

Introduction to Jake's Learning and Evaluation File (LEF)



In order to develop competency in the Entrepreneurship subject, students are exposed to many things:

Activities target specific knowledge or skills that will need to be applied in context of explorations of the vocational sectors and trades.

Graphic organizers guide their thinking processes, helping them internalize ways of thinking and doing.

Evaluation Checklists help establish criteria and individual student goals.

Reflection is often guided by questions to help students focus on making particular connections between themselves and their learning as well as connections between the two competencies being developed.

“Whatever the format of the learning and evaluation file, it provides information on the student's main achievements and feedback from teachers and peers as well as from the student. The feedback, whether it is in the form of assessment grids or various comments, reflects the strengths and aspects to be improved in learning. The information presented also makes it possible to observe the progress made by the student. It is advisable to involve the student in preparing the learning and evaluation file, and he or she should be given specific information on the nature of the documents to be included therein.

The primary goal of the LEF is to connect learning and evaluation—hence its name: learning and evaluation file. When built into the learning process, evaluation is an excellent means of both learning and teaching, and plays a vital role in regulation and feedback, helping the learner to become more independent and all the while, developing competency within a specific subject area.”

(Policy on the evaluation of learning at the secondary level, p 88).

Student: **Jake**

Project 1

Composting system at school

How to read Jake's Learning and Evaluation File

- Jake is an EN student working through his first career exploration.
 - Click through Jake's learning artifacts, the traces of his competency development.
 - As you do so, you will see how Jake moves through his career exploration and how the teacher guides his competency development by intervening with activities and suggesting resources at various times in the term.
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Competencies in action, learning artifacts in Jake's Learning and Evaluation File

- Much learning takes place during the entrepreneurship project. The most important of which is that Jake begins to learn HOW to see himself as either an: entrepreneur, intrapreneur or self-employed worker. His personal profile evolves as Jake engages in activities related to his project.
- Jake also begins to learn how to plan out an entrepreneurial project process.
- Jake proceeds through the tasks related to the project, using various strategies and ways of learning about entrepreneurship.
- Jake learns to go back and forth in his exploration and reflects on his learning, himself, his next steps, etc.

The role of the teacher (Ms. B) in Jake's competency development and Learning and Evaluation File

- Ms. B, Jake's EN teacher, keeps observation notes of Jake's progress.
- Ms. B also plans for moments to build on specific skills and knowledge through activities and by providing resources to Jake and his classmates.
- Jake and the other students in the EN class are guided to leave traces of their learning in various ways, using graphic organizers, documenting reflection, using photographs, completing evaluation artifacts such as checklists, etc.
- Last, Ms. B evaluates Jake's Learning and Evaluation File in various ways: feedback, criteria checklist, etc.