

AER GAINS Video Series – Gathering Valid and Reliable Evidence to Inform Professional Judgment

Segment 1 (18:49) – Teachers and Students as Collaborative Partners in Gathering Evidence

Narrator: Assessment for learning and as learning engages teachers and students in generating a continuous flow of information about learning.

Teachers need to gather valid evidence of learning by purposely planning learning tasks that align precisely with goals and criteria.

When evidence is also triangulated, using multiple sources such as conversations, observations and products, it becomes more reliable.

Gathering valid and reliable evidence for assessment of learning both informs and supports teacher professional judgement when determining a grade that reflects students' achievement.

Narrator: In this video, teachers and students will use assessment to define, to inform, to improve and to assess the learning.

Kelly: I'd like you to reflect and talk about our goals, our expectations and our success criteria, and how they all work together; how they link to our learning task, which is the Public Service Announcement. Go ahead.

Narrator: You will hear teachers and students listening to, and learning from one another through ongoing student-teacher dialogue and interaction.

Suzanne: I would like you to give each other feedback, looking specifically at the evidence that you're going to use to support your message. Give him feedback. Look also: Is his evidence clear? Is it relevant? Is it informative? All of those criteria that we talked about today. While you're doing that, I'm going to record for my observations.

Nathan: Well my message is that bullying hurts, to tell someone. And my evidence is that I'm going to use a realistic bully scene for the background of my poster, such as a text message or a background of a playground, like, you know, where bullying takes place there.

Julia: What kind of facts are you going to have?

Nathan: I'm going to include some like: how many people actually get bullied in the scenes, or by text message or through the playground, depending on the one I actually choose.

Narrator: You'll see teachers create a reciprocal flow of assessment information. Teachers build their understanding of what students are to learn, and how they know students are learning.

Cindy: If we want our students to have an understanding, then we ourselves need to have that understanding of what a PSA is. So we need to look at several PSAs to get a good understanding of them, so that we know the success criteria of what's going to make a good PSA.

We'll let them bring out the success criteria on their own, but we have to know what we want them to be looking for. So I think maybe we should be looking at some PSAs ourselves. I'm sure there are examples of really solid PSAs and some that are not so good but we could still use, because we need our students to see that too, to be able to identify those success criteria.

Suzanne: So let's develop a common understanding of what are the characteristics of a PSA. We'll do that together.

Narrator: Students use this information to inform, assess, adjust and monitor their own learning.

Amy: I feel really confident because, like, when I'm done my work, I know I looked over the success criteria, I looked over the rubric and everything, and I know that I have everything I need to have in my work, so I feel really confident when she comes over and talks to me and I know that I have everything I need.

Narrator: What teacher and students are learning and doing when engaged in an assessment for learning environment, can often be used to improve learning; to inform instruction; and ultimately, to provide precise evidence of learning.

Kelly: Being able to work with my colleagues, I'm now learning and doing the very knowledge and skills that I would like my students to be able to have and be able to use at any time. I also feel much more comfortable modeling it for them because I've had the opportunity to learn it with my colleagues. It's okay to question, it's okay to receive feedback. They don't feel inhibited when they're given feedback, they feel inspired and they're ready to go back and improve on their work. It's improved me in that my feedback is timely, and it's meant just for that student. So rather than a piece of feedback that's just random, or things like "great job", now it's feedback that is appropriate to that task and the learning goal, and the expectations and the success criteria. So students are completely aware of what they should do next and why. It gives me access to what they're learning, how they're doing, and what the next steps are. Because when you co-construct that success criteria with them, based on the expectations, everybody has a common understanding of what the end goal is. So when you have explicit success criteria, the students understand the feedback you give them, because they helped create the success criteria. Students are not left in the dark, they're not guessing what you're talking about.

Narrator: Classroom interactions reflect parallel learning processes; teachers see themselves as co-learners. As these teachers are co-developing learning goals, success criteria, rubrics and high level tasks together, they not only build a common understanding of what is being learned and what it looks like, but also come to consensus on what constitutes quality evidence and quality performance.

Suzanne: If we look at a level 4, we want to make sure our qualifiers are appropriate.

Tammy: The achievement chart uses that effectiveness – high degree of effectiveness, considerable effectiveness, some effectiveness.

Suzanne: What you were talking about, enhance the message —

Kelly: Effectively communicate the message to the target audience.

Suzanne: So a level 1: the techniques and conventions used do not support, enhance...

Kelly: Effectively communicate

Suzanne: Effectively communicate the message to the intended target audience.

Cindy: ...Or in a limited way.

Cindy: What would qualify "limited" though? Even "with a high degree of effectiveness", what does that mean? If I'm going to give the student that level, I want to be able to explain to him or her what limited means. 'Cause I'm sure that's what they're going to ask me. We need to come

up with some examples of a limited use of a technique and then a high degree of effectiveness, so that we can clearly show them that's what this means.

Narrator: Teachers, through deliberate collaborative planning, learn and practice the assessment knowledge and skills they will need to model for their students.

Kelly: Maybe pull it back to our graphic organizer that we gave them, where they were able to critique the PSAs, and be able to say – if they could pull out the message, and what mood did she have, and they were able to pick out the target audience, and they were able to pick out the setting. I think our graphic organizer as well, which ties in with the expectations, will help us set a clear rubric.

Tammy: Okay, so we're going to give them a variety of examples, both of good PSAs and less effective PSAs, so that we'll use the graphic organizer so they can identify what is effective, what is not.

Kelly: If we do one as a whole class first, maybe if we model, so that it's done with us so they have a better understanding of it. Give them time for elbow partner table talk to see, to make sure they understand.

We also want to make sure that the PSAs that we're using also coincide with each piece of the criteria that we've selected out of the expectations.

Suzanne: So you're developing that common understanding of what a 4 and a 1 is as co-learners with your students.

Narrator: Teachers then engage in reciprocal learning when they co-construct and clarify with their students what they are learning, what it looks like, and what is quality evidence of successful learning.

Suzanne: I used to give a task and I would be evaluating it based on the expectation about what I thought the task looked like. There was no interaction between me and the students. Now, the student really needs a voice, they really need to be involved in the success criteria. Because we developed the success criteria together, the task together, the rubric together, I find that the quality of work is a lot higher than what I saw in the past. I'm understanding "what does that look like"? They're involved beginning to end. We talk about how are they going to demonstrate their learning. They're more engaged in their role as a learner, and we're co-learning, as opposed to me telling them what they're going to learn. Now they're self-assessing, they're peer-assessing. Now we're learning together, but they are the ones that are directing their learning.

Suzanne: Quickly look at two aspects of that success criteria. How could we use those two criteria to help us create a rubric?

Suzanne: Take a look at messaging.

Student: The message – it has to be clear and concise and easily understood by a target audience.

James: They have to be able to get what it's talking about.

Suzanne: OK. Matthew?

Matthew: The target audience has to know what your message is.

Suzanne: What do you think a level 1, or compared to a level 4, would look like?

Matthew: Level 1 would be, like, the target audience doesn't understand what your message is.

Suzanne: And what would a level 4 be?

Matthew: The target audience can understand your message.

Suzanne: What is the purpose of those facts and details?

Student: To back up, back up the answer.

Cassie: To help persuade the audience to react.

Suzanne: Excellent. What would level 1 look like?

Cassie: There wouldn't be many facts and details, and it wouldn't be very persuasive.

Suzanne: What about level 4?

Cassie: There would be many facts and details and so it would help, like, it would help the audience react.

Suzanne: Can I put any facts and details?

Cassie: No, they have to be relevant.

Suzanne: Relevant to what?

Cassie: The main idea, or message.

Suzanne: Relevant to the message?

Narrator: Students learn and apply assessment skills that make their learning explicit, build a common understanding of success and lead to the desired level of performance.

Hope: She asks us what we should put in the criteria. When I'm working on it, I'll stop sometimes and just look at the success criteria and then go back to my work and see if it's in there. You can go to a peer or someone and ask them to look at it and see. You can look at other people's work to compare. When I'm looking at the rubric, it helps me understand how I'm supposed to do the work. I look at the criteria so I know how my work should be. I'd be giving examples, like the most important examples, to support the facts.

Narrator: Learning is more symmetrical in that teachers learn and model what they expect students to learn and do. It helps educators understand what it's like for students to struggle with rigorous and demanding tasks.

Cindy: My colleagues and I are actually doing what we want our students to be doing and learning. So if we want our students to have a common understanding of something, before we get to them, we have to have a common understanding of it. We do everything we want our students to do beforehand, so we know what it looks like, we know what it feels like, we anticipate what is going to come up, so that we're prepared. Everything is purposely and meaningfully planned ahead of time.

Kelly: What if we take the time and look at a couple, so we get to decide what makes a strong one, what makes a weak one. So look at 1.2 and 1.3, especially 1.3. We can evaluate the effectiveness of that presentation: the information, the theme, the opinion, the issues. Maybe be

our turn to interpret if it's complex or difficult. Are they using direct messages, implied messages? 'Cause if we take the time to walk through that, then we'll see it as the students would see it. What's it going to look like through their eyes? So we could go through a couple of PSAs and critique them, like you said, to pull out the characteristics of what made it strong, what made it weak.

Cindy: There's not just PSAs out there that bring out the message...

Suzanne: We can look at it through the lens of the expectations. So, look at it in terms of interpreting the message, look at it in terms of the effectiveness and what techniques and conventions are used. Those pieces are going to help the students eventually to create their own media form.

Cindy: 'Cause those are the learning goals; it's the PSA that's like the vehicle to get there.

Suzanne: That's right.

Narrator: Teachers routinely and collaboratively develop student's assessment literacy; teachers clarify what students are learning and together they provide timely feedback through self and peer assessment, and set new learning goals based on next steps.

Kelly: What are we looking to do?

Jordan: Get a message across. Inform.

Kelly: Get a message across for...?

Jenna: A target audience.

Curtis: For a certain target audience.

Kelly: Right, to convey what we want to say? We decided our learning goal, exactly, was to educate, persuade, inform, and have people to see our point of view about a social issue. So is our PSA going to enable us to do that?

Kelly: OK. I'd like you to take a look at the success criteria and your graphic organizers and I'd like you to each pick two pieces of criteria that you think are really important for you right now.

Curtis: I think that educate and persuade is important.

Jenna: Probably either the target audience or the clear, realistic message.

Jordan: Mine's probably the target audience and facts and examples.

Kelly: What I'd like you to do with your table partners is to share what you have so far with each other, and then I'd like each other to give feedback. What are the strengths, what are the next steps for your PSA based on what you've chosen for your success criteria right now?

Amy: I think right now, that you might be at a level 3, 'cause you do have your facts. And you might want to get your details to flow better. Maybe just put them in an order, a specific order to go with.

Lindsay: Make them into full sentences, because she has "can cause"... "shaken baby syndrome can cause", so into sentences.

Amy: Maybe during the acting, you could put a little sentence underneath it, what's happening and why you think they're doing it?

Megan: I'm still going to do a little bit more research to make them in complete sentences and to make it more flowing to put it in my Public Service Announcement.

Narrator: Through collaborative assessment students acquire the language and skills to assess, monitor and regulate their learning, resulting in improved achievement.

Teachers plan and model assessment for learning by listening and learning with and from their colleagues, as well as with and from their students. Each takes ownership for his or her learning and acts as a learning resource for others.

Tammy: We want to ensure they're using reliable sources.

Cindy: One of the students themselves said they have to be true facts or reliable facts. Kelly: Supportive facts that, that hit that target audience.

Suzanne: And that's a conversation we can have whole group or in their small group, of them discussing what are relevant resources and relevant sources and facts.

Kelly: 'Cause if we narrow their scope even when they're watching the PSA, where their scope is simply on the relevant details and they can focus in on that, to fill in the template and then be able to use that template comfortably on their own. I think it will help them keep focused. When they do the final task, it won't be the first time that they're demonstrating that learning. They'll have had multiple opportunities to either to peer self-assess, or they can assess with us.

Suzanne: If the student is clearly demonstrating that they understand relevant detail. And we can use it when evaluating their final product.

Kelly: Pull out your graphic organizers that help you brainstorm. I'd like you guys to share with each other, listen to one another, and give each other feedback related around that success criteria and what you have so far.

Matthew: Sometimes if I'm not fully sure, I'll go ask either a peer or my teacher to have feedback, so I can better understand my thing and what parts need to fix. You look over the success criteria; you have everything and that you know you did exactly what was on there. Whenever I have, like, those times where I really need just more time 'cause I'm really not sure I'm fully completed with it, I'll kinda look over, ask the teacher, ask for feedback, then if I'm actual sure after I've asked for feedback, with the success criteria and all my levels. Having group conversations, worksheets, and it helped a lot with having -- talking to peers, and having group talks.

Narrator: Assessment for, as and of learning provides access to multiple sources of assessment data before, during and after learning that can potentially be used as valid and reliable evidence.

This evidence informs and supports teacher's professional judgments when determining a grade and/or planning instruction.

Anna-Marie: I want to try to connect the notion of the teacher - student relationship as being parallel to the principal - teacher relationship. Through our conversations, which the teachers who were involved in this project and I have spent many hours conversing about our learning, what's going on in their classrooms as a direct result, for example, of this project - how can they apply some of the things that they're learning or "I did apply this, and this is what happened, what do you think?" And in terms of product, when I walk into their classrooms, you see the visible evidence; so you see learning goals posted, you see success criteria, you talk to students and you see that they know what they're learning, and they're doing what they're learning, and that the teacher and the students are on the same page. So there's all kinds of evidence available to me in my school that suggests that this experience has been very powerful for both teachers.

Segment 2 – Valid Evidence from Rich Tasks (16:21)

Narrator: Assessment **for** learning and **as** learning engages teachers and students in generating a continuous flow of information about learning.

Teachers need to gather valid evidence of learning by purposely planning learning tasks that align precisely with goals and criteria. When evidence is also triangulated - using multiple sources such as conversations, observations and products – it becomes more reliable.

Gathering valid and reliable evidence for assessment **of** learning both informs and supports teacher professional judgement when determining a grade that reflects students' achievement.

Narrator: To accurately evaluate student achievement... teachers must attend to the validity and reliability of the assessment tasks and the evidence.

Validity is defined ' as the degree to which an assessment or evaluation actually measures what it claims to measure and the extent to which inferences, conclusions and decisions made on the basis of the results are appropriate and meaningful.

Derek: When you go in the classroom, you see how they're connected to what they're doing. They're not doing the work because they're being told to do the work, but they're actually engaged in what they're doing. They know what they're doing. I can walk up to any one of the students and say "What are you learning today?" and they can articulate for me what it is they're learning and what it is they're doing. The evidence is there. You see the teachers conversing with the students, when the students clearly know what they're doing, they clearly know what they're learning, they clearly know what success looks like, and they can articulate that, it's pretty powerful.

Narrator: Collaboratively and purposely designing rigorous tasks that align precisely with goals and criteria, produces evidence that measures what is intended to be learned.

Cindy: What expectations are we going to be working on in the media literacy?

Suzanne: We want them to create a media text, for a purpose, a specific audience, making sure that they understand form, conventions and techniques. ...

Kelly: Do you want to start with the overall ones?

Cindy: You want them to do a PSA, right?

Kelly: I would like to do a Public Service Announcement.

Cindy: Then what we have to do is look at the expectations that are going to get us to that final PSA, it's not just one expectation they're going to meet, it's going to be a series of expectations along the way.

Suzanne: Overall expectation #1, demonstrate an understanding of a variety of media texts. So we will have to design some tasks where they are going to have the opportunity to demonstrate that understanding of what is a media text, what are the different media forms.

Narrator: Educators can benefit by paying attention to what happens when adults are asked to work on rich learning tasks because it might shed light on how students experience these same types of tasks.

Cindy: We set aside times where we'll gather to collaboratively uncover this expectation. Like our students, we're all going to be coming with a different understanding at this point, about the expectation, so what we do is we have conversations, to come to a common understanding of it. Then we talk about tasks that will best bring out these expectations. So it's not like starting with the task and seeing what expectations we happen to cover. It's having that expectation ahead of time and knowing it really well, having a solid understanding of it so that we can find the best tasks. We do a lot of thinking and developing of these tasks to make sure that everything is aligned with them.

Narrator: Designing and moderating quality learning tasks enables teachers to cluster expectations and uncover the deep learning contained within.

Cindy: So if we want them to do a PSA, then we have to develop the success criteria of what a PSA is. We have to develop a set of success criteria for the expectation of what?

Kelly: That we have to design a series of tasks that allows them to show that they understand the media text.

Suzanne: So one of the criteria, is we're going to have to ensure that we give them the opportunity to analyze media texts.

Kelly: Yeah. Analyze so they can articulate what is a media text. I didn't even completely understand what a Public Service Announcement was until I started to look at them and compare it, say, to a commercial to see the difference.

Cindy: So they're going to have to have that opportunity to see different types of media text before we can actually focus on-- zone in on one particular one, right?

Cindy: Maybe pick one of those to compare how it's the same and how it's different to a PSA so that they can start to actually see -- get an understanding of the criteria of what a PSA is and how it's different than all the rest. That task there is aligned with that expectation of demonstrating an understanding of the different forms of media texts.

Suzanne: The second overall expectation will tie in with that. So we're looking at the meaning in the media texts that we're going to present; we want to look at conventions and techniques. So that will be another criteria that we need.

Kelly: Then the students will be able to say: "ah, that's what separates a commercial from a PSA".

Suzanne: So our first task would be to ensure that they have an opportunity to look at a variety of PSAs in different media forms and analyze the PSAs, looking for conventions, techniques, and message.

Cindy: We're going to have to establish a set of success criteria of what makes a good PSA. So that they know when they're creating theirs.

Narrator: To separate the learning goals and criteria from the context in which it is being learned;

Cindy: It's the PSA that's like the vehicle to get there.

Tammy: What media texts they want to create in order for this to be a rich task?

Kelly: Let's give them a choice, they can do a poster, perhaps they could do a brochure?

Suzanne: They could do the radio announcement or the video. Giving them an opportunity to choose the media form. We're still meeting the expectations because we're looking at interpreting, we're looking at messaging, we're looking at the purpose of their PSA, we're looking at their target audience, and we're also looking at conventions and techniques. The PSA can be the tool that you're going to use, and we will make sure that we offer choice for the media form that they want to create.

Narrator: To ensure the learning and the doing are one;

Kelly: So Gaby, I want you to talk to me about what you've been learning, and what we've been doing?

Gaby: What we've been learning about is what – all about PSAs.

Male student: How to make a successful PSA, so like, to convince somebody. See it from our point of view?

Gaby: We're looking at success criteria and how to -- what to put in it? Kelly: How did we know they were good examples?

Student: We were able to easily determine, like, the target audience and what they were about.

Narrator: To ensure tasks measure and embody what is being learned;

Kelly: I'd like to focus on a couple of pieces of our success criteria, and I'd like you to show me what you've learned and what you have in your PSA.

Amy: I want to educate and persuade people, 'cause like, educate them on how drugs are bad and persuade them not to do drugs. Hannah is in my play and she's going to be persuaded to have these drugs. And then she's going to take a little bit too much because she wants to show her friends that she's good – like she's all cool and everything, and then she takes too much and then later on in the play, she passes away.

Narrator: And trust in the validity of the evidence produced.

Kelly: These conversations give me a lot of evidence and it gives me feedback as to what I need to do next in how the students are doing. It lets me capture them day-to-day; it should never be just one final task that shows what they know and what they're able to do.

Narrator: What constitutes a rich task?

Teachers well versed in creating an AFL culture in their classrooms propose the following success criteria for high-level tasks:

Cindy: Let's just review what makes a rich task to make sure that our task is a rich task.

Kelly: If we take a look at what our task is, we take a look at the criteria that we co-constructed, I think that will ensure that we have everything. Cindy: And that it is a rich task.

Kelly: The first one, aligned explicitly with curriculum expectations, learning goals, success criteria, I think we've gone through the curriculum expectations really, really well. We've taken them to use them to be our success criteria, which eventually led to our learning goal.

Suzanne: So there's that alignment of all of them together.

Kelly: I think it will embody what the students are to know and be able to do. If we start off with just understanding what a variety of media text is, to move in to identify what the characteristics are, and then to be able to create it, we'll be able to know what the students know and what they're actually able to do.

Suzanne: We're giving them a choice on the media form, a choice on the social issue that they want to research.

Cindy: And then while they're doing it, they're actually learning.

Suzanne: So we're actually developing the knowledge and understanding, and they're also looking at the thinking so that they're able to do the communicating and the applying.

Kelly: Our task – it drives the learning. It's explicit. So it's explicit and clear, transparent. And they'll know what they're doing and why.

Suzanne: It's complex, it challenges their thinking. They're going to look at researching which is going to challenge their thinking. They're going to have to know what challenges they're going to face when trying to persuade their target audience.

Narrator: The quality and validity of evidence is also contingent on equally rich criteria. A rubric is a scoring tool that lists the criteria for a piece of work, or what counts. It also articulates gradations of quality for each criteria.

Suzanne: So now we have to develop a rubric so that we can evaluate our students' work. And we'll come to a common understanding of what are we going to be evaluating and looking at the success criteria.

Tammy: How to make it a success criteria rubric.

Kelly: Our learning goal is about delivering that message, through that media form. Maybe we want to think then, what is a strong message in a media form and what's a weak message?

Tammy: Strong moves you, makes you want to do something or you feel sympathetic.

Kelly: So it evokes an emotion out of you.

Cindy: I guess the level 1 would be little or no emotion. .Like it's -- doesn't inspire them to do anything.

Suzanne: When students – when the person who is evaluating... they may have a different emotion. We have to be careful not to be too vague in our rubric, not too subjective. But it also depends on who is assessing, who's evaluating the work. So maybe we need to be more specific

Tammy: Evokes an emotion / response.

Kelly: Will it pull a response out of the target audience, is there evidence in there. Let me take it deeper. Let's think -- what kinds of things then are going to pull an emotion out of the target audience.

Suzanne: If we look at the expectation, it's the conventions and techniques that are going to deliver the message.

Cindy: Isn't that going to be another part of this rubric?

Suzanne: Do the conventions and techniques used convey the message? Maybe even have a separate criteria for the conventions and techniques.

Narrator: Creating and using quality rubrics promotes and supports assessment for, assessment as and assessment of learning. Its effectiveness in improving learning depends on i) criteria that make the learning visible, ii) descriptors that differentiate levels of achievement, and iii) language that is user friendly. Co-constructing rubrics with students supports both teaching and learning.

It helps build a common understanding of quality performance.

It makes the learning visible for everyone.

It identifies what they need to do and how to get there.

And it provides evidence that informs professional judgement.

Kelly: Since our learning goal is about that message we're going to start creating our own rubric based on this. What would a strong PSA, with a strong message look like? What would a weak PSA, with a weak message look like?

Kelly: Could you share with me what you discussed?

Teresa: I think a strong message would have lots of detail and you can really understand the message, so through sound, and lots of colour change and the type of music they use, and the look on the actors' faces.

Kelly: What makes a weak message? Matthew?

Matthew: You wouldn't have most of the things, the techniques and things we used on our success criteria - having facts and examples. If you don't have facts and examples, you can't really actually tell them that this is happening, and this is how much it is happening to everybody.

Student: People won't believe you.

Allison: I think what makes it strong, is they're giving examples and details, like specific details, that they're showing.

Kelly: So if I can summarize that: if someone is taking a viewpoint, and they want to educate, inform or persuade us, then we're looking at facts and examples that follow with what their topic is, and we're looking at the techniques, like you said: setting, the mood, the colour, the music. We need those things in order to create a strong PSA, that's going to enable someone to understand our message. So if we're looking at a weak one, it may not be convincing, it may not be believable, it may not have supporting facts, it may not have supporting details. And the setting, the actors, the mood, the music may also not support.

Teresa: People won't understand your purpose of the PSA. So they might get the wrong message if you don't have the right techniques, people won't understand. A strong PSA would have a clear purpose so your audience does not get the wrong message and interpret the wrong idea.

Narrator: A rubric promotes self-assessment and self-monitoring by:
helping students clarify and understand specific aspects of quality;

Britney: You need to know what you need to know, right? I find that we play a big part in it, because we — she needs to know, like, what to teach us, and how far along we've — we've been developing and how we are developing. She says "All right, so what do you think should be in this? What's a level 1, what's a level 2, what's a level 3, what's a level 4?" So we sort of go through it and we say: a little bit of facts here, it's a little, level 1, but specific facts, details — that's a level 4. That way we know exactly what's expected of us, and we can—it's sort of like a

checklist. So if you have all this, then level 4; if you don't, you know where you're at, you know where you need to improve.

Narrator: By enabling them to identify and predict their desired level of achievement;

Britney: You have this, you have to put this in, you don't have this. And when Ms. Pigeau's marking it, she says "ok ay this is where she went wrong, this is where he or she needs to improve, and I can write that in their feedback", no problem, because I have the criteria. I have a pretty good idea of what I'm going to get, because it's all there.

Narrator: By providing descriptive feedback during the learning through peer and self-assessment;

Britney: She makes sure that we have everything and if we don't, she tells us what we don't have. We do some self- assessment in our work because we say where we're at, and then we know where we need to improve. So we correct ourselves.

Narrator: And by supporting students to review and revise their work prior to submission for evaluation.

Britney: If we haven't met all the criteria, we can go back, we can add things, we can assess ourselves, we know what needs to be expected of us and we know how to insert that into our work.

Segment 3 – Triangulating the Evidence (16:19)

Narrator: Assessment for learning and as learning engages teachers and students in generating a continuous flow of information about learning.

Teachers need to gather valid evidence of learning by purposely planning learning tasks that align precisely with goals and criteria.

When evidence is also triangulated, using multiple sources such as conversations, observations and products, it becomes more reliable.

Gathering valid and reliable evidence for assessment of learning both informs and supports teacher professional judgement when determining a grade that reflects students' achievement.

Narrator: While teachers attend to the validity of their evidence; the reliability is equally important when judging student performance.

Cindy: How are we going to know that they're meeting their learning goal? What evidence is going to allow us to see? What are we going to be looking for? Maybe we make a list of what we're looking for, and then what are the tools that we're going to use. Maybe we need to do like a brainstorming of the evidence that we're looking for.

Kelly: Is there an opportunity here for us to have more than one way to assess how the students are doing?

Narrator: Reliability is defined 'as the degree to which an assessment is consistent and stable in measuring what it is intended to measure.

Suzanne: One of the things that we talked about in our planning is the students being able to identify, or, and to create and include relevant details. So if we give them a template that allows them to look at a PSA and identify what relevant details are included in that PSA. If we give them that opportunity and we give them the template, we can use that template to demonstrate that they are either understanding relevant details or we need to go back and re-teach or, or have that further conversation with them.

Kelly: Exactly, and if they show us from that that they are understanding, then they can take that template and apply it to their media form, which we can look at and have a conversation with them about.

Cindy: They'll have an opportunity to demonstrate an understanding of relevant details when they're completing that template, and then later on, when they're producing their own or creating their own.

Narrator: So then, what can teachers do with their students to increase their confidence?

Cindy: In terms of the evidence, the template that they're using will be like a product, but then while they're actually using that, we can engage into some conversations with them, which will even give us another way of, you know, assessing them, in terms of how well they're progressing towards their learning goal. We're kind of using two pieces of evidence there, using that one template.

Tammy: You can keep track on video using your software program and you have the paper version with the template. It's a great idea.

Suzanne: One of the software programs I have – you can actually record their voices, you can take a picture of their work and then you can write or type in anecdotal notes. So it's easy for me to go back and see "okay they demonstrated a clear understanding" or "I need to back and have a conversation with them because they're not ready to demonstrate that learning". They need additional support.

Narrator: When evidence is collected from three different sources (observations, conversations and products) over time, trends and patterns become apparent, and the reliability and validity of our classroom assessments is increased. This process is called triangulation.

Tammy: When the students are doing peer feedback using their success criteria, it gives us the opportunity to observe what's going on. We can record their conversation, to see what they understand, what they're analyzing, what they're defining, you know, evaluating.

Suzanne: Being the quiet observer, if I see the conversation is not focused on the success criteria, I can kind of intervene for a moment, look at that criteria, and then sit back and see: can they take my feedback and directly apply it in that conversation. So it gives them more ownership.

Narrator: Triangulating evidence using multiple and varied methods, sources and tasks helps reveal the most consistent trends in performance.

Kelly: When you're able to sit back and observe, or even when you're engaged in one-on-one conversation, the students are getting much stronger at recording the feedback you're giving them. They're taking ownership of it, and then they're reflecting on it, and it acts as one more piece of evidence when we triangulate everything together.

Narrator: Multiple sources and multiple opportunities help confirm what has been learned, identify emerging patterns and trends, expose gaps in the learning and evidence, inform teacher professional judgement, and validate decisions when assessing or evaluating.

Suzanne: Sometimes they have the knowledge and you have the evidence of the knowledge, but maybe the final product, they didn't have the skills to – if it's a video – to create a video. So maybe in the messaging, they lost the messaging through techniques, 'cause they didn't understand techniques, but you know that they understand messaging because you have that evidence. So that way, when you are giving that evaluated mark, you are looking at the triangulation of all of the data that you have collected over the conversations, observations, and then looking at the product as well.

Kelly: If they're trying to film their PSA but it's just not executed the way they want it through the technology, it's not fair to simply say "Oh, no you don't understand, because this, just this, isn't showing me". Exactly, if they can explain in that conversation or from us observing – no, they had a clear, effective message, they have the true facts, they've supported it, they've ensured that everything's, uh – the conventions and techniques support their target audience.

Narrator: Conversation and observations linked to learning goals and criteria invite teachers to listen and to observe what and how students are learning.

Kelly: So we've come up so far with two excellent pieces of criteria; we've separated our level 1 and our level 4 to start our rubric. What we'll do now as we continue to work on our Public Service Announcements, we'll be able to use this to peer- and self-assess each other, and to give each other feedback, and also for me to be able to come around and discuss it with you. So it will give me an opportunity to come around and have a conversation with you and monitor how you're doing as we move through the rest of our task.

Narrator: They develop a shared understanding of the learning, the criteria and the evidence to be demonstrated.

Tammy: When you co-create the success criteria, right, they can use that success criteria to critique the work and add extra feedback for them.

Cindy: They co-constructed it with you; they understand it and they're comfortable using it. It's in their own language.

Suzanne: You can use your conversations and observations to give them feedback on their feedback. So that perhaps they're not referring to the success criteria, or even referring to the rubric, we can have that conversation with them on an individual level, or as a small group or a whole group, on how to use that success criteria and the rubric effectively.

Narrator: Students understand how the information will be used; to improve learning or to evaluate performance.

Kelly: While you're having that conversation while you're able to record, the students can also write down: "oh, my feedback is" or "my next steps are". So they can understand, so you're both at a common understanding of what should be done next.

Cindy: And you're using that product to keep referring to during your conversation. So if you notice that they need additional support in that area, you can always refer back to what they did. So you always have a visual for them to go back.

Tammy: You can even have the student watch their own video, you know with the success criteria or the rubric, and they can self-assess.

Narrator: Teachers collaboratively plan and selectively time conversations and/or observations with their students to gather assessment information, to inform professional judgement and to make decisions.

Kelly: So Amy, I wanted to come sit with you 'cause you had just mentioned to me that you're all finished.

Amy: I have my dialogue and everybody who's going to be in my play. I wrote a little thing about what I want exactly to happen.

Kelly: Are these your scenes or just your script?

Amy: I just wanted to focus on the message more than what people are saying.

Kelly: Can you pull out your graphic organizer and your success criteria? Can you show me everything we have so far? So we can talk about how it relates back to the learning goal. I'd like to focus on a couple of pieces of our success criteria, and I'd like you to show me what you've learned and what you have in your PSA.

Narrator: Triangulating assessment of learning does not alter what students are to know and be able to do; but rather varies the sources and the methods used to gather the evidence and demonstrate the learning.

Suzanne: I'm going to gather evidence to help me with my next steps of where we need to go, and also to use as an evaluation if you are ready.

Now, Alec and Faith, I'd like you to engage in a conversation about the message and the evidence. And Faith, you're going to provide some descriptive feedback based on our rubric. I'm going to be recording your conversation.

Alec: My message is that videogame addiction can happen anywhere and that it can destroy lives. And there's help out there and you can stop your addiction.

Faith: Do you have any evidence that would be relevant?

Alec: I have some research, and 1 in 10 youth gamers, so 8-18, are addicted to videogames in America. And teenagers often are addicted.

Suzanne: Faith, what do you notice about his evidence, based on the rubric?

Faith: That the facts are relevant to the message. And that they would help persuade whatever the target audience is... any challenges that you'd face.

Alec: Videogame addiction isn't actually considered a mental illness, so people who research mental illnesses don't actually consider videogame addiction to be something that could be medically helped. So there has to be other organizations that can help treat it. And it's also not covered as much by media compared to something like smoking. It hasn't raised as much awareness as other things. I want to use facts that display statistics about usage or age groups that use technology or could abuse it.

Narrator: Conversations and observations differ from products only in what is said - conversations and what is seen - observations. The learning goals, success criteria and rubric remain the same when evaluating achievement of the curriculum expectations.

Kelly: Because we've modelled – because we've sat with the students and we've modelled what a conversation looks-- a learning conversation looks like, around the success criteria, I find the students are really comfortable giving each other peer feedback and they're so engaged in their conversations, we can bring whatever device we would like to have to record those conversations and we can really see the learning that's happening just between them.

Narrator: Multiple sources, such as observations and conversations, enhance the reliability of the evidence by:

- accessing the full range of their learning;
- by corroborating existing or limited evidence;
- by identifying gaps in the learning or the evidence;
- by reducing the margin of error; and
- by accommodating a student's preferred learning style.

Kelly: So it sounds like all the different varieties of media text that you guys have shared with me is asking you to produce a product. Do you think there are other ways that we could also show what you've learned? Amy?

Amy: I think there are other ways to show what we've learned. You could also watch what we made too, but, you could talk to us about it and maybe carry on a conversation.

Kelly: When would I have the conversation with you?

Matthew: If we have an open conversation before we're actually done the project, it will help us improve while we're going on the way throughout the project.

Narrator: The quality of the evidence is enriched when students are given choice in how to demonstrate their learning; and when they are ready to present their best work.

Suzanne: So Greg, why did you choose to do a media form in the form of a poster as opposed to a video?

Greg: It's much easier to put down the message in a poster.

Suzanne: What would be some of the challenges that you would have had if you had to do a video?

Greg: Like sound, and getting all, like, editing parts that were messed up in the video.

Joe: We'll probably have a better chance of doing our best work, other than using a video, because we find that we'd be more successful making a poster.

Suzanne: And why are you more successful making a poster?

Joe: We're more comfortable in that – using that media form.

Suzanne: So basically, this task is about delivering a message to our target - our target audience. Its not about the media form, it's about the message. And by giving you choice —

Greg: Yeah, making it easier to send that message to persuade the target audience.

Suzanne: So boys, it's really not about how well you draw or how creative you are with technology, it's about sending the message to a target audience.

Narrator: Ultimately, what teachers really need to know, from a reliability perspective, is, "Do I have enough information here to make a reasonable decision about this student with regard to this domain of information or expectations?"

Kelly: The way students know that it's time to move from assessment for learning to assessment of learning is that, because we've had multiple conversations or perhaps we've had anecdotal notes or there's been recorded feedback – either verbally or they've written it themselves or I've written it for them – they know that they have to meet that success criteria. So I may go in thinking I'm going to evaluate, sit down, have a conversation with my students, and or student – or could be a group, it could be a whole class-- and upon those conversations and the questions that will pull out their learning, discover that they're not ready. And if they're not ready, then that's my feedback, then I need to go back and work on this and either A) give them more time or B) create a lesson that will enable them to understand better. I may go in thinking that they're not ready to be evaluated, have a conversation with them and realize, you know what, they've met the criteria, they're ready, they're finished.

Narrator: What constitutes enough evidence may vary from one student to the next, depending on:

- the level of consistency in the performance;
- the inconsistency in the performance;
- the discernible trends in the overall performance;
- the gaps in the evidence; or
- the teachers' confidence in the body of evidence.

Cindy: We know ahead of time the learning that we want – there isn't going to be any surprises. We knew ahead, ahead of time that those were the expectations. And by knowing that, we know exactly the assessment, what we'll be assessing and it helps us to pick out those best assessment strategies and tools to use to gather that evidence of that expectation. We know ahead of time, already before we even get to the end, that they will get it, and how they're getting it, and when they're getting it, and what's allowing them to actually meet these expectations.

Narrator: Triangulating evidence speaks to, "the essential reliability issue: Is there enough information here?"

Segment 4 – Student Voice in Gathering Evidence

Assessment for and as learning engages teachers and students in generating a continuous flow of assessment information. If teachers purposely planning learning tasks that align precisely with goals and criteria, then the information gained becomes valid evidence of learning.

When the evidence is also triangulated - using multiple sources such as conversations, observations and products – it becomes more reliable.

Gathering valid and reliable evidence for assessment of learning, informs and supports teacher professional judgment when determining a grade

Cindy: I think an informed professional judgment is now more than just a series of marks collected and averaged out, you need so much more to determine a student's level of achievement. you need those observations and you need the products to inform that professional judgment.

Suzanne: You need the conversation between colleagues. The ability to sit down and look at body of evidence and really deconstruct it.

Consistency and confidence in judgment and decision-making is enhanced when teachers and students analyze and assess the quality of the evidence.

Suzanne: We're always becoming more confident in what we're reporting on because we, we understand the body of evidence that we're using to determine a grade.

Tammy: You need to give clear evidence, you know it's intentional planning with the expectation and the success criteria, what I'm going to be assessing.

Cindy: There's no more doubt, and when doubt comes up, then it's, it's a matter of a conversation that, that happens to clarify the doubt.

Kelly: I find that my confidence in my professional judgment has increased by being able to sit with you three and discuss, when I discuss it validates what I am thinking.

Suzanne: So that when you go back to the classroom, you're using what you've learned here and what we've moderated together to apply it to what we're doing in the classroom.

Kelly: Because we're doing it and we're learning it, then we're giving our students the opportunity to do the same thing where they get to sit and discuss and give each other feedback. I find their confidence goes up.

Suzanne: We're applying it back to teaching our students how to do that in their moderations of their work. We're able to, to model it for them in the classroom. Then they're able to take a look at their work and, and to assess their work. We're modeling it here, we're applying it in the classroom and then they are almost mimicking what we're doing.

Tammy: We can see you know, what they're saying and what they're not saying tells us a lot about what they're learning.

Cindy: What they say to us informs our next steps and what we say to them informs their next steps. Together they develop a common understanding of achievement and learn to recognize quality work.

Grace: We have some say in what we are putting on our report cards and she uses evidence that we have tried to work on. We have a voice in our level of achievement by working towards

meeting the learning goals. We're using the work that we're providing her to give her the evidence to support the level of achievement. We get some say in what our grade's going to be so it's not like a big huge surprise.

Students learn to discuss and review their work as it is modeled for them by their teachers; Opportunities are intentionally planned to develop these skills as they learn.

Cindy: Without all of those assessment for learning opportunities, it, it becomes a guessing game. Assessment for learning eliminates doubt, eliminates surprises. They gather a body of evidence and I'm gathering a body of evidence and we discuss that, and then we're able to identify the areas that their learning needs to go in. They understand the reason behind the decisions that are made. They understand the progression of the learning, why are we progressing this way. They know the, the reasons for the decisions because they helped to inform those decisions that were made.

Assessment for learning calls for a significant shift in the traditional roles that teachers and students play in the teaching - learning process.

Specifically, "Conventional grading practices (need to) change in order to better support student autonomy and involvement with their learning, and ultimately support learning itself."
(Thomas & Oldfather, 1997)

Students and teachers are responsible and accountable for demonstrating and assessing the learning.

Kelly: What I'd like to do in this cycle is have you consistently thinking about what evidence you'll be bringing to me when we sit down in conference. What are the expectations, what were the learning goals we came up with and how is it you're able to bring that evidence to show your understanding of that expectation? When we come to the end of our unit and we're coming together to co- determine a grade, what I'd like you to bring with your body of evidence is what would most reflect your most consistent level of achievement around the expectation and the learning goals in our success criteria. And then we together will come up with the mark that will end up on your report card as your final assessment. You're not the only one who has to collect the evidence, of course I have to collect evidence as well and I will be collecting evidence throughout the whole cycle. We will sit and have many conversations, I will circulate and make observations and you'll also come to me with what you're working on. We get to sit and discuss together what your evidence is, what evidence I have and what we can agree upon.

Students have an authentic role in collecting, presenting and defending their evidence.

Cindy: They have to know what constitute valid and reliable evidence. So you have to model for them, you have to have those conversations that, that help them to see how this particular task relates to the expectation, how it's bringing out the success criteria so that they can see how it is a valid and reliable piece of evidence. Then they start to gather the pieces of evidence that they feel they need to determine their overall level of achievement. But they have to be active in gathering the evidence and they have to have, they have to be given multiple opportunities and ways to gather that evidence. They're bringing a body of evidence and, and the body of evidence that I gather, together we have to talk about our understanding of what this piece of evidence is showing - having a conversation of how we're going to use these pieces of evidence and then at the end of the conversation we're both on the same page because we both used the same body of evidence and we both used the same success criteria because we were both working at achieving the same expectation.

Student conferencing produces ongoing communication about learning; both student and teacher collect, assess and validate the learning as they are learning.

Suzanne: Show me the evidence of your work that you've met that expectation.

Ryan: I identified the two parallel lines and the transversals and from there I started off by simply identifying what the simple angles were and explaining how I found the angles. So I identified the interior angles first. I found opposite angles which were opposite from each other. I simply explained how I got each one of them and I showed my equation to say how I got the answer. I had angle 70 so I knew that supplementary angle was 180. I did what was asked in the curriculum expectation, I can show you what I did on my diagram and I can specifically explain how I, how I can show my work.

Suzanne: I agree Ryan what I see here is a level 4, you were able to identify and meet all of these specific expectations. Ryan I want you to continue to take a look at your body of evidence and think about what is your most consistent level of achievement.

Students speak a common assessment language and apply it explicitly to the curriculum expectations.

Cindy: Okay Tristan...

Tristan: Our geometry relates to the expectation 1.1. I know how to sort and classify geometric shapes by geometric properties, like how many sides, the angles and this sheet reflects my learning of symmetry. I had to locate all the lines of symmetry in all, in the shapes.

Cindy: Show me that you know the difference between line symmetry and rotational symmetry?

Tristan: Rotational symmetry is when the shape is rotated around 360 degrees and how many times it reflects itself around one rotation. Line symmetry is when you cut a shape in half, it reflects itself. If I were to be cut in half, then one side of my body would be the exact same as the other side.

Together they clarify and deepen their understanding of quality evidence and co-create the body of evidence to demonstrate what is learned.

Cindy: Looking at that body of evidence, how does that reflect what you believe your level of achievement is?

Tristan: I believe my level of achievement would reflect a B. I met most probably all the expectations but I haven't exceeded them enough to get like an A or a B+. This piece of evidence is showing that I, I know what symmetry is, rotational symmetry. I know the difference between line symmetry and rotational symmetry. I've explained that to you in the conversation and given evidence as well.

Cindy: I would like to however continue building your understanding or strengthening your understanding of rotational symmetry. So based on the body of evidence, I believe that you are at a high level 3 and as we continue to build your, solidify that understanding, I can see you exceeding that expectation.

Tristan: I did find it difficult to understand rotational symmetry because I'm more of a visual learner, like I have to have the shape in front of me and turn it myself to get an understanding of it.

Cindy: So I'll provide you with more opportunities to make use of those manipulatives. That will help to build your understanding, strengthen that understanding. We're going to keep bringing back that new evidence and use it to determine that, that final, that overall grade. So as we get to see a more consistent level of achievement, we'll be able to share an understanding of that final

mark that's going to go on your report card. And it will reflect your most consistent level of achievement.

Segment 5 – Informed Professional Judgement

Assessment for and as learning engages teachers and students in generating a continuous flow of assessment information. If teachers purposely planning learning tasks that align precisely with goals and criteria, then the information gained becomes valid evidence of learning.

When the evidence is also triangulated - using multiple sources such as conversations, observations and products – it becomes more reliable.

Gathering valid and reliable evidence for assessment of learning informs and supports teacher professional judgement when determining a grade.

As assessment for learning makes learning explicit, promotes student autonomy and focuses on learning, students and teachers are responsible for informing and improving each other's learning? .

Cindy: I've learned not to underestimate the students at all. They're, they're more than capable. When they're given the right opportunities, they're given the right tools, everything is modeled for them, they are more than capable of demonstrating their learning but they have to be made aware of what that expectation is, what the learning is. When you really focus and emphasize on the assessment for learning to drive your instruction, that you know, engagement, accountability, ownership, those are all just natural by-products of involving the students and, and giving them a, a voice in the assessment for learning. I do exactly what I want my students to do. If I want them to be gathering a valid and reliable body of evidence, then I have to model what that evidence looks like. If I want them using success criteria to assess their learning, then I have to also be doing that with them. We are doing it side by side, we are collaborative partners, they have as much of a voice as I do. They know it as it happens. I don't have to worry about engagement or them taking ownership or accountability for their learning because they're, they're part of the process.

Teachers and students have increased confidence in what is being learned, how to produce the evidence and how to assess progress in meeting the learning goals and curriculum expectations;

Cindy: an a-ha moment for me has certainly been on how vitally important it is to look further than just marks to determine a student's level of achievement. That, in there is so much that needs to go in to determining a level of achievement that it's more than just a series of marks that are averaged out and put on a report card. That doesn't speak enough to the degree of learning that goes into meeting an expectation. We're gathering observations, conversations and products however; it's more suited to the particular student's learning style. What's important here is all about their most consistent level of achievement.

Teachers deliberately and consciously decide to move away from a dependence on marks and software programs;

Student: It's different from other teachers because what we're doing with her, we're conferencing and we get to share our learning with her but some other teachers they gather evidence and they usually decide by themselves. You gather evidence and you get to choose and compare to your expectations and then you choose your evidence to make sure it shows that you have learned that. She showed us how to do it. She'll compare evidence and she'll show us how she did that so then, so we can follow and do the same.

They prefer to rely upon precise assessment data about each student that is triangulated to inform and justify their decisions.

Student: it all comes down to your evidence, like the, what you have on your evidence because if I have a different opinion and she has a different opinion, but if the evidence is the same, then it's technically the same but it's just the way you read it then. At one point she gave us a whole block in the morning while she was doing other conferences. When she did her conferences, we had time to prepare everything, and then she gave us a paper with all the different expectations, a sentence of it and you'd make a strength and a next-step side and you'd put it all together to gather evidence. It's very easy to see where you are and she doesn't quite use grades, she uses the evidence and then it always has to come down to a grade, but she does much more before the grades so you can actually see your learning. That's what the conferences are for, so you can use your evidence to show her what you have done and you have a say then to determine whether you're an A, B or a C or D.

They progressively cultivate a shared understanding of the student's most consistent performance using multiple sources of data, multiple pieces of evidence and multiple demonstrations of learning to inform and support their professional judgement.

Tristan: We bring an assessment up that we've completed and we can show her why we've completed this expectation. There's a whole bunch of different evidence that she can use like oral evidence, say you're talking to your peers or the teacher where you have a physical evidence. Any evidence that we feel that is relevant, that relates to the expectation that we think we've met it, we can bring to the table. She gathers evidence just like us and she has to bring proof that we're meeting the learning goal or the expectation. If I say I meet the learning goal and, and then she says she also, I also meet the learning goal that would give me more confidence. We're trying to agree on what the best evidence is. Trying to determine what my grade would be in the end. Most teachers would just sit down and do your report card, but in this case, we're, we're having our say, we have a say in it. We get, we get to determine our grade. If I have evidence that I'm meeting the expectation and she doesn't, then she explains to me why, why I didn't meet it or I did and I'm learning from that. I'm learning from my mistakes. We're learning how to gather evidence.

Their common goal is to ensure a 'sufficiency of information' to be able to assign a grade that best represents the student's (most consistent) level of learning in an area under consideration. (Smith, 2003)

Student: How do you only decide on one out of the whole year and all the different spaces of math, like geometry, decimals, place value?

Cindy: When we're looking at that body of evidence, what do we look for in that piece of evidence? Student: The overall, you look for meeting the expectation.

Cindy: When we look at the piece of evidence, we look at the learning that went into that expectation, to find that mark that best reflects that learning.

Student: What we're doing right now seems fairly easy to comprehend and everything and it's really working for me and really showing how I'm doing my learning.

Cindy: We're going to be looking for the most, your most consistent level of achievement and how it's reflected in that whole body of, of evidence.

Student: How do you determine an overall grade in math?

Cindy: We're going to do that together. So every time we work on a cluster of expectation in a particular unit, it is to help us gather evidence so that you have a voice in putting that mark there. But that voice has to come from that body of evidence that we're going to continually gather. We'll be able to identify the strengths and we will be able to identify the next-steps. It's going to be specific to the cluster of expectations that we used to determine that learning, it's a reflection of your learning.

Teacher's professional judgements are both reliable and informed. Professional decisions are rooted in their expert knowledge of the curriculum, their assessments of student's understanding of expectations, and the body of evidence that defines their most consistent level of achievement.

Principal: I've watched teachers struggle with allowing this new information to inform their practice. Reliance on a lot of quantitative data particularly tests, or assignments with marks felt very reliable to them. Qualitative data like observations and conversations which seem to be a little bit less tangible, although now we have a better understanding of how to capture what the reliability of that evidence through documentation, we're using video-taping for example now so instead of using what's in our head, we can, we can actually capture that qualitative stuff. I think they didn't trust for a long time, their professional judgment. They would believe the value that, that ended up on a, on a test before they trusted their own professional judgment. A teacher said to me, I gave my students a math test yesterday and the results of the test in a couple of cases didn't align with the, the qualitative data she had gathered. But the problem was, she hadn't really trusted the qualitative data so the observations that she had, that ongoing assessment that she had, she'd gathered, the conversations with the students, she knew how the student was performing with respect to this expectation, the test didn't show the same result. So my question to her was well why did you give the test. If you are working in tandem with your students, if you're transparent, if you've developed the criteria together, if you consider things like observations and conversations to be reliable data, then your professional judgment is reliable and valid also. It's more about taking what I know to be true about a student's performance and challenging the validity, the validity of certain tasks or sources of data that conflict with what I know to be true. We're seeing it already where students are able to challenge that too. Well, so here's this piece of evidence I have here today and it's showing this and I don't think that that's accurate because I also have this piece of evidence that's showing something different. And that has to do with professional judgment.

Students and teachers know explicitly where they are day to day; what they have learned; and how their evidence supports

Principal: To actually have students and teachers co-creating the learning together and co-determining a grade based on the evidence that they've collectively come to a common understanding around. To have that student voice in terms of students actually having a say in, in what evidence they think best exemplifies their learning and having a say in what they're final grade is going to be, makes me want to go back to being a student myself. I think the teachers play a critical role. Students don't just naturally come to the classroom with this. It's something that we've worked on over time, it's something that has to be modeled, it's something that has to be explicitly shown to students and shared with students, but, and it takes time. But, what we're coming to find is that you know the time invested in, in modeling this for students and allowing students to be part of this is, is well worth the investment we grossly undervalue what our students have to say. When there's a common understanding of the learning, and the students have a voice in that learning, the sky's the limit in terms of their learning, in terms of them rising to an expectation, in terms of them achieving. There's no surprise in what's going on in the classroom because you're actually a part of it and you're invested in how that unfolds and ultimately determining a grade in terms of student achievement. It's not professional judgment that comes from the gut. The key word for me there is informed in that teachers are using opportunities to converse with their students. They're using opportunities to observe students in action in the learning. They're using opportunities to gather evidence and gather products and using that body of evidence again to make an informed judgment on student's learning.

Segment 6 - Determining a Grade

Assessment for and as learning engages teachers and students in generating a continuous flow of assessment information.

If teachers purposely planning learning tasks that align precisely with goals and criteria, then the information gained becomes valid evidence of learning.

When the evidence is also triangulated - using multiple sources such as conversations, observations and products – it becomes more reliable.

Gathering valid and reliable evidence for assessment of learning, informs and supports teacher professional judgement when determining a grade.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. (Growing Success, 2010)

Principal: We were very much, I would say marks driven right, so we, we would average it out and come up with a grade. Where I've seen a shift, that evidence is now used to drive instruction, the mark becomes irrelevant in the process. The tasks that are, are produced or given to the students are directly aligned with the expectations which are aligned with the learning goals and the criteria that's created, which is all co-constructed with the students so that there's a clear common understanding of the learning. That evidence is used together between teacher and student to determine a grade.

Assessment for learning provides multiple opportunities to:

- build shared understanding of what is being learned;
- discuss the evidence together; and
- assess the evidence to come to agreement on overall achievement.

Tammy: I think we're at the point now where we've collected different pieces of evidence. We need to come to a common understanding of determining a grade.

Kelly: Some of the evidence, while it shows what she could do very well in some areas, she's understanding the expectations, and how to implement that, how to write the coordinates. But one little section where she was struggling just to touch was just explaining how three rectangles can be similar. That that's not enough evidence to score her any lower than a 4 plus. Because consistently throughout the whole unit, she has scored either a 4 or a 4 plus. In their analysis, teachers; choose evidence that best demonstrates what they know and do.

Cindy: What is that expectation requiring her to be able to know and do?

Kelly: Determine through investigation the relationships among area, perimeter, corresponding side lengths and corresponding angles of similar shapes.

Cindy: What evidence do you have that demonstrates that learning?

Kelly: She's able to explain here why she knows they're similar, explaining why she uses angle bisector and she can determine the permanent area for all 3 rectangles.

Suzanne: Do you have all the evidence that you need to determine a grade?

Kelly: I feel as though I do for the other expectations, it's just this one. I would like more evidence.

Use multiple sources of evidence from conversations, observations and products;

Kelly: Throughout this cycle of learning, this student has consistently performed at a level 4 to a high level 4. I'm asking myself does my assessment for learning support everything that I have for my assessment of learning.

Cindy: So do you think that you have enough in your assessment for learning to clearly see if she can draw those conclusions? Kelly: Considering that in other sections where she's had to give thorough explanations, she's been able to consistently do that. Gather additional evidence if there is doubt or inconsistencies in the evidence;

Suzanne: You really have 2 options. You can look at your assessment for learning to see if the evidence is there or you can go back and have a conference with her.

Tammy: I think you want to find out exactly why that one mark isn't matching what the others like, why is that one mark an outlier. And look for and rely on patterns of consistency in the evidence.

Cindy: So if your evidence shows that she has met that expectation, then it's no longer assessment for learning, it's assessment of learning. You have the evidence that supports the learning that is required in that expectation. It happened at one point during the learning cycle.

Tammy: You don't want it just to be one instance.

Kelly: That it happens consistently as opposed to just one time.

Tammy: So what we're really getting at is the most consistent level of achievement, her most consistent performance and how we're going to determine a grade from that consistency.

Kelly: If I take a look at how she was able to do for plotting points and applying translation vectors. She's able to bring her evidence as well. I'm much more confident in agreeing that her level is consistently a level 4.

Suzanne: Did you conference with the student regarding her work?

Kelly: I did. I conferenced about all of these expectations. I have one outlier where I'd still like to sit and conference with her before I make my final judgment on her most consistent level of, of achievement.

Suzanne: I have collected with my student a body of evidence that demonstrates his learning for that expectation.

Students actively partner with their teachers in collecting and interpreting the evidence: Students and teachers share their evidence through student conferencing.

Suzanne: When we sat down to conference with him about his work, we both determined that the body of evidence that we have collected is consistently demonstrating that level 3. He was able to identify but he wasn't able to fully explain, so when we conferenced, we talked about what his next step would be.

Cindy: How are your observations and your conversations and the products that you've gathered speaking to the level of achievement that the two of you have decided on?

Suzanne: When I'm looking at my observations where I've noticed even his peer-to-peer conferences, where he's had difficulty was to be able to fully explain. They use conversations and observations to build a shared understanding

Suzanne: So my observations and my conversations were actually demonstrating the level 3 as well.

Kelly: You've been able to have an observation of how he confers with his peers and because he's had conferences with you both orally and then he's also been able to submit a written product and you're seeing it consistently show up. Students choose their best evidence.

Tammy: With the choice like if he knows his learning style and he knows that he's better to articulate and have the conversation with you and explain it rather than the written form. I think him providing you with the explanation verbally is going to give you better evidence of what he actually knows. His most consistent performance or where his strength is to demonstrate his learning was verbally.

Suzanne: My gathering of my observations and conversations with him as my assessment of learning as well, to help me determine a grade.

Kelly: Multiple opportunities to demonstrate as opposed to just one.

When students are authentically engaged in classroom assessment, teachers differentiate assessment as well as instruction.

Cindy: I have this one particular student that I struggled with throughout this learning cycle. He was trying to gather a body of evidence. He gathered his and I gathered mine and we had our conference. He didn't have that oral ability that gave him the strength or the, needed to clearly articulate his learning. His products did however.

Differentiating on student's needs impacts on how they learn and how they demonstrate their learning.

Cindy: When I did capture a conversation, they didn't clearly articulate the learning. In those products I saw consistent pattern that he was able to meet the different expectations.

Tammy: So was he able to choose the pieces of evidence to show you?

Cindy: we looked at, at the conversations that he was having with his peers. It was hard to find the learning. But when we looked at a product, the learning was there, consistently. Differentiating helps teachers to appropriately triangulate the right sources of evidence.

Tammy: When you're triangulating, it's not an equal three-way right, like it's not 33%, 33%, 33% some kids are going to be heavier in different areas. When you're, you're triangulating the data, you're really emphasizing the point of the product and where his strength is to demonstrate his learning.

Cindy: This particular student, after our conference actually said, could, can I have the assessment so that I can show you on paper that you know, I can clearly meet those expectations.

Kelly: He's able to articulate that that's his preferred method to demonstrate to you what he is able to actually, what he knows and what he's able to do.

Cindy: I'm trying to emphasize that they gather a large enough body of evidence that speaks to their learning. I want conversations, I want observations, I want products. At that point if, if we restrict them to any one of those then that will have an effect on the evidence they bring to the table. It will be the evidence that best matches their learning style.

Kelly: Was he able to find a most consistent pattern in his learning?

Cindy: He brought me his body of evidence. I had my body of evidence. We compared the two bodies of evidence. We both left that that conference questioning that level of achievement and that's why he had asked me, I would like that assessment so that I'm able to see my learning.

Tammy: You're having that conference so you knew that that wasn't his most consistent level.

Cindy: He's going to need those three and it seemed like we were dealing with outliers but in fact it wasn't an outlier.

Suzanne: I think that's a key-learning piece here because we don't simply use one conversation to determine a grade. It's about a body of evidence and he was clearly able to articulate to you in product that he has met that expectation.

Kelly: Could you even take the definition for conversation further and perhaps his is a written conversation as opposed to an oral one.

Differentiating assesses what they actually learned.

Cindy: He labeled all of the expectations to demonstrate, I've met this expectation... So most consistent, my, my most consistent pattern now is I'm meeting my expectations.

Kelly: Are you saying now Cindy that this student's most consistent level of achievement is a level 3?

Cindy: Absolutely.

Kelly: Does he feel the same way?

Cindy: Absolutely. He can clearly see that his most consistent pattern of achievement, level of achievement is in fact a level 3.

Assessment for learning transforms the roles of teachers and students. It gives them confidence in the evidence;

Tammy: I'm much more confident in being able to tell the students what their achievement level is, I think in year's past, I might have got caught up in averaging out marks. Where now, it's not about the grade, it's about their learning. Can they provide examples, you know, using the specific expectations. It provides precise information about what is learned.

Cindy: A simple mark can't, can't speak to the degree of learning that went into meeting that overall. Like one mark doesn't say enough. I am way more confident in speaking to what they know and what they can do.

Suzanne: I used to rely more on products. Now I'm more confident in the body of evidence that I'm gathering and using conversations and observations to, to determine a grade. And more confident when speaking to the students. I have bodies of evidence that is actually demonstrating that they've learned that specific or the overall expectations. It compels students to act as learning resources for one another.

Tammy: The students are part of it so there's no surprise, they've been a partner in the process throughout.

Kelly: We used to accumulate a huge set of collection of data of marks and, and throw it in to our software program. It's so much more valuable when you can sit and have a conversation with the

students.. Look what I've observed, look what you've gathered, look at what you've observed and that even from student to student, how they help each other and assess each other.

Suzanne: They're part of every piece of process of their learning from you know, looking at the expectation, creating a learning goal, creating success criteria, gathering evidence, body of evidence, determining a grade, like they're accountable every step of the way. And it obliges teachers to assist students becoming independent self-assessors.

Cindy: Where before they used to what's my mark, what's my mark, what's my mark, and now there's, now that they're able to see that most often the mark doesn't really show my learning, I want the feedback, I want to be able to demonstrate what I know and what I can do and I want to be able to do it. I rarely have a student ask me what is my mark, they get feedback, they get, you know, opportunities to demonstrate their learning.

Suzanne: They already know their level of achievement because of everything that you've done.

Cindy: The fact that we can hear our students speak to the expectation, the fact that they're using that language is, is what gives you the confidence in knowing.

Tammy: They're defending it and they're, they have ownership over it.

Principal: Having students have the say in their learning, have the students be part of the construction or deconstruction of an expectation or, or a task or learning goal, it's really shifted the role of the teacher from that person that's you know, giving the knowledge to being a genuine co-learner with their students. It's really giving students power and ownership in their learning. And at the end of the day, we are accountable to report evidence of student learning and having students a part of that, the role of the teacher is really going to shift. I think we're getting to a point that you're going to see students learning from students, you're going to see students self-assessing with students, you're going to see teachers facilitating learning, you may see students working on completely different things in a classroom and yet relate it to each other. This is a natural way of, of differentiating instruction that's, that's natural and that meets students where they're at.