

“Assessment *as* learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.”
(Western and Northern Canadian Protocol, p. 42)

Assessment *as* Learning Model



Assessment *as* Learning Model

Safe Environment - Risk-taking - Support

Share Learning Goals/Co-Construct Success Criteria

- Students must be actively engaged in the assessment as learning process.
- Setting criteria helps teach learners what quality looks like.
- Success criteria and learning goals need to be developed from curriculum expectations.

Student Goal-setting

- Knowing where they are in relation to success criteria allows students to set personal goals.
- Teachers provide follow-up support, give specific feedback on goals, and help students identify and record focused actions they can take to achieve their goals.

Descriptive Feedback

- Descriptive feedback must be related to the learning goals and success criteria.
- Descriptive feedback describes strengths upon which learning can build and gives students the information they need to adjust, practice and progress in their learning.

Peer & Self-Assessment

- When students recognize, describe and apply the criteria, they can use this information to assess what they know and what they need to know next.
- Peer assessment engages students as learning resources for one another.

Self-Monitoring

- Students need to learn to keep track of what they are doing and how they are thinking, so they can adjust their behaviours and thoughts in order to meet goals and complete tasks.
- Independent students set goals, monitor their own progress, and reflect on their learning.

Learning Goal:

I will be able to implement the assessment *as* learning model in my classroom practices.

Success Criteria:

- I can define Assessment *as* Learning.
- I can create a safe environment, in which all students feel valued, confident and have the courage to take risks.
- I can co-construct/share Learning Goals and Success Criteria.
- I can model for students how to develop long and short term goals.
- I can assist students in identifying a plan to achieve their goals.
- I can provide ongoing and specific descriptive feedback to students so they can adjust/practice their skills.
- I can help students to develop the skills needed for peer and self-assessment.
- I can provide support to encourage students to self-monitor, while gradually releasing responsibility.

RESOURCES:

1. misalondon.ca/ae_02.html
A website created by representatives across the London region
2. www.edugains.ca
Resources to support Assessment and Evaluation (AER Gains), Literacy, Numeracy, and Differentiated Instruction
3. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>
Growing Success

ASSESSMENT AS LEARNING

ACTIVITY 1: Before the Video

Which of the following exemplify Assessment as Learning? (Large group discussion)

1. Teachers and students co-construct the success criteria for a learning goal in a chat forum or in a class discussion.
2. Teachers use a rubric to evaluate a culminating activity.
3. Students have an opportunity to look at samples of anonymous work, and have opportunities to discuss/develop the success criteria in collaboration with the teacher and other students.
4. After looking at the work students completed today, teachers adjust their lesson plan for tomorrow.
5. A student shares a self-assessment of his/her work with an elbow partner.
6. Teachers return an assignment with only descriptive feedback.
7. Students complete quizzes which the teacher marks prior to a unit test.
8. Teachers adjust their teaching mid-lesson because they realize that students lack understanding of a key concept.

ACTIVITY 2: During the Video

Use the following chart to organize your thoughts while viewing the video. Upon completion of the video, exchange ideas with an elbow partner.

| What I already know... | What I hadn't thought of... | Next Steps for me... |
|------------------------|-----------------------------|----------------------|
| | | |

ACTIVITY 3: After the Video

Consider the following statements as you reflect on your own practice and self-assess your own level of implementation for each.

| Strategy | Awareness | Partial Implementation | Full Implementation |
|--|---|---|--|
| Share Learning Goals/Co-construct Success Criteria | Teacher creates success criteria from learning goals | Teacher creates and shares learning goals and success criteria with students | Teacher and students create success criteria collaboratively based on learning goals |
| Student Goal-Setting | Teacher assesses student work and suggests next steps | Teacher and student create individual student goals together | Teacher models and supports students who independently create realistic long and short term goals |
| Descriptive Feedback | Feedback is provided to the student | Feedback is ongoing - specific, strengths and areas for growth are identified from the success criteria | Multiple sources of feedback are provided explicitly linked to criteria and follow-up occurs to ensure feedback is implemented |
| Peer Assessment | Some feedback is provided by peers using checklists provided by the teacher | Peers have a clear understanding of what to look for and may engage in dialogue about the work | Students feel comfortable and trust one another to provide honest and constructive assessment |
| Self-Assessment | Students self-assess occasionally, usually at the end of instruction | Students self-assess at the beginning and end of instruction | Students self-assess regularly to identify next steps based on established criteria |
| Self-Monitoring | Students reflect on their goals at specific intervals when directed to by the teacher | Students regularly reflect on their learning and monitor their own progress with teacher-provided tools | Students independently adjust their behaviour, monitor their own progress and reflect on their learning |

Consider the results of your self-assessment above to set the following individual goals:

1. Short Term Goal:

Action Plan:

2. Long Term Goal:

Action Plan:

IDEAS TO KEEP

