

From the Curriculum to the Report Card: Stepping Stones For Success

The process of moving from understanding *The Ontario Curriculum* to completing the Provincial Report Card involves five steps. In this handbook, the analogy of "stepping stones", (as you cross from uncertainty to confidence, or from the first steps in assessing your students to the final reports), is used to direct you through the process with explanations, tips examples and templates.

A Process for Assessing, Evaluating and Recording Student Achievement



Stepping Stone 1: Understand the Ontario Curriculum

There are four main categories used to explain the Science and Technology curriculum: Strands, Topics, Knowledge/Skills, and Achievement Levels.



Stepping Stone 2: Provide Opportunities for Learning and Assessment

This section includes strategies and tools for collecting evidence of achievement of the Overall and Specific Expectations. The grade level charts in this section show that the best way to link the Overall Expectations and the Achievement Levels is to provide students with rich assessment tasks. These tasks incorporate the required curriculum expectations, and also provide students with opportunities to demonstrate achievement of the essential knowledge and skills outlined on page 13. The charts also suggest the appropriate tools to use to assess each task. Templates of these tools are included in this section. These tasks address most of the strands in every grade, and are also intended to serve as models.



Stepping Stone 3: Assess and Record the Evidence of Student Achievement

Recording the evidence of student achievement requires two steps: the first is to record the evidence of student learning and the second is to summarize or assess the evidence. This "stepping stone" contains strategies and tools to complete both steps.



Stepping Stone 4: Evaluate Student Achievement

Unlike assessment which simply involves gathering data, evaluation requires teachers, as professional observers, to make a judgement about the quality of the evidence they have collected as measured against a standard. In doing so, they weigh the evidence against the four levels of achievement described on page 13 of *The Ontario Curriculum, Grades 1-8: Science and Technology*. The process involves making a judgement about the highest most consistent level that a teacher can confidently say a student has achieved in each strand of Science and Technology.



Stepping Stone 5: Complete the Provincial Report Card

This "stepping stone" explains how to move from the four level achievement scale to either a letter grade or a percentage grade as required by the Ontario Report Card. In completing the report card the teacher needs to synthesize information about both student achievement and learning skills. This "stepping stone" also provides a model report card comment.

Assessment: is the process of **gathering evidence** about student achievement.

Evaluation: is the process of **interpreting and making judgements** based on the evidence