

Clip 7 - Teaching Students to Assess Based on Criteria

- Narrator: Students need to be explicitly taught the skills of peer and self-assessment. They need to learn that assessment must be based on specific criteria, and how to apply the criteria to student work. In this clip, you will observe teachers unpacking the curriculum expectation to identify the intended learning. The teacher must then identify the success criteria upon which the assessment of this learning should be based.
- Narrator: When analyzing curriculum, there are number of questions that teachers might ask to identify the learning that is described in an expectation.
- Interviewer: What is the intended learning in this overall expectation? So what are the knowledge and skills that students are expected to learn?
- Narrator: In this overall expectation, we're looking for students to show an understanding of the basic requirements of movement skills and concepts. One aspect of understanding how to put these together includes having an understanding of the phases of movements. This chart shows how the teachers have separated the elements of this expectation and identified the knowledge and skills associated with each element.
- Interviewer: So what are the students going to be learning to do?
- Narrator: The teacher then designs a learning goal that describes the knowledge and skills in the curriculum expectation. It is written in student-friendly language so that students will have a clear idea of what they are learning.
- Interviewer: Okay, so how will students know that they've obtained this learning goal? So what would the success criteria be?
- Cory: Well I think we'd have to start we'd construct it with them and co-construct it, but more importantly they'd probably need to see demonstrations of it ahead of time, whether that's a video clip, whether that's someone who could perform the task competently and that depends on if that teacher can do that or not or a student in the class, or you have a video clip, there's plenty of those to get.
- Interviewer: So you would give some explicit modeling in order to draw out some of the criteria?
- Cory: Yeah. And then we'd have, we'd have to create that, that, sort of criteria, right and the criteria that we have is all about what we talked about before, like the balance, we're following basically our knowledge skills of preparation, force, producing, critical instance, follow through, right, so that they, they have that sort of list that they can go through and, and look at.

Narrator: The teacher identifies what he anticipates the success criteria will be, then co-constructs the final criteria with the students as they experience the learning. Modelling the learning for the students is one approach to help them identify the criteria.

Interviewer Okay. And so if the success criteria are things like they can balance their bodies, they can combine the lower and upper body movement, they can release the ball, so what kind of task or activity can they, can you design for them, for students to practice that?

Cory Okay, well besides other small lead-ins, the, the thing that we would assess in say Grade 10 or something, would be a jump shot.

Teacher So Chris, did you review yourself?

Teacher Well, or peer, either or right now, okay? But, because you were already watching, right, when you were doing it. When you do something like this, like elbows, you said elbow lower so this is something that you are, need to change, right, you just, you don't necessarily have to repeat it, you can write it in, but you have to tell them, right, why you thought that their eyes were towards back rim now, because for example, Chris, someone peer evaluated you on this?

Student Yes.

Teacher How do they know your eyes are at the back of the rim? They don't know your eyes, that's, that's the difficulty right?

Student Yeah.

Teacher Is that this should be you.

Student Yeah, yeah.

Teacher Because you're the only one that knows that your eyes are going to be at the back of the rim, right, otherwise, okay? No, the other ones are pretty easy like wide stance shooting form, like you're, you're S, S, S so you think, right, and you're C, C and S, so the same thing and you see you're no follow-through through the wrist, same thing, okay?

Student Okay.

Teacher Okay? Same thing, like if you're capable, why are you capable? You don't have a supporting hand? So what are you going to do to get the supporting hand? The supporting hand needs to be what? Across from? Is that when you finish?

Narrator: The teacher may initially model the process of assessing by applying criteria, and gradually pass the responsibility for assessing more to

the students. While students peer or self-assess, the teacher monitors their work and provides them with feedback on the quality of the feedback they are providing each other. The teacher tries to keep their feedback specific and focused on the criteria they have developed, so that it is useful to the learner.

Teacher Okay, see what I'm saying how, now look at your left hand is the one you're shooting with?

Student Yeah.

Student Actually that's really cool.

Teacher But watch, it is, but this is what I'm saying, when you break it down here. I've got to be able to pause it. How come I can't pause it here? There you go. Okay, so, right there is your critical instance. That hand has to be down here. That hand has to be extended. So when you finish right, watch, you're really shooting almost with two hands.

Narrator: The video and camera functions of portable devices can be useful in enabling more thorough analysis of student performance of skills. The communication functions may also be used to provide feedback to students, and to enable conversation about how to improve performance. Some software even allows students and teachers to annotate, highlight, or modify photos and videos to enhance the feedback. Effectively using technology for assessment requires that students are aware of the success criteria, and that the feedback they receive is based on these criteria. This way, students have a clear understanding of their strengths and areas for improvement, and the steps they must take to bring about the improvement.