### Key Question:
How can we enhance teacher, student, parent communication?

### Learning Goals
We are learning:
- To align **effective practices in assessment** for/as learning with the Elementary Progress Report Card
- To develop and use **common language** regarding the Elementary Progress Report Card
- To develop **criteria** for writing effective comments
- To develop a process for writing personalized, clear, precise and meaningful comments

### PLACEMAT ACTIVITY 1:

**“Studies show that students perform better in school if their parents or guardians are involved in their education. This is the basis for the principle that students and parents should be kept fully informed about the student’s progress.”**

- Reflect on all the ways that we keep students and parents informed of student progress.
- Jot down some reflections and then share your thinking at your table.

### PLACEMAT ACTIVITY 2:

**Ongoing Communication**

What does teacher — parent — student communication look like, and sound like during each identified period?

**BEGINNING —**

**DURING —**

**END —**

### PLACEMAT ACTIVITY 3

- **Tapping Into Collective Wisdom**
  - Using the Progress Report Card to:
    - Communicate the importance of the development of learning skills and work habits
    - Provide feedback (Assessment for/as Learning)
    - Develop strategies to improve student learning
    - Develop strategies to involve students in their own learning and in improving their own learning
    - Identify concerns about student progress
    - Involve parents as partners in student learning
    - Establish positive relationships with students

**“The use of assessment for the purpose of improving learning and helping students become independent learners requires a culture in which student and teacher learn together in a collaborative relationship, each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies.”**

*(Growing Success, pg. 30)*

**“When implemented well, formative assessment can effectively double the speed of learning.”**

*Wiliam, 2007*

**“Learning is easier when learners understand what goal they are trying to achieve, the purpose of achieving the goal, and the specific attributes of success.”**

*Chappuis, 2002*

**“When we invest time up front to build the vision [of what students are to learn], we gain it back later in increased student motivation and the resulting higher quality work.”**

*Chappuis 2009*

PLACEMAT ACTIVITY 4

How do we know our students are learning?

PLACEMAT ACTIVITY 5

Conversations

Observations

Products

Team Time

Next Steps?
What Speaks to us?

Conversations

Observations

Products

Triangulation

Balanced Assessment

Strategies for Assessment for/as Learning and Assessment of Learning

Create a List

As a table group share your findings and organize them into the categories of strategies for Assessment for/as Learning and Assessment of Learning.

Write each strategy on a post-it, yellow for Assessment for/as Learning and blue for Assessment of Learning.

Write one strategy per post-it.

“Are the criteria fully defined and open to all or are they nebulous and guarded so that students must guess what is being taught?”
Arter and Spandel, 1991

“The purpose of assessment is not to rate, rank and sort students, but to provide meaningful feedback that leads to high performance for all students.”
Marzano and Heflebower

“Assessment plays a critical role in teaching and learning and should have as its goal the development of students as independent and autonomous learners.”
(Growing Success, pg. 29)

http://www.edugains.ca/newsite/aer2/index.html