

## The Assessment Puzzle: Evidence of Learning

Canadian teachers use a variety of assessment tools and strategies for determining evidence of learning. These include:

- selected response items such as multiple choice, true / false, matching, and fill-in items for evidence of learning basic facts, vocabulary and simple generalizations (often in quizzes),
- short answer or paragraph responses for students to demonstrate understanding of concepts, justifying opinions, arguments, and positions taken on relevant issues,
- essay responses for detailed writing explanations and arguments,
- performance tasks in which students demonstrate a deep understanding of an idea or issue, and
- personal communication such as journals, learning logs, and conversations with peers or teachers to articulate their understandings and responses to new perspectives they had not fully considered in arriving at their conclusions.

However important the appropriate use of the above to measure student success it is usually what happens BETWEEN tests and other forms of assessment that truly promotes learning. One tool increasingly used as a way to provide quality feedback to students is the achievement scale or rubric. Here are some examples appropriate for this project. Small group discussion has proven to be a valuable and powerful means of analyzing and discussing important issues. In such circumstances you can determine anecdotal information over time using a chart as follows:

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Working toward achievement of group goals	Actively identifies group goals and works hard to meet them.	Communicates commitment to group goals and works towards achieving them.	Communicates commitment to group goals but fails to carry them out.	Little evidence of commitment to or effort towards meeting group goals.
Effective demonstration of interpersonal skills	Participates in group interactions without prompting and routinely expresses ideas and opinions with sensitivity to the feelings or contributions of group members.	Participates in group interactions without prompting and often expresses ideas and opinions with sensitivity to feelings or contributions of group members.	Participates in group interactions when prompted and sometimes expresses ideas and opinions which consider feelings or contributions of group members.	Does not participate in group interactions, even when prompted or routinely demonstrates insensitivity to the feelings or contributions of group members.

# VOICES INTO ACTION

Contributions to group maintenance	Actively helps the group to identify changes or modifications needed to carry out group process and works toward carrying out these changes.	Helps identify changes or modifications needed to carry out group process and works toward carrying out these changes.	When prompted, helps identify needed changes to group process or is only minimally involved in carrying out changes.	Does not attempt to identify changes necessary to the group process even when prompted or refuses to work toward carrying out these changes.
Effective performance of group roles	Effectively performs a variety of roles within the group	Effectively performs two roles within the group.	Makes an attempt to form more than one role in their group but has little success with additional roles.	Rejects opportunities or requests to perform more than one role in the group.

The following rubric allows you to measure student performance for a group task using creative controversy or debate.

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Clear articulation of position	Supporting arguments for position are both reasoned and persuasively presented.	A clear position is stated.	Position is recognized, but only clarified through prompting.	Position is poorly stated.
Provides support for position	Supporting arguments for position are both reasoned and persuasively presented.	Support for initial position is clearly presented and reasoned based on evidence.	Support for initial position is incomplete.	Little support offered for position.
Effectively critiques positions	Opposing views effectively critiqued and opponents treated with sensitivity.	Opposing views are acknowledged Opponents are treated with sensitivity.	Opposing views acknowledged but not effectively critiqued or dealt with sensitively.	Other positions ignored.
Negotiating agreement	Works with group towards a "win-win" solution. Exhibits patience, open and fair-mindedness throughout negotiation phase of controversy.	Works with group towards a "win-win" solution. Exhibits patience, open and fair-mindedness often in the negotiation phase of controversy.	Exhibits patience, open and fair-mindedness sometimes in the negotiation phase of controversy, but still tries to "win" rather than strive for "best" solution.	Exhibits little patience, open or fair-mindedness in the negotiation phase of controversy. Tries to "win" rather than strive for "best" solution.

# VOICES INTO ACTION

Assessment for the Conclusion – Creating a Museum Submission:

## Assessment Rubric for A Century of Genocide: Museum Exhibit

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>Knowledge/ Understanding</b> Demonstrates understanding of concepts, personalities, issues and events	Demonstrates thorough understanding of personalities, issues and events 10, 9.8, 9.5, 8.5, 8	Demonstrates considerable understanding of personalities, issues and events 7.8, 7.5, 7.3, 7	Demonstrates some understanding of personalities, issues and events 6.8, 6.5, 6.3, 6	Demonstrates limited understanding of personalities, issues and events 5.8, 5.5, 5.3, 5
<b>Thinking</b> Demonstrates the use of critical and creative thinking skills in developing questions and gathering and organizing data	Demonstrates to a high degree the use of critical and creative thinking skills in developing questions and gathering and organizing data 10, 9.8, 9.5, 8.5, 8	Demonstrates to a considerable degree the use of critical and creative thinking skills in developing questions and gathering and organizing data 7.8, 7.5, 7.3, 7	Demonstrates with some effectiveness the use of critical and creative thinking skills in developing questions and gathering and organizing data 6.8, 6.5, 6.3, 6	Demonstrates with limited effectiveness the use of critical and creative thinking skills in developing questions and gathering and organizing data 5.8, 5.5, 5.3, 5
<b>Communication</b> Express ideas and point of view in a coherent manner in graphic display	Express ideas and point of view with a high degree of effectiveness 10, 9.8, 9.5, 8.5, 8	Express ideas and point of view with considerable degree of effectiveness 7.8, 7.5, 7.3, 7	Express ideas and point of view with some degree of effectiveness 6.8, 6.5, 6.3, 6	Express ideas and point of view with limited degree of effectiveness 5.8, 5.5, 5.3, 5
<b>Application</b> Makes connections between selected group and genocide criteria using evidence	Makes connections and conclusions with a high degree of effectiveness in museum exhibit 10, 9.8, 9.5, 8.5, 8	Makes connections and conclusions with a considerable degree of effectiveness in museum exhibit 7.8, 7.5, 7.3, 7	Makes connections and conclusions with a moderate degree of effectiveness in museum exhibit 6.8, 6.5, 6.3, 6	Makes connections and conclusions with a limited degree of effectiveness in museum exhibit 5.8, 5.5, 5.3, 5

### Oral Communication of Exhibit

<b>Application</b> Express ideas and views in an organized coherent manner using poster and notes	Express ideas and views in an organized coherent manner using poster and notes with a high degree of effectiveness 10, 9.8, 9.5, 8.5, 8	Express ideas and views in an organized coherent manner using poster and notes with considerable degree of effectiveness 7.8, 7.5, 7.3, 7	Express ideas and views in an organized coherent manner using poster and notes with some effectiveness 6.8, 6.5, 6.3, 6	Express ideas and views in an organized coherent manner using poster and notes with limited effectiveness 5.8, 5.5, 5.3, 5
--	--	--	--	---