

All assessment is a perpetual work in progress.

-- Linda Suske,

<p>What is Assessment? Assessment is the process of gathering information from a variety of sources that accurately reflect how well a student is achieving the curriculum expectations in a subject or course. (You act as a coach) Ex: feedback, portfolios, profiles</p> <p>Ontario Curriculum document</p>	<p>What is Evaluation? Evaluation is the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. (You act as a judge) Ex: assigning of a grade or value - Report Cards</p> <p>Ontario Curriculum document</p>
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3 Types of Assessments

- 1. Assessment for Learning (formative assessment)**
 - gathering, collecting of data to gauge student learning
- 2. Assessment of Learning (summative assessment, evaluation)**
 - culminating tasks to determine student learning and assigning a grade
- 3. Assessment as Learning (self assessment, metacognition)**
 - students are their own assessors

ELEVEN GUIDING PRINCIPLES

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

1. address both what students learn and how well they learn;
2. are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart;
3. are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
4. are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of students;
5. are fair to all students;
6. accommodate the needs of students with special education needs, consistent with the strategies outlined in their Individual Education Plan;
7. accommodate the needs of students who are learning the language of instruction;
8. ensure that each student is given clear directions for improvement;
9. promote students' ability to assess their own learning and to set specific goals;
10. include the use of samples of students' work that provide evidence of their achievement;
11. are communicated clearly to students and parents at the beginning of the course or the school term and at other appropriate points throughout the school year.

Ontario curriculum documents (revised)

Helpful Resources

Growing Success document
Guide to Effective Literacy Instruction - Assessment Vol. 2
EQAO WebMagazine
www.eworkshop.on.ca
www.curriculum.org