



Welcome

By Marguerite Jackson, Chief Executive Officer

In February 2011, a number of teams from Ontario secondary schools attended EQAO's learning seminar. This issue of *EQAO Connects* shares the reflections of one educator who attended a presentation by keynote speaker Anne Davies on what needs to take place before, during and after learning in terms of classroom assessment, evaluation and reporting.

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Classroom Assessment, Evaluation and Reporting

By Paul Lacalamita, Principal

Resurrection Catholic Secondary School, Kitchener
Waterloo Catholic District School Board



[Video interview with Paul Lacalamita](#) | Running time: 00:05:13

Principal Paul Lacalamita talks about student involvement in classroom assessment and discusses how EQAO resources and data contribute to student learning and school improvement plans in his school.

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Grade 3 Mathematics



Score a
Student
Response

How Would You Score This?

Try Your Hand at Scoring a Student Response!

Take a look at the following student response to a math question from the primary-division assessment. How would you score it? The scoring rubric, annotations and correct score are provided, as are sample student responses at other score codes.

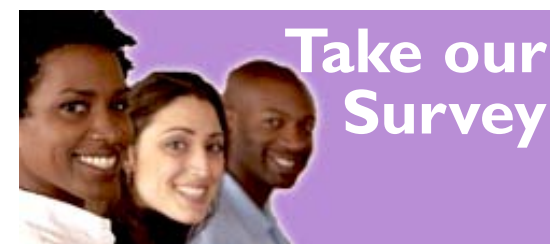
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2010-2011 Teacher Bulletins

Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1-3) and Junior Division (Grades 4-6)

Grade 9 Assessment of Mathematics

Ontario Secondary School Literacy Test





Welcome

By Marguerite Jackson, Chief Executive Officer

In February 2011, EQAO hosted a number of teams from Ontario secondary schools at a learning seminar. This professional development activity, like others periodically offered by the agency, furthered our commitment to building capacity for using data by helping educators understand how to interpret and use assessment results to improve student learning.

One of the many interesting sessions offered was a keynote presentation by Anne Davies, renowned educator, researcher and author. Dr. Davies reviewed pertinent research and described, in practical terms, what needs to take place before, during and after learning in terms of classroom assessment, evaluation and reporting.

In this issue of *EQAO Connects*, session participant Paul Lacalamita, Principal of Resurrection Catholic Secondary School in Kitchener, shares his reflections on Dr. Davies's presentation in a video interview. In the accompanying article, Mr. Lacalamita discusses how the material covered during Dr. Davies's session will help shape the teaching and assessment practices in his school.

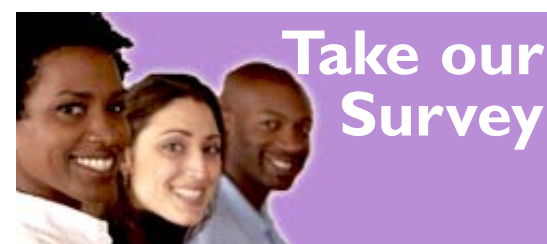
On behalf of EQAO, I'd like to thank the school teams that participated in the learning seminar and particularly Principal Lacalamita for contributing to this issue of *EQAO Connects*. We are proud to support educators throughout the province in their work to help all students reach their highest possible level of achievement. ■

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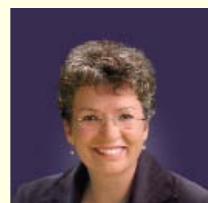
*Resurrection Catholic Secondary School, Kitchener
Waterloo Catholic District School Board*



[Video interview with Paul Lacalamita](#) | Running time: 00:05:13

Educators attending the February EQAO learning seminar had the opportunity to hear from author, consultant, researcher and educator Anne Davies about what needs to take place in the classroom before, during and after learning in terms of classroom assessment, evaluation and reporting.

We asked some of these educators to share their perspective on Dr. Davies's keynote presentation. Find out what one had to say about student involvement in classroom assessment in this short video interview, and read how EQAO resources and data contribute to student learning and school improvement plans in his school.



Anne Davies

1. What are the key ideas you took away from this presentation?

Our team came away from the learning seminar with an affirmation that our school's and board's assessment policy is in line with current research as well as the spirit of the Ministry's Growing Success document.

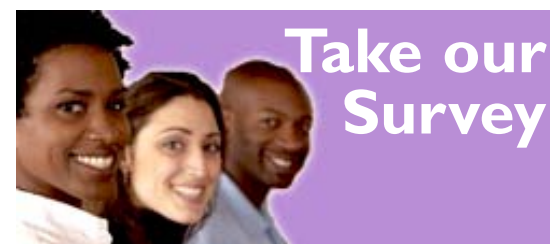
Another key component was the reminder to "design down" (i.e., begin with the end in mind) to ensure students have a clear understanding of expectations and targets for learning. This fits in with the whole concept of co-constructed criteria for student engagement and authentic assessment.

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2. Anne Davies stresses the importance of making sure that students

- have a clear learning destination;
- participate in creating the criteria by which they will be assessed;
- select, collect and reflect on the proof of their own learning and
- self-monitor toward success.

How can EQAO test results and resources (e.g., sample test questions, rubrics and student responses) contribute to your students' learning process?

EQAO results and resources can provide a clear understanding of the types of deficits (i.e., areas of need) and successes each of our students is experiencing in the learning continuum. They also support the learning of *The Ontario Curriculum*, providing further opportunities for practice and assessment (for, of and as learning).

The resources provided by EQAO allow students to gain confidence in the format of the EQAO assessments, thereby contributing greatly towards the alleviation of student

anxiety. In essence, students come to a clearer understanding of expectations.

EQAO data allow us to view trends in student learning, which in turn informs teachers' instruction. We can use the data as a snapshot of specific areas of difficulty. Combined with the results of further assessments, the data enable teachers to differentiate instruction for the purposes of improving student learning.

3. Dr. Davies proposes that evaluation is most effective when it includes a collaborative conversation and analysis of student work using agreed-upon criteria, by teachers, across grade levels and subjects, to ensure consistency and fairness in judgment. From your perspective, how can EQAO data be incorporated in this conversation?

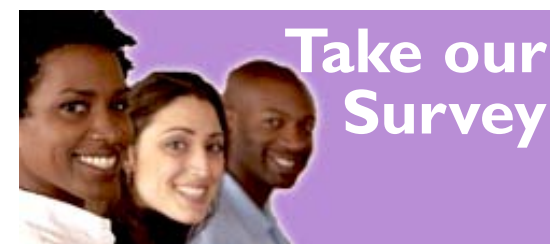
EQAO data serve teachers when the teachers are identifying areas of strength and weakness in student work. With the support of other assessment data, the EQAO data can serve the teachers as a framework for conversations about clear criteria for evaluation. EQAO data are a third-party opinion to support professional conversations about consistent, unbiased evaluation and grading.

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4. How do you intend to integrate the learning or reaffirmation you gained from this presentation into your school's improvement planning?

EQAO data will provide teachers key information about student achievement, especially for their consideration in their school learning teams/professional learning communities.

- Our school will plan to deliver professional development focused on creating a continuous loop of feedback, particularly formative feedback, which should allow students to take more ownership of communicating their learning and setting their goals.
- We intend to provide examples of quality student work as well as achievement walls.
- We will use co-constructed criteria for assignments, so students clearly understand and are fully engaged in the expectations of the performance task and their learning.
- We will identify target groups and key reading issues (e.g., expressive or receptive language) in order to develop skill-building activities that can be used every day.

5. Do you have any final thoughts about this presentation you would like to share?

The tenets of this presentation served to frame the work that we, as program area leaders and teachers, are involved in, to acknowledge our efforts to date and to provide confidence to us as we move forward with new curricula to improve student learning.

Thanks for the many practical examples and strategies that we can immediately start using in our classrooms and that will be a focus in professional development for our teachers.

For Further Information



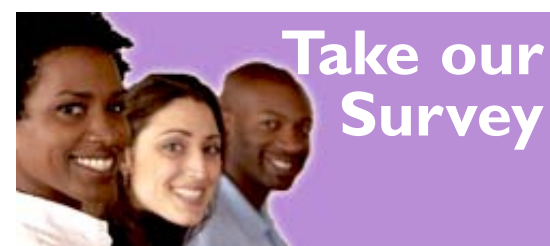
EQAO's [research reports](#) provide valuable information about large-scale assessments and EQAO data to help support student learning.

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Grade 3 Mathematics



How Would You Score This?

Try your hand at scoring a student response!

1. Read the math question and student response below from the 2010 Assessment of Reading, Writing and Mathematics, Primary Division.

Miro gives away the same number of stickers each day.

On Day 1 he has 98 stickers.

On Day 2 he has 93 stickers.

On what day will he have exactly 63 stickers?

Show your work.

it a pattern
it's counting backwards
by 5's 98, 93, 88, 83, 78, 73, 68, 63

Miro will have exactly 63 stickers on Day 6.

2. Use the question specific rubric to the right to determine how you would score the student response.
3. Click the score codes to find out whether you are right and to see examples of student work at each of the codes.

Check out [additional examples](#) from past years' assessments.



Question Specific Rubric

Code	Description
10	Problem-solving process to determine on what day Miro will have exactly 63 stickers shows limited effectiveness due to • minimal evidence of a solution process • limited identification of important elements of the problem • too much emphasis on unimportant elements of the problem • no conclusions presented • conclusion presented without supporting evidence
20	Problem-solving process to determine on what day Miro will have exactly 63 stickers shows some effectiveness due to • an incomplete solution process • identification of some of the important elements of the problem • some understanding of the relationships between important elements of the problem • simple conclusions with little supporting evidence
30	Problem-solving process to determine on what day Miro will have exactly 63 stickers shows considerable effectiveness due to • a solution process that is nearly complete • identification of most of the important elements of the problem • a considerable understanding of the relationships between important elements of the problem • appropriate conclusions with supporting evidence
40	Problem-solving process to determine on what day Miro will have exactly 63 stickers shows a high degree of effectiveness due to • a complete solution process • identification of all important elements of the problem • a thorough understanding of the relationships between all of the important elements of the problem • appropriate conclusions with thorough and insightful supporting evidence