

Some Additional Information for You.

Online information (videos, articles etc.) is available at :

<http://csl.sd79.bc.ca/home/assessment-for-learning/resources-2/>

“There has been an evolution around assessment practices in schools and districts; everyone is on a journey and we are all at different places on that journey.”

– Suzanne Hoffman - VSB Superintendent

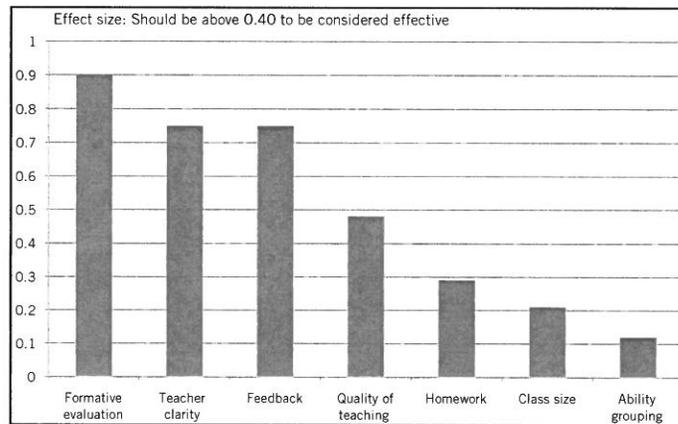
Assessment Defined.

According to Evangeline Harris Stefanakis (2002), "The word **assess** comes from the **Latin** assidere, which means to sit beside. Literally then, to **assess** means to sit beside the learner."

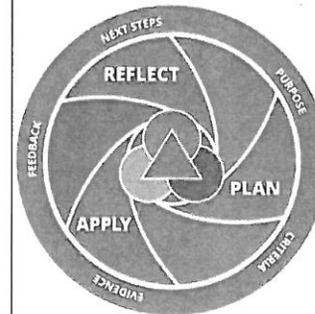
“An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence.”

– Wiliam, 2018, p. 48

FIGURE 3.6 The chart shows the effect sizes of some common influences on student achievement. The synthesis of fifty thousand studies revealed that an effect size of at least 0.40 was needed for an influence to be effective. Adaped from Hattie (2012).



Brain-Friendly Assessments © 2015 Learning Sciences International



- Instruction and assessment are interconnected in a cyclical or spiral concept of education. Assessment takes place throughout the learning cycle. We use the information we gather through assessments to inform our instruction. Sharing this information with students through ongoing feedback encourages them to recognize their successes and to set learning goals, further engaging them in the learning process.
- The learning cycle enables responsive and targeted learning. Assessments enable us to pinpoint where students need additional support, instruction, and guidance to help extend their learning. When we use assessment for action, this allows us to be more agile in our instructional approach.

“We used competencies to drive the content forward. Now we are using the content to drive the competencies forward.”

– Tom Schimmer

“Investing in our assessment literacy is arguably the the most efficient and effective professional investment any teacher can make.”

– Tom Schimmer

“Assessment is the engine that drives what we want to accomplish with our students.”

– Tom Schimmer

“Curricular competencies are the core competencies contextualized.”

– Tom Schimmer

We differentiate instruction and assessment “to ensure that we are providing access points for all students in our schools.”

– Jo Chrona

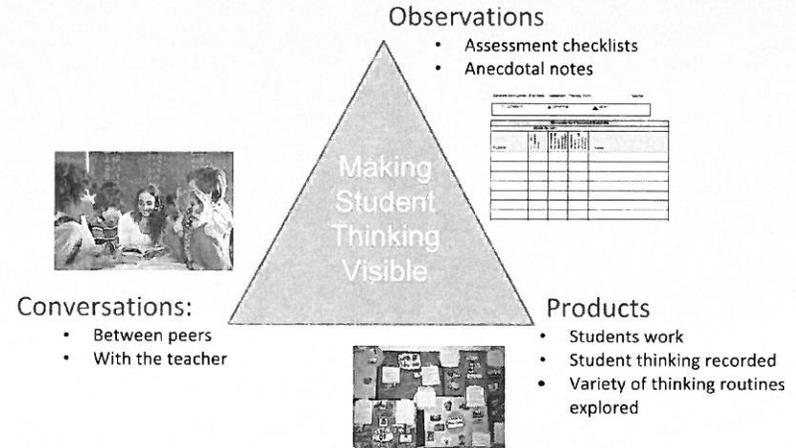
“When the cook tastes the soup, that's formative: When the guests taste the soup, that's summative.”

– Robert Stake

Quality assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

Triangulation of Data



Feedback should be
more work for the
student than it is for the
teacher.

Dylan William - 2014

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,”

— Dylan William, *Embedded Formative Assessment*

The Balanced Assessment Model

<p>Formative Assessment Process <i>Assessment for Learning</i> Purpose: Provide ongoing feedback to <i>improve</i> learning Timing: During the learning segment</p>	<p>Summative Assessment Process <i>Assessment of Learning</i> Purpose: Evaluate final efforts to <i>prove</i> learning Timing: At the end of the learning segment</p>
<ul style="list-style-type: none"> Informal teacher questions Conversation with student Informal observation Rough drafts of written work Learning log (in progress) Reflective journal (multiple drafts) Mathematics problem solving steps Practice science experiment Rehearsal of presentation Working portfolio Practice checklist for do-overs Practice rubrics (analytical) Homework, quizzes Benchmark/interim tests 	<ul style="list-style-type: none"> Formal oral interview Conference with student Formal observation Final copy of written work Final learning log entries Final journal entries Mathematics final solution Final science experiment Final presentation Showcase portfolio Final checklist Final rubrics (analytical and holistic) Teacher-made tests High-stakes standardized tests

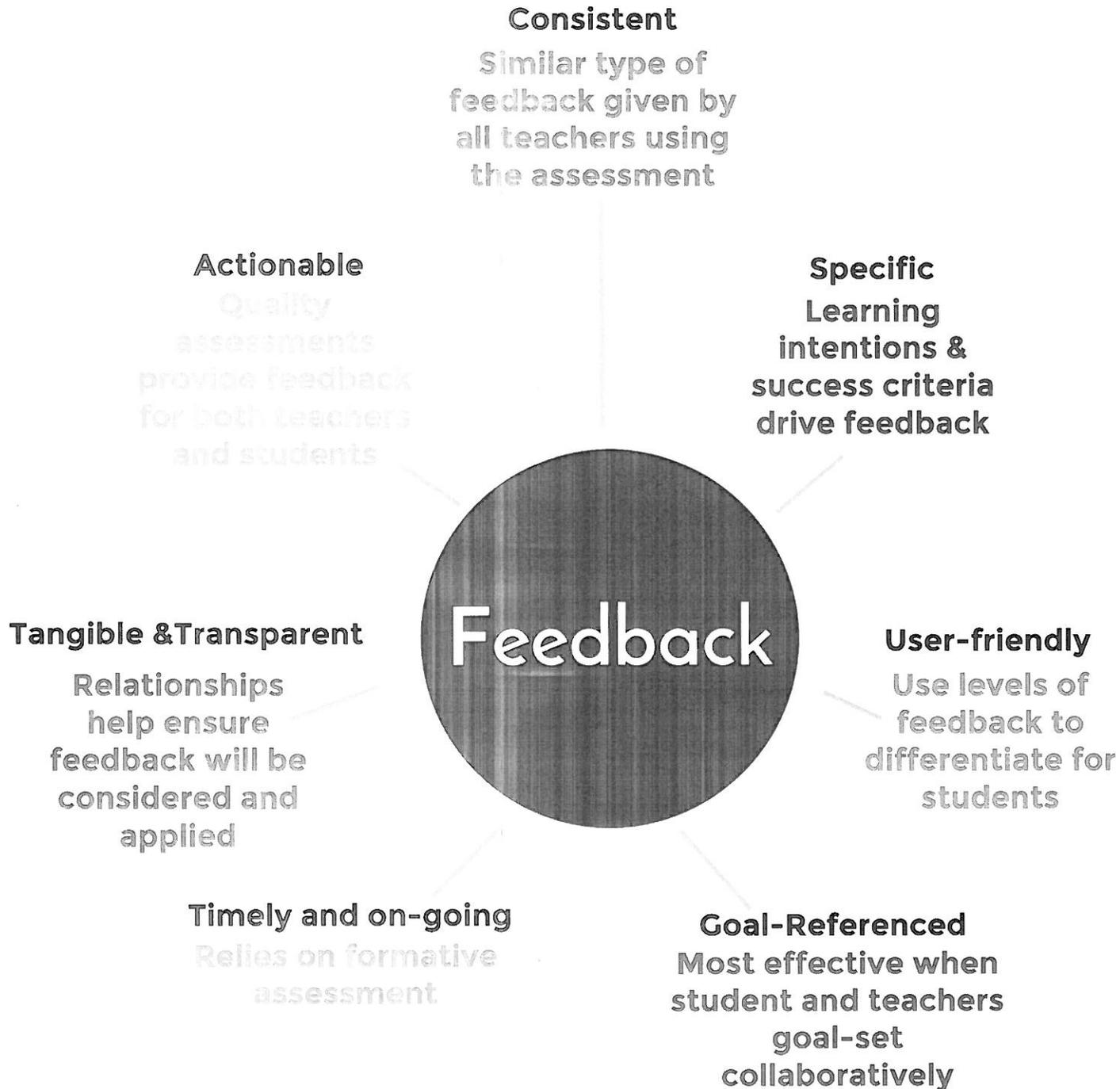
Note: The language of the standards is embedded in all formative and summative assessments.

Informal, Unobtrusive Formative Assessment Methods

Method	Examples	Rationale
Observations, in-class conversations, and discussions	Informal one-on-one conversations, whole-group discussions, and literature circles	Teachers can take anecdotal notes and make on-the-spot decisions.
Rapid-response digital quizzing tools (where students use a device like a smartphone, tablet, or laptop to respond to questions)	Selected-response assessments and constructed-response items such as Kahoot! (https://kahoot.com), Socrative (www.socrative.com), or Quizlet (https://quizlet.com)	Teachers and students get instant results.
Whole-group, small-group, or individual questioning sessions	Socratic seminars; popcorn questions and answers (teacher calls on first student to answer a question, student chooses a peer to answer it and then asks a question)	Teachers can easily find out the needs of students to plan instructional response.
Back channel (a usually digital discussion forum during instruction or work time where students can question or comment to the teacher)	Edmodo (www.edmodo.com) and TodaysMeet (https://todaysmeet.com)	Students have an easy way to access the teacher and peers with a running record of the communication.
Student proficiency self-assessment	Thumbs up, sideways, down; I've got it, I need more practice, I do not understand yet	Students can reflect on their learning and communicate that thinking.
Exit tickets	One to three questions about the day's focus	These are quick and focused on a single learning target.
Parking lot (where students can write or type questions or comments that they would like the teacher to address)	Chart paper hung in the room and Padlet (https://padlet.com)	Students may be more open if they can ask questions privately or anonymously.
Graphic organizers	Venn diagrams, step-by-step procedures, T-charts, two-column notes, flowcharts, hierarchy charts, and story maps	They provide a visual means for students to brainstorm or organize ideas.

Types of Questions to Promote Dialogue

Question Type	Question Stem
Clarifying Questions	What do you mean by . . . ? What is an example of . . . ?
Debate Questions	What would another perspective look like . . . ? What is the counter argument . . . ?
Innovation Questions	What if . . . ? How might we . . . ?
Causal Questions	How does that connect to . . . ? Why did that happen . . . ?
Analysis Questions	What would have changed if . . . didn't happen? What were the contributing factors to . . . and how did that affect . . . ? What is the relationship among these components . . . ?



Instructional Agility and the Other Assessment Tenets

Assessment Tenet	Brief Explanation	Contribution to Instructional Agility
Assessment Purpose	Understanding assessment purpose means having a clear picture of how to use emerging assessment results.	The assessment's purpose helps clarify what assessment results teachers should use as instruction occurs. Hesitation (or a mixed message) could interfere with the necessary instructional maneuvers and student engagement as students act on feedback they receive during instruction. If the teacher is unclear about the assessment's purpose, he or she could lead students to care more about completing work than learning from their efforts and improving over time.
Assessment Architecture	Assessment is most effective when those responsible for its delivery purposefully plan it and intentionally sequence it in advance of instruction.	Planning with precision allows for maximum agility in response to emerging assessment evidence. By anticipating the most probable errors in thinking, teachers can plan their responses should those errors emerge. Identifying the most essential learning informs teachers when to make instructional moves to help students go deeper and learn more and what to revisit or let go.
Accurate Interpretation	Interpreting assessment results must be accurate, accessible, and reliable.	Instructional maneuvers are most efficient and effective when teachers accurately interpret assessment results. Clear next steps for individual students and instruction hinge on a teacher's interpretation, which he or she has generated from students' actions, dialogue, and work. Recognizing these moments is essential to accurately interpreting and providing the foundation for communicating those next steps.
Communication of Results	Communicating assessment results must generate productive responses from students and all stakeholders who support them.	Communicating results and next steps is essential for students to take immediate action. Opaque communication could cause an unnecessary delay in growth and achievement. Instructionally agile teachers focus on providing and facilitating next steps in learning. They must communicate this type of feedback in a way that inspires students to act and doesn't shut them down or confuse them.
Student Investment	There is a symbiotic relationship between assessment and self-regulation.	The ultimate goal is for students to be instructionally agile on their own behalf. Through self- and peer assessment they can, at best, be a more readily available source of feedback and guidance for one another.