

**Recording Evidence Of Learning Skills**

There are curriculum expectations that are directly related to the learning skills. When assessing and evaluating these expectations, consider the additional aspects of the learning skill not addressed by the curriculum expectation. Ensure that the report card grade on the left side of the report card is consistent with the achievement of the related learning skill on the right side of the report card. Figure 5 details examples of curriculum expectations that also address learning skills.

The Learning Skill, ‘works independently’, is discreet in nature and is not represented in the curriculum expectations in health and physical education. There are, however, numerous opportunities to address a student’s ability to work individually on a task.

**Tips for Recording Evidence of Learning Skills**

When recording evidence of a student’s Learning Skills:

- review the Learning Skills as described in the *Guide to the Provincial Report Card, Grades 9-12* and in the Rubric to Assess Learning Skills on page 76
- identify the Learning Skills that are not addressed through the learning expectations for the students you are assessing
- diagnose the areas of greatest need in terms of the whole class, groups of students, or individual students
- set up your record sheet to facilitate completion of the Learning Skills section on the *Provincial Report Card* (see page 75 for sample recording sheet, Summary of Evidence of Learning Skills)
- clarify the desired behaviour for each Learning Skill (page 75-78) with the students
- make multiple observations before determining the most consistent level for reporting purposes (Figure 6)
- use E (excellent), G (good), S (satisfactory), and N (needs improvement) as the scale

EXPECTATIONS WHICH ADDRESS LEARNING SKILLS		
	GRADE 9	GRADE 10
<b>Teamwork</b>	<i>Living Skills Strand</i> <ul style="list-style-type: none"> <li>• contribute to the success of the group verbally and non-verbally</li> <li>• explain benefits and disadvantages of working with others</li> </ul>	<i>Living Skills Strand</i> <ul style="list-style-type: none"> <li>• describe contribution to and effectiveness within a group</li> <li>• demonstrate respect for others’ points of view</li> </ul>
<b>Organization</b>	<i>Living Skills Strand</i> <ul style="list-style-type: none"> <li>• produce sequential action plans to achieve personal health goals</li> </ul>	<i>Living Skills Strand</i> <ul style="list-style-type: none"> <li>• produce sequential action plan to achieve personal goals related to new situations</li> </ul>
<b>Work Habits/ Homework</b>	<i>Active Living Strand</i> <ul style="list-style-type: none"> <li>• demonstrate positive, responsible personal and social behaviour in physical activity settings</li> </ul>	
<b>Initiative</b>	<i>Active Living Strand</i> <ul style="list-style-type: none"> <li>• participate regularly in physical activities, choosing a wide range of activities</li> </ul>	

Figure 5 Expectations which Address Learning Skills

RECORDING EVIDENCE OF LEARNING SKILLS					
	WORKS INDEPENDENTLY	INITIATIVE	WORK HABITS/ HOMEWORK	ORGANIZATION	TEAMWORK
<b>Names</b> Chris	N N N S N needs peer help constantly		S S S S S attends to tasks when supervised	S S S S S asks questions to clarify understanding	
Note: The box may be used to reflect the student’s most consistent level of achievement throughout the course, with special consideration to more recent evidence.					

Figure 6 Filling in the Learning Skills Boxes

**30% Of Grade: Summary Of Evidence**

A Summary of Evidence (30%) sheet can be used to record achievement related to the summative evaluation.