Acknowledgments

This document is provided as a resource to be used in conjunction with the "Active Participation Learning Goal" posters that will support the Health and Physical Education programs within TVDSB. This resource manual and poster will assist teachers in delivering a consistent high quality program in schools. The writing team has spent many hours to make the assessment tool "user friendly" for both staff and students. Each section is aligned with and supports the *Ontario Curriculum document for Health and Physical Education, and Growing Success*

This resource could not have been created without the committed, collaborative efforts of the he Health and Physical Education Assessment Task Force **(2014):**

Table of Contents

HPE Assessment Team Goals:

- ➢ to support a common understanding of the curriculum from Grades 1-12 and create Learning Goals and Success Criteria for daily participation
- ➢ to establish fair, transparent and equitable tools for teacher use in the assessment and evaluation of the curriculum expectations, living skills and learning skills in Health and Physical Education (*Growing Success*, 2010. p. 7)
- ➢ to provide practical and ready to use tracking tools to support common assessment practices in Health and Physical Education (Assessment for Learning, Assessment as Learning)

Overview:

This document is intended to support assessment practices in Health and Physical Education are clear, consistent, and well aligned across panels and within all TVDSB schools. The goal of the Task Force is that every HPE teacher and HPE student in the system benefits from the same high quality process for assessing, evaluating and reporting achievement. (*Growing Success*, 2010. p. 8)

By utilizing appropriate learning goals and success criteria to access the active participation of students taking Health and Physical Education we will be able to ensure that:

- assessment, evaluation and reporting will be fair, transparent, and equitable
- teachers, students and parents will know that evaluations are based on evidence of student learning
- there is consistency in the way grades are assigned across all schools within the Thames Valley District School Board
- the seven fundamental principles, (outlined in *Growing Success*, 2010, p. 6), are understood and utilized effectively to support student learning

FUNDAMENTAL PRINCIPLES of Assessment:

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

The Seven Fundamental Principles (*Growing Success*, 2010. p. 6)

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Active Participation Learning Goals: Practices

DEVELOPING LEARNING GOALS:

Assessment *for* learning and *as* learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand.

Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction. (*EduGains*, Assessment for Learning Video Series: Segment #2, 2010.)

IDENTIFYING SUCCESS CRITERIA:

Assessment *for* learning and assessment *as* learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card (i.e., a student's self-assessment of learning). (**see Appendix**)

Teachers can ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying, and applying those criteria in their learning. Examining samples of student work with their teachers helps students understand what constitutes success and provides a basis for informed co-construction of the success criteria. The success criteria should be open to review and revision, guided by the teacher's professional judgement, as students' progress towards achievement of the learning goals. Teachers can enhance their understanding of success criteria and build common knowledge about levels of achievement through teacher moderation – that is, through assessment of student work done collaboratively with fellow teachers. (*EduGains*, Assessment for Learning Video Series: Segments #3 and #4, 2010.)

Developing Learning Goals

(*EduGains*, Assessment for Learning Video Series: Segments #1 and #2, 2010.)

Part 1: The Foundation of Assessment for Learning

➢ Students and teachers must hold a common understanding of what is to be learned, and what successful achievement looks like

➢ Learning Goals describe, in student friendly language, what students are to know and be able to do by the end of a period of Learning

Part 2: Learning Goals ….

➢ are brief statements that describe, for students, what they should know and be able to do by the end of the period of instructions (i.e., ongoing during the entire course, by units, by lessons)

➢ are transformed from curriculum expectations, and empower students to be more active participants in the learning.

➢ represent a subset of knowledge and skills students must master to successfully achieve the overall expectations

➢ allow knowledge and skills to be broken out and scaffolded into individual elements, allowing students and teachers to assess more accurately what they are doing well, and where they should be focussing their efforts to improve

➢ require that students and teacher share a common understanding of the learning goals

➢ are written with a careful attention to the language
  o uses student-friendly language
  o brief and concise
  o verbs are specific and observable
  o stated from the student's perspective (i.e., I will be able to, I will know, I will explain, I will identify etc.)

Part 3: Sharing and Clarifying Learning Goals

➢ once identified, the learning goals become an integral part of the learning process, guiding the teachers instruction, as well as the student's efforts to focus their learning

➢ for students to be able to independently monitor their progress, they need to have a clear understanding of the goals
  o displaying the goals in the classroom
  o asking students to record the goals in writing **(Note: for some students, recording in writing does not translate to understanding)**

➢ by explicitly connecting feedback from the teacher, peer and self to learning goals, students continue to strengthen their understanding

➢ by using subject-specific terminology, teachers signal the importance of the words, and can use the learning goals as a starting point for review or new learning

➢ provides opportunities for "co-construction"

➢ with learning goals clearly established, both teachers and students are able to measure progress towards achieving the goals at the end of each day's learning and to determine next steps

Identifying Success Criteria

(*EduGains*, Assessment for Learning Video Series: Segment #3 and #4, 2010.)

Setting clear targets for student learning involves more than posting an instructional goal for students to see. It also requires elaboration of the criteria by which student work will be judged. Shepard (2001)

With the learning goals clearly established, both the teacher and the students are able to measure progress toward achieving the goals at the end of each day's learning, and to determine next steps.

By ensuring that students clearly understand the learning goal, teachers set the stage for students to be able to focus their efforts on achieving the goal, monitoring their progress, and setting their own goals.

Step 1: Developing Success Criteria

Learning goals and success criteria are critical pieces of information students need to be successful learners. Students and teachers must hold a common understanding of what is to be learned, and **what successful achievement looks like**. With explicit goals and criteria, students have the beginnings of what they need to become independent, self-monitoring learners.

- Success criteria are ***standards or rules*** which students use to make judgements about the quality of performance. *(Note: The criteria can also be co-constructed with students.)*
- Students use success criteria to determine what ***progress*** they are making toward achieving learning goals.
- Criteria show what success ***"looks like":***
    - what characteristics, traits or qualities will they look for in the student's performance.
    - the achievement chart for each subject provides a starting point for identifying the criteria. In the revised curriculum documents in the section on assessment and evaluation of student achievement teachers will find a list of descriptors and be able to determine specific descriptors of effectiveness for a particular product or performance – things such as accuracy, logic, significance, or depth.
    - descriptors help clarify for students the characteristic of the performance which is the focus of the assessment.

- when used to assess, give both the teacher and the student feedback about learning.
- **Whereas learning goals answer the question, "*Where am I going*?", success criteria help students to answer the question, "*How am I going?*"**
- When teachers help students understand the purpose and use of criteria, students grow increasingly more independent in being able to ***monitor*** their progress and make decisions about ***next steps*** in learning.

Active Participation Learning Goals – Making Connections

Assessment *"for"* Learning and *"as"* Learning

The primary purpose of assessment of this tool is to improve student learning by providing teachers and opportunity to provide descriptive feedback and coaching for improvement based on a common set of Learning Goals and Success Criteria. The tool will also support teachers to engage in assessment *as* learning opportunities by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. (*Growing Success*, 2010. p. 31)

The essential elements of having this tool posted in teaching space will be to:

- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools (**see Appendix**);
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- provide opportunities for teachers and students to analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

Curriculum Connections in Grades 1 to 12

The poster supports teachers to make consistent judgments about the quality of student learning and participation based on clear performance standards and on a body of evidence collected over time. It will also provide teachers with a foundation for developing clear and specific feedback for students and parents.

The Learning Goals listed on the poster are derived from the overall expectations of the Active Living, Movement Competence and Living Skills strands of the Health and Physical Education curriculum.

LEARNING SKILLS AND WORK HABITS IN GRADES 1 TO 12

The development of learning skills and work habits provides an integral part of a student's learning and are needed to help students succeed in school and in life. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work.

In many subjects and disciplines in Grades 1 to 12, the development of the learning skills and work habits is further strengthened through the achievement of the curriculum expectations and are critically important to student success.

Typically, the evaluation of learning skills and work habits should not be considered in the determination of a student's grades. However, the Health and Physical Education curriculum is an example of when it is _**not**_ possible to separate the evaluation of the learning skills and work habits from the evaluation of a student's achievement of a curriculum expectation may be found in the health and physical education curriculum.

These expectations are designed to help students develop a positive sense of self, use coping and management skills, monitor their own progress, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. The development of such skills clearly overlaps with and reinforces the learning skills and work habits to help students succeed in school and throughout their lives. (_Growing Success_, 2010. pp. 10 – 12)

Clearly identifying the focus of such curriculum expectations and the evidence that will be collected to assess and evaluate their achievement will assist teachers in making decisions about whether the demonstration of a learning skill or work habit should be part of the evaluation of a curriculum expectation.

It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table. For each of the skills and habits, the table provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits. The sample behaviours are intended to assist _but not restrict_ teachers in their efforts to help students become effective learners, and will look different at the various grade levels. (_Growing Success_, 2010. p. 10)

Active Student Engagement – Gym, Field, Weight Room

During each class I will……

Active Living

participate actively in a wide variety of activities
- always participate enthusiastically in new activities
- take on a leadership role, offering to demonstrate drills/skills, or lead warm-up/cool-down activities
- accept various roles (refining, scoring, leader) and an equitable share of work in a group

work to improve my personal physical fitness
- participate and persevere in sustained moderate to vigorous activity
- recognize their personal degree of exertion (i.e., heart rate increases, sweating,

Movement Competence

perform movement skills to the best of my ability
- develop basic locomotion, manipulation and stability skills
- develop a sense of how and where my body moves in relationship to objects and people

apply the appropriate strategies
- have a clear understanding of the goals or objectives of the activity
- ask questions when trying new strategies/tactics in game situations

Living Skills

demonstrate responsibility for my actions and my learning
- participate to the best of my abilities
- ensure the safety of myself and others
- be ready to actively participate on time with appropriate materials (shoes, uniform)

use time-management and organizational skills
- use my class time appropriately to complete tasks
- follow instructions, routines and safety guidelines
- use equipment properly to complete assigned activity

communicate information with clarity and confidence
- listen actively to teachers and peers
- use appropriate language

demonstrate positive relationships with self and others
- respect for self and others (i.e., value opinions and ideas, resolve conflict)
- demonstrate leadership and teamwork (i.e., sharing roles, supporting others)
- use teamwork to achieve a common goal

transfer my learning into new situations
- set my own goals assess and reflect on my own strengths, needs and interests in class
- ask for support when I have a question or need assistance with a particular skill, movement
- accept and implement feedback positively.(S-R)

use effective decision making skills in pursuit of a healthy lifestyle
- assess the positives and negatives of my choices before making decisions
- show a "never give up" attitude in attempting to reach desired outcomes
- be able to reflect realistically on the results of my choices

Active Student Engagement - Health

During each class I will……

Living Skills - Personal

demonstrate responsibility for my actions and my learning
- participate to the best of my abilities (i.e, on time, on task etc.)
- be ready to actively participate on time with appropriate materials (e.g., notebook, paper, pencil etc.)

use time-management and organizational skills
- use my class time appropriately to complete tasks
- follow instructions, routines and safety guidelines
- use classroom/lesson supports properly to complete assigned activity (i.e., textbooks, computers etc.)

Living Skills - Interpersonal

communicate information with clarity and confidence
- listen actively to teachers and peers
- use appropriate language

demonstrate positive relationships with self and others
- respect for self and others (i.e., value opinions and ideas, resolve conflict)
- demonstrate leadership and teamwork (i.e., sharing roles, supporting others)
- use teamwork to achieve a common goal

Living Skills – Critical Thinking

transfer my learning into new situations
- set my own goals assess and reflect on my own strengths, needs and interests in class
- ask for support when I have a question or need assistance when I have a question
- accept and implement feedback positively.(S-R)

use effective decision making skills in pursuit of a healthy lifestyle
- use material presented and personal experiences to reflect and draw conclusions about my lifestyle
- be able to use material learned to make healthy lifestyle choices and plan my next steps

Assessment Tools

Collaborating with colleagues to develop assessments, and moderated marking, are some ways to reach consensus on criteria. Once teachers have identified them, the criteria are set out in an assessment tool, such as a ***rubric, checklist***, and shared with students.

Teachers bring a deep knowledge of standards and criteria to the assessment task, but they often remain unarticulated. Students are more successful and more engaged when <u>they </u>are clear on what success looks like on a given task. As they gain a deeper understanding of the criteria, their focus shifts from grades and marks…

The goals of a health and physical education program are to help students develop…

- the skills and knowledge that will enable them to enjoy being active and healthy throughout their lives, through opportunities to participate regularly and safely in physical activity and to learn how to develop and improve their own personal fitness;

- the movement competence needed to participate in a range of physical activities, through opportunities to develop movement skills and to apply movement concepts and strategies in games, sports, dance, and other physical activities;

- the living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practise communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes;

- an understanding of the factors that contribute to healthy development, a sense of personal responsibility for lifelong health, and an understanding of how living healthy, active lives is connected with the world around them and the health of others. (*Health and Physical Education: Interim Edition*, (2010). Pp. 35-36)

Note to Teachers:

Health and Physical Education is about the development of a healthy active lifestyle for all students in any program. Assessment is a tool that allows teachers to strengthen the relationship between a student's participation, engagement and success in any context of the curriculum, (i.e., gym, field, pool, classroom) and the notion of a healthy active lifestyle.

Assessment is not intended to be punitive, but to improve student learning.

References

AER Video Library - Learning Goals and Success Criteria [Video Transcript]. (2010). Retrieved from http://www.edugains.ca/newsite/aer/aervideo/learninggoals.html

AER Video Library - Learning Goals and Success Criteria [Video file #1]. (2010). Retrieved from http://www.edugains.ca/newsite/aer/aervideo/learninggoals.html

AER Video Library - Learning Goals and Success Criteria [Video file #2]. (2010). Retrieved from http://www.edugains.ca/newsite/aer/aervideo/learninggoals.html

AER Video Library - Learning Goals and Success Criteria [Video file #3]. (2010). Retrieved from http://www.edugains.ca/newsite/aer/aervideo/learninggoals.html

AER Video Library - Learning Goals and Success Criteria [Video file #4]. (2010). Retrieved from http://www.edugains.ca/newsite/aer/aervideo/learninggoals.html

Health and Physical Education. (2010). Retrieved from http://www.edu.gov.on.ca/eng/curriculum/elementary/health.html

Health and Physical Education. (1998). Retrieved from http://www.edu.gov.on.ca/eng/curriculum/secondary/health.html

Ministry of Education. (2010). *Growing Success*: Assessment, Evaluation and Reporting in Ontario Schools. Ontario: Queen's Printer of Ontario

Ontario Physical and Health Education Association. (2014, June 23). Assessment and Planning Tools: Recordable Assessment Charts. Retrieved from http://hpe.ophea.net/node/31