A decorative graphic on the left side of the slide consisting of two overlapping parallelograms. The front one is blue and the back one is a light green. They are positioned diagonally, with the blue one partially covering the green one.

# Feedback, Assessment, Tools and Student Learning

Adair Johnson

# Formative Assessment

## Reenie - Grade 1 (Social Studies)

**DS1.1** Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording.

(b) Identify the days of the week, months of the year, and seasons.

As a class we will watch a video that explains the seasons and the science behind why we have different seasons during different times of the year. Students then will be assigned a cut and paste assignment that has boxes with all four seasons in order and pictures of rain and flowers. A beach, leaves on the ground and a picture of snow and snowmen. The students have to match the picture to each season. Students will have to write three activities for each season under the picture to show their understanding of the seasons. At the end of the day students will be asked to name the four seasons on a piece of paper and quickly draw a picture that represents the seasons as an exit slip for the day.

<https://www.youtube.com/watch?v=UQjT5uKp2hg&t=140s>

Reenie is doing an excellent job demonstrating strong thoughts and she can get her points across. With Reenie's assignment she is just beginning to grasp the concepts of understanding the seasons that we are working on as a class. With Reenie's assignment she had difficulties demonstrating one of her main points about the seasons on her assessment while Reenie is confused on her work she should look around the room for hints that may be up on the board. Reenie is doing a wonderful job with her ideas related to this assignment.



# Summative Assessment

## Lisa - Grade 2

### Math:

- In math class we have worked hard on our Units of counting, Adding and Subtracting our two-digit numbers and geometry.
- Lisa has mastered counting to number 100, she has mastered addition with two-digit numbers.
- I would like to see you use manipulatives to help you visualize the borrowing for subtraction.
- Lisa you work very hard to understand hard concepts, you ask questions when you need assistance.

### Reading:

- In class we did a reading assessment Lisa is reading below grade level.
- I would like to see Lisa improve on taking more time with words she does not know and try strategies.
- Lisa becomes frustrated while she has trouble identifying words and phonics
- Lisa can use strategies such as sounding words out, saying them out loud or in her head, looking at the pictures and looking back in the text for clues.
- Lisa has a strong want to understand words she has trouble without asking for help by an adult.

### Social

- Lisa enjoys playing at recess with her close friends.
- Lisa I would like to see you and your close friends improve on solving conflicts by yourselves at recess.
- Lisa asks strong independent questions when she wants to know something and is interested in a certain topic.



# Formative Assignment

## Grade 4 - Science

**HC4.1** Investigate the interdependence of plants and animals, including humans, within habitats and communities.

**(c)** Predict and research the populations of plants and animals that exist in various habitats (e.g., desert, farmland, meadow, tree, forest, rain puddle, seashore, lake, river, tropical forest, tundra, river delta, and mountains).

The formative assignment I would use in the classroom with this indicator and outcome would be the students investigate and research a plant or animal in an ecosystem they find fascinating giving details about the habitats conditions for the life of the organism to live successfully. Such as, weather, what they eat, bodys of water, partners for reproduction, what the terrain looks like and other details that is relevant to the animal. Students have to draw there animal and at least three details of the habitat.

Students will use library books to find their information. I would like to see 5-7 sentences for this in class assignment.



# Formative Assessment: Evidence of learning

Students completing this assignment shows their understanding for animals living in different climates and habitats. Researching an animal and their habitats and comprehending the information and writing 5-7 complete sentences with the students understanding of the knowledge they have learnt about the animal and habitat in detail.

Students will share with a partner (Think, pair and share) about their animal and habitat reading the paragraph they have made using important details. The other partner will have to listen carefully, the partner that is listening will be drawing the animal and habitat as the reader reads their paragraph. The listener will draw the animal, important details that the reader is saying. (Weather, what they eat, bodies of water, partners for reproduction, what the terrain looks like in detail) this will show the evidence of learning because as a teacher we can see the peers understanding during “Think, pair and share” watching them draw a picture just listening to the reader describing the animal and habitat.



# Involving Students In Their Own Learning

Connecting real life to learning will involve the students to their own learning using topics the students are excited to learn about. Giving students choices on topics will engage the student in their learning letting them pick topics they are curious about. Using experiential learning, writing assignments , Kahoots, Prodigy, Bamboozle or learning stations.

Meaningful learning inside and outside the classroom can be group work, open ended questions, classroom discussions, outdoor education, conduct experiments, Field trips, Group projects, or individual projects. Meaningful learning is important for student engagement and their learning. If the learning is not engaging the students will not respond to the learning, students need to have fun in learning to have the best knowledge of the topics the teacher is teaching. If the learning is not engaging students will not have the knowledge that they need for their own future and the next generations.



# Summative Assignment

## Grade 5 - Social Studies

### IN5.1

Demonstrate an understanding of the Aboriginal heritage of Canada.

(d) Assess the coming together of First Nations peoples with the French and British explorers and settlers, including the effect of the fur trade on the First Nations and the Métis in early Canada

For this assignment I will be explaining the usage of Fur Trades in the 1600th century we will watch a video giving strong insight into the fur trade.

<https://youtu.be/JGoVlqcT6tM?si=6yArsU6J8iCVsdQw>


Once we complete our lesson students will then be asked to create a diorama off of the information based off the lesson and the video to create the diorama in detail. Using items I will supply in the classroom, materials to make Bottles, Fur, Cloth, Tools, Pots, Blankets, Metal goods, medicines and other materials that were traded during the fur trade. To go with the diorama the students will be assigned to write an Essay with an Introduction, three body paragraphs and a conclusion. Each paragraph has to have 5-7 sentences. In this essay they will explain why the fur trade was an important part in history of Canada. What they traded during the fur trade and the relationships between the Indigenous and Europeans. The students will have in class time as well as homework if they are behind on the assignment. Students will have 5 to 6 classes of work on the diorama and essay.

# Summative Assessment Tools - Analytical Rubric

For my Summative assignment tools I will be using an Analytical Rubric to grade the assignment as well for the students to understand what I am marking. My rubric will start at 4-1. Four will be excelling, Three will be meeting, two will be approaching, one will be beginning. It will have a break down for everything I am looking for such as Ideas, organization, voice and creativity.

	4 (Excelling)	3 (Meeting)	2 (Approaching)	1 (Beginning)
Ideas	<ul style="list-style-type: none"><li>• Well written Ideas</li><li>• Knowledgeable about the topic</li></ul>	<ul style="list-style-type: none"><li>• Some Ideas</li><li>• A little knowledgeable about the topic</li></ul>	<ul style="list-style-type: none"><li>• Few Ideas</li><li>• Not really knowledgeable about the topic</li></ul>	<ul style="list-style-type: none"><li>• No Ideas</li><li>• Not Knowledgeable about the topic</li></ul>
Organization	<ul style="list-style-type: none"><li>• Order is clear, easy to follow</li><li>• Main ideas - all 3</li></ul>	<ul style="list-style-type: none"><li>• Some ideas out of order</li><li>• Main ideas - only 2</li></ul>	<ul style="list-style-type: none"><li>• Few ideas out of order</li><li>• Main idea - only 1</li></ul>	<ul style="list-style-type: none"><li>• Order is not clear</li><li>• No main idea</li></ul>
Voice	<ul style="list-style-type: none"><li>• Reader could see the character in the writer</li></ul>	<ul style="list-style-type: none"><li>• Reader could see some of the character in the writer</li></ul>	<ul style="list-style-type: none"><li>• Reader could see little to none of the character in the writer</li></ul>	<ul style="list-style-type: none"><li>• No character in the writer</li><li>• Reader is bored</li></ul>
Creativity	<ul style="list-style-type: none"><li>• More than 5 details in the diorama</li><li>• Looks very realistic</li><li>• Very well conducted</li></ul>	<ul style="list-style-type: none"><li>• 4 or less details in the diorama</li><li>• Looks realistic</li><li>• Was well conducted</li></ul>	<ul style="list-style-type: none"><li>• 3 or less details in the diorama</li><li>• Sort of realistic</li><li>• Was conducted okay</li></ul>	<ul style="list-style-type: none"><li>• 2 or less details in the diorama</li><li>• Not realistic</li><li>• Not well conducted</li></ul>





# Summative Assessment Tools - Rating Scale

For my summative assignment tool I used a Rating Scale to grade the Fur Trade assignment. This scale shows students where they were in their writing and their creativity for their Fur Trade diorama. This gives the student insight into their understanding of this topic.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My writing is well organized and clear for the reader to understand					
I have 5 or more details in my diorama showing my knowledge and understand of the Fur Trade					
I have well written ideas in my essay					



# Resources

Government of Saskatchewan (2009)

<https://curriculum.gov.sk.ca/CurriculumHome?id=170>