

CONNECT. BE INSPIRED.

Assessment & Evaluation

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Brock University, Faculty of Education
Affiliate's Day



Who's in the room?



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It is worth noting, right from the start, that assessment is a human process, conducted by and with human beings, and subject inevitably to the frailties of human judgement. However crisp and objective we might try to make it, and however neatly quantifiable may be our “results”, assessment is closer to an art than a science. It is, after all, an exercise in human communication. (Sutton, p. 2)

Growing Success, p.29



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'assidere'...



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Professional Judgment vs Personal Opinion

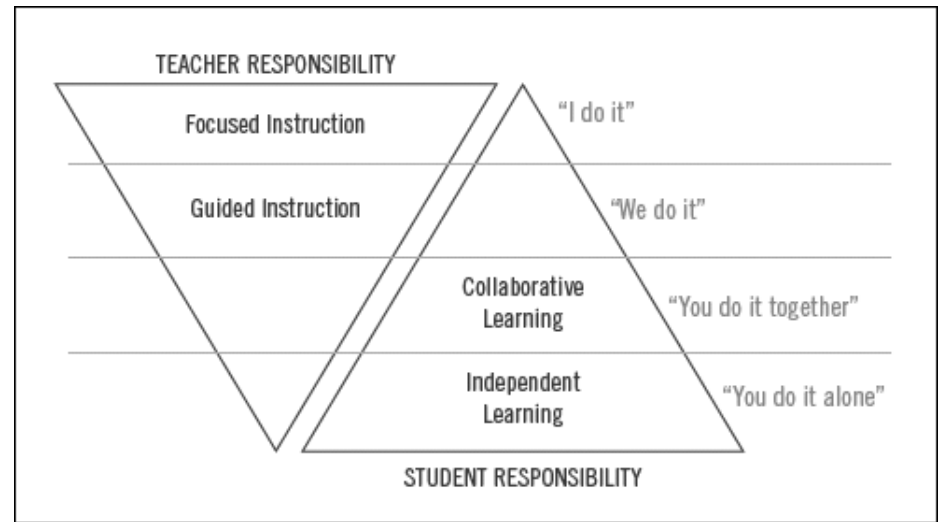
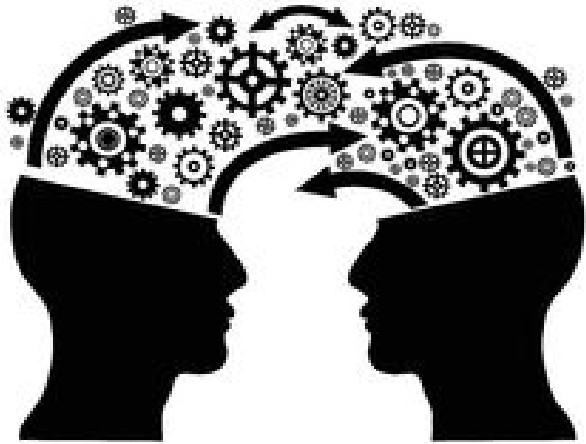


Assessment *for* Learning



- diagnostic/formative assessment
- descriptive feedback
- overall/specific expectations
- small-group instruction

Assessment *as* Learning



[Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition by Douglas Fisher and Nancy Frey, 2013](#)

- critical connector
- metacognition
- autonomous/self-directed
- small-group instruction/conference

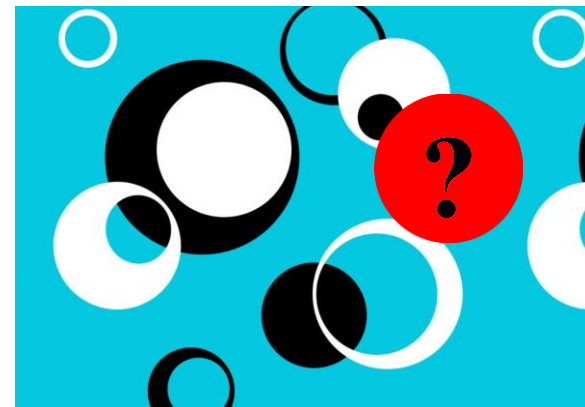
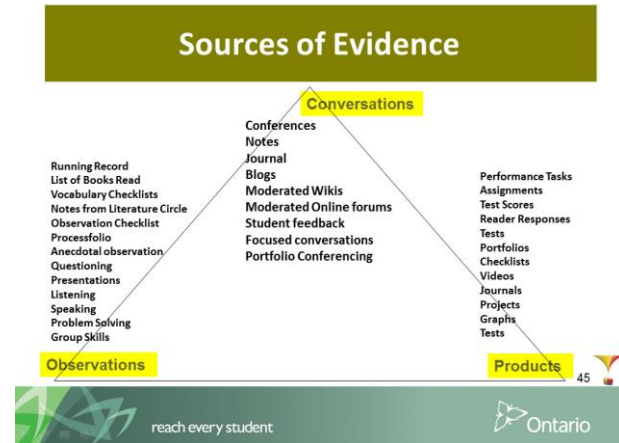
Assessment of Learning

Content Standards:

- Curriculum Expectations
- Subject-specific

Performance Standards:

- Knowledge and Understanding
- Thinking
- Communication
- Application

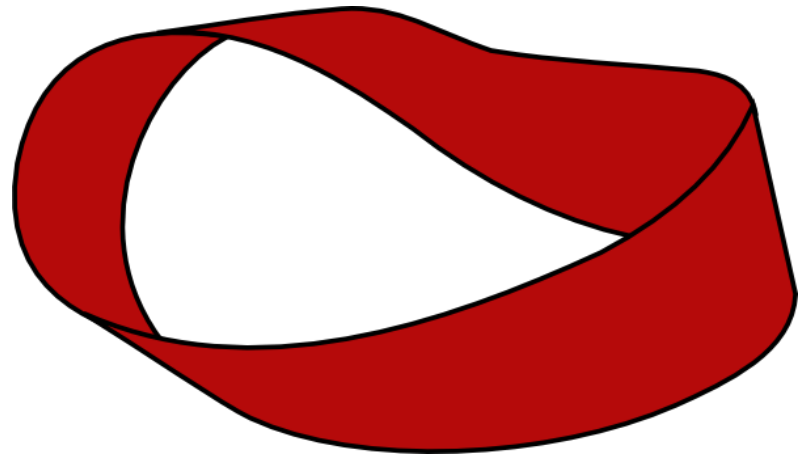


Did you know...

- **Homework** (*“Assignments for evaluation must **not** include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class.” G.S., p.39*)
- **70% and 30% - secondary** (*“...evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, **and/or** another method of evaluation suitable to the course content.” G.S., p.41*)
- **Learning Skills** (*“...the evaluation of learning skills and work habits...should not be considered in the determination of a student’s grades.” G.S., p.10*)



Differentiated Instruction & Differentiated Assessment

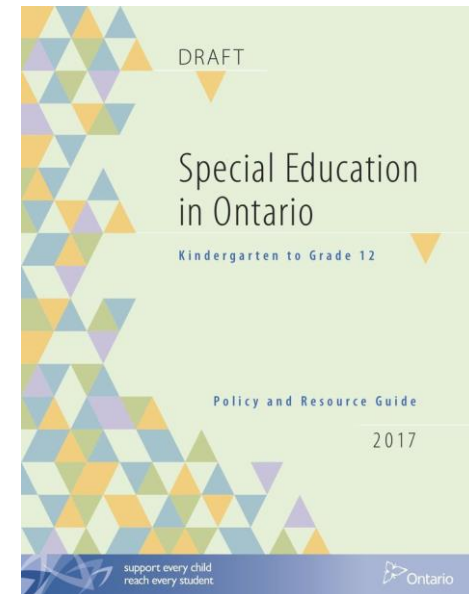


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Special Education

- IEPs; identified & non-applicable
- accommodations vs modifications
- IPRCs
- PPMs



Equity, Diversity & Inclusion



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References

- [Growing Success – Assessment, Evaluation, and Reporting in Ontario Schools \(2010\)](#)
- [Growing Success – The Kindergarten Addendum \(2016\)](#)
- [Learning For All \(2013\)](#)
- [Special Education in Ontario \(2017\)](#)
- [Creating Caring Classrooms](#) by Kathleen Gould Lundy and Larry Swartz (2011)
- [Redefining Fair: How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms](#) by Damian Cooper (2011)
- [Embedded formative assessment](#) by Dylan Wiliam (2011) (2nd edition, 2017)
- [Hacking Assessment](#) by Starr Sackstein (2015)
- [Ungrading: Why Rating Students Undermines Learning \(and What to Do Instead\)](#) by Susan D. Blum (2020)
- [The Single-Point Rubric](#) by Jennifer Gonzalez

Feel free to connect if you have any questions:

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