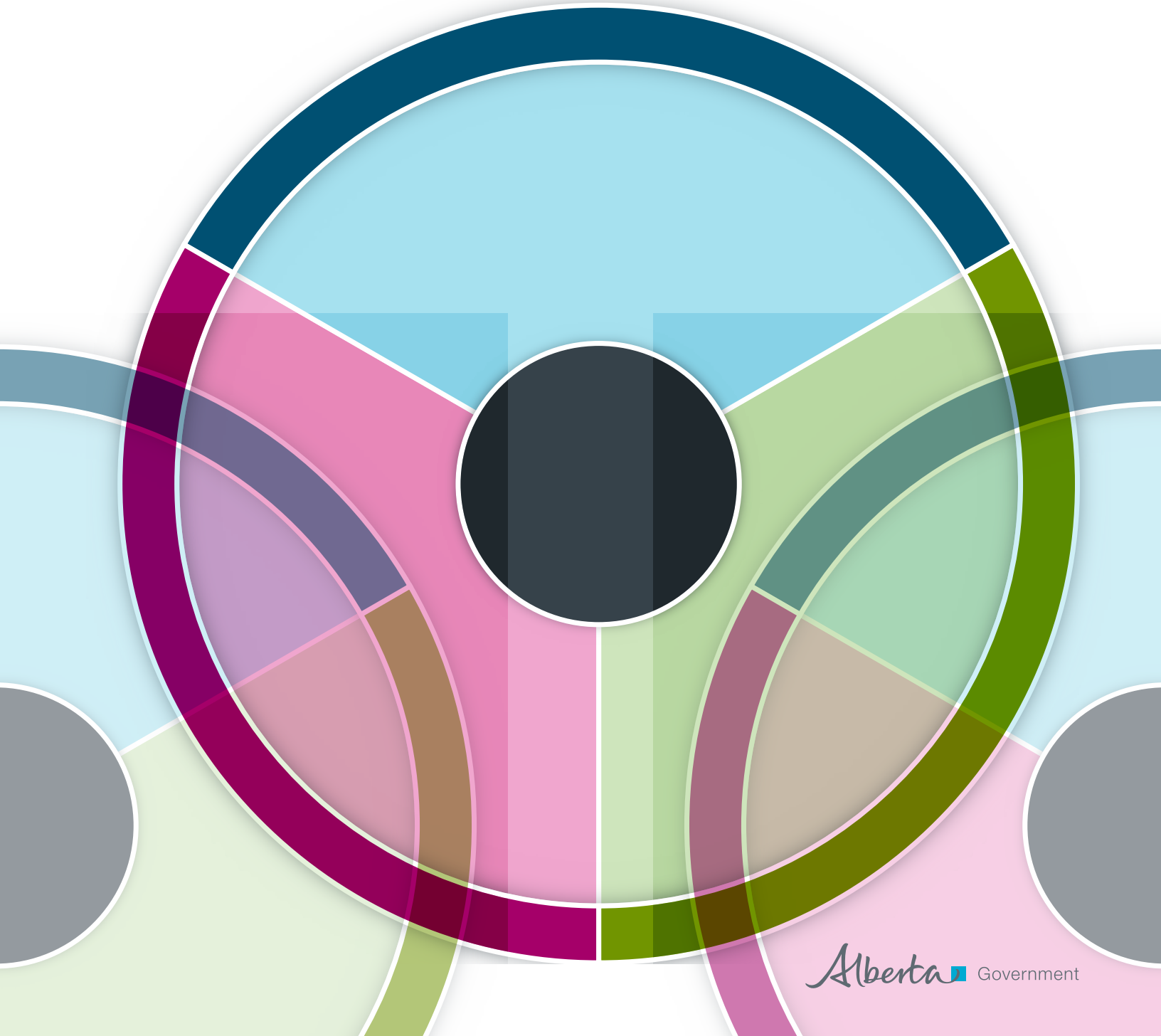


# CTF Classroom Assessment Tool



# 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

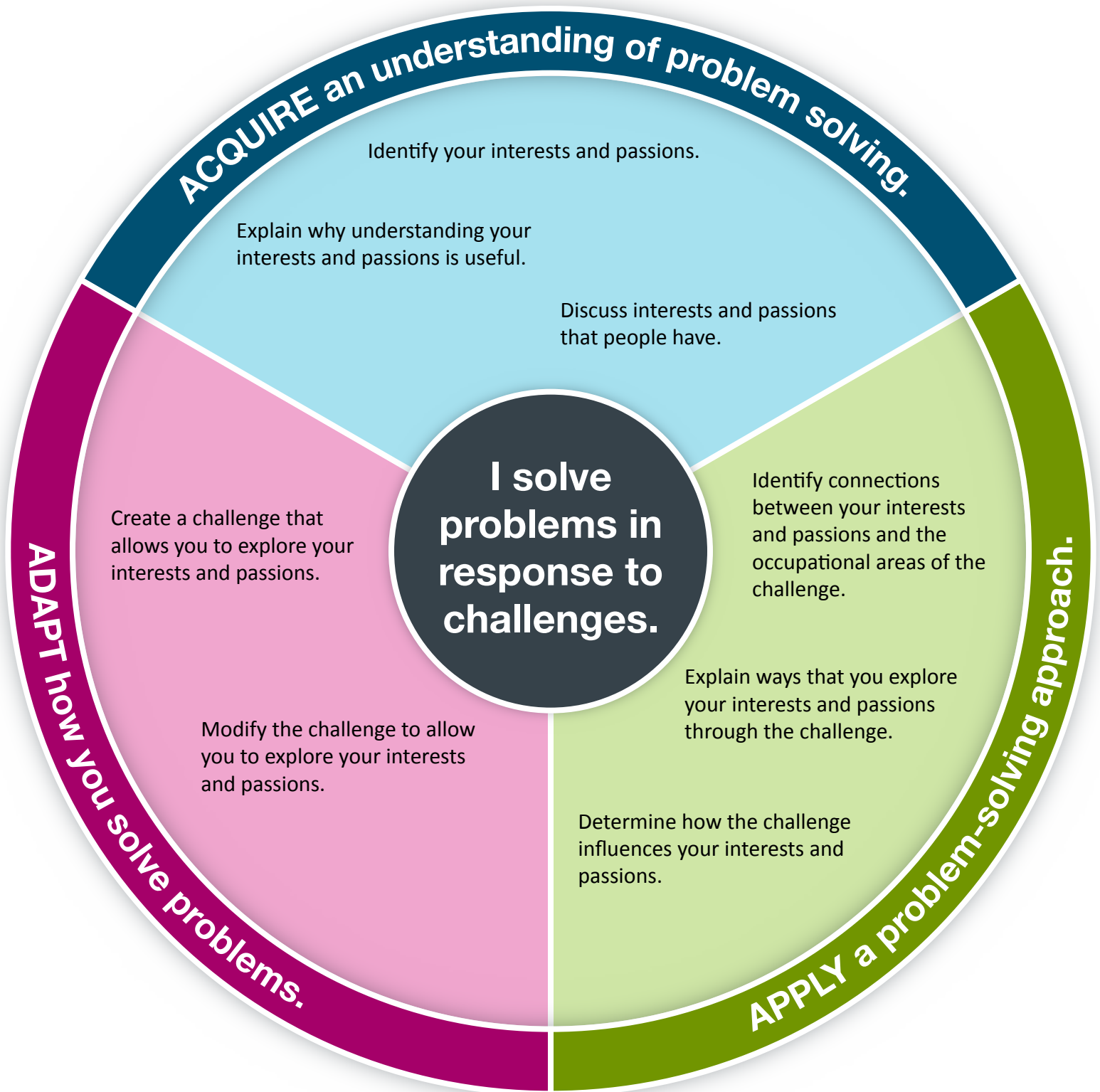
- involve students
- establish students' prior knowledge
- focus on what a student can do, clearly identifying both strengths and areas for growth
- identify next steps for further learning

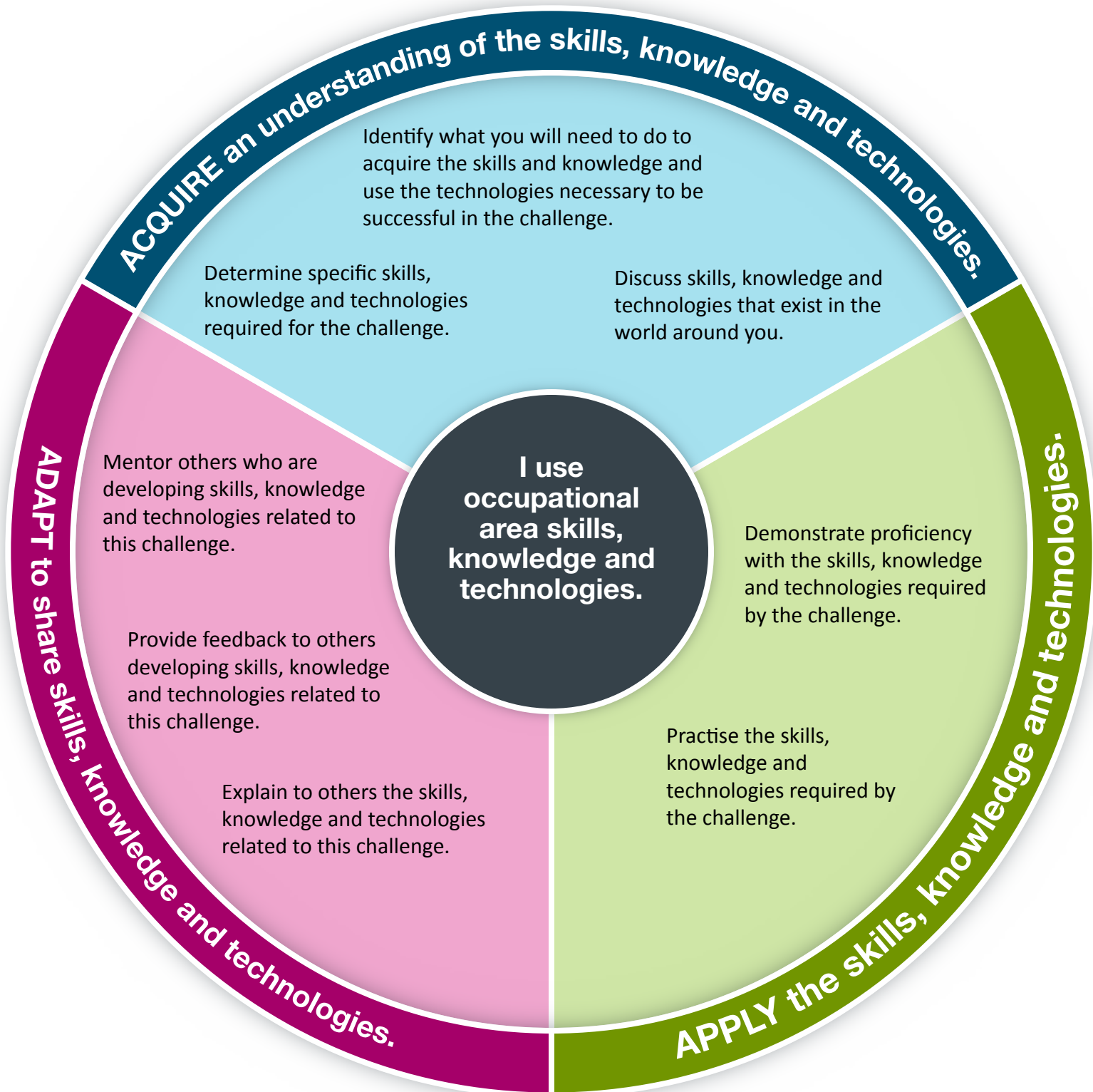
The general descriptions for the three stages are:

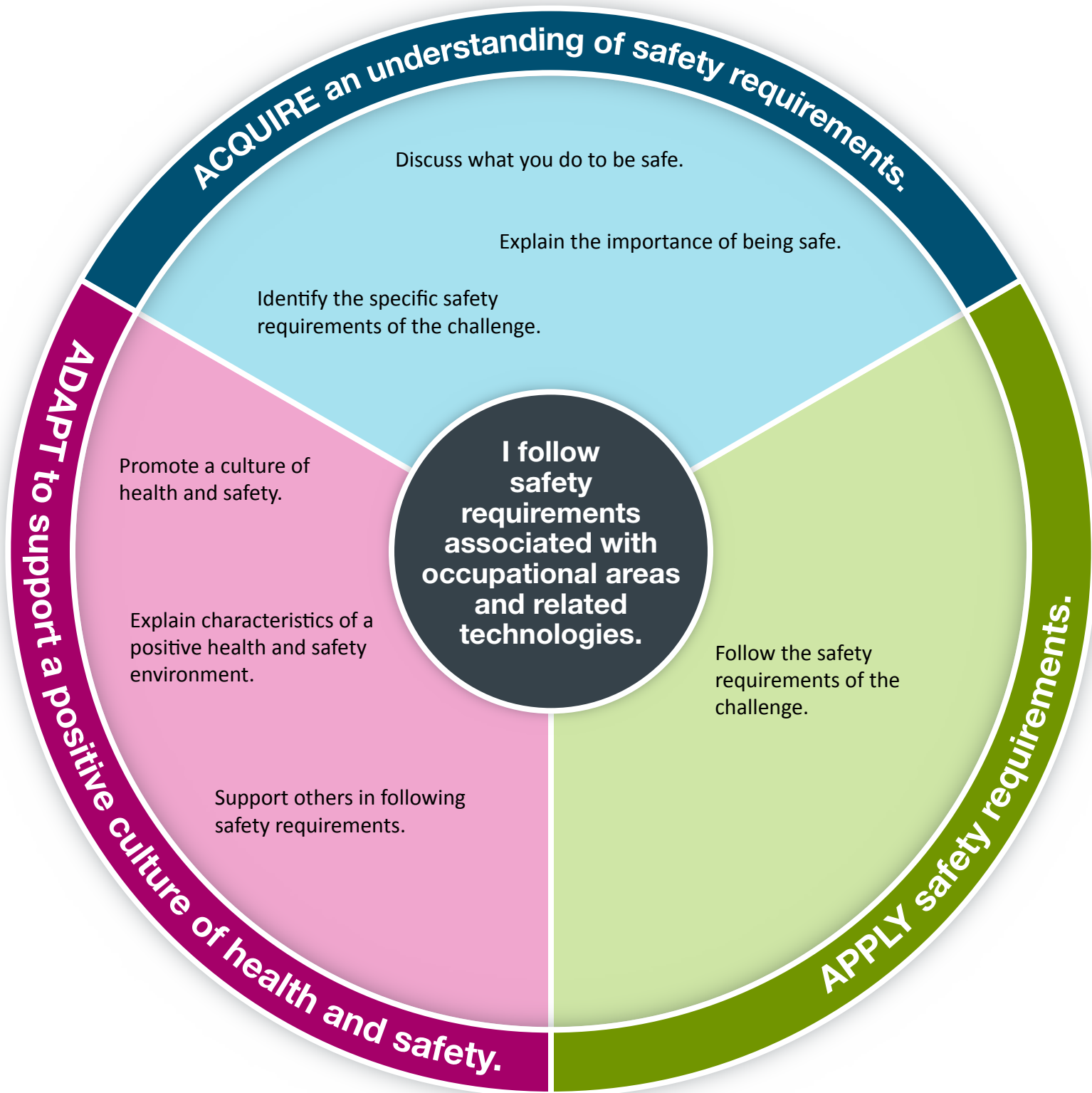
Stages	General Description
<b>Acquire</b>	Construct meaning and understanding of the requirements of a learning outcome.
<b>Apply</b>	Demonstrate and practise knowledge and skills associated with a learning outcome.
<b>Adapt</b>	Analyze, assess, reflect on, integrate or modify knowledge and skills associated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

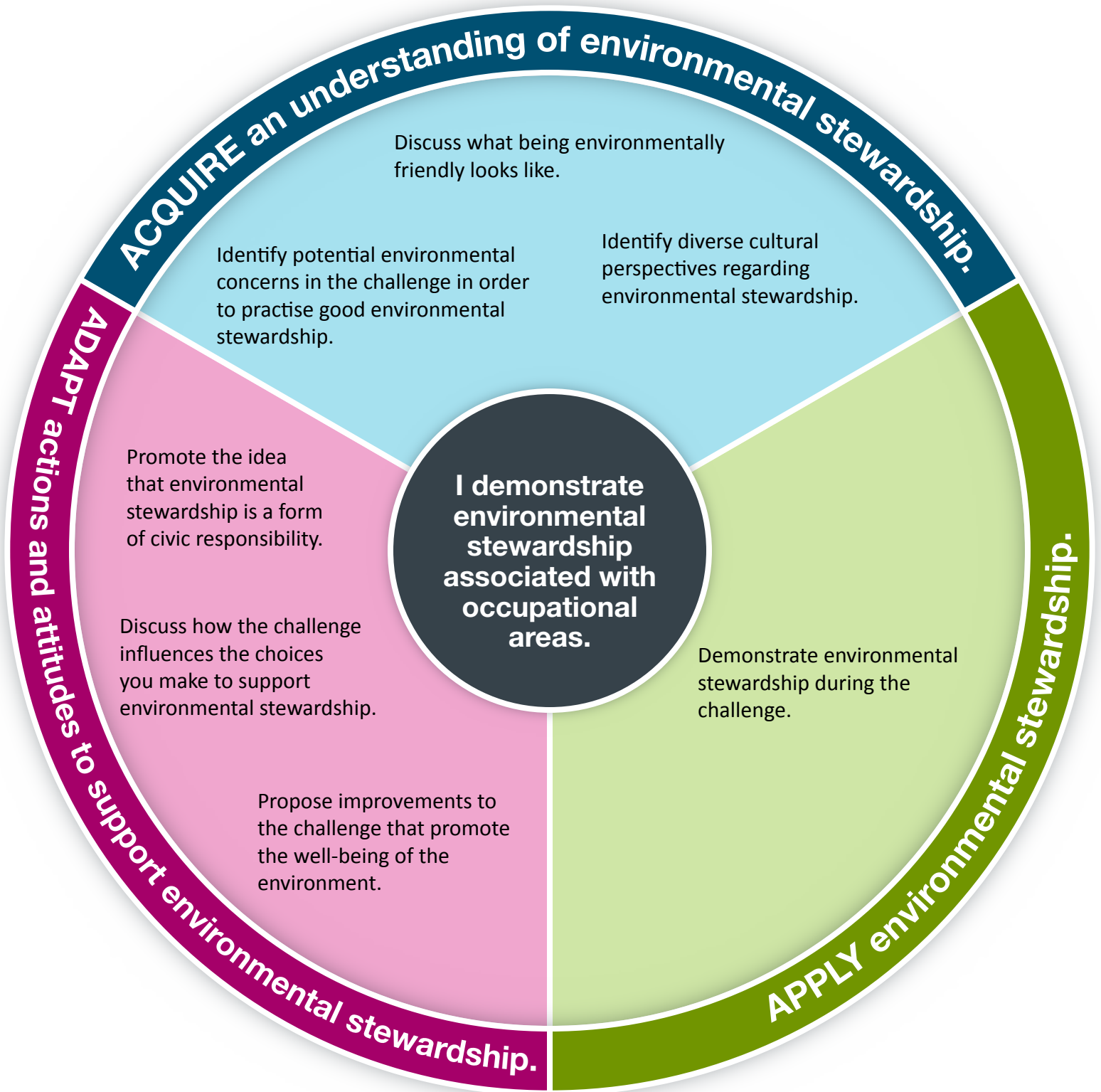
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**ACQUIRE an understanding of planning.**

Explain why planning is helpful.

Identify what you have to think about when planning.

Describe how planning is used in the world around you.

**I plan in response to challenges.**

Evaluate the strengths and limitations of the plan.

Follow the plan as you work through the challenge.

Revise the plan as required throughout the challenge.

Create a plan to address the challenge.

**ADAPT as a planner.**

**APPLY the ability to plan.**



