

Final Transcript – Ottawa Clip J7

ENABLING STUDENTS AS PARTNERS IN ASSESSMENT OF LEARNING

Narrator: How do students develop the knowledge and skills to be able to authentically contribute to the processes of assessment and evaluation?

Rola: We actually shared the overall expectation with the students. I like the transparency, the importance of the students being aware of where they're heading at the end of their learning. We look back at the overall expectation so what do I know about these, what do I need to explore and this way the students take more ownership into their learning. And then when I am planning the tasks, I'm looking specifically at the specific expectations, I already know what the students know and need to know and explore further with their learning. So then the tasks are specifically prepared based on overall expectations and the specific expectations. It also gives them a chance to really explore and speak together what do they know about the subject and what they would like to learn and it always, the tasks answers to those, to their curiosity and to the expectations itself. So when the students take full ownership and enjoy having to pursue and seek through that learning because they know that at the end they have to answer to that overall expectations, so having them to specifically have that target in advance, the kids are engaged and they are also having to pursue with curiosity and with ownership and perseverance knowing that this is what they need to know

Rola: What happens is that early stages the criteria is being co-constructed and being developed and the criteria becomes like a working document as we go through the task, I give them chances to really develop and, and show that improvement in their work based on the expectations... and so when they have collected evidence of their learning then the students are able to speak and differentiate where they were at and how they have improved.

Narrator: As teachers help students use the criteria during the learning process, students deepen their understanding of the criteria, and so are able to contribute to judgements about their learning progress.

Nicole: Okay, so something I thought you did good was that you used lots of wow words and very interesting facts and something I think you should work on is some sentences didn't make sense because you may have forgotten some words.

Teacher Nicole I like the way that you found some criteria that Nicolas did well at, for example the wow words and the interesting facts, I can tell that you used the success criteria when you were peer assessing. What do you mean by

missing words, do you mean that he was missing some actual words in his writing?

Nicole: Like over here, he wrote, Marco Polo was born in 1254 and he should have written, in 1254 in Venice, Italy; he missed those two words.

Teacher So do you mean he was missing facts?

Nicole: Yeah.

Teacher Oh, okay, so that's good clarification. And Nicholas, you also said that Nicole used some great descriptive words and some wow words, you even explain which ones she used like marvellous and tremendous. Now you said that she had some awkward word phrasing, is that what you said? What do you mean by that?

Nicholas Well, in the text here, I couldn't really like make out a sentence here.

Rola: So when they have all that evidence in front of them, they're very much aware which ones or which evidence has met expectations. They have given that experience in class to really explore that validation of grading for the end. The students are already aware what Level 3 would look like in their everyday work based on the criteria and based on the tasks. The students are able to differentiate the quality of work, given those opportunities to self-assess and peer-assess and also refer back to the criteria, they are able to differentiate between a Level 3 and a Level 4.