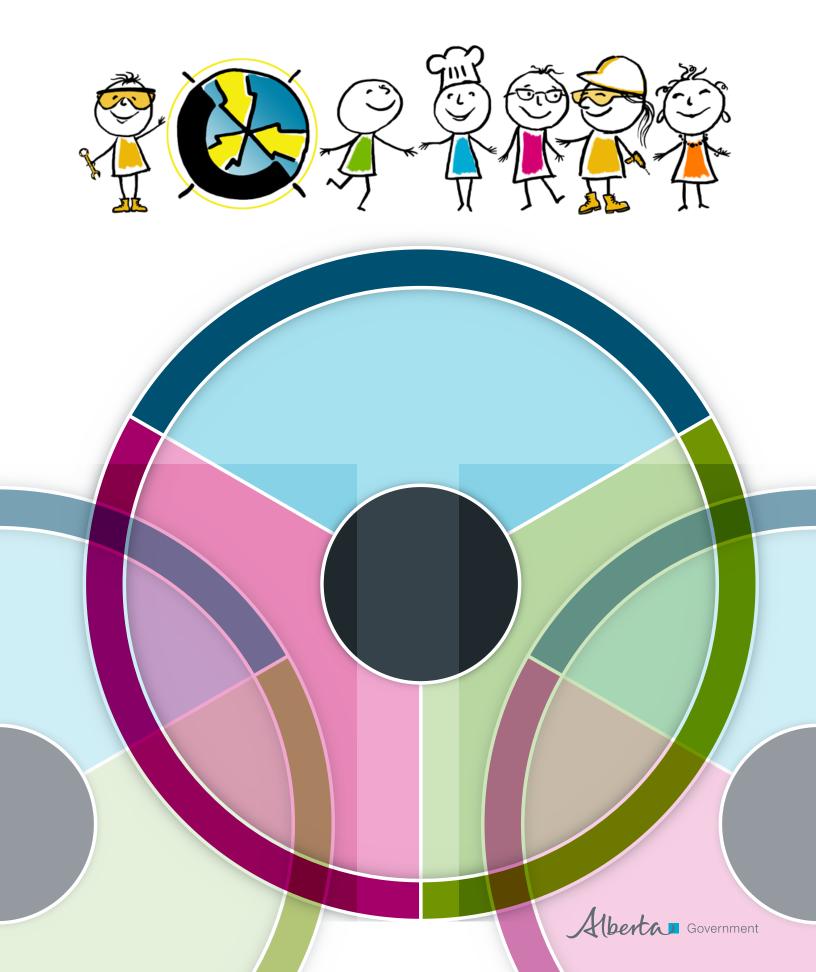
CTF Classroom Assessment Tool



CTF Classroom Assessment Tool

Alberta Education developed a CTF classroom assessment tool for each learning outcome. The tool supports the understanding that not all students learn the same way and at the same pace. The tool serves a number of purposes, including:

- assess student achievement of learning outcomes
- provide behaviour descriptors
- personalize assessment
- differentiate instruction
- plan effective learning activities
- guide teacher developed assessments
- · determine a student's background knowledge and skills
- identify student strengths
- determine a student's next learning steps

CTF learning outcomes are the same for grades 5 through 9. The outcomes

- provide the expectations for student learning
- describe what a student should know or realistically be able to do by the end of a CTF task, challenge, class or course
- identify how students will be able to apply and integrate their knowledge and skills

How learning outcomes are taught and assessed is the professional responsibility of the teacher.

The CTF classroom assessment tool for each learning outcome provides behaviour descriptors grouped according to three stages. Behaviour descriptors are suggestions for how students can demonstrate the understanding and skills associated with each learning outcome. The three stages are acquire, apply and adapt. Behaviour descriptors and stages

- provide the opportunity to differentiate instruction and personalize assessment
- recognize that students bring their own experiences, skills and prior knowledge to a learning experience
- depend upon the complexity of the task or challenge
- can vary from one challenge, occupational area or grade level to another
- offer different entry points for students to participate in the learning process

Selecting the appropriate behaviour descriptor and stage for a student or group of students is important. The behaviour descriptor can represent an entry point or an end goal. Students' current knowledge and skills, their strengths and the next steps in their learning are important in identifying entry points. Choosing a behaviour descriptor or stage should

- involve students
- establish students' prior knowledge
- focus on what a student can do, clearly identifying both strengths and areas for growth
- identify next steps for further learning

The general descriptions for the three stages are:

Stages	General Description
Acquire	Construct meaning and understanding of the requirements of a learning outcome.
Apply	Demonstrate and practise knowledge and skills associated with a learning outcome.
Adapt	Analyze, assess, reflect on, integrate or modify knowledge and skills associated with a learning outcome.

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ACQUIRE an understanding of problem solving. Identify your interests and passions. Explain why understanding your

interests and passions is useful.

Discuss interests and passions that people have.

Create a challenge that allows you to explore your interests and passions.

I solve problems in response to challenges.

Identify connections APPLY a photoach. between your interests

Modify the challenge to allow you to explore your interests and passions.

Explain ways that you explore your interests and passions through the challenge.

Determine how the challenge influences your interests and passions.

ADAPT how you solve problems.

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Identify what you will need to do to acquire the skills and knowledge and use the technologies necessary to be successful in the challenge.

Determine specific skills,

Discuss skills, knowledge and

knowledge and technologies required for the challenge.

Discuss skills, knowledge and technologies that exist in the world around you.

ADAPT to share withis

Provide develope and techn this challen.

Expla knowle related to related to the composition of the comp

Explain to others the skills, knowledge and technologies related to this challenge.

I use occupational area skills, knowledge and technologies.

APPLY the skills, known

Promote that enviro. stewardship of civic respon.

Discuss how the cha influences the choice. you make to support environmental stewards.

Propose improthe challenge that the well-being of environment.

Propose improthe challenge that the well-being of environment. concerns in the challenge in order

environmental stewardship.

I demonstrate environmental stewardship associated with occupational areas.

APPLY Stewardship. Demonstrate environmental stewardship during the challenge.

ACQUIRE an understanding of planning. Explain why planning is helpful. Explain why planning is helpful. Identify what you have to think about when planning.

Describe how planning is used in the world around you.

Evaluate the strengths and limitations of the plan.

I plan in response to challenges.

Follow the plan as you work through the challenge.

ADAPT as a planner. Revise the plan as required throughout the challenge.

Create a plan to address the challenge.

The solility to plan.

Discuss how you feel when you have to make decisions.

Discuss how you feel when you have to make decisions.

Explain why making decisions is sometimes tough.

Identify why it's important to make decisions.

Reflect on your ability to

ADAPT the decision that the character of decision that character of the ch

I make decisions in response to challenges.

Explain why you make the decisions you do during the challenge.

The constitution of the co Describe how you make decisions during the challenge.

Identify decisions made during the challenge that you would change and the reasons for the

Identify decisions involved with the challenge.

Discuss how you handle change and unexpected events. Discuss how you handle change and unexpected events. Identify strategies used for ectiveness used to adapt and unexpected fing the challenge. Les to adapt to adapt to adapt to adapt the challenge. APPLY strategies for adapt. Assist t are learn adapt to a unexpected. Identify implication and unexpected examples and unexpected examples and unexpected examples and unexpected examples are also as a second example and unexpected examples are also as a second example and unexpected examples are also as a second example and unexpected examples are also as a second example as a second exampl handling change and unexpected Describe a time when you events. I adapt to change and unexpected events. Reflect on your ability to adapt to

Describe various steps used in a problem-solving approach.

Describe barriers that prevent you from solving problems.

Identify problems in the world around you.

Justify why one way of solving a problem might be better than another.

Explain how a problem can be solved in different ways.

I solve problems in response to challenges.

APPLY & Production of the state **Evaluate strengths**

Reflect on what you could do to improve as a problem solver.

> Explain why different problem-solving approaches may lead to different solutions.

Explain a problem-solving approach used during the challenge.

Use a problem-solving approach during the challenge.

ADAPT how you solve problems.

Identify the "Need to Knows" that you must address to successfully complete the challenge.

Generate ideas for products,

Generate ideas for products,

Identify the purpose of

performances or services to respond to the challenge.

Identify the purpose of

ADAPT a product Seek fe your pro or service.

L pe product service.

I create products, performances or services in response to challenges.

Demonstrate risk taking or perseverance in creating a product, performance or

oroduct, service meets he challenge.

At with a variety of s to create a product, hance or service that hads to the challenge.

Velopment of a armance or service ate in response to the

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Describe ways that you can appraise skills, knowledge and use of technologies.

Explain how you can use the information you get from an appraisal.

Develop your own ADAPT YOUR ability to appraise: criteria to assess your skills, knowledge and use

I appraise the skills, knowledge and technologies used to respond to challenges.

Determine the effectiveness of the appraisal feedback received during the challenge.

al feedback our skills, ge and use of logies.

Skills, knowledge ogies you use in the

learning over another.

Identify barriers to your learning.

Discuss different ways that people learn.

Co. take from to grow

Determine required to learning.

Collect & supports learner.

Collect Parning.

I communicate my learning.

Evaluate the effectiveness of strategies you use to learn during the challenge.

supports your growth as a

Practise strategies that help you learn during the challenge.

Discuss your responsibilities as a learner. Discuss your responsibilities as a learner.

Plan how you will support your learning.

Describe how students' actions can affect learning.

ADAPT to support the learning of others.

I determine how my actions affect learning.

Recognize how your actions affect the learning of others.

Practise actions that support your learning.

actions that APPLY actions that APPLY actions the strains of the s

Explain what it takes to support effective relationships.

Examine what you do to support effective relationships.

Identify effective relationships.

I develop skills that support effective relationships.

ths and hat you effective s during the APPLY Skills that surections and sure of the skills that surections are surections and surections are surections.

Practise interpersonal skills that support effective relationships during the challenge.

ADAPT SKIIIS.

Encourag toward per will help dev relationships.

Strengthe effective re.

Strengthen your ability to support

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Explain how group dynamics affect the achievement of common goals.

Provide examples of ways to work together.

Describe advantages of working with others.

Mentor others to collaborate to achieve a

ADAPT Your ability to collaborate. Lead or support others in working through conflict to achieve common goals.

I collaborate to achieve common goals.

Apply Mills of Malaborate. Evaluate how your collaboration with others helps to achieve common goals.

Strengthen your ability to

Practise collaboration skills during the challenge.