

How is Math Learning Assessed and Evaluated?

The goal of all assessments and evaluations is to improve your child's learning. Both teachers and students contribute to the assessment process.

Assessment *for* and *as* Learning

The assessment process helps teachers make appropriate instructional decisions (assessment *for* learning), and helps your child to develop the ability to assess his/her own learning and set specific goals (assessment *as* learning). Before new learning begins, assessment can demonstrate to the teacher and the student what skills and knowledge already exist.



To help students monitor and direct their own learning, teachers identify learning goals and success criteria. **Learning goals** describe for students what they should know, understand, and be able to do by the end of a lesson, course, or unit. **Success criteria** describe what successful learning of the learning goals looks like. The teacher and students use these goals and success criteria to give **feedback** to each other.



As your child learns new knowledge and skills, both the teacher and your child collect information to demonstrate your child's thinking and understanding. This is done through individual or small group conversations, by reflecting on how learning materials are used, and by analyzing work. This informs the teacher's next steps and helps your child gather information about his/her own learning.

Your child will use the learning goals and success criteria to reflect on learning, celebrate successes, identify areas for improvement, make adjustments where needed, and set new personal learning goals.

Assessment of Learning

At or near the end of a period of learning, the teacher gathers information about your child's learning, to evaluate and summarize what has been learned and to make a decision on a grade. He/she talks to and observes your child in the classroom, and looks at assignments, tests and projects, for evidence of what your child knows and is able to do, and compares that against the expectations in the curriculum.

The Report Card

The report card summarizes your child's achievement at two points in the school year. It gives a grade or mark for at least four of the five math strands each time. Each strand is reported on at least once in the school year. The report card also evaluates your child's learning skills and work habits, essential for success.

Resources

The Ontario Curriculum: Mathematics, Grade 1 to 8 (2005). This curriculum describes, for each grade, the knowledge and skills that students are expected to acquire, demonstrate, and apply in their class work and in various activities on which their achievement is assessed and evaluated. <http://www.edu.gov.on.ca/eng/curriculum/elementary/math18curr.pdf>

Making Math Children Will Love: Building Positive Mathitudes to Improve Student Achievement in Mathematics, by Lynda Colgan. (http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_MakingMath.pdf)

Further information can be found on the school board's website at the following link:

<http://www.pvnccdsb.on.ca/en/parents/assessmentEvaluation.asp>

As a parent, there is a lot you can do to help your child learn and love math. Learn about the math that your child is studying in school. Look for math in everyday activities. Offer encouragement and have a positive attitude toward math. Parents can be a great role model, math mentor and coach.