

## STUDENT'S ROLE IN ASSESSMENT OF LEARNING

Narrator: Assessment of learning is an assessment process that involves collecting evidence of learning, in a planned and systematic way, interpreting that evidence, making a judgment on the basis of criteria, and communicating the results. Students have an important role in each of these aspects of assessment of learning,

Rola: So you're speaking to the applications, not only that you have acquired through knowledge and understanding based on the curriculum expectation but also applying it to your everyday activities. Do you think you applied that into your arcade game, having to connect all the circuits and make it interactive?

Student: I think I did yes because I went home and I searched through my house for a potential circuit that I had and tried to find the function of that circuit and then I came back to school with that knowledge of that circuit that I found at home and I applied it and used it in the constructing of my game.

Rola: Do you think based on your evidence that you have improved your learning?

Student: Yes, I think I have because conducting the experiments helped me to see the real function of the circuits because they were explained to me before, but seeing the experiment in action and conducting the experiment myself, I think I could more fully understand the function of circuits.

Rola: Do you think your learning has increased?

Student: Unhuh, 'cause now I know the different types of names for each conductor like, different things I can conduct, won't conduct and like switches, like pull switch, pressure switch and bunch of other switches I didn't know.

Rola: So which one did you apply to your game?

Student: I used a pull switch 'cause I thought it was the most interesting and I never heard of it before.

Rola: Okay, excellent.

Rola: So in respect to this criteria here, "I can explain and describe the functions of series and parallel circuits and how they are used" regarding planning your experiments or your arcade game, where would you be on the levels of the rubrics based on that criteria?

Student: I think I would be a Level 4 minus because I was able to describe the functions and the uses of series and parallel circuits and I furthered my knowledge and my information. I was able to explain and describe the functions of series and parallel circuits and I went beyond the Level 3 in the criteria because I was, I was able to go beyond criteria and what was asked of me and I was able to make connections to how series and parallel circuits were used in my daily life and at school and at my, and at home.

Rola: So if you look at your trends of grading here.

Student: They're all 4 minuses and 4's. Most of them are 4 minuses.

Rola: So what do you expect your grade, your final grade to be if you're looking, we're varying between 4 minus and 4?

Student I think my final grade would be like an A but since I got some 4 minuses, I think it'll be like maybe an A minus or a B plus or...

Rola: So if we're looking at all these, gathering of evidence here, so we have a, we have a variation from 4 minus to 4, so what do you see more of on your grade here?

Student: 4 minuses.

Rola: So what do you think you expect your final grade to be?

Student: I think my final grade probably will end up being an A minus.

Narrator: What happens when teachers invite students to collaborate as partners in the assessment process?

Rola: When I interview the students about their evidence, because it's their learning, and it's based on also taking ownership of their learning, it becomes their learning in the sense of that having to answer to those expectations and follow that criteria in order to be able to, to write, to read, to explain, to analyze, all of the expectations in relation to the science, the language curriculum, all the social studies curriculum. So having them speak to that evidence, it also clarifies for me that these students have actually understood, applied and thought about the whole process of learning during their tasks. They have lots of confidence in the process of evaluation because throughout the process I have those conversations with them and they are very open to the fact having to take feedback, peer feedback or teacher feedback and actually speak to those, to the feedback and look back at the criteria and see how well they have improved during their learning and how they have applied those missing criteria in their learning, to their learning. It makes report cards very easy to do and I value the

evidence, it's very clear for me and comfortable for me being able to determine a grade as based on all of the collected evidence and based on the process itself that I have spoken to with the students during, throughout their learning. So when I'm sitting down with the students regarding their evidence, they very clearly identify to the criteria and to the expectations on their rubric because their rubric is based on many of those criteria throughout the achievement chart.