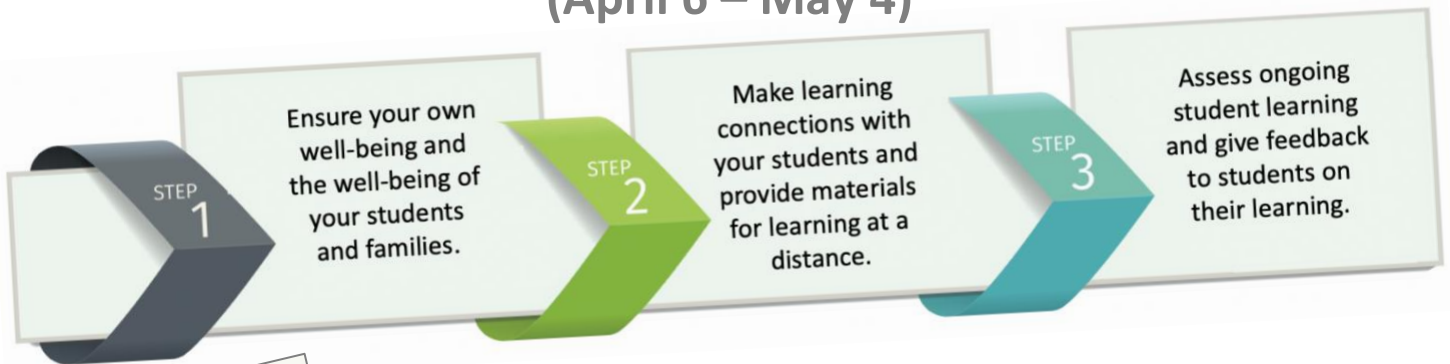


ASSESSMENT & EVALUATION *at a Distance*

STEPS TO SUCCESS IN PHASE TWO

(April 6 – May 4)



The Ministry of Education acknowledges that *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* is the province's assessment, evaluation and reporting policy.

In recognition of the current circumstances of Distance Learning, elements of this policy have been adjusted to support educators and students.

ACCESS DURING PHASE TWO

For this month, as we begin phase two and adjust to Distance Learning our goal as a board is to deploy technology to as many students as possible, being mindful that we may not reach everyone right away. We will do our best to support all families but understand that several families are without internet or devices and may not be able to connect as readily as others. Teachers will take this into consideration as they begin their initial learning reach outs during this phase. Every attempt will be made to ensure that students without digital access have access to some type of learning materials and teachers will be informed of the content of these materials.



ELEMENTARY ASSESSMENT

- Teachers will use assessment *for* learning (formative assessment) to gather evidence of how students are progressing in their learning and provide feedback to their students to support their continuous and ongoing learning.

SECONDARY ASSESSMENT & EVALUATION

- Teachers will assign learning tasks, projects and culminating activities for both *formative* and *summative* purposes.
- Teachers will communicate results of these marked assignments to students.
- Results will be used by teachers to inform students' final course marks.
- Marks should represent the most accurate reflection of student work, based on what is *reasonable* and *in the best interest of students* during this time.

Please remember that assessments and timelines should reflect the number of hours of learning per course and need to be flexible to the needs and circumstances of students and families during distance learning.

EQUITABLE LEARNING OPPORTUNITIES and OUTCOMES

Distance Learning may create both opportunities and challenges to connect with learners with diverse strengths and needs. During the time of school closure:

- not all students will have the same access to learning time and resources;
- some students may require additional or specialized resources, support or services to access learning;
- teachers will consider students' individual strengths, needs and circumstances to support equitable learning outcomes and to assess learning to determine a grade;
- the intention of Distance Learning is to keep students engaged in learning while understanding that not all of the Overall Expectations can be demonstrated;
- students who demonstrated higher results while in-class should have their in-class assessments honoured;
- no student's assessment will be negatively impacted because of school closures or challenges with accessing Distance Learning during the pandemic.

ELEMENTARY and SECONDARY

During Distance Learning both elementary and secondary teachers will use assessment *for* learning to provide students with feedback on their learning.

FOR As part of **Assessment FOR Learning**, teachers provide students with descriptive feedback and coaching for improvement.

(Growing Success, page 28)

SECONDARY *only*

OF Teachers examine **Evidence OF Learning** including conversations, observations, and products, which may be in numeric and qualitative forms to determine grades.

(Growing Success, page 39)

During Distance Learning, secondary teachers may use various means to gather evidence of

student learning to assign the final grade. Although it may be difficult, at this time, to engage in usual in-class observations, teachers may look to gather evidence of learning through conversations with students and through smaller products recognizing the individual circumstances and needs of students.

CONVERSATIONS	OBSERVATIONS	PRODUCTS
Conferences (about talking through reasoning and verbalizing processes)	Formal observations	Assignments
Discussions	Group Skills	Demonstrations/labs
Focused learning conversations	Notes from discussion circles	Essays
Follow-up questions	Observations of processes and strategies	Exhibits/web pages
Journals	Observations of student discussions (listening and speaking skills)	Journals/logs
Moderated online forums	Presentations	Performance Tasks
Portfolio conferencing	Problem solving process	Portfolios
Questioning during processes	Questioning	Projects, including electronic
Summative conversations	Self-reflections	Reader responses/blogs
etc.	etc.	Tests, quizzes, exams
		Videos/podcasts

etc.

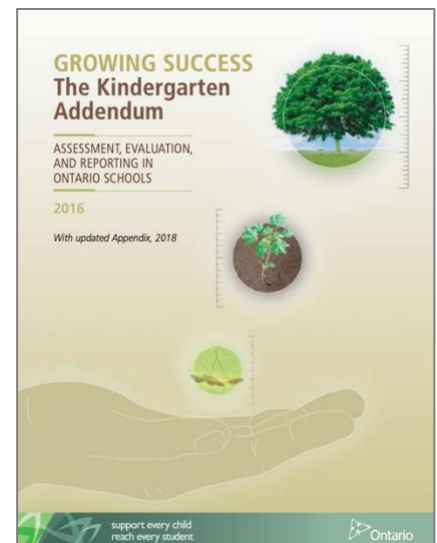
The above examples represent various forms of assessment that can be used to collect evidence of student learning. Please note that while many of the options listed can be used during Distance Learning others may pose logistical challenges.



ELEMENTARY STUDENTS (YEAR-END ONLY)

- **Final grades and marks:** teachers will use the evaluation information gathered before March 13th.
- **Best interests of students:** when a student has shown progress during Distance Learning teachers are encouraged to use this evidence of learning in their determination of final grades.
- **Learning Skills & Work Habits:** should reflect information gathered before March 13th.
- **Report Card Comments:** teachers should choose to include comments on the final report card *if they feel that doing so would support the student's progress.*
- **Kindergarten Communication of Learning:** will be based on the educator's observations of key learning and growth in learning *prior to March 13th*. Educators may choose to include comments on growth in learning demonstrated during the school closure period *when it is to the child's benefit.*

LEARNING SKILLS & WORK HABITS	GROWING SUCCESS (p.11) SAMPLE BEHAVIOURS - THE STUDENT:
RESPONSIBILITY	<ul style="list-style-type: none"> - fulfils responsibilities and commitments within the learning environment; - completes and submits class work, homework, and assignments according to agreed-upon timelines; and - takes responsibility for and manages own behaviour.
ORGANIZATION	<ul style="list-style-type: none"> - devises and follows a plan and process for completing work and tasks; - establishes priorities and manages time to complete tasks and achieve goals; and - identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
INDEPENDENT WORK	<ul style="list-style-type: none"> - independently monitors, assesses, and revises plans to complete tasks and meet goals; - uses class time appropriately to complete tasks; and - follows instructions with minimal supervision.
COLLABORATION	<ul style="list-style-type: none"> - accepts various roles and an equitable share of work in a group; - responds positively to the ideas, opinions, values, and traditions of others; - builds healthy peer-to-peer relationships through personal and media-assisted interactions; - works with others to resolve conflicts and build consensus to achieve group goals; and - shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions
INITIATIVE	<ul style="list-style-type: none"> - looks for and acts on new ideas and opportunities for learning; - demonstrates the capacity for innovation and a willingness to take risks; - demonstrates curiosity and interest in learning; - approaches new tasks with a positive attitude; and - recognizes and advocates appropriately for the rights of self and others.
SELF-REGULATION	<ul style="list-style-type: none"> - sets own individual goals and monitors progress towards achieving them; - seeks clarification or assistance when needed; - assesses and reflects critically on own strengths, needs, and interests; - identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; and - perseveres and makes an effort when responding to challenges.



SECONDARY STUDENTS

In alignment with Growing Success, teachers will use their knowledge of curriculum expectations, context, evidence of learning, and methods of instruction and assessment to support their students during distance learning.

Mid-year marks for all students, in all courses, will be captured in our student information system called PowerSchool.

This captured mark will ensure that all courses for graduating students are recorded for post-secondary application purposes and for the various half credits running across the system.

The requirement to issue a mid-year report cards for all secondary students, including graduating students, is suspended for this year.

DETERMINING MID-YEAR MARKS FOR GRADUATING STUDENTS

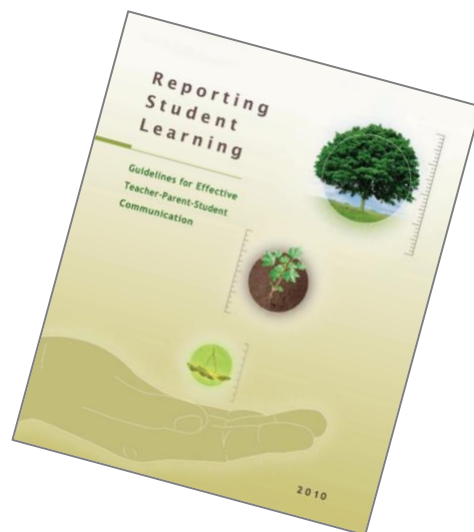
- Teachers may use evidence that reflects work completed prior to the school closure period (March 13th), *as well as* provide opportunity for students to submit a missed and/or additional assignment to demonstrate their learning.

Marks should represent the most accurate reflection of student work, based on what is reasonable and in the best interests of students during this extenuating time.

FINAL REPORT CARDS FOR SECONDARY STUDENTS

- **Report Cards:** Final report cards are required for all secondary students.
- **Learning Skills & Work Habits:** reporting on Learning Skills and Work Habits should reflect information *gathered before March 13th*.
- **Report Card Comments:** teachers should include comments on the final report card.

The Report Card information for both elementary and secondary reflects the most recent direction from the Ministry of Education. As further information is made available it will be shared with the system.



7 Fundamental Principles

The primary purpose of **assessment** and **evaluation** is to improve student learning. (*Growing Success*, pg. 6)

1 FAIRNESS

2 SUPPORT

As always, and especially during Distance Learning, we want to ensure that we exercise fairness relating to the individual needs and circumstances of students and families. We want students to know that they will be supported during Distance Learning and will not be penalized because of their circumstances.

Students with
SPECIAL EDUCATION NEEDS

Further information will be shared soon relating to those students who require accommodations, modifications or are accessing alternate expectations as outlined on their Individual Education Plan (IEP) as it relates to assessment and evaluation.



STUDENT ACHIEVEMENT
& CURRICULUM

 **WeAreDDSB**
stronger together...even when we are apart!