

How is Math Learning Assessed and Evaluated?

The goal of all assessments and evaluations is to improve your child's learning. Both teachers and students contribute to the assessment process.

Assessment *for* and *as* Learning

The assessment process helps teachers make appropriate instructional decisions (assessment *for* learning), and helps your child to develop the ability to assess his/her own learning and set specific goals (assessment *as* learning). Before new learning begins, assessment can demonstrate to the teacher and the student what skills and knowledge already exist.



To help students monitor and direct their own learning, teachers identify learning goals and success criteria. **Learning goals** describe for students what they should know, understand, and be able to do by the end of a lesson, course, or unit. **Success criteria** describe what successful learning of the learning goals looks like. The teacher and students use these goals and success criteria to give **feedback** to each other.



As your child learns new knowledge and skills, both the teacher and your child collect information to demonstrate your child's thinking and understanding. This is done through individual or small group conversations, by reflecting on how learning materials are used, and by analyzing work. This informs the teacher's next steps and helps your child gather information about his/her own learning.

Your child will use the learning goals and success criteria to reflect on learning, celebrate successes, identify areas for improvement, make adjustments where needed, and set new personal learning goals.

Assessment *of* Learning

At or near the end of a period of learning, the teacher gathers information about your child's learning, to evaluate and summarize what has been learned and to make a decision on a grade. He/she talks to and observes your child in the classroom, and looks at assignments, tests and projects, for evidence of what your child knows and is able to do, and compares that against the expectations in the curriculum.

The Report Card

The report card summarizes your child's achievement at two points in the school year. It gives a grade or mark that best reflects the overall learning. When assigning a grade or mark, it reflects integrated learning across the strands taught in each reporting period. Comments will describe significant strengths demonstrated by your child and identify next steps for improvement; they may also describe growth in learning. When appropriate, teachers will make reference to particular strands in their comments.

Resources

The Ontario Curriculum: Mathematics, Grade 1 to 8 (2020). This curriculum describes, for each grade, the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and in various activities on which their achievement is assessed and evaluated. <https://www.dcp.edu.gov.on.ca/en/assessment-evaluation>

A Growing Success: The Mathematics Addendum, Grades 1 to 8, 2020.

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_MakingMath.pdf

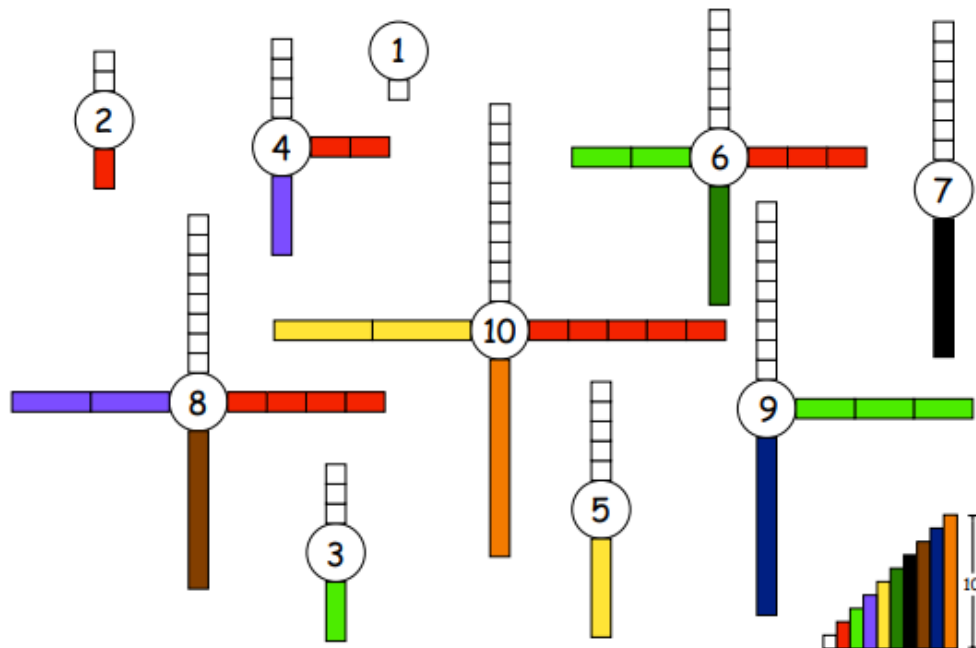
Check out February's Math Problem!

Share your strategies with @PVNCCDSB using #PVNCLearns #PVNCMath!



Youcubed Data Talk One Through Ten

What do you notice?
What do you wonder?
What is going on in this data visualization?



Source: <https://www.youcubed.org/wp-content/uploads/2020/09/Cuisenaire.pdf>

Here is a story of the numbers one through ten.

What do you notice? What do you wonder? What is going on in this data visually?

For more information about Data Science and Data Talks, and advice on ways to implement data talks, go to <https://www.youcubed.org/resource/data-talks>.