

Algonquin and Lakeshore Catholic District School Board Assessment Framework – Grades 1 to 12



Success Criteria

Learning Goal(s)

Assessment of Learning

Descriptive Feedback

What We Are Learning

- -Based on the Ontario Curriculum expectations and directed by student interest
- -Different types: short-term and long-term
- -Reveal before the lesson or during the consolidation as required by the lesson
- -Student-friendly language

What Success Looks Like

- "I can.../I am able to" statements that describe successful attainment of the Learning Goal(s)
- -Co-constructed with students
- -Used to develop assessment tools
- -2 to 5 per task

How Did I Do?

- -Summative assessments that lead to a final evaluation
- -Should come from multiple sources (observation, conversation, product) collected over time

Faith

- -Ontario Catholic Graduate School Expectations
- -Catholic Social Teachings
- -Renewing the Promise

Curriculum

- -What students should be learning from grades 1 to 12
- -Tool to be used to guide student learning

Student

Learning Profile

-Interests, Experiences, Strengths, Needs, Skills

Mental Health and Well-being

- -Social-emotional learning -Resilience
- -Self-advocacy

How We Are Learning

- -Rigorous, open tasks that require the use of higher order thinking skills
- -Inquiry stance
- -Multiple Means of Engagement, Representation, and Action and Expression to ensure universally designed learning (UDL Framework)
- -Integration of technology at the point of instruction

How Can I Improve?

- -Timely and relevant feedback that reduces the gap between the student's current knowledge and skill level and the learning goal(s)
- -Feedback (commentary on current work)
- -Feedforward (next steps for improvement)

How Am I Doing?

- -Formative Assessment
- -Pedagogical Documentation
- -Triangulation of observation, conversation, and product
- -Peer and self-assessment
- -Learner agency
- -Just in time support

Rich, Relevant, Engaging Tasks

Assessment for/as Learning