

#### **Segment 4 – Student Voice in Gathering Evidence**

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