



Differentiated Instruction Educator's Package

FACILITATOR'S GUIDE – ASSESSMENT FOR LEARNING

GETTING TO THE CORE OF TEACHING AND LEARNING

PART 1:

BACKGROUND INFORMATION

This Facilitator's Guide and accompanying Assessment **for** Learning Cards are new to the *Differentiated Instruction Educator's Package*. The Facilitator's Guide is intended to stimulate learning conversations about assessment **for** learning among educators; the Assessment **for** Learning Cards are concise overviews of assessment **for** learning strategies relating to the Four Core Practices of Assessment **for** Learning.

Assessment **for** Learning: Four Core Practices

- Ensure a common understanding of learning goals and success criteria
- Ask strategically planned questions
- Provide descriptive feedback
- Model and promote peer and self-assessment skills

Part One of this Guide provides background information on assessment and reviews the key terminology; Part Two offers professional learning activities based on the DVD in the *Differentiated Instruction Educator's Package*.

SECTION 1: ASSESSMENT

Differentiated instruction depends on the **ongoing** use of assessment to gather information about where students are in their learning and about their readiness, interests and learning preferences. Teachers use this information to differentiate the learning environment, their instruction and their assessment and evaluation.

Assessment **before** instruction (diagnostic assessment) provides teachers with information about students' readiness to learn new knowledge and skills, and about their interests and attitudes. This information establishes the starting point for the new learning, and helps teachers to plan differentiated tasks and assessments that meet students' learning needs, interests and learning preferences. Teachers and students use this information to set appropriate learning goals.

Assessment **during** instruction (formative assessment) is intended to give teachers and students precise and timely information so teachers can adjust instruction in response to individual student needs, and students can adjust their learning strategies or set different goals. This use of assessment differs from assessment **of** learning in that the information gathered is used for the specific purpose of helping students improve *while they are still gaining knowledge and practising skills*. Teachers who view assessment as integral to learning engage students as collaborative partners in the learning process.

Substantial research-based evidence identifies formative assessment as the most effective type of assessment for improving students' learning (Black and William 1998, Black et al., 2003, Assessment Reform Group, 2002).

*Assessment **for** Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there (Assessment Reform Group, 2002).*

Administering a variety of assessments before learning unveils the student's prior knowledge and experiences...to determine the individual's readiness level and to identify the appropriate entry point for instruction (Chapman & King, 2005).

In this Guide, formative assessment is defined as:

A process used by teachers and students **during instruction** that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes (Popham, 2008).

This definition emphasizes the need for students and teachers to access information about students' learning **during instruction** so that both teacher and student can act **in partnership** to improve performance.

Ontario curriculum policy documents define the terms “assessment” and “evaluation” as follows:

Assessment is the process of gathering information from a variety of sources (including assignments, day-to-day observations, conversations or conferences, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work after learning on the basis of established criteria, and assigning a value to represent that quality.

Rethinking Classroom Assessment with Purpose in Mind (Western and Northern Canadian Protocol for Collaboration in Education, 2006, p. 13) identifies three distinct but inter-related purposes for classroom assessment: assessment *for* learning, assessment *as* learning, and assessment *of* learning:

Assessment for learning is designed to give teachers information to modify and differentiate teaching and learning activities. It acknowledges that individual students learn in idiosyncratic ways, but it also recognizes that there are predictable patterns and pathways that many students follow. It requires careful design on the part of teachers so that they use the resulting information to determine not only what students know, but also how, when, and whether students apply what they know.

Teachers can also use this information to streamline and target instruction and resources, and to provide feedback to students to help them advance their learning.

Assessment as learning is a process of developing and supporting metacognition for students. Assessment *as* learning focuses on the role of the student as the critical connector between assessment and learning. When students are active, engaged and critical assessors, they make sense of information, relate it to prior knowledge, and use it for new learning. This is the regulatory process in metacognition. It occurs when students monitor their own learning and use the feedback from this monitoring to make adjustments, adaptations and even major changes in what they understand. It requires that teachers help students develop, practise and become comfortable with critically analyzing their own work and with reflection.

Assessment of learning is summative in nature and is used to confirm what students know and can do, to demonstrate whether they have achieved the curriculum outcomes, and, occasionally, to show how they are placed in relation to others. Teachers concentrate on ensuring that they have used assessment to provide accurate and sound statements of students’ proficiency, so that the recipients of the information can use the information to make reasonable and defensible decisions.

Further Reading:

- Assessment Reform Group (ARG) (2002). *Testing, Motivation and Learning: A Report from the Assessment Reform Group*. Cambridge: University Faculty of Education.
- Black, P., Harrison, C., Lee, D., Marshall, B., & William, D. (2003). *Assessment for Learning: Putting It into Practice*. Buckingham: Open University Press.
- Black, P. & William, D. (1998). **Inside the black box: Raising standards through classroom assessment**. *Phi Delta Kappan*. 80(2). Available: <http://www.pdkintl.org/kappan/kbla9810.htm>
- Chapman, C. & King, R. (2005). *Differentiated Assessment Strategies: One Tool Doesn't Fit All*. Thousand Oaks, CA: Corwin Press.
- Ministry of Education of Ontario. (2006). *The Ontario Curriculum Grades 1–8: Language*.
- Popham, W. (2008). *Transformative Assessment*. Alexandria, VA: ASCD.
- Earl, Dr. L. & Katz., Dr. S. (2006). **Rethinking classroom assessment with purpose in mind**. *Western and Northern Canadian Protocol for Collaboration in Education*. Available: <http://www.wncp.ca/assessment/assess.html>

SECTION 2: LEARNING GOALS AND SUCCESS CRITERIA

Learning Goals are brief statements that describe, for students, what they should know and be able to do by the end of a period of instruction (e.g., a lesson, series of lessons or subtask). They represent a subset or cluster of knowledge and skills that students must master to successfully achieve the overall expectations.

Success Criteria describe, in specific terms, what successful attainment of the learning goals looks like.

The Specific Expectations set out in the Ontario curriculum describe in detail what students are expected to know and be able to do by the end of the grade. Specific expectations can sometimes be used as learning goals; more often, they need to be expressed in grade-appropriate, student-friendly language and/or broken down into smaller increments, particularly when differentiating to address diverse learning needs and levels of student readiness.

While all students strive to achieve the expectations outlined in the curriculum policy, they do so in different ways, in different increments and at varying paces. Some students need to learn in smaller increments than others; some need to “leapfrog, then circle back” (Popham 2008, p. 28) rather than move in a linear sequence. Through differentiation, teachers are able to meet this variety of needs by setting appropriate learning goals for each student, and by helping students select and adjust their own learning goals.

Teachers and students must have a common understanding of the learning goals and success criteria. It is crucial that the goals and criteria be shared with students at the outset of instruction, and referenced during instruction. When sharing the learning goals with students, state them from a student’s perspective (e.g., “I can..., I will be able to..., We are learning to...”).

Students can only achieve learning goals if they understand those goals, assume some ownership of them, and can assess progress (Nicol & Macfarlane-Dick, 2006).

Clear teachers don’t keep criteria a secret; they make sure students understand them and can use them to self-assess their work (Saphier et al., 2008).

CONSIDERATIONS:**When Developing Learning Goals:**

- Start by identifying the overall and specific expectations to be addressed
- Use clear, concise language that is student-friendly and grade-appropriate
- Package the learning in incremental steps to build students' knowledge and skills
- Describe what students will know and/or be able to do by the end of the period of instruction

When Developing Success Criteria:

- Describe observable behaviours
- Use student-friendly language
- Include descriptors to indicate a range of performance (e.g., accurately)
- Engage students in developing them

ILLUSTRATION: (GRADE 8 MATHEMATICS MEASUREMENT STRAND)

Specific Expectation	Sample Learning Goals	Sample Success Criteria
By the end of Grade 8, students will...	By the end of the lesson, students will...	
<ul style="list-style-type: none">• Determine, through investigation using a variety of tools and strategies, the relationship between the area of the base and height and volume of a cylinder, and generalize to develop the formula.	<ul style="list-style-type: none">• Identify and measure the height of a cylinder.• Identify the base of a cylinder and calculate its area.• Explain, using mathematical language, how the area of the base, the height and the volume of a cylinder are connected.	<ul style="list-style-type: none">• Identify correctly the heights of a variety of cylinders.• Make accurate linear measurements using a variety of units (e.g., millimetres, centimetres).• Select an appropriate formula and calculate the area of a circle.• Use appropriate mathematical language (e.g., 2-dimensional shape and 3-dimensional figure).• Use drawings and labels to support explanations.

Further Reading:

Chappuis, J. (2005). **Helping students understand assessment.** *Educational Leadership*. 63(3), 39–43.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). ***Classroom Assessment for Student Learning: Doing it Right—Using it Well.*** Princeton, New Jersey: ETS.

Nicol, D. & Macfarlane-Dick, D. (2006). **Formative assessment and self-regulated learning: a model and seven principles of good feedback practice.** *Studies in Higher Education*. 31(2), 199–218.

Popham, W. (2008). ***Transformative Assessment.*** Alexandria, VA: ASCD.

SECTION 3: QUESTIONING

Through questioning, teachers gather evidence about their students' current level of knowledge and skills, as well as their attitudes, interests and learning preferences. Strategically planned questions guide students' thinking on a topic, and focus their efforts to achieve learning goals. The evidence of learning gathered from questioning can provide teachers with information they need to differentiate instruction. Further, questioning makes students' thinking visible so teachers can detect confusions and misconceptions.

Considerations:

Classroom interactions that model effective questioning have the following characteristics:

- ***A safe emotional climate***

Students need to feel confident that their responses will be listened to respectfully and accepted by their teacher and peers. A risk-free environment, where mistakes are seen as learning experiences, will encourage students to share their thinking.

- ***A focus on the learning goals***

Questions should be designed to help students achieve the learning goals, and to help the teacher identify students' misconceptions and challenges.

- ***Variety***

There are numerous frameworks, or taxonomies, to help categorize questions by type. Bloom's Taxonomy identifies questions on a range from lower-order to higher-order. A very simple organizer refers to questions as "closed" or "open." Closed questions have a "limited number of acceptable responses" (Blosser, 1994), and can be used to check understanding and recall of facts. Open questions "anticipate a wide range of acceptable responses" (Blosser, 1994), and often require students to demonstrate higher-order thinking skills such as analysis, synthesis and evaluation. They have no single correct answer, but rather, encourage students to explore their thinking on a topic or issue. Research shows that up to 80% of teachers' questions are closed or related to management of the classroom.

- ***Think time***

Waiting three or more seconds before eliciting a student response, and before speaking after a student's response, results in substantial benefits for student learning.

There can certainly be no change in understanding unless the question holds the possibility of an answer with personal meaning for the student. The more you know about students' backgrounds, interests and experiences, the greater chance you have of choosing a question that holds that possibility (Morgan & Saxton, 1994).

More effort has to be spent framing questions that are worth asking; that is, questions which explore issues that are critical to the development of students' understanding (Black et al., 2003 p. 42).

- **Probing**

Teachers who use questioning effectively build on students' initial responses to seek more information, clarify thinking or extend the answer to engage the students to think more deeply.

- **Planning**

Effective questioning results from strategically planning a variety of questions to elicit information about what students are thinking. When planning questions, teachers should anticipate students' responses, particularly those that demonstrate misconceptions or challenges.

Further Reading:

Blosser, P. (1991). *How to Ask the Right Questions*. Arlington, VA: National Science Teachers Association.

Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD, 112–117.

Ministry of Education. *Professional Learning Guide: Questioning*. Connecting Practice and Research in Mathematical Education. Available; <http://www.edu.gov.on.ca/eng/studentssuccess/lms/questioning.pdf>

Morgan, N. & Saxton, J. (1994). *Asking Better Questions: Models, Techniques and Classroom Activities for Engaging Students in Learning*. Markham, ON: Pembroke Publishers.

Rowe, M. (1986). **Wait time: Slowing down may be a way of speeding up!** *Journal of Teacher Education*. 37(1), 43–50.

Saphier, J., Haley-Speca, M. & Gower, R. (2008). *The Skillful Teacher: Building Your Teaching Skills*. Action, MA. Research for Better Teaching, Inc.

SECTION 4: FEEDBACK

Feedback describes student performance. Its purpose is to reduce the gap between the student's current level of understanding and/or performance and a desired goal. Depending on the nature and delivery of the feedback, it can have powerful effects on student engagement and learning.

Feedback helps students consolidate new learning by providing information about what is being done well, what needs improvement and how to take steps toward improvement. Feedback supports differentiated instruction by responding to an individual student's needs identified through assessment.

Considerations:

Effective feedback is:

- **Descriptive rather than evaluative**—feedback should identify what the student is doing well and what needs improvement and, **most crucially**, provide next steps to guide the student on how to improve.
- **Focused**—on the learning goals and the success criteria.
- **Limited**—to a few traits or characteristics of student performance. It is tempting to point out all the areas where improvement is needed; however, feedback is more likely to improve learning when it is focused on a few priorities.
- **Timely**—that is, offered “just in time” and at regular intervals to support students in continuously monitoring their progress toward a learning goal.
- **Implemented by students and monitored by the teacher**—Students are expected to act on the feedback. This means that they must be provided time and opportunities to respond with teacher support and that teachers need to follow up on the students' responses.

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative (Hattie & Timperley, 2007).

To craft teacher feedback that leads to learning, put yourself in the student's shoes (Brookhart, 2007).

Learning is more likely to be fostered when feedback focuses on features of the task (success criteria) and emphasizes learning goals (Kluger & DeNisi, 1996).

ILLUSTRATION:

Ineffective Feedback

“Good work.”

“Well done!”

“Needs more effort!”

C+ or 67%

Effective Feedback

“Your paragraph has a clear and engaging topic sentence. Provide at least three details from the text to support your opinion.”

Further Reading:

Brookhart, S. M. (2007). **Feedback that fits.** *Educational Leadership*. 65(4), 54–59.

Hattie, J. & Timperley, H. (2007). **The power of feedback.** *Review of Educational Research*. 77(1), 81–112.

Kluger, A. & DeNisi, A. (1996). **The effects of feedback interventions on performance: A historical review, a meta-analysis and a preliminary feedback intervention theory.** *Psychological Bulletin*. 119(2), 254–284.

Nicol, D. & Macfarlane-Dick, D. (2006). **Formative assessment and self-regulated learning: A model and seven principles of good feedback practice.** *Studies in Higher Education*. 31(2), 199–218.

SECTION 5: SELF-ASSESSMENT

“Where am I going?” “Where am I now?” “How do I close the gap?” “Where to next?”

Self-assessment is essential to learning. It equips the student with the skills to answer effectively each of these questions. When teachers model and promote self-assessment, students develop increasing independence in:

- Understanding and developing learning goals and success criteria
- Assessing what they need to do to achieve the learning goals, and
- Ultimately taking ownership for their learning.

Self-assessment motivates students to work more carefully and recognize their own learning needs, so that they can become effective advocates for how they learn best. It also provides meaningful feedback to teachers about those needs. When coaching students to become independent self-assessors, teachers play a critical role in building a collaborative learning partnership with each student.

Considerations:

To help students become effective self-assessors, teachers should:

- Create a safe and positive learning environment.
- Begin with peer assessment. Students are more likely to accept criticism from peers who speak the language they can readily understand and provide the objectivity needed for effective self-assessment.
- Provide instruction on collaborative peer and self-assessment skills.
- Model the use of assessment tools (e.g., checklists, rubrics) and strategies (e.g., portfolios, learning logs, journals, and conferences). Start with checklists, which are easier to construct and use, before moving on to rubrics.
- Provide opportunities for students to practise peer and self-assessment in class, mentor and monitor their students’ assessment practices and provide timely feedback.

The most important instructional decisions (that is, the decisions that contribute the most to student learning) are made not by the adults working in the system, but by the students themselves (Stiggins et al., 2006, p. 17).

Student self-assessment is crucial for feedback to be used effectively. Students are the ones who must ultimately take action to bridge the gap between where they are and where they are heading (Sadler, 1989).

If formative assessment is to be productive, students should be trained in self-assessment so that they can understand the main purposes of learning and thereby grasp what they need to do to achieve” (Black & William, 1998).

- Focus students' peer and self-assessments on the learning goals and success criteria. Guide students' reflections on their work in relationship to the learning goals and criteria, provide descriptive feedback related to the goals and criteria, and have students work together to understand and act on the feedback.
- Engage students in development of success criteria by:
 - o Providing samples of good work to show what it looks like;
 - o Inviting students to co-construct success criteria; and
 - o Providing regular opportunities to pause, reflect, look for proof, connect to the criteria, and make improvements.

Further Reading:

Gregory, K., Cameron, C., & Davies, A. (2000). *Self-Assessment and Goal Setting: For Use in Middle and Secondary School Classrooms*. Courtney, British Columbia.

Literacy and Numeracy Secretariat. (2007). *Capacity Building Series: Student Self-Assessment*. Toronto, ON: Queen's Printer for Ontario.

Nicol, D. & Macfarlane-Dick, D. (2006). **Formative assessment and self-regulated learning: A model and seven principles of good feedback practice**. *Studies in Higher Education*. 31(2), 199–218.

Stiggins, R., Arter, J., Chappuis, J. & Chappuis, S. (2006). *Classroom Assessment for Student Learning: Doing it Right—Using it Well*. Princeton, New Jersey: ETS

PART 2:

PROFESSIONAL LEARNING ACTIVITIES USING DVD CASE STUDIES

Focusing on two chapters of the *Grades 7 & 8 Differentiated Instruction DVD* (Chapter Five, St. Joseph’s Catholic High School, and Chapter Six, Woodland Park Public School), this Guide provides discussion questions and activities to examine a variety of assessment practices linked to differentiated instruction.

The following case studies focus on four core practices of assessment **for** learning: learning goals and criteria, questioning, feedback, and peer assessment and self-assessment. They are intended for use in guiding learning conversations among teachers who wish to develop their knowledge and skills in assessment **for, as** and **of** learning to support differentiated instruction.

Refer to the background information on the role of assessment in differentiated instruction and the practices of assessment **for** and **as** learning (pages 3–4 of this Guide).

The following materials are intended for use in guiding learning conversations among teachers who wish to develop their knowledge and skills in assessment **for, as** and **of** learning to support differentiated instruction.

It is suggested that participants view the identified footage and that facilitators use the questions provided to prompt discussion about core assessment practices.

ST. JOSEPH'S CATHOLIC HIGH SCHOOL – CHAPTER FIVE

Before Viewing:

Discussion:

- What role does assessment **for, as and of** learning play in developing a *culture of learning* within the classroom?
- While viewing the video, identify the opportunities for assessment **for, as and of** learning during each instructional segment.
- Consider the manner in which assessment **for** learning strategies are being used to improve student learning.

During Viewing:

30:13 **Introduction of St. Joseph's Catholic High School**

30:48 – 31:12 **Feedback from the Exit Card**

Teacher: "I loved your exit cards...and you did a really good job of guessing what the words mean."

Discussion: Peer and Self-assessment

- How is the exit card being used as an assessment tool? What is the teacher's intention? What are other possible uses of the exit card?
- Are there other assessment strategies one can use to continuously monitor student learning during each instructional activity?
- How can assessment information be used to differentiate instruction?
- What changes could you make in your planning and classroom management to develop students' ability to peer and self-assess?

31:12 – 31:57 **Students Participate in a Turn and Talk Activity**

Teacher: "Your job with your partner is to see if you can make sense of this poem."

Discussion: Effective Feedback

- What assessment role does the teacher play during this activity?
- How might this activity be used to assess student learning?
- How might assessment data best be collected and recorded during the activity?
- What would be the nature of the immediate feedback (oral? written?) and what would be the focus?
- How might this activity be adapted to enhance the assessment **for** learning opportunities?
- How might the information be used to differentiate instruction?

32:00 – 32:28 **Teacher: “Who knows what this whole story is all about now?”**

Discussion: Questioning

- What guiding questions could the teacher have planned to facilitate the discussion and access student knowledge and understanding?
- How can questioning be used as a source of information about student learning and misunderstandings?
- How might “think time” be used to promote learning?
- What classroom climate is necessary to implement a no hands strategy (see No Hands Card for description)? When might it best be used?

32:42 – 33:04 **Cooperative Learning Activity:**

Teacher provides sample translation and comments: “I am going to give you the translated version...See how close you were?”

Discussion: Learning Goals and Success Criteria

- How might the translation be used to help students identify the success criteria and assess students’ understanding of the success criteria?
- What might have been the learning goal for this lesson? Write the learning goal in student-friendly language.
- How might students be engaged in collaboratively developing the success criteria related to the learning goal?
- How might this activity be used for peer assessment and/or self-assessment? What assessment tools would be preferable?

33:16 – 33:28 **Teacher: “Students feel ownership in their learning, they understand that learning is ongoing. They become part of the learning curve.”**

“There is a greater interconnection between the two of us—the student and the teacher in terms of where we are going.”

Discussion: Peer and Self-assessment

- Discuss the implications of the teacher’s comments on building an authentic collaborative learning partnership with her students. How does this differ from the traditional view?
- How can the assessment **for** learning core practices nurture this collaborative learning partnership?
- How can peer and self-assessment strategies encourage students to take ownership for their learning and help cultivate this partnership?

34:02 – 34:56

Comments on Exit Cards

Student: “I kinda like the exit card—it is like a recap of what we’ve done in the beginning of the class.”

Teacher: “It will help me decide what I am going to do next, and it says what was challenging for you today.”

Student: “If we don’t understand something we can just write it down on paper and Miss M. will get it.”

After Viewing:

Discussion: Peer and Self-assessment

- How is the exit card an excellent example of assessment **for** learning? Assessment as learning?
- How might the traffic light strategy be used in concert with the exit card to determine who is learning?
- How can the information gathered from the exit cards be used to differentiate assessment and instruction?

An exit card can be used to serve a number of assessment purposes. It:

- Provides meaningful feedback on students’ learning progression
- Identifies what students have learned and what they still need to learn
- Engages students in self-assessment on the learning goal and the success criteria
- Differentiates instruction and assessment

IDEAS FOR APPLYING THIS INFORMATION DAY-TO-DAY

1. Work with a colleague or group of colleagues to construct an exit card(s) to meet one of the above purposes and determine when and how it could be used to facilitate assessment **for** learning in the study unit.
2. Anticipate some of the challenges and difficulties students might have in the learning activities and consider alternative instructional strategies that will allow you to differentiate instruction to respond to the feedback on the exit card. OR
3. Incorporate the traffic light strategy (see Traffic Light Card for description) into a lesson to monitor student progress on a particular learning goal and criteria. It could be used for:
 - Immediate feedback to determine if they have learned what was taught
 - Self-assessment on a task where the students have a clear understanding of the learning goal and criteria for success

WOODLAND PARK PUBLIC SCHOOL – CHAPTER SIX

Before Viewing:

Discussion:

- What role does assessment **for, as and of** learning play in developing a culture of learning within the classroom?
- When viewing the video, identify the opportunities for assessment **for, as and of** learning during each instructional segment.
- Consider the manner in which assessment **for** learning strategies are being used to improve student learning.

During Viewing:

42:00 Introduction of Woodland Park Public School

43:04 – 44:54 **Teacher: “We know that these are the elements of the narrative...I know theme is the writer’s message.”**

Discussion

- Take some time to reflect alone or with a colleague(s) on the relationships among the big idea, overall expectations, specific expectations, and learning goal in this learning activity.

Activity 1 – Sharing Learning Goals and Success Criteria

- Write the learning goal for this lesson/activity in student-friendly language.
- What success criteria have the students been given to demonstrate successful attainment of the learning goal?
- What strategies have been/could be used to share the learning goal and success criteria with the students?
- What assessment strategy might the teacher use to ensure students understand the learning goal and success criteria?

Activity 2 – Effective Feedback

- Describe the opportunities for formative feedback that occur in this video.
- To be effective, what might be the nature of this feedback? How might this feedback impact student learning? How might this feedback impact teacher instruction?
- How is conferencing and individual tutoring used to provide effective feedback in the following footage?
 - 44:56 – 45:50
 - 47:04 – 47:20
 - 47:27 – 47:40
- How can this ongoing feedback be used to differentiate instruction?

46:06 – 46:40

Students are Invited to Talk to a Response Partner

Teacher: “Find someone in the room who has the same title of text as you...and read them your anticipation.”

Activity 3 – Sharing Learning Goals and Success Criteria

- How have the success criteria been shared with the student?
- How is the wall chart being used? What relationship does the chart have to the learning goal and success criteria?
- What other ways can learning goals and success criteria be made visually accessible to students during instruction?

46:56 – 47:20

The Rubric: A document that lists criteria and describes varying levels of quality from excellent to poor, for a specific assignment. (Andrade, 2008)

Activity 4 – Learning Goals and Success Criteria

- Examine the rubric in light of the shared learning goal and success criteria. Are the rubric’s criteria and indicators expressed in student-friendly language?
- Is this rubric a strong or a weak example of specific success criteria?

Discussion:

- How might the teacher use this rubric to implement peer and/or self-assessment?
- How might peer and self-assessment strategies encourage students to take ownership for their learning and nurture self-regulation skills?
- How could the information gathered be used to differentiate instruction?

Rubrics can be powerful self-assessment tools, if teachers disconnect them from grades and give students time and support to revise their work (Andrade, 2008). When students and teachers develop the success criteria together, they come to a common understanding of what success looks like. Students can more effectively use an assessment tool that they have helped to develop for peer and self-assessment, because of their deeper understanding of the criteria.

Activity 5 – Peer and Self-assessment

The following is an example of the steps you might take to introduce students to self-assessment. Step One describes the process for collaboratively developing, or co-constructing, the criteria for an assessment tool such as a rubric. If you are trying this for the first time, you may choose to develop a simpler tool, such as a checklist.

STEP ONE: Develop the assessment tool that students will use to peer and/or self-assess their performance. When co-constructing criteria, teachers and students:

- Identify and clarify the learning goals
- Analyze an example of strong work for its strengths and weaknesses

- Brainstorm a list of possible indicators based on their analysis
- Organize the indicators into related categories to develop criteria
- Record the criteria and indicators using an appropriate tool (e.g., a checklist, a rubric)
- Critique the assessment tool and revise it for clarity
- Come to agreement prior to beginning the task

Steps Two and Three in this process occur after students have engaged in the task. They use the co-constructed tool to assess another student's performance (peer assessment) or their own performance (self-assessment) against the agreed criteria, and then use the assessment information to guide improvement.

STEP TWO: Conduct peer or self-assessment. Students:

- Compare their performance to the agreed success criteria using the self-assessment tool
- Underline key criteria
- Circle evidence of having met the standard for the criteria
- Note areas which do not meet the standard

STEP THREE: Make improvements on their performance. The teacher:

- Provides opportunities for students to act on feedback in class to improve the product or performance
- Follows up on student implementation of formative feedback to guide their improvements

43:42 – 50:00 Teacher: "How has your understanding been deepened or changed? How did that help you write your summary?"

Discussion:

- What guiding questions has the teacher planned in advance to facilitate the discussion and to access student knowledge and understanding?
- How is questioning used to access information about student learning and students' misunderstandings (43:42, 44:24)?
- How is think time used?
- What classroom climate would you need to establish in advance to implement a no hands strategy?

After Viewing:

- Describe the characteristics of the classroom climate required to promote an authentic collaborative learning partnership with your students.
- How can assessment **for** learning practices nurture this collaborative learning partnership?
- What collaborative learning skills must students acquire before they engage in peer and self-assessment?
- How might peer and self-assessment encourage students to take ownership for their learning and help cultivate a culture of learning?
- How might you counter some of the negative attitudes and practices teachers and students demonstrate regarding peer and self-assessment?

