

# **PLANNING, ASSESSMENT and EVALUATION**



## Professional Development and Training

In the context of what the Bruce-Grey Catholic District School Board is already offering, professional development and training on "Planning, Assessment & Evaluation", specific to the needs of new teachers, should include the following core content:

- Curriculum-focused long- and short-term planning, keeping the end in mind: what students need to know and will be able to do
- Selecting and using ongoing classroom assessment strategies and data to inform instruction and plan appropriate interventions to improve student achievement
- Using assessment and evaluation strategies that are appropriate to the curriculum and the learning activities, are fair to all students, and accommodate the needs and experiences of all students, including English language learners and students with special education needs
- Providing students with numerous and varied opportunities to demonstrate the full extent of their achievement without overwhelming them
- Collecting multiple samples of student work that provide evidence of their achievement
- Referring to exemplars to assess and evaluate student work
- Using provincial achievement charts to assess and evaluate student work
- Selecting and using effective strategies to support students' self-monitoring, self-assessment, and goal-setting for their own learning
- Informing and helping students and parents to understand the assessment and evaluation strategies to be used and giving them meaningful feedback for improvement
- Applying provincial report card policies and board guidelines for reporting on student achievement

### **About Core Content**

- The Bruce-Grey Catholic District School Board offers professional development and supports to all their teachers in order to ensure quality teaching and improved student achievement.
- Effective professional development must be manageable, relevant, timely, and appropriate to the daily responsibilities of new teachers.
- The above core content has been developed in an effort to support new teachers as they progress along a continuum of professional development through their first year in the profession. As with all areas of learning, proficiency will develop over time.
- The core content is **not to be viewed as a checklist** of activities to undertake or an assessment tool to gauge the teacher's performance.
- It is intended **as a guide** for individual choice regarding professional development and training activities for new teachers.

## New Teacher Self-Reflection Tool

The following variety of questions is designed for teacher self-reflection. You may wish to use a selection of the questions below as starting points in conversations within your mentoring relationship and when planning and revising your Individual NTIP Strategy.

- How would I describe my long- and short-term planning process?
- During planning, do I keep the end in mind and then give my students a clear sense of where we are going?
- What strategies am I using to identify the learning needs of all students? Which strategies have been most and least successful?
- What different assessment strategies, including observation and performance tasks, am I using? Are there others that I would like to try?
- Are my assessment and evaluation strategies appropriate to the needs of my students, the curriculum expectations being assessed and the learning activities being used? (Do I have too few, enough, or too many assessment activities?) How do I know this?
- What tools (such as rubrics, checklists) am I using to track student progress and inform instruction? Are there other tools that I would like to try?
- Do I share assessment tools with students when they start an assessment task? If not, how could I integrate this into my classroom practice?
- To what extent am I giving students multiple opportunities for practice and feedback?
- In what ways do I give my students feedback for improvement?
- How am I using assessment information to inform my instruction?
- What have I noticed about how my students respond to feedback?
- How do I use the provincial achievement chart(s) to assess and evaluate student work?
- Do my assessments reflect a balance of the achievement chart categories? If not, how can I achieve this balance?
- To what extent have I been using exemplars/anchors in: my lessons? my assessment of student work? my communication with students and parents?
- What strategies, including modeling, am I using to develop and encourage students' self-monitoring, self-assessment, and goal-setting skills? Is there evidence that students are internalizing these skills?
- Do I understand the provincial report card policies and school board guidelines for reporting student achievement? If not, where do I need clarification?
- How am I using assessment data to develop class profiles in order to look for patterns and trends?
- How am I using assessment data to group students according to needs and interests (large and small groups)?
- To whom do I turn when I have a question about planning, assessment, and evaluation?
- What kind of support or new learning do I need in order to plan, assess, and evaluate even more effectively?
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### Using This Tool

This use of this material is optional and you are invited to use only the strategies and tools that are specific to your needs and interests.

## First Day Checklist

Are you familiar with:

- the school schedule
- the gym and library schedule
- the duty schedule
- yard protocol
- expectations for the yard and hall
- opening announcements
- attendance protocol
- lunch expectations
- school code of conduct
- students with allergies
- washroom rules
- students with Individual Education Plans
- parental issues
- busing procedures
- arrival and dismissal procedures
- expectations concerning long and short range plans
- performance appraisal
- school year calendar
- procedures for reporting to parents/guardians
- Emergency Procedures Manual
- Board documents (e.g. Program Safety Manual)
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## First Day

- Is your room ready?**  
You should have a few things up on bulletin boards, but save lots of space for student work to be added the first day or two, and room to co-create rubrics with your students. Have you scheduled your day in accordance with Board and Ministry requirements?
- Do you have name tags for the students and for their desks?**  
Be sure to have extras in case you have new students enrolling in the first week. For younger students, you may want to consider laminated name tags that they could wear as necklaces throughout the year.
- Have you planned your first week along with the materials required?**  
You may not get through everything but you will feel better knowing that you are ready and over prepared if necessary.
- Is your classroom planned as a sacred space?** Do you have a prayer table? A bible? A rosary?
- Do you have a selection of relaxing music that could be played in the background while students are working?**
- Do you have books, math manipulatives, educational games out (or on the SMART board) and ready for students to use as they arrive in class?**  
These could free you up to greet students and talk initially with parents who drop their students off .
- Do you have portfolios/folders labeled for each student?**
- Do you have assignments/projects for your students to complete and take home the first day?**
- Have you selected stories/poems to read and have you developed follow-up activities?**
- Have you developed an information package/newsletter to send home about yourself, your rules and expectations, and your classroom routines and schedule?**
- Do you have some (or all) of the following items tucked away in a drawer?**
  - aspirin/Tylenol
  - deodorant, toothbrush, toothpaste, hand lotion, etc.
  - anti-bacterial soap for washing your hands
  - baby wipes for washing little hands
  - a good supply of bottled water to keep your throat from drying out
- Do you have the following items on your desk?**
  - a picture of your family or pets
  - an inspirational calendar of some sort
  - washroom passes (if you are using them)
  - your day plan, your IEPs

- Are the following items on student desks?**
  - notebooks/work folders
  - textbooks
  - name tags
  - sharpened pencils, crayons, erasers, etc.
  
- Do you have a paper where parents can sign up to help in the room or leave you a note if they (or you) are too busy to talk after they drop their child off?**
  
- Have you prepared an ice breaker/mixer for the beginning of the day so that students get to know each other and you?**
  
- Have you considered how and where your students will spend time before school?**  
If they come directly to the classroom, what activities/procedures will you use until the bell rings and it is time for the class to begin?
  
- What will you use as a signal to get the students' attention?**
  
- How will you choose student helpers both the first day of school and throughout the year?**
  
- What is your policy about excusing students to use the washroom during instructional time?**
  
- Have you built in time to explain routines (library, recess, lunch, transition from one subject to another, etc.)**
  
- Have you planned to discuss with students the rules and expectations for the class including procedures for handing in work, homework, entering and leaving the classroom, lunch and recess?**
  
- Will you provide students with an overview in writing of things that they will need to have for the coming school year (e.g. coloured pencils)?**
  
- How will you let parents know of the need for a second pair of shoes for indoors (if required)?**
  
- What are the procedures for fire drill, etc. and how will you ensure that students are familiar with them?**  
You may consider taking younger students on a walking tour of the school, showing them where they would meet and line up during a fire drill.
  
- Where do you want students to keep their jackets, backpacks, lunch boxes, etc.**
  
- Do you have a seating plan ready and have you organized the classroom effectively?**
  
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## What Is A Portfolio?

Based on numerous professional readings, the definition of a portfolio encompasses several criteria. For example:

- It is a valuable tool for achieving many expectations teachers, others and students have for student learning.
- A portfolio is an implementation to encourage goal setting and develop skills of reflection and self-assessment.
- It teaches the learners to be problem solvers and reflective thinkers.
- Maintaining a portfolio increases student responsibility for their own learning and helps them to think critically of their selections.
- It helps them to become life-long learners.
- A portfolio is a systematic collection of student's work that displays aspects of the learner's capabilities and successes.
- It is a picture of progress and can show mastery.
- It provides a way of evaluating not only the finished product but also the process in which learning takes place.
- A portfolio strengthens the connection between students and expectations that must be achieved.
- It promotes and enhances self-esteem and motivation to learn and to be proud of their accomplishments.

## Guidelines For Portfolio Success

- Establish a clear purpose
- Collaborate with students on rubric design and setting criteria guidelines
- Have students identify strengths and goals
- Conference about goals and next courses of action
- Visible and accessible to students throughout day
- Involve students in the collection of samples (helps create ownership)
- Frequent practice placing work in files
- Provide time to reflect (orally or written)
- Teacher needs to be knowledgeable about students needs and goals
- Teacher needs to turn over some of the control to students
- Point out the concrete connection between school and real life



## Ways To Implement Portfolios

- Start slowly
- Read professional books
- Experiment with strategies
- Make adjustments along the way
- Learn new assessment strategies
- Limit the quantity of samples to emphasize quality
- Insert and delete artifacts as growth continues
- Communicate and involve parents
- Share results and frustrations with colleagues
- Provide time to reflect and celebrate the accomplishments

# PLANNING



## NTIP Requirement Planning

Although we are presenting this as its own section, planning is inextricably linked with assessment, instruction, equity and meeting the needs of diverse learners within your class. It is important to plan with a balance between the course/subject expectations and the needs of your learners. This is highlighted in greater detail in the assessment for learning section, where diagnostic assessment is used to determine instructional starting points. In order to set your students up for success, it is important to meet them where they are academically (zone of actual development) before scaffolding into new learning.

### Key Messages

- The central purpose of curriculum planning is to promote student learning and increase student achievement.
- The Bruce-Grey Catholic District School Board uses a results-based learning and teaching approach which means that planning begins with the end in mind (Design-Down Planning). The "end" is defined by the curriculum expectations as outlined in *The Ontario Curriculum*.
- Teachers are expected to have long-range plans (comprised of at least a program area/course of study overview and an overview of expectations to be addressed), unit plans, and lesson plans.
- Effective planning must be accompanied and informed by knowledge of the learners, assessment literacy, instructional literacy and inclusive practices.
- Teachers are expected to use the teaching/learning cycle and develop an assessment plan which demonstrates that assessment informs and guides instruction, engage students by creating a dynamic technology classroom and scaffold new learning through the use of the gradual release of responsibility instructional approach ([A Guide to Effective Literacy Instruction, 2006](#)).

## Practical Applications

Teachers are encouraged and required to read through the entire [Teacher Performance Appraisal](#) (TPA) information paying careful attention to the competencies and look-fors listed in the Summative Report Form. We have isolated a few specific look fors that pertain directly to planning. This is not a comprehensive list and does not preclude the understanding that teachers will read the entire TPA booklet.

When applying the Standards of Practice to the planning process teachers are encouraged to demonstrate many practices including the following:

### A. **Commitment to Students and Student Learning which includes:**

Develop Inclusive, Safe, and Supportive Learning Environments

- ✓ establishes an environment that maximizes learning
- ✓ demonstrates a positive rapport with students
- ✓ effectively motivates students to improve student learning
- ✓ promotes student self-esteem by reinforcing positive behaviours
- ✓ encourage students to become active, inquisitive and discerning citizens

Utilize Thoughtful and Intentional Instructional Approaches

- ✓ shapes instruction appropriately so that it is helpful to students who learn in a variety of ways
- ✓ effectively supports and/or assists students in meeting their academic, social and emotional needs by addressing their individual needs
- ✓ assists learners in practising new skills by providing opportunities for guided and independent practice (uses components of sound lesson planning and the gradual release of responsibility model)
- ✓ addresses issues of equity and diversity by planning appropriate experiences
- ✓ employs effective questioning techniques that encourage higher level thinking skills
- ✓ encourage students to know about, reflect on and monitor their own learning

### B. **Professional Knowledge is exhibited through ways to identify and respond to:**

Knowledge of the student, curriculum, instructional approaches, and the learning environment including:

- ✓ recognize that prior learning, background knowledge and personal experiences impact future learning
- ✓ shape instruction so that it is helpful to all students as they learn in a variety of ways
- ✓ motivate students

### C. **Teaching Practice**

Utilize Thoughtful and Intentional Instructional Approaches

- ✓ collaborate with professional colleagues to support student learning
- ✓ apply knowledge of a student's physical, social and cognitive development
- ✓ respond to learning exceptionalities and special needs
- ✓ adapt teaching practice based on student achievement
- ✓ integrate a variety of teaching and learning strategies, activities, and resources
- ✓ apply teaching strategies to meet student needs

## D. **Leadership and Community**

Develop inclusive, safe, and supportive learning environments

- ✓ create opportunities for students to share their learning with their classmates, schoolmates, parents and the community

## E. **Ongoing Professional Learning**

Engage in a continuum of professional growth:

- ✓ collaborate with colleagues to improve practice

## **Considerations**

- ✓ Collaboratively planning with a mentor, grade partners, lead teachers, division leaders, colleagues and/or department heads is an excellent way to experience the design down process. Meaningful discussions, planning models, shared creation and guided practice will enhance your understanding of the planning process and prepare you for independent creation of long-range, unit, lesson and day plans.

# ASSESSMENT and EVALUATION



## **NTIP Requirement Assessment and Evaluation**

Classroom assessment that is fair and provides accurate information about student achievement can serve to support instructional and program improvement and increase student motivation and achievement. Effective assessment occurs when there is a clear understanding of the knowledge and skills students are expected to demonstrate as a result of their learning at each grade. Effective program delivery occurs when diagnostic, formative and summative assessment data are correctly interpreted and used to make decisions about initial instruction, intervention, future instructional strategies, evaluation and communication.

### **Key Messages**

- ✓ The primary purpose of assessment is to improve student achievement.
- ✓ Assessment continually guides the development, implementation and support of instruction.
- ✓ Students need to receive timely, specific and directive feedback in order to meet the grade/course expectations and assessment targets.
- ✓ Diagnostic assessment of content knowledge, skill level, use of literacy, numeracy and metacognitive strategies will serve as baseline data and inform instructional starting points.
- ✓ Formative assessment provides valuable feedback to the students, parents/guardians and teachers outlining strengths, needs and next steps.
- ✓ Summative assessments or assessment of learning provides students with multiple and varied opportunities to demonstrate the full extent of their learning.
- ✓ Evaluation occurs at the end of a grading period and is reported as a number (percentage), level, or letter grade in accordance to the achievement chart.

### **Professional Applications (Standards of Practice)**

Teachers are encouraged and required to read *Ontario College of Teachers Member's Handbook, 2006* (available on the New Teacher Sharepoint). We have isolated a few specific *look-fors* that pertain directly to assessment and evaluation. This is not a comprehensive list and does not preclude the understanding that teachers will read the entire Member's booklet.

When applying the standards of practice to the assessment and evaluation process teachers are encouraged to demonstrate many practices including the following:

#### **A. Commitment to Students and Student Learning**

Care and commitment for students involves engaging and supporting student learning, treating students equitably and with respect, and encouraging students to grow as individuals and as contributing members of society and assisting students to become lifelong learners. This may be demonstrated in a number of different ways including:

- ✓ Modeling for students curiosity, enthusiasm and the joy of learning;
- ✓ accommodating the differences in students and respect their diversity; and
- ✓ encouraging students to know about, reflect upon and monitor their own learning.

## **B. Professional Knowledge**

Professional knowledge involves knowing the curriculum, the subject matter, the students and instructional practices. This may be demonstrated in a number of ways of knowing:

- ✓ how to recognize strengths and weaknesses of students;
- ✓ that teaching students with exceptionalities requires the use of specialized knowledge and skills;
- ✓ ways to connect curriculum expectations to curriculum resources and technologies;
- ✓ how to motivate students; and
- ✓ how to assess and evaluate student learning, student approaches to learning and the achievement of curriculum expectations.

## **C. Teaching Practices**

Applying professional knowledge to the changing context of the learning environment to promote student achievement is demonstrated as teachers reflect, modify and refine teaching and assessment practices by:

- ✓ collaborating with professional colleagues to support student learning;
- ✓ applying knowledge of student backgrounds, experiences and learning styles;
- ✓ applying knowledge of how students develop and learn;
- ✓ applying knowledge of a student's physical, social and cognitive development;
- ✓ responding to learning exceptionalities and special needs;
- ✓ adapting teaching practice based on student achievement
- ✓ communicating clear, challenging and achievable expectations for students;
- ✓ gathering data on student performance using a variety of assessment strategies;
- ✓ keeping a continuous and comprehensive record of group and individual achievement;
- ✓ reporting and providing ongoing feedback of individual achievement to students and parents;
- ✓ integrating curriculum expectations into current teaching practice;
- ✓ reflecting on current practice to determine if needs of individuals and groups of students are being met; and
- ✓ modifying and refining teaching practice using a variety of sources and resources.

## **D. Leadership and Community**

Educational leaders work to create, sustain and enhance their learning communities through collaboration with all stakeholders including students, colleagues, administrators, parents/guardians and community partners. This collaboration may include:

- ✓ exercising professional integrity and judgement;
- ✓ learning with and from their students, colleagues and others in communities of learners;
- ✓ effecting innovative changes through decision-making, initiating change, and evaluating and communicating results; and
- ✓ acknowledging and celebrating effort, success and achievement.



## E. Ongoing Professional Learning

The interdependence of teacher learning and student learning is acknowledged as teachers engage in a continuum of professional growth to improve their practice. This may be demonstrated by:

- ✓ understanding that teacher learning is directly related to student learning and achievement;
- ✓ acting as role models who demonstrate lifelong learning; and
- ✓ understanding that teaching practice is enhanced by many forms of knowledge, ways of knowing and ways to access that knowledge.

## Resources

In [A Guide to Effective Literacy Instruction, Grades 4 to 6, Volume Two: Assessment](#) there are useful reflective tools and a good explanation of the planning/assessment cycle.

- ✓ Key messages for Teachers and Students
- ✓ Checklist for an Inclusive Classroom Community
- ✓ The Literacy Assessment, Planning and Instruction Cycle
- ✓ Tips for Teachers: Sample Questions About Listening, Speaking, Viewing, and Representing
- ✓ Numerous templates for self and teacher assessment

The document, [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools](#) is essential reading for Grade 1 to 12 teachers. The final version which will cover K to 12 is being released in 2011.

## The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

## **Assessment Guiding Principles**

### **The primary purpose of assessment is to improve student learning.**

- ✓ Assessments engage, motivate and inspire learners to strive for academic excellence.
- ✓ Providing directive, corrective, timely and specific feedback moves students toward achievement targets based upon curriculum expectations and achievement chart.
- ✓ Instructional strategies are modified based upon information gleaned from assessments.
- ✓ Students are able to track and monitor their achievement and can articulate strengths, needs and next steps.

### **Assessment practices are fair and equitable for all students.**

- ✓ Students must know and understand the criteria and methods that will be used when assessing their work.
- ✓ Teachers must use assessment methods that are designed to provide students with opportunities to demonstrate the full extent of their learning.
- ✓ Flexible, varied, and inclusive methods of assessment allow all students an equitable opportunity to demonstrate their learning.

### **Communication about assessment is ongoing, clear and meaningful.**

- ✓ Timely information about the purpose, nature and use of assessment data must be communicated to administration, students and parents/guardians.
- ✓ Individual student assessment information is truly meaningful when it results in students, teachers and parent/guardians having a clearer understanding of what the student knows and is able to do, and s/he needs to learn to do next.

### **Professional development and collaboration support assessment.**

- ✓ As a professional, life-long learner and reflective practitioner, teachers understand the critical role of assessment and engage in ongoing professional development to enhance their assessment literacy.
- ✓ Professional development surrounding assessment literacy may include collaborative data analysis, working with exemplars, moderated marking, lesson study and analysis of student work.

### **Partners in education are involved in the assessment process.**

- ✓ The accuracy and impact of assessment is increased when teachers, students, parents/guardians, educational assistants and professional support staff have a clear and common vision of what is expected of students.
- ✓ When all partners of the learning community work together to take steps to support all students we increase the likelihood that all students will achieve curriculum expectations.

### **Assessment practices are regularly reviewed and refined.**

- ✓ Reflective practitioners examine assessment practices and data through various lenses including accuracy, efficiency, effectiveness and equity as criteria for success.
- ✓ When teachers review assessment practices they consider planning assessments with the end in mind and use assessment data to determine instructional starting points, ways to scaffold student learning and as checkpoints for further instruction.

## Assessment Practices Focus Teaching, Learning and Achievement

Types	Enables Teacher:	Enables Student:	Examples
<b>Diagnostic</b> (gathered before new learning)	<ul style="list-style-type: none"> <li>- to determine specific learning strengths, needs and interests in relation to the grade/course expectations (learner profile)</li> <li>- to establish instructional starting and intervention points</li> <li>- to inform instructional approaches, possible accommodations and/or modifications</li> <li>- to identify significant gaps in prior knowledge</li> <li>- to select skill and age appropriate resources</li> </ul>	<ul style="list-style-type: none"> <li>- assess their own performance in relation to grade/course expectations</li> <li>- communicate interests</li> <li>- demonstrate current level of skills, knowledge and use of strategies</li> <li>- participate in goal setting</li> </ul>	<ul style="list-style-type: none"> <li>- surveys, checklist, questionnaires</li> <li>- selected responses</li> <li>- think and/or read alouds</li> <li>- DRA, PM Benchmark, Alpha-Jeune</li> </ul>
<b>Formative</b> (gathered throughout the gradual release of responsibility instructional model)	<ul style="list-style-type: none"> <li>- to monitor progress and guide and support instruction to ensure that resources and instructional approaches are enabling students to progress</li> <li>- to provide multiple and varied opportunities to demonstrate learning</li> <li>- provide timely, specific, directive and descriptive feedback (oral and written)</li> <li>- modify instructional approaches and resources</li> </ul>	<ul style="list-style-type: none"> <li>- see targets and know what meeting expectations "looks like"</li> <li>- use and cooperatively develop scoring guides (e.g. rubrics, rating scales, checklists)</li> <li>- assess and track their own progress using criteria, exemplars and teacher, self and peer feedback</li> <li>- identify strengths, needs and next steps</li> </ul>	<ul style="list-style-type: none"> <li>- surveys, checklist, questionnaires</li> <li>- selected responses</li> <li>- think and/or read alouds</li> <li>- journals</li> <li>- labs</li> <li>- short answer questions</li> <li>- constructed response (e.g., paragraph)</li> </ul>
<b>Summative</b> (gathered after significant independent practice and cumulative demonstration of student achievement)	<ul style="list-style-type: none"> <li>- to gather information based on student achievement in relation to achievement charts, exemplars and grade/course expectations</li> <li>- to communicate (to students and parents/guardians) the methods and tools used to assess student achievement</li> <li>- provide students with multiple and varied opportunities to demonstrate the full extent of their learning</li> <li>- use the achievement chart categories and levels to determine how well students have achieved the curriculum expectations</li> <li>- use information to determine the success of their instructional approaches and resources</li> </ul>	<ul style="list-style-type: none"> <li>- to understand how their work will be assessed</li> <li>- to provide evidence of their learning</li> <li>- understand their own achievement and participate in goal-setting for the future</li> </ul>	<ul style="list-style-type: none"> <li>- performance: lab, role play, puppet plays</li> <li>- oral: presentations, seminars, debates, think aloud</li> <li>- written: essays, reports, graphic organizers, articles, journals, newspapers, editorials, analysis</li> <li>- visual: comic books, storyboards, posters, models, sculptures, maps, graphs</li> </ul>

## Stages in the Assessment Process

Assessment before new learning	Assessment during learning
<b>PURPOSE</b>	
<p>The teacher gathers information about each student's current knowledge and skills. This diagnostic assessment helps the and teacher to plan the learning priorities and the next steps for instruction for the whole class as well as for individual learners.</p>	<p>The teacher regularly assesses the development of the student's skills uses this information to adjust instruction and programming to meet the student's changing needs. The most reliable forms of assessment are the teacher's routine observations of student behaviours during daily instruction. Authentic, classroom-based assessment helps the teacher and student to understand the student's achievement level and rate of improvement. It equips the teacher with an extensive record of the student's developing skills, which can be referred to in determining next steps for learning.</p>
<b>FOCUS QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• What do I want my student to learn?</li> <li>• What can my student already do?</li> <li>• What relevant prior learning or cultural experiences does my student have?</li> <li>• What are the needs and/or learning styles of my student?</li> <li>• How do I engage the student in setting personal learning goals?</li> <li>• How will I differentiate my instruction to meet the needs of my student?</li> <li>• How will I communicate my assessment strategies to my student?</li> </ul>	<ul style="list-style-type: none"> <li>• How will I know my student is achieving the learning goals?</li> <li>• What other resources do I need to support my student's progress?</li> <li>• Am I providing all students with multiple and varied assessment opportunities to demonstrate their learning?</li> <li>• Am I providing all students with ongoing coaching and feedback?</li> <li>• Am I encouraging all students to reflect on their progress?</li> </ul>
<b>CONSIDERATIONS</b>	
<p><i>Sources of information include:</i> the student's Individual Plan (IEP); the current stage of language acquisition for second-language learners; learning style inventories; assessment data from province-wide and board-wide assessments; conferences and interviews with the student. responses to oral questioning.</p>	<p><i>Multiple and varied sources of assessment information include:</i> conferences; portfolios, learning log, written answers to quizzes and tests, selected responses, response journal, student exhibitions, demonstrations, and performances; teacher observations; and student responses to oral questioning.</p>
<b>COMMUNICATION</b>	
<p>Learning goals are a cornerstone of student success. The teacher involves the student in identifying learning goals that are clear, shared, doable, measurable, ongoing, and timely, and explains the criteria that will be used to evaluate the student's work. Parents become active partners when teachers and students communicate the learning goals to parents and encourage their support in achieving the goals.</p> <p>To build a whole-school approach to student success, teachers regularly discuss their assessment strategies in a range of staff forums, including in-school review committees. These communications include a review of exemplars, as well as discussions about second-language support and support for struggling students.</p>	<p>In ongoing communication with the students and parents, the teacher provides timely, constructive feedback about the student's progress. This feedback can be given informally or in planned conferences. Ongoing communication helps all partners to share in supporting the student's learning goals.</p> <p>Ongoing communications with other school staff helps the school team develop a well-rounded picture of student progress in the school and to promote accountability for student progress over time. Staff continually address a range of opportunities and needs for the whole school, including second-language support and support for struggling students.</p>

Results of learning	Evaluation, reporting, and next steps
<b>PURPOSE</b>	
<p>After instruction and opportunities to practise, students demonstrate what they know and can do independently. This usually requires collection students to apply what they have learned in an authentic context that draws on a number of skills, including higher-order thinking. The assessments are summative, in the sense that they aim to sum up the student's cumulative learning and apply it in a particular context at a point in time. Results indicate the student's current level of achievement and may indicate areas needing further development or extension.</p>	<p>At planned intervals throughout the school year, the teacher analyses the collection of assessment information and assigns a level of achievement. The evaluation that results from this analysis reflects the teacher's professional judgement about the student's most consistent achievement (giving consideration to the most recent achievement). The evaluation is recorded on the provincial report card.</p>
<b>FOCUS QUESTIONS</b>	
<ul style="list-style-type: none"> <li>• Has my student met the curriculum expectations that were the focus of this assignment or task?</li> <li>• Are these results consistent with other evidence about my student's skills? If not, what could account for the variance?</li> <li>• What do these results tell me about my student's strengths and learning gaps?</li> <li>• From this evidence, what are the next steps for my student's learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Has my student met the curriculum expectations for this term? If not, why not?</li> <li>• What evidence do I have from my student's assessment profile and other records to support my evaluation?</li> <li>• What are the priorities and next steps for my student's learning.</li> </ul>
<b>CONSIDERATIONS</b>	
<p>Effective performance tasks: require higher-order thinking; involve inquiry to construct knowledge; relate to the broad categories of achievement and expectations outlined in the provincial curriculum; make connections across subject areas; and relate classroom learning to the world beyond the classroom.</p>	<p>Teachers understand the difference between assessing student learning and evaluating independent student work, and delay the judgment associated with evaluation until students have had frequent opportunities to practise and apply new learning and to refine their control of the skills and strategies they are developing.</p>
<b>COMMUNICATION</b>	
<p>Independent performance tasks following instruction provide opportunities for the learner, student, parents, and school staff to gauge the student's progress towards achieving the curriculum expectations. In addition to guiding instruction, these results form the basis of evidence that teachers use to evaluate student performance for the report card, and they can also provide data to measure progress towards school and board targets.</p>	<p>The provincial report card is a tool for communicating the student's achievement to the student, the student's parents, and other teachers. The grade is made more meaningful by the teacher's authentic comments about the student's strengths, weaknesses, and the next steps for learning. The reporting process includes an opportunity for a student-parent-teacher conference to review student work, clarify understandings, and plan next steps and goals for learning.</p> <p>Student grades can also be aggregated (collected, sorted, and analyzed) in different ways to provide information for school success planning.</p>

Source: *Literacy for Learning, The Report of the Expert Panel on Literacy in Grades 4 to 6 in Ontario, 2004*

## Assessment for, as and of Learning

### The Purposes of Assessment, the Nature of Assessment for Different Purposes, and the Uses of Assessment Information

Purpose of Classroom Assessment	Nature of Assessment	Use of Information
<p><b>Assessment for learning</b>            “Assessment <b>for</b> learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”            (Assessment Reform Group, 2002, p. 2)</p>	<p><b>Diagnostic assessment:</b>            • occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.</p>	<p>The information gathered:            • is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.</p>
	<p><b>Formative assessment:</b>            • occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.</p>	<p>The information gathered:            • is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.</p>
<p><b>Assessment as learning</b>            “Assessment <b>as</b> learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.”            (Western and Northern Canadian Protocol, p. 42)</p>	<p><b>Formative assessment:</b>            • occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher.</p>	<p>The information gathered:            • is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.</p>
<p><b>Assessment of learning</b>            “Assessment <b>of</b> learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”            (Western and Northern Canadian Protocol, p. 55)</p>	<p><b>Summative assessment:</b>            • occurs at or near the end of a period of learning, and may be used to inform further instruction.</p>	<p>The information gathered:            • is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.</p>

# Sample Strategies for Assessment of Student Achievement

## Classroom Presentation

### Description

The classroom presentation is an assessment that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts in order to present a summary of learning about a topic.

### Purposes

The classroom presentation may be used to:

- ✓ provide the basis for summative assessment upon the student's completion of a project or an essay; and
- ✓ assess students when pencil-and-paper testing of a student's understanding or knowledge is inappropriate or difficult.

### Characteristics

The classroom presentation:

- ✓ can include the use of concrete materials provide students with an opportunity to express their ideas and talents; and
- ✓ may be designed as a teaching tool to further the learning of the audience.

### Method

The teacher:

- ✓ with the students, or alone, sets the criteria for the assessment of the presentation (e.g., rubric);
- ✓ monitors student progress at selected stages during student preparation; and,
- ✓ provides oral or written feedback after the presentation.

### Considerations

The classroom presentation:

- ✓ is a natural form of assessment for speeches, debates, and subjects such as the study of languages;
- ✓ should be designed and administered in a way that avoids giving students the opportunity to judge one another's appearance and language abilities; and
- ✓ is a critical skill to be taught, practised, assessed, and evaluate.

Source: Ontario Curriculum Unit Planner

## Conference

### Description

The conference is a formal or an informal meeting between the teacher and a student and/or parent/guardian for a variety of educational purposes.

### Purposes

The conference may be used to:

- ✓ exchange information or share ideas;
- ✓ explore the student's thinking and suggest next steps;
- ✓ assess the student's level of understanding of a particular concept or procedure;
- ✓ enable the student to move ahead more successfully on a particular piece of work;
- ✓ review, clarify, and extend what the student has already completed; and/or
- ✓ help the student to internalize criteria for good work.

### Characteristics

The conference:

- ✓ requires that the discussion has a clear focus (e.g., a specific piece of work);
- ✓ is successful to the extent that all the participants share the responsibility for the meeting;
- ✓ may take place as the learner is exploring a new concept or topic, or be a goal-setting session or a report on progress;
- ✓ occurs routinely; and
- ✓ can be effective for both diagnostic and formative assessment.

### Method

The teacher:

- ✓ comes to the conference prepared with specific questions to be answered;
- ✓ gives individual feedback and clarifies misconceptions;
- ✓ puts the student at ease and supports student progress (e.g., in a writing conference, may give a mini-lesson);
- ✓ focuses on the process of reasoning followed by the student; and
- ✓ records information (makes a conference record) during or immediately following the conference.

### Considerations

The conference:

- ✓ can be part of collaborative planning and decision making;
- ✓ is assisted by prepared questions; and
- ✓ can be an extremely useful formative assessment strategy for students involved in major projects or independent studies.

Source: Ontario Curriculum Unit Planner



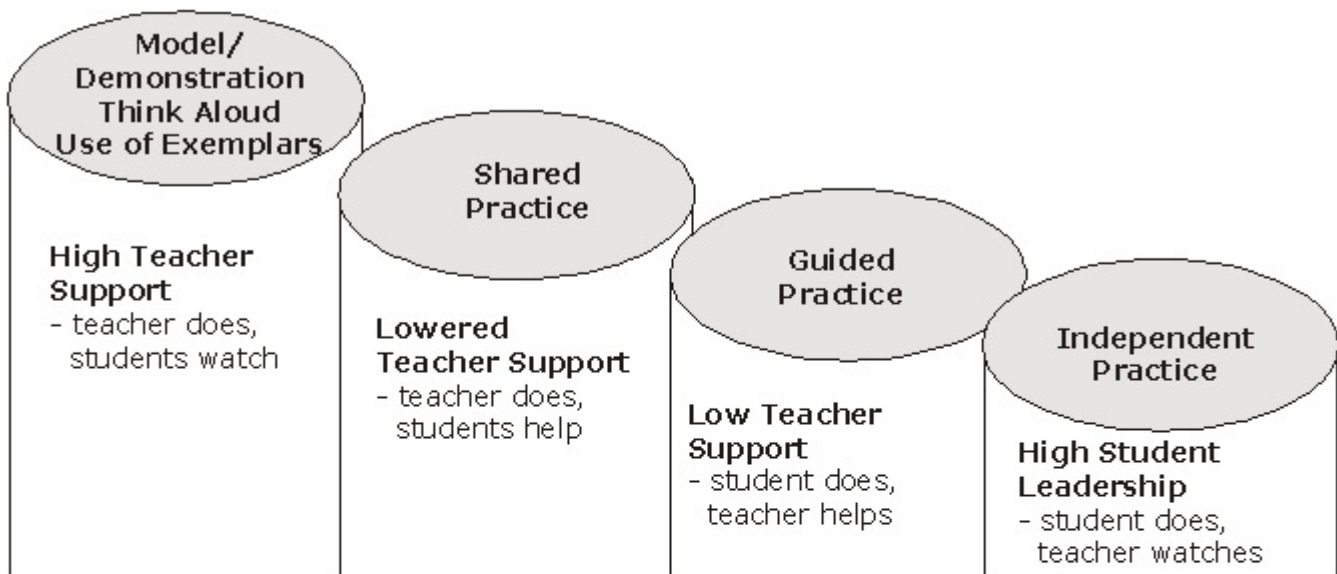
**Action Verbs Organized by  
Achievement Chart Categories**

<b>Knowledge/ Understanding</b>	<b>Thinking/Inquiry</b>	<b>Communication</b>	<b>Application</b>
Ask Calculate Check Classify Compare Complete Compute Connect Contrast Correct Decide Define Detect Differentiate Distinguish Differentiate Estimate Evaluate Generalize Identify Interpret Justify Label Locate List Organize Prioritize Rate Recognize	Analyze Appraise Ask Assess Challenge Classify Collect Compute Conclude Conduct Contrast Decode Decide Derive Differentiate Establish Examine Experiment Explore Find Gather Inquire Inspect Investigate Monitor Predict Prioritize Pursue Show	Articulate Challenge Clarify Compare Decode Describe Discuss Engage Explain Express Give reasons Induce Instruct Interact Justify Present Propose Reflect Respond Share Teach Write	Adapt Adjust Apply Combine Connect Correct Create Demonstrate Develop Devise Display Estimate Evaluate Exhibit Help Incorporate Integrate Invent Make Modify Participate Perform Prioritize Produce Represent Retrieve Revise Show

This list is meant to generate ideas and is in no way definitive or fixed.

From: Bruce Brydges, Kawartha Pine Ridge DSB

## Gradual Release of Responsibility and Assessment



Establishing clear assessment targets, expectations, skills and knowledge using scaffolding



## What Data are collected at the School and System Levels and Why?

Grade	Assessment Tools & June Expectation (Minimum Standard)	Data Collection Schedule	Purpose	
JK - Grade 3 (English)	<u>Primary Assessment Battery including PM Benchmark</u> June Minimum Standard (PM Benchmark): SK: Level 5 Gr. 1: Level 16 Gr. 2: Level 24 Gr. 3: Level 27	Sep./Oct.: JK - Grade 3 Jan./Feb.: JK - Grade 3 May/June: JK - Grade 3 * Monthly updates of Primary Battery Components for at-risk students * Ongoing Running Records on all students	In School Use In School Use In School & System Use	<u>In School Use</u> <ul style="list-style-type: none"> <li>To provide a starting point for instruction</li> <li>To communicate information to education partners</li> <li>To monitor student achievement</li> <li>To monitor program effectiveness</li> <li>To inform the school planning process</li> <li>To inform and support program resources</li> <li>To inform professional learning needs</li> </ul>
Grades 4-8 (English)	<u>Developmental Reading Assessment (DRA)</u> Gr. 4: 74 - 83 Gr. 5: 84 - 93 Gr. 6: 94 - 103 Gr. 7: 109-113 Gr. 8: 119-123	Oct.: Grades 4-8 Jan./Feb.: Grades 4-8 Mar./Apr.: Grades 4-8 *Ongoing monitoring for at-risk	In School Use In School Use In School & System Use	<u>System Use</u> <ul style="list-style-type: none"> <li>To monitor student achievement and program effectiveness</li> <li>To inform the System planning process</li> <li>To inform and support instruction and assessment in the System</li> </ul>

<ul style="list-style-type: none"> <li>The <b>Primary Assessment Battery</b> utilizes a comprehensive set of tools for providing insights into starting points for teaching and learning for all students.</li> <li>This battery forms the basis on all teaching decisions - for individuals, small groups and the whole class.</li> </ul>	<ul style="list-style-type: none"> <li><b>Running Records</b> taken on seen text, shows how well the child is learning to direct knowledge of letters, sounds and words to the message in the text.</li> <li>A Running Record indicates the child's instructional reading level (90-94%) and what cuing systems the child is using after the record is analyzed (MSV).</li> </ul>	<ul style="list-style-type: none"> <li>The <b>PM Benchmark</b> shows the level at which the student reads orally with an oral retell and questions to check for understanding.</li> <li>The teacher continues to test higher levels if the child is reading at 95% or above (independent reading level), <u>and</u> responds to the comprehension component satisfactorily. When checking comprehension, the teacher is encouraged to listen to what the student has to say about the story, both independently and in response to the prompts and questions asked.</li> <li>Miscues are also analyzed as part of the PM Benchmark (MSV). The PM Benchmark tool will also determine the student's instructional reading level (90-94%).</li> </ul>	<ul style="list-style-type: none"> <li>The <b>DRA</b> shows the level at which the student reads orally at 97% accuracy or higher <u>and</u> is able to complete responses in written form to a variety of comprehension measures.</li> <li>The DRA also includes a child's self-assessment and interest survey.</li> <li>The DRA is used to assess students' reading progress and identify what they need to learn next individually and/or collectively in small or whole groups.</li> </ul>
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## **Be Proactive, Not Reactive**

### **Ten Methods to Support Students Meeting Deadlines**

1. **Direct Instruction**
  - ✓ Ensure that the task/instructions are clearly understood.
  - ✓ Ensure students have the tools/equipment to complete the task.
  - ✓ Use small group or individual instruction where appropriate.
2. **High Expectations**
  - ✓ Expect students to be responsible.
  - ✓ Let students know you will help them to meet the deadline.
  - ✓ Be a good example by returning checked assignments within a reasonable timeframe.
3. **Personal Connection**
  - ✓ Make personal connections with students whenever possible.
  - ✓ Ensure students know that you care about them and how well they are doing in your class.
4. **Relevance**
  - ✓ Ensure students understand why handing the assignment in on time is important.
  - ✓ Make connections to prior and future learning explicit.
5. **Negotiate**
  - ✓ Involve students in setting deadlines.
  - ✓ Avoid days when you know students will have difficulty handing work in.
  - ✓ Adjust due dates if they aren't working for large numbers of students.
  - ✓ Talk to students and determine if more time is required.
6. **Time in Class**
  - ✓ Scaffold learning to accommodate growing knowledge.
  - ✓ Provide opportunities for guided practice in-class.
7. **Checkpoints for Learning**
  - ✓ Establish intermediate progress checks or deadlines.
  - ✓ Make the process of completing work explicit -it doesn't happen in one night.
  - ✓ Demonstrate or model how to complete various stages of an assignment.
8. **Collaborate**
  - ✓ Give students opportunities to work in groups and give each other feedback.
9. **Plan Together with Colleagues**
  - ✓ Create a school calendar of culminating activities by grade.
  - ✓ Avoid several overlapping due dates.
10. **Communicate in Advance**
  - ✓ Call home or send a reminder ahead of a deadline.

From Laura Leesti, Curriculum Consultant, YRDSB

# Assessment Templates or Samples



**Please note:**

The following resources are samples or models, not mandated templates. The BGCSB recognizes that each teacher will approach assessment and evaluation in a way that reflects his/her personal organizational and instructional style, with guidance and input from the administration at each school. We suggest that you work collaboratively whenever possible and feasible to develop insight into how to approach assessment and communication in a timely and professional manner.

## Sample Summative Options Layout

<p style="text-align: center;"><b>Docu-Drama</b></p> <ul style="list-style-type: none"> <li>✓ include research, dramatizations, interviews etc.</li> <li>✓ selected carefully and arranged purposefully to communicate argument</li> </ul>	<p style="text-align: center;"><b>Movie</b></p> <ul style="list-style-type: none"> <li>✓ include photographs, documents, music, etc.</li> <li>✓ selected carefully and arranged purposefully to communicate argument</li> </ul>	<p style="text-align: center;"><b>Speech</b></p> <ul style="list-style-type: none"> <li>✓ focus on use of emotional and persuasive language</li> <li>✓ delivery can be supported with visuals, powerpoint, etc.</li> </ul>
<p style="text-align: center;"><b>Essay</b></p> <ul style="list-style-type: none"> <li>✓ a series of paragraphs</li> <li>✓ persuasive language</li> <li>✓ selected carefully and arranged purposefully to communicate argument</li> </ul>	<p style="text-align: center;"><b>Select one of the options as a way of presenting your persuasive argument.</b></p> <p style="text-align: center;"><b>Do you have another way in which you could demonstrate your argument effectively and persuasively? See me with your proposal.</b></p>	<p style="text-align: center;"><b>Visual - Verbal Collage</b></p> <ul style="list-style-type: none"> <li>✓ images and texts selected carefully and purposefully to communicate argument</li> </ul>
<p style="text-align: center;"><b>Rap / Song / Poem</b></p> <ul style="list-style-type: none"> <li>✓ use descriptive, emotional, language</li> <li>✓ arrange language carefully and purposefully to communicate argument</li> </ul>	<p style="text-align: center;"><b>Dance Drama</b></p> <ul style="list-style-type: none"> <li>✓ interpret the story, theme and argument through movement and music</li> <li>✓ use movement to communicate conflict and communicate argument</li> </ul>	<p style="text-align: center;"><b>Photo Essay</b></p> <ul style="list-style-type: none"> <li>✓ include photographs, music, graphics, etc.</li> <li>✓ selected carefully and arranged purposefully to communicate argument</li> </ul>

From: Theresa Meikle, Literacy 7-12 Consultant, YRDSB

**Rubric**

Expectations or Criteria	0-49% Remedial	50-59% Level 1	60-69% Level 2	70-79% Level 3	80-100% Level 4	Marks
<b>Knowledge and Understanding</b>	Key knowledge, content or skills needed for this task are:					
<b>Thinking</b>	Key cognitive and analytical skills needed for this task are:					
<b>Communication</b>	Key methods or structures of communication needed to deliver this task are:					
<b>Application</b>	Key rules, conventions, principals or applications needed for this task are:					

Notes to student:

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## Learning Skills Assessment

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement

Name of Student: \_\_\_\_\_ Term: \_\_\_\_\_

Learning Skills	Date:	Date:	Date:	Overall
<b>Responsibility</b> - I complete my work well and on-time. -I take responsibility for my actions.				
<b>Organization</b> - I devise and follow a plan and process to complete tasks.				
<b>Independent Work</b> - I follow instructions with minimal supervision. I monitor, assess and revise plans to complete tasks and meet goals.				
<b>Collaboration</b> - I accept various roles and an equitable share of work in a group. - I respond positively to ideas, opinions, values and traditions of others.				
<b>Initiative</b> - I look for and act on new ideas for learning. - I am motivated to learn and seek help when I need it.				
<b>Self Regulation</b> - I set my own individual goals and monitor progress. - I persevere and make an effort when responding to challenges.				

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## Sample Project-based Learning Rubric

Level	Content	Conventions	Organization	Presentation
<b>4</b>	<ul style="list-style-type: none"> <li>• Is well thought out and supports the solution to the challenge or question</li> <li>• Reflects application of critical thinking</li> <li>• Has clear goal that is related to the topic</li> <li>• Is pulled from a variety of sources</li> <li>• Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>• No spelling, grammatical, or punctuation errors</li> <li>• High-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Information is clearly focused in an organized and thoughtful manner</li> <li>• Information is constructed in a logical pattern to support the solution</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia is used to clarify and illustrate the main points</li> <li>• Format enhances the content</li> <li>• Presentation captures audience attention</li> <li>• Presentation is organized and well laid out</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Is well thought out and supports the solution</li> <li>• Has application of critical thinking that is apparent</li> <li>• Has clear goal that is related to the topic</li> <li>• Is pulled from several sources</li> <li>• Is accurate</li> </ul>	<ul style="list-style-type: none"> <li>• Few (1 to 3) spelling, grammatical, or punctuation errors</li> <li>• Good use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Information supports the solution to the challenge or question</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia is used to illustrate the main points</li> <li>• Format is appropriate for the content</li> <li>• Presentation captures audience attention</li> <li>• Presentation is well organized</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Supports the solution</li> <li>• Has application of critical thinking that is apparent</li> <li>• Has no clear goal</li> <li>• Is pulled from a limited number of sources</li> <li>• Has some factual errors or inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal (3 to 5) spelling, grammatical, or punctuation errors</li> <li>• Low-level use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Project has a focus but might stray from it at times</li> <li>• Information appears to have a pattern, but the pattern is not consistently carried out in the project</li> <li>• Information loosely supports the solution</li> </ul>	<ul style="list-style-type: none"> <li>• Multimedia loosely illustrates the main points</li> <li>• Format does not suit the content</li> <li>• Presentation does not capture audience attention</li> <li>• Presentation is loosely organized</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Provides inconsistent information for solution</li> <li>• Has no apparent application of critical thinking</li> <li>• Has no clear goal</li> <li>• Is pulled from few sources</li> <li>• Has significant factual errors, misconceptions, or misinterpretations</li> </ul>	<ul style="list-style-type: none"> <li>• More than 5 spelling, grammatical, or punctuation errors</li> <li>• Poor use of vocabulary and word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Content is unfocused and haphazard</li> <li>• Information does not support the solution to the challenge or question</li> <li>• Information has no apparent pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation appears sloppy and/or unfinished</li> <li>• Multimedia is overused or underused</li> <li>• Format does not enhance content</li> <li>• Presentation has no clear organization</li> </ul>

**Sample Anecdotal Note Template**

Name: _____ Task: _____ Date: _____ Expectation/Focus: _____ Observations/Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Name: _____ Task: _____ Date: _____ Expectation/Focus: _____ Observations/Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Name: _____ Task: _____ Date: _____ Expectation/Focus: _____ Observations/Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	Name: _____ Task: _____ Date: _____ Expectation/Focus: _____ Observations/Notes: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

