

Clip 3 - Connecting Assessment for Learning, Assessment as Learning and Assessment of Learning

Narration: Teachers can create an assessment culture in their classrooms that supports learning, and the effective use of assessment for, as and of learning can engage teachers and students in creating an atmosphere which promotes learning, taking risks, and celebrating success, all of which take the learning further.

Assessment for learning and as learning requires that students and teachers share a common understanding of what successful attainment of the learning goals looks like. Teachers and students are able to examine evidence of learning and apply criteria to student work to give descriptive feedback and next steps.

Teacher: So you've chosen some pieces from your portfolio and our focus is to determine which of our key learning goals you've met so far and then set some learning goals for yourself. So you want to start with the first piece and why you chose it.

Student: The first piece that I picked was something out of my commonplace book so I just chose something that was like an outpouring. It was a poem that I wrote called Drowning and I picked it because it was like it marked like the beginning of my poetry writing that's pretty elementary but I thought that it was cool because that's what I started out with.

Teacher: What was the new learning for you?

Student: I think that it was mostly format. I like experimenting with like sentence fragments and stuff like that and like short ideas rather than having to expand in like a full sentence so I thought that it was neat to be able to experiment.

Teacher: So what could we establish as a goal.

Student: Format for sure.

Teacher: And verse format.

Student: Yes

Narration: Assessment for and as learning can transform the learning culture in a classroom. When teachers shift their thinking about assessment from an emphasis on of learning, to for and as learning, teachers can focus on giving timely descriptive feedback and next steps, and students can feel free to take risks in their learning, and learn from their mistakes.

Teacher: I also found that the old assessment tasks that I used to give some of them, and then I'd take them home and I'd be loaded with work and as much as I tried to get them back the next day they didn't get back to the students the next day cause you know I was planning for this or planning for that or busy with this and I've really begun to understand how important it is that the students get that immediate feedback, and when it was sitting in my binder on my desk for a day or two days or three days or a week you know that immediate feedback was removed. And so it was completely removed from the learning

process and and the kids weren't getting anything out of that. So many more of my assessment tasks are assessed by students, and that's been a big change for me is to sort of let go of that and far more learning goes on.

Teacher: I think for me one of the things that has really stayed with me has been a shift in terms of the purpose for assessment and I have a much clearer understanding now of assessment as, of, and for learning which were really just terms for me before that sure I knew the definitions of but I didn't really clearly have a handle on the different reasons for assessment and the different ways to go about collecting evidence of student achievement and of their learning and I think now I'm much more aware of those distinctions but also more aware of how they all fit into the whole. They're all parts of the assessment process that are interconnected and I think that I've gotten much better at providing students with multiple opportunities to assess their own learning and I think that the students feel much more confident when it comes time for evaluation and a judgment to be made in terms of a mark, that they have been through the process they've had many opportunities for feedback and they can be confident that they're handing in their best work.

Narration: During assessment of learning, teachers collect information that summarizes learning at the end of a period of instruction. They use that information to make judgments about the quality of that learning based on established criteria. They assign a value to represent the quality of the learning, and communicate that information to the student and their parents or guardians.

Teacher: For thinking, you actually have a really interesting garment because your garment has different fabrics so not only are they different in pattern but they're different in weight. And that requires sometimes a little bit of thinking about how your gonna put it together.

Student: I had to lay it out so that we both I had two sides so there had to be both a right side and a left side so when you have two different materials you have to make sure that you flipped over the pattern piece to get the right side and that was kind of challenging and figuring out which pieces cause I had in my mind which pieces wanted to go on which side and what one I wanted on the back and on the collars and stuff but when you're thinking about it with the pattern piece it doesn't always end up the way you want it exactly but I think this turned out the way I wanted it.

Teacher: I'm going to give you a 90 – 100 percent in that category, ok, 4 plus. You are you were able to identify the sewing skills you needed, so for example when you needed to use a tinier stitch as opposed to a larger basting stitch on the sewing machine, you had the right side of the fabric facing out so I noticed you were pretty careful about that so you didn't just lay things down cut everything out you wanted to be sure and accurate about what you were doing. Does that align with what you think about your learning?

Student: Yeah because although I am new to making a blouse, I feel that it did turn out really well.

Narration: Sometimes, assessment of learning information communicates that the student has not learned the required knowledge and skills of the curriculum at an acceptable level. That information can become assessment for learning information, and descriptive feedback can guide further learning for

that student until they are ready to demonstrate their learning again. Conversely, the same can be true for students who are ready to demonstrate their learning before a scheduled assessment of learning event.

Teacher: I have times where where students I think their gonna do really well on an assessment task and I'll give the assessment task and most of the students are doing great and I'm walking around and they're doing really well and there's a few quite obviously aren't doing so well and that happened to me the other day. I have a choice, I can sit and watch them write this test for 40 minutes or 20 minutes and be frustrated and not be learning. Or I can tell them to pull out their stuff and pull out the success criteria and start assessing what they're good at and what they're not good at. And then we can do the assessment again later so at that time a for, sorry an of, certainly of became assessment for. And other times I guess the corollary to that is that I'll have I'll have students doing self and peer assessment task and one or two students are clearly helping everybody else with it. They understand completely what's going on. They're confident of all of the things on the success criteria, they're showing others.

Teacher: In the past I know some people, this may shock people, but I've walked up discreetly to students and I've said you know you don't need to write the test next week. Because you know you've demonstrated to me many times through listening to your conversations with your peers and the conversations we've had and the group activities I know for a fact you know it all and you know it very well.

Narration: When teachers consider that assessment for, as and of learning are connected in meaningful and purposeful ways, evidence of learning can be continuously gathered and used to make informed decisions about next steps, student progress and achievement.