

Final Transcript – Ottawa Clip J4

CONVERSATIONS AND OBSERVATIONS TO GATHER EVIDENCE OF LEARNING

Narrator: The reliability of evidence of learning (highlight) is enhanced when teachers find ways to elicit the full range of students' learning. One way to do this is to plan to gather evidence of student learning through observing and conversing with students as they engage in learning tasks.

When planning assessment with instruction, teachers intentionally plan opportunities to gather evidence through conversation and observation. They also ensure that both they and their students know and understand the learning goals and success criteria (add text and arrow), so they can recognize and document the learning when it is demonstrated.

Matt: So, one of the criteria that I'd be looking for is that they find a main idea and, not only that, but support that with relevant examples and explanations found within the text as well.

Rola: For my students, one of the criteria would be to identify how the rocks were formed, and to justify to that decision.

Narrator: Having clear criteria is the basis for gathering evidence of learning – particularly through conversations and observations. Criteria identify for teachers what they should be looking and listening for, and help students

Rola: So they are recording a conversation with a friend, or recording a conversation of taking picture of their work, speaking to how well they have improved their learning based on the feedback from the teacher, based on the feedback of the colleagues.

Matt: So they can actually self-evaluate to a certain extent, so then I can look at their thinking, if they can speak to the criteria and the expectation that I'm evaluating.

Rola: Sometimes they even take a picture of where they started at, and where they are right now, and those evidence, they're all emailed, and they are placed in a folder that the students refer to and... at the end of the science, or social studies unit of study.

Matt: So the different ways that I will evaluate and assess my students now, are again, sometimes through their written work, but a lot of the times now, I'm looking at conversations, ...

Matt: When you're gathering this information, how might you want to sort this information?

Child: Well, we might use a T-chart.

Matt: Why? Why would you decide to choose a T-chart?

Child: So we could list the positive and negative things.

Matt: Okay, and what types of things would you want to include in a T-chart?

Child: Like, including in our T-chart positive and negative impacts on, like, a society, with rocks, what happens if you mine rocks and things like that. And also, we have at the bottom of our T-chart a main idea, like, what we sort of think is the best gathering, like, better to mine.

Matt: ...I also like to take photos and take examples of their work, so I can catalog it and make sure that I have that evidence for the remainder of the year, looking if they've progressed as they go along. Ultimately, I like to gather evidence through observing, through our conversations, and through their actual work performance –what they hand in.

Rola: Since my students are demonstrating their learning in a variety of ways, but actually they are going to be very clear on the criteria and the expectations to that task, so it doesn't matter if they need to show it within an oral presentation or through a picture, or a labelling, they will have to follow the expectation and the criteria.

Matt: And even though we have different ways of demonstrating that work, we have to make sure that we always look at, and the students always look at and refer back to that same criteria, although the demonstration may be different.

Rola: Yes, definitely, I agree. And that the students have done that previously, as well, because they know that they're assessed on the criteria of demonstrating, of learning rather than how they would demonstrate it.