# FOR LEARNING: A STUDENT WORKSHEET

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I have seen this before.



1. I have done this before.



1. I want to do more.



1. I think I am…

## seed to tree.wmf

1. seed to tree.wmf

## Gathering Data from the “For Learning” Student Worksheet — TALLY SHEET

seed to tree.wmf

1 = 2 = 3 =

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| STUDENT |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Content skill: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Content skill: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Content skill: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Content skill: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Process skill: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Process skill: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CONTENT TALLY  Most consistent level: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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USE THIS RESOURCE TO: Assess student knowledge of the art form.

# PRIOR KNOWLEDGE ASSESSMENT—JUNIOR

## What is Prior Knowledge?

The knowledge and skills students already have before the project begins. Determining prior knowledge will provide you with the students’ readiness for the various components of the project and support your planning and the students’ overall success. Assessing prior knowledge falls within the assessment policy of the Ministry of Education as defined in *GROWING SUCCESS, ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS*, 2010, pg. 31.

## Assessing Prior Knowledge through a performance-based task:

The advantage of a performance task is that it engages students’ actively and can assess both specific arts discipline skills as well as learning skills such as listening or ability to work in a group.

ARTS SKILLS = the ***what***students will learn = CONTENT

LEARNING SKILLS = the ***how***students will learn = PROCESS

See *GROWING SUCCESS, ASSESSMENT, EVALUATION, AND REPORTING IN ONTARIO SCHOOLS*, pg. 11 for a list of Learning Skills and Work Habits along with sample behaviours for your reference.

## Instructions: “For Learning” Assessment JUNIOR Worksheet

RECOMMENDED LEVEL: K to 3

LENGTH OF TIME NEEDED: 10 minutes (add 15 minutes with class discussion)

WHEN TO USE THIS: After students have had a short artist introductory workshop. Students can also read the artist profile page instead.

1. Students have experienced an artist introductory workshop and/or have read the artist profile page.  
     
   **For lower grade levels:** Post an anchor chart with some words and skills you have already identified as an artist teacher team or develop this anchor chart with students as a whole. These can be added to empty boxes on page 1. Add additional boxes as needed.
2. Collect the worksheet for analysis. See the previous page that can help in your data collection.
3. Use data to inform your deeper analysis in your Artist Teacher Reflection on Exploration. See step 9 of the Explore stage.