



# Assessment for Learning: Going Beyond the Strategies

Thursday, December 6<sup>th</sup>, 2012

Facilitator: Beth Lisser



# Minds On – 3 Corners

- Individually, read the three quotations on the following slide.
- Choose the one that resonates the most with you and move to the corner of the room where it is posted.
- Have a discussion with the other people in the group about what the quotation means to you and the implications for our practice.

# Minds On

- Grades are not about what students *earn*; they are about what students *learn*.

-Brookhart

- Students can hit any target that they know about and that holds still for them.

- Stiggins

- ...while many things can be measured, there are also many important things that cannot, and the danger is that the things that can be measured easily come to be regarded as more important than those that cannot...



# Learning Goals for Today

## We will be able to:

- create learning goals and use them to plan quality assessment opportunities for our students;
- design assessment plans which include a variety of assessment strategies and tools, and a balance of observations, conversations and products;
- be confident in our professional judgment as teachers when determining students' grades;

| Purpose of Assessment   | Nature of Assessment  | Use of Information  |
|-------------------------|---|---|
| Assessment for learning | Diagnostic Assessment <ul style="list-style-type: none"> <li>•occurs before instruction begins</li> <li>•to determine readiness</li> <li>•learn about students</li> </ul> | The information gathered: <ul style="list-style-type: none"> <li>•used to determine what students already know/do</li> <li>•informs teacher’s planning of differentiated instruction</li> </ul> |
|                         | Formative Assessment <ul style="list-style-type: none"> <li>•occurs frequently and is ongoing while students are still gaining knowledge and practising skills</li> </ul> | The information gathered: <ul style="list-style-type: none"> <li>•used to monitor student progress, provide feedback, plan next steps, differentiate instruction and assessment</li> </ul>      |
| Assessment as learning  | Formative Assessment <ul style="list-style-type: none"> <li>•occurs frequently and is ongoing during instruction with support, modeling, guidance from teacher</li> </ul> | The information gathered: <ul style="list-style-type: none"> <li>•used by students to provide feedback to others, monitor their own learning, reflect on learning and set goals</li> </ul>      |
| Assessment of learning  | Summative Assessment <ul style="list-style-type: none"> <li>•occurs near the end of a period of learning</li> </ul>   | The information gathered: <ul style="list-style-type: none"> <li>•used to summarize learning and assign a value</li> </ul>  |

# Road Map

What students are expected to know and do?

What evidence will I accept as proof of achievement?

Interpretation of the evidence to determine level of achievement.

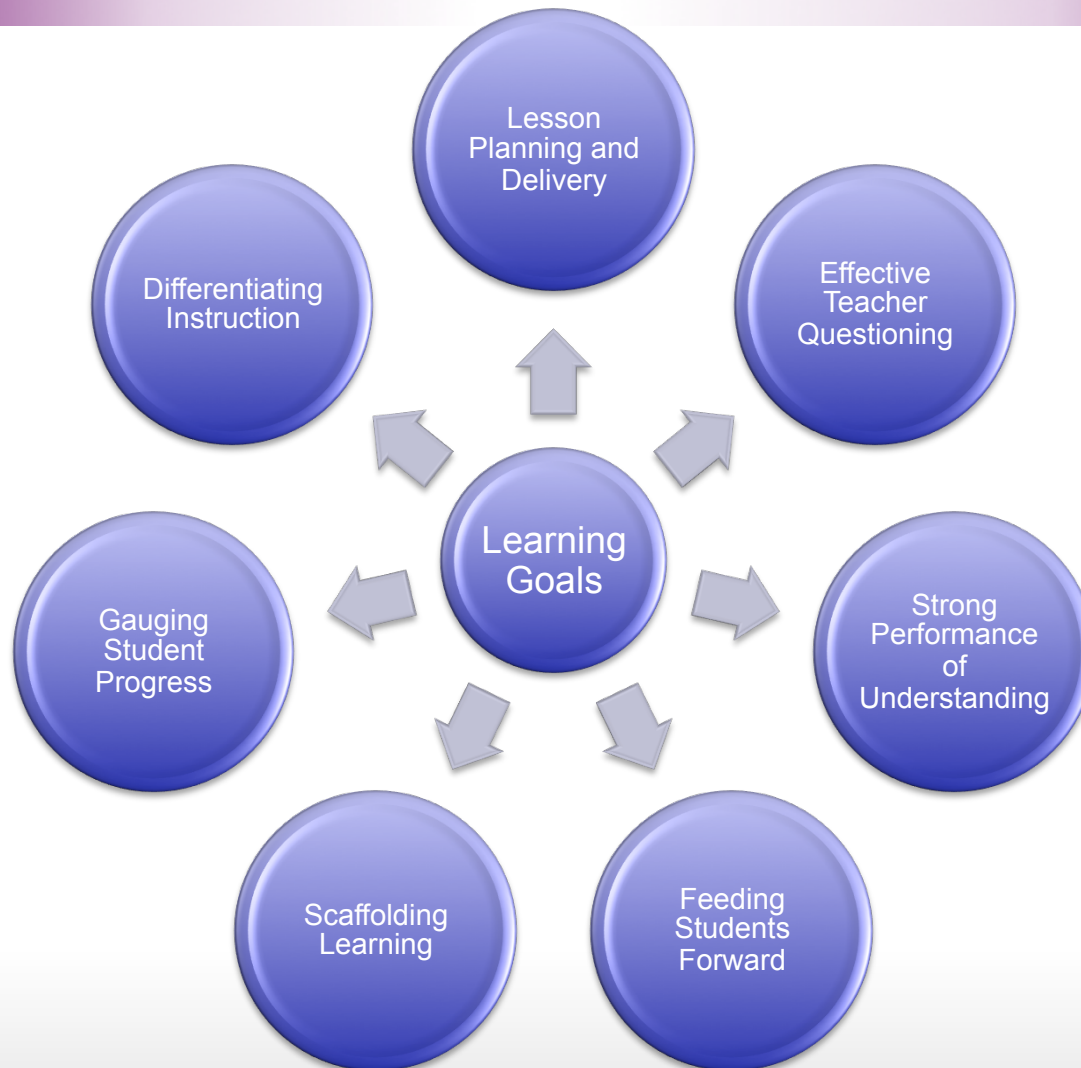


# Learning Goals

Learning goals are brief statements that describe, for students, what they should know, understand, and be able to do by the end of a period of instruction (e.g., a lesson, a cycle of learning, a unit, a course).

They represent a subset or cluster of knowledge and skills that students must master in order to successfully achieve the overall expectations.

# Learning Goals



*Adapted from: Learning Targets by Moss and Brookhart*





| <b>Overall Expectation</b>  | <b>Sample Learning Goal</b>   |
|---|---|
| <p><b>C3.</b> demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> | <p>I am learning to analyse the issues related to substance use. (Gr. 7 Health&amp;Phys.Ed)</p> |
| <p>collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed</p>                                       | <p>I am learning to make labeled bar graphs to display my data. (Gr. 3 Mathematics)</p>         |



| <b>Overall Expectation</b>  | <b>Sample Learning Goal</b>  |
|---|--|
| E3. demonstrate an understanding of characteristics and properties of light, particularly with respect to reflection and refraction and the addition and subtraction of colour. | I can explain how colour is produced and used using the additive and subtractive theories of colour mixing. (Gr. 10 Science) |
| Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;        | I can make and explain inferences about texts. (Gr. 9 English)   |
| Use a research process to locate and select relevant career information from a variety of sources for inclusion in a portfolio  | I can conduct research to help me make decisions about my career plans (Gr. 10 Careers.)                                     |



# Criteria for Learning Goals

- Identify what is to be learned
- Linked to the overall and specific expectations to be addressed
- Use clear, concise language that is student-friendly and grade-appropriate
- Use verbs that describe specific and observable actions
- Are stated from a student's perspective



# Your Turn

- Think about an upcoming unit or lesson you will be teaching.
- Create one or more learning goals to address what students are expected to know and do by the end of the period of learning.
- Use the criteria to assess the learning goals you have written.



# Evidence of Learning

“Effective assessment is more like a scrapbook of mementos and pictures than a single snapshot. Rather than using a single test, of one type, at the end of teaching, effective teacher assessors gather lots of evidence along the way, using a variety of methods and formats.”

– Wiggins and McTighe



## Conversations

Self-Assessments  
Conferences  
Notes  
Journal  
Blogs  
Moderated Wikis  
Moderated Online  
forums  
Student feedback  
Focused conversations  
Portfolio Conferencing

## Observations

Running Record  
List of Books Read  
Vocabulary Checklists  
Notes from Literature Circle  
Observation Checklist  
Processfolio  
Anecdotal observation  
Questioning  
Presentations  
Listening  
Speaking  
Problem Solving  
Group Skills

Performance Tasks  
Assignments  
Test Scores  
Reader Responses  
Tests  
Portfolios  
Checklists

## Products

Videos  
Journals  
Projects  
Graphs  
Tests



I can...

- explain and model how greenhouse gases are produced and the effect they have on the Earth
- explain the global effects of climate change.
- analyse the effectiveness of initiatives aimed to reduce climate change
- describe the natural and human causes that alter climate.
- make informed and conscious decisions based on my knowledge on climate change.



| <b>Products</b>  | <b>Observations</b>  | <b>Conversations</b>   |
|--|--|--|
| <ul style="list-style-type: none"><li>• Bell ringer activity</li><li>• Photo Essay</li><li>• Laboratory report</li><li>• Model of greenhouse effect</li><li>• Newspaper analysis</li><li>• Supported Opinion Paper</li></ul> | <ul style="list-style-type: none"><li>• Lab Observations</li><li>• Jigsaw Dialogue</li><li>• Presentations</li></ul> | <ul style="list-style-type: none"><li>• Journal/Blog entries</li><li>• Questioning while working on model</li><li>• Presentation conferencing</li><li>• Debate</li></ul> |



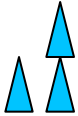













# Evidence of Learning

## Tools to track evidence:

- ✧ checklists
- ✧ rubrics
- ✧ rating scales
- ✧ observation tracking sheets based on 'look-fors'
- ✧ digital photos
- ✧ anecdotal records
- ✧ marking schemes

# Observation Tracking Sheets

Key: / = with difficulty       = with some assistance  
 = independently

| Names    | Expectation Date: Diagnostic  | Expectation Date: Formative   | Expectation Date: Formative   | Expectation Date: Formative   | Expectation Date: Summative |
|----------|---|---|---|---|-----------------------------|
| Rupinder | /   |    | /   |    | 3                           |
| Sally    |   | /   |   |  | 3                           |
| Tristan  | /   | /   |  | /   | 2                           |
| Vishal   |  |  |  |  | 4                           |

# Checklists

- ✧ listings of specific concepts, skills, processes or attitudes
- ✧ allow observers to quickly record the presence of absence of specific qualities or understanding
- ✧ most appropriately used when teachers wish to record information on explicit student behaviours, abilities, processes, attitudes or performances

# Learning Goal: I can make a balanced healthy menu for breakfast, lunch and dinner

| Criteria  | Met | Not Yet Met | I Noticed  |
|---|-----|-------------|--|
| I have included foods from all the different food groups. |     | √           | It would be a good idea to include a protein at breakfast. |
| I have included a variety of different foods.             | √   |             |  |
| I have identified appropriate portions for each meal.     | √   |             |  |

| Level 2 |  | Unit | Date | Sig |
|---------|--|------|------|-----|
|         | Sing in tune with expression   |      |      |     |
|         | Perform simple melodies or rhythms   |      |      |     |
|         | Improvise repeated patterns  |      |      |     |
|         | Combine layers of sound with awareness of the effect                             |      |      |     |
|         | Recognize how the different musical elements are combined and used expressively  |      |      |     |
|         | Make improvements to my own work   |      |      |     |
| Level 3 |  |      |      |     |
|         | Perform from simple notations  |      |      |     |
|         | Maintain my own part with awareness of others                                    |      |      |     |
|         | Improvise melodies and rhythms   |      |      |     |
|         | Compose using musical shapes   |      |      |     |
|         | Describe, compare, and discuss different kinds of music using musical vocabulary |      |      |     |
|         | Suggest improvements to my own work and others' work                             |      |      |     |

| Score | Generic Form of Proficiency Scale   | Specific Example for Topic of Animal and Plant survival   |
|-------|---|---|
| 4.0   | More complex content  | Students will be able to compare and contrast different ways in which plants and animals breathe and find nourishment |
| 3.5   | In addition to score 3.0 performance, partial success at score 4.0                              | In addition to score 3.0 performance, partial success at score 4.0  |
| 3.0   | Target Objective  | Students will be able to describe and give examples of what different plants and animals need to survive              |
| 2.5   | No major errors regarding score 2.0 content, and partial success at score 3.0 content           | No major errors regarding score 2.0 content, and partial success at score 3.0 content                                 |
| 2.0   | Simpler content   | Students will be able to recall specific terminology. Students will be able to recall details about survival          |
| 1.5   | Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content | Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content                       |
| 1.0   | With help, partial success at score 2.0 content and score 3.0 content                           | With help, partial success at score 2.0 content and score 3.0 content   |
| 0.5   | With help, partial success at score 2.0 content, but not at score 3.0 content                   | With help, partial success at score 2.0 content, but not at score 3.0 content   |
| 0.0   | Even with help, no success  | Even with help, no success  |



# Anecdotal Notes

- ✧ written description of the observations made of students
- ✧ have a focus (expectation/learning skill/learning goal) for observation or conversation
- ✧ comments should be measurable, observable behaviours and achievement
- ✧ should be written in professional manner so they can be shared

# Anecdotal Notes



I sorted by shapes and colour

colour

size

shape

Student:

- describe attributes of objects
- sort objects using a single attribute
- can describe sorting rule
- can re-sort objects - can restate new rule.


Comments:

Scarlett is very confident when sorting.

Next Steps: challenge Scarlett to look at little details such as '4 holes vs. 2 holes' in buttons; or things with points; things that are round, etc.



# Anecdotal Notes



I sorted by Colour and Shape

colour                      size                      shape

| Student:   |  |
|--|--|
| <input checked="" type="checkbox"/> describe attributes of objects<br><input checked="" type="checkbox"/> sort objects using a single attribute<br><input checked="" type="checkbox"/> can describe sorting rule<br><input checked="" type="checkbox"/> can re-sort objects - can restate new rule | Comments: Kolby is very confident when sorting.<br><br>Next Steps: Challenge Kolby to make Venn diagrams |



# Anecdotal Notes

- ✧ waterfall on file folder or clipboard
- ✧ post-its on a chart format
- ✧ recipe cards on a ring
- ✧ clipboard with sheet for each student
- ✧ Technology



|           |          |           |           |
|-----------|----------|-----------|-----------|
| <b>C</b>  | <b>C</b> | <b>MA</b> | <b>D</b>  |
| <b>C</b>  | <b>B</b> | <b>MA</b> | <b>MA</b> |
| <b>B</b>  | <b>B</b> | <b>C</b>  | <b>A</b>  |
| <b>MA</b> | <b>B</b> | <b>B</b>  | <b>A</b>  |

*\*MA = Missing Assignment*



# From Evidence to Grades

“Determining a report card grade will involve teachers ‘professional judgement and interpretation of evidence and should reflect the student’s most consistent level of achievement, with *special consideration given to more recent evidence.*”

- *Growing Success*



# Professional Judgment

Is informed by:

- ✧ Teacher Craft Knowledge and Expertise
- ✧ OCT Standards of Practice and Ethical Standards
- ✧ Curriculum Expectations and Criteria
- ✧ Accurate, Equitable, Bias-free Instruction and Assessment
- ✧ Teacher Moderation
- ✧ Triangulation of Evidence



# From Evidence to Grades

For grading to be accurate, teachers use professional judgment to consider:

- ✧ evidence from different sources
- ✧ most consistent, more recent achievement
- ✧ different measures of central tendency
- ✧ evidence that is present, not absent
- ✧ separation of student behaviour and achievement

**Who would you want to pack your parachute?**

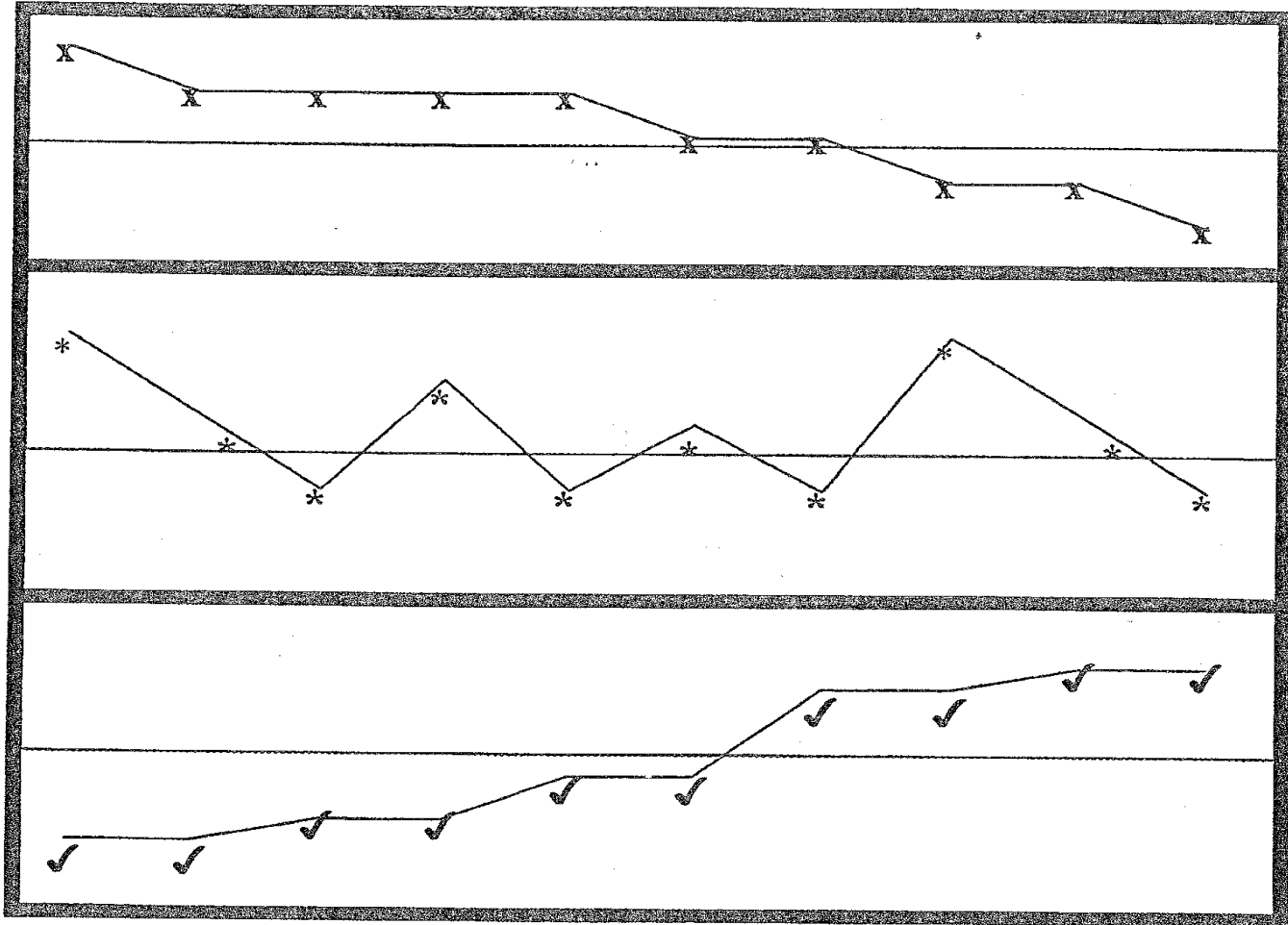


# Packing Your Parachute

## The Packing Professionals

### Performance Appraisal Record: Mississauga Plant

Packer A



Line indicates pass threshold for each packer

Packer B

Packer C

Achievement over time →





# From Evidence to Grades

“Averaging falls far short of providing an accurate description of what students have learned. . . . If the purpose of grading and reporting is to provide an accurate description of what students have learned, then averaging must be considered inadequate and inappropriate”.

- Guskey

# Different Measures of Central Tendency

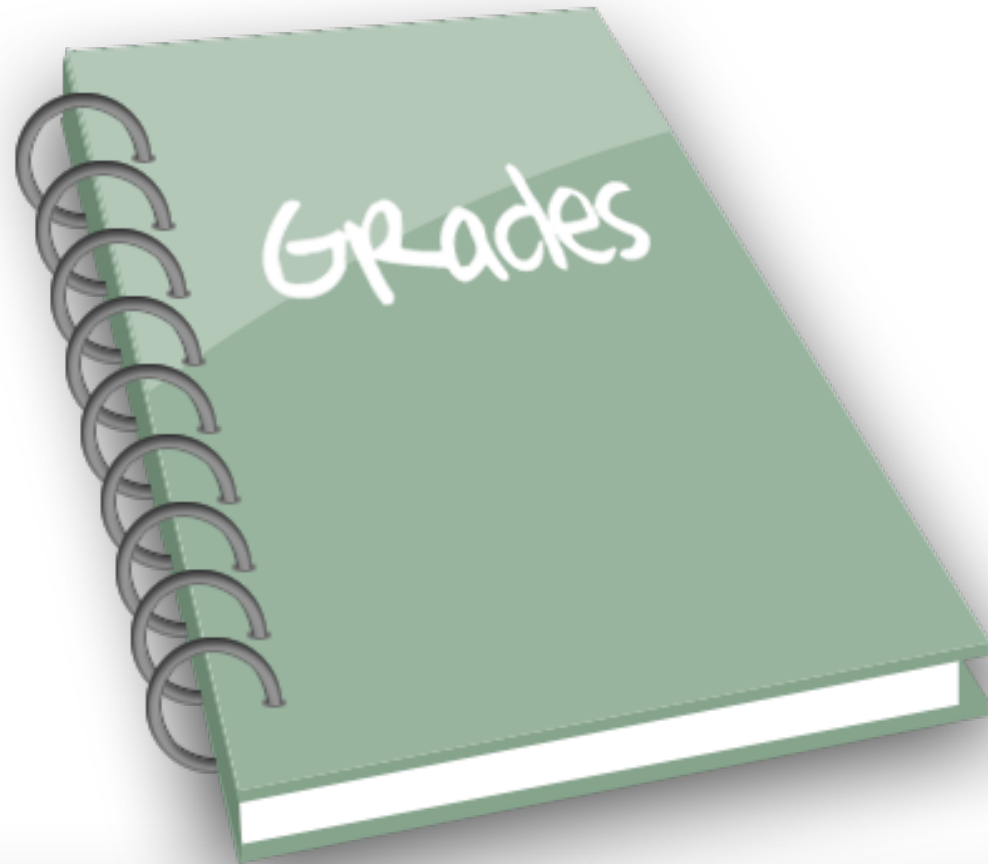
89, 89, 20, 89, 89, 89, 20, 89, 89, 89

Mean (Average) = 75.2

Median = 89

Mode (Most Consistent) = 89

# Scenarios



# The Breeze

MarkBook 2003 - SNC2D08 - 2003/2004

File Class List Mark Sets Working On Reports Comments Setup Help

SNC2D08 - 2003/2004 - Gr. 10 Academic Sci.

76% **Wt. Average** 4 **Wt. Mode** Missing of 29

Unit: [ALL] Category: [ALL] Class Avg: 61% Class Median: 62% NoMark: None Zero: None

Entries Categories Trends **Modal Analysis** Print / Email / Export

**MODAL ANALYSIS - WEIGHTED - Unit: [ALL] - Cat: [ALL]**

| Score Range | Percentage (%) |
|-------------|----------------|
| R (0)       | 10             |
| 1 (50)      | 15             |
| 2 (60)      | 8              |
| 3 (70)      | 25             |
| 4 (80)      | 45             |
| 4+ (90)     | 17             |

Bracketed number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent: n/a Age: Years: 15 Average: 15y 6.4m  
Late: n/a Months: 0.8

Calc. Method: Average - Category Weight

Show Mark %  w/ Rank  Round Off

Comments

Weight < Back

Notes

Start WordPerfect 10 - [C:\Do... MarkBook 2003 - SNC2D... Graphics Server 7:13 PM

# The Breeze

MarkBook 2003 - SNC2D0B - 2003/2004

File Class List Mark Sets Working On Reports Comments Setup Help

MarkBook 2003 - STUDENT REPORT - SNC2D0B - 2003/2004 - Gr. 10 Academic Sci.

**9. Gill, Ranjodh** **39%** **R** **Missing of 29**  
Wt. Average Wt. Mode  
Unit: [ALL] Category: [ALL] Class Avg: 61% Class Median: 62% NoMark: None  
Zero: 8

Entries Categories Trends **Modal Analysis** Print / Email / Export

**MODAL ANALYSIS - WEIGHTED - Unit: [ALL] - Cat: [ALL]**

| Grade   | Percentage (%) |
|---------|----------------|
| R (0)   | ~58            |
| 1 (50)  | ~12            |
| 2 (60)  | ~12            |
| 3 (70)  | ~22            |
| 4 (80)  | ~8             |
| 4+ (90) | ~8             |

Bracketed number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent: n/a Age: Years: 15 Average: 15y 6.4m  
Late: n/a Months: 11.4  Show Mark %  w/ Rank  
Calc. Method: Average - Category Weight  Round Off

Comments  
Weight < Back  
Notes

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# The Late Bloomer

MarkBook 2003 - SNC2D0B - 2003/2004



File Class List Mark Sets Working On Reports Comments Setup Help

MarkBook 2003 - STUDENT REPORT - SNC2D0B - 2003/2004 - Gr. 10 Academic Sci.

Unit: [ALL] Category: [ALL] Class Avg: 61% Class Median: 62% **78%** Wt. Average **3** Wt. Mode **Missing of 29** NoMark: None Zero: None

Entries Categories Trends **Modal Analysis** Print / Email / Export

### MODAL ANALYSIS - WEIGHTED - Unit: [ALL] - Cat: [ALL]

Bracketted number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent: n/a Age: Years: 15 Average: 15y 6.4m  Show Mark %  w/ Rank  
Late: n/a Months: 8.5  Round Off

Calc. Method: **Average - Category Weight**

Comments

Weight Notes **< Back**

004 - Gr. 10 Academic Sci.

Wt. Average (Selected) **68%** Wt. Mode **2** Missing of 11  
 NoMark: None  
 Class Avg: 56% Class Median: 57% Zerol: None

Unit: [ ] Category: [ALL] Entries Categories Trends Modal Analysis Print / Email / Export

### MODAL ANALYSIS - WEIGHTED - Unit: 1 - Cat: [ALL]

Bracketed number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent: n/a Age: Years: 15 Average: 15y 6.4m Show Mark %  w/ Rank   
 Late: n/a Months: 8.5 Round Off

Calc. Method: Average - Category Weight

Comments  
 Weight  
 Notes [< Back](#)

004 - Gr. 10 Academic Sci.

Wt. Average (Selected) **85%** Wt. Mode **4+** Missing of 13  
 NoMark: None  
 Class Avg: 66% Class Median: 62% Zerol: None

Trends Modal Analysis Print / Email / Export

### MODAL ANALYSIS - WEIGHTED - Unit: 2 - Cat: [ALL]

Bracketed number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent: n/a Age: Years: 15 Average: 15y 6.4m Show Mark %  w/ Rank   
 Late: n/a Months: 8.5 Round Off

Calc. Method: Average - Category Weight

Comments  
 Weight  
 Notes [< Back](#)

SNC2DB - 2003/2004 - Gr. 10 Academic Sci.

Wt. Average (Selected) **78%** Wt. Mode **4** Missing of 5  
 NoMark: None  
 Class Avg: 58% Class Median: 67% Zerol: None

Category: [ALL] Categories Trends Modal Analysis Print / Email / Export

### L ANALYSIS - WEIGHTED - Unit: 3 - Cat: [ALL]

Bracketed number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent: n/a Age: Years: 15 Average: 15y 6.4m Show Mark %  w/ Rank   
 Late: n/a Months: 8.5 Round Off

Calc. Method: Average - Category Weight

Comments  
 Weight  
 Notes [< Back](#)

# The Inconsistent Student

MarkBook 2003 - SNC2D0B - 2003/2004

File Class List Mark Sets Working On Reports Comments Setup Help

MarkBook 2003 - STUDENT REPORT - SNC2D0B - 2003/2004 - Gr. 10 Academic Sci.

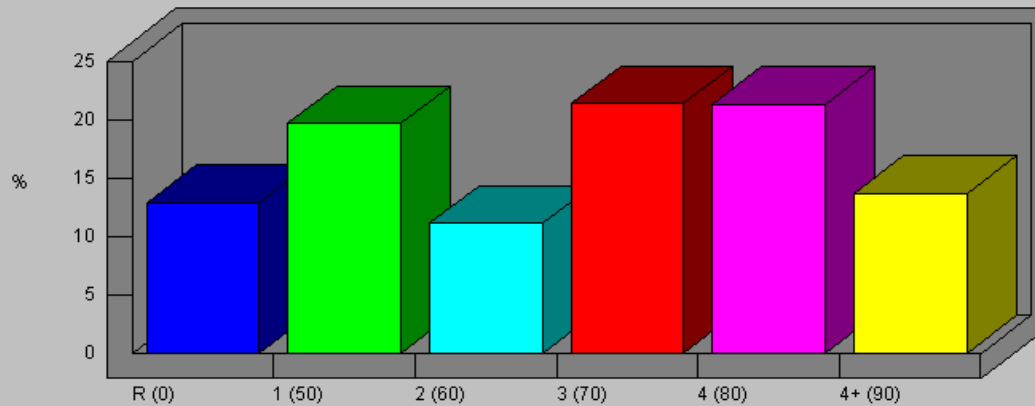
██████████

**69%** **3** **Missing of 29**  
Wt. Average Wt. Mode NoMark: **None**

Unit: **[ALL]** Category: **[ALL]** Class Avg: **61%** Class Median: **62%** Zero: **None**

Entries Categories Trends **Modal Analysis** Print / Email / Export

## MODAL ANALYSIS - WEIGHTED - Unit: [ALL] - Cat: [ALL]



Bracketed number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent:  Age: Years:  Average:  Show Mark %  w/ Rank  
Late:  Months:  15y 6.4m  Round Off

Calc. Method: **Average - Category Weight**

**Comments**

**Weight**

**Notes**

**< Back**



# A Tricky Mode

MarkBook 2003 - SNC2D0F - 2003/2004

File Class List Mark Sets Working On Reports Comments Setup Help

MarkBook 2003 - STUDENT REPORT - SNC2D0F - 2003/2004 - Gr. 10 Academic Sci.

Unit: [ALL] Category: [ALL] Class Avg: 66% Class Median: 65% **67%** Wt. Average **4** Wt. Mode **Missing of 29** NoMark: 1 Zero: None

Entries Categories Trends **Modal Analysis** Print / Email / Export

**MODAL ANALYSIS - WEIGHTED - Unit: [ALL] - Cat: [ALL]**

| Category | Percentage (%) |
|----------|----------------|
| R (0)    | 18             |
| 1 (50)   | 13             |
| 2 (60)   | 24             |
| 3 (70)   | 10             |
| 4 (80)   | 26             |
| 4+ (90)  | 12             |

Bracketted number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent: n/a Age: Years: 15 Average: 15y 7.0m  
Late: n/a Months: 5.3

Calc. Method: **Average - Category Weight**

Show Mark %  w/ Rank  Round Off

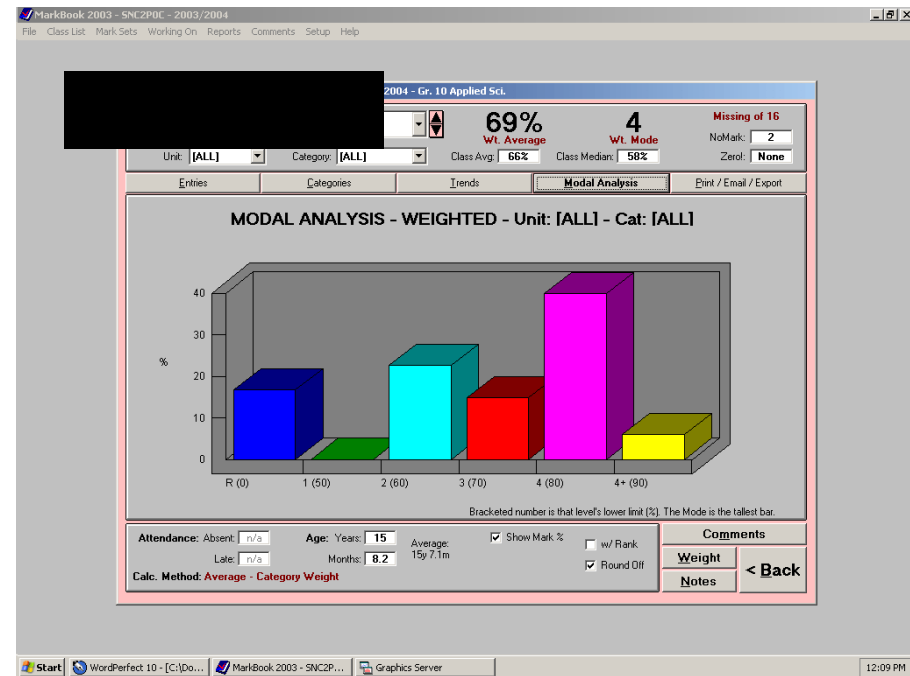
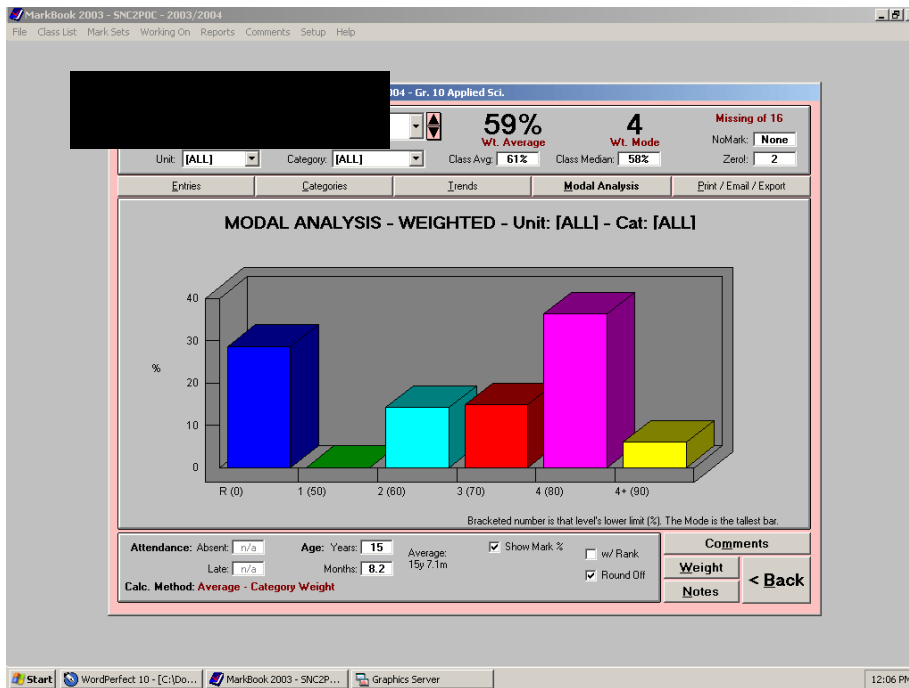
Comments

Weight Notes

[< Back](#)

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# Missing Data



# Zero Contrivance

MarkBook 2003 - SNC2P0C - 2003/2004

File Class List Mark Sets Working On Reports Comments Setup Help

B4 - Gr. 10 Applied Sci.

38% **Wt. Average** Missing of 16  
 NoMark: None

Unit: [ALL] Category: [ALL] Class Avg: 61% Class Median: 58% Zerol: 6

Entries Categories Trends Modal Analysis Print / Email / Export

| ENTRY TITLES                | Date    | Unit | Category | % of 2P0C | Actual Mark | Mark % | Class Avg % | ± Class Avg % | ABC | Remarks |
|-----------------------------|---------|------|----------|-----------|-------------|--------|-------------|---------------|-----|---------|
| 1 3 Days of Can. Weather    | Sep. 24 | 1    | K/U      | 6.0       | 0/20        | Zerol  | 54          | -54           | R   |         |
| 2 Weather Summ. Back. Info  | Oct. 20 | 1    | K/U      | 6.0       | 78/100      | 78     | 62          | 16            | 3+  |         |
| 3 Ecological Niche Assign.  | Oct. 25 | 2    | K/U      | 6.0       | 70/100      | 70     | 66          | 4             | 3-  |         |
| 4 Weather Summ - I/C        | Oct. 20 | 1    | I/C      | 7.1       | 68/100      | 68     | 77          | -9            | 2+  |         |
| 5 Ecological Niche Assign.  | Oct. 25 | 2    | I/C      | 7.1       | 65/100      | 65     | 69          | -4            | 2   |         |
| 6 Weather Summ. Recommend.  | Oct. 20 | 2    | MC       | 7.1       | 78/100      | 78     | 71          | 7             | 3+  |         |
| 7 Endangered Species Poster | Nov. 3  | 2    | I/C      | 7.1       | 12/20       | 60     | 74          | -14           | 2-  |         |
| 8 Grou Questions            | Nov. 26 | 2    | K/U      | 6.0       | 16/20       | 80     | 74          | 6             | 4-  |         |
| 9 Grou - I/C                | Nov. 26 | 2    | I/C      | 7.1       | 10/30       | 33     | 56          | -23           | R   |         |
| 10 Ecology Mind Map - K/U   | Nov. 27 | 2    | K/U      | 6.0       | 0/100       | Zerol  | 66          | -66           | R   |         |
| 11 Ecology Mind Map - I/C   | Nov. 27 | 2    | I/C      | 7.1       | 0/100       | Zerol  | 70          | -70           | R   |         |
| 12 Ion Assignment           | Dec. 27 | 3    | K/U      | 3.0       | 0/36        | Zerol  | 53          | -53           | R   |         |
| 13 Model Building           | Dec. 27 | 3    | K/U      | 3.0       | 6.5/15      | 43     | 46          | -3            | R   |         |
| 14 Chem. Performance Task   | Dec. 27 | 3    | I/C      | 7.1       | 9/40        | 23     | 56          | -33           | R   |         |
| 15 Hazardous Waste Brochure | Dec. 27 | 3    | I/C      | 7.1       | 0/100       | Zerol  | 36          | -36           | R   |         |
| 16 Hazardous Waste Brochure | Dec. 27 | 3    | MC       | 7.1       | 0/100       | Zerol  | 37          | -37           | R   |         |

Attendance: Absent: n/a Age: Years: 15 Average: 15y 7.1m  
 Late: n/a Months: 2.7

Calc. Method: Average - Category Weight

Comments: Weight Notes < Back

Start WordPerfect 10 - [C:]Do... MarkBook 2003 - SNC2P... Graphics Server 12:28 PM

MarkBook 2003 - SNC2P0C - 2003/2004

File Class List Mark Sets Working On Reports Comments Setup Help

B4 - Gr. 10 Applied Sci.

38% **Wt. Average** **R** Missing of 16  
 NoMark: None

Unit: [ALL] Category: [ALL] Class Avg: 61% Class Median: 58% Zerol: 6

Entries Categories Trends Modal Analysis Print / Email / Export

MODAL ANALYSIS - WEIGHTED - Unit: [ALL] - Cat: [ALL]

Bracketed number is that level's lower limit (%). The Mode is the tallest bar.

Attendance: Absent: n/a Age: Years: 15 Average: 15y 7.1m  
 Late: n/a Months: 2.7

Calc. Method: Average - Category Weight

Comments: Weight Notes < Back

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# Consolidation

Something that squares with my thinking...



Some points I would like to remember...



Something still rolling around in my head...



Some next steps for me are...





# Additional Resources

- [www.edugains.ca](http://www.edugains.ca)
- Redefining Fair: How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms by Damian Cooper
- Learning Targets: Helping Students Aim for Understanding in Today's Lesson by Moss and Brookhart
- Ten Things That Matter from Assessment to Grading by Tom Schimmer

# Final Thoughts

