NARRATOR: Classroom educators discuss assessment for learning, as they integrate more opportunities for students to benefit from technology-enabled learning. Technology becomes especially powerful when it allows students to engage in feedback and develop greater awareness of themselves as learners. The teacher’s role is to create an environment in which all students feel valued and confident, and have the courage to take risks.

NANCY: I’m constantly assessing. And before I did a blended inquiry type of approach, I always assessed their learning. But I was guiding that, and I knew where they were going. And I had a plan for them. Now, it’s a little bit of a shift; now I’m really looking – it’s almost like have the inquiry of seeing where they’re going, or where they need to go. And I’m taking that time now to assess what they need to know next.

PETER: The learning goals and success criteria work in my classroom, because it makes my teaching easier, and the students know exactly what they need to do to be successful. So that whole component, as far as even building an iMovie or creating something, they know what to do. I share the success criteria with exemplars of student work.

DARREN: When students are working purposely through the materials, when they’re thinking about it, when they’re interacting with it, when they’re discussing with each other, when they’re clarifying their thinking, it deepens the process that assists with consolidation.

CLARK: When I say, “Pause and talk with your group members,” at that point, everyone is engaged in a discussion, hopefully, and it takes some of that stress off. So when someone tells me, “I’m really not sure,” to me, that’s a quick assessment snapshot that that table group’s a bit more of a focal point.

BRENDA: So, I want those conversations to be happening, and that’s another thing that helps me consolidate learning; I hear it happening, and then I can notice it and use my anecdotes, and that teaches me where to go next with students.

SHAWNDA: Here, in Red Lake, we all have this technology. But because we’re so
far away from the larger centres, we really have to hone in on the skills that are required to effectively use that technology, because we need that technology.

MICHELLE: With things being just so readily available, either public on the Web or shared in your domain, everybody can have the same amount of knowledge.

SARA: Within my classroom right now, there’s a huge range of abilities. And by having the iPads and having technology, with the manipulatives and the scaffolding, it gives those kids who might struggle if you give them a textbook, it gives them some opportunities so that they can be successful.

BRENDA: This going to be their future. They’re going to be working in teams, perhaps with people all around the world; not just in their local area. So this is really one of the key things that we need to teach students how to learn in groups, it’s different than learning by yourself.
We’re always having those conversations about what we should be like online, just like we have those conversations about good citizenship in school, face to face.

MICHELLE: I think students need to be problem solvers, and they have to be really good critical thinkers. They need to think about how this world’s affecting them, how they’re influenced by other people and also how they can contribute to the world. When I’m using Google Docs, and when I’m doing work in my classroom with critical thinking, I see those skills emerging in my 13 and 14-year-olds. So it’s really exciting to see them making those kinds of connections.

[MUSIC]

TEXT ON SCREEN: “I’m constantly assessing… and I’m taking that time now… to assess what they need to know next.” - Educator