*Planting Seeds for Success: Exploring Learning Skills and Work Habits from a Catholic Perspective, Grades 1 to 12,* p.9*)*

This Catholic philosophy undergirds the implementation of *Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grades 1-12, 2010* in all subject areas in Catholic schools in Ontario. It has a particular poignancy in Religious and Family Life education, which has as its aim the growth of students in their knowledge and understanding of the person of Jesus Christ and the tenets of the Catholic faith, the enabling of students to develop essential skills for continuous, lifelong, spiritual growth and the developing of fortitude in students to live out their faith in the world around them.

(Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Religious Education, 2012, p 37*)*

It is neither possible nor ethical for Religious and Family Life educators to judge a student's faith.   Yet, Religious and Family Life educators may assess and evaluate student knowledge and understanding of the curriculum, their religious literacy, the development of thinking and communication skills, and their ability to apply what they have learned across various situations and within other disciplines.

(Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, Religious Education, 2012, p 37*)*.

Recognizing that all assessment and evaluation is to be used for the purpose of improving student learning, and providing students with numerous and varied opportunities to demonstrate and improve upon their learning before they are evaluated, fulfills the Catholic mandate to nurture the development of the whole child to his/her full potential as a child of God. The curriculum is in place to help students become critical thinkers who can interact with the material from a faith perspective which includes applying and monitoring their own learning, identifying their own strengths and needs and setting goals for self-improvement. Assisting students in developing these skills answers the call of Catholic education to shape students into self-directed, responsible, lifelong learners in the faith. **Implementing the cycle of self-assessment in the Religion classroom is therefore imperative in supporting this development.**

The Cycle of Self-Assessment

(Learning Goals and Success Criteria, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010, pg. 7)

The cycle of self-assessment is a practical framework that helps teachers understand the interrelationship of assessment practices which effectively support students in monitoring and directing their own learning. It is a continuum in which each stage increasingly involves the learner in monitoring their own learning and setting goals for improvement. Consistent use of the cycle in engaging in assessment 'for' and 'as' learning results in a transformation in the classroom for both students in how they learn and for teachers in how they teach *(Learning Goals and Success Criteria, Assessment for Learning Viewing Guide, p.7).*

Teachers use the cycle of self-assessment to support them in creating classrooms where every child is valued as being uniquely made in the image and likeness of God, who allows us to take risks and make mistakes as we grow as His children. Students become increasingly rooted in their human dignity, develop confidence, learn to value and enjoy the learning, and strive to develop their God-given potential. The focus shifts from an emphasis

on 'marks' or 'grades' to an emphasis on growth and development as a learner. However, 'grades' should also improve as the 'secret of success' will be de-mystified for students, who will improve in their understanding of what is expected of them and how to achieve it and will approach learning with a growth mindset.

Planning Assessment with Instruction

Maximum efficacy is achieved when teachers implement **all** the stages of the cycle of self-assessment, rather than focusing on one or two. This requires that assessment and instruction be concurrently planned. When assessment is seamlessly integrated with instruction, both teachers and students receive a continuous flow of information that can be used to improve student learning. Therefore, instructional planning must be clearly rooted in specific learning goals and success criteria, include opportunities for teachers to provide descriptive feedback, and provide students occasions to practice peer and self-assessment as the learning is ongoing. Assessment *for* and as learning provides opportunities for students to monitor and improve their learning *during* a learning cycle. Assessment *of* learning comes *at the end* of a learning cycle. Teachers should provide a variety of assessment opportunities using products, observations, and conversations for students during the cycle of self-assessment and as evaluation pieces.

(Planning Assessment with Instruction, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010, pg. 1)

In 2012, a curriculum policy document was developed by the Institute for Catholic Education in Ontario: The *Ontario Catholic Elementary Curriculum Policy Document Grades 1-8, Religious Education, 2012.* This document carries the same weight and scope as Ontario Ministry of Education curriculum policy documents in other subject areas. Each document contains the *content standards* and *performance standards* that teachers are to use to plan their instruction, assessment and evaluation in the Religion classroom.

The content standards are the curriculum expectations, both overall and specific, identified for the subject and grade. Overall expectations are the general knowledge and skills that students are to learn by the end of a grade. They comprise the big ideas with which the

students will leave the classroom. Specific expectations support the learning of the overall expectations by describing the knowledge and skills in greater detail. Teachers must account for all specific curriculum expectations in instruction and assessment. Evaluation focuses on accomplishment of the overall expectations.

(Growing Success, p.16 and 28*)*

Performance standards refer to the criterion outlined in the Achievement Chart in the Religious Education (RE) Curriculum Policy document. The Achievement chart, found on pp.45-46 of the RE Curriculum policy document, and on pp.110-112 of this document, are used as a framework by all teachers of Religious and Family Life education in making consistent judgements about the quality of student learning observed through a body of evidence, collected over time.   The Achievement charts also provide a foundation for developing clear and specific feedback for parents and teachers.

What Does This Look Like in the Religious Education Classroom?

The Ontario Catholic Elementary Curriculum Policy Document for Religious Education delineates six strands of Religious Education in the elementary classroom based on the six tasks of catechesis: Believing (BL), Celebrating (CL), Moral Living (ML) Living in Communion (LC), Living in Solidarity (LS), and Prayer (PR). These strands are not designed to be taught as separate units; rather, the expectations in each units embody elements of faith on particular topics and may be spiraled together to create units of study.

When planning for assessment and instruction a Religion teacher might ask himself or herself the following questions:

- ● How have you used the curriculum expectations in planning for learning?
- ● What expectations are being identified and clustered in this cycle of learning?
- ● How have you identified, shared, and clarified for students what they need to learn in order to be successful?
- ● What assessment information did you gather from and about your students before and during the learning to inform your planning?

- How have you incorporated assessment for and assessment as strategies and practices into your daily planning?
- How is the assessment and instruction combined to allow the students to demonstrate their knowledge and skills and to inform the teacher's instruction?
- How are learning goals, success criteria, and learning tasks aligned to ensure valid and reliable evidence of learning?
- Do the learning activities reflect a balance across the categories of the achievement chart?
- What is the purpose of the evidence of student learning you will collect? What evidence will you evaluate?
- What opportunities have you planned for the students to act as resources for one another in the learning activities?

(*Planning Assessment with Instruction, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010,* p.8)

The following example from the Catholic Curriculum Corporation Document, *We Have Neither Silver Nor Gold Sample Lessons and Units For Implementing the Religious Education Curriculum Policy Document 2012 (Grades 7 and 8), pp.19-28,* demonstrates an instructional unit pre-planned with assessment opportunities built in:

The Church is Apostolic

GRADE 7

Religious Education Grade 7	**Lesson Title: The Church is Apostolic** Suggested length of time: 4-5 periods (approximately, 200 min)
	Lesson Overview This lesson will explore how the Pope and the College of Bishops continue Christ's mission today as the Magisterium.

CURRICULUM CONNECTIONS	ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS
• **BL3:** Demonstrate an understanding of how the Church is apostolic • **BL3.1**: Examine various passages from the New Testament to identify and describe the mission and life of the early apostles in the post resurrection Christian communities • **BL3.2:** Explain the role and responsibilities of the College of Bishops as the successors of the apostles and the role of the Pope as the successor of Peter. • **BL3.3:** Identify the three ways in which the Church is Apostolic (i.e. founded on the apostles) and the one aspect which cannot be transmitted (i.e. chosen witnesses of the resurrection). • **ML1:** Demonstrate an understanding of the purpose of the Church's teaching role (i.e. Magisterium – Pope/Bishops) concerning Christian morality (i.e. social morality, marriage, sexuality, family life). • **ML1.4:** Define the term "Magisterium" as applied to Church (consists of the Bishops of the ordinary and universal Church with the Pope as its head; has the sole	The **Ontario Catholic School Graduate Expectations** evident in this lesson include: **A Discerning Believer Formed in the Catholic Faith Community Who:** • Understands that one's purpose or *call in life* comes from God and strives to discern and live out this call throughout life's journey.

responsibility for interpretation of God's Word as revealed in Scripture and Tradition) and define its role in the Moral life of the Church.

- **PR2:** Understand that the various forms of prayer have their origin in scripture and are expressed in the Church's tradition of communal prayer.
- **PR2.3:** Outline the structure of the Christian Liturgy of the Hours (i.e. Morning Prayer and Evening Prayer, Divine Office, Mid-day Prayer, and Night Prayer) and the reasons for the commitment made by religious, deacons, priests and laity to pray this Prayer.

Literacy Connections: Note taking

Guiding Questions

How is the Catholic Church apostolic?
What are the roles and responsibilities of the Bishops and the Pope?

Teachers and students may develop additional questions to guide their learning inquiry.

LEARNING GOALS

At the end of this lesson, students will be able to:

- Recognize the Pope as the leader of the Catholic Church;
- Compare the roles and responsibilities of the Bishops with that of the Pope;
- Explain why the Church is apostolic;
- Define magisterium.

Success Criteria, based on the Learning Goals, can be co-constructed as a class in language meaningful to students. The success criteria help students understand what to look for during the learning and what it looks like once they have learned. They identify the significant aspects of student performance that are assessed and/or evaluated (i.e., the "look-fors") in relation to curriculum expectations.

INSTRUCTIONAL COMPONENTS AND CONTEXT

Prior Learning:
- Finding Scripture
- Familiarity with a variety of models for note taking
- Use of a Venn Diagram
- Basic knowledge of vocation and the sacrament of holy orders
- Internet safety and tweeting

Teacher Readiness:
Busted Halo: Sacraments 101 - Ordination
https://www.youtube.com/watch?v=q904xI wxnSc

http://www.whateverycatholicshouldknow.com/wecsk/pope_successor.htm

http://catholicblogger1.blogspot.ca/2013/03/pope-francis-activities-for-kids.html

http://www.thereligionteacher.com/pope-activities-lesson-plans/

http://www.pflaum.com/popesvisit/popedoes/whatname.pdf

http://www.dummies.com/how-to/content/the-role-of-catholic-bishops-and-archbishops.html

Student Readiness: nil

Terminology: Pope, pontificate, pontiff, sanctify, bishop, priest, deacon, Holy Orders, magisterium, episcopal, apostolic succession, diocese, authority

Materials:
- Appendix A – 1 copy/pair of students
- Appendix B – print copy for prayer table
- Appendix C – 1/student
- Appendix D – 1/student

Internet Resources:
- Busted Halo: How do they choose a Pope? (4 min)
  https://www.youtube.com/watch?v=xUtj8nd_pl4
- Pope Francis
  http://www.biography.com/people/pope-francis-21152349#synopsis (bio + short video)
- https://www.youtube.com/watch?v=fhpEBFHkMZM (video 10 interesting facts about Pope Francis)
- http://www.loyolapress.com/pope-francis.htm (reading page with alternative student responses for learning, 8 short videos that students can explore, on-line magazine that students can read and use for research)
- Busted Halo- Wanna Know: Why does Jesus ask Peter three times do you love me?
- http://bustedhalo.com/questionbox/why-does-jesus-ask-peter-do-you-love-me-three-times
- http://www.catholicmom.com/2007_lesson_plans/Whatdoesthebishopwear.pdf
- local diocesan website

Resources:
- Bibles (NRSV)

NOTE: This lesson can easily be linked to the big idea of vocation.

MINDS ON • Establishing a positive learning environment • Connecting to prior learning and/or experiences • Setting the context for learning	CONNECTIONS
Whole Class Teacher states: Over the next few days, we will be learning about the role and importance of Catholic bishops, especially the Pope. In your notebook, copy the learning goal and create a web of any questions that you have about this important man and what he does. Ask: Who is our current pope? *Pope Francis* Give students time to formulate their inquiry questions and then generate a class list of questions. Display or copy Prayer for Pope Francis. Discuss why it is important to pray for the leaders, like Pope Francis, in our world. **Lord Jesus, shelter our Holy Father, Pope Francis, under the protection of your Sacred Heart.** **Be his light, his strength, and his consolation.** **Have mercy on him, our Supreme Pontiff, and direct him, according to Your loving kindness, in the way of eternal salvation. With your help, may he ever desire that which is pleasing to You and accomplish it with all his strength, through Christ our Lord.** **Amen.** (adapted from http://itsonmytodolist.files.wordpress.com/2013/03/pope-final.pdf) **Whole Class** Watch 2 short videos and invite students to listen for the answers to any of their questions to record on their web. **http://www.biography.com/people/pope-francis-21152349#synopsis** **https://www.youtube.com/watch?v=fhpEBFHkMZM** Encourage students to independently continue researching the answers to their own questions, sharing this new knowledge	Assessment **for** learning: Observation : Level of engagement and curiosity as demonstrated in the number and quality of questions student wondered Differentiation of learning: pair more articulate students with students who have different learning styles. Display and promote a variety of print and visual research materials. Post or bookmark appropriate websites including Catholic news. Teacher can moderate a small discussion group.

with peers when scheduling allows.	
Explain that Pope Francis is a very popular pope who is not afraid of social media.	Assessment **as** learning: Provide descriptive feedback.
"The Internet, in particular, offers immense possibilities for encounter and solidarity. This is something truly good, a gift from God." —Pope Francis	
He has a twitter account @pontifex that has over 4 million followers worldwide.	
Share your choice from Appendix B of one of Pope Francis' tweets as a mini-poster and discuss its meaning and implications of living out one's faith. In doing this, you are modelling how to unpack the tweet for the next paired activity. Display a printed copy at the class prayer table.	
In pairs: Display or distribute copies of the Sweet Tweets page (Appendix A). With a partner, taking turns, read through each tweet. Together, narrow down the list and agree on the top 2 that both of you would retweet. Be sure to be able to justify WHY you chose these.	
Pick several groups to present.	
Ask students to copy the following points:	
Every pope has three primary jobs: • He **teaches** us by writing and preaching about Jesus. • He **governs**, or leads, the Universal Catholic Church with the power handed down to him from St. Peter; as well, he serves as the Bishop of Rome. • He **sanctifies** us, or helps make us holy, through prayer and the sacraments. (From http://www.pflaum.com/popesvisit/popedoes/whatname.pdf)	
Journal Reflection 1 Cardinal Bergoglio chose the name Francis as he began his pontificate. St. Francis, who cared for the poor, was an important model of faith and leadership to him. What new name would you take to indicate what kind of papal reign you would hope to have? Be sure to explain your reasons.	Differentiation of learning: scribing, oral sharing of thoughts

ACTION • Introducing new learning or extending/reinforcing prior learning • Providing opportunities for practice and application of learning (guided → independent)	CONNECTIONS
Teacher asks: Who is believed to be the Church's very first pope? *Peter* Share and discuss the following scripture passages. Students can locate and follow along in a bible. **Matthew 16:18** And I tell you, you are Peter, and on this rock I will build my church, and the gates of Hades will not prevail against it. **John 21: 15-19** [15] When they had finished breakfast, Jesus said to Simon Peter, "Simon son of John, do you love me more than these?" He said to him, "Yes, Lord; you know that I love you." Jesus said to him, "Feed my lambs." [16] A second time he said to him, "Simon son of John, do you love me?" He said to him, "Yes, Lord; you know that I love you." Jesus said to him, "Tend my sheep." [17] He said to him the third time, "Simon son of John, do you love me?" Peter felt hurt because he said to him the third time, "Do you love me?" And he said to him, "Lord, you know everything; you know that I love you." Jesus said to him, "Feed my sheep. [18] Very truly, I tell you, when you were younger, you used to fasten your own belt and to go wherever you wished. But when you grow old, you will stretch out your hands, and someone else will fasten a belt around you and take you where you do not wish to go." [19] (He said this to indicate the kind of death by which he would glorify God.) After this he said to him, "Follow me." *Teacher background on this text:* • *The resurrected Christ is with the disciples* • *Jesus lets Peter acknowledge his love three times, negating the three times he denied Jesus* • *In the image of a shepherd who feeds and tends his lambs, Jesus is sharing his own title of Good Shepherd with Peter who is seen as a leader among the 12 disciples* • *Peter becomes the first bishop of Rome, bringing the Good News of Jesus to the Roman gentiles* • *Ancient historical texts share that Peter was martyred and was crucified upside down. It took 3 days for Peter to die.* Teacher states: Let's view a short Busted Halo video to explain why Jesus asks Peter, "Do you love me?" Be able to tell another person the answer to this question. http://bustedhalo.com/questionbox/why-does-jesus-ask-peter-do-you-love-me-three-times **(2.25 min)** Invite students to share their ideas to the question's answer.	

Journal Reflection #2 **How do you show Jesus that you love him?**	Assessment **as** learning: Journal Reflection #2
Teacher states: Although Peter becomes a very important leader among the apostles and disciples of Jesus, we need to understand exactly what the role of the leaders was within the Early Church. As the Church grew and the 12 apostles died or were martyred, other members had to assume the leadership role. To learn more about this, we are going to our PRIMARY SOURCE, our bibles. Distribute copies of **Appendix C: The Early Church: The Apostles as Leaders.** Model what is expected by completing **Acts 2:42-47** as a whole group. Allow students time to complete the next two passages in the chart and take up the answers. Note any students who may need further assistance. Students will complete the chart independently. Collect for assessment.	Assessment of learning: completed chart from **Appendix C**
Entrance Slip - What were some of the important duties that the leaders of the early Church performed for the ever growing number of followers of Christ? Independent responses. Observe students during this task. Group students to share answers, allowing them to make corrections/additions to their own responses. Allow students to independently identify on their entrance slip one strategy that will assist them with recalling (new) facts.	Assessment **as** learning: Entrance Slip Observation
For Teacher Background: The Catechism of the Catholic Church states the following: *Para 936 "The Lord made St. Peter the visible foundation of his Church. He entrusted the keys of the Church to him. The bishop of the Church of Rome, successor to St. Peter, is 'head of the college of bishops, the Vicar of Christ and Pastor of the universal Church on earth'".*	Assessment for Learning: self-directed strategy to use for recalling facts
Para 77 "In order that the full and living Gospel might always be preserved in the Church the apostles left bishops as their successors. They gave them their own position of teaching authority. Indeed, the apostolic preaching, which is expressed in a special way in the inspired books, was to be preserved in a continuous line of succession until the end of time."	
Para 1594 "The bishop receives the fullness of the sacrament of Holy Orders, which integrates him into the episcopal college and makes him the visible head of the particular Church entrusted to him. As successors of the apostles and members of the college, the bishops share in the apostolic responsibility and mission of the	

whole Church under the authority of the Pope, successor of St. Peter."

Note: If the YouCat is available, encourage volunteers to locate and tab any of the related questions and answers about holy orders, ordination, the roles and responsibilities of bishops and popes, etc. (Chapter Three, pp 142 – 148). Choose students to read these aloud and as the lesson continues to develop, remind the class to make connections between the YouCat and the information in their notes.

Provide each student with note, Apostolic Succession and the Hierarchy of the Church (Appendix D).
Read the note together once. On second reading, guide students in highlighting the key points and new vocabulary and definitions in the first two paragraphs. Allow students to work in pairs to complete this highlighting activity. Have students orally ask three questions to their partner to check comprehension.

Review the purpose of jot notes. From this highlighted material, have students create their own jot notes.

Teacher states: Bishops wear certain ceremonial dress which is distinctive of the Order of Bishop, the fullness of the Sacrament of Holy Orders: the pectoral cross, ring, mitre, crozier (staff), and a magenta zucchetto.

Copy instructions for students to refer to:
In Microsoft Word, create your own note entitled *What a Bishop Wears* that correctly labels photographs from the internet of a pectoral cross, a bishop's ring, a mitre, a crozier and a magenta zucchetto. Save the note properly.
For an example of what this computer generated note could resemble, go to:
http://www.catholicmom.com/2007_lesson_plans/Whatdoesthebishopwear.pdf NOTE: This sample includes several clothing items that a Bishop might wear that the student does not need to know.
Arrange access to computers and invite students to view **Busted Halo: How do they choose a Pope? (4 min),**
https://www.youtube.com/watch?v=xUtj8nd_pl4
After viewing, students will create their own note, in whatever note style – jot note, flowchart, mind map, Q+A format, etc.- outlining how a Pope is chosen by the College of Cardinals.
As this is now the fourth note that the student has been responsible for developing, collect it to assess.

Assessment **as** learning: Observation

Assessment **as** learning: accuracy of key points of note-taking

Differentiation of Learning: Some students can watch a video on the roles and responsibilities of a bishop, if the reading page is too difficult, https://www.youtube.com/watch?v=KmlPrOOqpEY

Assessment **as** learning: peer conferencing,
Gradual Release of Responsibility;

Assessment **for** Learning: use strategy of pausing and questioning to check comprehension

Assessment **as** learning: note-taking; accuracy of key points of note-taking

Assessment **of** learning: note on Choosing a Pope

CONSOLIDATION *• Providing opportunities for consolidation and reflection*	CONNECTIONS
Independently, have students create a Venn Diagram comparing and contrasting the roles and responsibilities of the Pope and a Bishop. *Organize a class prayer service calling on the Holy Spirit to rest on all Church Leaders, especially Pope Francis and your local bishop.*	Assessment **of** learning: Accuracy of the Venn Diagram Differentiation of Learning: Allow students access to their notes Provide guiding questions as prompts for the comparison Allow for peer conferences during the creation of the Venn Diagram

CONTINUED LEARNING OPPORTUNITIES

Further extensions to this lesson might include:

- Continue to share Pope Francis' tweets and follow any current news stories which involve him.
- Have students design their own Sweet Tweet poster with an image of the Pope.
- Write a biography or create a timeline for Pope Francis.
- Research and write a biography or create a timeline for another pope or your local bishop.
- Share read aloud or highlight a book on the popes, like Jorge from Argentina: The Story of Pope Francis for Children.
- Assign a research project on a moral teaching of the Church that the Pope would promote. In Grade 7, this issue should deal with a life issue (e.g. marriage, cloning, abortion, pornography, genocide, euthanasia or the social order (e.g. use of technology, poverty, environment) ‹ML 1.3›.
- Invite your local bishop or auxiliary bishop to visit the class for Q&A.
- Explore this idea of God's authority being transferred to human leaders who serve the people of God is an old one (King David) and still exists today with the British Monarchy and the Prime Minister.
- As part of morning announcements, schedule students to research, write, and share interesting facts about Pope Francis.
- Have students learn more about vocations and consider how God gives them the power/gifts to accomplish the goals they hope to achieve for God just as God gave the apostles gifts to accomplish the goals they hoped to achieve for God. The following video
- from Brothers in Black could be used as a provocation for this discussion: http://www.youtube.com/watch?v=eYv74jAmOTw&index=4&list=PL5E5E61E0B2515E79

"An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge."

Proverbs 18:15

As evidenced in the lesson provided above, **exemplary assessment practices include providing opportunities for assessment FOR, AS and OF learning.** The subsequent two chapters will provide more detail on these three types of assessment opportunities in the Religious Education classroom.

Chapter Two: Assessment FOR and AS Learning

"Once assessment is designed to be educative, it is no longer separate from instruction; it is a major, essential, and integrated part of teaching and learning." (Wiggins, 1998 found in *Planning Assessment with Instruction, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010,* p.14)

Assessment *FOR* Learning

Assessment FOR learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

(*Growing Success*, p 31)

Self-Assessment Matters!

Teachers who make a serious commitment to learning about self-assessment and teaching these techniques to their students can plausibly anticipate enhanced student motivation, confidence and achievement.

*(*Ross,2006, *found on Self-Assessment, Assessment for Learning Viewing Guide,,* p.6)

Assessment FOR Learning begins at the start of the learning cycle and continues throughout the learning cycle **before** the student is evaluated on the learning. The teacher begins by determining what the student already knows **prior** to the start of the instruction so the teacher can determine the student's readiness to learn new knowledge and skills as well as obtain information about the student's interests and learning preferences. **Throughout** the learning cycle, the teacher **continues to monitor** the student's progress in regards to achieving overall and specific expectations, **based on the learning goals and co-constructed success criteria.** The teacher **provides timely and specific feedback** to students **directly related to the success criteria**, scaffolds next steps, and differentiates instruction and assessment in response to student's needs. This is **frequent and ongoing** while the student is still gaining knowledge and practicing skills.

Assessment FOR learning relies on the role of the teacher as it begins, but the ultimate goal is to teach students to monitor their own learning. Therefore, assessment FOR learning directly supports assessment AS learning. The teacher's role is to gradually release responsibility to the student to engage in assessment AS learning by teaching students how to use success criteria and targeted descriptive feedback in the process of peer and self-

assessment. This is the cycle of self-assessment at work.   It is a continuum in which assessment FOR and AS learning are interwoven.

Assessment AS Learning

Teachers who make a serious commitment to learning about self-assessment and teaching these techniques to their students can plausibly anticipate enhanced student motivation, confidence and achievement. (Ross (2006), *Self-assessment, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010 pg. 7)*

Student self-assessment is "the process by which the student gathers information about and reflects on his or her own learning … [It] is the student's own assessment of personal progress in knowledge, skills, processes, or attitudes." (Literacy and Numeracy Secretariat, 2007a) Assessment AS learning is the process of developing and supporting student metacognition.

Self and peer assessments allow students to identify areas of strength and need. **Students are actively engaged in the assessment process by**:
- Monitoring their own learning.
- Using assessment feedback from teachers, peers, and themselves to determine their next steps.
- Setting individual learning goals on their own

"Make me know your ways, O LORD; teach me your paths. Lead me in your truth and teach me, for you are the God of my salvation; for you I wait all the day long."

Psalm 25:4-5

What Does Assessment For and As learning Look Like?
A Sports Team Analogy

In his book, *A Repair Kit for Grading: 15 Fixes for Broken Grades,* author Ken O' Connor draws an analogy between assessment and being on a sports team. He demonstrates how the concepts of assessment FOR, AS and OF learning are clearly and naturally embedded in the development and activities of a team.

In this analogy, the final evaluation for a unit and/or at the end of a cycle of learning is comparable to the next game for the sports team. It is in the playing of the game that the abilities of each individual on the team are demonstrated, which impacts the final score. All of the activities that the coach plans for the team in lead up to the game are meant to help the players prepare for it.

Often, a coach begins by asking his team to play a

practice game with each other. This activity helps to identify what prior knowledge, strengths and weaknesses the team members have. Once these have been recognized, the teacher provides practice sessions designed to help the team build their skills, knowledge, confidence, cooperation prior to the game. These are assessment for learning opportunities. The coach points out during the practice what the team is working on and describes what a good performance entails. These are the learning goals and success criteria. The coach provides pointers on how to improve to the entire team and to the individuals. These pointers are based on the objective to be mastered and the techniques needed to master it. This is descriptive feedback. These are necessary to help each player individually improve so that he or she can perform at his/her best during the game.   This improves the whole team's opportunity of scoring well.

However, the coach's advice and pointers will achieve maximum efficacy when the players learn to internalize them and use them to critique their own performance.   Players begin to recognize when they are performing the maneuvers well and when they need to continue to practice. They internalize the coach's suggestions and use them when they practice on their own. This is assessment AS learning.

In order for the practices to assist the team members to improve, it is necessary that:
• All players are aware of what is expected of them how it can be achieved (clear *learning goals* and success criteria).
• All players recognize their strengths and weaknesses and desire to improve their skills (timely, ongoing descriptive feedback provided encouraging self-reflection and revision).
• The coach's mindset is to encourage players to accomplish their personal best. He or she plans for the players to practice hard continuously so they can achieve it (timely, ongoing descriptive feedback encouraging targeted improvement and goal-setting).

When the game arrives, the team knows that the practices have prepared them for optimal performance at that moment. The more effective their practice opportunities, the better prepared they will be to bring their best to the game. After the big game, the team is given a score. This score is an evaluation of the team's performance in the game. As a result, the team assesses its performance, draws upon new strategies to improve and starts practising again (self-reflection and continued use of the cycle of self-assessment continuum).

What Does Assessment FOR and AS Learning Look Like in the Classroom?

The following chart outlines strategies teachers can use to implement assessment for and as learning in the classroom. This document will use the suggestions to outline what assessment FOR and AS learning looks like in the Religious Education Classroom.

A. <u>Know Where They Are Now</u>
- Activate prior knowledge
- Identifying strengths and needs

B. <u>Know Where They Are Going</u>
- Provide a clear and understandable vision of the learning goal
- Provide a clear understanding of Success Criteria
- Use "exemplars" to show various levels of student work

C. <u>How Best to Get There</u>
- Offer regular descriptive feedback
- Teach students to self-assess and goal set
- Engage students in self-reflection
- Teach students focused revision
- Track their learning

(adapted from: *Stiggins, Arter, J. Chappius, S. Chappius: Classroom Assessment for Student Learning, 2011*)

What Does This Look Like in the Religious Education Classroom?

A. Know Where They Are Now: Activate Prior Knowledge

Using K-W-L Charts for Assessing What We Know/What We Still Want to Learn:

K-W-L charts are graphic organizers that help students organize information before, during and after a unit or a lesson. They can be used to engage students in a new topic, activate prior knowledge, share unit objectives, and monitor learning. This is another *Assessment for Learning* strategy that can be utilized as you begin to plan out your Units and Lessons.

Procedure

Step one: Provide students with **a K-W-L chart**

Column 1: What do you *Know* about the topic?
Column 2: What do you *Wonder* about this topic?
Column 3: What did you *Learn*?

Step two: Complete column 1

Have students respond to the first prompt in Column 1: What do you know about this topic? Students can do this individually or in small groups. Often teachers create a master list of all students' responses.

Step three: Complete column 2

Have students respond to the prompt in Column 2: What do you wonder/want to know about this topic? Some students may not know where to begin if they don't have much background knowledge on the topic. As students share what they

want to learn, this step provides an opportunity for teachers to present what they hope students will learn in the unit.

Step four: Complete column 3 and review columns 1 and 2

Throughout the unit, students can review their *K-W-L* charts by adding to column 3: What did you learn? Some teachers have students add to their charts at the end of each lesson, while others have students add to their charts at the end of the week or the end of the unit. As students record what they have learned, they can review the questions in column 2, checking off any questions that they can now answer. They can also add new questions. Students should also review column one so they can identify any misconceptions they may have held before beginning the unit.

Example:

Following is an example of a Primary *K-W-L* chart that students might complete if they were reading a text about Advent and the Road to Bethlehem.

Topic: *Advent / The Road to Bethlehem*

What I Know	What I Wonder	What I Learned
Mary and Joseph travelled to Bethlehem to have her baby.	Where did Mary Joseph travel from and how far was it to Bethlehem?	Mary and Joseph travel to Bethlehem in Judaea, where Joseph's family live. The journey takes four or five days as Nazareth is 105 km north of Jerusalem, while Bethlehem is a hilltop town situated on a ridge near the edge of the Judaean desert, 8km south of Jerusalem.
Mary and Joseph were forced to leave their home.	Why were Mary and Joseph forced to leave their home? Were they worried about their safety?	*And Joseph also went up from Galilee, from the town of Nazareth, to Judea, to the city of David, which is called Bethlehem, because he was of the house and lineage of David, [5] to be registered with Mary, his betrothed, who was with child."*
The inn-keepers in Bethlehem turned them away.	Why were the inn-keepers so greedy and selfish?	-sometimes we block Jesus from our heart and we turn him away. The inn-keepers valued money more than allowing kindness into their hearts.

K-W-L Chart Template for Classroom Use:

What I Know	What I Wonder	What I Learned

A. Know Where They Are Now: Identifying Strengths and Needs:

Student Profiles

Student profiles are an excellent tool in gathering pre-assessment data for setting learning goals. These profiles assist teachers in differentiating and personalizing their instruction, devising effective assessment and evaluation practices. It provides teachers with a snapshot of the strengths, needs, interests, and readiness of the students in the class. A Student profile is designed to be considered a "living document." It is a reference tool for planning assessment and instruction at the beginning of the year, semester or term. It is also a tracking sheet for monitoring progress and recording changes and a tool for recording diagnostic assessment prior to instruction and formative assessment during instruction

(Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013, Ontario Ministry of Education, p.42-51*)*

Student Profiles enable teachers to identify and group students by:

- their learning styles and preferences
- their current place in the learning (readiness to learn) with respect to the expectations of the particular subject/ grade/ course
- their learning strengths and areas in need of improvement
- their interests and talents
- their socio-affective characteristics
- the supports needed to help meet student need

(Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013, Ontario Ministry of Education, p.42-51*)*

Providing Accommodations for Identified Students

"The information gathered for the student profile will provide educators with more in-depth information about individual students' learning strengths, styles, preferences, interests, and readiness to learn. This information will inform considerations of the types of accommodations or modifications that might help individual students in the class learn and demonstrate their learning."

(Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013, Ontario Ministry of Education, p.46)

The Process of Developing a Student Profile -

Gathering information

For the individual student profile, it is important to delve deeper into areas such as:

- current levels of achievement and progress in developing learning skills and work habits (from the most recent provincial report card and EQAO data);
- readiness to learn, particularly in relation to specific subject areas and/or curriculum expectations (e.g., from classroom observations, surveys, pretests);
- learning strengths, styles, and preferences;
- motivational needs and interests (from interest inventories, questionnaires, classroom discussions);
- learning needs, and any additional support, accommodations, and/or types of challenges that motivate and enable the student to learn and to demonstrate learning;
- social and emotional strengths and needs (e.g., self-management, getting along with others, social responsibility), including the capacity to adjust to transitions;
- available resources and supports that help meet the student's needs;
- other relevant information, such as the kind of activities the student pursues outside the school.

(Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013, Ontario Ministry of Education, p.42-51)

What Does This Look Like in the Religion Classroom?

The following templates are offered for use in the Religious Education classroom. Although not specifically targeted to Religion per se, they are excellent tools for teachers to use to collect pre-assessment data in any subject area.

Student Profile Template #1:

Student Profile

Name: _____	Age: _____
Grade: _____	
School: _____	Date:
_____	

Sources of Information

**(Identify sources of information and assessments to be conducted
Check Box and note date when a source has been reviewed or a new assessment completed)**

Review of OSR, including previous report cards _____ Consultation with parents _____ Consultation with previous and current teachers _____ Consultation with support team _____ Classroom observation checklist _____ Educational assessments (e.g. pretests related to particular curriculum expectations) _____	Interest and/or learning style inventory _____ Work samples, assignments, projects _____ Portfolios _____ Teacher-student conferences _____ Peer and Self Assessments _____ Other (Specify) _____

Findings from Information Sources and Assessments – Strengths and Areas of Need

Current achievement levels, learning Skills/work habits and readiness to learn	Learning styles/preferences and needs, interests, social/emotional strengths and needs	Other relevant information
Consideration for Instructional Strategies	**Considerations for Assessments**	**Available Resources and Supports**

(Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013, Ontario Ministry of Education, p.50-51*)*

Student Profile: Template #2

Photo

What Works For Me:

Things to Know about Me:

Name:

My Goals:

What Doesn't Work for Me:

Next Steps:

Know the Goal

"Learning is easier when learners understand what goal they are trying to achieve, the purpose of achieving the goal, and the specific attributes of success."

(Chappuis and Stiggins,2002 found in *Learning Goals and Success Criteria, Assessment for Learning Viewing Guide, p.6)*

B. Know Where They Are Going: Provide a Clear and Understandable Vision of the Learning Goal

Learning Goals are shared at the beginning of the learning or revealed as students are uncovering the learning. These goals are developed from the curriculum expectations. Learning goals should be written in student friendly language. The goals should be clear and while they are fixed they may need to be refined as the learning moves forward in the classroom. It is important that students develop with the teacher a common understanding of learning goals and success criteria through discussion and clarification.

Clarifying learning goals:

"Where are we going?"/ "What are we expected to learn?"

- helps identify the curriculum expectations to be addressed in the learning;
- makes the learning transparent;
- builds a common understanding of the learning;
- helps define quality success criteria;
- invites students to take ownership of their learning;
- encourages students to reflect on and internalize the learning.

What Does This Look Like in the Religious Education Classroom?

Listed below are examples of specific expectations from Grades 2, 5, and 8 and examples of how they may be re-written as Learning Goals in student friendly language.

Grade	Specific Expectation	Learning Goal
Two	PR1.1: Demonstrate an understanding of the Liturgy of the Eucharist as the central communal prayer of the Church and explain why and how we should participate fully in the Mass (singing, praying the responses, listening to the Scripture readings, enacting the rituals – sign of the cross, standing, kneeling, genuflecting). [CCC nos. 1346-1347	We are learning how to participate in the Mass and why that is important.
Five	BL1.2: Define the distinction between Tradition and Sacred Scripture and explain how the Church Magisterium hands on Divine Revelation received through Sacred Scripture and Tradition. [CCC nos. 74-100]	We are learning that the Church uses two things, Scripture and Tradition, to teach us about God.
Eight	LC1.2: Outline requirements of participation in the Church as community (e.g. participation in the Eucharist, a life of prayer, continual faith formation that deepens understanding of the statements of the Creed, works of service to the poor) and using examples, explain the importance of participation.	We are learning what it means to be a member of the Catholic Church community and why it is important to participate in it.

Checkpoint: Teacher Self-Assessment:

The following chart will assist teachers in reflecting on their own practices re: developing learning goals in the Religion classroom and determine Next Steps.

Consider each of the following statements, and indicate R (Rarely), S (Sometimes), or U (Usually).			
A. Developing, Sharing, and Clarifying Learning Goals	**R**	**S**	**U**
I/We ensure that students know what they are expected to know, understand, and do by:			
• Identifying learning goals based on overall and specific expectations			
• Writing clear concise learning goals in student-friendly/grade-appropriate language			
• Stating learning goals from the students' perspective (e.g., "We are learning to …)			
• Designing the learning in incremental steps to build student knowledge and skills			
• Developing learning goals that identify a progression of incremental, scaffolded knowledge and skills			
• Sharing the learning goals at appropriate times in each cycle of learning, usually at the beginning			
• Posting the learning goals visibly in the classroom			
• Having students record the learning goals in their notebooks or on their task			
• Making connections to the learning goals during instruction and when students are engaged in learning activities			
• Clarifying learning goals with students to ensure that students and teacher share the same understanding of what is to be learned			
• Providing students time and opportunity to reflect on and discuss the learning goals			
• Asking students to monitor their progress in relation to the learning goals			

(Learning Goals and Success Criteria, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010 pg.38)

Set Clear Targets

"Setting clear targets for student learning involves more than posting an instructional goal for students to see. It also requires elaboration of the criteria by which student work while be judged."

(Shepard et al, 2005 found in *Learning Goals and Success Criteria, Assessment for Learning Viewing Guide*, p.25)

B. Know Where They Are Going: Provide a Clear Understanding of Success Criteria

Success Criteria

Success criteria describes, in specific terms and in language meaningful to students, what successful attainment of the learning goals looks like. Success criteria identify the significant aspects of student performance that are assessed, and/or evaluated in student-friendly language. Quality success criteria make the learning of the curriculum expectations clear and meaningful for students and teachers. It is the explicitness of the criteria which removes the mystery of what successful accomplishment of the learning goal looks like. Success criteria should be co-created with students.   Success criteria can and should be used to develop assessment tools such as a descriptive feedback template, checklist, a rubric, or an exit card which are used throughout the cycle of self-assessment to give students ongoing targeted feedback about their performance as they are moving through the learning cycle.

"I can" Statements

Success criteria should be co-constructed with students. However, prior to unpacking them with students, teachers should have a clear understanding of what criteria will demonstrate successful accomplishment of the curriculum expectations. Success criteria are often best written as 'I can…'

statements. The language is designed to be 'student friendly.' The 'I can' statements breakdown from beginning to completion, what is required in order for students to demonstrate success.

The "I can" statements can be used in a number of ways. They should be placed in an area where students can easily access them throughout the learning so that they can independently refer to them. For example, they can be placed on the classroom wall or provided in written form for students at their desk. The students use the statements for self-assessment purposes.

Teachers use them to provide targeted and ongoing feedback to students. They can be referred to during class discussions, in work with a small group, in individual conferences and during observations. Teachers may use them to develop rubrics, descriptive feedback templates, checklists, and exit cards, etc.

What Does This Look Like in the Religious Education Classroom?

The following chart outlines an example of how the Religion Expectations and Learning Goals mentioned in the previous section become the basis for "I can Statements" which are the success criteria for demonstrating the learning. **It should be noted that this chart is for demonstration purposes only; success criteria provide for optimum learning <u>when they are co-created with students.</u>** However, teachers should have an idea of what the success criteria might be as they lead students in co-creating it.

Grade	Specific Expectation	Learning Goal	Success Criteria
Two	PR1.1: Demonstrate an understanding of the Liturgy of the Eucharist as the central communal prayer of the Church and explain why and how we should participate fully in the Mass (singing, praying the responses, listening to the Scripture readings, enacting the rituals – sign of the cross, standing, kneeling, genuflecting). [CCC nos. 1346-1347	We are learning how to participate in the Mass and why that is important.	I can explain that the Mass is also called the Liturgy of the Eucharist.

I can give one reason to explain how the Mass is the prayer of the Church.

I can name three ways we can participate in the Mass.

I can give two reasons why participating in the Mass is important. |
| Five | BL1.2: Define the distinction between Tradition and Sacred Scripture and explain how the Church Magisterium hands on Divine Revelation received through Sacred Scripture and Tradition. [CCC nos. 74-100] | We are learning that the Church uses two things, Scripture and Tradition, to teach us about God. | I can define 'Sacred Scripture.'

I can define 'Tradition' in the Catholic Church.

I can explain the difference between tradition and Tradition.
I can define 'Magisterium.'

I can define 'Divine |

			Revelation.' I can write a full paragraph explaining how the Church uses both scripture and Tradition to teach us about God.
Eight	LC1.2: Outline requirements of participation in the Church as community (e.g. participation in the Eucharist, a life of prayer, continual faith formation that deepens understanding of the statements of the Creed, works of service to the poor) and using examples, explain the importance of participation.	We are learning what it means to be a member of the Catholic Church community and why it is important to participate in it.	I can provide three reasons that explain why the Church is a community. I can explain three ways that the Church demonstrates it is a community to the world. I can explain why it is important to participate in the communal life of the Church. I can give three examples of how I personally can participate in the communal life of the Church. I can explain why doing these things is important to me.

Collaboration creates a
deeper understanding

"By collaborating with the teacher to define the criteria, students begin to develop an understanding of what quality means in the context of their own work. Wiliam (2007) emphasizes that simply sharing criteria with students is not enough because "the words do not have the meaning for the student that they have for the teacher".
(Self-Assessment, Assessment for Learning Viewing Guide, p. 10)

Strategy for Co-creating Success Criteria in the Religion Classroom

The *Self-Assessment, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010 pp. 10-12* suggests the following process, developed by Gregory, Cameron, and Davies (1997) to develop success criteria with students about quality demonstration of learning.

Step 1: Brainstorm.

Step 2: Sort and categorize.

Step 3: Make and post a T-chart.

Step 4: Add, revise, refine

The following example, uses the Success Criteria from Gr. 5 above, "I can write a full paragraph explaining how the Church uses both Scripture and Tradition to teach us about God. I can make three good points in my paragraph," to demonstrate how a Religion class might determine what a quality paragraph on this topic looks like.

Step 1: Brainstorm:

Use a Think-Pair-Share strategy. Ask the students what they think it would look to write a quality paragraph which explains how the Church uses both Scripture and Tradition to teach us about God. After giving them time to think, place them in partners or

quartets and have them brainstorm the 'look fors,' the criteria, that would demonstrate quality performance. Have the groups share their answers with the class and record all suggestions. If necessary, add your own criteria to the list to reflect all significant components. Examples of thoughts that the students might have could include:

Group One	Group Two	Group Three
Catch the audience's attention. Explain the topic. Don't write in bullets. Use a noun and a verb. Use good ideas.	Tell what Scripture and Tradition is. Connect ideas. Use 3-5 sentences. Only tell the most important things. Have a beginning, middle and end.	Begin so the audience knows what you are talking about. End so the audience knows you are done. Use the ideas we learned in class but not everything. Pick out what's important. Make sure you say different things, not the same thing over and over. Put the ideas in order.

Step 2: Sort and categorize:

Have the students sort the criteria into like categories. Develop a phrase or heading that describes the category. This can be done as a whole class from the beginning or the quartets can work on the task first, and then share their answers in order to refine the list as a class. Doing this will prioritize and limit the number of criteria to which the students need to attend.   Here is an example of what the students might come up with:

Audience	Sentences	Points
Catch the audience's attention. Have a beginning, middle and end. Connect ideas. Begin so the audience knows what you are talking about. End so the audience knows you are done.	Don't write in bullets. Use a noun and a verb. Use 3-5 sentences.	Explain the topic. Use good ideas. Tell what Scripture and Tradition is. Only tell the most important things. Use the ideas we learned in class but not everything. Pick out what's important. Make sure you say different things, not the same thing over and over. Put the ideas in order.

Step 3: Make and post a T-chart.

By placing the criteria in a T-chart and displaying it at the front of the class, the 'look fors' become visible to students during the learning. At this point the teacher may want to help the students clarify and revise some points, eliminating the repletion etc. Limiting the criteria to a manageable number that students can easily remember is also important. Prioritize the criteria with those that have the greatest impact on student learning. It is important to continue to involve students in the process and use student friendly language. Teachers may eventually choose other ways to post the criteria besides a T-chart such as putting them in a template, using checklists, anchor charts, rubrics etc.

I can appeal to the audience	I can use an opening sentence.
	I can use a closing sentence.
	I can use connector words to join my ideas together.
I can write in full sentences	I can use a noun and a verb.
	I do not write in bullets.
	I can use at least 3-5 sentences in my paragraph.
I can explain the topic using three good points	I can define Scripture and Tradition.
	I can use the three important points we learned in class.
	I can make three different points.
	I can put my points in order.

Step 4: Revisit and revise criteria

As students work and teachers work with the criteria, use them with exemplars (see below), and come up with new insights into the learning goals and success criteria, it may become apparent that the descriptors or language of the criteria need to be changed. This is perfectly acceptable and should be done as soon as the need for the change comes to light. Some students or classes may need to have the criteria limited or scaffolded depending on their learning progress. Reviewing the criteria as students are learning, and revising it if necessary provides opportunities for the teacher and students to further clarify, prioritize, add additional criteria, highlight next steps and facilitate meaningful feedback.

Here is an example of how the original T-chart was modified as learning progressed and the need became apparent.

I can appeal to the audience	I can use an opening sentence. I can use a closing sentence. I can use connector **(transition)** words to join my ideas together.
I can write in full sentences	I can use a noun and a verb. I do not write in bullets **or phrases**. I can use at least 3-5 sentences in my paragraph.
I can explain the topic using three good points	I can define Scripture and Tradition. **I can explain how the Church uses Scripture and Tradition to teach us about God by** using three important points we learned in class. I can make three different points **explaining how the Church uses Scripture and Tradition to teach us about God.** I can put my points in order.

Assessment AS learning

Assessment as learning requires students to have a clear understanding of the **Learning Goals and Success Criteria.** Assessment as learning focuses on the role of the **student** as the **critical connector between assessment and learning**.

(Adapted from Western and Northern Canadian Protocol for Collaboration in Education, *Rethinking Classroom Assessment with Purpose in Mind, 2006,* p.41 and *Growing Success*).

B. Know Where They Are Going: Use "Exemplars" to Show Various Levels of Student Work

Using exemplars of student work makes the success criteria visible to students. Exemplars can be used in a number of ways.

1. To help generate the success criteria
2. To learn how to apply the success criteria once it has been generated
3. To provide examples of expected performance at the beginning of a learning cycle
4. To guide improvements during the learning cycle
5. To compare and contrast their own work with the sample prior to submitting it for evaluation

What Does This Look Like in the Religious Education Classroom?

The following strategies, suggested in *Self-Assessment, Assessment for Learning Viewing Guide, 2010*, may be used effectively in all divisions in the Religious Education classroom:

1. **When generating success criteria:**

   a. Select an assessment task to be used as evidence of learning. Exemplars can come from a variety of sources depending on the task. Artifacts, projects, presentations, research papers, and performances in oral, written, and video form are just some of many types of samples that can be used.   Teachers can source samples found from a variety of places such as previous years' work, texts, teacher resources, professional publications, etc.

   b. Provide an example of weak and strong work.

   c. Have the students work in groups to identify which the sample is the weak one and which is the strong;

   d. Have the students record the strengths and weaknesses of each.

   e. Have the students share the characteristics they have discerned and use them to guide the development of success criteria for the task.

2. **When Applying Success Criteria, Option One:**

   a. Collect or design exemplars that target the specific success criteria linked to the demonstration of learning. Teachers may wish to choose examples that demonstrate a full range of the criteria being applied poorly or well.

   b. The teacher models applying the criteria to an exemplar.

   c. The students then are asked to work in pairs to apply the criteria to additional exemplars.

   d. Students identify examples of work well-done and work that needs improvement, applying the specific criteria to support their decisions.

   e. The teacher monitors the conversations and provides guided instruction and feedback on the student assessments.

   f. If applying all the criteria at once is too difficult for the students, the teacher can break down the task into having the students assess one criteria at a time.

3. When Applying Success Criteria, Option Two, Peer Assessment:

a. Provide half the class with a weak sample and half the class with a strong one.

b. Place the class in pairs and assign each pair one or two criteria to apply to the sample.

c. Then have two pairs of students work together. Each pair gives feedback on the other pair's assessment.

d. The teacher monitors the conversations and provides guided instruction and feedback on the peer assessments

e. Teachers may also use this strategy to have students identify strengths, needs and next steps.

f. Once this strategy has been taught, teachers may use it to have peers provide assessment on each other's work.

g. When providing peer assessment, teachers need to ensure that the environment is one where the dignity of all students is respected and students are providing assessment based on the success criteria. The following table helps students with sentence starters to provide constructive assessment to peers:

What was done well	What can be improved	Next steps for improvement
You did a good job when you … You are strong at … Something you did well was … You are good at … I like the way you … Another thing you did well was … You're getting better at … One thing you do well is …	You could work harder on… You could get some help with … You could get better at … You seem to be having trouble with … The criteria you have missed are …	Would you consider changing… A next step for you could be … The next time you could … Do you think you could … Would you consider adding … Something you could work on next time is…

(Self-Assessment, Assessment for Learning Viewing Guide, p.19)

Checkpoint: Teacher Self-Assessment:

The following chart will assist teachers in reflecting on their own practices re: developing Success Criteria in the Religion classroom and determine Next Steps. Indicate R (Rarely), S (Sometimes), or U (Usually).

B. Success Criteria	R	S	U
I/We ensure that students understand what successful learning looks like by:			
• Identifying the criteria for success on the learning goals and the assessment tasks when planning assessment and instruction			
• Sharing and clarifying success criteria with students			
• Co-constructing the success criteria with students for significant tasks and learning goals			
• Describing the success criteria in student-friendly language and observable behaviours			
• Using samples, models, and exemplars to identify and clarify success criteria			
• Providing opportunities for students to discuss, review, revise, and come to agreement on the success criteria			
• Modelling applying criteria to concrete samples of strong and weak work			
• Having students practise applying criteria to anonymous work samples			
• Using success criteria as the basis for teacher feedback and for self and peer assessment			

(Learning Goals and Success Criteria, Assessment for Learning Viewing Guide, p. 7)

## C. How Best to Get There: Offer Regular, Descriptive Feedback

Descriptive feedback

"Descriptive feedback is the most powerful tool for improving student learning."
(Black, Harrison, Lee & Wiliam, 2003, found in *Descriptive Feedback, Assessment for Learning Viewing Guide,* p.3)

"If students receive specific feedback often and regularly, it enables better monitoring and self-regulation of progress by students."
(Nicol & Macfarlane-Dick, 2006, found in *Self-Assessment, Assessment for Learning Viewing Guide*, p.23

"Descriptive Feedback is information linked to success criteria students and teachers share during learning so that students can close the gap between their current level of performance and the learning goals." (*Descriptive Feedback Video Series Homepage* found at www.edugains.ca). Providing descriptive feedback is an ongoing process. The key to effective feedback is timing. Feedback is most useful during the learning when it can be used to support student achievement. It should not be evaluative. Instead, it should identify strengths, needs, and next steps connected to learning goals and success criteria during a learning cycle. Ongoing descriptive feedback that is linked specifically to the learning goals and success criteria is a powerful tool for improving student learning. It also builds a positive culture of learning within the classroom, where learning is valued and respected by everyone.
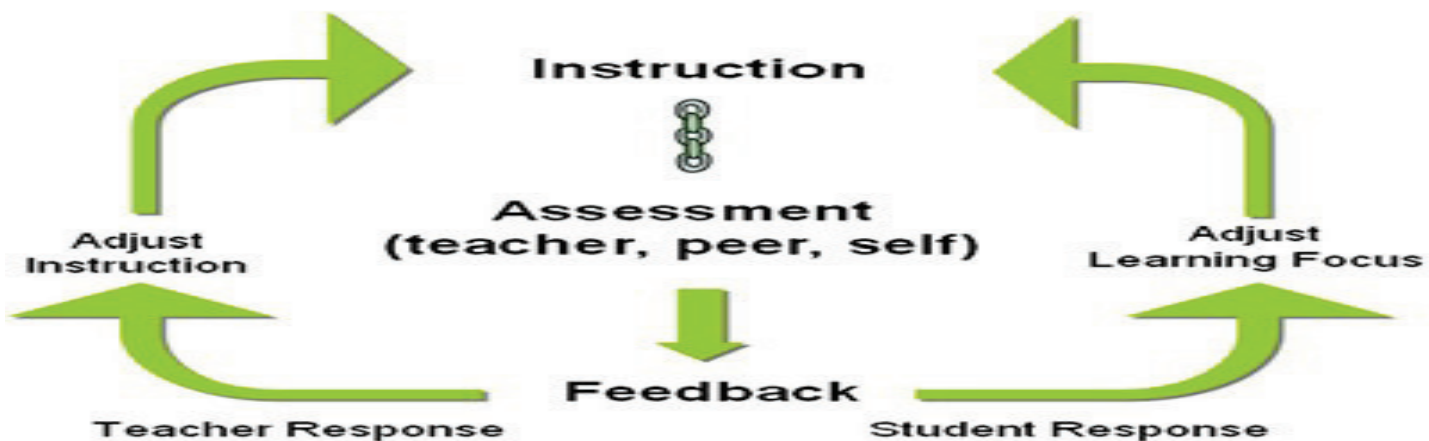
(Descriptive Feedback, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010 p.9)

Descriptive Feedback

"Learning is more likely to be fostered when feedback focuses on features of the task (Success Criteria) and emphasizes Learning Goals."
(Kluger & DeNisi, 1996 found in Descriptive Feedback, Assessment for Learning Viewing Guide, p.14)

"In giving students descriptive feedback, you have modelled the kind of thinking you want them to do as self-assessors."
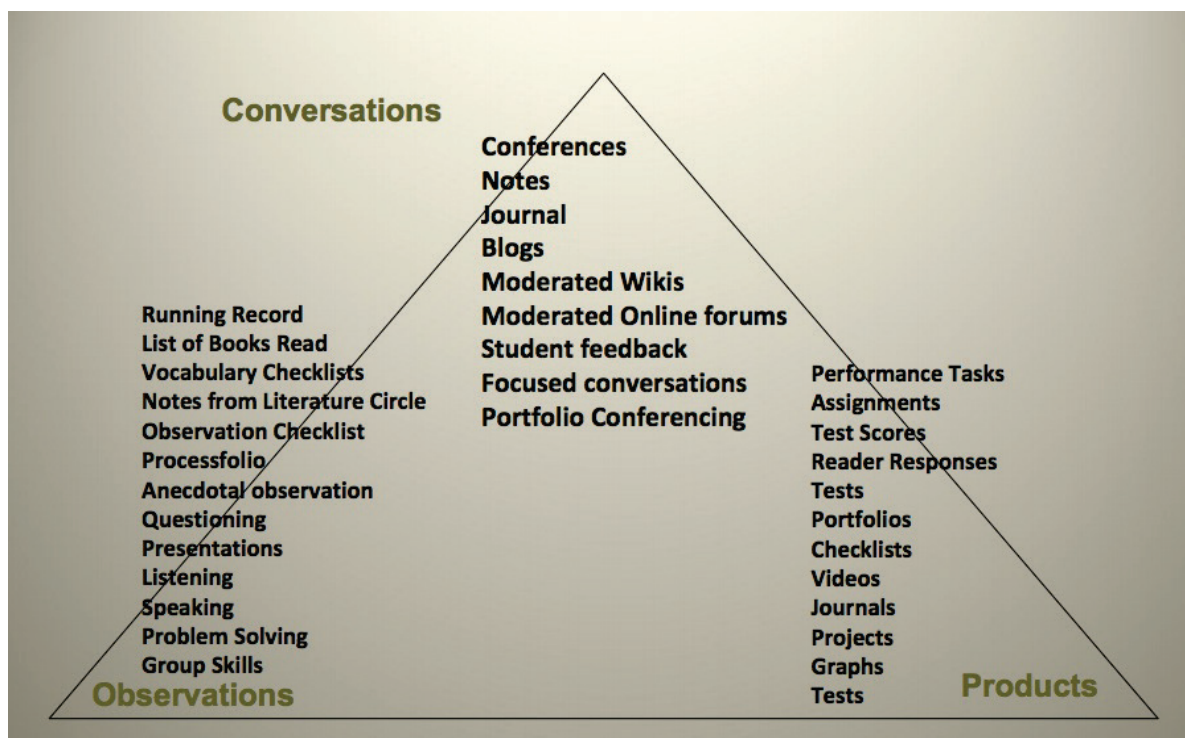(Chappuis (2005) found in *Descriptive Feedback, Assessment for Learning Viewing Guide*, p.14)

Descriptive Feedback is a powerful tool which pinpoints the piece(s) of the learning students have already accomplished and the piece (s) they still need to work on. As the teacher guides students in using the success criteria to determine where they are at in the learning, where the gaps are and what next steps are needed to fill them, **assessment for learning** is taking place. As the teacher releases responsibility to the students to use the success criteria to assist other students in determining where they are at in the learning, where the gaps are, and what next steps are needed to fill the gaps, peer assessment as part of **assessment as learning** is occurring. As the teacher gradually releases more responsibility to the students to independently use the success criteria to determine where they are at in the learning, where the gaps are, and what next steps are needed to fill the gaps, **assessment as learning** comes to its fruition.

The active partner is what distinguishes assessment for learning from assessment as learning. When the active partner is the teacher, it is assessment for learning. When the active partner is the student, it is assessment as learning.

Being able to self-assess effectively is not easy. It takes time and effort to develop. With multiple attempts and experiences, self-assessment gets easier. It is helpful for teachers to select tools and strategies which clearly articulate the success criteria, and provide concrete opportunities to give clear descriptive feedback.

Students will demonstrate their learning of the **Religious Education** expectations in multiple ways and in various contexts. Teachers gather information about student learning through a balance of conversations, observations and products. Conversations, observations, checklists, descriptive feedback templates, rubrics, etc., are examples of strategies that can be used by teachers to gather information about student learning for the purposes of providing descriptive feedback. Using multiple sources of evidence increases the reliability and validity of assessment of student learning. This information is used by the teacher to adjust or change instruction, differentiate lessons to meet the learning needs of the students, and to change and clarify learning goals and success criteria to ensure that they are understood properly.

Conversations

Conferences
Notes
Journal
Blogs
Moderated Wikis
Moderated Online forums
Student feedback
Focused conversations
Portfolio Conferencing

Running Record
List of Books Read
Vocabulary Checklists
Notes from Literature Circle
Observation Checklist
Processfolio
Anecdotal observation
Questioning
Presentations
Listening
Speaking
Problem Solving
Group Skills
Observations

Performance Tasks
Assignments
Test Scores
Reader Responses
Tests
Portfolios
Checklists
Videos
Journals
Projects
Graphs
Tests
Products

(Agnes Dufournaud and John Piper, Ontario Ministry of Education PPT, *Assessment For, As and Of Learning: Assessment Practices For Aboriginal Students*)

Critical Checkpoints

(Descriptive Feedback, Assessment for Learning Viewing Guide, p.13)

Tips for Teachers - Getting Started!

Assessment FOR learning:

- Plan for critical checkpoints to provide feedback during the cycle of learning

- Determine the type of feedback to be given: oral, written, modelling, individual or in groups?

- Give clear, concise feedback related to the learning goals and/or success criteria

- identify what was done well, and what needs improvement and how the student can improve

- prioritize the feedback to address the most important needs first

- limit the feedback to 2 or 3 recommendations (do not overwhelm the students by giving them too much to work on at one time; adjust the feedback to the individual student's readiness and learning needs: this is differentiation)

- ensure the student knows how he or she is expected to act on the feedback

- provide time for the student to act on the feedback

(Descriptive Feedback, Assessment for Learning Viewing Guide, a Resource to Support the Implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition, Covering Grades 1–12, 2010 pp. 4 and 8)

Assessment AS Learning:

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Self-Assessment is Crucial

"Student self-assessment is crucial for feedback to be used effectively. Students are the ones who must ultimately take action to bridge the gap between where they are and where they are heading."
(Sadler, 1989, found in "*Self-Assessment, Assessment for Learning Viewing Guide,* p.25)

</td><td>

- Model and teach critical thinking skills that are needed for self-assessment.

- Model and teach how to use descriptive feedback, related to learning goals, first in peer assessment and then in self-assessment.

- Address students' points of view and concerns with self-assessment, and engage students in discussions or activities focused on why self-assessment is important.

- Know and realize that students will respond differently to various forms of self-assessment; some may welcome them, while others may question it.

- Allow students time for learning self-assessment skills.

- Provide students with many chances to practice different aspects of the self-assessment process as they gradually assume more responsibility for their own learning (e.g., *brainstorming possible criteria for assessment,*

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applying these criteria to their own work, receiving timely feedback on their self-assessments and developing goals and action plans).

- Make sure that parents/guardians understand that self-assessment is only one of a variety of assessment strategies that you use and why you use it.

Ineffective Feedback V.S. Effective Feedback

Feedback that is based on the person (i.e. you are smart) or on grades has been shown to be the least effective type of feedback**.** Feedback about the person cannot be converted into specifics about the learning by students. In fact, it can distract them from the learning and turn their focus onto what the teacher thinks of them as a person. Evaluative feedback (marks or grades) assigned to practice work actually has an extremely negative effect on students who are struggling. Targeted Comments based on learning goals and success criteria are the most effective form of feedback.

(Descriptive Feedback, Assessment for Learning Viewing Guide, entire document)

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(Sadler, 1989, found in *"Self-Assessment, Assessment for Learning Viewing Guide,* p.25)

Example: INEFFECTIVE	**Example**: EFFECTIVE
"Good work." "Well done!" "Needs more effort!" C+ or 67%	"Your paragraph about the use of Scripture and Tradition in the Church has a clear and engaging topic sentence. Provide at least three details from the text to support your opinion."

Descriptive feedback is it effective when it is immediately given and is applied to the following areas of learning:

Level of Focus	Clarification	Examples
1. **Feedback about the *task or product***	• information about how well a task is accomplished • may focus on building surface knowledge and having correct information	• identifying whether work is correct or incorrect • providing suggestions for improving the level of detail
2. **Feedback about the *processing of the task***	• information about the processes used to perform the task or develop the product	• commenting on students' choice of strategies, application of strategies
3. **Feedback about *self- regulation***	• information about the students' ability to self-monitor and direct their learning	• feedback on students' decisions to seek help, quality of their self-assessments, choice of goals and next steps

(Descriptive Feedback, Assessment for Learning Viewing Guide, p. 6)

What Does This Look Like in the Religious Education Classroom?

Mentioned below are some of these tools and strategies to use with Religious Education students which allow for assessment for and assessment as learning to occur. Each tool and strategy encourages students to revisit their own work, engage in reflection, and set new goal for improvement.

Checklists

- Use checklists when a process can be broken into components; they are quick and useful in situations involving a large number of criteria
- With large amounts of criteria, do not fill out the entire checklist. Stop when a criterion is reached that the student should work on.
- Give the student advice on how to improve on this criterion and provide time for the student to act on the advice.
- Schedule a follow up opportunity to assess how well the student has accomplished the criterion.
- If the student has still not accomplished the criterion, provide some alternative instruction/suggestions for mastering it. If the student has accomplished the learning continue on with the checklist to assess the student's accomplishment of the additional criteria, following the same procedure
- Using this method provides different ion for all students in the class as they work on accomplishing the learning goals in a learning cycle.

Sample Checklist #1

This sample uses the criteria from Grade Two developed in the Success Criteria section. However, the checklist template and strategy can be used in any grade. This checklist is suitable to be used in response to a product, an observation or a conversation. Once the teacher has modelled using it with students, students can be taught to use it for peer and self-assessment.

Name: Jesse Doe Date: Sept. 28 Learning Goal: We are learning how to participate in the Mass and why that is important.	Wow!	On target	Getting there	Working on it
• I can explain that the Mass is also called the Liturgy of the Eucharist.	✓			
• I can give one reason to explain how the Mass is the prayer of the Church.		✓		
• I can name three ways we can participate in the Mass.			✓	
• I can give two reasons why participating in the Mass is important.				

Teacher:
You named two good ways we can participate in the Mass: by singing and by praying. You need to find one more way. Please work with a partner to find one more way.

Next Check-In Date: I will meet with you again on Sept. 30.

Student Response:

I found out the third way is kneeling.

Template for Classroom Use:

Name: Date: Learning Goal:	Wow!	On target	Getting there	Working on it
•				
Teacher Response:				
Next Check-In Date:				
Student Response:				

*(*adapted from *Learning Goals and Success Criteria, Assessment for Learning Viewing Guide,* pg. 36*)*

Sample Checklists #2

These sample checklists are based on expectations in Grade 2 and Grade 4. However, the checklist template and strategy can be used in any grade. This checklist is suitable to be used in response to a product, an observation or a conversation. Once the teacher has modelled using it with students, students can be taught to use it for peer and self-assessment.

"I can do all things through him who strengthens me."

~Philippians 4:13

Success Criteria Checklist: Grade 2

Date: _____

Class/Subject: _____

Activity/Task: _____

Learning Goal: **We are learning about the Mass and why it is important.** Success criteria:	Level 1 Need Help	Level 2 Not yet	Level 3 Almost	Level 4 You Got It!!
I can explain what happened at the Last Supper and tell why Jesus washed the Disciples feet				
I can say the Our Father and the Apostle's Creed.				
I can tell about the bread and wine and what they mean.				
I can tell why the Eucharist is so important.				

My next steps: _____

_____

_____

<u>Success Criteria Checklist: Grade 4</u>

<u>Date:</u> _____ <u>Class/Subject</u>: _____

<u>Activity/Task</u>: _____

Learning Goal: **We are learning about our conscience and what is good and evil** **Success Criteria:**	<u>Level 1</u> **Not yet**	<u>Level</u> **Getting There**	<u>Level 3</u> **Almost there**	<u>Level 4</u> **You got it!**
I can discuss what a conscience is				
I can retell Bible stories about good and evil and explain how they help us to listen to God's voice.				
I can tell about the sacrament of reconciliation and how it helps us as followers of Jesus.				
I can explain how someone thinks about good and evil before doing something				

My Next Steps: _____

_____

_____

"I can do all things through him who strengthens me."

~Philippians 4:13

Blank template for Use in the Classroom:

Success Criteria Checklist

Date: _____

Class/Subject: _____

Activity/Task: _____
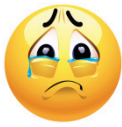
Learning Goal: Success Criteria:	Level 1 Need Help	Level 2 Not yet	Level 3 Almost	Level 4 You Got It!!

My next steps: _____

_____

_____

Conversations and Observations

Observation of students engaged in the learning processes will provide insight into a student's knowledge, understanding, and skills. Conversations between teachers and students provide a wealth of information about what a student is thinking and learning. "Conversation – what is said – differs from observation – what is seen, but often they can be used in a complementary way." *(Descriptive Feedback,* p. 19) Providing descriptive feedback as a result of an observation or a conversation remains based on specific learning goals and success criteria.

Conferencing: Assessment FOR and AS Learning Conversations

Learning Conversations, such as those that take place while conferencing with students, compels teachers and students to speak the language of the curriculum expectations, the learning goals and the success criteria and build a common assessment language. They provide multiple opportunities to use a variety of measures to show which expectations have been met. They create a common and comparable body of evidence. Learning conversations lead to a shared understanding between teachers and students of the level of achievement and create ongoing communication between teachers and students about learning. *(Gathering Valid and Reliable Evidence, Assessment for Learning Viewing Guide,* p.27)

Strategies to Support Effective Learning Conversations:

• Conduct interviews with the students and record what they say and do.
• Give students multiple chances to practice 'student-led' conferences with their peers and/or older students.

- Allow time to sit, connect, and conference with all students and explain your feedback to them.
- Explain to them what went well and what needs to be improved for next time.
- Focus on positive feedback first to show what students did well.

Sample Conference Template #1:

This sample uses the criteria from Grade Eight developed in the Success Criteria section. However, the template and strategy can be adapted to use in any grade. This template is suitable to be used in response to a product or an observation as well as a conversation. Once the teacher has modelled using it with students, students can be taught to use it for peer and self-assessment.

Name: Alex Anyone **Date:** Oct. 5 **Learning Goal:** We are learning what it means to be a member of the Catholic Church community and why it is important to participate in it.		
Success Criteria I can provide three reasons that explain why the Church is a community. I can explain three ways that the Church demonstrates it is a community to the world. I can explain why it is important to participate in the communal life of the Church. I can give three examples of how I personally can participate in the communal life of the Church. I can explain why doing these things is important to me.	**Strength(s)** -can provide two good reasons why the Church is a community -can provide one way the Church demonstrates it is a community to the world - can explain in detail why it is important to participate in communal life in the Church	
	An area for improvement -learn one more reason why the Church is a community and two more ways the Church demonstrates it is a community to the world	**Next Step** -read pp._ in the text to find the information
	An area for improvement -think about three ways you could participate in some community activities of the Church that you would really enjoy -for each selection be ready to explain why you think doing that activity is important.	**Next Step** -if possible visit your parish to get a bulletin to see what activities you can join at the Church or see of your Church has a bulletin online -if this is not possible, consider researching possible activities online
(adapted from Self-Assessment, Assessment for Learning Viewing Guide, p.37)	**Action Taken:** I asked a friend to help me find the info in the text. I used sticky notes to mark the place of the information in the text. I wrote down three reasons for each success criteria and memorized them. I was able to find my parish bulletin online. I didn't find too many things I liked in it so I went online and looked at the bulletins of other parishes. I found two things I would like to do and I am still working on finding a third.	

Template for Classroom Use:

Name: Date: Learning Goal:		
Success Criteria	**Strength(s)**	
	An area for improvement	**Next Step**
	An area for improvement	**Next Step**
	Action Taken:	

Sample Conference Template #2:

This sample uses criteria that might be used based on the Grade One expectation: **ML3.3: Describe ways in which children can be examples of holiness (by imitating Jesus Christ's love for others, being faithful, charitable and obedient to God's will).** However, the template and strategy can be adapted to use in any grade. This template is suitable to be used in response to a product or an observation as well as a conversation. Once the teacher has modelled using it with students, students can be taught to use it for peer and self-assessment.

Name: Date: Learning Goal: We are learning how to be holy like Jesus.			
Success Criteria	★	?	**Feedback/Next Steps**
I can say what 'holiness' means	✓		You know it!
I can tell two ways that Jesus loved people.		✓	You know he fed hungry people!! Let's learn one more way together!
I can say one way I can be like Jesus.			

(adapted from Self-Assessment, Assessment for Learning Viewing Guide, p.36*)*

Template for Classroom Use:

Name: Date: Learning Goal: We are learning how to be holy like Jesus.			
Success Criteria	⭐	❓	**Feedback/Next Steps**

Rubrics

Rubrics are frequently used for evaluating the quality of student work. Yet, many times the language of rubrics is not understood by students or is too broad or vague to be of use in helping students in their learning. When the language of a rubric is transformed into co-created success criteria, rubrics become a valuable assessment tool for deepening student understanding and learning. When the language of the rubric is student-friendly, it becomes easy to use the rubric to give descriptive feedback, identify next steps and set goals during the learning cycle.

(Learning Goals and Success Criteria, Assessment for Learning Viewing Guide, p.35*)*

- Begin by creating simple rubrics with students.
- Start with 'ready-made' rubrics as an entry point. Work with students to change the rubric into 'student-friendly' language. Eventually students may be able to co-create a rubric from scratch.
- Have students assess a model piece of work using a rubric.   Rubrics are more powerful and meaningful when used with samples of student work as a guide.
- Allow students to write, mark, highlight, or checkmark rubrics. By doing so, this acts as a visual guide for them when completing tasks and assignments.

Sample Activity in the Religion Class:

This example is based on a Grade Seven product found in *We Have Neither Silver Nor Gold Sample Lessons and Units For Implementing the Religious Education Curriculum Policy Document 2012 (Grades 7 and 8),* pp. 54-59*.* However, the initial rubric is based on the Achievement chart found in *Religious Education Curriculum Policy Document 2012 (Grades 7 and 8),* pp.45-46*.* Therefore, the strategy can be adapted for use in any grade. This rubric is suitable to be used to give feedback in response to a product, an observation or

a conversation. Once the teacher has modelled using it with students, students can be taught to use it for peer and self-assessment.

In this example, the students will be writing three Journal reflections in the unit. The first two journals will be opportunities for assessment for and as learning. The third journal reflection will be an opportunity for assessment of learning. Therefore, the teacher wishes to develop a rubric with the students that can be applied to all three journal reflections, in order to provide opportunity for the students to practice showing their learning before they are evaluated. The three journal writing opportunities are as follows:

Journal Reflection 1	Journal Reflection 2	Journal Reflection 3
Expectation: **BL1:** Demonstrate an understanding of Christ as the centre of Sacred Scripture (i.e. the Messiah who fulfills the covenantal promise of God's Reign). **LC1:** Understand that belonging to the community of the Church involves responsibilities of faith (belief and worship) and of Christian Living (solidarity and moral life	**Expectation:** **BL1:** Demonstrate an understanding of Christ as the centre of Sacred Scripture (i.e. the Messiah who fulfills the covenantal promise of God's Reign). **LC1:** Understand that belonging to the community of the Church involves responsibilities of faith (belief and worship) and of Christian Living (solidarity and moral life	**Expectation:** **BL1:** Demonstrate an understanding of Christ as the centre of Sacred Scripture (i.e. the Messiah who fulfills the covenantal promise of God's Reign). **LC1:** Understand that belonging to the community of the Church involves responsibilities of faith (belief and worship) and of Christian Living (solidarity and moral life)
Learning Goal: Read selected Old Testament and New Testament readings to describe Jesus as the fulfilment of God's covenant to Israel and to the world Explain how the season of Advent reminds Christians to prepare themselves for the Kingdom of Heaven.	**Learning Goal:** Read selected Old Testament and New Testament readings to describe Jesus as the fulfilment of God's covenant to Israel and to the world Explain how the season of Advent reminds Christians to prepare themselves for the Kingdom of Heaven.	**Learning Goal:** Read selected Old Testament and New Testament readings to describe Jesus as the fulfilment of God's covenant to Israel and to the world Explain how the season of Advent reminds Christians to prepare themselves for the Kingdom of Heaven.
Why do you think John the Baptist is an important figure in the season of Advent?	In your own words, explain how God fulfills his covenant of the promise of a Messiah through Jesus?	Is it important to talk about Jesus in public? Be sure to provide evidence to back up your opinion.
Assessment for learning	**Assessment as learning**	**Assessment of learning**

The teacher uses the following strategy to create the rubric:

1. The teacher presents the class with the rubric, based on the Achievement chart, that will be used to assess all three journal activities. The teacher has removed the grades associated with each level so that the students will focus on the learning.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding of content (e.g. scripture, creedal statements, terms, moral teachings, liturgical/ sacramental practices	demonstrates limited knowledge of content demonstrates	demonstrates some knowledge of content	demonstrates considerable knowledge of content	thorough knowledge of content
Thinking Use of critical/creative thinking processes (e.g. theological reflection, inquiry, critical analysis, problem solving)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication Use of conventions (e.g. religious language, religious symbols, media usage), vocabulary, and terminology in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application Application of knowledge and skills (e.g. concepts, strategies, processes) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness

2. The teacher uses a think-pair-share strategy to the students examine the rubric and identify the criterion they understand and the criterion they do not understand. In this case, the students felt that they would like to see clearer language in all the categories.

3. The teacher uses the strategy suggested in this document for co-creating success criteria to have the students turn the criteria for each category into student-friendly words in answer to the journal question that success criteria. The teacher has the students first complete the success criteria for Level Three. The students, with guidance from the teacher arrived at the following student-friendly criteria.

Category	Level Three	Success Criteria
Knowledge and Understanding of content (e.g. scripture, creedal statements, terms, moral teachings, liturgical/ sacramental practices	demonstrates considerable knowledge of content	I can accurately use appropriate details from Scripture in my reflection
Thinking Use of critical/creative thinking processes (e.g. theological reflection, inquiry, critical analysis, problem solving)	uses critical/ creative thinking processes with considerable effectiveness	I can create a main point I want to prove in my reflection I can select important accurate information to prove my point I can write my ideas in a logical order to prove my point
Communication Use of conventions (e.g. religious language, religious symbols, media usage), vocabulary, and terminology in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	I can use most terms from Scripture and Church teaching accurately and appropriately I can spell most words properly I can use an opening and closing statement I can write in proper paragraphs and sentences I can use punctuation accurately
Application Application of knowledge and skills (e.g. concepts, strategies, processes) in familiar contexts	applies knowledge and skills in familiar contexts with considerable effectiveness	I can accurately talk about how what is learned from Scripture affects Church teaching and the life of a Christian, including my own life

4. The teacher then used the criteria the students selected to re-write the original rubric. The teacher refined some of the criteria to accurately reflect the achievement levels.

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding of content (e.g. scripture, creedal statements, terms, moral teachings, liturgical/ sacramental practices	I can use a few details from Scripture in my reflection	I can use accurately some details from Scripture in my reflection	I can accurately use appropriate details from Scripture in my reflection	I can accurately use exceptional details from Scripture in my reflection
Thinking Use of critical/creative thinking processes (e.g. theological reflection, inquiry, critical analysis, problem solving)	I can attempt to answer the journal question I can select a bit of information to include I can write my ideas as they come to me	I can answer most of the journal question I can select some accurate information I can write my ideas mostly in order	I can create a main point in answer to the journal question that I want to prove in my reflection I can select important accurate information to prove my point I can write my ideas in a logical order to prove my point	I can create a strong main point in answer to the journal question that I want to prove in my reflection I can select exceptional accurate information to prove my point I can write my ideas in a logical order to prove my point
Communication Use of conventions (e.g. religious language, religious symbols, media usage), vocabulary, and terminology in oral, visual, and written forms	I can use try to use terms from Scripture and Church teaching I can try to spell words properly I can start writing I can try to write in full sentences some of the time I can try to use punctuation when I should.	I can use some terms from Scripture and Church teaching accurately and appropriately I can spell some words properly I can use either an opening and closing statement I write in proper sentences most of the time I can use punctuation accurately some of the time	I can use most terms from Scripture and Church teaching accurately and appropriately I can spell most words properly I can use an opening and closing statement I write in proper paragraphs and sentences most of the time I can use punctuation accurately most of the time	I can use all terms from Scripture and Church teaching accurately and appropriately I can spell all words properly I can use a powerful opening and closing statement I write in proper paragraphs and sentences all of the time I can use punctuation accurately all of the time
Application Application of knowledge and skills (e.g. concepts, strategies, processes) in familiar contexts	I can try to talk about how what is learned from Scripture affects Church teaching or the life of a Christian or my own life	I can share some ideas about how what is learned from Scripture affects Church teaching or the life of a Christian or my life	I can accurately talk about how what is learned from Scripture affects Church teaching and the life of a Christian, including my own life	I can accurately talk about how what is learned from Scripture affects Church teaching and the life of a Christian, including my own life with strong insight

5. The teacher then provided the students with sample journal reflections. The students applied the rubric to the exemplars, giving specific feedback on the strengths and needs of the sample work. Following that, as the students worked through Journal Reflection #1, the teacher conferenced with the students and used the rubric to provide descriptive feedback on what the students were doing well, where improvements were needed and next steps for improvement. In Journal Reflection #2, the students peer-conferenced. Therefore, the students were prepared for Journal Reflection #3 where they were evaluated.

Name: Pat B.
Date: Nov.12
Journal reflection #____1_____

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding of content (e.g. scripture, creedal statements, terms, moral teachings, liturgical/ sacramental practices	I can use a few details from Scripture in my reflection	I can use accurately some details from Scripture in my reflection	I can accurately use appropriate details from Scripture in my reflection	I can accurately use exceptional details from Scripture in my reflection
Thinking Use of critical/creative thinking processes (e.g. theological reflection, inquiry, critical analysis, problem solving)	I can attempt to answer the journal question I can select a bit of information to include I can write my ideas as they come to me	I can answer most of the journal question I can select some accurate information I can write my ideas mostly in order	I can create a main point in answer to the journal question that I want to prove in my reflection I can select important accurate information to prove my point I can write my ideas in a logical order to prove my point	I can create a strong main point in answer to the journal question that I want to prove in my reflection I can select exceptional accurate information to prove my point I can write my ideas in a logical order to prove my point
Communication Use of conventions (e.g. religious language, religious symbols, media usage), vocabulary, and terminology in oral, visual, and written forms	I can use try to use terms from Scripture and Church teaching I can try to spell words properly I can start writing I can try to write in full	I can use some terms from Scripture and Church teaching accurately and appropriately I can spell some words properly I can use either an opening and closing statement I write in proper	I can use most terms from Scripture and Church teaching accurately and appropriately I can spell most words properly I can use an opening and closing statement I write in proper paragraphs and	I can use all terms from Scripture and Church teaching accurately and appropriately I can spell all words properly I can use a powerful opening and closing statement I write in proper paragraphs and

	sentences some of the time I can try to use punctuation when I should.	<mark>sentences most of the time</mark> I can use punctuation accurately some of the time	sentences most of the time <mark>I can use punctuation accurately most of the time</mark>	sentences all of the time I can use punctuation accurately all of the time
Application Application of knowledge and skills (e.g. concepts, strategies, processes) in familiar contexts	I can try to talk about how what is learned from Scripture affects Church teaching or the life of a Christian or my own life	I can share some ideas about how what is learned from Scripture affects Church teaching or the life of a Christian or my life	<mark>I can accurately talk about how what is learned from Scripture affects Church teaching and the life of a Christian, including my own life</mark>	I can accurately talk about how what is learned from Scripture affects Church teaching and the life of a Christian, including my own life with strong insight

Feedback:
You know the Scripture stories and Church teaching well. You have two things to work on:
1. Putting your ideas in order
2. Writing in paragraphs.

If you work on putting your work in paragraphs first, you will find it easier to put the ideas in order. Use highlighters to sort like ideas.

Action Taken:

I used different colour highlighters to group similar ideas in my first draft together. I then re-wrote my journal reflection putting the like ideas together into paragraphs. Then I used sticky notes to say which paragraph should go first, then second then third. Then I re-wrote my draft again.

Summary of the Strategy for Developing Co-created Rubrics:

1. Select the rubric you which to use with the class.

2. Have students examine the rubric and identify the criterion they understand and the criterion they do not understand.

3. Use the strategy suggested for co-creating success criteria to have the students turn the criteria to into student-friendly success criteria.

4. Re-write the rubric using the student-friendly criteria.

5. Have them apply the rubric to exemplars, giving specific feedback on the strengths and needs of the sample work.

Checkpoint: Teacher Self-Assessment Re: Descriptive Feedback

Consider each of the following statements, and indicate R (Rarely), S (Sometimes) or U (Usually).			
A. Gathering feedback FROM students about learning	R	S	U
I use a variety of assessment strategies, (e.g., traffic lighting, thumbs up, exit cards, learning logs) to gather feedback about students' learning during each instructional period.			
I note where students need further instruction or a different approach, and adjust instruction accordingly.			
B. Providing feedback TO students about their learning	R	S	U
Feedback includes three components: what was done well, what needs improvement, and specific suggestions for how to improve.			
Feedback relates to the learning goal(s) which I shared and clarified with students at the outset of the learning cycle.			
Feedback is based only on the criteria for success which I shared and clarified with students at the outset of the learning cycle.			
Feedback is prioritized to focus on aspects of student learning that need the greatest attention.			
Feedback is focused on the product or task, the processes used, or student's self-regulation, not on the student as a person.			
Next steps are incremental and specific enough so that students know what to do, but without doing the improvements for them.			
The amount of feedback at any one time is manageable for the students' readiness, (e.g., limited to 2 or 3 specific items).			
Feedback is expressed in a positive tone and in language meaningful to the student.			
Feedback is descriptive, (i.e., it provides information that students can use to improve), rather than evaluative (a mark or grade).			
The timing of my feedback (oral or written) provides students opportunities to use the information while they are still learning and practising the requisite knowledge and skills.			
I use strategies to monitor students' response to feedback (e.g., feedback log).			
C. Considering feedback when planning instruction and assessment	R	S	U
I identify and share incremental learning goals, based on the overall and specific expectations which describe in student-friendly language what students are to know and be able to do.			
I identify the criteria for successful achievement of the learning goals, and plan how to develop and/or share those criteria with the students at or near the outset of the learning.			
I identify critical points in the learning where the students and I engage in assessment and feedback to determine who is learning and who needs further instruction.			
I plan activities that provide students the opportunity to practise and demonstrate their learning so that feedback can be given and received.			
I plan opportunities for students to act on feedback with my support.			

(Descriptive Feedback, Assessment for Learning Viewing Guide, pp.16-17)

Goal Setting is Key

Goal-setting is a key component of the self-assessment process, as well as a significant learning skill. In particular, setting goals "helps students who have negative orientations toward learning or who do not have realistic views of their strengths and weaknesses. Teachers can help these students by establishing appropriate goals, selecting effective learning strategies to reach those goals, committing effort toward those goals, and celebrating the results of their performances"
*(*Rolheiser, Bower, & Stevahn, 2000, p. 77, found in *Student Self-Assessment* , The Literacy and Numeracy Secretariat Capacity Building Series, Secretariat Special Edition # 4*)*

C. How Best to Get There: Teach Students to Self-Assess and Goal Set

When teachers explicitly teach students to become effective self-assessors, students are empowered to be in charge of their own learning – to identify goals, **monitor** their own progress with respect to those goals, to determine their **next steps** and to take actions to close any gaps in their learning.

"Teachers play a critical role in teaching goal setting. They can:

- model writing goals;
- guide students in writing goals;
- give specific feedback on their goals;
- record the specific actions to achieve them;
- follow up and monitor students' progress towards achieving the goals."

(Self-Assessment, Assessment for Learning Viewing Guide, p.28)

Students can be taught to set 'Smart Goals.' The acronym "SMART" is unpacked as follows:

S	specific, significant	• clearly articulates the knowledge and skills identified in the feedback as needing improvement
M	measurable, meaningful	• describes specific actions or steps that enable the student to measure progress and determine whether the goal has been achieved
A	action-oriented, achievable	• sets out actions that the student can take to achieve the goal
R	realistic, relevant, results-oriented	• contains an appropriate balance between being challenging and being attainable, given available
T	Timely	• sets out a reasonable time frame for achieving the goal; identifies checkpoints along the way

(Self-Assessment, Assessment for Learning Viewing Guide, p.29)

What Does this Look Like in the Religion Classroom?

Strategy:

1. Post the criteria for a "Smart Goal" in the classroom.

2. Revisit an exemplar that has already been used for practising applying criteria.

3. Have the students review the feedback given on the exemplar and identify a significant area that needs improvement and what next steps should be taken.

4. Model writing a smart goal based on this information.

5. Have the students select a recently teacher, peer or self-assessed task and write a smart goal for their own improvement

6. The teacher may wish to conference with students individually or in groups on the suitability or quality of their Smart Learning Goals.

(Self-Assessment, Assessment for Learning Viewing Guide, p.29)

Smart Goal Development Template Example:

The following template builds on the Gr. 7 example used in the *Rubrics* section of this document. However, the template could be adapted for use in any grade. Recall from the Rubric example that Pat B. had two areas requiring improvement: writing in paragraphs and ordering ideas. Pat should select one of these to work on first and master, before taking on the second challenge.

Name: Pat B. Date: Nov.12 Activity: Journal Reflections	
1. What is the immediate next step you have identified?	I need to learn to write in paragraphs.
2. What do you need to know more about?	I need to review the rules for paragraphs.
3. What specific actions will you take to get there?	I will set a conference time with the teacher during our next Religion lesson to review the rules for paragraphs and ask for strategies to help me. I will ask a partner to help me during our next journal writing time turn my journal entry into paragraphs after I have met with the teacher. If I still need help, I will research how to write paragraphs online.
4. What specific support will you need?	Teacher and friend help A good strategy for writing paragraphs.
5. What evidence will you look for to demonstrate growth and progress in your learning?	I will ask a different friend to look at my second draft of my Journal reflection to see if I have done a good job writing it in paragraphs. I will do this in Religion class during Journal writing time. I will ask my teacher for a second conference to look at my draft on Nov. 16

(Adapted from Self-Assessment, Assessment for Learning Viewing Guide, p.33)

Blank Template for Use in the Classroom:

Name: *Date:* *Activity:*	
1. What is the immediate next step you have identified?	
2. What do you need to know more about?	
3. What specific actions will you take to get there?	
4. What specific support will you need?	
5. What evidence will you look for to demonstrate growth and progress in your learning?	

By explicitly teaching students how to set appropriate goals as well as how to assess their work realistically and accurately, teachers can help to promote this upward cycle of learning and self- confidence.
(Ross, 2006, found in *Self-Assessment, Assessment for Learning Viewing Guide,* p.30)

C. How Best to Get There: Engage Students in Self-Reflection

Students need to develop the skill of reflecting on their learning in general so that they can begin to take ownership of it. Teachers can use a variety of assessment tools to help students reflect upon their learning including exit cards, checklists, feedback logs, and learning journals. These assessment tools promote self-reflection and activate students' metacognitive skills.   Students should reflect on the following three questions:

Where am I now in my learning?

Where am I going?

How do I get there?

(Black & Wiliam, 2009 found in *Self-Assessment, Assessment for Learning Viewing Guide,* p.30*)*

What Does this Look Like in the Religious Education Classroom?

<u>My Learning Portfolio → Self-Assessment</u>

<u>Name</u>: _____

<u>Date</u>: _____

<u>Class/Subject</u>: Religion

<u>Activity/Task</u>: _____

<u>So Far I've Learned...</u>	<u>Three (3) Things I liked about this Religion activity...</u>	<u>I Still Don't Understand...</u>	<u>Next Time, I will...</u>
	1. 2. 3.		
I Can ...		Because I have ...	

NEXT STEPS: So, next time I will be able to ...

"I can do all things through him who strengthens me."

~Philippians 4:13

My Learning Portfolio ➔ Self-Assessment on a Cycle of Learning

Name:

Date:

Religion Unit:

Achievements (*What you did well!*☺):

_____

_____

_____

Challenges (*What was difficult and what you can work on to improve*):

_____

_____

_____

Further Suggestions:

_____

_____

_____

Personal Comments:

_____

_____

_____

Follow-Up/Check Back (*Monitor Progress*):

_____

_____

_____

"I can do all things through him who strengthens me."

~Philippians 4:13

<u>My Learning Portfolio → Exit Card/Ticket</u>

<u>Date</u>: _____

<u>Class/Subject</u>: Religion

<u>Activity/Task</u>: _____

Today's Skill/Concept/Lesson: _____

Learning Goal:

_____

_____

Today I Learned:
1._____
2._____
3._____

One (1) question I have is:

_____

I still wonder about or what I still need help with:

_____

_____

C. How Best to Get There: Teach Students Focused Revision

Students require time to make their revisions. It is best if students focus on one area that needs improvement at a time, mastering that concept before moving on to the next task. When each student is focusing on improving their specific need, differentiation is naturally occurring. The recognition that the students continue to work on improving their skills and knowledge throughout the entire school year, or term, is important. Students may need to work on improving the same skill across a variety of tasks. In the Gr.7 example, the student learning to master paragraphs may need to continue working on that skill into Journal Reflection #2 to truly master it**. In designing instruction therefore, teachers need to consider where they <u>will build in opportunities for revision</u> in particular tasks in the learning cycle and <u>where they might continue to give opportunities to develop the same skills</u> in subsequent tasks**.   This will give the students continued opportunity to practice revisions and show growth in the skill and their learning as they move through the curriculum.

To facilitate students working on longer term goals as they move through Religion units, teachers may wish to provide students with 'feedback partners.' Feedback partners work collaboratively with each

other to support each other's learning. They **<u>do not evaluate</u>** each other's work. They use the success criteria to support each other in the learning, acknowledging work that meets the criteria and making suggestions for improvement. The task of marking and assigning grades to work for the purposes of evaluation belongs solely to the teacher and must never be assigned to a student.

Providing scheduled time for feedback partners to regularly assess (not evaluate) each other's revisions in various tasks, will build an environment of collaboration based on growth mindsets. Teachers should work with the class to establish protocols that respect the dignity of each person in the process. Feedback partners are most successful when the partners:

- have a relationship of trust;
- share assessment knowledge and skills;
- give descriptive feedback linked to criteria;
- guide and support next steps and goal setting;
- help monitor progress towards the goal

(*Self-Assessment, Assessment for Learning Viewing Guide,* p.29)

What Does This Look Like in the Religious Education Classroom?

Suggested Strategy:

- Allow students to revisit long-term goals and to reflect them. Allow them to make changes if necessary and as goals are accomplished.
- Feedback partners connect and conference with each other about goal(s).
- Have students write a specific reflection about their goal(s) and what they did to achieve them. (*Students may need guidance to identify their strengths and areas for improvement*).

- Teacher may observe conferences or collect the data or hold follow-up conferences as needed.

Example Template for Classroom Use:

The following template continues to use the Gr.7 example from the Rubric development section, but as always, can be adapted for use in any grade or classroom. Pat B. has not yet conquered writing paragraphs.   Pat and the feedback partner have developed success criteria for writing paragraphs, which the teacher approved, and Pat applies the criteria to every writing task received. Pat has had a consistent feedback partner who offers suggestions based on the criteria and Pat provides the teacher with the assessment form after consulting the feedback partner. Notice that, although the students are working on a Religion task, there is an opportunity here to pull in cross-curricular expectations from Language.

Name: Pat. B.			
Date: Dec.15			
My Personal Learning Goal: To put my paragraphs in proper order			
My assessment Have I Met My Success Criteria? What was done well? What next steps should I take?	**Peer assessment** Did your classmate complete the criteria? What was done well? What next steps do you suggest?	**Teacher feedback** What was done well? What next steps do you suggest?	**Self-reflection/follow-up** Describe what action you took based on feedback. What follow-up questions or comments do I have?
Success Criteria In each paragraph: I have one opening sentence that states the topic √ I make one point about the topic in a sentence √ I give some evidence to support the point in two to three sentences √ I use connector words √ I have a closing statement. √ Once I am done talking about one point, I start another. X	You have worked really hard and now. write good single paragraphs. What about writing each paragraph on a separate cu card and then putting them together to make the longer paper?	I agree, you have conquered single paragraphs. We can try a graphic organizer instead of the cue cards. What will work for you?	I think I will try the graphic organizer because everything will be in one place. I will use it for my assignment on the Titles of Jesus.
My Assessment: I am Can meet all the Success Criteria when I am just writing one paragraph. When I write a longer piece, I get confused about what points I am making and where one stops and the other begins.			

(*adapted from Self-Assessment, Assessment for Learning Viewing Guide,* p. 39)

Template for Classroom Use:

Name:
Date:
My Personal Learning Goal:

My assessment	Peer assessment	Teacher feedback	Self-reflection/follow-up
Have I …	Did your classmate complete the criteria? What was done well? What next steps do you suggest?	What was done well? What next steps do you suggest?	Describe what action you took based on feedback. What follow-up questions or comments do I have?

What is a Portfolio?

"A portfolio is a purposeful collection of student work that tells the story of the student's effort, progress, or achievement in a given area(s). The collection must include student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection."
(Arter & Spandel, 1992, found in *Self-Assessment, Assessment for Learning Viewing Guide,* p.25*)*

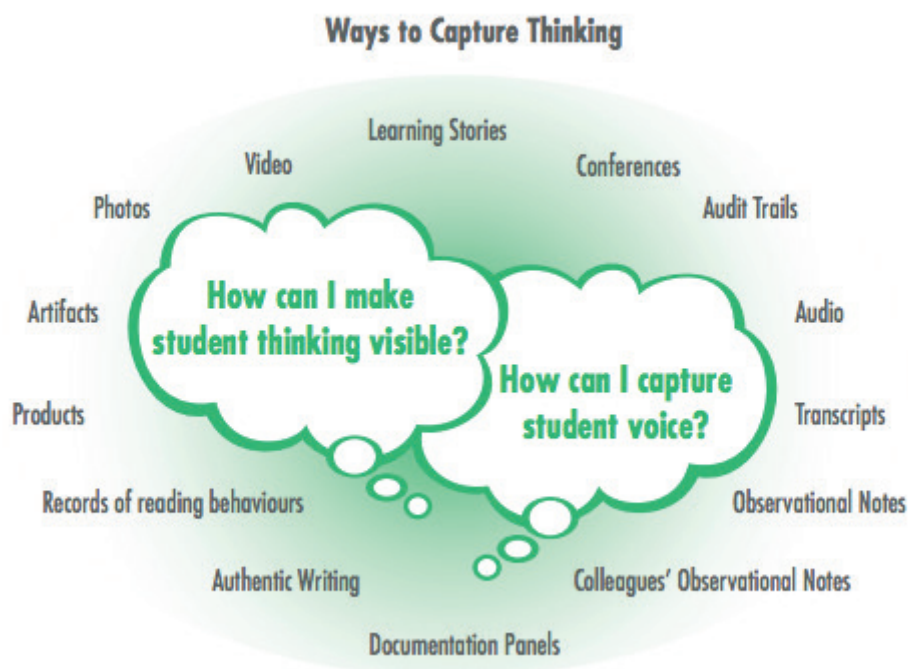## C. How Best to Get There: Track Their Learning

Student Learning Portfolios are useful tools for optimizing the instructional and assessment benefits of the cycle of Self-assessment. They are a collection of data which shows student progress in developing skills and knowledge over the course of a school term or year. They provide an excellent picture for the teacher re: a student's strengths, needs and next steps. They are an incredibly useful artifact to use in parent-teacher interviews, especially to demonstrate student growth over a term.

Portfolios are most effective when students are engaged in the process of gathering the evidence, giving feedback and communicating their learning. They should include a variety of tasks and artifacts that exhibit a full range of learning and deliver a complete depiction of the student's growth over time.
(Self-Assessment, Assessment for Learning Viewing Guide, p. 25*)*

"Portfolios should include evidence of student's use of success criteria and descriptive feedback to improve learning (both Assessment FOR and AS Learning) as well as evidence of accomplishment at the end of a learning cycle (Assessment OF Learning). Many types of evidence can be used to document student thinking and learning. Some teachers have found value in using a web or other visual representations to display the variety of options that are available for documentation of student learning. Images – photographs, videos, paintings or other visual objects – are a particularly powerful tool because they provide a different view of a child's thinking and learning as opposed to just written materials. Other educators are exploring ways to capture voice in documentation. Both elements – voice and visual image – provide students with multi-modal representations to demonstrate what they know, how they think and help us to expand our understanding of how students process and learn. "

(Capacity Building Series Monograph: Pedagogical Documentation, Secretariat Special Edition Number 30, p.5)

Ways to Capture Thinking

Learning Stories

Video   Conferences

Photos   Audit Trails

Artifacts   **How can I make student thinking visible?**   Audio

Products   **How can I capture student voice?**   Transcripts

Records of reading behaviours   Observational Notes

Authentic Writing   Colleagues' Observational Notes

Documentation Panels

(Capacity Building Series Monograph: Pedagogical Documentation, Secretariat Special Edition Number 30, p.5)

What Does This Look Like in the Religious Education Classroom?

Example from Grade Seven Lesson plan on pp. 14-23.

Teacher A has decided to keep a learning portfolio for each student of the assessments of the learning of the Overall Expectations completed through Products, Observations and Conversations. This lesson is just one of many in the unit. However, the lesson is not one day's activity but takes place over several weeks so teacher A has several pieces to place in the learning portfolio from this lesson. Teacher A is collecting information on the students' learning of the following expectations:

BL3: Demonstrate an understanding of how the Church is apostolic
ML1: Demonstrate an understanding of the purpose of the Church's teaching role (i.e. Magisterium – Pope/Bishops) concerning Christian morality (i.e. social morality, marriage, sexuality, family life)
PR2: Understand that the various forms of prayer have their origin in scripture and are expressed in the Church's tradition of communal prayer.

Teacher A has placed the following items in each student's learning portfolio:

Products:
- Assessment <u>FOR</u> Learning: Journal Reflection 1 with Teacher completed Rubric Feedback
- Assessment <u>FOR</u> Learning: Rough draft of Prayer Service Plan with Descriptive Feedback Template
- Assessment <u>AS</u> Learning: Journal Reflection 2 with Peer completed Rubric Template
- Assessment <u>OF</u> Learning; Rubric for Appendix Chart C: The Early Church; Apostles as Leaders
- Assessment <u>OF</u> Learning: Rubric for Note on Choosing a Pope
- Assessment <u>OF</u> Learning: Checklist for Venn Diagram Comparing and Contrasting Roles and Responsibilities of Bishop and Pope

Observations:
- Assessment <u>FOR</u> Learning: Completed student profile prior to beginning unit
- Assessment <u>FOR</u> Learning: Anecdotal notes on Student Level of engagement and curiosity as demonstrated in the number and quality of questions student wondered during Minds On Activity

- ➢ Assessment <u>AS</u> Learning: Entrance Slip showing self-directed strategy for recalling facts
- ➢ Assessment <u>AS</u> Learning: Anecdotal notes on peer assessment accuracy of key points of note-taking
- ➢ Assessment <u>OF</u> Learning: Observation Template of Student's Learning During Group Work Research on the Leaders of the Early Church activity
- ➢ Assessment <u>OF</u> Learning: Observation Template of Student's Learning during Tab and Locate Information on Holy Orders/Ordination Activity
- ➢ Assessment <u>OF</u> Learning: Rubric Observation of Prayer Service

Conversations:
- ➢ Assessment <u>FOR</u> Learning: Video Recording of Pause and Check questions for Comprehension of Research (whole class)
- ➢ Assessment <u>FOR</u> Learning: Conversation Template completed with Groups Developing Prayer Service (attached to rough draft product above)
- ➢ Assessment <u>AS</u> Learning: Student Completion of Goal Setting Descriptive Feedback template after conference with teacher
- ➢ Assessment <u>AS</u> Learning: Recording of Peer Conferencing on Venn Diagram
- ➢ Assessment <u>OF</u> Learning: Conversation Template completed on Questioning re: How to Choose a Pope
- ➢ Assessment <u>OF</u> Learning: Rubric re: Conversation about Setting and Meeting Goals in Developing Final Product Prayer Service

Checkpoint: Teacher Self-Assessment

Consider each of the following statements, and indicate R (Rarely), S (Sometimes), or U (Usually).			
A. Planning for Self-Assessment	**R**	**S**	**U**
I identify incremental learning goals, based on the overall and specific expectations, which describe in student-friendly language what students are to know and be able to do.			
I identify the criteria for successful achievement of the learning goals, and plan how to develop and/or share those criteria with the students at or near the outset of the learning.			
While planning, I look for critical points in the learning where my students will give and receive feedback through self and peer assessment.			
I plan purposeful observations of my students' peer assessments so I can give them feedback on the quality of their feedback.			
I plan conferences with students, individually and in small groups, so I can give them feedback on the quality of their self-assessments.			
B. Developing Students' Understanding of the Success Criteria	**R**	**S**	**U**
I share learning goals and success criteria with students at or near the outset of a learning cycle.			
I explicitly make connections between the purpose of a task and the learning goal(s).			
I involve students in co-constructing success criteria for all significant learning tasks.			
I provide models and exemplars to show what successful learning looks like.			
I have students generate ideas about criteria through discussion and brainstorming.			
C. Working with Criteria	**R**	**S**	**U**
I model, for my students, applying criteria to improve a product or performance.			
I analyse samples and exemplars with students to develop their understanding of the success criteria.			
I have students apply the success criteria to their learning tasks in order to provide feedback to peers, and to self-assess.			
I ask students to practise looking for evidence of one or two criteria in a sample task.			
I provide students with assessment tools that help them assess (e.g., checklists, exit cards, concept maps) and reflect on (e.g., learning logs, response journals) their learning			
I involve students in developing assessment tools to assess and reflect on their learning.			

I encourage students to continuously think about the criteria for success, and to look for the criteria in their demonstrations of learning.			
D. Teaching Students about Self-Assessment	R	S	U
I observe students while they are giving each other feedback in peer assessment.			
I provide feedback to peers on the quality of their feedback to each other.			
I engage students in self-assessment tasks (e.g., responding to prompts about learning).			
I assess the validity and reliability of students' self-assessments and give feedback to them on what they are doing well, what needs improvement, and how they can improve.			
I engage students in learning conversations about the similarities and differences in teacher feedback, self-assessments, and peer assessments.			
E. Developing Students' Goal-Setting Skills	R	S	U
I ask students to reflect on their learning and thinking while learning.			
I help students monitor and record their progress towards their learning goals (e.g., using a feedback log, maintaining a goal record).			
I have students gather and organize evidence of their learning over time (e.g., using a portfolio).			
I ask students to develop concrete, incremental next steps in their learning based on feedback.			
I explicitly teach students how to set effective learning goals for themselves based on feedback.			
I provide students feedback on the quality of their learning goals.			
I have students develop specific action plans to achieve their individual goals.			
I provide time and opportunity for students to monitor their action plans.			

(*Self-Assessment, Assessment for Learning Viewing Guide,* p. 32)

Chapter Three: Assessment OF Learning

"For this gospel I was appointed a herald and an apostle and a teacher."

2 Timothy 1:11

Definition of Assessment of Learning

The primary purpose of assessment and evaluation is to improve student learning.

***Assessment of Learning* focuses on the overall expectations and is used to evaluate student's achievements for reporting.** *Evaluation* is an educated and informed professional judgment about the quality of student work at the end of a learning cycle. Evaluation is based on a student's best, most consistent work or performance. Learning Goals and Success Criteria play an important role in this (evaluation) process. In Grades 1–8, evaluation is connected to the levels of achievement described in the Ontario Curriculum documents. (*See p.45 and 46 of the Ontario Elementary Curriculum Policy Document, Grades 1-8, Religious Education 2012, for more details).*

The students' achievement of the overall expectations is based on their achievement of the related specific expectations demonstrated in Assessment for and as Learning. *(Growing Success, p.38)*

Assessment of Learning becomes public and results in statements or symbols about how well students are learning and may be used to inform further instruction.

Characteristics of Assessment of Learning:

- used to determine a student's mastery and understanding of information, skills, concepts, or processes
- should reflect formative assessments that precede it
- should match material taught
- may determine student's exit achievement
- may be tied to a final decision, grade or report
- should align with instructional/curricular outcomes
- may be a form of alternative assessment

(*Assessment: Formative, Summative and Performance-Based*, ECED 4289 Assessment Module, online, http://slideplayer.com/slide/6319477)

A Comparison of Assessment FOR, AS and OF Learning

Assessment

OF Learning	*FOR* & *AS* Learning
▪ Evaluation	▪ Assessment
▪ Summative (after)	▪ Formative
▪ Judging	▪ Diagnostic (before) & Formative (during, ongoing)
▪ Assigning grades & reporting on achievement	▪ Coaching
	▪ Providing feedback to students & teachers to make decisions about next steps in learning

(*Thinking about Assessment*, Buddy Weaver, online *http*://slideplayer.com/slide/6319838/)

"After three days, they found the twelve year old Jesus sitting among the teachers, listening to them and asking them questions. All who heard him were amazed at his understanding and his answers."
                    ~Luke 2:46-47

Assessment For, As, and Of Learning play an integral role in improving student learning. Lately there has been a shift in assessment practices. More emphasis is now placed on Assessment For and As Learning than Assessment Of Learning. This shift puts the student at the heart of the learning experience, thinking about and monitoring their own learning. Below is a depiction of this shift in practice.
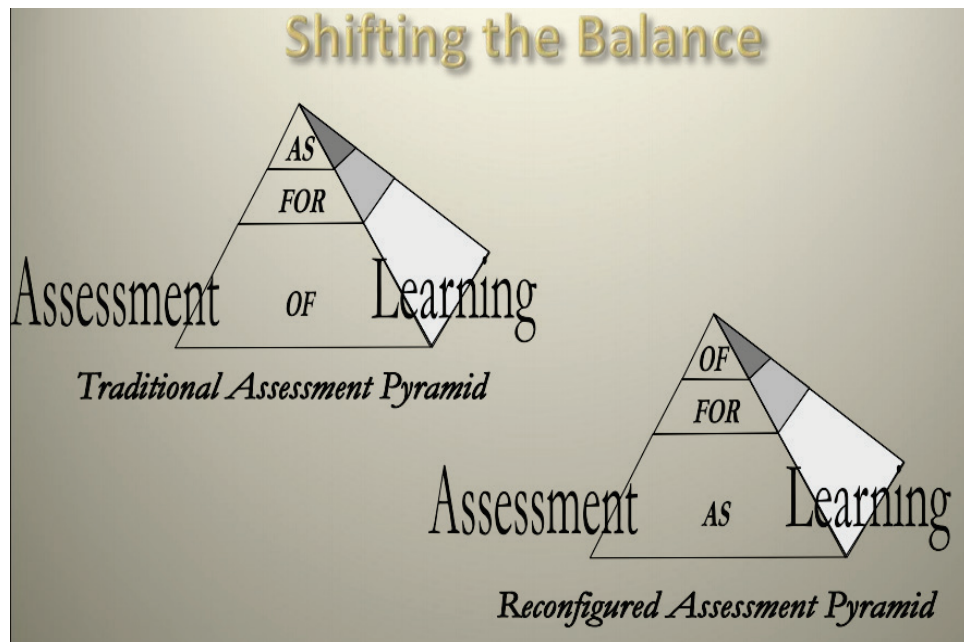
(from Ontario Ministry of Education Powerpoint, *Assessment For, As, and Of Learning: Assessment Practices for Aboriginal Students,* Agnes Dufournaud and John Piper)

Evaluation of Student Achievement for Religious Education

- Evaluation refers to the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.

- Evaluation accurately summarizes and communicates what students know and can do with respect to the overall curriculum expectations.

- Evaluation is based on *assessment of learning* that provides evidence of student achievement at strategic times throughout the grade/course, usually at the end of a period of learning.

- All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the **overall expectations**.

- The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations.

- Teachers use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not evaluated.

- A student's achievement of the overall expectations is evaluated on the most recent, most consistent evidence of learning.

   (Ontario Elementary Curriculum Policy document, Grades 1-8, 2012, p.40-41)

The Achievement Chart for Religious Education

The achievement chart is a standard province-wide guide that appears in every curriculum document for every subject to be used by all teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

LEVEL 1	Level 1 identifies achievement that falls much below the provincial standard, while still reflecting a passing grade
LEVEL 2	Level 2 identifies achievement that approaches the standard.
LEVEL 3	Level 3 represents the provincial standard' for achievement of the expectations as set out by the Institute for Catholic Education (ICE) and the Education Commission for the Assembly of Catholic Bishops of Ontario (ACBO).
LEVEL 4	Level 4 identifies achievement that surpasses the standard, however, it does not mean that the student has achieved expectations beyond those specific to the grade it simply means the student has achieved all or almost all of the expectations for that grade and demonstrates the ability to use the knowledge and skills specified for that grade in more sophisticated ways than what is expected for level 3.

(Ontario Elementary Curriculum Policy document, Grades 1-8, 2012, p. 41)

"Teachers need to ensure that student work is assessed/evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered with the appropriate categories."
(Ontario Elementary Curriculum Policy Document, *Religious Education,* p.42)

The Achievement Chart is designed to:

- Provide a framework that encompasses all curriculum expectations for all grades and subjects represented in the Religious Education Policy document;
- Help teachers to plan instruction for learning;
- Help teachers develop success criteria with students;
- Guide the development of assessment tasks and tools (including rubrics);
- Assist teachers in providing meaningful feedback to students;
- Provide various categories and criteria with which to assess and evaluate student learning.

(Ontario Elementary Curriculum Policy Document, *Religious Education*, p.41-42)

Categories of Knowledge and Skills

The categories, defined by clear criteria represent 4 broad areas of knowledge and skills that are common to all subject areas. These categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of knowledge and skills are as follows:

Knowledge and Understanding	Subject-specific content required in each grade/course (and the comprehension of its meaning and significance: • Knowledge of content (e.g. the Seven Sacraments, the Ten Commandments) • Understanding of content (e.g. Baptism, Communion, and Confirmation as sacraments of initiation)
Thinking	The use of critical and creative thinking skills and/or process as follows: ● Theological reflection (e.g. examining issues in light of Scripture and Tradition and determining meaning for life; ● Use of planning skills (e.g. identifying an issue, formulating questions and ideas, focusing research, gathering information, organizing an inquiry); ● Processing skills (e.g. analyzing information, evaluation, synthesizing, detecting bias); ● Use of critical/creative thinking processes (e.g. inquiry, problem solving, decision making, research, critiquing)
Communication	The conveying of meaning through various forms as follows: ● Expression and organization of ideas and information in oral (e.g. liturgies, presentation, role play, debate), visual (e.g. chart, model, movement, video, computer graphics), and/or written forms (e.g. prayers, report, journal, opinion piece); ● Communication for different audiences (e.g. children, peers, adults) and purposes (e.g. to inform, instruct, promote) in oral, visual and/or written forms; ● Use of religious education conventions, vocabulary, and terminology (e.g. using correct terminology to discuss social justice issues, in oral, visual and/or written forms)
Application	The use of knowledge and skills to make connections within and between various contexts: ● Making connections between two related concepts in religious education; ● Making connection between religious education and the world (e.g. moral issues, ethically based problems, social justice issues); ● Transference of religious knowledge and skills to new contexts (e.g. transfer of moral teachings to the examination of scientific discovery, historical event, economics, art and personal experience).

(Ontario Elementary Curriculum Policy Document, *Religious Education*, p.42-43)

The Achievement Chart for Religious Education Grades 1 – 8				
Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
The student:				
Knowledge of content (e.g. scripture, creedal statements, terms, moral teachings, liturgical/ sacramental practices)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g. dogma, doctrine, scripture, moral principles, social teachings, concepts, practices, procedures)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
The student:				
Use of planning skills (e.g. focusing research, gathering information, organizing an inquiry, asking questions, setting goals)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g. analyzing, generating, integrating, synthesizing, evaluating, detecting point of view and bias)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness

Use of critical/creative thinking processes (e.g. theological reflection, inquiry, critical analysis, problem solving)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
The student:				
Expression and organization of ideas and information (e.g. clarity of expression, logical organization) in oral, visual, and written forms (e.g. prayers, reflections, presentations, reports)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences (e.g. peers, adults) and purposes (e.g. liturgies, to inform, persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g. religious language, religious symbols, media usage), vocabulary, and terminology in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
The student:				
Application of knowledge and skills (e.g. concepts, strategies, processes) in	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness

familiar contexts				
Making connections within and between various contexts (e.g. past/present/future, between text and personal knowledge or experience, between texts, disciplines and world views)	makes connections between and within various contexts with limited effectiveness	makes connections between and within various contexts with some effectiveness	makes connections between and within various contexts with considerable effectiveness	makes connections between and within various contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g. concepts, strategies, processes) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness

(Ontario Elementary Curriculum Policy Document*, Religious Education*, p.40-41)

Design and Use Relevant Assessment

"Teachers can stimulate both mastery and performance goals by designing and using interesting and relevant performance assessments in their classroom."
(Brookhart & Durkin, 2003, found in *Gathering Valid and Reliable Evidence, Assessment for Learning Viewing Guide*, p.7)

"Using multiple sources of evidence increased the reliability and validity of the evaluation of student learning"
(*Growing Success,* p.39)

Conversations

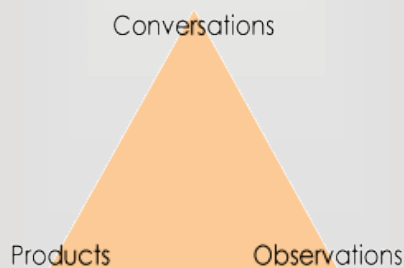Products   Observations

Image provided by:
www.educ.ualberta.ca

Triangulation of Data

Teachers need to make certain that assessment, evaluation, and reporting are based on valid and reliable evidence of student learning.   What constitutes valid and reliable evidence for evaluation? To provide **valid evidence** of what students have learned at the end of a learning cycle, **learning experiences should align with learning goals and success criteria that are directly linked to expectations.** Triangulation **of evidence gathered from conversations, observations and products** ensures the evaluation is **reliable. Triangulation of evidence** provides for consistency of the evidence and supports teachers' professional judgments in assessment OF learning.

Rather than relying on a single score, triangulation of the evidence provides multiple pieces of evidence. Its use allows teachers to solidly confirm what the student has learned, identify patterns and trends, expose gaps in the learning, inform their professional judgement and validate decisions when assessing or evaluating.
(*Gathering Valid Evidence, Assessment for Learning Viewing,* pp.7, 16-17)

Strategies to promote triangulation for Assessment OF Learning:

A. Design rich performance tasks that lend themselves to multiple methods and/ or sources of collecting evidence.

B. Plan to engage frequently in learning observations as an ongoing method of gathering evidence with selected and rotating students. Student demonstration of the Learning Goals and Success Criteria should be the focus of the observation. Use templates to record your observations and provide feedback on what you have observed to students.

C. Create tasks that are not limited to writing. Allow students to present their learning through actions, demonstrations, presentations, performances, and etc.

D. Use tablets, cameras and appropriate software as tools for gathering, recording, and storing audio and video evidence. Record items that exhibit student demonstration of the Learning Goals and Success Criteria.

E. Model how to identify and collect evidence for students, employ students as active agents in the production, collection, and sharing of evidence (e.g., portfolios, learning journals, video records, student-led conferences) based on student voice and choice.

F. Purposefully incorporate into your lesson planning frequent opportunities for learning conversations with a selected and rotating number of students. Demonstration of the Learning Goals and Success Criteria should be the focus of the conversation.

G. Co-construct and apply success criteria and rubrics with students, have students identify and collect their own evidence, and have

students assess their readiness to share where they are in their
learning and what they know.

(Gathering Valid Evidence, Assessment for Learning Viewing Guide, p.18-20)

How to Determine the Grade:

1. Build a body of evidence that includes conversations, observations and
   products. Determine if you have collected enough evidence by
   examining:
   a. the level of consistency in the performance/data;
   b. the level of inconsistency in the performance/data;
   c. trends in the overall performance;
   d. any gaps in the evidence;
   e. the entire body of evidence

2. Align the evidence to expectations, learning goals and success criteria.

3. Analyse and interpret the evidence in light of the overall expectations
   that define deep learning; consider the **"most consistent" and "more
   recent" evidence.** Does this fairly and accurately demonstrate where
   they are at in their learning of the expectations in this moment of time?

4. Determine and assign the level of achievement that best reflects
   students' achievement of the overall expectations. Assign the grade
   that corresponds to that level.

What Not to Do:

1. Don't focus primarily on sorting/grading and miss the more precise and
   detailed evidence garnered from descriptive feedback, self and peer
   assessments, and goal setting.
2. Don't average marks so that more recent improved performance is
   compromised by earlier poor performance.

3. Don't discount multiple sources of evidence such as observations, conversations and products.

4. Don't use a single assessment and disregard multiple sources that yield most consistent patterns, and/or more recent evidence.

5. Don't rely on algorithms and mathematical computations as a substitute for teachers' Assessment OF Learning based on precise evidence detailing what a student knows and can do related to learning goals and criteria.

6. Don't use evidence that is not valid and assessments that do not actually measure the knowledge and skills intended to be measured.

(Gathering Valid Evidence, Assessment for Learning Viewing Guide, p.30)

What Does This Look Like in the Religious Education Classroom?

Teacher A has kept a Learning Portfolio for each student of assessments of the Overall Expectations completed through Products, Observations and Conversations. This lesson is just one of many in the unit. However, the lesson is not one day's activity but takes place over several weeks and represents the learning cycle for these expectations. Teacher A must compile a mark for reporting for Student B mid-unit and so is using this lesson to provide the snapshot of student B's learning for reporting purposes to this point. The following chart, while demonstrating the learning for Student B for the purpose of example, could be used to track the learning of all students in the classroom. The chart uses the following legend:

Legend:
P = product
O = observation
C = conversation

	BL3: Demonstrate an understanding of how the Church is apostolic				ML1: Demonstrate an understanding of the purpose of the Church's teaching role (i.e. Magisterium – Pope/Bishops) concerning Christian morality (i.e. social morality, marriage, sexuality, family life).		PR2: Understand that the various forms of prayer have their origin in scripture and are expressed in the Church's tradition of communal prayer.	
Date	01/15	01/20	01/25	01/26	01/21	01/26	01/28	01/30
	P- Appendix Chart C:	O- important duties that the leaders of the early Church performed	C- questioning on how to choose a pope	P-note on choosing a Pope	O- locate and tab any of the related questions and answers about holy orders, ordination, the roles and responsibilities of bishops and popes	P-Venn Diagram	C- conversation re: prayer service plan	O- observation of prayer service
Student B	Level 2	Level 3	Level 3	Level 3+	Level 3+	Level 3+	Level 3	Level 3+
Student C								
Student D								

(N.B. the teacher would continue to use this recording sheet for the entire class list)

Teacher A takes the following points into considering Student B's mark for reporting:

1. **Teacher A knows to use the Student B's most consistent, more recent performance to determine a grade.** The product on 01/15 was early in the learning cycle, when student B was just beginning the learning. Student B showed growth in learning as the learning cycle progressed. Teacher A therefore concludes that the mark of Level 2 does not reflect student B's **more recent** demonstration of the overall expectations. Therefore, the educator uses professional judgement to determine that this mark will not be used in determining the grade for reporting.

2. **Teacher A knows to use the student's most consistent, more recent performance in determine the grade.** In reflecting, the teacher notices

that the student demonstrated steady improvement in the learning until Level 3+ is being demonstrated in most of Student B's most recent performances.   However, the student did earn one Level Three near the end of the learning cycle. Teacher A recalls that this conversation took place at the beginning of the learning on prayer services. Teacher A recognizes that Student B took the learning from that conversation and applied it to the prayer service performance, where a Level 3+ was achieved. Therefore, Teacher A uses professional judgement to conclude that although the Level 3 in the learning conversation was a more recent mark, it does not reflect the student's **most consistent** performance.

3. **Teacher A knows to use the student's most consistent, more recent performance in determine the grade.** The teacher recognizes that student B's most recent, most consistent performance is Level 3+. A grade mark must now be assigned.   Teacher A chooses to use a set of numbering criteria which delineates the levels of accomplishment as follows:

	Level 1	Level 2	Level 3	Level 4
Level minus	50-52 (D-)	60-62 (C-)	70-72 (B-)	80-85 (A-)
Level	53-56 (D)	63-66 (C)	73-76 (B)	85-90 (A)
Level plus	57-59 (D+)	67-69 (C+)	77-79 (B+)	90-100 (A+)

4. Teacher A knows the student is demonstrating recent and consistent performance of Level 3+ but also has performed at level three recently in the learning cycle. Teacher A uses professional judgement to assign a grade of 78.

What about Group Work?

"Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark."
(*Growing Success*, p.39)

Culminating Tasks

A culminating activity should:

- address the overall expectations for the unit and require students to think about important issues or questions;

- be multifaceted, requiring a number of skills, different learning styles and assess more than one aspect of achievement;

- be engaging and hold the interest of students over time and **should be individual marks and <u>not</u> group marks;**

- use important content and meet many of the specific expectations of the curriculum guideline to ensure the overall expectation is met;

- provide for clear assessment of student development with levels of achievement identified;

- be authentic in nature or represent a real-life experience, role or application;

- be described in advance to the students, including examples, timeline for development, process sequence, expectations, learning goals and success criteria;

- Connect the learning opportunities throughout the learning cycle to the Culminating task

- Assessment FOR and AS opportunities should reflect the skills and knowledge required in the Culminating task.

What Does This Look Like in the Religious Education Classroom?

The following example uses Grade Five Religious Education Expectations, but the principals may be applied to any Grade level. Teacher Z has developed a unit entitled: We Believe, which is centered on exploring early Church development and relating its witness to our witness in the world today. Teacher Z has developed the unit to teach the Overall Expectations listed in the following chart. These are transformed into student-friendly language and become the Learning Goals for the class throughout the Unit. Teacher Z has developed guideline success criteria for the expectations which will be further co-created with students during the lessons. Teacher Z has ensured that many assessment opportunities with be provided 'for' and 'as' learning throughout the Unit. Teacher Z will evaluate the students' demonstration of the learning of the expectations through a Culminating project (assessment of learning).

Unit: We Believe

Key Expectations	Success Criteria	Assessment		
		For	As	Of
Students will:	Students are able to:			
Demonstrate an understanding of the important role of the Church in handing on Divine Revelation. [CCC nos. 74-100; 748-780] BL3: Explain how the Church is called in its mission to witness to holiness (i.e. the Church is called to be Holy). [CCC nos. 823-829; 946-973; 1987-2029] ML3: Explain the importance of the teaching role of the Church (i.e. Magisterium) in assisting society and individuals to reflect on moral issues and to respond in ways that promote the dignity of the human person and the call to holiness. [CCC nos. 2030-2040] LC1: Understand that in the life of the Church we are called to carry out the mission of Christ (Catholic and Apostolic).	• explain how the disciples followed the work of Jesus after Pentecost	X		
	• demonstrate an understanding of how we must follow Jesus in our actions and the Holy Spirit's role in assisting us		X	
	• explain how the first Christians loved one another the Holy Spirit's role in assisting them	X	X	
	• reflect on how Mary and the Saints in the early Church are witnesses to Jesus	X	X	
	• reflect on people they know are witnesses to Jesus		X	
	• explain how a "special person" has helped them this year	X	X	

LS1: Understand that the authority exercised by the Church is derived from Christ its Head, animated by the gift of the Holy Spirit, and demonstrated in our witness of Christ through the gift of loving service in the Church, to society and the world. [CCC nos. 737-747; 781-810; 871-913; 1913-1927]	• can explain the meaning of the word Creed ("I believe")	X	X	
	• can articulate an understanding of the Apostle's Creed and the Nicene creed		X	
CL3: Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ. [CCC nos. 1145-1178]	• can explore how beliefs of people come alive through their life stories how they are empowered by God's Spirit to be a witness to Jesus		X	
BL2: Demonstrate an understanding of the historical development of the Creed; its roots in the Old Testament and New Testament, its first formation in the Apostles' Creed of the Early Church (1st century CE) and its second expression formulated by the Council of Nicaea (325) and Constantinople (381), the Nicene Creed.	• can create I believe" statements that outline personal thoughts of what Jesus asks of them		X	
	• can make statements that are realistic and practical to the student that demonstrate a connection to their belief statements and how the Holy Spirit lives within them to continue the work of Jesus		X	

CL2: Understand how the liturgy of the Mass is a celebration of our faith, a belief in the real presence of Christ and our unity in Christ. [CCC nos. 1348-1355; 1373-1381] PR1: Understand how the Holy Spirit continues to teach us to pray individually and communally through the Church. [CCC nos. 2623; 2697-2724; 2617-2622]	• I can explain how I recognize the role of Baptism, Confirmation and the Eucharist as an initiation into the life of Jesus		X	
	• can explore the feeling of being newly baptized explain our role as baptized Christians		X	
	• can give an explanation of how they began their journey into the Christian community at Baptism and how they have continued to be a follower of Jesus within the Catholic community		X	
	• can reflect on their own experiences and beliefs of Jesus this year		X	
	Unit Project: Your Personal Creed!	X	X	X

Unit: We Believe
Project Guidelines

Your Personal Creed!

Suggested time: three 30 minute blocks

Overall Expectations evaluated:

BL1: Demonstrate an understanding of the important role of the Church in handing on Divine Revelation. [CCC nos. 74-100; 748-780]

BL3: Explain how the Church is called in its mission to witness to holiness (i.e. the Church is called to be Holy). [CCC nos. 823-829; 946-973; 1987-2029]

BL2: Demonstrate an understanding of the historical development of the Creed; its roots in the Old Testament and New Testament, its first formation in the Apostles' Creed of the Early Church (1st century CE) and its second expression formulated by the Council of Nicea (325) and Constantinople (381), the Nicene Creed.

CL2: Understand how the liturgy of the Mass is a celebration of our faith, a belief in the real presence of Christ and our unity in Christ. [CCC nos. 1348-1355; 1373-1381]
CL3: Understand that the Liturgical year celebrates both the mysteries of Christ's life and memorial celebrations for the saints who are examples to us of Christ. [CCC nos. 1145-1178]

LC1: Understand that in the life of the Church we are called to carry out the mission of Christ (Catholic and Apostolic).

LS1: Understand that the authority exercised by the Church is derived from Christ its Head, animated by the gift of the Holy Spirit, and demonstrated in our witness of Christ through the gift of loving service in the Church, to society and the world. [CCC nos. 737-747; 781-810; 871-913; 1913-1927

PR1: Understand how the Holy Spirit continues to teach us to pray individually and communally through the Church. [CCC nos. 2623; 2697-2724; 2617-2622]

Teacher's Notes: The students will create a personal creed that demonstrates their role in the Christian community as a follower of Jesus.

For this project, students will:
- create a personal creed that outlines their personal beliefs of how they live their life in community as a follower of Jesus
- recognize the role of Baptism and the Eucharist as an initiation into the life of Jesus and the Christian community
- identify how God's Spirit continues to help them be a witness to Jesus
- demonstrate an understanding that the Holy Spirit continues the work of Jesus in their own lives

For this task, an expected student response should include:
- "I believe" statements that outline personal thoughts of what Jesus asks of them
- how they are empowered by God's Spirit to be a witness to Jesus
- an explanation of how they began their journey into the Christian community at Baptism and how they have continued to be a follower of Jesus within the Christian community
- an understanding of the Apostle's Creed
- an understanding of the experiences of the early Church
- statements that are realistic and practical to the student that demonstrate a connection to their belief statements and how the Holy Spirit lives within them to continue the work of Jesus

The Personal Creed should be evaluated according to the enclosed rubric. It may be evaluated in terms of its text form and structure only if those have been explicitly taught with opportunities for practice and descriptive feedback.

Task: Your Personal Creed!

For this project, you will create a personal creed that explains how you live your life in our Christian community as a follower of Jesus. You will explain, using "I believe" statements, how you will continue to answer the question "What does Jesus ask of us?" in your own life.

Here is what you need to do:
- Review the Apostles' Creed to use as a guide in creating your own creed
- Review the experiences of the early Church

- Think of what YOU believe in strongly about how to live your life in our Catholic community
- What do you want to tell people about:
    - the way you act
    - the way you treat others
    - the way you live your life according to the way that Jesus would want
    - the way the Holy Spirit lives within you in order to help you to continue the work of Jesus and the early Church
- Write your thoughts into "I believe" statements to create your own personal creed.

You might want to consider:
- brainstorming a list of ideas of how you live your life like Jesus
- brainstorming a list of ideas of how you are inspired by the early Church.
- what you have accomplished during your Grade 5 year
- things you would like to do or ways you would like to act
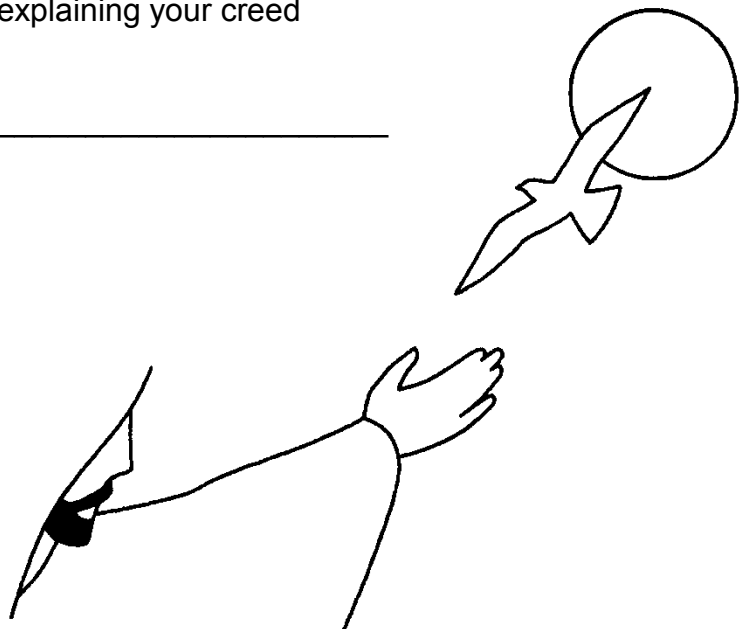- statements in the Apostles' Creed for guidance

Your Creed should:
- begin with "I believe" statements
- include the beginning of your Christian life (Baptism)
- contain thoughts about how you are living as Jesus asks
- contain thoughts about how the witness of the early Church influences you
- contain sentences that you CAN do or are WILLING to do as you live your life like Jesus with the help of the Holy Spirit

You May Choose to:
- write your personal creed in the format of the Apostles or Nicene Creed
- video tape or record yourself expressing your personal creed
- create a web page illustrating and explaining your creed

This project is due on: _____

Grade 5 We Believe Project Rubric

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge/Understanding	The student:			
Understanding of content (*the structure and purpose of a creed; role of the sacraments; witness of the early Church*)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking	The student:			
Use of critical/creative thinking processes (*theological reflection on personal beliefs*)	uses critical/creative thinking processes with limited depth	uses critical/creative thinking processes with some depth	uses critical/creative thinking processes with considerable depth	uses critical/creative thinking processes with a high degree of depth
Communication	The student:			
Expression and organization of ideas and information (*clarity of expression*) **in oral, visual, and written forms** (*based on format chosen for personal creed*)	expresses and organizes ideas and information with limited clarity	expresses and organizes ideas and information with some clarity	expresses and organizes ideas and information with considerable clarity	expresses and organizes ideas and information with a high degree of clarity
Application	The student:			
Making connections between Religious Education and the world (*how the work of Jesus will be continued by the student; how the student is helped by the Holy Spirit*)	makes connections between various contexts with limited insight	makes connections between various contexts with some insight	makes connections between various contexts with considerable insight	makes connections between various contexts with a high degree of insight

Adapted from Halton Catholic District School Board, *Assessment Framework for Grade 4 Religious Education*, Unit 10

Chapter Four: Reporting

Each board within Ontario has established clear and detailed guidelines when it comes to reporting in Religion and Family Life. As educators within these individual boards, it is important to follow your specific guidelines, responding to the needs and requests of your parent/caregiver community. Please refer to the policies and procedures relevant for your board when reporting in Religion and Family Life.

The suggestions provided within this section are to be used as guidelines. When using the Religious Education curriculum and the Family Life curriculum in order to report on achievement, teachers should give more weight to the evidence gathered in Religious Education, which is delivered four days per week and Family Life is delivered one. However, teachers can and should also provide clear articulation of expectations accumulated in Family Life.

 Personalized comments provide the clearest communication to parents/caregivers. This document provides samples of Religious Education Comments. However, the information may also be applied to developing Family Life comments. Teachers will use their professional judgement and Board guidelines to determine how to craft Religion and Family Life comments given the limitations in the space provided for these subject areas.   It can be a challenge and educators are encouraged to select the most useful and relevant achievement information to share.

How do I provide precise and personalized comments that capture what this student has learned?

How do I articulate personalized, significant strengths and next steps for improvement that communicate to the student and their parents the action that can be taken to improve?

.

What Does This Look Like in the Religious Education Classroom?

The following steps (using the Grade 1 curriculum expectations) show how a teacher might create a precise and personalized comment for Religious Education.

Step 1:
Consider the overall expectation that you are reporting on and the specific expectations that you would have addressed in the learning cycle.
For example:
Overall Expectations:
ML1: Demonstrate an understanding that we are created in the "image of God" and that this gift calls us to live in a way which reflects this truth."

ML2: Demonstrate an understanding that we are able to think (i.e. use our reason) about our actions and to know that they affect our relationship with God, other people, and ourselves.

PR 1 Understand that prayer is essential to having a relationship with God, with Christ and with one another.

Specific Expectations:
ML1.1: Retell gospel narratives that reveal how Jesus welcomes and cares for people by

showing they have dignity in the eyes of God i.e. made in the image of God

ML1.3 Identify through Scripture (i.e. Genesis 1) that God has created the world we live in and made human beings to be unique (i.e. with a spiritual soul, intellect, free will, reason, and an exalted vocation), and demonstrate how our human life is a gift to us and to others.

PR1.1 Identify times when Christians pray individually and in communal gatherings, when they pray daily and weekly

PR1.2: Demonstrate an understanding of prayer as expressions of our relationship with God, Christ and others and learn to recite the common prayers of this living community *(ie: Sign of the Cross, Our Father, Hail Mary, Glory to God).*

Step 2: Put the successful achievement of the overall expectations into parent friendly language, using qualifiers which explain how successful they were, such as *"successfully", "confidently", "always", "with ease" …*

Step 3: Consider where the child has some gaps in achievement based on the variety of evidence you have collected over time (conversations, observations, products) of the achievement of the curriculum expectations. The comment should provide specific examples based on the individual students' learning, articulated in parent friendly language using qualifiers such as *"usually", "some of the time", with some effectiveness", with some teacher guidance/prompting" …*

Step 4: Consider, based on this particular student's achievement of the expectations over the learning cycle, a specific next step and articulate it using qualifiers such as *"is encouraged to", "will be carefully supported in", "should",* and include some wording that suggests how this can be done *(i.e. "by reviewing", "through careful reflection upon",*

"by listening to the responses of his/her peers more carefully", "through increased class participation" …)

Sample Grade 1 Religion Comments:

In Religion _____ confidently describes how each person is unique. He/She describes how Jesus loves us like a parent and that the New Commandment teaches us to show our love for others. _____ always begins prayer with the sign of the cross and tells how prayer can strengthen our relationship with God. *He/She is able to recall some of the gospel narratives that teach us about choosing between good or harmful* but is encouraged to reflect on a personal level in order to build a more thorough understanding of ways that they relate to his/her own life.

Below are some sample comments, organized by division, which translate the expectation into parent friendly language. Under the sample comments are examples of report card wording that may help teachers consider how to craft a report card comment indicating strengths, needs and next steps. These comments are not a mandate and are not exhaustive. You are **always** reminded to refer to your individual Board guidelines, policies and procedures for reporting in Religious and Family Life Education.

Primary Parent-Friendly Comment Examples:

Example Primary Religion Report Card Comments:

_____ has an excellent understanding of Lent and easily suggests ways to help others. He came to better understand, through the story of the Prodigal Son, the ideas of mercy and forgiveness. With confidence and clarity he/she recites the Hail Mary, The Lord's Prayer and participates in the rosary. _____ is gaining a better understanding of the Holy Spirit. He/She is encouraged to continue to participate eagerly and share his ideas with others.

In Religion, _____ demonstrates an understanding of what it means to belong to God's family and how the sacrament of baptism helps make someone a part of

the Church. _____ independently retells gospel narratives, such as the story of 'Jesus and The Leper' and is challenged to make connections to his/her own experience. ____ is encouraged to continue sharing her/his thoughts and feelings with God through prayer and meditation.

While participating in the "Growing in Faith, Growing in Christ" program in Religion, ____ demonstrates an understanding of the importance of listening to Jesus' teachings. In his/her media presentation entitled 'My Lenten Journey', ____ included several examples of how we can ask for forgiveness of sin.. _____ is challenged to continue to recognize prayer as a source of guidance and learning.

Junior Parent-Friendly Comment Samples :

Example Junior Religion Report Card Comment:
In _____'s presentation on 'People Making a Difference", he/she explains how the actions of (identify the person chosen for the student presentation) connect with the living of the Ten Commandments. She/he identifies the efforts of this individual as a moral action that makes a difference in our society and is encouraged to continue to listen to his/her conscience when considering God's will.

Intermediate Parent-Friendly Comment Samples:

Example Intermediate Religion Report Card Comments (Gr.7):

In Religion, _____ demonstrates an understanding of both the theological and cardinal virtues and selects an individual in his/her family who is a living example of a virtuous life. Through acts of service, care for others and an openness to God's will, _____ uses social justice initiatives to live the Christian vocation. ____ is challenged to investigate how social and political organizations

work to promote justice and use this information when making decisions as a consumer.
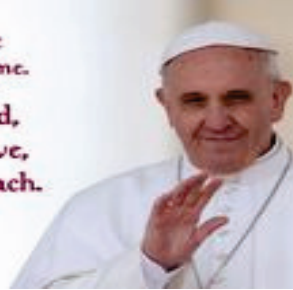
(Quote and photo found on App: *Pope Francis: Daily Surprises,* created by *Humane Technologies.*
Photo of Pope Francis by Roberto Stuckert Filho/Pr, licensed under Creative Commons)

Reporting for Students with Special Needs

As with all subject areas, there are special considerations for our students with special needs. When reporting on student achievement, teachers will follow the protocols outlined in "Growing Success".

IEP with Accommodations Only

If the student's IEP requires only accommodations to support learning in Religious Education, teachers will not check the "IEP" box. (N.B. Currently, the Religion reporting space does not include a box to check IEP).The letter grade or percentage mark is based on the regular grade expectations and the comments provided would outline the achievements of the student according to those accommodations.

IEP with Modified Curriculum Expectations

Currently, the Religion reporting space does not include a box to check 'IEP'. If a student is on an IEP and the expectations outlined vary from the regular grade curriculum expectations for Religious Education, teachers will include the following statement in the area reserved for comments:

> *"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations."*
>
> *(Growing Success, 2010, p.61)*

IEP with Alternative Learning Expectations

Currently, the Religion reporting space does not include a box to check 'IEP.' In most cases where the expectations in a student's IEP are alternative learning expectations, it is neither required nor advisable to assign letter grades or percentage marks to represent the student's achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment tool (e.g., a rubric), a letter grade or percentage mark may be assigned. In those cases, teachers must include the following statement in the comment section:

> *"This (letter grade/percentage mark) is based on achievement of alternative learning expectations in the IEP, which are not based on the Ontario curriculum."*

<div align="right">

(*Growing Success, 2010,* p.62)

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English Language Learners

When reporting for students who have had curriculum modifications to support English Language learning needs, teachers should note that currently, the Religion reporting space does not include a box to check the 'ESL/ELD' on the report card. The comments written will reflect the student achievement based on the specific expectations for that student. If an ELL student requires modifications which are shown on an IEP, teachers should include the statement:

> *"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations."*

<div align="right">

(*Growing Success, 2010,* pp. 61 and 76)

</div>

Checkpoint: Teacher Self-Assessment

Consider each of the following statements, and indicate R (Rarely), S (Sometimes), or U (Usually).			
Planning for Good Assessment OF Learning Practices	R	S	U
Assessment OF learning reflect a deep understanding of what the student knows, understands, and can do.			
My assessment OF learning is based on • the performance standards set out in the Achievement Charts			
My assessment OF learning is based on • the content standards identified by the overall curriculum expectations and/or IEP			
My students' achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations.			
I use my professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment, but not necessarily evaluated.			
My assessment of learning is fair, transparent and equitable.			
I assign a number letter, grade or level to my assessments OF learning.			
Assessment OF learning is based on the most consistent, more recent demonstrations of learning			
The assessments OF learning occur near or at the end of the learning			
My assessment OF learning come from a measure of representative samples of instructionally relevant learning tasks?			
Evidence of student achievement for evaluation is collected over time from three different sources, *conversations, observations and products* so that there is reliability and validity of the evaluation.			
Assessments for evaluation are completed, whenever possible, under the supervision of a teacher.			
Communication to parents and students	R	S	U
I communicate the learning in student and parent friendly language.			
Communication about evaluation is personalized, clear, precise and meaningful to reflect individual student progress.			
My students understand how their learning will be evaluated.			
I include some positive feedback (strengths) along with some concrete next steps.			
Next steps are clear and provide sufficient guidance to students so that they can better plan and execute their future learning			
I help my students to use assessment OF learning results to set new learning goals.			
I allow students to choose, where possible, how they demonstrate their learning.			

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