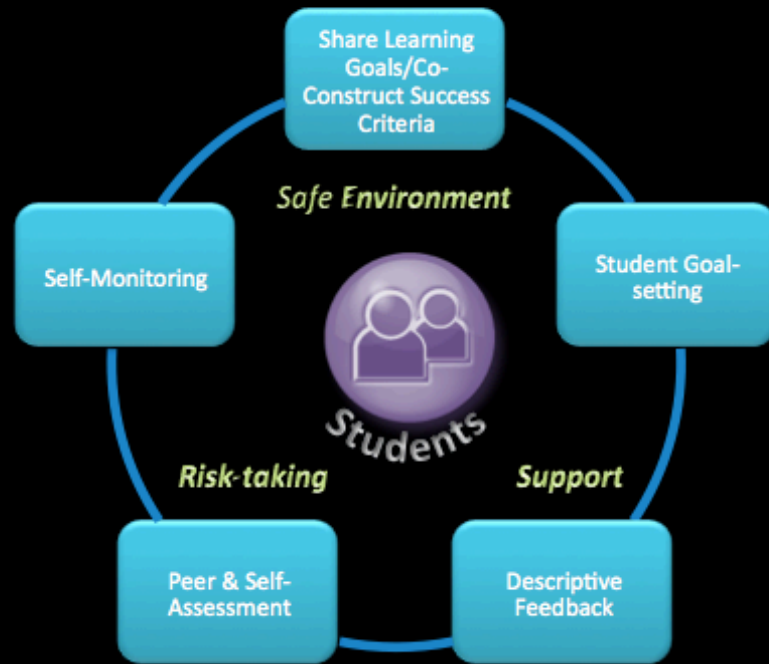


Assessment *as* Learning Model



“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

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