

The assessment, evaluation, and reporting practices at Glenwood Elementary are developed and guided through the Ontario government's Ministry of Education's " " document (2010). The " " document states ..





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Portfolio assessment: Authentic samples of student work that the student, with teacher support, carefully selects and adds to throughout the year to track what the student has learned over time. Students are asked to actively reflect on their learning in order to choose the samples that will go into the portfolio. Students at Glenwood will be using the online platform “Edby”. Students, teachers and parents have access to the Edby portfolio.

3 Feedback in Relation to Goals Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student’s current level of knowledge and skills and the learning goals. Descriptive feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. Ongoing descriptive feedback linked specifically to the learning goals and success criteria is fundamental to building a culture of learning within the classroom. Teachers use feedback to communicate how students are currently progressing toward expectations (e.g., “your ideas regarding topic X are well formed”), and feed forward on what the students are moving towards (e.g., “more information on topic Y is required”), and what their next steps are in the learning process. As students respond to feedback/feedforward, the information gathered is used to improve learning as well as instruction. Feedback can be conveyed orally, in writing or posed as a question causing students to reflect.

4 Recording, Evaluation and Reporting Communication of learning takes place three times throughout the school year:

-**Provincial Progress Report:** November of each year: The Progress Reports are designed to show a student’s development of the learning skills and work habits during the fall of the school year; as well as a student’s general progress



GRADES 1 TO 6

Achievement Level	Letter Grade	Achievement Level	Letter Grade
4+	A+	2+	C+
4	A	2	C
4-	A-	2-	C-

Kindergarten Communication of Learning

In the Kindergarten program, four “frames”, or broad areas of learning are used to structure thinking about learning and assessment. The frames – “Belonging and Contributing”, “Self Regulation and Well Being”, “Demonstrating Literacy and Mathematics Behaviors”, and “Problem Solving and Innovating” – are designed to support an approach that aligns with the way children’s learning naturally occurs and focuses on aspects of learning that are critical to young children’s development. The frames reflect the integrated way in which learning occurs during children’s play and inquiry in Kindergarten. The overall expectations of the Kindergarten program are connected with these four frames.

- Initial Observations Report (November), educators will provide an overview of the child’s key learning and growth in learning during the fall of the school year; along with information about next steps in learning. This overview will serve as the basis for discussion with parents and as a support for parents’ ongoing participation in their child’s learning.

Within the Kindergarten Communication of Learning reports issued at the end of the second and third reporting periods, educators will provide clear descriptions, including anecdotal comments, about the child’s learning and



growth

B



Diagnostic assessment: Diagnostic assessment provides reliable and valid information to teachers about student learning and progress, and direction for improvement and/or adjustment to a program



