

Anticipation Guide – Week 6

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Section: I/S section 2 (Young/Coon-Brooks)

Instructions:

Before you begin this module, please consider the statements in the centre column. Please refer to *Growing Success*, the videos, and other materials to guide your learning. Then in the **first column** (to the left of the statements), simply circle T (true) if you agree with the statement or F (false) if you disagree with the statement. **Upon completion of the large group session**, revisit the statements by circling T or F AND explain why in the third column (to the right of the statements). Then upload your completed anticipation guide to your Week 6 DLP Guiding Questions.

Before we begin...	Things to consider...	Now that we’ve finished...
T	1. The purpose of the achievement chart is to guide assessment.	TRUE <ul style="list-style-type: none">Growing Success defines the purpose of the achievement cart as:Provide a unifying framework for all curricula and gradesHelp plan instruction for learningProvide a basis for consistent and meaningful feedbackEstablish categories and criteria with which to assess student learningGrowing Success, p. 15The achievement chart includes 4 main categories: Knowledge and understanding, thinking, communication and application.
F	2. Assessment tasks must include all four categories of knowledge and skills.	False <p>An individual assessment task does not need to include all four categories. As instructors we should strive to create rich and authentic assessment tasks that include links to multiple assessment task categories.</p> <p>http://jfmueller.faculty.noctrl.edu/toolbox/tasks.htm</p>
T	3. Balanced assessment reflects the four categories of knowledge and skills over the cycle of learning.	True (see above) <p>Teachers need to “...ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories.” The relative importance of each categories can vary depending on the emphasis of each subject curriculum. (Growing Success, p.17)</p>
F	4. When planning with the end, we start only with the learning expectations.	False <p>With the end in mind we should begin planning with specific curriculum expectations, assessment categories and learning skills in mind. We should also consider other objectives like equity and diversity, student well-being, environmental and indigenous perspectives.</p>
T	5. Achievement charts are helpful when long-term planning.	True <p>Part of long-term planning is to provide students multiple opportunities to display their learning. To achieve this, teachers plan assessment tasks in their long-term planning. Achievement charts are an important part of this process.</p>

