Assessment for Learning
Assessment for learning is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to adjust instruction and provide feedback and by students to focus their learning and next steps. Assessment for learning takes place while the student is still learning and serves to promote learning.

Assessment as Learning
Assessment as learning is the process of developing and supporting students’ awareness of their own thinking while learning and conditions that lead to success during their learning. The practice of using this information makes the student a part of the assessment process. Students monitor their own learning, use feedback from teachers and peers to determine their next steps, and set their own learning goals. Students are required to have a clear understanding of the learning goals and what it means to be successful, as they are the critical connector between assessment and learning.

Provincial Curriculum Expectations / Report Card Comments
The overall and specific expectations students will be learning.

Language:
OE 1 Generate, gather, and organize ideas and information to write for an intended purpose and audience
OE Reflect on and identify their strengths as writers, areas for improvement and the strategies they found most helpful at different states in the writing process.

Social Studies:
OE B describe the communities of early settlers and First Nation peoples of Upper Canada around 1800
OE B use a variety of resources and tools to gather, process, and communicate information about interactions between new settlers and existing communities, including first Nations peoples, and the impact of factors such as heritage, natural resources, and climate on the development of early settler communities
OE B compare aspects of life in early settler communities and present-day communities

Big Ideas: Knowledge & Skills
What do you want your students to understand and be able to do at the end of the unit?
What will students know and be able to do by the end of the unit? List the few most important discrete knowledge and skill goals that are separate from the transfer goals:

Language:
- generate ideas for their writing
- organize their ideas for writing using different formats (letter, journal/diary, interview)
- write in role using an appropriate voice for the format
- reflect on their writing using their knowledge of skills & strategies (identify strengths/areas for improvement)

Social Studies
- identify the roles in early settler families and communities
- describe aspects of daily life in this time period

Curriculum Synthesis
Integrate two or more subjects with a foundation in literacy. (e.g., Social Studies, Writing).

Knowledge – students will understand
1.) interdependence, equity, and social organisation (social roles) in human societies
2.) gender, division of labour, hierarchical organisation, and efficiency in human societies

Therefore students will understand how...
1. the members of early settler families in Upper Canada depended on each other and upon other neighbouring families for survival (interdependence)
2. early settler families in Upper Canada depended on First Nations people for survival in Upper Canada
3. social stratification in settler society resulted in an efficient division of labour that provided benefits to the society, but it also created inequity and detrimental social problems for some of its members

Hands on – students will be able to:
1. write in a variety of forms (e.g., letters, diary/journal entries, and interviews) in role as a First Nations or early settler community member to explain the importance of his/her role in the community
2. write a factual research report for classroom presentation on roles in the early settler community
3. turn a written piece into a narrated audio-visual/media presentation with Internet photos using PhotoStory3 presentation software.
### Learning Goals
Learning Goals are brief statements that describe, in student friendly language, what a student should know or be able to do by the end of a period of instruction. The goals represent clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum.

### Success Criteria
Success Criteria describes what it “looks like” when a student successfully meets the learning goals. Success criteria are used to determine to what degree a learning goal has been achieved. Success is defined by criteria in the achievement chart, and discussed and agreed upon in collaboration with students. Using success criteria, students and teachers are able to evaluate the progress being made in the process of completing a task and then evaluate their achievement on completion.

### Descriptive Feedback
Feedback provides students with a description of their learning. It is timely and specific and focuses on what was agreed would be assessed and related to the success criteria. “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” (Growing Success p 34). It “enables the learner to adjust what he or she is doing in order to improve”. (Davies, 2007)

### Engaging, Culminating, Real World, Performance Assessment Task(s)
Integrate two or more subjects with a foundation in literacy. (e.g., Social Studies, Writing):
1. write in a variety of forms (e.g., letters, diary/journal entries, and interviews) in role as a First Nations or early settler community member to explain the importance of his/her role in the community
2. write a factual research report for classroom presentation on roles in the early settler community
3. illustrate a written piece with photos and turn it into an audio-visual/media presentation using PhotoStory3 presentation software

### Writing the Learning Goals “We are learning to...”
(scaffolding for success)
Identify knowledge and skill from curriculum expectations, verb is specific and observable, subject specific vocabulary is retained, brief and concise, which expressed from the student’s perspective reflects incremental development of learning.

**Writing**
*We are learning to:*
- write a main idea that is very clear and makes sense
- stick to one topic in our writing
- put lots of details into our writing
- write leads that grab the reader’s attention and hints at what is coming
- use effective organisational patterns in our writing
- write interesting conclusions that complete my thoughts and effectively wraps up my piece

**Self-Reflection**
*We are learning to:*
- make self-reflections on our writing that are clear, connected, and correct-
- set one goal for improving our next piece of writing

### Develop Success Criteria “I can...”
What it "looks like” to meet the learning goals, clearly identifies the criteria teacher will use to assess students’ learning as well as what evidence of learning students will provide to demonstrate their knowledge and skills, related to the categories of the achievement chart.

**Student Success Criteria For Writing:**
In my writing, I am looking for ...
- a main idea that is very clear and makes sense
- writing that sticks to one topic
- lots of details in my writing
- a lead that grabs the reader’s attention and hints at what is coming
- clear writing that has an effective organisational pattern
- a conclusion that is interesting – that completes my thoughts and effectively wraps up my piece (predicts the future, sums up a strong feeling, asks a thoughtful question).

**Student Success Criteria For Self-Reflection**
In my self-reflections, I am looking for ...
- self-reflections that are clear, connected, and correct (the 3 C’s).
### Assessment Activities

#### Pre-Assessment
1. variation on Tony Stead's RAN Chart (whole class) on chart paper: What we Think We Know: Misconceptions / Confirmed, New Learning, Questions We Have
   - students write what they think they know and their questions on Post It Notes
   - during course of unit, students
2. this is a place where teacher’s can tie in their essential questions throughout the unit
   Writing sample as baseline – diary entry reflection about their first day of school – self-reflection on own work
   (teacher collaboration of assessment / moderated marking)
3. interest Inventory (formal or informal)

#### Mid-Assessment
2. Reading – Demonstrate understanding of informational texts, Point of view, Use of Nelson Literacy materials which provide a variety of text styles related to unit
3. Art- mural/village map, drawings to illustrate letter/journal
4. Drama – demonstrate understanding of a variety of roles throughout unit to enhance understanding

#### Post-Assessment

**Suggested Culminating Real World Performance Assessment Task(s):**

*What complex, multi-step, problem-based performance tasks will students have to do well to give evidence of their understanding of achieving the desired results?*

Imagine that you live in Upper Canada in the early 1800s.
Write a letter or journal entry to a grade 3 student of today that shows and explains the importance of your role in society. Imagine you are going to put it into a class time capsule.
Use a graphic organizer to record some things you do in your life and explain why each is important to your family/community.
When you write your good copy, remember to use your “good writing” list.

**ALSO:** drama (role play) during Pioneer School Day

### Differentiation Options (choice)

**Modify: Process, Product (amount), and Content**

*Considerations given to specific students:*
- provide some social studies content (reduce research, partially filled graphic organizer, scaffolds)
- set specific target expectation or reduce expectations for writing assignment (consider ELL, IEP)
- reduce task and include some scribed work
- give specific roles to some students and encourage roles requiring more research for students requiring challenge

### Progressive, Sequenced Learning Activities

* Begin Writing Lessons (Sept.) prior to Social Studies unit on Settlements in Upper Canada (Nov./Dec)

**Writing & Self –Reflection**

WALT – We Are Learning To ...
Writing lessons based on Ideas and Organization traits for Six Traits Writing program. Build Success Criteria incrementally together with class.*
Simultaneously introduce series of lessons on Self-reflection that address the relevancy, clarity and accuracy of the reflections. Link writing lessons to “goal setting” in writing.*
Use guided lessons, groups, and student conferences to address areas of need and to provide teacher feedback throughout the unit.
Ensure direct teaching and student application/use of both letter and journal formats (pen pal letters, work on writing).

### Social Studies

Engage interest of students: Introduce the culminating performance task (letter/journal for virtual time capsule) and that students will be participating in a “Pioneer School Day” in costume, etc.
Learning Goals framed as WALT – We Are Learning To …
Charts (Using Post-It notes that can be moved)
“What We Think We Know:” Confirmed/ Misconception
“Questions We Have:”
“New Learning:” *These charts to be revisited/updated throughout unit as facts are discovered; questions are answered and new questions are generated.

Consider visit to Hutchison House Museum early in unit to provide hands on experience and build schema.
Integrate drama role play throughout unit.
Where settlers came from? Immigration, First Nations, land available
Early daily life: Clearing land, building cabin, farming, roles of family members, importance of environment (e.g., land, water) Letter
Native Life Journal entry
Contribution of Native people to survival of settlers (book: ”Maple Moon”)
Creation of a village (model, art): geographic reasons for location of villages (rivers), near harbours at first
Later daily life, Role of Villagers Oral presentation: Research village occupation, Village Map
Final task, small quiz
Create a film-like presentation using personal narration (student reads early settler letter in role) combined with public domain period photographs (use Photostory3 software and settler letter from final task)

Additional Resources

Teacher Reflection/ New Ideas