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

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Fundamental Belief

The primary purpose of assessment and evaluation is to improve student learning
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 is 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 ~ Dbadendiziwin
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”.

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?

Growing Success, p. 143 - 144
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 of Learning

Link to Assessment for Learning Definition

Link to Assessment as Learning Definition
Assessment for Learning and as Learning

Establish where learners are in their learning

Establish where learners are going

Establish what needs to be done to get them there
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)
Learning Goals
Success Criteria
Descriptive Feedback
Peer- and Self-Assessment
Individual Goal Setting
Gathering Information About Student’s Understanding
Engineering effective conversations, questions, and learning tasks
Planning with the End in Mind

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?

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?

Adapted from the Ministry of Education, Ontario
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.

<table>
<thead>
<tr>
<th>Related Specific Expectations</th>
<th>Student Friendly Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Expectations</td>
<td></td>
</tr>
</tbody>
</table>
How can we gather triangulated evidence of learning??

Conversations

Observations Products

Content Standards

Performance Standards (Achievement Chart)
What does it ...... and

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Look like</th>
<th>Sound like</th>
<th>Students can</th>
</tr>
</thead>
<tbody>
<tr>
<td>For</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>As</td>
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<tr>
<td>Of</td>
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</tr>
<tr>
<td></td>
<td>Assessment For Learning</td>
<td>Assessment As Learning</td>
<td>Assessment Of Learning</td>
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<tr>
<td>Who is the active partner?</td>
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<tr>
<td>What is the information used for?</td>
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<tr>
<td>For Learning</td>
<td>As Learning</td>
<td>Of Learning</td>
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<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• By teachers</td>
<td>• By student</td>
<td>• By teacher</td>
<td></td>
</tr>
<tr>
<td>• to determine what to do next instructionally (strategies, differentiation)</td>
<td>• to determine what to do next in my learning (e.g. strategy, focus)</td>
<td>• to determine student’s level of achievement of overall expectations at a given point in time</td>
<td></td>
</tr>
<tr>
<td>• To provide descriptive feedback to students (what they are doing well, what needs improvement and how to improve)</td>
<td>• To provide descriptive feedback to peers and self (peer and self assessment)</td>
<td>• As evidence to support professional judgment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Goal is to become reflective, self-monitoring learner</td>
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</tr>
</tbody>
</table>

GS p. 31
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.