CATHOLIC
VIRTUAL
ONTARIO

CVO – GROWING TOGETHER IN FAITH

ASSESSMENT AND EVALUATION

Catholic Virtual Learning Resource

TABLE OF CONTENTS

A PRAYER OF OSCAR ROMERO

It helps, now and then, to step back and take a long view.
The Kingdom is not only beyond our efforts,
it is even beyond our vision.
We accomplish in our lifetime only a tiny fraction
of the magnificent enterprise that is God's work.
Nothing we do is complete,
which is a way of saying that the Kingdom always lies beyond us.
No statement says all that could be said.
No prayer fully expresses our faith.
No confession brings perfection.
No pastoral visit brings wholeness.
No program accomplishes the Church's mission.
No set of goals and objectives includes everything.
This is what we are about.
We plant the seeds that one day will grow.
We water seeds already planted,
knowing that they hold future promise.
We lay foundations that will need further development.
We provide yeast that produces effects far beyond our capabilities.
We cannot do everything,
and there is a sense of liberation in realizing that.
This enables us to do something,
and to do it very well.
It may be incomplete, but it is a beginning, a step along the way,
an opportunity for the Lord's grace to enter and do the rest.
We may never see the end results,
but that is the difference between the master builder and the worker.
We are workers, not master builders;
ministers, not messiahs.
We are prophets of a future that is not our own.

Amen.

"Be who God meant you to be and you will set the world on fire."
— *St. Catherine of Sienna*

A SHARED WORLDVIEW

As teachers in Catholic schools, we share a unique worldview grounded in service and community. Through our professional practice, guiding students with our hearts and minds, the broader community, both present and future, also benefits. The learners we empower will eventually contribute to society through their own endeavours, continuing a pattern of flourishing and love.

"Peace be with you!
For the sake of the Lord,
I will seek your good."
(Psalms 122)

A SHARED COMMITMENT

Regardless of the specific role we have in education at any given time, we are all educational leaders. Educating youth unites responsibility with service, a transformative element of our vocation. In fact, teaching is a profession that fosters all others, motivating students to apply learning meaningfully as life-long, engaged and contributing citizens.

Grounded in Gospel values, Catholic education nurtures an inclusive learning culture of high expectations for all learners across all learning environments. Diversity is championed as a strength, so that students with different backgrounds and experiences are collectively inspired to achieve to their unique potential and promote the common good. Created in God's image, all learners matter.

> Knowledge and learning humanize; they are communal and social activities. Assessments should reflect this humanity.

SACRED SOIL: KEY PRINCIPLES OF ASSESSMENT, EVALUATION AND REPORTING

Growing Success, Ontario's foundational policy document, outlines 7 principles to guide assessment, evaluation and reporting practices, ensuring they are:

- Fair, transparent, equitable,
- Supportive of all students,
- Designed to connect to curriculum expectations, student learning goals, interests, preferences, needs and experiences,
- Communicated clearly throughout the course,
- Ongoing, varied, delivered over time to provide students with multiple opportunities to demonstrate full range of learning,
- Providing ongoing descriptive feedback that is clear, specific, meaningful and timely,
- Developing students' self-assessment skills.

Learning for All, Ontario's resource guide to effective assessment and instruction for all learners, outlines 7 core beliefs focused on helping all students improve their achievement and well-being:

- All students can succeed.
- Each student has a unique pattern of learning.
- Successful instructional practices are found on evidence-based research and informed by experience.
- Universal design and differentiated instruction are effective and interconnected approaches for meeting the needs of all students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need support of the broader community to create learning environments supporting all students.
- Fairness is not sameness.

With the relationship between learning and believing so central to Catholic education, there are many other resources that shape instruction in Catholic schools. Used collectively with Ministry documents, they reinforce how "knowing, teaching, and learning are grounded in sacred soil".[2]

ASSESSMENT, EVALUATION AND REPORTING RESOURCES IN THE CATHOLIC CONTEXT

Curriculum Documents

Catholic School Graduate Expectations

The Learner at the Centre

Growing Success Learning for All

Catholic Social Teaching

The principles of Growing Success connect naturally to several Catholic Social Teaching principles, the core of our rich Catholic social tradition:

- the inherent **dignity of the human person,** as created in the image and likeness of God
- the **common good** of others, and the good of the whole human family
- **solidarity** to think and act communally, working in relationship with others
- ensuring the **participation** of all, contributing to the progress of society

Catholic School Graduate Expectations (OCSGEs) frame the distinct nature and purpose of Catholic Education in Ontario. They consist of the knowledge, skills, values and actions that graduates of Catholic schools need in order to flourish and contribute to society. Like the Ministry of Education's transferable skills and learning skills, they are not evaluated, but form an essential part of the student learning journey and the development of body, mind and spirit in Catholic schools.

Similarly, although the development of learning skills and work habits are also an essential part of a student's learning, they are not generally incorporated into a student's grade. Assessing, evaluating and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits occurs separately. This allows achievement information to be specific to each unique area of achievement.

The essential relationship between learning and believing places learners at the centre of professional practice. Used collectively, Ministry policy documents and Catholic school resources form the essential tools that inform assessment, evaluation and reporting practices.

CONTENT STANDARDS AND PERFORMANCE STANDARDS

Assessment and evaluation are based on content standards and performance standards.

Content standards are the curriculum expectations for every subject and discipline, describing what students should know and be able to demonstrate in their course work, on tests, and in other activities on which their achievement is assessed and evaluated.

Performance standards describe student achievement of curriculum expectations according to identified criteria, at different achievement levels or degrees of achievement (e.g., Levels 1 to 4, 50% to100%). These are included in the achievement chart in every subject or discipline's curriculum document, outlining four levels of achievement for four categories of knowledge and skills. Examples of achievement charts may be found in *Growing Success,* with an excerpt shown below.

Categories	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Knowledge and understanding (subject-specific content learned (knowledge) and its comprehension (understanding).				
Knowledge of content	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Understanding of content	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor

Criteria { (Knowledge of content, Understanding of content)

Descriptors or indicators of success

The achievement chart:
- guides the assessment and evaluation of student work, the development of high-quality instruction as well as assessment tasks and tools, such as rubrics
- provides the basis for consistent and meaningful feedback to students
- establishes categories and criteria with which to assess and evaluate student learning

FROM ACHIEVEMENT CHART TO RUBRIC

Student success is optimized when students are given multiple, varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills, which include: Knowledge and Understanding, Thinking, Communication and Application. Criterion-referenced assessment and evaluation ensures fairness, reliability and transparency, because it helps students and families become aware of the standard and the degree to which it has been met in a prescribed task.

As a learning and assessment tool, rubrics are grounded in the achievement chart. They lay out the expectations for assignments and performance tasks by listing assignment-specific criteria in language that's meaningful to students, taken from course curriculum expectations.

For each criterion, a level of quality such as grade or level, is included. Ideally, each rubric is as specific as the task it is designed to assess and evaluate. How can a student demonstrate achievement of specific skills if the criteria are generic? If a rubric is to be an authentic and effective learning and assessment tool, then it must be specific and referenced throughout a course so that students can fully benefit from instruction.

AMPLIFYING STUDENT VOICE AND AGENCY

Engaging students in assessment and evaluation also honours their voice and fosters deep thinking skills, connecting perfectly to the vision of the learner embedded in the OCSGEs.

Collaborating with students to develop criteria and indicators of success related to learning goals increases students' understanding of criteria and promotes reflective self-assessment. Co-constructing success criteria with students follows a backward planning model: when students have input in identifying what success looks like, they are more likely to be engaged and understand the process, and therefore empowered to meet with success.

Co-constructing can begin incrementally, with the teacher gradually releasing control over criteria development to students. If the language of assessment, including success criteria, is used frequently throughout a course and students receive multiple opportunities to use and apply it, they will become increasingly comfortable with it and recognize its relevance to their learning and achievement. Students are required to become familiar with all kinds of terminology and phrases during their education, so why not include the language of assessment as well?

Ideas for Co-Constructing Success Criteria:
- start with a completed rubric tied to a low-stakes task and unpack it through discussion of categories, criteria, success indicators
- start with a checklist, which may be a more streamlined assessment tool as a starting point
- share a partially completed rubric, for example, one that includes the highest and lowest achievement levels, so that students can enter success indicators/achievement descriptors into the blank/remaining areas
- develop a checklist or rubric in its entirety with students by identifying and clarifying learning goals, identifying an exemplar and discussing strong and weak features, brainstorming and organizing success indicators, reviewing the draft assessment tool (checklist or rubric)

Rubrics can include analytic, holistic, single-point formats. See Appendices for samples of each type.

ONGOING, CO-CREATED, VARIED ASSESSMENT AND EVALUATION: ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS IN ACTION

When effective rubrics are created with input from students, include meaningful language and provide descriptive feedback, the full education community benefits. Principles such as *fairness, equity, and ongoing communication* arise from a process that intentionally supports all students.

Ontario Catholic School Graduate Expectations — A Vision of the Learner

1. A DISCERNING BELIEVER formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through work, sacrament, prayer, forgiveness, reflection and moral living.
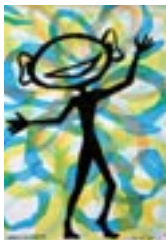
2. AN EFFECTIVE COMMUNICATOR who speaks, writes and listens honestly and sensitively responding critically in light of gospel values.

3. A REFLECTIVE, CREATIVE AND HOLISTIC THINKER who solves problems and makes responsible decisions with an informed moral conscience for the common good.

4. A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER who develops and demonstrates their God-given potential.

5. A COLLABORATIVE CONTRIBUTOR who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.

6. A CARING FAMILY MEMBER who attends to family, school, parish and wider community.

7. A RESPONSIBLE CITIZEN who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

Students receive experience demonstrating the OCSGEs by:
- contributing collaboratively and communicating effectively to co-create rubrics
- continually reflecting on strengths and weaknesses, discerning ways to develop and flourish
- thinking creatively and holistically to make self-directed improvements before the course concludes
- becoming responsible lifelong learners and global citizens in service of the Church, community and society

Teachers incorporate skills outlined in the OCSGEs by:
- equipping students with information needed to improve learning, enabling the development and use of individual gifts and abilities
- reflecting on instructions and responsibly adjusting teaching practice to accommodate learner strengths and challenges
- promoting students' abilities to assess their unique needs and belong as a community member, collaboratively setting goals
- transparently and fairly communicating levels of student achievement and providing them with hope for their ongoing learning and development

"We must grasp firmly the challenge of providing a kind of education whose curriculum will be inspired more by reflection than by technique, more by a search for wisdom than by the accumulation of information."
— Pope Saint John Paul II

INSTRUCTION AND ASSESSMENT: *FOR* LEARNING, *AS* LEARNING, *OF* LEARNING

According to *Growing Success,* a robust assessment process benefits all learners and includes Assessment *for, of* and *as* learning.

Assessment *for* learning occurs when teachers collect information about student learning from different sources, which is used to provide students with descriptive feedback on achievement of the curriculum expectations, as well as coaching for improvement.

Assessment *as* learning occurs when teachers engage students in collecting information about their learning from different sources, such as self- and peer assessment. With this information, students become aware of how well they are progressing towards learning goals reflecting curriculum expectations.

Assessment *of* learning occurs when teachers collect information after assessment for and as learning, when teachers collect information as a learning cycle reaches an end. At this point in the assessment process, teachers have engaged with students sufficiently and are therefore able to make informed judgements about the quality of a student's learning. Assessment of learning can evaluate learning or can connect back to assessment for and as learning, providing opportunities for a student to develop further and make improvements.

Instruction that includes assessments *as, of* and *for* learning prioritize opportunities for improving student learning by:
• Co-constructing learning goals, success criteria
• Gathering information about students throughout instruction using different strategies and tools
• Incorporating assessments that inform instruction and next steps
• Analysing and interpreting evidence of learning
• Providing ongoing, specific feedback
• Incorporating peer and self-assessment
• Fostering self-reflection, goal setting and independence

Students enrolled in Catholic school courses will have repeated opportunities to demonstrate OCSGEs throughout their learning. However, only Ontario Ministry of Education curriculum expectations are assessed.

> "Catholic schools are places where children and young people may find solid and enduring values to give hope, meaning and purpose to life through an authentic relationship with Jesus Christ. This relationship, and the certain knowledge of God's unwavering love for us, provides a firm place to stand in shifting times." — *Renewing the Promise*

BACKWARD DESIGN:
PLANNING LEARNING WITH THE CONCLUDING ASSESSMENT IN MIND

Backward design involves starting with the end: the desired results (goals or standards for learning). This approach ensures that instructional content, drawn from curriculum expectations, is focused; it will include material, activities and resources that will equip students with the learning needed to demonstrate evidence of learning.[3]

As a learner-centred approach, backward design:
- identifies learning outcomes at the onset of lesson, unit or course planning; *What* will students learn?
- determines the ways in which students will demonstrate their learning: *How* will students show what they have learned?
- designs learning experiences and instruction that will motivate students to engage with course content and acquire learning that endures; *How* will students be empowered to learn? *What* variety of instructional practices and activities will provide students with different entry points into transferable learning? *What* will help students learn?
- helps ensure students are given every opportunity to be prepared for a culminating or summative assessment far in advance of a course concluding. *How* will students be prepared to achieve to their highest potential?

"Young people today are buffeted in every direction by loud and competing claims upon their attention and allegiance. From around the world, they hear daily messages of conflict and hostility, of greed and injustice, of poverty and despair. Amidst this social turmoil, young people are eager to find solid and enduring values which can give meaning and purpose to their lives. They are searching for a firm place – a high ground – on which to stand. They seek a sense of direction, a goal which will give meaning and purpose to their lives."
– Pope Saint John Paul II (St. John's Basilica, Newfoundland)

Beginning with the end helps ensure that all students, regardless of individual entry points, reach an enriching and rewarding destination. If students are to meet with every opportunity for success, they need to be equipped with the corresponding learning and given multiple opportunities to demonstrate understanding in multiple ways.

UNIVERSAL DESIGN FOR LEARNING

Universal design involves designing instruction and learning activities through a lens of inclusivity. Through universal design, all learners gain access to learning through multiple pathways that lead to the achievement of the same learning outcomes. Barriers to learning are removed by providing:

- multiple means of representation (e.g., alternative delivery or displays of information, providing multimedia options)
- multiple means for action and expression (e.g., physical movement, technology, varied options for communication)
- multiple means for engagement (e.g., choice options, opportunities for independence, self-assessment and reflection)

Effective Assessments in the Catholic Virtual Learning Environment:

Since Catholic tradition celebrates the dignity of the intellect, it makes sense that course assessments in Catholic schools:

- reflect the tenets of the Catholic faith
- prioritize the socio-emotional needs and well-being of students
- inspire students to demonstrate the OCSGEs (course material should embed the OCSGEs as life-long, transferable skills)
- foster learning and student achievement
- account for a variety of learners and the variety of their strengths and challenges
- are framed in a meaningful context that students can relate to, with a real purpose and audience
- are developed with student input and honour student voice and choice
- activate creativity and critical thinking
- are designed so that they can be completed successfully in an asynchronous learning environment

When students see meaning in their assessments, they will be more engaged and therefore have a greater chance of achieving to their fullest potential.

> "Educators deliver updated curriculum and programs developed by the Ministry of Education, but in Catholic schools, always through a lens of faith that reflects a distinctively Catholic worldview."
> — *Curriculum Series,* Institute for Catholic Education

PERFORMANCE TASKS: WHAT ARE THEY AND WHAT MAKES THEM EFFECTIVE?

Performance tasks are rich activities or assessments that invite students to demonstrate their knowledge, understanding and application skills by creating a product and/or performance. Authentic performance tasks engage students in the thoughtful application of knowledge and skills rather than be limited to recall, because they are grounded in a context that require application of learning. In this way, students perform with their knowledge in an authentic and meaningful way.[4]

Performance tasks are effective because when well-designed, they:

- incorporate deeper thinking and genuine applications of knowledge that resonate with students because they have 'real-world' connections and involve more than a "correct" answer
- create multiple assessment opportunities, incorporating assessment as, of and for learning
- more authentically incorporate big ideas and principles, such as solidarity, preferential option for the poor and stewardship of creation
- have a clear focus but are broad in scope, providing students with opportunities to tailor elements according to individual interests and strengths, amplifying student voice and choice
- are sufficiently flexible, encouraging differentiated final products to demonstrate learning, such as artwork, videos, transcripts, essays, etc.
- result in a student-created product and/or performance that acts as evidence of learning
- are well-suited to integrating subject areas and linking content knowledge with OCSGEs and other transferable skills

> *"Since 1998, this common vision guides Ontario Catholic educators to make classroom, school, board and system decisions that will support the ongoing holistic development of each student – body, mind and spirit. ..."*
> *– Gleeson, J. and Goldberg P. (Eds.)*

CREATING PERFORMANCE TASKS

A framework such as Dr. Norman Webb's Depth of Knowledge Framework can inform performance tasks by establishing the types of knowledge and skills students are invited to demonstrate in a task. It describes four levels of thinking that are especially relevant to consider as students complete assessment tasks. Each level is important, and each level connects to the others.

Level 1: Know, Recall, Reproduce: Students recite or recall information such as facts, formulae, definitions. Level 1 may be especially useful during assessment as and for learning, when teachers are determining the prior knowledge and understanding students bring to a topic or unit content through questioning, brainstorming, surveys or quizzes.

Level 2: Apply Basic Skills and Concepts: Students apply knowledge to answer questions. 2-step thinking is involved across contexts and therefore may be ideal for lower-stakes tasks that completed in preparation for higher-stakes tasks, as practice and opportunities to receive feedback. Level 2 therefore connects well to assessment as, for and of learning.

Level 3: Analytical and Strategic Thinking: Students think strategically and apply reasoning through explanations and justifications in new contexts that are open-ended and therefore may not be associate with a 'correct' answer. Engaging performance tasks will encourage Level 3 thinking because students will find them meaningful and will therefore be motivated to engage with the task's described context or scenario. Level 3 connects well to assessment *as, of* and *for* learning and can work well with tasks involving peers engaged as partners or small groups.

Level 4: Extended Thinking and Complex Reasoning: Students transfer learning acquired over time to new and more complex contexts. At Level 4, thinking is at its most complex stage, involving a scenario with multiple possibilities and multi-step decisions required. Level 4 thinking is ideal for assessment *of* and *for* learning.

Since all the thinking skills can be helpful in different situations, they all have a place in student learning as well as assessment and evaluation. As well, using a combination of the thinking levels in assessments ensures that all students will have opportunities to engage in thinking in at least one of the levels, according to individual abilities and identify the Catholic School Graduate Expectations that inform success.

PERFORMANCE TASK CRITERIA

Developing engaging performance tasks requires grounding the thinking skills students will use and apply within a context that students will be motivated to complete. And when students are motivated, they are more likely to complete a task to their greatest potential. Be mindful that performance tasks should be engaging without introducing ideas or situations that may trigger negative thoughts or emotions in students. The goal is to provide students with learning that is rewarding and will inspire students demonstrate their learning.

In addition to including specific skills to be assessed, an effective performance task:

- incorporates our Catholic worldview authentically within the context
- includes clear directions
- considers the diverse background of students, who will bring different realities, experiences and understandings to a task
- integrates different subject areas
- is grounded in a real-world context that students will find engaging and can transfer their learning to in a meaningful way
- identifies a specific role for the student and a target audience/client within the context
- incorporates student voice and choice when appropriate (options for different roles and audiences, such as younger peers, readers of a blog, festival attendees; options for different "product" formats, such as a blog, recorded demonstration, audio clip)
- emphasizes content, process, product and the environment
- requires application of knowledge for the creation of a product
- criteria and performance standards that indicates the characteristics of a successful product

SAMPLE BASIC PERFORMANCE TASK OUTLINES

- The More Ethical Game Company has invited members of the public to submit game prototypes for new educational role play games that will help players learn something and have fun while playing the game. Using the Design Process Checklist provided, design a game for 2 to 6 players, for an audience of your choice, that enables players to learn about the Catholic Social Teachings. Create a promotional package for the game that includes research used to produce your game, required materials for play, instructions, and information about what makes the game education and entertaining.
- The mayor of your town or city wants to fill the area with positive public messages. Choose an inspirational message found in or informed by Scripture that can be placed in one or more locations that is visible to citizens. Choosing from the media options included on the Design Template provided (or create your own template), create a visual and/or audio component that will complement the message. Write a descriptive paragraph that explains how the message is effective and the impact it will have on those who interact with it.
- Graffiti containing inappropriate messages has been identified as a concern in your community. As a community member, you have an opportunity to lead an initiative that offers a solution to this long-standing issue. Using the Action Plan Checklist, identify your community role and outline an action plan that includes a timeline, any projected costs and resources needed to put the plan into action. Identify what success will look like if your plan achieves its outcome and identify the OCSGEs that inform the success.

Note how these examples:

- provide a context connecting with a Catholic worldview
- identify a purpose and audience
- include varying levels of student voice and choice
- incorporate creativity and critical thinking skills
- include different elements to develop and have assessed, allowing for ongoing constructive feedback before the final product is created.

"Be who God meant you to be and you will set the world on fire."
– St. Catherine of Sienna

"Teaching students to live wisely and faithfully in a culture that continually reshapes their everyday world and defines what is 'normal' provides the foundation for students to make sense of their lives and reinterpret the 'normal' with tested wisdom that helps them to withstand the pressure to be 'cool.'" — *The Future of Education and Skills,* Education 2030, OECD Report 2018, pg. 4

CLOSING THOUGHTS

Assessments help students consolidate their learning (finish a course) after having had multiple opportunities to:

- demonstrate learning in multiple ways
- receive ongoing feedback at different times throughout instruction
- provide input into how their learning is assessed
- communicate their worldview
- develop confidence and a sense of fulfilment

The experience of 'being assessed,' regardless of the environment or context, is an exercise in vulnerability and humility. The relationship between teacher and student is to some extent a leap of faith, with students trusting that teachers will be responsive to their needs. As educators in Catholic schools, we can nurture this relationship by ensuring that the assessments conducted in Catholic schools are as life-affirming as the learning contexts in which the assessments occur.

When assessments are communal and social, contributing to the common good, everyone is transformed.

"Wisdom and faith live together in creative tension, constantly challenging each other in making sense of everyday life. Catholic curriculum seeks to explore the creative tensions inherent in this relationship, and by showing how this relationship functions when making sense of life."
– D'Orsa Jim and Theresa, Catholic Curriculum

"Catholic schools are places where the 'New Evangelization' can take root by inviting students and their families into a deeper relationship with Christ. The experience of community within the school can gently fan the embers until they burst into a flame of faith." – Assembly of Catholic Bishops of Ontario, *Renewing the Promise*

APPENDIX 1: SAMPLE ANALYTIC RUBRIC

Categories	Level 1 50-59%	Level 2 60-69%	Level 3 70-79%	Level 4 80-100%
Knowledge and Understanding				
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Thinking				
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Communication				
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Application				
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor
Criterion	Performance descriptor	Performance descriptor	Performance descriptor	Performance descriptor

"Be content to progress in slow steps until you have legs to run and wings with which to fly." – St. Padre Pio

APPENDIX 2: SAMPLE HOLISTIC RUBRIC AND SAMPLE SINGLE-POINT RUBRICS

Sample: Holistic rubric

Result/Grade/Score	Description
	Criterion description
	Criterion description
	Criterion description

Sample: Single-point rubric A

Criteria	Achievement	Feedback
Criterion description	Grade (Percentage/level/points)	Strengths, challenges, next steps
Criterion description	Grade (Percentage/level/points)	Strengths, challenges, next steps
Criterion description	Grade (Percentage/level/points)	Strengths, challenges, next steps

Sample: Single-point rubric B

Areas for Improvement to Meet Standards	Criteria	Areas that Exceed Standards
	Standard of performance	
	Standard of performance	
	Standard of performance	

"Teaching students to live wisely and faithfully in a culture that continually reshapes their everyday world and defines what is 'normal' provides the foundation for students to make sense of their lives and reinterpret the 'normal' with tested wisdom that helps them to withstand the pressure to be 'cool.'" — *The Future of Education and Skills,* Education 2030, OECD Report 2018, pg. 4

APPENDIX 3: DEFINING CHARACTERISTICS OF EFFECTIVE PERFORMANCE TASKS

In addition to including specific skills to be assessed, an effective performance task:

❑   incorporates our Catholic worldview authentically within the context

❑   includes clear directions

❑   considers the diverse background of students, who will bring different realities, experiences and understandings to a task

❑   integrates different subject areas

❑   is grounded in a real-world context that students will find engaging and can transfer their learning to in a meaningful way

❑   identifies a specific role for the student and a target audience/client within the context

❑   incorporates student voice and choice when appropriate (options for different roles and audiences, such as younger peers, readers of a blog, festival attendees; options for different 'product' formats, such as a blog, recorded demonstration, audio clip)

❑   emphasizes content, process, product and the environment

❑   requires application of knowledge for the creation of a product

❑   criteria and performance standards that indicates the characteristics of a successful product

"There is no such thing as "just a job" in a Catholic school. There are only various forms of Christian service, each calling for extraordinary dedication."
– This Moment of Promise

"...As Christian stewards, we receive God's gifts gratefully, cultivate them responsibly, share them lovingly in justice with others, and return them with increase to the Lord." – To Be a Christian Steward, United States Catholic Conference

ENDNOTES

1 D'Souza, Mario O. *A Catholic Philosophy of Education: The Church and Two Philosophers.*
2 Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life.*
3 Wiggins, Grant and Jay McTighe. *Understanding by Design.*
4 McTighe, Jay. "Performance Task PD with Jay McTighe."

"Catholic schools, which always strive to join their work of education with the explicit proclamation of the Gospel, are a most valuable resource for the evangelization of culture."
(*Evangelii Gaudium,* 134)

"Catholic education aims not only to communicate facts but also to transmit a coherent, comprehensive vision of life, in the conviction that the truths contained in that vision liberate students in the most profound meaning of human freedom." – Saint Pope John Paul II

REFERENCES

Aungst, Gerald. "Using Webb's Depth of Knowledge to Increase Rigor." September 4, 2014. Available at: www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst

Catholic Social Teaching. Retrieved from the Development and Peace website: www.devp.org/en/resource/catholic-social-teaching

D'Souza, Mario O. *A Catholic Philosophy of Education: The Church and Two Philosophers. Montreal:* Mc-Gill Queen's University Press, 2016.

McTighe, Jay. Defined Learning: Performance Task PD with Jay McTighe. Available at: blog.performancetask.com

Ministry of Education of Ontario. (2010). *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools.* Retrieved from The Ministry of Education of Ontario website: www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf Ministry of Education of Ontario. (2010).

Learning for All: A Guide to Effective Instruction for All Students, Kindergarten to Grade 12. Retrieved from The Ministry of Education of Ontario website: www.ontario.ca/page/learning-for-all-guide-effective-assessment-and-instruction-all-students-kindergarten-grade-12

Ontario Catholic School Graduate Expectations. Retrieved from the Institute for Catholic Education website: iceont.ca/wp-content/uploads/2019/10/ICE-OCSGE-Web.pdf

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life.* San Francisco: Jossey Bass, 2017.

Sullivan, Mary P. (2009), "Ethical Leadership: Guiding Principles for Educators and Administrators." Christian Perspectives in Education, 2 (2). Available at: digitalcommons.liberty.edu/cpe/vol2/iss2/6

Wiggins, Grant and Jay McTighe. *Understanding by Design (2nd ed.).* Alexandria: Association for Supervision & Curriculum Development, 2005.

*" …those involved in Catholic education
have an awesome privilege and responsibility."*
– This Moment of Promise

Our Mission

Catholic Virtual Ontario provides equity of access for Catholic secondary students to take secondary credits developed and taught by Catholic teachers.

Catholic Virtual Ontario

20 Eglinton Avenue West, Suite 1804

Toronto, Ontario M4R 1K8

Tel: 416-932-9460

www.ocsta.on.ca