

DRAFT GUIDELINES FOR ASSESSING ACHIEVEMENT IN ALTERNATIVE AREAS (A4)

The guidelines for **Assessing Achievement in Alternative Areas (A4)** of programs, courses or skills have been drafted to build provincial consistency. They are focussed on enhancing practices used to measure the progress and achievement of students who do not access the Ontario curriculum and who do not participate in provincial assessments.

CATEGORIES	ESSENTIAL COMPONENTS	KEY ELEMENTS
Processes	<p>a) <i>Collaborative processes are established to support the determination, monitoring and review of the assessment method.</i></p> <p>b) <i>Professional development (PD) and resources are provided to support and enhance the capacity of school board and school level staff to monitor and assess the progress of students.</i></p>	<ul style="list-style-type: none"> • Various professionals (e.g., teachers, psychologists) and stakeholders (e.g., community agencies) are involved in determining the assessment method to be used. • A regular process is in place to monitor the use and review the effectiveness of the assessment method. • An ongoing process is in place to gather feedback and recommendations from staff to identify training and/or resource needs. • School boards provide resources and PD opportunities focussed on enhancing capacity: <ul style="list-style-type: none"> ○ of teachers from both elementary and secondary panels as well as other professionals, as appropriate ○ based on the needs identified by staff to understand and use the full range of the assessment method and results ○ on an ongoing basis.

CATEGORIES	ESSENTIAL COMPONENTS	KEY ELEMENTS
<p>Methods</p>	<p>a) <i>The assessment method measures progress and achievement of students who do not access the provincial curriculum.</i></p> <p>b) <i>The assessment method connects to and informs the student's program.</i></p>	<ul style="list-style-type: none"> • The assessment method assesses progress and achievement: <ul style="list-style-type: none"> ○ based on multiple sources of information (e.g., a variety of tasks and/or time periods) ○ across various skill areas such as communication or the Essential Skills and work habits as defined in the Ontario Skills Passport (http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp) ○ that connects to provincial curriculum, where possible. • The assessment method allows for accommodations and adaptations according to: <ul style="list-style-type: none"> ○ the needs and abilities of students ○ local considerations (e.g., culture, language). • The assessment results provide information about the student that supports the identification of: <ul style="list-style-type: none"> ○ skill levels according to proficiency and/or complexity ○ effective instructional strategies to support student learning. • Information gathered through the assessment process supports the <ul style="list-style-type: none"> ○ determination of required learning goals and skill-building activities ○ development of student profiles and Individual Education Plans (IEPs).

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<p>Reporting</p>	<p>a) <i>Meaningful information about student progress is shared with parents and students.</i></p> <p>b) <i>Data on the progress and achievement of students who do not access the provincial curriculum is collected and used by schools and school boards.</i></p>	<ul style="list-style-type: none"> • Parents and students (where appropriate) receive information on students' progress that: <ul style="list-style-type: none"> ○ describes achievement relative to the strengths, needs, learning expectations and program goals identified for the student ○ is timely and regular (e.g., consistent with regular reporting periods). • Parents (e.g., SEAC) provide input to determining content, form and frequency of reporting. • A process or data management system is established for regularly gathering and tracking data in schools and the school board on: <ul style="list-style-type: none"> ○ the number and percentage of students ○ student progress and achievement (e.g., transitions to post-secondary destinations, in relation to program goals). • Data on the progress and achievement of students is used to inform program and improvement planning processes at: <ul style="list-style-type: none"> ○ the school level ○ the school board level.