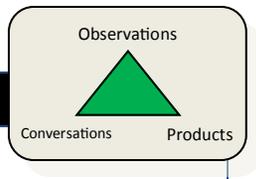




Triangulating Evidence for Assessment of Learning



<h3 style="text-align: center;">Setting the Stage</h3> <p style="text-align: center;">Observations, Conversations, and Products as Assessment of Learning</p>	<h3 style="text-align: center;">Doing the Work</h3> <p style="text-align: center;">Gathering Evidence from Observations, Conversations and products for Assessment of Learning</p>	<h3 style="text-align: center;">What to Do</h3> <p style="text-align: center;">With Observations, Conversations, and Products to Evaluate Student Learning</p>
<p>Learning Goals: Brief statements that describe for a student what he or she should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons, or subtask). The goals represent subsets or clusters of knowledge and skills that the student must master to successfully achieve the overall curriculum expectations.</p> <p>Success Criteria. Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success “looks like”, and allow the teacher and student to gather information about the quality of student learning.</p> <p>How might you intentionally plan for the observations, conversations and products that occur in the classroom?</p> <p>How might you create a physical and social environment that is optimal for gathering evidence of student learning?</p> <p>How might you create opportunities for students to collaborate and have conversations?</p>	<p>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 cycle of learning.</p> <p>How do you ensure that evidence collected is purposeful and focused on the learning goal?</p> <p>How balanced are the documented sources of evidence in your classroom? Which area(s) should you develop further?</p> <p>How do you manage the volume of data?</p>	<p>Evaluation. The process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.</p> <p>Does the method of collection respond to the strengths and needs of the student?</p> <p>How do you track your conversations and observations?</p> <p>How do you include observations and conversations when determining a grade?</p> <p>How do you explain assessment of learning decisions to others (e.g. transparency, learning goals, success criteria, professional judgment)?</p>

Reflection: What are the next steps for your professional learning?

