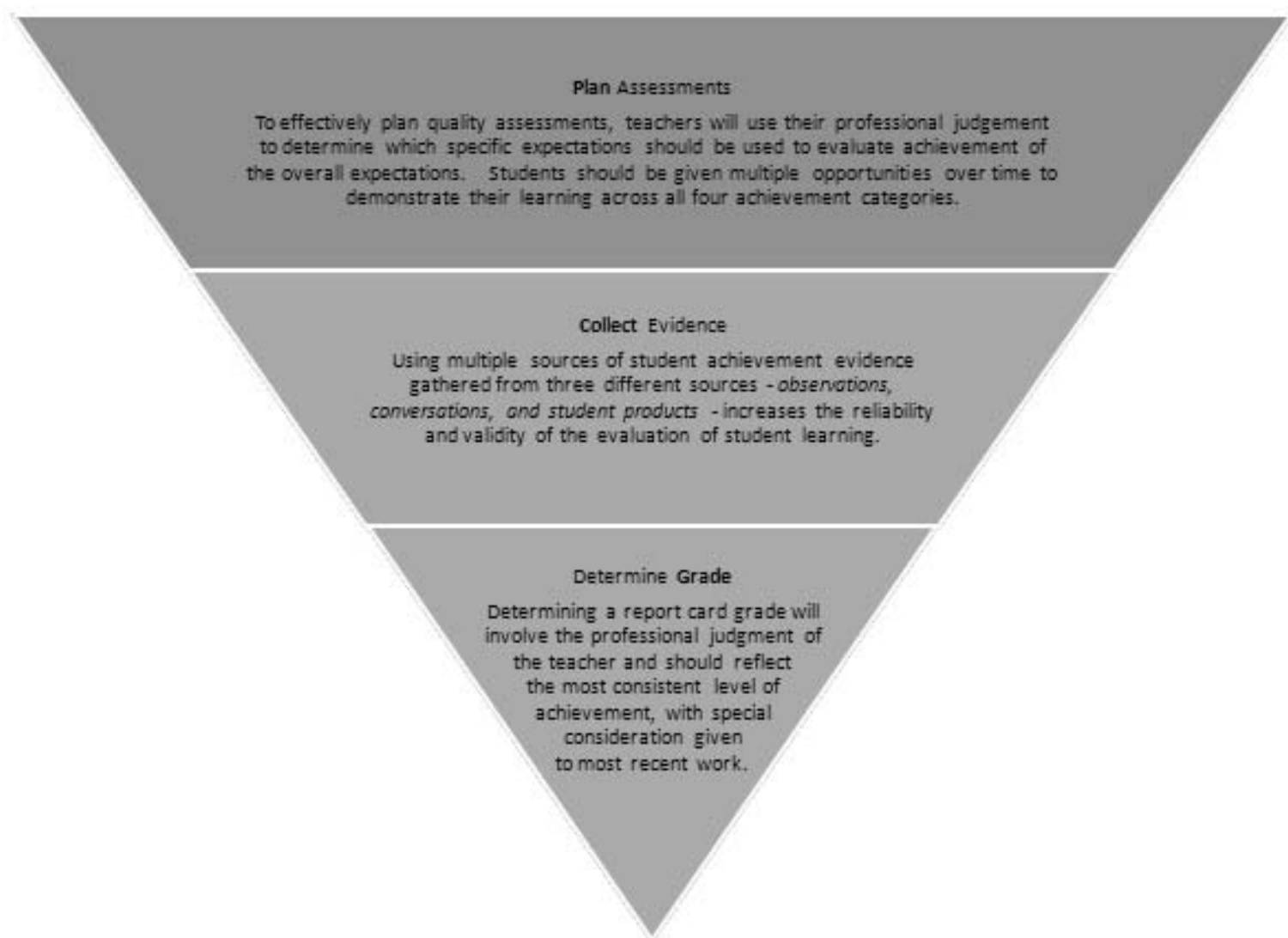


Assessment of Learning



“Assessment *of* learning is the assessment that becomes public and results in statements or symbols about how well students are learning.
It often contributes to pivotal decisions that will affect students’ futures.”
(Western and Northern Canadian Protocol p. 55).

Learning Goal:

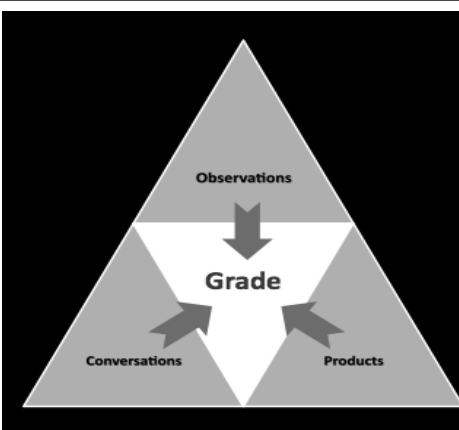
I will be able to implement the assessment *of* learning process.

Success Criteria:

- I can define *Assessment of Learning*.
- I can provide to students and parents a clear understanding of the assessments to ensure that they are fair, transparent and equitable.
- I can plan a series of assessments based on a collection of curriculum expectations which will reflect the students’ mastery of the success criteria.
- I can collect evidence of student achievement over time from three different sources: *observations, conversations, and student products*.
- I can make judgments about the quality of student learning on the basis of established criteria and assign a value.

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 OF LEARNING

ACTIVITY 1: Before the Video

Which of the following exemplify Assessment of 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 plan an assessment 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 make judgements about the quality of student work and assign a value.
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.

Prior Knowledge...	New learning...	What's next...

ACTIVITY 3: After the Video

Based on "Growing Success" and your Board's Assessment and Evaluation Policy, Procedures and/or Guidelines, consider the following discussion questions:

- How do you track your conversations and observations?
- How do you include observations and conversations when determining a grade?
- When in the Assessment of Learning process do you use the Achievement Chart(s)?
- How would evaluation across the categories differ between subjects?
- How are Assessment *for* Learning and Assessment *of* Learning similar?
- How are Assessment *for* Learning and Assessment *of* Learning different?
- How do you reflect the most consistent, most recent level of achievement when reporting?
- How do you explain "Professional Judgment" decisions to others?
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IDEAS TO KEEP

