



The Learning Strategies Programs



2008 - 2009

EVALUATION OUTLINE

The unique nature of the LEARNING STRATEGIES PROGRAMS requires that programming be focused whenever possible on the specific needs of each individual student. Evaluation will be somewhat different from that used in regular class programming since ranking each student within the larger group is not a primary objective. Anecdotal reports, progress charts and checklists, for example, are used to measure the student's progress in weak areas. Furthermore, the student's effectiveness in a Learning Strategies Course may also be evaluated in terms of his or her efforts to manage the work in the regular course subjects.

It is essential for all students to understand the importance of the **AGENDA DAY PLANNER** in the total learning experience since self-management is critical for student success. This falls under the "communication" area below.

When planning the evaluation program, the Learning Strategies Teacher may include the three types of evaluation outlined below. Various approaches to evaluation, such as observation, assignments, written tests, and practical demonstrations could be used for each type. Keep in mind that regular program course work is an essential part of the program and it is the responsibility of each student to keep the Learning Strategies Teacher informed about his or her needs and progress in these other courses.

1. Diagnostic evaluation will determine the Individual Education Program (or I.E.P.) for the student.

This type of evaluation is often done at the beginning of the school year, term or unit of study, semester, or when there is evidence that an individual student is struggling. The diagnostic form of evaluation can usually be done informally and may be ongoing. Reports or assessments from the previous year could be a central focus in helping set up this plan.

2. Formative evaluation will include checklists, anecdotal reports, progress charts, discussions, assignments, and quizzes to determine the student's understanding of the strategies.

This type of evaluation is conducted throughout the course. Its purpose is to improve learning, rather than merely to rank or grade students. It keeps both the teacher and the student aware of the objectives to be achieved and what progress is being made. The results of formative evaluation can be used to redirect the efforts of both the student and the teacher. The marks are awarded as follows:

Knowledge/Understanding:	17.5%	Thinking/Inquiry:	17.5%	
Application:	17.5%	Communication:	17.5%	Total: 70%

3. Culminating or summative evaluation will consider application of skills within the Learning Strategies program specifically.

Culminating or summative evaluation may occur at the end of an activity, a unit of study, a semester, or a course. This evaluation technique is used along with the formative evaluation to determine the student's overall achievement. When culminating or summative evaluations are used in Learning Strategies they will form 30% of the student's total mark.

Total for Culminating Activities: 30%

Learning Strategies

How to Excel

2008 – 2009

This applies to all Learning Strategies Courses Coded “GLE”:

Note to the Student and Parent(s)

The “GLE” Learning Strategies Courses are Ontario Ministry of Education approved courses. An essential element is that each course will be developed with the student’s strengths and needs in mind. The Individual Educational Plan (IEP) is the basis for a portion of the curriculum. The development of the IEP will consider strategies and techniques and accommodations that have proven successful with exceptional students. For example, a critical management technique is teaching the use of an AGENDA DAY PLANNER. All our students will need the Williams’ Agenda in their Learning Strategies courses since part of their evaluation is based on its use.

9 Points on *HOW TO EXCEL* in the Learning Strategies Programs:

- Keep a good attendance record. In business, lates and absences are unacceptable.
- Go to all classes with the required materials: pens, pencils, ruler, paper, and texts. Do not ask other students or teachers for equipment you should have.
- Be prepared to work hard during every period.
- Take responsibility for your own learning by completing assigned work.
- If you miss some work check with your teachers.
- Be co-operative and courteous. Avoid distracting others from their work.
- Be safety conscious at all times.
- Remember that inappropriate behaviours will not be tolerated. Inappropriate language and behaviour will be dealt with using the “Code of Behaviour”.
- Read the Williams’ Code of Student Behaviour and be aware of the York Region Board of Education’s Safe Schools Policy’.

Due to the high degree of individualization in each student’s program within the Learning Strategies Programs, evaluation standards for each student can vary greatly. Two basic factors, however, common to all courses, can affect a student’s final mark in any course.

These key factors are:

1. Poor attendance, lates, or arriving to class without the required materials results in lower grades.
2. Poor or unacceptable behaviour detracts from the learning process and always results in lower grades.

Parent Signature Required: Yes___No___ Signed: _____ Date: _____