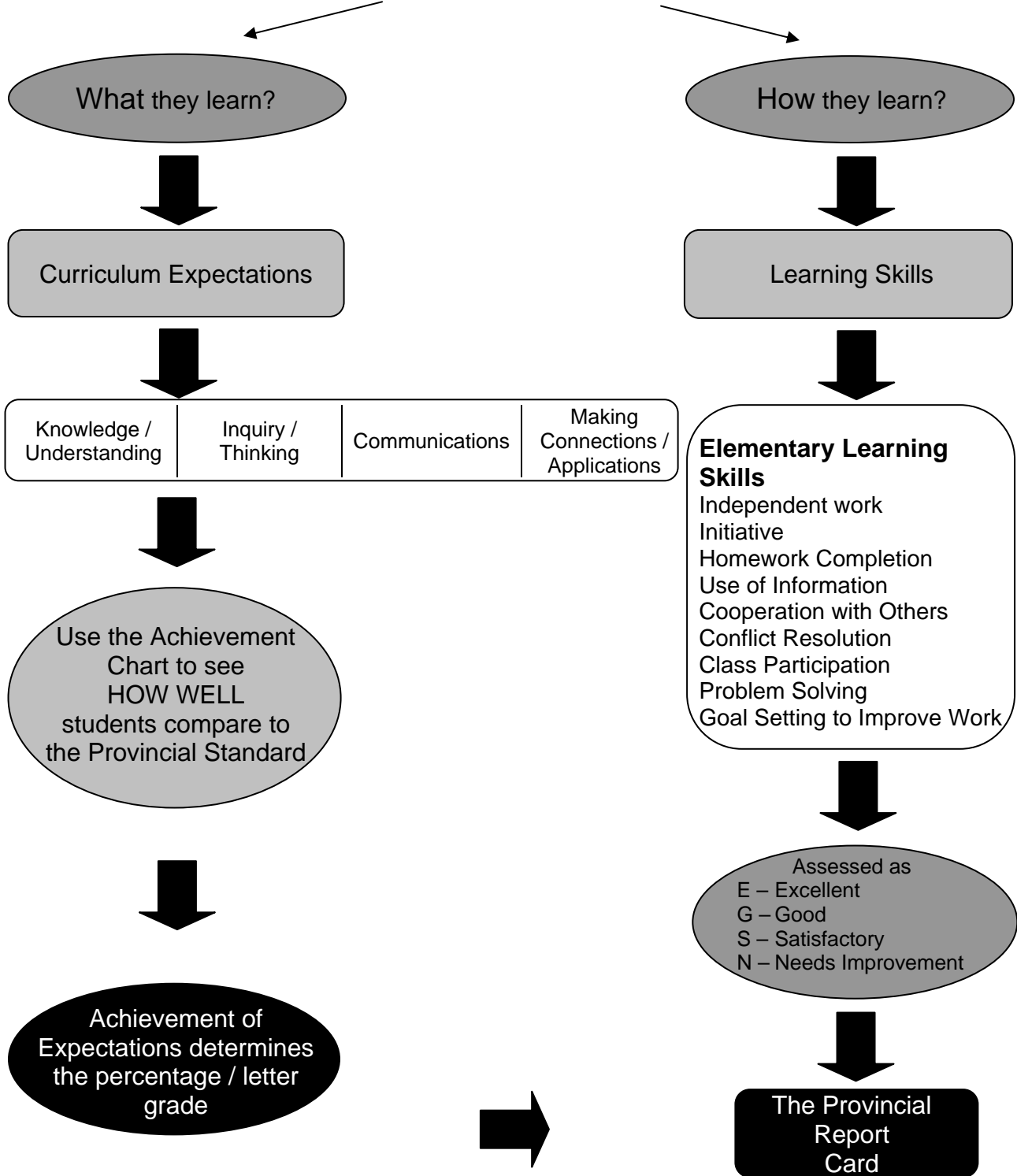




# Assessment, Evaluation, Grading and Reporting

## Achievement and Learning Skills for Grades 1 to 8

For each student





## **Sample Learning Skills Descriptions**

(Reference: Guide to the Provincial Report 1998)

The following nine learning skills appear on the Provincial Report Card for Grades 1 to 6 and Grades 7 and 8. Under each learning skill are listed some examples of behaviour that would constitute evidence of this skill. These lists are not exhaustive. **They are designed to assist teachers but certainly not to limit or confine their observations. Teachers need not use the lists if they have other relevant observations to report.**

### **Independent Work**

- attends regularly and is punctual
- works well without supervision
- completes tasks and assignments on time and with care
- accepts responsibility for own behaviour
- follows routines and instructions without supervision
- identifies and pursues learning goals and tasks independently
- responds and participates in a variety of learning activities
- selects learning materials, resources, and activities independently
- persists with tasks
- follows schedules and uses planners to organize time effectively
- adheres to established time lines
- explores, selects, and uses a variety of learning strategies

### **Initiative**

- welcomes new tasks and seeks new opportunities for learning
- responds to challenges
- seeks challenges and takes risks
- is interested in and curious about objects and events
- observes, questions, and explores
- seeks additional and new information from library books, CD-ROMs, and other resources
- identifies problems to solve and conducts experiments
- approaches new learning situations with confidence
- demonstrates a positive attitude towards learning
- generates questions for further inquiry
- investigates and obtains information independently
- develops original ideas and innovative procedures
- attempts a variety of learning activities
- seeks assistance when necessary
- participates in co-curricular activities



### **Homework Completion (work habits)**

- follows directions and completes homework on time and with care
- puts forth a consistent effort
- shows attention to detail
- demonstrates interest in and enthusiasm for homework assignments
- organizes materials and equipment for effective use
- begins work promptly
- follows directions and completes tasks
- chooses and uses materials and equipment correctly, safely, and creatively
- uses time efficiently
- perseveres with complex projects that require sustained effort
- attends to the task at hand
- demonstrates flexibility and adaptability

### **Use of Information**

- effectively interprets and synthesizes information
- integrates learning from various subjects/areas of learning
- gathers information effectively, using a variety of techniques and sources
- shows regard for accuracy in analyzing and evaluating information
- recognizes when assignments and projects would benefit from additional information and identifies the type of information needed
- identifies and uses a variety of facilities, equipment, supplies, evidence, research, expert opinions, and discussion to gather information and solve problems
- considers all information and alternatives before reaching a conclusion
- demonstrates creativity in assessing information and ideas and draws relevant conclusions
- organizes information logically and creatively and manages it effectively
- selects appropriate research procedures and uses them effectively
- asks questions to clarify meaning and ensure understanding
- uses information-retrieval technology effectively

### **Cooperation With Others**

- takes turns
- listens to, acknowledges, and considers differing opinions
- willingly works with others
- follows classroom and school procedures
- assumes responsibilities in groups, the classroom, and the school
- helps others
- volunteers
- considers both the immediate and long-term effects of his or her actions on others
- respects the rights, property, and opinions of others
- shares resources, materials, and equipment with others



- shares in cleaning duties after an activity
- works and plays cooperatively with others
- establishes positive relationships with peers and adults
- responds and is sensitive to the needs and welfare of others

### **Conflict Resolution**

- resolves conflicts when they occur
- resolves conflicts independently
- resolves conflicts in socially acceptable ways
- negotiates to solve problems and resolve conflicts
- mediates differences of opinion
- listens to understand conflicts before acting or offering a resolution
- assists others to resolve conflicts appropriately
- seeks positive solutions to conflicts
- uses a variety of strategies to resolve conflicts appropriately
- helps the group to identify and use strategies for conflict resolution

### **Class Participation**

- participates in class and group activities
- willingly works with new groups
- accepts various roles within the class and group, including leadership roles
- accepts a share of the work to be done
- contributes to cooperative problem solving
- helps to complete class and group activities or projects
- works towards the goals of the class and group
- helps to motivate others and encourages others to participate
- communicates well with class and group members
- helps the class and group to work together
- contributes information and ideas to the class and group
- questions the ideas of the group to seek clarification or agreement
- shows respect for the ideas of others in the class and group
- supports ideas and observations of the group with facts and details
- listens to others without interrupting
- paraphrases points of view to help understanding
- recognizes contributions of group members through encouragement, support, or praise
- seeks consensus before making decisions
- shares responsibility for carrying out decisions
- shares responsibility for difficulties encountered during an activity



## **Problem Solving**

- solves problems independently
- uses analysis to clarify problems
- devises a plan to solve the problem
- carries out the plan
- records the process and the results
- checks the solutions/results
- evaluates the plan, solution, or result
- devises alternative solutions or ways of solving a problem
- makes connections between different problems and solutions
- applies successful strategies to new problems
- chooses appropriate materials and equipment to solve problems
- develops original ideas and creative approaches to solve problems
- applies logic in solving problems

## **Goal Setting to Improve Work (with assistance, with peers, independently)**

- identifies appropriate criteria for assessing work
- uses identified criteria to assess work
- assesses own work
- identifies goals
- identifies specific steps or actions needed to reach goals or to improve
- evaluates own success in reaching goals
- identifies strengths and areas for improvement in own work
- perseveres to achieve goals
- revises goals or steps and strategies when necessary
- identifies and pursues goals independently
- accepts comments on performance from others
- uses others' comments to improve work and monitor learning







## The Ontario Curriculum, Grades 1-8 Categories of Knowledge & Skills

Religion & Family Life	Knowledge & Understanding	Thinking & Inquiry	Communication	Application of Gospel Values
Language	Reasoning	Communication	Organization of Ideas	Application of Language Conventions
French as a Second Language	Communication	Comprehension	Organization of Ideas	Application of Language Conventions
Mathematics	Problem Solving	Understanding of Concepts	Application of Mathematical Procedures	Communication of required Knowledge related to Concepts, Procedures & Problem Solving
Science & Technology	Understanding of Basic Concepts	Inquiry & Design Skills	Communication of Required Knowledge	Relating of S&T to each other & the World Outside of School
Social Studies, History & Geography	Understanding of Concepts	Inquiry & Research Skills & Map & Globe Skills	Communication of Required Knowledge	Application of Concepts & Skills
Health & Physical Education	Understanding of Concepts	Movement Skills	Active Participation	Communication of Required Knowledge
The Arts	Understanding of Concepts	Critical Analysis & Application	Performance & Creative Work	Communication

**Ontario Catholic School Graduate Expectations**

Each Ontario Curriculum subject discipline has expectations related to 4 categories of Knowledge and Skills. Although named differently in the policy documents, each subject has expectations related to Knowledge & Understanding, Thinking & Inquiry, Communication and Application & Making Connections.



## Religion & Family Life

Grade: \_\_\_\_\_

Term: \_\_\_\_\_

	Knowledge				Thinking				Communication				Application				MRCL
<b>Student's Name</b>																	

	Knowledge				Thinking				Communication				Application				MRCL
<b>Student's Name</b>																	

\*MRCL – Most Recent Consistent Level





## Language

**Grade:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Strand:** \_\_\_\_\_

	Reasoning				Communication				Organization				Application				MRCL
<b>Student's Name</b>																	

	Reasoning				Communication				Organization				Application				MRCL
<b>Student's Name</b>																	

\*MRCL – Most Recent Consistent Level





## French as a Second Language

Grade: \_\_\_\_\_ Term: \_\_\_\_\_ Strand: \_\_\_\_\_

	Communication				Comprehension				Organization				Application				MRCL
<b>Student's Name</b>																	

	Communication				Comprehension				Organization				Application				MRCL
<b>Student's Name</b>																	

\*MRCL – Most Recent Consistent Level













## Social Studies, History & Geography

**Grade:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Strand:** \_\_\_\_\_

	Understanding				Inquiry				Communication				Application				MRCL
<b>Student's Name</b>																	

	Understanding				Inquiry				Communication				Application				MRCL
<b>Student's Name</b>																	

\*MRCL – Most Recent Consistent Level













Religion & Family Life:

Grade: \_\_\_\_\_

Term: \_\_\_\_\_

**Student Achievement Tracking**

<b>Categories:</b>	<b>K – Knowledge &amp; Understanding</b>	<b>T – Thinking &amp; Inquiry</b>	<b>C – Communication</b>	<b>A – Application</b>
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Student's Name	Category											Most Recent Consistent Level	Mark
	K												
	T												
	C												
	A												
	K												
	T												
	C												
	A												
	K												
	T												
	C												
	A												
	K												
	T												
	C												
	A												
	K												
	T												
	C												
	A												
	K												
	T												
	C												
	A												



Language:

Grade: \_\_\_\_\_ Term: \_\_\_\_\_ Strand: \_\_\_\_\_

**Student Achievement Tracking**

Categories:	R – Reasoning	C – Communication	O – Organization	A – Application
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Student's Name	Category											Most Recent Consistent Level	Mark
	R												
	C												
	O												
	A												
	R												
	C												
	O												
	A												
	R												
	C												
	O												
	A												
	R												
	C												
	O												
	A												
	R												
	C												
	O												
	A												
	R												
	C												
	O												
	A												



**French as a Second Language:**

**Grade:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Strand:** \_\_\_\_\_

**Student Achievement Tracking**

<b>Categories:</b>		<b>C – Communication</b>			<b>C – Comprehension</b>			<b>O – Organization</b>			<b>A – Application</b>		
<b>Student's Name</b>	<b>Category</b>												
	<b>C</b>												
	<b>C</b>												
	<b>O</b>												
	<b>A</b>												
	<b>C</b>												
	<b>C</b>												
	<b>O</b>												
	<b>A</b>												
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	<b>A</b>												
	<b>C</b>												
	<b>C</b>												
	<b>O</b>												
	<b>A</b>												



**Mathematics:**

**Grade:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Strand:** \_\_\_\_\_

**Student Achievement Tracking**

<b>Categories:</b>		<b>P – Problem Solving</b>			<b>U – Understanding</b>			<b>A – Application</b>			<b>C – Communication</b>		
<b>Student's Name</b>	<b>Category</b>											<b>Most Recent Consistent Level</b>	<b>Mark</b>
	<b>P</b>												
	<b>U</b>												
	<b>A</b>												
	<b>C</b>												
	<b>P</b>												
	<b>U</b>												
	<b>A</b>												
	<b>C</b>												
	<b>P</b>												
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	<b>U</b>												
	<b>A</b>												
	<b>C</b>												
	<b>P</b>												
	<b>U</b>												
	<b>A</b>												
	<b>C</b>												



**Science & Technology:**

**Grade:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Strand:** \_\_\_\_\_

**Student Achievement Tracking**

Categories:	U – Understanding	I – Inquiry	C – Communication	R – Relating
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Student's Name	Category											Most Recent Consistent Level	Mark
	U												
	I												
	C												
	R												
	U												
	I												
	C												
	R												
	U												
	I												
	C												
	R												
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	I												
	C												
	R												
	U												
	I												
	C												
	R												
	U												
	I												
	C												
	R												



**Social Studies, History & Geography:**

**Grade:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Strand:** \_\_\_\_\_

**Student Achievement Tracking**

<b>Categories:</b>		<b>U – Understanding</b>			<b>I – Inquiry</b>			<b>C – Communication</b>			<b>A – Application</b>		
<b>Student's Name</b>	<b>Category</b>												
	<b>U</b>												
	<b>I</b>												
	<b>C</b>												
	<b>A</b>												
	<b>U</b>												
	<b>I</b>												
	<b>C</b>												
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	<b>I</b>												
	<b>C</b>												
	<b>A</b>												
	<b>U</b>												
	<b>I</b>												
	<b>C</b>												
	<b>A</b>												



**Health & Physical Education:**

**Grade:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Strand:** \_\_\_\_\_

**Student Achievement Tracking**

<b>Categories:</b>		<b>U – Understanding</b>			<b>M – Movement</b>			<b>A – Active</b>			<b>C – Communication</b>		
<b>Student's Name</b>	<b>Category</b>												
	<b>U</b>												
	<b>M</b>												
	<b>A</b>												
	<b>C</b>												
	<b>U</b>												
	<b>M</b>												
	<b>A</b>												
	<b>C</b>												
		<b>U</b>											
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<b>C</b>													
		<b>U</b>											
	<b>M</b>												
	<b>A</b>												
	<b>C</b>												
		<b>U</b>											
<b>M</b>													
<b>A</b>													
<b>C</b>													



**The Arts:**

**Grade:** \_\_\_\_\_ **Term:** \_\_\_\_\_ **Strand:** \_\_\_\_\_

**Student Achievement Tracking**

<b>Categories:</b>		<b>U – Understanding</b>				<b>C – Critical</b>				<b>P – Performance</b>				<b>C – Communication</b>					
<b>Student's Name</b>	<b>Category</b>																	<b>Most Recent Consistent Level</b>	<b>Mark</b>
		<b>U</b>																	
	<b>C</b>																		
	<b>P</b>																		
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	<b>P</b>																		
	<b>C</b>																		





## SUMMARY OF EVIDENCE

Subject: \_\_\_\_\_

Student: \_\_\_\_\_

_____ <b>Date</b>	<b>EVIDENCE OF ACHIEVEMENT</b>					
<b>KNOWLEDGE / SKILLS CATEGORY</b>	Level	Level	Level	Level	Culminating Activity	Most Recent Consistent Level
Knowledge & Understanding						
Thinking & Inquiry						
Communication						
Application & Making Connections						

**COMMENTS**

LEARNING SKILLS      E –                      G –                      S –                      NI –  
 Excellent                      Good                      Satisfactory                      Needs Improvement

Independent Work	Use of Information	Class Participation	
Initiative	Co-operation with Others	Problem Solving	
Homework Completion	Conflict Resolution	Goal Setting to Improve Work	