



# Assessment For, As and Of Learning: Assessment Practices For Aboriginal Students

**Facilitators**

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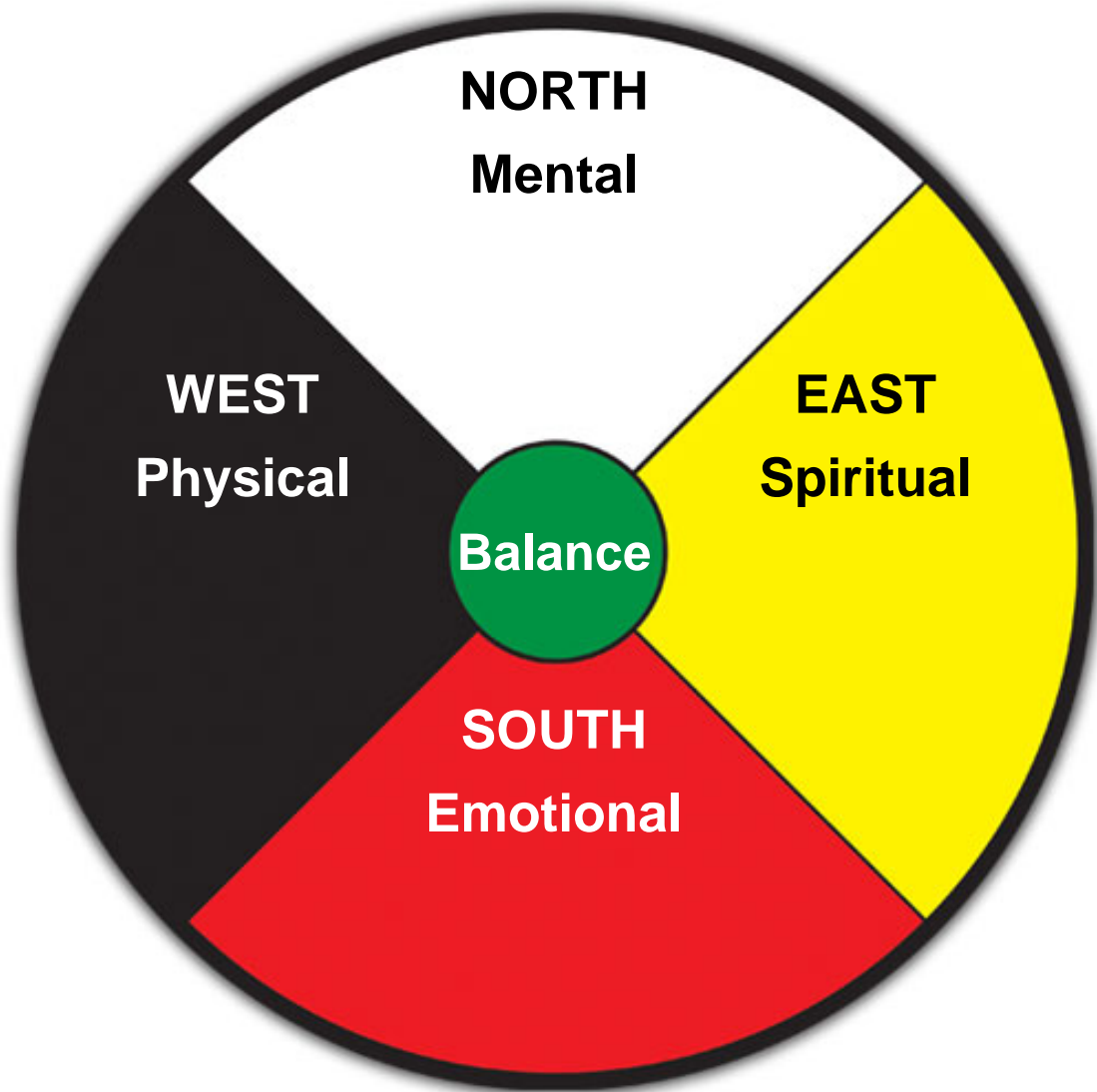


# Fundamental Belief

The primary purpose of assessment and evaluation is to improve student learning



# The Medicine Wheel



# Our Working Norms



## Seven Grandfather Teachings Nüzhwaaswi Gmishoomsinaan Kinoomaagewinan

**Wisdom** ~ Nbwaakaawin

*to have wisdom is to know the difference between good and bad and to know the result of your actions.*

**Love** ~ Zaagidowin

*unconditional love to know that when people are weak they need your love the most, that your love is given freely and you cannot put conditions on it or your love is not true.*

**Respect** ~ Mnaadendimoowin

*to have honour for all of Creation. You must give respect if you wish to be respected.*

**Bravery** ~ Aakide'ewin

*to be brave is to do something right even if you know it's going to hurt you.*

**Honesty** ~ Gwekwaadiziwin

*always be honest in word and action. Be honest first with yourself, and you will more easily be able to be honest with others.*

**Humility** ~ Dbadendizwin

*you are equal to others, but you are not better.*

**Truth** ~ Debwewin

*to learn the truth, to live with truth and to walk with truth, to speak truth.*



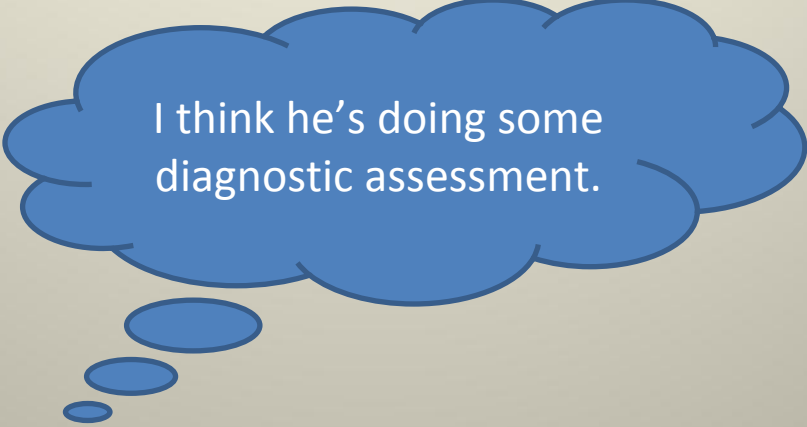
# Learning Goals

**We are learning:**

- **To come to a common understanding of the meaning of Assessment for, as, and of Learning**
- **To gather reliable and valid evidence based on informed professional judgment**

# Take Time to Think

- What do I need to learn more about?



I think he's doing some diagnostic assessment.



And Then.....

# Assessment *for* and *as* Learning

The policy states that teachers need to:

- ✓ share learning goals and success criteria with students;
- ✓ gather information about student learning using a variety of assessment strategies and tools;
- ✓ use assessment to inform instruction, and help students monitor their progress towards achieving their learning goals;
- ✓ give and receive specific and timely descriptive feedback about student learning; and
- ✓ help students to develop skills of peer and self-assessment.

# Activity 1

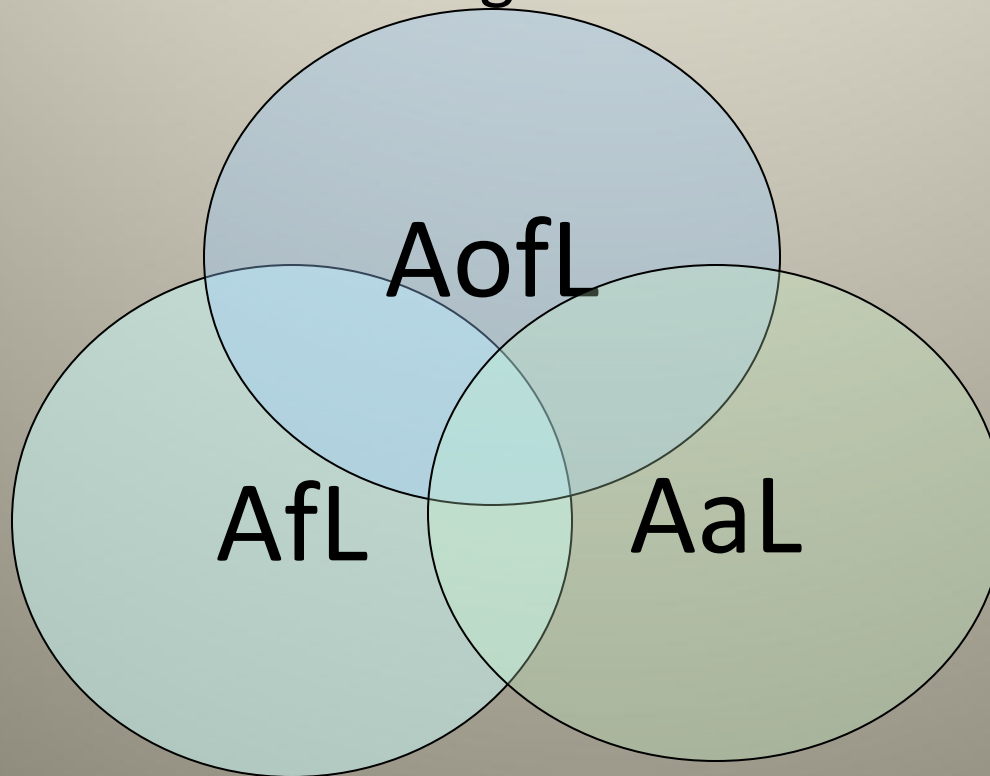
What do you know about Assessment?





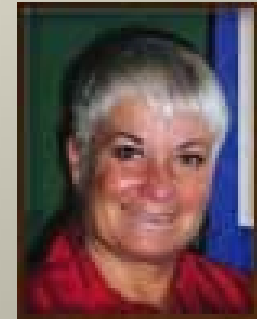
# Activity 1

- Open the envelope at your table.
- With your colleagues decide where each statement should land on the organizer.



# Activity 2

Watch the clip from  
Rethinking Classroom  
Assessment the *Webcast*  
“with Purpose in Mind” .



**Dr. Lorna  
Earl**

As you are watching consider the following  
question:

What are the benefits of moving  
the classroom environment to one  
focused on Assessment for and as  
Learning?



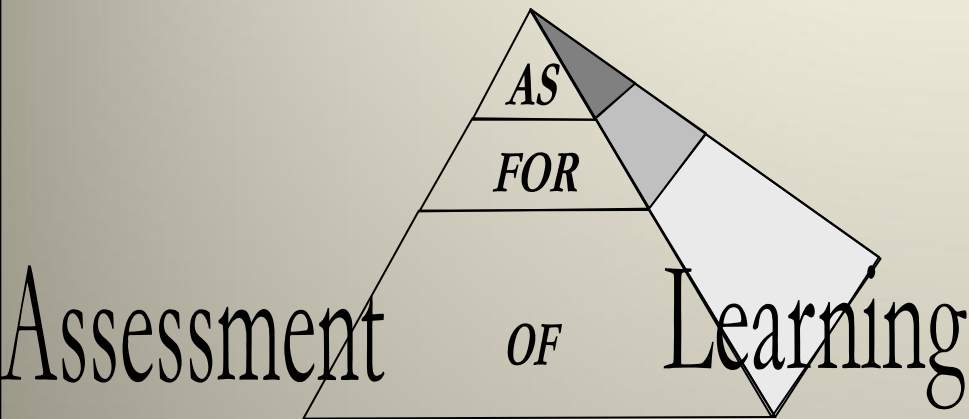
# Lorna Earl



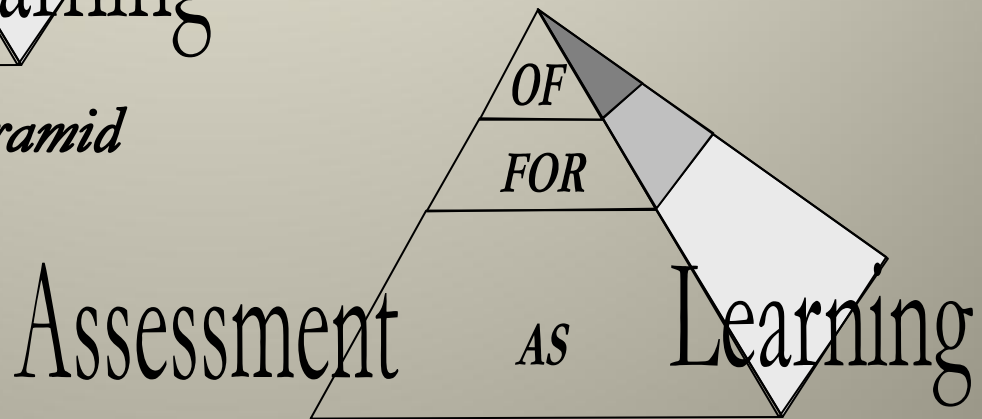
As you are watching consider the following question:

What are the benefits of moving the classroom environment to one focused on Assessment for and as Learning?

# Shifting the Balance

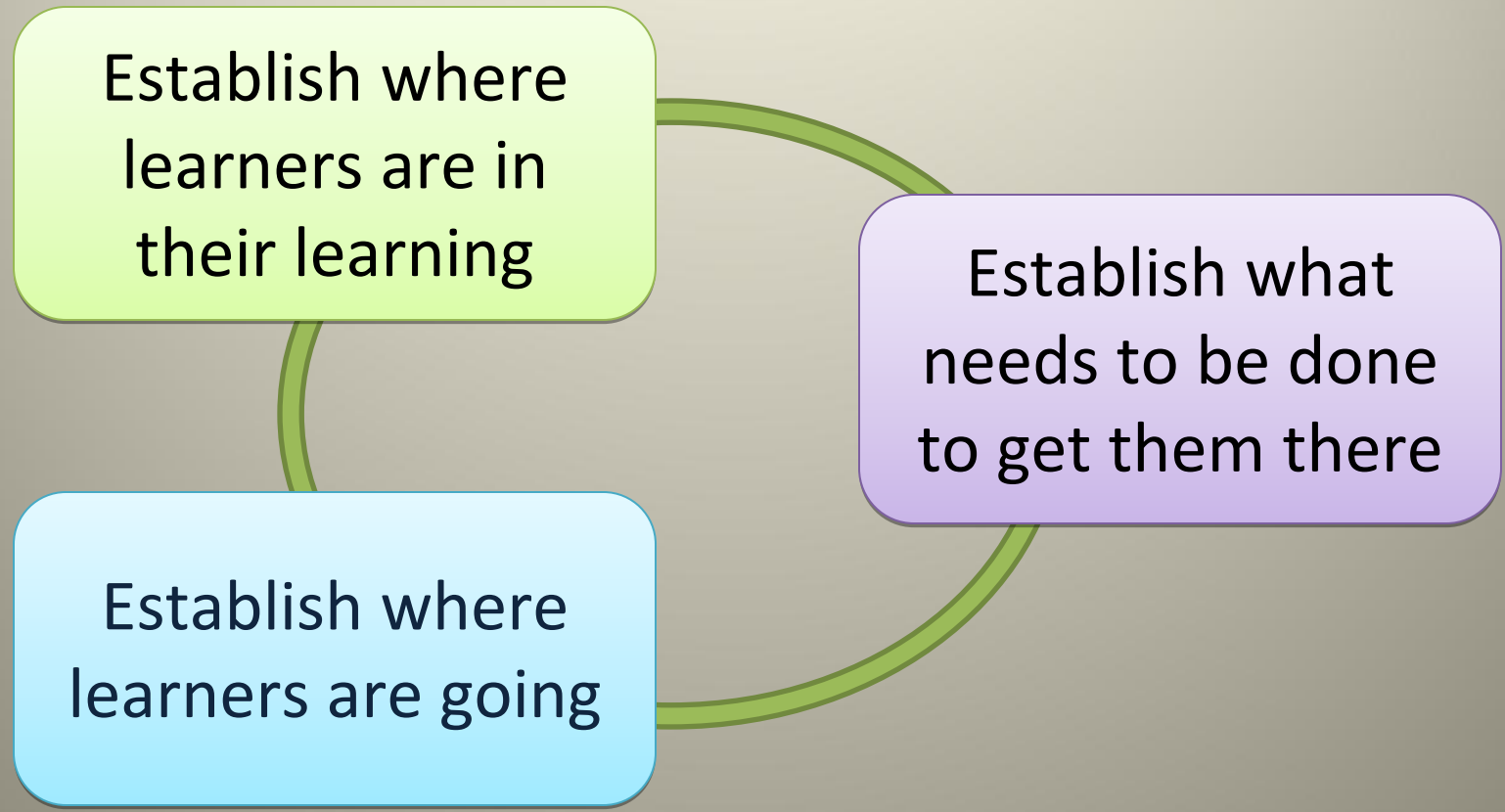


*Traditional Assessment Pyramid*



*Reconfigured Assessment Pyramid*

# Assessment *for Learning* and as *Learning*



# Common Understanding

What are:

Assessment **for** learning

Assessment **as** Learning

Assessment **of** Learning





# Assessment Literacy

“Terms such as *diagnostic*, *formative*, and *summative*...have recently been supplemented with the phrases *assessment for learning*, *assessment as learning*, and *assessment of learning*.”

**“What matters is how the information is used.”**

# Assessment for Learning

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. (p. 144)





# Assessment as Learning

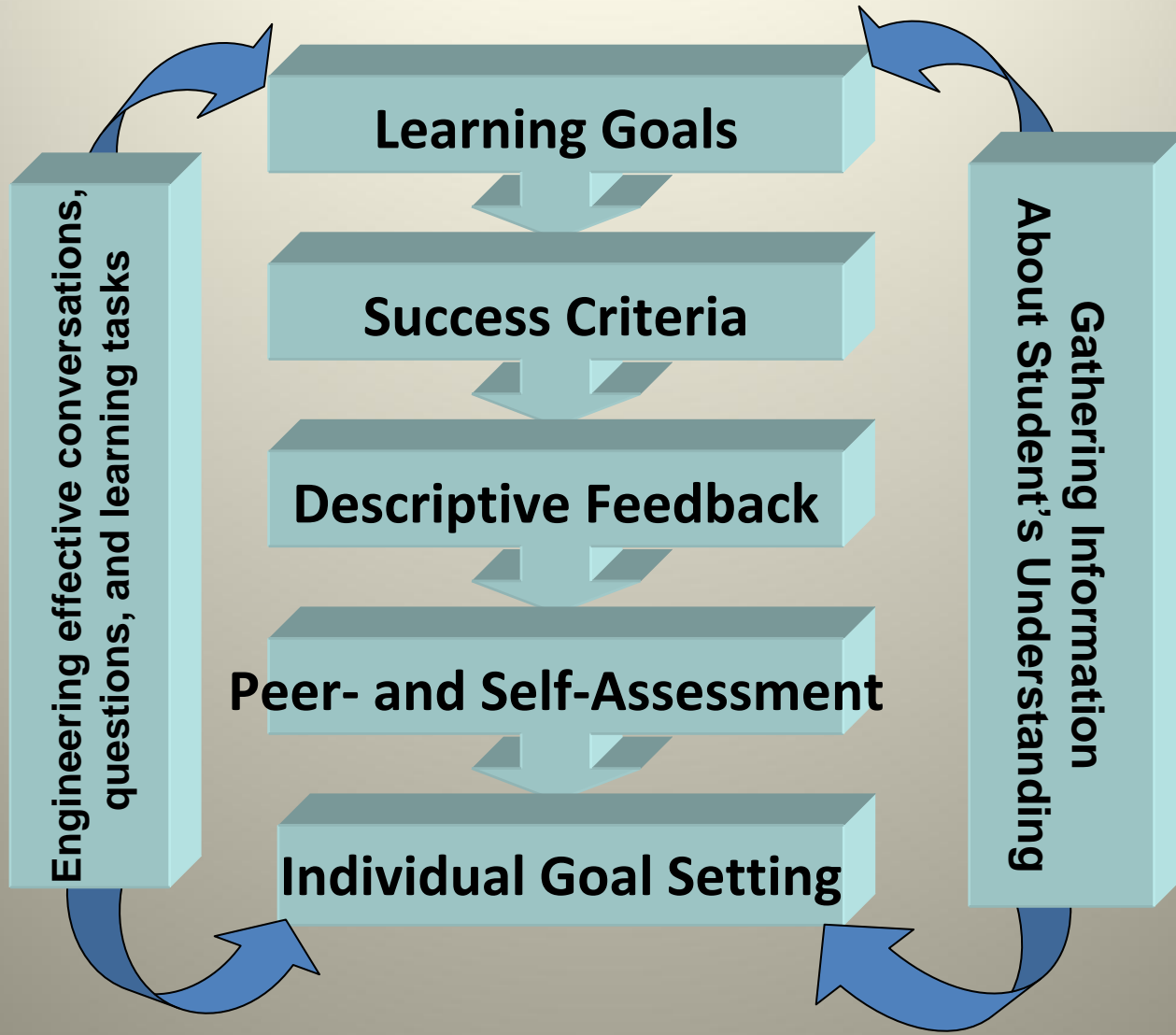
The process of developing and supporting student metacognition. Students are actively engaged in the assessment process; that is, they monitor their own learning. (p. 143)



# Assessment of Learning

- The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a learning cycle. (p. 144)





# Planning with the End in Mind

*What do I want them to learn?*

*How will I know they **are learning** it?*

*How will I design the learning so that **all will learn**?*

## Assessment

How will students demonstrate their knowledge and skills **while they are learning**?

How will we monitor their progress?

Exit cards, journal entries, observation, conversations, ...

How will I plan with DI in mind?

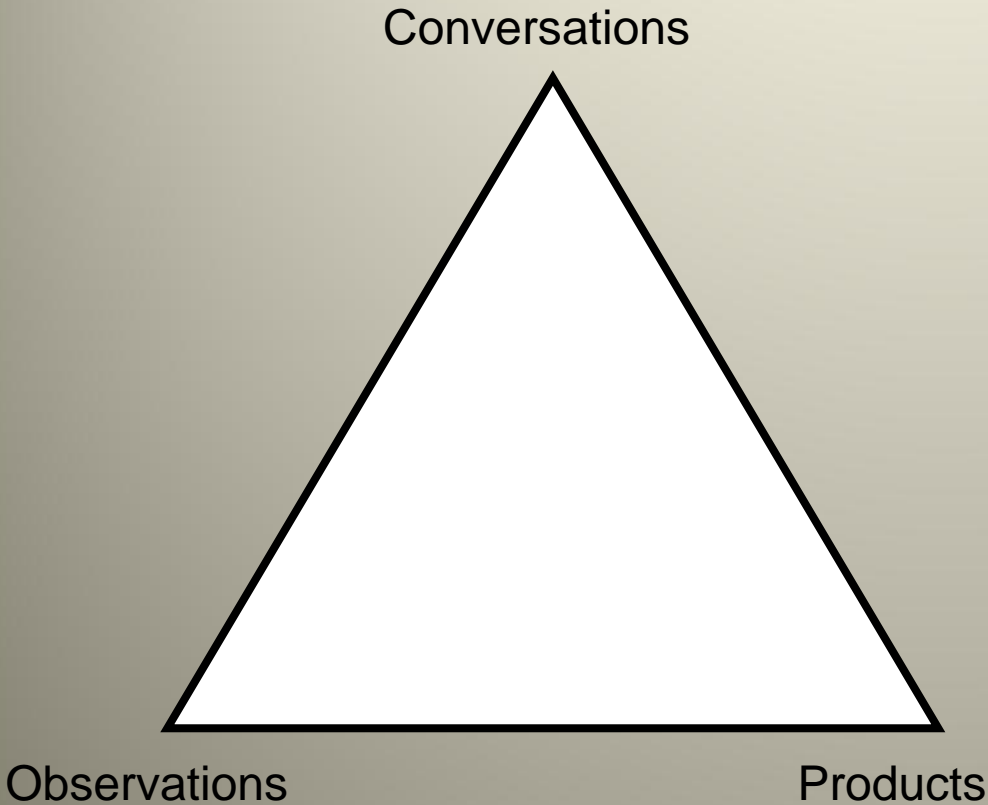
What instructional strategies are appropriate for the learners in my class?

# Planning with the End in Mind

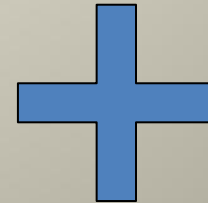
- Start with Overall Expectations
- Create Learning Goals – use Specific Expectations to develop Learning Goals that support the learning toward achieving OEs.
- Use verbs that are specific and observable.

	Related Specific Expectations	Student Friendly Language	
Overall Expectations			

How can we gather triangulated evidence of learning ??



Content Standards



Performance Standards  
(Achievement Chart)

## Conversations

Conferences

Notes

Journal

Blogs

Moderated Wikis

Moderated Online forums

Student feedback

Focused conversations

Portfolio Conferencing

Running Record

List of Books Read

Vocabulary Checklists

Notes from Literature Circle

Observation Checklist

Processfolio

Anecdotal observation

Questioning

Presentations

Listening

Speaking

Problem Solving

Group Skills

Performance Tasks

Assignments

Test Scores

Reader Responses

Tests

Portfolios

Checklists

Videos

Journals

Projects

Graphs

Tests

## Observations

## Products

# What does it ..... and

Assessment	Look like	Sound like	Students can
For			
As			
Of			





	<b>Assessment For</b> Learning	<b>Assessment As</b> Learning	<b>Assessment Of</b> Learning
Who is the active partner?			
What is the information used for?			



# Assessment

<b>For</b> Learning	<b>As</b> Learning	<b>Of</b> Learning
<ul style="list-style-type: none"><li>•By teachers</li><li>•to determine what to do next instructionally (strategies, differentiation)</li><li>•To provide descriptive feedback to students (what they are doing well, what needs improvement and how to improve)</li></ul>	<ul style="list-style-type: none"><li>•By student</li><li>•to determine what to do next in my learning (e.g. strategy, focus)</li><li>•To provide descriptive feedback to peers and self (peer and self assessment)</li><li>•Goal is to become reflective, self-monitoring learner</li></ul>	<ul style="list-style-type: none"><li>•By teacher</li><li>•to determine student's level of achievement of overall expectations at a given point in time</li><li>•As evidence to support professional judgment</li></ul> <p data-bbox="1541 1143 1721 1190">GS p. 31</p>



# Planning with the End in Mind

- SAVE THE LAST WORD ACTIVITY.
- EMBED DESIGN DOWN PLANNING MODEL



# Key Learning

- Learning Goals and Success Criteria are Foundational
- The active partner is what distinguishes AfL from AaL.
- If students are engaged in using the above to peer and self assess then AaL is happening



# Where do we go from here

- Growing Success
- Edugains AER – DI – Math
- Anne Davies, Rick Stiggins, ARG, Jan Chappuis, Ken O'Connor, Jay McTighe, Grant Wiggins, Shirley Clarke, Lorna Earl, Douglas Fisher, Nancy Frey, Brookhart and Moss.