



**Catholic
Curriculum
Cooperative**

ASSESSMENT AND EVALUATION

Considerations
Create an Assessment Plan
Student Involvement in Assessment Practices
Linking Assessment with the
Curriculum Planning Options



For detailed information on assessment and evaluation, refer to ***Learning from Assessment***, Catholic Curriculum Cooperative, 2002

“Teachers will use a variety of methods to assess what students know and are able to do during each reporting period, and identify the most consistent level of achievement for reporting purposes. These judgements will be based on student achievement of the curriculum expectations that are introduced or further developed during each reporting period.”

Guide to the Provincial Report Card, Grades 1-8
Ontario Ministry of Education, 1998

All educators, including teachers of combined grade classes, are responsible for determining, affirming and developing the abilities of all students by building upon their prior learning and ensuring their growth of knowledge, skills and attitudes in a range of curriculum areas. Educators can use a variety of assessment strategies to allow students of each grade to demonstrate their learning and level of achievement throughout the school year.

Assessment is the process of gathering information and providing feedback to improve learning.

Evaluation is the process of making judgements, based on assessment data, to provide information about student achievement.

The **goal of assessment** is to improve student learning. Assessment occurs throughout a unit of study or term to provide information that the teacher uses to help students better understand their achievement and how to improve. Multiple opportunities should be provided for students to practice and demonstrate learning. If students are not assisted to improve their work, teachers have evaluated -- they did not assess. Assessment supplies information about how a teacher can adjust the program and instructional strategies to meet the needs of the students.

The **goal of evaluation** is to provide information about student achievement. At the end of a unit of study or term, teachers evaluate the data they have collected throughout the unit or term and make judgements about each student's most consistent level of achievement. This judgement is reported to the student and her parents to provide information about what the student has achieved.

Considerations

Assessment and evaluation in the combined grade class must address a range of abilities across two grades. The combined grade teacher and the single grade teacher both need to take into consideration the following:

- learning styles and needs of students;
- varying rates of development;
- Ontario Catholic School Graduate Expectations (OCSGE);
- Ontario Curriculum Expectations;
- Ontario Curriculum Achievement Charts;
- exemplars and samples of student work.

Learning Styles and Needs of Students

Generally students have preferences regarding the environment and modality they use for learning. Some students are visual learners and others learn better through tactile or auditory experiences. Some students learn best by working in groups and others prefer to work independently. It is important to assess the learning styles and needs of students and to allow them to demonstrate their learning in a variety of ways and settings. In the combined grade class, some students perform well on verbal tasks while other students prefer written assignments and therefore can be assessed more readily on independent work. Also, in a combined grade class, the learning style of the student needs to be considered when cross-grade group work is assigned and assessed.

Rates of Development

Students of a combined grade class, regardless of the grade, will vary in their stages of maturity and in their development in all areas (i.e., physical, intellectual, spiritual, social and emotional). Some students in an upper grade, born just before the cut-off for school entry, may actually be only a few days older than some of the students in the lower grade who are born just after the cut-off date. Teachers who acknowledge the rate of development of students will focus on the learning progress made by students. Diagnostic assessments are beneficial to determining the starting points for teaching and learning in order to measure learning progress throughout the year. Based on the diagnostic findings, teachers can provide reinforcement of student strengths and new learning experiences in order to support each child's development. Teachers of combined grades need to be aware of age and developmental factors affecting achievement but grade-related expectations are used for reporting purposes.

Ontario Catholic School Graduate Expectations (OCSGE)

The Ontario Catholic School Graduate Expectations are the foundation from which decisions can be made concerning planning, instruction and assessment. Even though these expectations are not specifically assessed and reported on the Ministry of Education Report Card, they are used for planning programs and developing student learning skills. The OCSGE are useful for teachers of combined grades because they are a common set of cross-curricular expectations for students of both grades to work towards.

Ontario Curriculum Expectations

The Ontario Curriculum documents outline the overall and specific expectations for each curriculum/subject and each grade. These expectations are the basis for assessment, evaluation, grading and reporting of student achievement. The teacher of a combined grade class will need to report on each student's achievement of the expectations for each grade level and each subject. The Achievement Charts in the Ontario Curriculum documents are to be used as a guide for determining achievement levels.

Ministry Achievement Charts

The achievement charts provide a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills. The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgements about the quality of student work and to provide clear and specific feedback to students and parents. The achievement chart describes a range of achievement levels for each of the criteria categories to determine 'how well' the students have met the curriculum expectations.

Exemplars and Samples of Student Work

Students of a combined grade class should be provided with exemplars of what the responses to the tasks should look like according to the achievement levels for each of the two grades. Exemplars help students understand what is expected of them and provide them with information on how to improve their levels of achievement.

Teachers of combined grade classes can use the Ministry Exemplars for various subjects as a reference when assessing achievement. At the beginning of the year, teachers can use the previous year's exemplars for initial assessment purposes. The Exemplars also provide examples of a variety of authentic assessment tasks that can be adapted for classroom use for each grade.

The Ontario Curriculum Unit Planner contains, in addition to units of study for single and combined-grades, exemplars, rubrics and a Teacher's Companion with resources for planning, assessment and evaluation.

Create an Assessment Plan

Teachers of combined grade classes will have more expectations to teach, assess and report upon than teachers of single grade classes. To meet this challenge, they need to find efficient and effective ways to assess student learning. They need to establish an Assessment Plan that addresses achievement of expectations for both grades

When creating long range plans to implement subjects, develop a plan to assess the learning that is taking place during the term/unit.

An assessment plan will include:

Types of Assessment: When and how will you use initial/diagnostic, formative and summative assessment?

Assessment Strategies: Depending on what and why you are assessing, you will need to choose a particular strategy that best matches your purpose.

How will your assessment vary for the two grades, (e.g., alter criteria for each grade for similar expectations)?

Appropriate Recording Devices: How you record the assessment data you collect will depend on what data you are collecting and often on your personal learning style, e.g. whether you use a checklist or anecdotal comments to record information about how well a student maintained a learning log.

Achievement Charts: You will need to choose criteria for each of the four categories that relate to the topics that you plan to cover, e.g.: what you plan to teach in language for this unit/term.

While the criteria may be similar for each grade, they will vary appropriately for specific expectations.

Using Exemplars: Exemplars help you know what demonstration of learning looks like at four levels of achievement. You may use the Ministry exemplars, your own collection, those in teacher's manuals of commercial programs or perhaps a divisional collection.

During any one assessment period (unit/term), all of the above elements will be used, some more than once.

Vary the Assessment Strategies

Assessment strategies are the methods used to determine how successfully students have achieved learning. As teachers observe students at work, assess portfolios, or conference with students about pieces of writing, they collect information which will later be evaluated to determine the highest consistent level of achievement.

It is important to use a variety of strategies to collect assessment information because this will allow the students to demonstrate what they have learned in the style and form in which they can be most successful.

Achievement of learning can be assessed in many ways.

Depending on **why** you are assessing, here are some possible strategies:

Initial/Diagnostic Assessment	Formative Assessment	Summative Assessment
Interest Inventory	Learning Log	Learning Log
Prior-knowledge checklist	Performance Task	Test
Quiz/Game	Game	Quiz/Game (student created)
Portfolio Review	Portfolio Review	Portfolio Review
Observation (criteria-based)	Observation (criteria-based)	Observation (criteria-based)
Conference	Conference	Conference
Brainstorm	Brainstorm	Brainstorm
KWL	KWL	KWL
		Culminating Performance Task

Depending on **what** you are assessing, here are some possible strategies:

Concepts	Skills/Strategies	Communication	Application
Conference	Observation (criteria-based)	Response Journal	Exhibition
Test *	Demonstration	Essay	Conference
Essay	Graphic Organizer	Research Project	Select Response
Performance Task	Performance Task	Performance Task	Performance Task

The above charts contain only a few of many possible assessment strategies

* Tests are more commonly used to assess concepts but some questions can be developed that will allow students to demonstrate learning in the other three achievement chart categories: skills/strategies, communication, and application.

In a combined grade class, assessment and evaluation can become unmanageable if the teacher does not have an assessment plan which will focus the gathering of assessment data. The teacher may be using more than one strategy to assess achievement if both grades are completing the same task. For example, one grade could be creating a graphic organizer while the other grade must produce a demonstration. Knowing that both strategies can be used to assess similar skills will make the assessment easier even though both grades are completing different assignments.

Use the Categories to Plan and Assess

The expectations in the Ontario curriculum documents are organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. When planning assessment for a combined-grade class, the teacher should examine the similarities in the expectations within a category in order to combine assessment of achievement of expectations wherever possible.

Many of the Inquiry, Communication and Application expectations are repeated throughout the grade levels within a division. Similar expectations can be assessed within an assignment that is common to both grades by considering grade-appropriate achievement of the expectations.

For example, in the Science & Technology strand: Structures and Mechanisms unit, a grade 2/3 teacher could assign a single combined-grade task which would require students to design and build a structure. The purposes for creating the structure would vary by grade depending on grade-specific expectations. The inquiry and design component of the task could be assessed using expectations that are similar for both grades. However, while these expectations (to design and build a structure) are similar, the work that each grade produced would vary in quality and would be assessed using grade-appropriate criteria.

Allow for Open-Ended Responses

Students in combined grade classes, just as students in single grade classes, will also vary in the depth and breadth of their achievement. Therefore, it is important to provide varied assessment practices which include open-ended responses that can be used to assess achievement for both grades. Open-ended responses accommodate for a range of learning styles and needs and assist the combined grade teachers to efficiently measure a continuum of responses. Some examples of *strategies* that can be used are observations, projects, reflections, journal responses, portfolios, and learning logs. These types of strategies are intended to have students demonstrate a large range of skills and knowledge, that the teacher can assess across the grades (i.e., forming groups for feedback and/or evaluation purposes). This enables teachers to use the same assessment strategy for both grades with different expectations or criteria for each grade.

Cluster Common Learning Skills

The “clustering of common learning skills” can refer to the learning skills of the report card or the skills expectations included in each curriculum area. The continuum of skills in the categories of problem solving, inquiry, communication and application are similar across the grades and these skills can be assessed through similar activities and strategies. For example, in Science, in both grades 4 and 5 in the strand of Matter and Materials. When assessing in a combined grade class, the learning skills as outlined in the provincial report card (e.g., initiative, cooperation, problem solving) are the same for all grades 1—8. The learning skills for students of both grades can be assessed together in a certain task or activity but there should be slightly different levels of expectations between two grades. For example, a grade 3 student might be expected to demonstrate cooperative group skills while a grade 4 student is also expected to provide leadership in a group. See BLM #1.

Use Summative Evaluations for Grading Purposes

Summative assessment is a demonstration of the consolidation of specific skills and knowledge that students have recently learned and practiced. It is an opportunity for students to apply their learning in new situations. This comprehensive, final demonstration of student learning informs the teacher about what students have learned after all the teaching and practicing are done. Summative assessment data may be collected during the unit/term several times when students are completing major assignments.

During summative assessment, the teacher:

- gains a comprehensive, final description of student achievement; and
- helps students, parents, and the teacher plan further instruction and learning activities.

Many assessment strategies may be used for summative assessment as long as they address the four categories of the achievement chart for the specific subject.

Summative assessment information contributes to the student's evaluation that will be reported on the report card.

Assess until you know you have given students multiple opportunities to achieve to the best of their abilities, then evaluate to produce the documentation for their report cards.

Learning from Assessment, 2002

Schedule Time for Assessment

Teachers of a combined-grade class need to organize their schedules efficiently in order to guarantee time to observe and conference with students so that students can be helped to determine strengths, weaknesses and next steps for learning. Teachers of combined grade classes need to establish assessment plans that outline the major assessments for each unit/term and the time periods for daily observations. Assessment plans can be carried out through the use of parent volunteers, planning time, administrative allotted time, and independent student work periods.

Collaborate with Students and Other Teachers

Following the principle of building a community of learners in a combined grade class, teachers can also foster a team-approach when planning for assessment. Students can assist with developing rubrics, maintaining portfolios and conducting peer assessments.

Teachers can support each other by working in collaboration with teachers of the same combined grade classes or with teachers in similar grade levels. Planning time schedules could be aligned for teachers of the same grade. Teachers can learn from others within their own school as well as from visits with other teachers of combined grade classes within the school board. They can also learn from professional development opportunities such as conferences or workshops. Teachers/administrators may need to obtain additional coverage for combined grade teachers.

Student Involvement in Assessment Practices

Students in a combined grade class have the opportunity to view student learning as a continuum. Students in the lower grade can observe the next phase or stage of learning and development in a wide variety of areas. Students of the upper grade can observe the prior phase or stage of learning and be proud of newly acquired skills and understanding. Students can improve their achievement in a combined grade setting by:

- understanding clearly the criteria by which they will be assessed from the beginning of any assessment;
- being involved in assessment practices;
- developing the ability to assess themselves;
- developing the ability to assess their peers.

Understand Assessment Criteria

Students should clearly understand the expectations and achievement levels and how they are the same or different for each grade. They also need to be familiar with exemplars and see samples of student work at each level of achievement for each grade. Students need to know the purpose of every activity how they relate to the expectations.

Support Assessment Practices

Before beginning assignments and projects, students can be involved in developing task rubrics with the intended criteria and levels. Students of each grade can determine how expectations could differ for each grade. Combined grade students can also be involved in the design of classroom rules and behaviours that support assessment practices. For example, students need to be aware of the need to be more responsible for staying on-task and independent work during planned assessment periods such as student-teacher conferences or performance tasks presented by one group of students in a grade.

Use Self-Assessment

On an ongoing basis throughout the day and school year, students need to assess their own work and behaviours. They need to receive, as well as give feedback and to brainstorm next steps, and to set goals. Students in a combined grade can devise action plans for their improvement especially for independent projects. Reflection of learning can be accomplished using strategies such as portfolios, student-teacher and/or student-led conferencing and contracts.

Use Peer Assessment

Being a student in the lower grade of a combined grade classroom has advantages in terms of assessment. These students have better insight into the curriculum, based on a continuum of learning. They can determine what they need to achieve over the two year span. With this knowledge, students can progress at their own rate towards the achievement of the grade expectations.

Being a student of the upper grade in a combined grade setting also has benefits in terms of assessment. They have more opportunities to be “experts” and share experiences and feedback with younger students. This in turn helps them internalize previous learning and improve achievement. Peer assessment needs to be carefully modeled for students and principles or parameters need to be established to guide student responses to peer performances.

Linking Assessment with the Curriculum Planning Options

Assessment methods and strategies in a combined grade can vary according to the Curriculum Planning Options used by the teacher for a particular subject area. In the cases of Options A, B and C, which refer to the teacher planning and teaching grade-specific curriculum to each grade, the classroom assessment practices would resemble those of a single grade class where the teacher may plan *two* separate assessment tasks or strategies for the *two* different grades. In the case of Options D and E, which refer to determining commonalities across grades, the common curriculum expectations could be assessed through the use of an assessment task that would be the *same* for both grades with only differing expectations for each grade. The following series of sample charts demonstrate how the Curriculum Planning Options link to assessment strategies.

OPTION A: Teach the Grade Specific Curriculum to Each Grade

The assessment strategies used for this option will focus on *grade-specific expectations* for *grade-specific topics* for each grade level. The chart below illustrates how the teacher planned to teach the same strand of Science to both grades but addressed different topics with differing sample expectations and used two different culminating tasks. The checklist (BLMs 2a and 2b) outlines how the teacher tracked the sample expectations being assessed for each grade.

Grade 5/6 Class

	Grade 5	Grade 6
Subject	Science	
Strand	Life Systems	
Topic	Human Organ System	Diversity of Living Things
Sample Expectations	- demonstrate understanding of factors that contribute to good health	- describe ways in which classification system can be used in everyday life
Sample Assessment Strategy	Conference	Response Journal
Sample Assessment Instrument (BLM)	Checklist (see BLM #2a and 2b)	

OPTION B: Regroup Students Temporarily to Create Single Grade Classes

The assessment strategies used for this option will focus on the *same grade expectations* for the *same topic* for the one grade level since the students have been regrouped into a single grade. The chart below illustrates how the Grade 3/4 teacher would teach Science to the Grade 3 students and the Grade 4 students from this combined grade would be included in the other Grade 4 teacher’s Science class during this period of time. Therefore, both teachers could focus on one set of expectations and one or “separate” assessment strategy and instrument for each set of students (see BLMs 3a and 3b).

Grade 3/4 class

	Grade 3	Grade 4
Subject	Science	
Strand	Energy and Control	
Topic	Forces and Movement	
Sample Expectation	- demonstrate understanding of how movement is caused by forces and by energy that is stored and then released	
Sample Assessment Strategy	Exhibition/ Demonstration	
Sample Assessment Instrument	Rubric (see BLM # 3a and 3b)	

OPTION C: Loop Curriculum in a Two-Year Cycle

The assessment strategies for this option will focus on the *same expectations* for the *same topics* for the both grades. *Topics, units* or *themes* would be rotated on a Year-A and Year-B basis. These charts illustrate how the same teacher or teachers across two grades could cover different topics and strands in Science over a span of two years. Both grades, JK and SK, would study the same topic (i.e., Toy Energy) related to one grade (JK) the first year and a different topic (i.e., Simple Machines) related to the other grade (SK) the next year. In this way, the teacher (s) can focus on assessing one set of expectations through one culminating task for both grades (BLMs 4a and 4b). It should be noted that teachers of JK and SK, using the same unit and same assessment strategies for both grades, would still have differing levels of expectations for each grade.

Grade JK/SK Class on Year-A Cycle

	Grade JK	Grade SK
Subject	Science	
Strand	Energy and Control	
Topic	Using Toys to explore forms of Energy	
Sample Expectations	- understanding energy sources and forms	
Sample Assessment Strategies	Project: Planning and Constructing Toys	
Sample Assessment Instrument	Rubric (see BLM #4a and 4b)	

Grade JK/SK Class on Year-B Cycle

	Grade JK	Grade SK
Subject	Science	
Strand	Structures and Mechanisms	
Topic	Simple Machines	
Sample Expectations	- understanding simple machines and how they make work easier	
Sample Culminating Tasks	Planning and Constructing Simple Machines	
Sample Assessment Strategy	Simple Machines Unit for Rubric	

OPTION D: Identify Common Curriculum Elements

The assessment strategies used for this option will focus on *similar or common expectations, based on the continuum of learning*, for the *same topic* for each grade level. This chart illustrates how the Grade 4/5 teacher can identify common elements among the specific expectations in whole numbers and decimal topic (see sample expectations) and determine how these elements will differ in difficulty for each grade level for the purpose of teaching and assessing. The teacher can, as a result, use a differentiated assessment task such as tiered testing to assess each grade.

Grade 3/4 class

	Grade 4	Grade 5
Subject	Mathematics	
Strand	Number Sense and Numeration	
Topic	Whole Numbers and Decimals	
Sample Expectations	- recognize and read numbers from 0.01 to 10,000	- recognize and read numbers from 0.01 to 100,000
Sample Assessment Strategies	Unit Test: 2-part test tailored for each grade	
Sample Assessment Instrument	See Unit Tests in Publishers' Programs as guide for creating a tiered test	

OPTION E: Use Key Concepts and Integration

The assessment strategies used for this option will focus on *key concepts or enduring understandings* based on *common or important expectations* in the curriculum continuum of categories of knowledge and skills for each grade. In the chart below, the Grade 6/7 integrated unit contains similar/common expectations in the areas of inquiry/research and communication but grade-specific content expectations that can be assessed and evaluated by means of a single assessment strategy and instrument. (BLM # 5a and 5b)

Grade 6/7 class

	Grade 6	Grade 7
Subject	Social Studies	History
Strand	Heritage and Citizenship	N.A.
Topic	Aboriginal Peoples and European Explorers	British North America
Integrated Unit	Aboriginal Peoples and Explorers/British North America	
Sample of Common Expectations	<ul style="list-style-type: none"> - uses a variety of sources to locate information - able to use library tools effectively to locate appropriate sources - use appropriate vocabulary to describe their inquiries and observations 	
Sample of Content Specific Expectations	- identify ways in which the environment molded Canadian Aboriginal cultures	- describes the origin and development of English settlement in Canada in the late 18th century
Sample Assessment Strategy	Docudrama	
Sample Assessment Instrument	Achievement Chart Rubric (see BLM # 5a and 5b)	

Anecdotal Record for Learning Skills

Specific Criteria to be Observed : (e.g., Cooperation with others)

Grade ____ - _____ Grade ____ - _____

Grade ____		Grade ____	
Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____
Name: _____	Name: _____	Name: _____	Name: _____

Sample Combined Grades Content Specific Checklist

Subject: Science

Topic for Gr. 5: Human Organ System

Sample Expectation for Gr. 5: (e.g., Demonstrate understanding of factors that contribute to good health)

Assessment Strategy: Conference

Topic for Gr. 6: Diversity of Living Things

Sample Expectation for Gr. 6: (e.g., Describe ways in which classification of systems can be used in everyday life)

Assessment Strategy: Response Journal

Knowledge/Skills/Category: Understanding of concepts

Student	Date	1	2	3	4	Comments
Grade 5						
Tony	April 12, 2002		2			
Grade 6						
Teresa	April 13, 2002			3		

Rubric Format

Rubric For: _____

Student: _____ Date: _____ Grade: _____

Criteria	Level 1	Level 2	Level 3	Level 4

Comments and Suggestions for Improvement:

Overall Level:

Sample Rubric Format

Rubric For: Forces and Movement — Energy and Control — Science

Student: Jen Date: January Grade: 3

Criteria	Level 1	Level 2	Level 3	Level 4
- demonstrate an understanding of how movement is caused by forces that are stored and then released		✓ Some understanding		
- investigate how different forces affect the operation of everyday devices, and design and construct devices that use a form of energy to create controlled movement		✓ Applied some strategies and skills		
- identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us			✓ Good application and understanding of connections	
Comments and Suggestions for Improvement:				

Overall Level: 2

Rubric Format—Self-Assessment

R u b r i c

Focus: _____

Student: _____ **Date:** _____ **Grade:** _____

Criteria	Grade ____ Expectation	Grade ____ Expectation
1.		
2.		
3.		
4.		
5.		
6.		

What I liked best about _____ **:**

*** The expectations can be achieved by students of either grade.**

Sample Rubric Format—Self-Assessment

Rubric Focus: Using Toys to Explore Forms of Energy

Student: Tina Date: January Grade: JK

Criteria	JK	SK
1. I can name (how many forms) of toy energy.	3 kinds	4 forms
2. I can sort toys in many ways.	1 way	2 ways
3. I made a toy catalogue page.	without writing	with writing
4. I made a toy design.	with template	Without template
5. I constructed a toy.	with assistance	without assistance
6. I can explain how my toy moves.	1 reason	2 reasons

What I liked best about Toy Energy:
I liked making a car.

Combined Grade Rubric: Achievement Chart

Unit: _____ Date: _____ Student: _____ Grade ____	Assessment Strategy: _____ Grade: _____ Student: _____ Grade ____
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Category And Criteria	Level 1	Level 2	Level 3	Level 4	Category And Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts/ Reasoning					Understanding of Concepts/ Reasoning				
Inquiry/ Design/ Research/ Skills/ Problem Solving/ Organization of Ideas					Inquiry/ Design/ Research Skills/ Problem Solving/ Organization of Ideas				
Communication					Communication				
Application/ Making Connections					Application/ Making Connections				

Overall Level ____

Overall Level ____

**Sample
Combined Grade Rubric: Achievement Chart**

Unit:	Aboriginals & Explorers/ British North America	Assessment Strategy:	Docudrama
Date:	March	Grade:	6/7
Student:	Ed	Student:	Lena

Grade 6

Grade 7

Category and Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts/ Reasoning • Identify ways in which the environment molded Canadian Aboriginal cultures			✓ Under- standing of most concepts	
Inquiry/Design/ Research Skills/ Problem Solving / Organization of Ideas • Uses a variety of sources to locate information			✓ Good use of most skills and strategies	
Communication • Uses appropriate vocabulary to describe their inquiries and observations		✓ Some use of appropriate vocabulary		
Application/ Making Connections				

Category and Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of Concepts/ Reasoning • Describes the origin and development of English settlement in Canada in the late 18th century		✓ Under- standing of few concepts		
Inquiry/Design/ Research Skills/ Problem Solving / Organization of Ideas • Uses a variety of sources to locate information			✓ Good use of most skills and strategies	
Communication • Uses appropriate vocabulary to describe their inquiries and observations		✓ Some use of appropriate vocabulary		
Application/ Making Connections				

Overall Level 3

Overall Level 2

