Computer Course Assessment Process

Learning Resource Considerations

Modern day learning resources available to us:

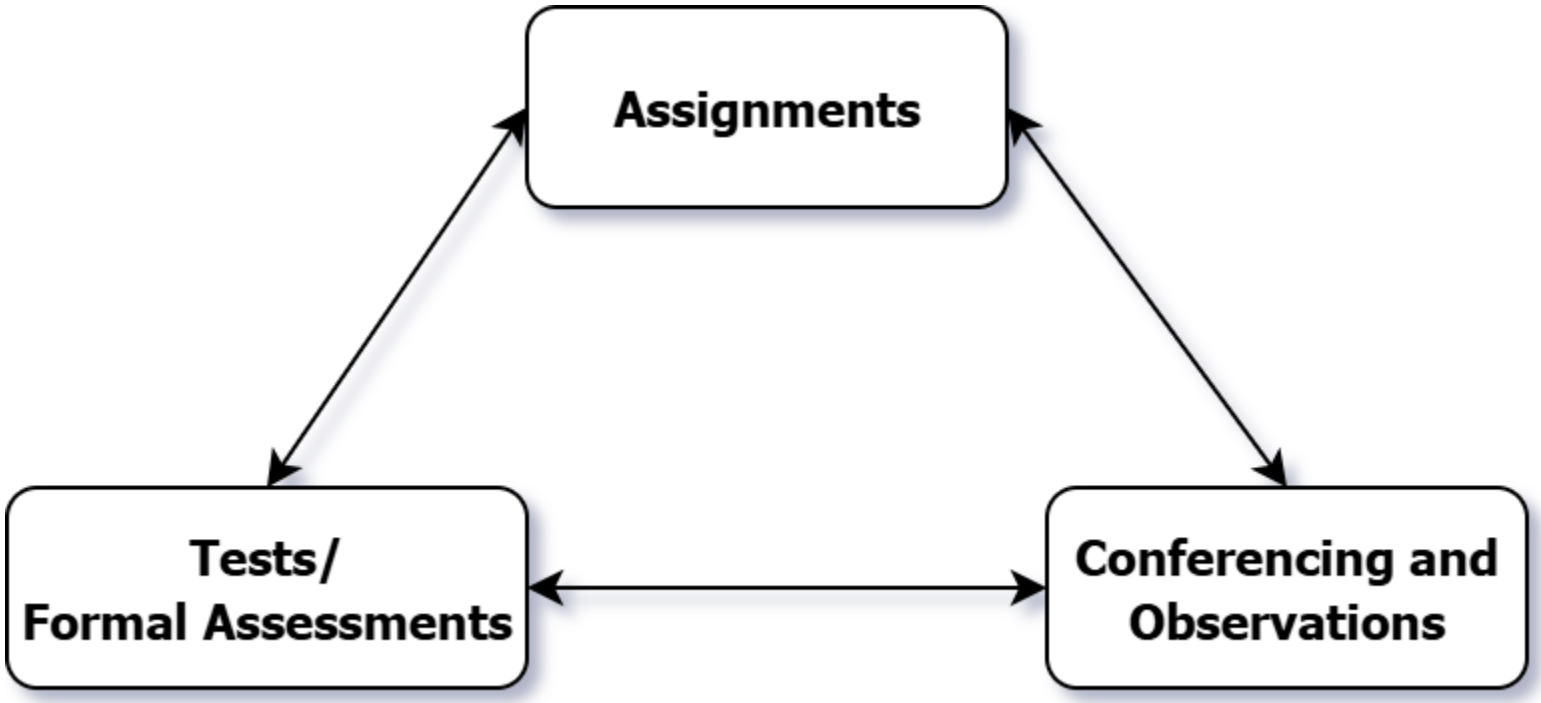
- Official course materials, websites, peers, teacher, AI chatbots

Our goals and responsibilities as learners:

- Effectively use these resources as needed to help us learn
- Practice skills to reduce our dependency on these resources
- Be honest and transparent with ourselves and the teacher with respect to how we use these resources to complete assignments

Triangulation

- Three sources of evidence of achievement
- Consistency among each of these signifies accurate assessment



Assignments *(when applicable)*

What you will see:	Expectations of you:
• Learning goal • Success criteria • Suggested task(s) to show you've met the learning goal	• Work towards meeting or exceeding the learning goal in whatever way work best for you, using whatever resources you would like • Provide the teacher with evidence showing where you are on your journey to meeting the learning goal

How might we use AI to help us learn to code?

- Ask it to explain a question in more detail, give you a hint, or help you get started
- Ask it to help debug an error in your code
- If you're really stuck, ask it to solve the suggested task for you, then generate a similar task for you to try on your own

What I will record for assignments

One of the levels indicated in the box to the right, reflecting your current achievement of the learning goal

In some cases, if I feel you've exceeded with respect to higher order thinking skills, an **E** or **V** in a separate category indicating this

Other notes if applicable

Possible Achievement Levels

- V = Vastly exceeds expectations
- E = Exceeds expectations
- M = Meets expectations
- A = Approaching expectations
- D = Development shown
- N = Not yet

Tests

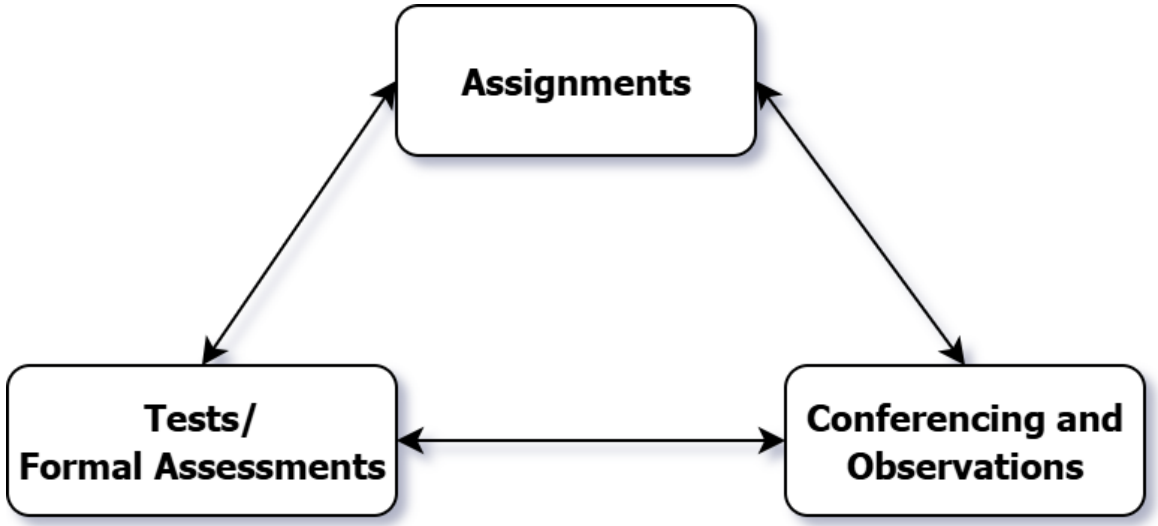
You will be working with limited resources (perhaps just language reference)

Generally, you will receive a numerical mark

Other formal assessment (for example, a presentation) would also receive numerical marks

Revisiting Triangulation

- If there isn't consistency across these three categories, further conferencing will take place to determine an accurate assessment
- This process helps maintain mark integrity in a world where it's easier than ever for students to use modern tools to misrepresent their capabilities.



Final Mark Determination

This chart provides a framework for grade determination based on gathered evidence. It is important to acknowledge that not every student will fall neatly into one of the categories in the chart, and in some case further teacher discretion will need to be applied to determine the most appropriate mark range.

Mark Range	Overall Assignment Achievement	Higher Order Thinking Skills	Formal Assessment Results
94+	Regularly exceeds expectations	Frequently exceeds expectations	Most consistently 85%+
88-93	Frequently exceeds expectations in at least one of these two areas. Generally meets expectations with respect to core skills.		Most consistently 80%+
80-87	Sometimes exceeds expectations in at least one of these two areas. Generally meets expectations with respect to core skills.		Most consistently 80%+
74-79	At least 80% assignment completion at the approaching expectations level or higher.		Most consistently 70%+
68-73	At least 70% assignment completion at the approaching expectations level or higher.		Most consistently 65%+
60-67	At least 60% assignment completion at the approaching expectations level or higher.		Most consistently 55%+
50-59	At least 50% assignment completion at the development level or higher.		Most consistently 50%+
49-	Insufficient Evidence Demonstrated		Most consistently less than 50%