

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.”
(Assessment Reform Group, 2002)

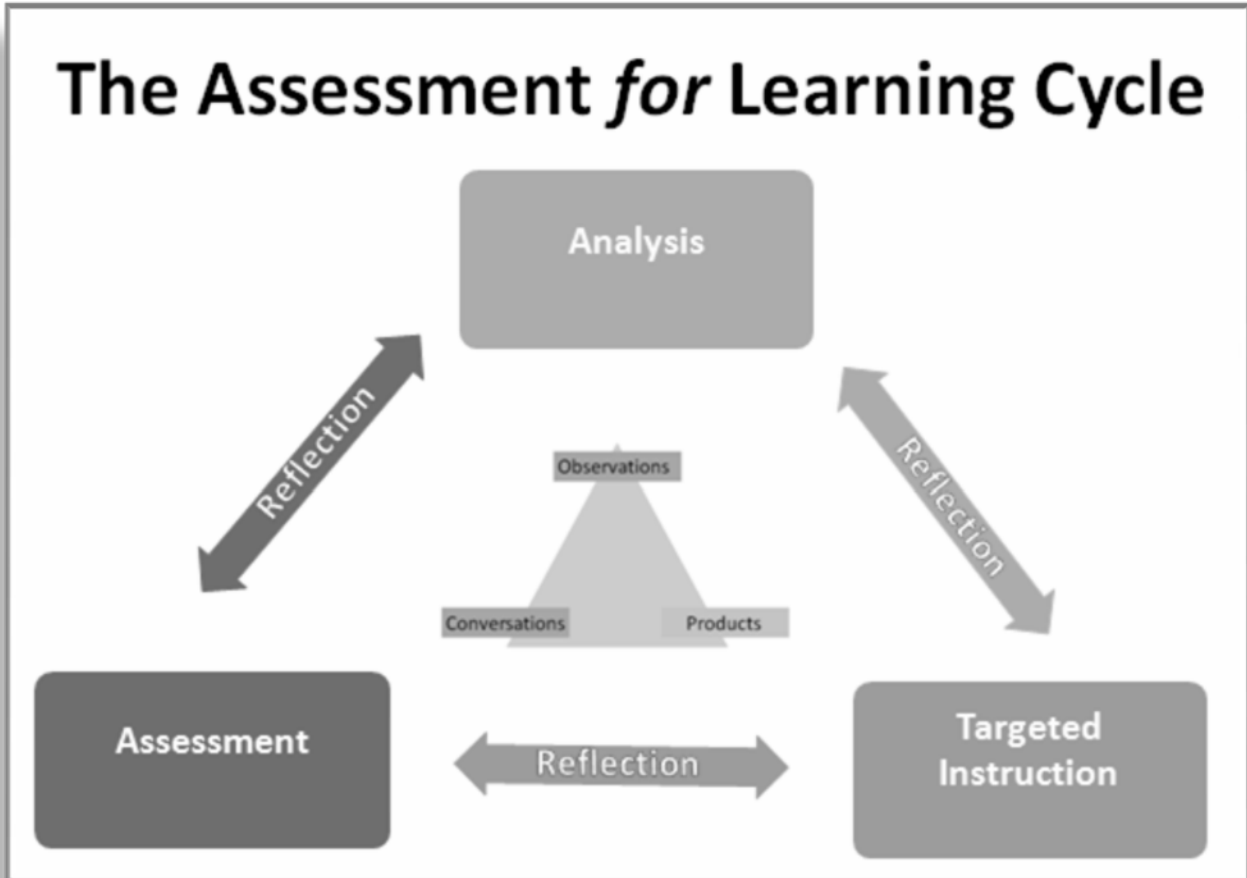
Learning Goal:
 I will be able to implement the assessment for learning cycle in my classroom practices.

Success Criteria:

- I can define Assessment for Learning.
- I can create Learning Goals and Success Criteria.
- I can create assessment tasks using observations, conversations and products based on my success criteria.
- I can analyze and interpret evidence to inform instruction.
- I can select targeted instruction strategies to scaffold next steps.
- I am reflective and can make informed decisions.

The Assessment for Learning Cycle

ANALYSIS	TARGETED INSTRUCTION	ASSESSMENT
<p>Where are my students in their learning?</p>	<p>Knowing the needs, how will I respond?</p>	<p>Are my students where they need to be?</p>
<p>Reflection occurs throughout the process</p>		
<ul style="list-style-type: none"> • Do I have sufficient information? • Is the learning goal relevant? • Where are the gaps in student learning? • What targeted instruction strategy will be appropriate to use to close these gaps? 	<ul style="list-style-type: none"> • Did I identify the most effective instructional group? • Did I choose the right targeted strategies? • Do I need to use another strategy or tool to further scaffold and differentiate? 	<ul style="list-style-type: none"> • Where are students in relation to the learning goal? • Does the collected evidence tell me if I used the proper tools? • Do I need to revisit the targeted instruction and try a different strategy? • Was my feedback effective in assisting the students?



- 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 FOR LEARNING

ACTIVITY 1: Before the Video

Which of the following exemplify Assessment for 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.

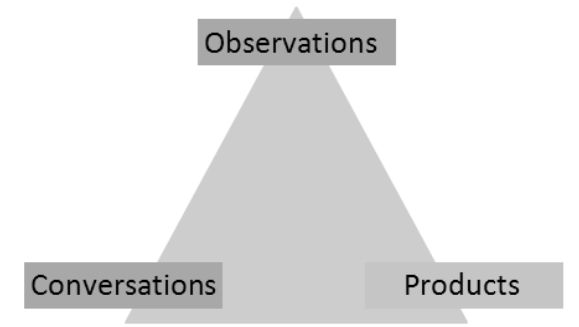
What I am familiar with	Something new I can try tomorrow	Something new I can try in the future

ACTIVITY 3: After the Video

Teachers often ask “How will I know students have learned a concept/skill?”

Evidence is gathered from 3 different sources: observations, conversations, and products.

List suggestions for each source:



Observations	Conversations	Products

Reflecting on Practice:

- How balanced are the sources of evidence in my classroom?
- Which area(s) should I develop further?
- What are my next steps?

IDEAS TO KEEP

