Assessment for Learning Video Series

VIEWING GUIDE

A resource to support the implementation of Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools.
First Edition, Covering Grades 1–12, 2010
Segment 1 – Teachers and Students as Collaborative Partners in Gathering Evidence

Learning Goals
We will:
• create a continuous flow of assessment information between teachers and students to improve learning, inform instruction, and gather evidence;
• acquire and develop with colleagues the assessment knowledge and skills to teach students to regulate their own learning;
• apply assessment for learning to our own professional development before we model it for our students and teach them how to practise it;
• engage with students in parallel, reciprocal and symmetrical learning.

Key Questions
 How can teachers build a common understanding of what students are to learn and what will comprise evidence of their learning?
 How do students and teachers engage as collaborative partners in the teaching and learning process?
 How can teachers develop their own assessment literacy so that they can model and share assessment practices with their students?
 How can teachers and students act as learning resources for one another?

What’s in This Segment?
Assessment for learning (AFL), assessment as learning (AAL) and assessment of learning (AOL) learning helps teachers and students to collectively and collaboratively define the learning, inform and improve how students are learning, and assess what has been learned. As students and teachers uncover the deep learning in the curriculum expectations – the content and performance standards – they build a common understanding of what needs to be learned, what successful learning looks like, how to monitor and regulate the learning, and what represents valid evidence of learning. Additionally, the information shared during classroom conversations, demonstrations, and interactions creates a reciprocal flow of assessment information that can be used to improve student learning and periodically evaluate what has been learned.

This segment will demonstrate how teachers and students consciously and explicitly create in their classrooms an AFL environment that fully engages students and teachers as collaborative learning partners who learn with, and from, each other daily. As co-learners, teachers and students provide ongoing feedback in real time – day by day, minute by minute –that informs the teaching and learning process, provides valid and reliable evidence of learning, and supports professional judgements and decisions about achievement.

Before Viewing
Activity 1 – Reflect on the following statement from the video (00:44–00:52):

The assessment environment that teachers create in their classrooms influences student motivational factors like self-efficacy and self-regulation.

(Alkharusi, 2008; Brookhart & Durkin, 2003)
Bandura (1985) defines self-efficacy as “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses.”

Pintrich (2000) defines self-regulation as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate and control their cognition, motivation and behaviour, guided and constrained by their goals and the contextual features in the environment.”

**Activity 1.1** How does your current thinking and practice align with the definitions above? How they challenge you to rethink the role of the student as a partner in classroom assessment? In your view, what elements of the assessment environment need to be in place in order to have this impact on students? If you are viewing the video in a group, share your reflections with your group or a partner.

**Activity 2 Creating a Reciprocal Flow of Assessment Information (0:53–3:42)**

<table>
<thead>
<tr>
<th>Assessment for learning helps teachers:</th>
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<tbody>
<tr>
<td>• define what students are learning and what this learning looks like;</td>
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<tr>
<td>• identify where students are and where they are going;</td>
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<tr>
<td>• target what students need to improve and what their next steps are;</td>
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<td>• monitor student learning</td>
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<td>• inform individual goal setting.</td>
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**After Viewing**

In his book *Embedded Formative Assessment*, Dylan Wiliam (2011) describes five key strategies of formative assessment that affect student achievement:

1. Clarifying, sharing, and understanding learning intentions (goals) and criteria for success
2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning
3. Providing feedback that moves the learning forward
4. Activating learners as instructional resources for one another
5. Activating learners as owners of their own learning

**Activity 2.1** View this segment of the video and identify, in the chart below, specific instances of one or more of these strategies being implemented by the classroom teachers. Provide evidence from the video (what students and teachers are saying and doing) to support your opinion. Appendix B contains an enhanced version of this activity.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Evidence (what is said or done) in the video</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</table>

**Activity 2.2**

Select one of the strategies listed above and explore different ways of introducing the strategy into your classroom instruction. Be intentional about incorporating the technique into your planning; identify what you think you and your students will be learning, what will be some of the criteria you
and your students will co-develop and apply to self- and peer assessments of the learning, and what evidence you might gather to demonstrate your professional learning to a colleague. How might you gather evidence from your students on the effectiveness of your selected strategy?

Activity 2.3
Refer to *Science Formative Assessment* by Page Keeley (2008) for more than seventy-five practical strategies for linking assessment, instruction, and learning.

Activity 3 – Teachers and Students Engaged in Parallel Learning Processes (03:43–06:35)

Activity 3.1 What kind of cultural shift is being expressed in this teacher’s reflection? How might these reflections change the role of the teacher in an assessment for learning environment?

Activity 3.2 Find evidence in the video that teachers are engaged in the learning expressed in the quotation above.

Activity 3.3 What are some of the similarities between what we see the teachers learning and doing in their planning and teaching, and what students are expected to do and learn during classroom interactions? (Also see 02:18–03:18 in the video.)

Activity 4 – Students and Teachers Developing Assessment Literacy (06:36–12:46)

4.1 What assessment knowledge and skills are the teachers in the video learning when they:
- co-construct criteria, tasks, and rubrics with their students;
- model the application of success criteria to a task;
- use samples to develop success criteria and apply criteria to samples and exemplars;
- provide opportunities for students to conduct self- and peer assessments of their work;
- engage in teacher moderation (collaborative learning) by reviewing samples of student work to come to agreement on different levels of achievement?

Activity 4.2 What do students learn when teachers engage them in the strategies listed above?
Activity 4.3 How do these assessment practices generate a continuous flow of assessment information?
Activity 4.4 What are the different ways that students and teachers may use this assessment data (AFL, AAL, and AOL) to improve learning?

Activity 5 – Supporting Students in Becoming Assessment Literate (12:47–15:05)
AFL will affect students’ responsibility, accountability and access to the learning by intentionally
engaging students in assessment practices that motivate them to learn and apply the knowledge, language, and skills to self-assess, self-monitor, and self-regulate.

Students are expected to:
- clarify, share, and understand learning goals and criteria for success;
- provide and act on feedback that moves the learning forward;
- engage in self- and peer assessment;
- set individual learning goals based on next steps.

**Activity 5.1** How can the assessment information shared during these interactions elicit evidence of learning before, during, and near the end of the learning cycle by the student? By the teacher?

**Activity 5.2** What impact do these practices have on:
- students’ understanding of what they are learning and what they have learned;
- the nature of the evidence that needs to be gathered;
- assessing what has been learned;
- assessing the overall level of achievement?

**Activity 6 – Teachers and Students as Learning Resources for one another (15:06–17:13)**

**Activity 6.1** How do these students describe how they act as learning resources for one another, with respect to:
- giving and receiving feedback that moves the learning forward
- identifying areas that need improvement
- engaging in multiple opportunities for self- and peer assessment
- creating opportunities for group conversations and learning conversations

**Activity 6.2** How might these practices affect students’:
- knowledge of where they are and where they are going;
- ability to articulate what they have learned;
- ability to assess their level of achievement?

**Activity 6.3** How do these practices contribute to the development of:
- an AFL culture;
- students’ self-regulation;
- students’ self-efficacy?

**Activity 7 – Making Connections (17:14–18:37)**

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Informal formative assessment is based on the idea that much of what teachers and students do in their classroom can be described as potential assessment opportunities for collecting evidence of student understanding.

(Assessment Reform Group, 2002)

**Activity 7.1** What evidence from the video attests to the accuracy of the statement in the text box above?

**Activity 7.2** This graphic might be one way to represent the interplay among AFL, AAL, and AOL in the teaching and learning process. How might this graphic:
- support your understanding of the relationships among AFL, AAL, and AOL?
b. Illustrate how professional judgement is being informed at all times during the learning cycle?
c. Explain when and how AFL may be used to inform AOL, and when AOL may need to be used as AFL;
d. Describe how teachers and students are constantly being informed through the consistent flow of assessment information between learners and lead learners (i.e. teachers)?
Learning Goals
We will learn to:
- identify, define, and collect valid evidence of student learning;
- design learning experiences and tasks that align precisely with curriculum expectations, learning goals, and success criteria;
- plan and support learning tasks, activities, conversations, and observations that demonstrate and measure what is intended to be learned.

Key Questions
- What is valid evidence of learning?
- How do teachers confirm the validity of the assessment information and evidence that they gather?
- How do teachers design valid learning activities and tasks that measure what is intended to be learned and produce valid evidence of learning?

What’s in This Segment?
Teachers must ensure that assessment, evaluation, and reporting are based on valid evidence of student learning. Teachers must think about the validity of the evidence when they design assessment and instructional activities that measure what students are expected to learn. To provide valid evidence of where students are and what they have learned, learning experiences and interactions should align with learning goals that are directly linked to expectations. Equally important is the selection and design of the appropriate assessment methods and tools (e.g. rubric, video, portfolio) that match and facilitate the collection of evidence from demonstrations of student learning.

Before Viewing
Activity 1 – Reflection (00:44–00:52)
Reflect on the following quote from the video:

Teachers can stimulate both mastery and performance goals by designing and using interesting and relevant performance assessments in their classroom.

(Brookhart & Durkin, 2003)

How does your current thinking and practice align with the quote above? What priorities do you consider when designing learning activities and experiences for your students? In your view, what are some of the challenges you face in designing tasks that ensure validity in the evidence your students produce? If you are viewing the video in a group, share your reflections with your group or a partner.
Activity 2 – Defining Validity (00:53–02:00)

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (Ontario Ministry of Education, 2010) defines “validity” as “the degree to which an assessment or evaluation actually measures what it claims to measure and the extent to which inferences, conclusions, and decisions made on the basis of the results are appropriate and meaningful.” In essence, validity is high when the assessment fully measures what it is intended to measure and produces meaningful results.

Sarah Bonner (2013) notes two aspects of validity that teachers need to be aware of when designing classroom assessments:

**Content validity** assesses what is intended to be learned. It speaks to how well the content of each assessment activity relates to and aligns with content and performance standards [i.e. curriculum expectations]. Ideally, content validity should inform how well students are progressing toward particular learning goals.

**Interpretive validity** recognizes the varying interpretations that teachers can give to pieces of evidence, their different reading of how evidence demonstrates the learning, multiple understandings of what represents quality learning/evidence, and variations in how teachers may use the information to improve, inform or evaluate learning.

The principal in the video describes students who know what they are doing and learning, and can describe what success looks like. Consider the following:

1. How might the engagement of students in the construction of criteria and AFL tasks increase the validity of evidence?
2. What do you think teachers need to know and be able to do to increase and ensure the validity of their classroom assessments?
3. What role do curriculum expectations play in addressing the validity of tasks, activities, and evidence?
4. How do the principal’s comments connect to or inform your understanding of content or interpretive validity?

Activity 3 – Designing Rich Tasks (02:01–03:48)

Collaborative planning invites teachers to perform the tasks students will be required to do before giving them to the students –this is an example of learning by doing. Designing learning tasks collaboratively with teachers and when appropriate, with students, ensures that students have exposure to rich learning, alignment with curriculum expectations, development of a common understanding of what is to be learned, co-construction of what successful learning looks like, and the orchestration of learning conversations that inform instruction and affect the quality of the evidence produced. Ultimately, teachers come to understand through their planning and practice with rich tasks, how students will experience the task, and to appreciate the parallel and symmetrical relationship between student learning and teacher learning.
Teachers are able to separate the deep/rich learning as characterized by Reeves (2002) from the many “contexts” in which the expectations/learning goals may be learned. Clarke (2008) describes the learning context as “the activity or vehicle through which the learning objectives [goals] are taught”. While the learning context may change to differentiate instruction or provide students with choice, the learning goals will remain the same. In effect, the expectations, goals, and criteria are aligned precisely with the learning tasks, which may vary and allow for student preference and choice while still eliciting evidence of what is being learned and how it is being learned.

**Activity 3.1**

<table>
<thead>
<tr>
<th>Curriculum Expectation</th>
<th>Possible Student Learning Goals</th>
<th>Current Learning Context</th>
<th>Other Possible Learning Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of a variety of media texts</td>
<td>Explain how various media texts address their intended purpose and audience; Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations; Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in various media texts.</td>
<td>Creating a public service announcement</td>
<td>Design a webpage or logo; Write an article/editorial for a newspaper or magazine; Develop and produce an advertisement in print or video; Develop and produce a photo essay with music and text; Design a video game; Create a radio broadcast.</td>
</tr>
</tbody>
</table>

a) Review the table above to distinguish among curriculum expectations, learning goals, and learning contexts. Identify in explicit terms what you believe the differences to be. Share your observations and reflections with a colleague.

b) Select an expectation from your curriculum; identify the deep learning denoted by the expectation, develop a learning goal or goals, identify a possible learning context, and develop other possible learning contexts that might give your students some choice in meeting the particular learning goal. Ask your students for suggestions for possible contexts in which the learning goals could be achieved.

c) Describe the differences between a learning goal and a learning context for someone unfamiliar with the concepts. Describe your thinking using specific examples.
Activity 3.2 Reeves’s criteria define what constitutes deep learning, or big ideas.

<table>
<thead>
<tr>
<th>Does it have endurance?</th>
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<tbody>
<tr>
<td>Does it have leverage?</td>
</tr>
<tr>
<td>Does it develop student readiness for the next level of work?</td>
</tr>
<tr>
<td>What can be eliminated because it is not essential?</td>
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</tbody>
</table>

(Reeves, 2002)

As Reeves (2002) points out, deep/rich learning, or “big ideas”, contained in the curriculum standards should have endurance (promote long-term knowledge), be leverageable (be applicable across multiple disciplines), and promote readiness (provide students with the prerequisite knowledge/skill for the next level of learning).

Select a content expectation or performance standard from your existing curriculum.

Activity 3.2.1 Use the following questions to uncover the deep learning contained in the curriculum expectation you selected:

a. What knowledge and skills do you expect the student to retain over time and not remember simply for a test or evaluation?

b. Will proficiency in the learning help the student in other domains and other academic disciplines? Is the learning generic or universal in nature or application?

c. Is the learning essential to success at the next level of learning and subsequent learning?

Activity 3.2.2 Refer to the following video for additional information - Planning Assessment with Instruction, Segment 4: Gathering Evidence that Demonstrates Learning. (http://www.edugains.ca/newsite/aer/aervideo/planningassessmentwithinstruction.html).

Activity 4 – Criteria for Rich Tasks (03:49–09:38)

Collaborative planning with colleagues helps teachers to identify, uncover, and cluster the big ideas and deep learning contained in the content and performance standards. Planning with clear intent provides an opportunity to build a common understanding of the learning with students, to design precise learning tasks that align with expectations, and experience what students experience as they are learning and they progress towards the learning goals. This planning, teaching, and learning process requires teachers to know and understand the curriculum, to scaffold learning goals to delineate the learning progressions through the learning cycle, and to ensure that tasks build incrementally towards successful learning.

Designing Rich Tasks

<table>
<thead>
<tr>
<th>Planning Prerequisites</th>
<th>Success Criteria</th>
<th>Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncovering the deep learning</td>
<td>Embody what students are to know and be able to do</td>
<td>Know and understand the goals and criteria</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access and build on their prior knowledge</td>
</tr>
<tr>
<td>Planning Prerequisites</td>
<td>Success Criteria</td>
<td>Impact on Students</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| Separating learning goals from the context | Provide students with choice  
Focus on the big ideas  
Are enduring, leveraged, and essential | Have multiple contexts for learning the big ideas  
Have multiple opportunities to demonstrate learning  
Have their preferred learning style, interests, and readiness taken into account |
| Aligning tasks precisely with performances standards and curriculum expectations | Ensure that the learning and the doing are the same  
Ensure that the task drives the learning  
Guarantee that completing the task provides valid evidence of learning | Receive ongoing feedback about what they know and are able to do  
Make implicit and explicit connections with goals, criteria, and tasks  
Can self-assess and self-monitor using goals, criteria, and tasks |
| Measuring what is being learned | Align explicitly with expectations, learning goals, and success criteria  
Ensure that what is being measured is what is being learned, and what is being learned is what is being measured | Have valid assessment information about where they are, where they are going, and how to get there  
Know what they have learned  
Are able to assess their level of achievement |
| Trusting in the evidence produced to improve learning and/or to make judgments about learning | Engender confidence in the quality of the evidence  
Provide ample evidence to inform professional judgement  
Use multiple sources to triangulate the full range of learning | Know and understand what quality evidence looks like  
Gather evidence of their learning  
Communicate their learning progression on the basis of their evidence  
Choose and achieve their desired level of achievement |
Activity 4.1 Use the planning prerequisites and the success criteria in the table to design your learning task(s) for your next cycle of learning.

Activity 4.2 Alternatively, select what you believe to be a rich task that you have already used and found to be effective in your classroom. Conduct a self- or peer assessment of the task using the planning prerequisites and criteria above to see if it meets all or some of the criteria for a rich task.

Activity 4.3 Refer to appendix J in the Planning Assessment with Instruction Viewing Guide (http://www.edugains.ca/resourcesAER/VideoLibrary/PlanningAssessmentwithInstruction/AssociatedFiles/Viewing_Guide_Planning_Assessment_With_Instruction.pdf) for other success criteria for rich tasks.

Activity 5 – Co-constructing a Rubric Using Quality Success Criteria (09:39–16:10)

A rubric is a scoring tool that lists the criteria for a piece of work, or what counts; it also articulates gradations of quality for each criterion. (Andrade, 1997)

A rubric can serve as an assessment tool to guide and inform the learning while students are learning, and can also function as an evaluation tool for judging the quality of the learning when evaluating student achievement for the purpose of reporting. The rubric identifies the criteria for success, expresses the criteria for teachers and students in clear language that is user friendly, and uses specific qualifiers to describe the different levels of achievement.

A rubric, if co-constructed by teachers and students:
- provides a common or shared understanding of quality;
- makes the learning visible for everyone;
- identifies what teachers and students need to know and be able to do;
- guides students in assessing and revising their work;
- provides accurate evidence for students and teachers of what is learned.

Activity 5.1 Task – a public service announcement (PSA)
The cluster of overall expectations for the task – a public service announcement (PSA) – in the video is listed below. Refer to the specific expectations for each of the overall expectations in the chart to help develop some quality success criteria.

<table>
<thead>
<tr>
<th>Overall Expectations</th>
<th>Specific Expectations</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Demonstrate an understanding of a variety of media texts</td>
<td>Explain how various media texts address their intended purpose and audience</td>
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<tr>
<td></td>
<td>Interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations</td>
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<tr>
<td></td>
<td>Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in various media texts</td>
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<tr>
<td></td>
<td>Explain why different audiences might have different responses to a variety of media texts</td>
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<tr>
<td>Writing</td>
<td>Media</td>
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<tr>
<td>Demonstrate understanding that different media texts reflect different points of view</td>
<td>Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</td>
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<tr>
<td>Identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve</td>
<td>See the specific expectations provided in <em>The Ontario Curriculum, Grades 1–8, Language.</em></td>
<td></td>
</tr>
<tr>
<td>Identify the topic, purpose, and audience for more complex writing forms</td>
<td>Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques</td>
<td></td>
</tr>
<tr>
<td>Generate ideas about more challenging topics and identify those most appropriate for the purpose</td>
<td>See the specific expectations provided in <em>The Ontario Curriculum, Grades 1–8, Language.</em></td>
<td></td>
</tr>
<tr>
<td>Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources</td>
<td>* <a href="http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf">http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf</a>*</td>
<td></td>
</tr>
</tbody>
</table>
**Activity 5.1.1** Share with a colleague the criteria you have developed for some or all of the specific expectations, and co-develop a common understanding of the success criteria together.

**Activity 5.1.2** Select one of the criteria shown in the video (11:36–11:52) and develop the qualifiers and descriptors for each gradation from level 1 to 4. Compare your result with the sample in the video. Refer to appendix C.

**Activity 5.1.3** Complete the “revised” version of the rubric for this task in appendix D, where some of the descriptors and qualifiers have been omitted.

**Activity 5.1.4** Select one or two of the overall expectations and use their respective specific expectations to develop the qualifiers and descriptors for each of levels 1 to 4. Work with a colleague, share your responses and build a common understanding of what to look for. Invite your students to give their feedback in order to assess its user-friendliness and appropriateness as an assessment tool. See *The Ontario Curriculum, Grades 1–8, Language* at http://www.edu.gov.on.ca/eng/curriculum/elementary/language18currb.pdf

**Activity 5.2 Designing Quality Rubrics** - See appendix E for more helpful hints. Andrade (1997) offers a rubric design process to engage students in the co-construction and use of rubrics:

1. Look at models – use strong and weak samples and ask students to identify the features of each.
2. List criteria – brainstorm an initial list of criteria to look for in quality work.
3. Articulate gradations of quality – start with the best and worst level of quality; fill the middle level(s) through discussion and practice.
4. Practise on models – use the rubric to assess the original samples or other samples that contain the strengths or weaknesses being assessed.
5. Use peer and self-assessment – use the rubric as an assessment tool to guide and assess students’ progress toward the learning goal(s).
6. Review and revise the rubric on the basis of new learning and provide students with opportunities to revise their work on the basis of descriptive feedback from peer and self-assessments.
7. Use teacher assessment/evaluation – the same rubric that students use as an assessment tool during their learning becomes the evaluation tool to judge the quality of their best/final work.

**Activity 5.3 Student voice**

Engaging students in AFL through co-constructing learning goals, success criteria, and rubrics in classrooms helps students and teachers:

- clarify and understand specific aspects of quality;
- identify and predict their desired level of achievement;
- provide descriptive feedback through self- and peer assessment;
- review and revise work on the basis of descriptive feedback before evaluating the work.
Activity 5.3.1 How do the comments of students give insight on how students can demonstrate and collect evidence of their learning?

Activity 5.3.2 How can teachers and students ensure that students’ self- and peer assessments provide valid evidence of learning? What knowledge and skills must teachers and students develop together?

Activity 5.3.3 How is the changing role of students in classroom assessment enabling the student in the video to confidently know what is to be learned, realistically assess her progress, and accurately determine her level of achievement?
Segment 3 – Triangulating the Evidence (16:20)

Learning Goals
We will learn to:
- increase the reliability of the evidence gathered;
- triangulate evidence of student learning;
- collect evidence from multiple sources and multiple tasks using multiple methods;
- balance evidence appropriately using conversations, observations, and products;
- gather enough evidence to accurately inform professional judgement.

Key Questions
- What is triangulation?
- How can we triangulate evidence using conversations, observations, and products?
- How does triangulating evidence inform professional judgement?
- What constitutes sufficient evidence to determine a grade?

What’s in This Segment?
Teachers need to be mindful of both the validity and the reliability of the evidence they collect and use to assess student learning. Triangulating evidence using a combination of observations, conversations, and products helps to enhance the reliability of the evidence. When and where there may be some doubt or uncertainty about a piece of evidence, additional evidence from any of the three sources can help to clarify the learning and refine professional judgements about the learning. AFL challenges teachers to re-examine traditional notions of reliability, and forces teachers to reconsider how consistency is achieved within the context of ongoing descriptive feedback with opportunities for students to revise their work.

Before Viewing
All classroom activities fundamentally rest on a process of arranging information-gathering opportunities, gathering information, interpreting that information, and making a decision. (McMillan, 2003)

Activity 1 – Reflection (00:44–00:52)
Reflect on the following quote from the video:

Teacher-based assessment is often characterized as a having high validity but questionable reliability. (Maxwell, 2001)

How does your current thinking and practice align with this quote? What criteria do you currently apply in your practice to determine the validity and reliability of the evidence you use to evaluate achievement? List them. In your view, what are some of the challenges you face in ensuring the validity and reliability of the evidence you produce? If viewing the video in a group, share your reflections with your group or a partner.
Growing Success (Ontario Ministry of Education, 2010) defines reliability as “the degree to which an assessment or evaluation is consistent and stable in measuring what is intended to be measured. An assessment or evaluation is considered reliable when the same results occur regardless of when or where the assessment or evaluation occurs or who does the scoring.”

In practical terms, reliable assessment and evaluation should identify patterns of consistency in performance, reduce margins of error, and increase the certainty and confidence in the conclusions about achievement that are drawn for the evidence. Parkes (2013) states that high-stakes decisions should not be made on a single piece of evidence (e.g., a single score); however, increasing the replications of the evidence is a simple way to increase the reliability of evidence. Parkes (2013) suggests a number of useful strategies for increasing the reliability of classroom assessments:

1. Increase the objectivity (standardization) of the assessment and reduce the subjectivity by reducing human error. (Parkes, 2013)
2. Provide students with specific instructions and guidelines on how to respond to open-ended tasks. (Harlen, 2005)
3. Use scoring guidelines or rubrics for open-ended assessments. (Jonsson & Svingby, 2007; Reddy & Andrade, 2010)
4. Co-construct assessments and rubrics (success criteria) to build a common understanding of the expected nature of student responses. (Harlen, 2005)
5. Train teachers extensively in the tasks, rubrics and forms of student responses
6. Encourage teachers to moderate student samples to build a common understanding of quality student work. (Pitts, Coles, Thomas, & Smith, 2002)

Activity 2.1
Identify examples from this video segment that illustrate one or more of the strategies listed below.

1. Teachers planning performance tasks and designing rubrics
2. Teachers and students brainstorming and co-developing what it look for (i.e., success criteria)
3. Using templates (graphic organizers specific to the task) linked to the learning goal as an assessment tool and a source of evidence
4. Having learning conversations about the content and use of graphic organizers (see appendices F and G)
5. Teachers and students co-constructing and applying success criteria and rubrics
6. Using software and technology to record audio and video evidence and/or document evidence of learning

Do the examples identified relate to any of the strategies suggested above? Think about the rationale for your choice and share your thinking with a colleague.

Activity 2.2
Explain how the examples you identified in activity 2.1 models the particular strategy; be specific in demonstrating the explicit connections between the examples you identified and the strategy.
• How might the strategy help enhance reliability? How might it yield greater confidence in the information?
• How does intentional collaborative planning observed in the video illustrate a number of the strategies listed in 2.1?
• How does collaborative planning, discussion, and teacher moderation with colleagues build a common understand of quality evidence, scoring guidelines, and degrees of quality in student responses?


When evidence is collected from three different sources (observations, conversations and products) over time, trends and patterns become apparent, and the reliability and validity of our classroom assessments is increased. (Lincoln & Guba, 1985).

Triangulating evidence allows teachers to:
- confirm what has been learned
- identify emerging patterns and trends
- expose gaps in the learning and/or the evidence
- inform their professional judgement
- validate decisions when assessing or evaluating performance

What should teachers consider when trying to increase the reliability, accuracy, and sufficiency of the evidence and triangulating assessment information to inform professional judgement?

**Activity 3.1 Questions to allow for triangulation**

a. Are the conversations and observations linked directly to curriculum expectations, learning goals, and success criteria?
b. Do students and teachers co-construct and share a common understanding of what is to be demonstrated during the observation or conversation?
c. Is there a clear understanding of how the information from conversations and observations will be used (e.g., for AFL, for AOL)?
d. Are ongoing self and peer assessment used as a source of written, audio, and/or video evidence?
e. Could technology (e.g., tablets and software) be used to simplify and support gathering, recording, organizing, and retrieving the evidence?
f. Are teachers selective in deciding and strategic in planning whom to observe and/or converse with; and attentive to the timing and purpose of their observations and conversations?

**Activity 3.2 Strategies to promote triangulation**

a. Design rich tasks that lend themselves to multiple methods and/or sources of collecting evidence.
b. Plan to engage daily in learning conversations – an ongoing method or source of gathering evidence – with certain students about what they are learning and doing.
c. Design tasks that are not limited to writing. Strive to allow students to represent their learning in actions, demonstrations, presentations, performances, and so on.

d. In your daily lesson planning and design, include a second method or source of collecting evidence so that you can broaden or vary the evidence.

e. Use tablets and appropriate software as tools for gathering, recording, and storing audio and video evidence.

f. Taking into account students’ readiness and choice, model how to identify and collect evidence for students, employ students as active agents in the production, collection, and sharing of evidence (e.g., portfolios, learning journals, video records, student-led conferences).

g. Purposefully incorporate into your daily lesson planning observations of, or conversation with and demonstrations of, learning with a selected number of students each day.

h. Plan regular conferences with students to monitor what they know, where they need to go next, and how to get there with respect to their learning goals.

Activity 3.3 – Steps to initiate triangulation

a. Identify the strategies in activity 3.2 that immediately appeal to you and which strategy might support your implementation of new practices you wish to try?

b. Select the most practical and comfortable place for you to start? Start small and proceed slowly.

c. Ensure that learning goals and success criteria are the focus of every conversation with, and observation of, students?

d. Model, practise and plan self and peer assessment. If this is new to you and your students, begin with just one or two criteria to model and practice.

e. Co-construct and apply criteria and rubrics with students, plan opportunities for students to give and receive feedback, identify next steps on the basis of descriptive feedback, have students identify and collect their own evidence, and have students assess their readiness to share where they are in their learning and what they know.

f. Clarify and understand the purpose of conversations, the learning to be demonstrated, specific evidence to observe, and how that evidence is to be used?

g. Clarify and understand the different purposes of AFL and AOL and how they will guide learning in your classroom?

h. Assess the effectiveness of the tools, strategies, and technology you currently use, or would want to use that will help collect and record conversations and observations?

Activity 4 – Choosing a Particular Source or Method (11:07–13:53)

Conversation – what is said – differs from observation – what is seen, but often they can be used in a complementary way. Learning goals, success criteria, and rubrics should remain the same, regardless of the method used (conversation/observation) to gather the evidence and triangulate the data.

When planning for conversations and observations, ask yourself these questions:

1. Do some curriculum expectations lend themselves to a particular source or method of evidence collection?
2. How might the balance among the three sources of evidence and the different methods of collecting them vary depending on the content or performance standard or the particular subject discipline?

3. Will organizing the evidence under specific or clustered expectations help identify and reveal patterns and trends in student performance and help minimize the margins of error?

4. Should learning conversations with students be a mandatory requirement in order to ensure the validity and reliability of any evidence and to inform high-stakes decision making when assessing or evaluating?

Multiple items or tasks, multiple raters or judges, or multiple assessment times are required to assess the reliability of scores.
(Parkes, 2013)

Triangulation using multiple sources, methods, and tasks enhances the quality of the evidence by:

- accessing the full range of the evidence;
- corroborating existing or limited evidence;
- identifying gaps in the learning or the evidence;
- reducing the margins of error;
- accommodating students’ preferred learning style.

You can determine if you have collected enough evidence by examining:

- the level of consistency in the performance/data;
- the level of inconsistency in the performance/data;
- any discernible trends in the overall performance;
- any gaps in the evidence;
- the entire body of evidence.

Activity 5 – Re-examining Our Understanding of Reliability (13:54–16:18)

What is needed is an understanding of how assessment and instruction are interwoven, with new conceptions about what assessment is and how it affects learning.
(MC Millan, 2003)

When teachers and students participate in AFL and AAL, plan assessment with instruction, and engage as collaborative partners and co-learners in teaching and learning, the result is a continuous flow of assessment information – potential evidence. AF; opens new possibilities and alternative ways for assessing and evaluating learning. In effect, each student–teacher encounter, each student–student interaction, and each learning experience/activity becomes an opportunity to share and assess learning, an occasion to interpret and understand students’ learning progressions, and an instance to inform professional judgement and/or to make a judgement about learning.

Activity 5.1 Wiggins (1989) states “the ability of performance assessments to produce reliable scores is trumped by their authenticity and their ability to capture important learning.”

- Do you agree or disagree with Wiggins’s position? Why? Why not?
• How might the use of learning goals, success criteria, and rich learning tasks support Wiggins’s assertion?
• How does his assertion contrast with the traditional notion of reliability?
• How does assessment for learning practised and described by the teachers in this video compare or contrast with the statement above?

**Activity 5.2** Refer to the definition of reliability found in *Growing Success* (see activity 2 above). How might this definition be revised in an assessment for learning environment where:
• students and teachers are giving and receiving ongoing descriptive feedback while they learn?
• students have opportunities to review and revise their work on the basis of descriptive feedback during the learning?

**Activity 5.3** How might our understanding of “most consistent” and “more recent” be interpreted in a classroom environment where students are effectively engaged in assessment for learning day to day, minute to minute? Would students be more likely to:
• demonstrate the same result on performance assessments over time?
• show a pattern of improvement on performance assessments over time?
• demonstrate where they are in relation to the learning goals in their most recent work?

Justify your choice. Explain your thinking.

Triangulating methods of analysis is commonly recommended to overcome validity problems.. The idea is a simple one: when multiple threats to validity of measures emerge, use multiple sources of data generated by multiple methods of analysis to meet them. If the different methods seem to lead to similar conclusions, then the level of uncertainty is reduced.

(Thomas, Lightcap, & Rosencranz, 2005)

Reflect on the Thomas, Lightcap and Rosencrantz quote above. How does this perspective challenge your current practice in validating and justifying the evidence you gather and the judgements you make about student achievement.
Segment 4 – Student Voice in Gathering Evidence (12:16)

Learning Goals
We will:
- understand the role of students as active partners in producing, collecting, analysing and defending evidence of learning;
- enable students to effectively and competently demonstrate what they know and can do by making learning explicit and transparent;
- develop independent and autonomous learners by mutually developing our and our student’s assessment literacy and competency;
- teach students how to learn.

Key Questions
- How does authentic assessment for learning imbue teachers and students with the assessment literacy and competency to make learning transparent?
- How do assessment for learning (AFL), assessment as learning (AAL) and assessment of learning (AOL) redefine the conventional roles of teachers and students in the teaching and learning process?
- How does authentic AFL revolutionize what teachers and students know and do to activate each other as learning resources for one another?
- How do we activate students as knowledgeable and competent self-assessors, while affirming the role of teachers as learning partners and student evaluators?

What’s in This Segment?
AFL radically changes the relationship between teachers and students. As teachers develop assessment proficiency and experience the profound impact of AFL on their own learning, they recognize and appreciate the value and need for imparting what they know and do to their students. Teachers’ role is no longer simply to impart curriculum knowledge; but also teach students how to learn- to become autonomous learners. Teachers become responsible for developing students as effective, responsible and accountable self-assessors who are empowered and equipped to assess, monitor, and regulate their own learning, as their teachers would.

However, this is not possible if teachers themselves are not learning and practising authentic AFL. As teachers learn and develop their assessment expertise by learning with and from their colleagues, they gain the confidence and knowledge they need to model AFL and AAL for their students. AFL challenges teachers to learn and do what they are expecting their students to learn and do.

Activity 1 – Reflection (00:44–00:52)
Reflect on the following quote from the video:

When we ask our students to become the primary collectors of data on their own learning and to document the activities they are engaged in, we are setting ourselves up for a classic win-win situation. (Sagor, 2011)
How does your current thinking and practice align with the quote above? What must teachers know and be able to do to bring their students to assume the role and responsibility exhibited by the students in this video? What are the current assessment literacy and competency of your students?

In your view, what are some of the challenges you and your students may face in learning and practicing these skills? If you are viewing the video in a group, share your reflections with your group or a partner.

**Activity 2 – Teacher Moderation - Learning It by Doing It Together (00:53–03:22)**

Through cooperative planning, collaborative discussion and classroom observation, teachers engage in the same teaching and learning process with colleagues that they wish to teach to and model for their students. They identify, practise and learn in their own interactions, the assessment and instructional strategies and skills that they will impart to their students. Practising AFL together gives teachers the understanding, confidence and competence to teach and model a student-centred learning process that transforms the role of both the teacher and the student.

Teachers:
- collect, analyse and assess evidence on the basis of student-teacher interactions;
- build a body of evidence that includes conversations, observations and products;
- examine a body of evidence and de-construct it to understand its meaning;
- align evidence to expectations, learning goals and success criteria.

While doing so, teachers develop new skills and:
- learn AFL by doing AFL;
- realize they must learn AFL while they practise AFL;
- practise AFL in their own learning, while modelling AFL for their students;
- have student replicate and apply AFL, while the teacher provides descriptive feedback on the quality of their assessments and their progress.

**Activity 2.1**

<table>
<thead>
<tr>
<th>What they [students] say to us informs our next steps, and what we [teachers] say to them informs their next steps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Grade 8 teacher)</td>
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</table>

1. What are the implications of this statement in describing the radical shift in the role of teacher and the role of students in an AFL culture?
   a. Teacher to student communication is about where students are and what’s next.
   b. Student to teacher communication is about what has been learned and next steps.
   c. Student to student self and peer assessment that moves the learning forward.
   d. AFL informs the teaching and learning, and is not about evaluating and judging while students are learning.


The role of the student shifts dramatically. Students are actively learning the assessment practices, strategies and process that their teachers model for them. Students are responsible and accountable for applying these new abilities and skills to their own learning.
Students are partners in the same learning process as their teachers and are given a voice to speak and act on all aspects of their teaching and learning. Students develop a greater sense of responsibility and ownership for their learning and overall achievement.

Students:
- build a common understanding of quality work related to goals and criteria;
- identify and track learning goals for each reporting period;
- have a say in what is learned and what is reported;
- work to meet the learning goals and provide proof of learning;
- discuss and gather a body of evidence as their teachers do;
- engage in ongoing AFL opportunities and experiences to improve the work;
- understand and act on the learning decision that are made;
- inform and partner in the learning decisions.

**Activity 3.1 - Suggestions for authenticating student voice in the learning process:**
1. Ensure that the principle of “co-constructing learning” is infused in all aspects of the teaching learning process by:
   a. making learning explicit between teacher and student in every interaction;
   b. using descriptive feedback to self and peer assess, guide learning conversations, set learning goals, gather valid evidence and activate students as learning resources;
   c. creating a continuous flow of assessment information minute by minute to determine next steps for teachers and for students;
   d. developing samples, rubrics, tools, tasks and portfolios that align with goals and criteria that develop and deepen common understandings;
   e. collecting, analysing, assessing and defending evidence of what success looks like;
   f. building and sharing an accurate and meaningful understanding of overall achievement;
   g. moving away from assessment and evaluation as a private teacher centred responsibility to a transparent, student-teacher collective obligation.

2. Ask your students what they know and need to know about AFL as a learning process. Do they:
   a. know, understand and articulate what is being learned and what it looks like.
   b. recognize that completing rich task is the vehicle for achieving the learning outcome.
   c. use self and peer assessment to guide learning conversations and inform next steps.
   d. describe, select and represent evidence of quality work/learning.
   e. assess and justify evidence to determine their most consistent achievement.
   f. articulate what you need to teach and model about AFL competencies.
   g. assess, analyse and present evidence of learning.
   h. develop agency and autonomy as competent self-assessors.
   i. co-construct processes and protocols for resolving differences, clarifying doubt and appealing questionable decisions about grading.

3. Ask yourself (as a teacher) these questions:
   a. Am I learning and doing AFL in the manner that I expect my student to learn and do it?
b. Am I modelling AFL for my students as lead learner?

c. Am I sharing ownership and control for learning with my students?

d. Are students beginning to do what I the teacher traditionally have done?

e. Do any of my current teaching policies and practices contradict or undermine the student’s changing role as self-assessors?

f. What are the radical and tangible signs that things are different?

   i. What is different about my role as the teacher?

   ii. What is different about the student’s role?

   iii. What new language, knowledge and skills are my students exhibiting?

   iv. How are the conversations, observations, interactions and activities of my students asserting their independence and affirming their ability and accountability in relation to assessing and monitoring their learning?

Activity 4 – Radical Shift in Teacher and Student Roles (04:54-07:46)

Teachers’ responsibility is not limited to simply teaching and evaluating the knowledge and skills contained in the curriculum; but teachers must also to teach students to be responsible and independent self-assessors. Teachers must learn what, and how they themselves are learning AFL in their own work and model that learning for their students. The continuous co-construction of a common assessment language, knowledge and competence enables student to learn, assess and judge their own work as their teacher would. Teachers and students are co-learners and co-creators in the teaching learning process, and partner in informing and guiding one another’s next steps. Ultimately teachers recognize the need to share their ownership and control of the learning environment with their learners, in an effort to intentionally and effectively increase students’ efficacy, ownership, responsibility, and control with respect to their learning.

Students and teachers:

• know and understand what constitutes valid and reliable evidence;

• are accountable for collecting and assessing evidence;

• share and compare evidence to prove that expectations have been met;

• present, compare and defend their evidence;

• discuss and agree upon the most consistent, more recent level of achievement;

• share in the determination of the overall level of achievement.

Activity 4.1 A student’s perspective on transforming the role of teacher as lead learner

1. Select one or more of the indicators from the template below and reflect on how you might introduce this practice to your students.

2. How might you authentically and effectively involve your students in the planning and implementation of the strategy?

Use the following criteria to assess your understanding, implementation and transformation in relation to the indicators of a radical cultural shift in your teaching learning process.

Criteria:

Understanding it – I understand the concept and how I will try to implement it with my students.

Doing it – I can incorporate this strategy effectively into my planning and delivery of assessment with instruction, and I monitor the impact on my students’ learning.

Getting it – I practise AFL in my own professional learning and practice - I teach and model for my students how I learn and do AFL, and I expect my students to learn, know, and do as I do.
<table>
<thead>
<tr>
<th>Indicators of Radical Shifts</th>
<th>Understanding It</th>
<th>Doing It</th>
<th>Getting It</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My teacher and I know explicitly and precisely what I need to know, and need to do and what success looks like in relation to learning goals and criteria.</td>
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<tr>
<td>2. My teacher has taught and modelled the process of peer and self-assessment, and monitors my ability to assess my own work and peer assess other students’ work.</td>
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<tr>
<td>3. My teacher and I continuously refer to expectations, learning goals and success criteria to identify strengths, and areas that need improvement, and to build a common understanding of where I am in my learning.</td>
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<tr>
<td>4. I am expected to act on the descriptive feedback my teacher and my peers give me to improve my work and produce evidence of my progress.</td>
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<tr>
<td>5. My teacher and I share responsibility and ownership for informing each other’s next steps in the learning process.</td>
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<td>6. I select and analyse my best evidence to share and compare with my teacher’s evidence to determine where I am and what I have learned.</td>
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<tr>
<td>7. My teacher and my peers co-develop and define levels of achievement in meeting expectations, and we use these gradations of quality to assess progress and to move to the next level of work/achievement.</td>
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<tr>
<td>8. My teacher and I work collaboratively to learn to self-assess independently using my teacher and my peers as learning resources.</td>
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<tr>
<td>9. We consciously develop my assessment literacy and competency to own my learning and to monitor my progress.</td>
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</table>
Other video series and viewing guides specific to each indicator might be helpful when learning more about each strategy. The resources can be found in the EduGains Resource Collection at: http://www.edugains.ca/newsite/aer/resource.html.

Convention 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)

Activity 5 – Student Conferencing (07:47-12:05)
Conferencing brings the teacher and student partnership alive. Students are empowered with a genuine sense of ownership and control, which coincidentally revitalizes the role of the teacher as lead learner, co-learner and facilitator.
Conferencing provides the partners with multiple opportunities to practise, experience and internalize their new-found assessment competencies; to build a common understanding of what has been learned; to discuss and compare evidence; to triangulate and gather additional evidence if necessary; to address doubt or gaps in the evidence and/or learning; to advance to the next level of work; to come to agreement on overall achievement; and to act as learning resources and consciously redefine their new roles..

Conferencing:
• compels the partners to speak the language of the curriculum expectations and build a common assessment language.
• provides multiple opportunities to use multiple measures to show expectations have been met
• co-creates a common and comparable body of evidence
• leads to a shared understanding of the level of achievement
• creates ongoing communication between partners about learning.
• re-defines the learning partnership

Activity 5.1 – Reflection
1. What are the implications of this statement on the changing roles of teachers and students?
2. What are the assessment knowledge and skills that teachers need to master if they are to abide by the principle expressed in the quotation?
3. As a teacher, where might you begin to learn and practise these skills? Where might you begin to make this belief expressed in the quotation a reality for your students?

Activity 5.2 – Introduce student conferencing into your planning of assessment with instruction. Review the practical considerations for conferencing listed below and select the most appropriate approach for you and your students to begin.
<table>
<thead>
<tr>
<th>Considerations</th>
<th>Teacher Responsibilities</th>
<th>Student Responsibilities</th>
</tr>
</thead>
</table>
| Co-construct protocols and procedures with student  
- who, when, how often,  
- voluntary/compulsory  
- critical checkpoints  
- minimum number of pieces of evidence  
- multiple sources of evidence,  
- readiness, choice | | |
| Use learning portfolios  
- purpose, contents, types, sources  
- criteria for selections | | |
| Collect evidence by expectations/ learning goals, learning progressions and/or tasks | | |
| Include peer and self-assessment as a prerequisite before each conference  
– Is there a specific focus, goal, or criterion? | | |
| Schedule regular conferences during the learning cycle  
- Use a sign-up chart  
- establish a minimum number of conferences per cycle | | |
| Blend conferences into the routine learning activities from day to day  
– Plan other learning activities for those students not scheduled to conference. | | |
| Differentiate for those students for whom conferencing may be essential, desirable or optional depending on the learning goals/cycle | | |
| Plan opportunities for students to conference with peers using a modified/simplified template prior to student-teacher conferencing | | |
| Identify the technology and software that effectively collects, organizes and retrieves the data | | |
| Offer students choice with respect to what and how evidence will be collected and presented | | |
| Follow up on recommendations and next steps  
– Use technology to document the actions taken or evidence gathered | | |
Segment 5 – Informed Professional Judgement (13:30)

Learning Goals
We will learn to:
- use assessment strategies and information to continuously inform professional judgements and make trustworthy decisions throughout the teaching learning process;
- use the precise knowledge and skills embodied in expectations, learning goals, criteria and learning activities to determine what students have learned;
- use descriptive feedback, self-assessments, and learning conversations to inform professional judgements and gather precise evidence of what student know and can do;
- activate students as collaborative partners and learning resources to change how they demonstrate and defend what they have learned.

Key Questions
- How does assessment for learning (AFL), assessment as learning (AAL) and assessment of (AOL) learning interact meaningfully and effectively to inform teachers’ profession judgements, and give increased confidence in their assessment decisions?
- How do students and teachers act as collaborative partners and learning resources in developing a ‘common’ understanding of what is to be learned and building a ‘shared’ understanding of what has been learned?
- Is there a difference between professional judgement and informed professional judgement? If so, what distinguishes one from the other?

What’s in This Segment?
Planning assessment with instruction requires teachers and students to continuously co-construct their learning. Every activity, interaction, observation and conversation is intentional and an opportunity to construct a mutual understanding of what is to be learned, what success looks like, what evidence is collected and what learning has occurred. To be effective, teachers must have expert knowledge of the standards (expectations), and an ability to deconstruct the learning progressions contained within them. Teachers must have knowledge, understanding and experience of AFL as a learning process in and of itself. AFL provides the learning partners with precise assessment information - minute by minute, day by day - about where students are, where they need to go next, and what they have already learned. Consequently, teachers’ professional judgement and students’ self-assessments are continuously informed by clear and precise learning goals and criteria, a collective accumulation of quality work and evidence, and mutual agreement on levels of achievement. Through reciprocal teaching and learning, teachers develop students’ assessment literacy and competency to do as teachers do. Each informs and guides the other’s next steps and decisions about learning.

Activity 1 – Reflection (00:44–00:52)
Reflect on the following quote from the video:

Informed professional judgment is a self-directed, self-motivated quest for deep understanding in the service of strengthening practitioner (teacher/student) knowledge.

(Katz 2008)
1. How does this statement challenge your current thinking and understanding of professional judgement?
2. How do the actions and responsibilities exhibited by the teachers and students in this video shed light on the deeper meaning of informed professional judgement?
3. In your view, what are some of the challenges and conventional beliefs that run counter to this quest for informed professional judgements and learning decisions?

If you are viewing the video in a group, share your reflections with your group or a partner.

Activity 2 – Renewing the Learning Partnership (00:53-03:20)

Students and teachers partner in making learning explicit, promoting learner autonomy, and learning how to learn. Each partner:

- informs the other’s learning and next steps.
- shares ownership, responsibility and accountability for learning.
- uses assessment to drive the instruction and improve the learning.
- learns and does what the other is expected to learn and do.
- learns side by side with others as informed and co-dependent partners.

Activity 2.1 Practices and mindsets that potentially undermine informed professional judgement.

Examine your own practices and mindset with respect to the following:

- Underestimating students’ ability to develop assessment literacy and competency to become effective self-assessors.
- Focusing primarily on sorting/grading and missing the more precise and detailed evidence garnered from descriptive feedback, self and peer assessments, and goal setting.
- Averaging marks so that more recent improved performance is compromised by earlier poor performance.
- Excluding multiple sources of evidence such as observations, conversations and products.
- Using a single assessment and disregarding multiple sources that yield most consistent patterns, and/or more recent evidence.
- Relying on algorithms and mathematical computations as a substitute for teachers AOL based on precise evidence detailing what a student knows and can do related to learning goals and criteria.
- Using evidence that is not valid and assessments that do not actually measure the knowledge and skills intended to be measured.

1. How do these practices and conventions inhibit your ability to inform and trust your professional judgement?
2. Does the evidence you gather on your students give you precise information on their strengths, areas that need improvement and their progress in meeting learning goals?
3. Select just one of the obstacles to informed professional judgement listed above; and devise a strategy to change the existing practice to align it with AFL. (e.g. linking descriptive feedback to learning goals and success criteria to self and peer assessment.)
4. Does the change in mindset and practice give you both the information you need to inform your professional judgement; and confidence in the precise evidence peculiar to each student?

**Activity 3 – Conferencing – Sharing What Has Been Learned (03:21-05:14)**

Conferencing provides ongoing and multiple opportunities for teachers and students to share and compare evidence. Professional judgements and decisions are no longer exclusive to the teacher’s domain. Bolstered by AFL, students are empowered and equipped to effectively engage in all aspects of the learning process. Teachers and students use ongoing conferencing, conversations, observations and interactions to share information, inform decisions and build a shared understanding of what is being learned at all times during the learning cycle.

**Activity 3.1 – Sample template for student conferencing**

You are invited to use this sample assessment tool in preparation for conferencing with your students; as criteria to guide the conversation during the conference; and/or as a record of AFL, AAL, and AOL depending on your purpose. You may choose to gradually introduce and differentiate one or more of the competencies and skills depending on the knowledge, understanding and readiness of the student(s).

<table>
<thead>
<tr>
<th>Curriculum/assessment competence and skills</th>
<th>Teacher Comments</th>
<th>Student Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the purpose of this assessment and I am ready to communicate relevant and meaningful information about what I am learning and/or what I have learned.</td>
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<tr>
<td>I can identify and explain the expectations, learning goals and success criteria being assessed during this conversation and conference.</td>
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<tr>
<td>I know precisely what I am expected to know and show related to the learning goals, success criteria and learning tasks/activities.</td>
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<tr>
<td>I can use the language of the curriculum expectations, learning goals and criteria to communicate where I am, where I need to go next and how I can get there.</td>
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<tr>
<td>I have selected and organized my evidence according to expectations and can make explicit connections between my evidence and the goals and criteria.</td>
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<tr>
<td>I can discuss and share examples and evidence from rich tasks, assignments and learning activities.</td>
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<tr>
<td>I have multiple pieces of evidence from different sources (observations, conversations and products) to show that expectations and learning goals have been met.</td>
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<tr>
<td>I can provide detailed and precise evidence to describe the learning progressions I have followed.</td>
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<tr>
<td>I have included self and peer assessments to show my progress towards meeting the learning goals.</td>
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<tr>
<td>I have used a variety of assessment tools (e.g. rubrics, checklists, journals, learning logs, video software) to assess and monitor my level of achievement.</td>
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</tbody>
</table>

**Next Steps**
During conferencing, teachers;
• model how to collect and analyse evidence;
• expect students to gather and defend their own evidence;
• consult with students to share and compare evidence;
• choose evidence cooperatively that best represents students’ learning;
• reduce student anxiety about grades, and intensify students’ commitment to feedback and learning;
• afford students an active and informed voice in determining their achievement;
• reduce their dependence on marks and marking software in favour of a real trust in the body of evidence and their professional judgements that are drawn from this evidence.

Activity 4 – Building a shared understanding of evidence and achievement (05:15-08:40)
By collecting and analysing learning conversations, classroom observations, and products over time, teachers and their students build a body of evidence that lays the foundation for a shared understanding of the student’s most consistent, more recent level of achievement.

Students:
• learn to gather and analyse evidence.
• select their best evidence relative to the expectations.
• reach agreement with their teacher on the most appropriate evidence.
• decide if the evidence meets the expectations, if there are gaps, or if additional evidence is needed.
• build consensus and support for their overall level of achievement.
• determine and contribute to the assessment of their overall level of achievement.

Teachers:
• gather similar evidence under clusters of expectations;
• co-construct a common body of evidence with their students;
• analyse and interpret the evidence in light of the overall expectations that define deep learning;
• triangulate sufficient evidence to ensure accuracy and meaning;
• determine the level that best reflects students’ achievement.

Activity 4.1 Reflection

The goal is to ensure a “sufficiency of information” to be able to assign a grade that best represents the student’s [most consistent] level of learning in an area under consideration. (Smith, 2003)

1. How does the statement above challenge your current thinking and understanding of balancing and triangulating a body of evidence?
2. How do you define sufficiency? How does sufficiency ensure meaningful, accurate and precise data that yields confidence in and support for the decision making?
If you are viewing the video in a group, share your reflections with your group or a partner?

**Activity 4.2 - Shifts in assessment roles and practices**

<table>
<thead>
<tr>
<th>Practices</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FROM</strong></td>
<td><strong>TO</strong></td>
</tr>
<tr>
<td>Relying largely on quantitative data (e.g. tests, products)</td>
<td>Including and triangulating qualitative data (e.g. conversations, observations, performances)</td>
</tr>
<tr>
<td>Assuming that all evidence is reliable, valid and equal.</td>
<td>Aligning goals, criteria and rich tasks to ensure the validity and reliability of all evidence.</td>
</tr>
<tr>
<td>Averaging to justify and assign a mark</td>
<td>Examining multiple sources of evidence for patterns and consistencies to accurately and confidently determine what has been learned.</td>
</tr>
<tr>
<td>Evaluating with the intent to measure, sort and grade what has been learned.</td>
<td>Using AFL and AOL to gather precise evidence of where students are and what students have learned that supports AOL.</td>
</tr>
<tr>
<td>Evaluating and grading that is justified by mathematical calculation and subject to challenge.</td>
<td>Assessing where students are minute by minute, day to day; eliminates doubt, surprises and secrecy.</td>
</tr>
<tr>
<td>Determining progress on the basis of marks, mathematical computations and computer software</td>
<td>Determining progress on the basis of precise and personalized information of achievement of learning goals/ criteria and a shared understanding of what students know and can do.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>From</strong></td>
<td><strong>To</strong></td>
</tr>
<tr>
<td>Teacher is the solely responsible for assessing and judging progress.</td>
<td>Students are equally responsible with their teachers in assessing and monitoring their own progress.</td>
</tr>
<tr>
<td>Teacher evaluates and grades work independently, exclusively and conclusively.</td>
<td>Students assess their achievement and progress with support as their teacher does.</td>
</tr>
<tr>
<td>Student is a passive recipient of learning and grading.</td>
<td>Students are active partners in the learning process; they present and defend their work; and co-determine their grade.</td>
</tr>
<tr>
<td>Teacher is sole collector of evidence and evaluator of progress.</td>
<td>Students are collectors, assessors and partners in the teaching-learning process; they co-create with their teacher a body of evidence and co-determine their grade.</td>
</tr>
<tr>
<td>Teacher is the instructor and lecturer.</td>
<td>Teacher is the lead learner and facilitator; modelling AFL and supporting students in learning how to learn.</td>
</tr>
<tr>
<td>Professional judgement “from the gut” is guided by marks, algorithms and intuition.</td>
<td>Teacher’s professional judgement is informed by knowledge of the curriculum, expertise in AFL and a balanced body of evidence.</td>
</tr>
</tbody>
</table>
1. Review the indicators of the shift in teachers’ practice and role. Try to locate yourself somewhere along a continuum on one or more of the indicators.
2. Select an indicator or two and reflect on where you are, what you want to learn and how you are going to learn it?
3. Is a colleague or other knowledgeable person available who can join you as a learning partner?

Activity 5 - Cultivating Informed Professional Judgement (08:41-13:19)

We have to see grading not as simply a numerical, mechanical exercise, but as primarily an exercise in professional judgement. It calls for teachers to demonstrate two key aspects of professional behaviour- the application of craft knowledge of sound assessment practice and the willingness and ability to make and defend one’s professional judgements. (O’Connor, 2007)

Professional judgement is defined, in Growing Success as:

judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction. (p. 152)

These are some of the professional behaviours and activities that principals and teachers engage in to develop informed professional judgement and effectively implement assessment with instruction.

1. Learn and continuously develop curriculum and pedagogical content, knowledge and skill;
2. Apply expert knowledge of curriculum, instruction, and assessment to their teaching and learning.
3. Develop and enhance their knowledge of current educational research and literature on assessment and instruction.
4. Engage in dialogue and moderation with colleagues and other professionals about assessment with instruction.
5. Participate in ongoing professional growth and development related to teaching and learning.
6. Gather and interpret multiple pieces of evidence from multiple sources over time to assess student’s full range of achievement and learning.
7. Analyse and reflect on a balanced body of valid and reliable evidence with the support and partnership of their students to co-determine achievement.
8. Involve students in all aspects of the teaching and learning process; to enable students to play key roles in assessment and evaluation that promotes achievement.
Segment 6 – Determining a Grade (15:22)

Learning Goals
We will learn to:

- analyse, triangulate and evaluate a valid and reliable body of evidence to determine a student’s level of achievement.
- look for patterns of consistency in a student’s most recent performance using multiple pieces and multiple sources of evidence to inform and support professional judgement and grading decisions.
- strike an equitable balance between a student’s contribution to assessing his or her grade and the teacher’s responsibility to evaluate the student’s performance.
- limit the barriers and effects that conventional grading practices have on student achievement and learning.

Key Questions

- How does assessment for learning (AFL), assessment as learning (AAL) and assessment of learning (AOL) when implemented effectively and holistically, challenge our traditional practices and beliefs when evaluating and reporting student achievement?
- How does AFL change the focus of AOL from “what did I get” to “what have I learned”?
- What are the implications for teachers and students when students are empowered with the knowledge and skills to share and defend their achievement and effectively contribute to determining their grade?
- How does a single mark limit a teacher’s ability to accurately and meaningfully report a student comprehensive achievement of overall expectations?

What’s in This Segment?
Significant evidence and literature suggest that conventional evaluation, grading and reporting practices need to be re-examined. Many practices have the potential to compromise the validity of the evidence, confound what is reported, and even interfere with learning itself. When AFL, AAL and AOL network interdependently and co-dependently, teachers and students have access to personalized assessment information that makes professional judgements and decision making accurate, informed, and precise. Assessment and evaluation, when driven by learning goals and criteria, becomes so transparent that teachers need to find alternative ways to communicate the depth and breadth of the actual learning.

Teachers, with input from their students come to appreciate and exercise informed professional judgement, build and reach a ‘shared understanding’ of what has been learned, and co-determine grades. Authentic engagement of students in the entire AFL and AOL process eliminates doubt and surprises, increases confidence in the evidence and the decision making, and curbs teachers’ impulse to default to marks, algorithms and software programs and instead rely on their own professional knowledge of each student’s achievement.

Activity 1 – Reflection (00:47–00:54)
Reflect on the following quote from the video:

Averaging falls far short of providing an accurate description of what students have learned. If the purpose of grading and reporting is to provide an accurate description of what students have learned, then averaging must be considered inadequate and inappropriate.
(Guskey, 1996)
1. What are some of the potential harmful effects of averaging marks?
2. Does the grading practice of averaging marks communicate the most accurate, most current and most consistent level of achievement?
3. Can you justify your current mindset and practice on the basis of research evidence?

Activity 2 – Judging Successful Learning (00:55-01:57)
Teachers shift their attention from marks and averaging to a more holistic approach to assessment that informs teaching and improves learning. In this approach:

- assessment directs the teaching and learning;
- learning tasks are aligned with goals and criteria drive the instruction;
- learning conversations and effective questioning build a shared understanding of what is being learned;
- triangulating data informs professional judgements and decisions;
- conferencing leads to understanding of and agreement on overall achievement.

Activity 2.1 – Scenario
If a student at any point in the learning process shows a comprehensive understanding and mastery of the curriculum expectation(s), is there a need to continue to gather additional evidence to show mastery? Should the most recent evidence be averaged with earlier evidence that does not reflect improvement? Why? Why not? Would averaging the marks miscommunicate what the student actually learned and misrepresent the student’s overall achievement? Reflect and discuss.

Activity 2.2 - Alternatives to averaging
If it is your current practice to average student marks when determining a grade, consider one or more of the following alternatives as a more meaningful option.

1. Give priority to the most recent evidence [particularly when learning is incremental, scaffolded and develops over time]. (Guskey, 2015)
2. Give priority to the most comprehensive evidence.[summative performance tasks that assess multiple strands and clusters of expectations] (Guskey, 2015)
3. Give priority to evidence related to the most important learning goals [big ideas, overall expectations]. (Guskey, 2015)
4. Look for patterns of consistency across several indicators of success. (Guskey, 2015)
5. Use other measures of central tendency in combination with professional judgement; don’t rely on the mean. (O’Connor, 2007)

Activity 3 – Analysing the Best Evidence (01:58-05:29)
Teacher-student discussion and teacher moderation of a common body of evidence entails a comprehensive analysis and review of all available assessment information. While AOL (evaluation) is limited to those summative assessments that are purposefully administered to judge performance, AFL and AAL data can also serve to clarify, support and confirm professional decisions about learning. This is not to suggest that AFL data used to support improvement during the learning should arbitrarily be used for the purpose of judging the learning, it should not.
Analysis of summative evidence should concentrate on:

- comprehensive understanding of the expectations;
- consistency and proficiency in students’ performance;
- Best evidence that represents what students know;
- triangulated data that reduces margins for error;
- additional evidence to clarify doubt about or inconsistency in the data or performance.

Activity 3.1 Fixing grading practices

O’Connor (2007) offers a number of fixes to repair existing grading practices:

1. Don’t use formative assessment information and practice (homework) to determine a grade. Use only summative evidence.
2. Don’t organize information in grading records by assessment methods or simply summarize into a single grade. Organize and report evidence by standards [expectations and learning goals].
3. Don’t assign grades using inappropriate or unclear performance standards [expectations]. Provide clear descriptions of achievement expectations [learning goals and criteria].
4. Don’t assign grades based on student’s achievement compared to other students. Compare each student’s performance to pre-set standards [expectations, goals and criteria].
5. Don’t rely on evidence gathered using assessments that fail to meet the standards of quality. Rely on quality [valid and reliable] assessments.

Consider one or more of the fixes that best addresses your current needs and begin to apply it to your practice. How might you engage your students in bringing about this change in your grading practice?

Activity 4 – Interpreting Evidence Together (05:30-07:33)

Students partner with their teachers in collecting, analysing and interpreting evidence. AOL becomes a collective responsibility whereby each partner brings their body of evidence, discusses the significance of each piece in relationship to expectations, and builds a common understanding of what the evidence denotes and what it shows.

Coincidentally, the partnership is enhanced by continuously making the learning explicit; redefining teachers’ and students’ new roles; deepening their understanding and application of AFL; providing opportunities for teachers and students to learn with and from one another; encouraging each to be learning resources for the other; and helping one another to become independent, autonomous learners.

Activity 4.1 Assessment experts and effective teacher practitioners advocate for a renewed role for students in both assessment and evaluation. O’Connor (2007) strongly recommends we “not leave students out of the grading process and that they can and should play key roles in assessment and grading that promotes achievement”.

Use the following questions to help you involve your students into the assessment and evaluation process.

1. Does the evidence that students and teachers gather from conversations, observations, and products demonstrate a comprehensive understanding of the overall expectations - what the student knows, is able to do and has learned?
2. Do the analysis, interpretation and justification of evidence by the teacher and the student lead to mutual agreement on what the student knows and shows, and what the teachers’ knows to be true on the basis of the evidence?
3. Does the body of evidence from each partner, when examined individually and compared collectively, point to a ‘shared understanding’ of the actual level of achievement?
4. Do the sources of evidence and various contexts in which it was gathered provide individual choice and multiple opportunities for the student to justify and defend their progress?

**Activity 5 – Differentiating Assessment of learning (07:34-11:21)**

Differentiated assessment requires teachers to make adjustments to assessment practices and activities in response to individual student needs, learning difficulties or identified learning disabilities. It aligns assessment tasks and opportunities with individual learning style, intelligence preference, student interests and student readiness while preserving the integrity of the learning goals and criteria.

Differentiating assessment with instruction influences how students learn, what evidence they might gather and how they might demonstrate what they know. Differentiation provides personalized opportunities for students to effectively communicate, depending upon their readiness and preference, their learning to others.

**Activity 5.1 – Differentiating assessment**
Tomlinson and McTighe (2006) offer a number of strategies to differentiate assessment in response to students’ diverse learning needs. Consider how your might incorporate one or more of these strategies into your planning of assessment with instruction.

1. **Assess before you teach.**
   a. Access prior knowledge
   b. Identify readiness and learning preferences
2. **Offer appropriate choice.**
   a. Offer alternative assessment formats.
   b. Accommodate learning preferences and contexts.
3. **Provide descriptive feedback early and often.**
   a. Timely – just right and just in time.
   b. Specific – linked to goals and criteria.
   c. Understandable to learner – common assessment language.
   d. Opportunities for revision – what and how to improve.
4. **Encourage self-assessment and self-reflection**
   a. Thinking about their thinking and learning
   b. Self-assessing regularly
   c. Setting individual learning goals
   d. Reflecting on how to learn

**Activity 5.2 - Questions to guide differentiating assessment with Instruction.**
When differentiating assessment with instruction, ask yourself the following questions:
1. Where are the students, where do they need to go next, and how will they get there? How will these questions guide the planning of assessment with instruction?
2. What are the level of choice and range of flexibility in how students learn and how they are assessed? (e.g. student voice; self and peer assessing)?

3. What means will I use (e.g. inventory, pre-test, entry card, checklist, rubric) to pre-assess student’s prior knowledge in relationship to learning goals and criteria?

4. How will prior knowledge inform the following?
   a. Understanding which student knows what (i.e., readiness) in relation to learning goals
   b. How to plan assessment with instruction (e.g., co-constructing goals and criteria, activating students as learning resources)
   c. How instruction will continuously produce ongoing assessment information (e.g., descriptive feedback, self and peer assessment, goal setting)
   d. How AFL dictates the pacing of instruction and the depth of coverage of the curriculum? (e.g., tiered tasks and assignments)
   e. How learning goals and criteria govern the design and selection of learning contexts and assessment formats to take into account student interests.
   f. How to offer appropriate choices, accommodating students’ preferred style of learning and context for learning, in the selection and presentation of credible and defensible evidence of learning
   g. How to accommodate students’ individual learning needs or learning difficulties (e.g., by using scaffolding; and multiple measures; by providing multiple opportunities, and extra time)

5. How are differentiated instruction and differentiated assessment a seamless teaching-learning process?
   a. How does differentiated instruction (e.g., co-constructing learning goals, criteria, rubrics, exemplars, evidence) lead to differentiated assessment?
   b. How does differentiated assessment (e.g., descriptive feedback, self and peer assessment, goal setting, learning context) drive and guide differentiated instruction?
   c. How does differentiated assessment demystify the assessment and evaluation process (i.e., teach students what teachers know and do; teach students to become independent self-assessors)?

6. For teachers and students, how do learning and working together (e.g., i.e. flexible groupings, coaching, peer-tutoring, constructive learning, self and peer assessment, ongoing descriptive feedback, conferencing) continuously inform one another’s next steps?

Activity 5.3 – Practical approaches to differentiating assessment
Differentiating assessment lead teachers to:
- provide some choice and flexibility in what evidence to select and how it is used;
- triangulate the right sources of evidence for different students to best access and demonstrate what they know;
- avoid a standardized approach(one shoe/formula fits all) to collection and triangulation of evidence, and instead use a personalized body of evidence that represents students’ individual achievement and strengths;
- avoid restrictions on the sources, opportunities, methods, and tools by which each student learns, and demonstrates and communicates proof of learning;
- respond to students’ learning preferences and readiness by affording students an authentic voice in all aspects of assessment and evaluation process;
• customize students’ assessment literacy and competency skills to align with their pre-assessments;
• explicitly teach, deliberately model and intentionally observe students using AFL and AAL practices, strategies, skills, and tools.

Select an approach that is most suitable to you and your students, and include it into your classroom assessment and instruction. Have your students monitor the influence the approach has on their learning and gather feedback from your students on its effectiveness.

**Activity 6 - Transforming grading practices and beliefs (11:22 -15:11)**

When AFL, AAL, and AOL are used in tandem, the subsequent flow of information gives teachers and students a deeper understanding of what each student knows and a detailed description of the progress each has made. There is a deliberate shift away from sifting and sorting to assign a grade to teaching that underscores learning. Students and teachers persistently cultivate and share precise knowledge and develop mutual understanding of curriculum expectations. They co-construct a detailed description and understanding of the learning goals and success criteria embodied in the expectations, and co-create reliable evidence of progress towards these goals. They use each learning conversation, ongoing classroom observation, and assessment opportunity to build a body of evidence that accurately reflects the students’ individual learning journey.

Learners and lead learners speak a common assessment language that reflects deep learning embodied in the curriculum. Students are empowered to be full and equal participants in all aspect of the learning process. Students collaborate with teachers and peers in the deconstruction and reconstruction of expectations, learning goals, and success criteria. Students are motivated to learn by assessing their own and others work, setting individual goals, gathering evidence, monitoring their progress and co-determining their achievement. They develop and refine their assessment and curriculum expertise to assess, monitor, defend, and regulate their learning independently, which in turn leads to genuine ownership of, and responsibility and accountability for, their learning.

While the teacher is ultimately responsible and accountable for evaluating and reporting students’ overall achievement, the teacher’s new challenge lies in developing and supporting their students in their quest to become independent self-assessors and autonomous learners. Through their renewed role, teachers empower themselves and their students to act as equal and informed learning resources for one another. Together, they learn how to learn, how to make learning explicit and attainable, how to become assessment literate and competent, and how to transform teaching and learning to improve learning and inform instruction.

**Activity 6.1 Suggestions for improving grading practices**

Teachers can improve grading practices in many ways. Examine the extensive list below and decide where you might like to begin:

1. Allow students to practise without penalty during the learning; evaluate students only at the end of the learning cycle or at critical checkpoints during the learning.

2. Assign an “incomplete” until students do the additional work to bring their performance to an acceptable level. (Guskey, 2004)
3. Have zero tolerance for missed assignments; insist that students complete and submit all work so that they can learn; and provide alternative arrangements for completing the work if necessary. (Reeves, 2012)

4. Separate feedback that moves the learning forward (formative assessment) from grading that judges the quality of the learning (summative assessment).

5. Gather and use multiple measures to judge achievement; don’t make decisions on the basis of a single assessment/test score.

6. Assess group learning by assigning only individual scores with the understanding that each student must collect and present personalized, credible and defensible evidence of their individual achievement.

7. Have students monitor and track learning goals along developmental continua that reflect learning progressions.

8. Refrain from using grades and symbols, and if they must be used, use them only when reporting their most consistent—more recent performance at the end of the marking period.

9. Actively involved students in the collection, interpretation and communication of their own evidence and achievement.

10. Evaluate less and assess more; evaluate only students’ best work and do so frequently enough to determine their most consistent, more recent performance.

11. Avoid assigning zeros, which, if grades are intended to represent how well a student has learned, then zeros clearly do not do so; (Raebeck, 1993; Reeves 2004); and avoid compromising the validity even further by including zeros when averaging marks to produce a grade.

12. Eliminate non-academic criteria such as attitude, effort and behaviour which distort the validity and reliability of the academic achievement; report on these non-academic criteria separately.


14. Deal with conflicting, ambiguous or insufficient data by gathering additional evidence to balance, support, and defend grading decisions.

15. Meet and learn with colleagues to uncover the deep learning in expectations, moderate and identify quality work, and interpret and negotiate grades on summative assessments.
The principal limitation of any grading system that requires the teacher to assign one number or letter to represent course learning is that one symbol can convey only one meaning.... One symbol cannot do justice to the different degrees of learning a student acquires across all learning outcomes.

(Tombari & Borich, 1999)

1. How does this statement challenge your current thinking and understanding of traditional grading practices?

2. How do the practices and beliefs exhibited by the teachers and students in the video confirm or deny the truth of this statement?

3. How do Guskey’s (2015) recommendations, listed below, begin to respond to the challenge Tombari and Borich expressed?
   1. Assign multiple grades when clustering expectations that have distinct descriptors for student performance.
   2. Consider giving separate grades for products, process and progress.
   3. Assess achievement using a limited range of performances – usually no more than five categories of equivalent value - to reduce variability in grades and threats to validity and reliability.

If you are viewing the video in a group, share your reflections with your group or a partner.
Appendix A – My Current Practices

Consider each of the following statements and indicate whether you take the actions noted rarely (R), sometimes (S), or usually (U) when gathering valid and reliable evidence of learning.

<table>
<thead>
<tr>
<th>Ensure that students are collaborative partners in assessment for and assessment as learning by:</th>
<th>R</th>
<th>S</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sharing, clarifying, and understanding learning goals</td>
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<tr>
<td>• using a variety of strategies to share, reference, and build a common understanding of the learning goals before, during, and after the learning</td>
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<tr>
<td>• co-constructing and co-developing a common understanding of goals, criteria and rubrics</td>
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<tr>
<td>• modelling, giving and receiving descriptive feedback</td>
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<tr>
<td>• using various strategies to co-develop and apply success criteria with students to monitor the quality of their work and to self-assess their own learning</td>
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<tr>
<td>• having students act as learning resources for one another through self- and peer assessment, ongoing descriptive feedback, and purposeful learning conversations</td>
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<tr>
<td>• creating a continuous flow of assessment information before, during, and after the learning through effective questioning and classroom dialogue</td>
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<tr>
<td>• engineering learning conversations and discussion about expectations, goals, and criteria to inform instruction, improve learning, and elicit evidence of learning</td>
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<table>
<thead>
<tr>
<th>Design rich learning tasks that measure and communicate what is intended to be learned by:</th>
<th>R</th>
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<tbody>
<tr>
<td>• uncovering the big ideas and deep learning contained within the expectations</td>
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<tr>
<td>• ensuring that the learning activities and tasks meets the criteria for endurance, leverage, and readiness</td>
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<tr>
<td>• aligning learning experiences to coincide precisely with the expectations, goals, and criteria</td>
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<td>• ensuring that students are learning what they are doing and doing what they are learning</td>
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<tr>
<td>• guaranteeing that successful completion of the tasks demonstrates understanding of the learning goals and provides valid evidence of the intended learning</td>
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<tr>
<td>• allowing students to communicate their thinking and learning in a variety of ways and to demonstrate the full range of their learning</td>
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<tr>
<td>• designing complex learning activities that may be scaffold and connected to real-life contexts</td>
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<tr>
<td>• allowing choice in the learning context and/or learning style in which the learning goals are to be achieved and/or evidence is to be demonstrated</td>
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<tr>
<td>• aligning assessment tasks and opportunities with students’ individual learning style, intelligence preference, student interests and student readiness</td>
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</table>
Plan, gather, and triangulate evidence of learning over time by:

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<tbody>
<tr>
<td>• gathering evidence from multiple sources -observations, conversations, and products</td>
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<tr>
<td>• modelling and providing multiple opportunities for students to gather, assess, and share evidence of achievement of learning goals and of their learning progressions</td>
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<tr>
<td>• using multiple sources, methods, opportunities, and tasks to validate and corroborate the evidence of the intended learning</td>
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<tr>
<td>• ensuring the same learning goals and success criteria are the basis for the evidence from a conversation, observation, and/or product</td>
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</tr>
<tr>
<td>• matching curriculum expectations and learning goals to students’ preferred learning style, assessment method or source of evidence</td>
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<tr>
<td>• balancing the various sources (conversations, observations, products) on the basis of content and performance standards and/or specific criteria and descriptors</td>
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<tr>
<td>• engaging in learning conversations with students whenever there is any doubt about the learning or inconsistency in the evidence</td>
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<tr>
<td>• providing regular opportunities for student-led conferences to monitor progress and share evidence</td>
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<tr>
<td>• encouraging students to use self-assessments and assessment portfolios to self-monitor and track their learning progression</td>
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<tr>
<td>• using assessment tools and instruments appropriate to the gathering, recording, and analysis of the evidence</td>
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<tr>
<td>• making adjustments to assessment practices and activities in response to individual student needs, learning difficulties or identified learning disabilities.</td>
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<td>• using appropriate technology to record audio and video evidence</td>
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Inform professional judgement and determine a grade by:

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<tbody>
<tr>
<td>• knowing, understanding and using only valid and reliable evidence.</td>
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<tr>
<td>• using conferences, conversations, observations, products and interactions to elicit information and inform decisions about learning.</td>
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<tr>
<td>• sharing, comparing and defending teacher’s and student’s evidence to show expectations have been met.</td>
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</tr>
<tr>
<td>• ensuring a sufficiency of information to assign and defend a grade that best represents the most consistent-more recent level of achievement.</td>
<td></td>
</tr>
<tr>
<td>• Tracking and measuring each student’s growth along a common continuum of progress toward attainment of curriculum expectations.</td>
<td></td>
</tr>
<tr>
<td>• interpreting the most consistent, more recent level of achievement and co-determining the overall level of achievement.</td>
<td></td>
</tr>
<tr>
<td>• limiting the adverse effects that conventional grading practices can have on student achievement and learning. i.e. averaging, bonus mark, zero’s</td>
<td></td>
</tr>
<tr>
<td>• striking an appropriate balance between a student assessment of their grade and the teacher’s evaluation of their performance.</td>
<td></td>
</tr>
</tbody>
</table>
**Involve students authentically in assessment and instruction by:**

- teaching students to be primary collectors of data on their own learning and maintaining their own assessment portfolio.

- conferencing regularly to provide opportunities to practice, experience and internalize assessment competencies; and discuss and compare evidence.

- monitoring conversations, observations, interactions and activities to confirm and affirm student’s ability to assess and monitor their learning independently, and their accountability for doing so.

- enabling students to be equitable partners in producing, collecting, analyzing and defending evidence of their learning.

- activating students and teachers as learning resources by developing a ‘common’ understanding of what is to be learned and building a ‘shared’ understanding of what has been learned.

- Affording students an active and informed voice in the determination of their achievement; and building consensus and support for their overall level of achievement.

- Teaching, modelling and assessing what student need to know and do about AFL as a learning process.

- Having students partner with their teacher in making learning explicit; promoting learner autonomy; and learning how to learn.
Appendix B - Key strategies for formative assessment

View all segments of this video on ‘Gathering Valid and Reliable evidence’ and identify specific instances of these five strategies being implemented by the teachers and students in their efforts to generate a constant flow of assessment information. What exactly are the students and teacher saying and doing?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Precise Evidence from the Video (descriptive observations)</th>
<th>What the student is saying and doing</th>
<th>What the teacher is saying or doing</th>
<th>How the evidence generates a flow of information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarifying, sharing, and understanding learning intentions (goals) and criteria for success</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Providing feedback that moves the learning forward</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example Segment 1 3:43-3:57</td>
<td>Teachers and students give descriptive feedback linked to criteria</td>
<td>She says, “Feedback is appropriate to the task, goals, expectations and success criteria”</td>
<td>identifies strengths and next steps</td>
<td></td>
</tr>
<tr>
<td>4. Activating learners as instructional resources for one another</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Activating learners as owners of their own learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Embedded Formative Assessment, Dylan Wiliam (2011)*

What assessment knowledge and skills are the teachers learning? How are these strategies changing the role of the teacher and student in this learning environment?
Appendix C – Rubric for Creating and Delivering a Message

Overall Expectations
Students:
1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Specific Expectations - linked to each of the individual overall expectations
Students:
1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for the interpretations;
3.1 explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their intended audience;
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message;
3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques;
4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers.

Learning goal: We are learning to create and deliver a message through a media form of our choice, in the form of a PSA.

<table>
<thead>
<tr>
<th>Knowledge and Understanding of Content</th>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create forms of media texts</td>
<td>Demonstrate limited understanding and knowledge and of the characteristics of the media form</td>
<td>Demonstrate some understanding and knowledge of the characteristics of the media form</td>
<td>Demonstrate considerable understanding and knowledge of the characteristics of the media form</td>
<td>Demonstrate thorough understanding and knowledge of the characteristics of the media form</td>
<td></td>
</tr>
<tr>
<td>Identify the conventions and techniques used and explain how</td>
<td>With limited accuracy, identifies the conventions and</td>
<td>With some accuracy, identifies the conventions and</td>
<td>With considerable accuracy identifies the</td>
<td>With high degree of accuracy, identifies the conventions and</td>
<td></td>
</tr>
<tr>
<td><strong>they convey meaning and influence the audience</strong></td>
<td><strong>techniques used and explains how they convey meaning and influence the audience</strong></td>
<td><strong>techniques used and explains how they convey meaning and influence the audience</strong></td>
<td><strong>conventions and techniques used and explains how they convey meaning and influence the audience</strong></td>
<td><strong>techniques used and explains how they convey meaning and influence the audience</strong></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>Interpret complex media texts using overt and implied messaging</strong></td>
<td>With limited accuracy, interprets increasingly complex media texts using overt and implied messaging as evidence of their interpretation</td>
<td>With some accuracy, interprets increasingly complex media texts using overt and implied messaging as evidence of their interpretation</td>
<td>With considerable accuracy, interprets increasingly complex media texts using overt and implied messaging as evidence of their interpretation</td>
<td>With high degree of accuracy, interprets increasingly complex media texts using overt and implied messaging as evidence of their interpretation</td>
<td></td>
</tr>
</tbody>
</table>

**Thinking**

<p>| <strong>Plan, organize, and design a media text appropriate for the intended audience, purpose, and message for a brochure, video, announcement, or poster</strong> | With limited effectiveness, plans, organizes, and designs a media text appropriate for the intended audience, purpose, and message with | With some effectiveness, plans, organizes, and designs a media text appropriate for the intended audience, purpose, and message with | With considerable effectiveness, plans, organizes, and designs a media text appropriate for the intended audience, purpose, and message with | With a high degree of effectiveness, plans, organizes, and designs a media text appropriate for the intended audience, purpose, and message |
| <strong>Identify challenges they may face in engaging and/or influencing their intended audience</strong> | With limited accuracy identifies challenges they may face in engaging and/or influencing their intended audience | With some accuracy identifies challenges they may face in engaging and/or influencing their intended audience | With considerable accuracy identifies challenges they may face in engaging and/or influencing their intended audience | With a high degree of accuracy, identifies challenges they may face in engaging and/or influencing their intended audience |
| <strong>Determine the important ideas and information to be included</strong> | With limited accuracy, determines which relevant and accurate | With some accuracy, determines which relevant and accurate | With considerable accuracy, determines which relevant and accurate | With a high degree of accuracy, determines which relevant and accurate |</p>
<table>
<thead>
<tr>
<th>Organize ideas using a logical organizational plan</th>
<th>facts would effectively support their message</th>
<th>facts would effectively support their message</th>
<th>accurate facts would effectively support their message</th>
<th>and accurate facts would effectively support their message</th>
</tr>
</thead>
<tbody>
<tr>
<td>With limited effectiveness, organizes ideas using a logical organizational plan</td>
<td>With some effectiveness, organizes ideas using a logical organizational plan</td>
<td>With considerable effectiveness, organizes ideas using a logical organizational plan</td>
<td>With a high degree of effectiveness, organizes ideas using a logical organizational plan</td>
<td></td>
</tr>
</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Create communications for different audiences and purposes</th>
<th>With limited clarity, justifies the choices of form by showing connection to the purpose and intended audience</th>
<th>With some clarity, justifies the choices of form by showing connection to the purpose and intended audience</th>
<th>With considerable clarity, justifies the choices of form by showing connection to the purpose and intended audience</th>
<th>With a high degree of clarity, justifies the choices of form by showing connection to the purpose and intended audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and justify production decisions</td>
<td>With limited effectiveness, explains and justifies techniques used to communicate their message to their target audience.</td>
<td>With some effectiveness, explains and justifies techniques used to communicate their message to their target audience.</td>
<td>With considerable effectiveness, explains and justifies techniques used to communicate their message to their target audience.</td>
<td>With a high degree of effectiveness, explains and justifies techniques used to communicate their message to their target audience.</td>
</tr>
</tbody>
</table>

<p>| Identify what strategies they found most helpful in making sense of and creating media texts | With limited effectiveness, articulates (orally or in writing) what strategies they found most helpful in making sense of and creating their media text | With some effectiveness, articulates (orally or in writing) what strategies they found most helpful in making sense of and creating their media text | With considerable, effectiveness articulates (orally or in writing) what strategies they found most helpful in making sense of and creating their media text | With a high degree of effectiveness articulates (orally or in writing) what strategies he/she found most helpful in making sense of and creating his/her media text |</p>
<table>
<thead>
<tr>
<th>Application</th>
<th>With limited effectiveness, uses techniques appropriate to the media form to convey their message to a specific audience</th>
<th>With some effectiveness, uses techniques appropriate to the media form to convey their message to a specific audience</th>
<th>With considerable effectiveness, uses techniques appropriate to the media form to convey their message to a specific audience</th>
<th>With a high degree of effectiveness, uses techniques appropriate to the media form to convey their message to a specific audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use techniques (e.g., music, colour, sound, photographs, texts, fonts) that are appropriate to the media form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D – “Revised” Rubric: Creating and Delivering a Message through a Media Form

Cluster of Overall Expectations

Media
Students:
• demonstrate an understanding of a variety of media texts;
• explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their intended audience;
• identify conventions and techniques appropriate to the media form, and explain how the conventions and techniques help to communicate a message and create meaning;
• create a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques;
• identify what strategies they found most helpful in making sense of and creating the media texts, and explain how these and other strategies can help them improve as media viewers, listeners and producers.

Writing
Students:
• generate, gather, and organize ideas and information to write for an intended purpose and audience.

Learning goal: We are learning to create and deliver a message through a media form of our choice, in the form of a PSA.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the characteristics, conventions, and techniques appropriate for the media form</td>
<td>Demonstrates limited understanding of the characteristics, conventions, and techniques appropriate for the media form they plan to create</td>
<td>Demonstrates some understanding of the characteristics, conventions, and techniques appropriate for the media form they plan to create</td>
<td>Demonstrates considerable understanding of the characteristics, conventions, and techniques appropriate for the media form they plan to create</td>
<td>Demonstrates a high degree of understanding of the characteristics, conventions, and techniques appropriate for the media form they plans to create</td>
</tr>
<tr>
<td>Use appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

51
<table>
<thead>
<tr>
<th>techniques and conventions to support and communicate the message with clarity for the intended audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explain how the forms, conventions, and techniques communicate a convincing message with a clear point of view</td>
</tr>
<tr>
<td>• Generate, gather, and organize ideas and information for an intended purpose and audience</td>
</tr>
<tr>
<td>• Plan, organize, and design a media text (e.g., brochure, radio, announcement, video, poster, game) appropriate for the intended audience, purpose, and message</td>
</tr>
<tr>
<td>• Organize, incorporate, and present important and relevant ideas, information, and</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Details that are suitable to the media form</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Use effective technical elements (e.g., sound, colour, music, photos, visual effects, text, fonts) and media forms to support and communicate the message for the intended audience and purpose</td>
</tr>
<tr>
<td>Create a media text with technical complexity appropriate to the specific purpose, audience, and form</td>
</tr>
<tr>
<td>Identify the strategies that were found to be helpful in making sense of and creating media texts</td>
</tr>
<tr>
<td>Identify and address the challenges for engaging and</td>
</tr>
<tr>
<td>Influencing the Audience</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Explain and show how the strategies helped them learn about and improve their use of media texts</td>
</tr>
<tr>
<td>Explain and justify production decisions that helped communicate the message and engage the target audience</td>
</tr>
<tr>
<td>Demonstrates considerable understanding of how the strategies helped them learn about and improve their use of media texts</td>
</tr>
</tbody>
</table>
## Appendix E – Designing Quality Rubrics: Rubric Design Process

<table>
<thead>
<tr>
<th>Process</th>
<th>Strategies</th>
<th>Helpful Hints</th>
</tr>
</thead>
</table>
| Look at models                 | Use strong and weak samples and ask students to identify the features of each. | • Obtain samples from many sources, such as online sources, curriculum resources, previous students’ work, and materials that teachers have developed.  
• Ensure that samples contain multiple examples of the specific criteria to be identified, co-constructed and applied during peer assessment.  
• Prioritize essential criteria and, if necessary, co-develop the criteria in stages based on student readiness. |
| List criteria                  | Brainstorm an initial list of criteria to look for in quality work.          | • Remember that specific expectations are an excellent source of quality criteria  
• Model identifying a criterion in a sample and supporting it with evidence from the sample.  
• Limit the number of criteria students are asked to apply initially in order for them to self or peer assess immediately.  
• Insist on high-level criteria that describes deep learning as opposed to low-level criteria (e.g., neatness). |
| Develop gradations of quality  | Start with the best and worst level of quality; define the middle level(s) through discussion and practice. | • Provide students with choice to select the best or worst; whatever works best for them.  
• Assign a different criterion to various groupings within the class and have them compare results.  
• Develop descriptors for the highest level that represents success and use them to develop the lowest level. |
| Practise on models             | Use the original samples or other samples that contain examples of the strengths or weaknesses identified in the criteria | • Identify criteria that have been met and are supported with evidence from the sample.  
• Focus on one or more pieces of significant criteria, and ensure that you provide samples that have multiple and varied aspects of weak and strong demonstrations of the criteria.  
• Require students to use the criteria to make improvement on the weak samples  
• Apply the criteria through self or peer assessment. |
| Practise self- and peer assessment | Use the rubric as an assessment tool to guide and assess students’ progress toward the learning goal(s). | • Have students identify strengths, areas of improvement or next steps.  
• Model peer assessment for students and give them feedback on how they are developing as self- and peer assessors.  
• Expect students to act on their self- and peer assessments. |
| Review and revise              | Review the rubric on the basis of new learning, and have students revise their work on the basis of descriptive feedback from | • Review the quality of the criteria frequently during the learning, and revise them as necessary on the basis of new learning and peer assessments.  
• Decide when the rubric is ready as an |
| Use teacher assessment and evaluation | Use the same co-developed rubric as an assessment tool during students' learning and as an evaluation tool for judging the quality of their best/final work. | • Expect students to use the rubric to conduct self and peer assessment of their work before submitting it for evaluation.  
• Require copies of their self and peer assessment are included with work that is submitted for evaluation. |

(Adapted from Andrade, 1997)
Appendix F – Graphic Organizer for Creating Media Text

Specific Curriculum Expectations – linked to each of the individual overall expectations

Students:
1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for the interpretations;
3.1 explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their intended audience;
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message;
3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques;
4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers.

Learning goal: We are learning to create and deliver a message through a media form of our choice, in the form of a PSA.

<table>
<thead>
<tr>
<th>Social Issue</th>
<th>Target Audience</th>
<th>Challenges</th>
<th>Message (what and why)</th>
<th>Evidence (supporting details)</th>
<th>Media Form</th>
<th>Techniques and Conventions</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain what social issue you wish to explore and why.</td>
<td>Who is the target audience? Why have you selected this audience?</td>
<td>What challenges might you face in engaging and influencing your intended audience?</td>
<td>What message do you want to convey to your target audience in your PSA?</td>
<td>What facts and examples will you include to convey your message?</td>
<td>What media form do you intend to use? Explain why you selected this form.</td>
<td>Explain what techniques you will use to communicate your message. Justify why you will use these techniques and conventions.</td>
<td>What strategies did you find most helpful in making sense of and creating your media text?</td>
</tr>
</tbody>
</table>
# Appendix G – Graphic Organizer for Creating Media Text

## Alex’s Response

**Learning goal:** We are learning to create and deliver a message through a media form of our choice, in the form of a PSA.

<table>
<thead>
<tr>
<th>Social Issue</th>
<th>Target Audience</th>
<th>Challenges</th>
<th>Message (what and why)</th>
<th>Evidence (supporting details)</th>
<th>Media Form</th>
<th>Techniques and Conventions</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain what social issue you wish to explore and why.</td>
<td>Who is the target audience? Why have you selected this audience?</td>
<td>What challenges might you face in engaging and influencing your intended audience?</td>
<td>What message do you want to convey to your target audience in your PSA?</td>
<td>What facts and examples will you include to convey your message?</td>
<td>What choice of media form do you intend to use? Explain why you selected this form.</td>
<td>Explain what techniques you will use to communicate your message. Justify why you will use these techniques and conventions.</td>
<td>What strategies did you find most helpful in making sense of and creating your media text?</td>
</tr>
<tr>
<td>Video game addiction among young people that affects their lives</td>
<td>Youth between the age of 8 and 18 yrs</td>
<td>Videogame addiction isn’t actually considered a mental illness People who research mental illnesses don’t actually consider videogame addiction to be something that could be medically helped.</td>
<td>My message is that videogame addiction can happen anywhere and that it can destroy lives. There’s help out there and you can stop your addiction. There has to be other organizations that can help treat it.</td>
<td>Research says - teenagers often are addicted - about 1 in 10 youth gamers, age 8 to 18, are addicted to videogames in North America.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Video game addiction among young people that affects their lives
- Youth between the age of 8 and 18 yrs
- Videogame addiction isn’t actually considered a mental illness People who research mental illnesses don’t actually consider videogame addiction to be something that could be medically helped.
- My message is that videogame addiction can happen anywhere and that it can destroy lives. There’s help out there and you can stop your addiction. There has to be other organizations that can help treat it.
- Research says - teenagers often are addicted - about 1 in 10 youth gamers, age 8 to 18, are addicted to videogames in North America.

**Video game addiction**: Addiction to video games is an increasingly common issue among young people. Research shows that about 1 in 10 youth gamers, aged 8 to 18, are addicted to videogames in North America. This addiction can happen anywhere and can destroy lives. There’s help out there and you can stop your addiction. There has to be other organizations that can help treat it.

**Reflections**: I want to use facts that display statistics about usage or age groups that use technology or could abuse it. It is also not covered as much by media compared to something like smoking. It hasn’t raised as much awareness as other things.
### Faith’s Response

**Learning Goal:** We are learning to create and deliver a message through a media form of our choice, in the form of a PSA

<table>
<thead>
<tr>
<th>Social Issue</th>
<th>Target Audience</th>
<th>Challenges</th>
<th>Message (what and why)</th>
<th>Evidence (supporting details)</th>
<th>Media Form</th>
<th>Techniques and Conventions</th>
<th>Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber bullying because it is an ongoing problem for kids</td>
<td>My target audience is teenagers who bully and who are bullied. I want them to realize what they are doing and stop doing it</td>
<td>I might have trouble finding techniques that will help me persuade the audience.</td>
<td>The message I want to put across is to stop cyber bullying because it hurts people.</td>
<td>1 in 3 young people have experienced cyber threats on line. Over 25% of adolescents and teens have been bullied repeatedly on cell phones and internet. Only 1 in 10 teenagers tell their parents. Girls are more likely to be involved than boys. Only 1 million children were threatened or bullied on facebook in 2012. In 2012 there were 18 cases of suicide. Bully victims are 2 to 9 times more likely to commit suicide.</td>
<td>I plan to use a video format because of my target audience. They use technology and technology is everywhere. I plan to use realistic scenes and people our age.</td>
<td>Use situations that happen every day.</td>
<td>Convince people to stop worrying about someone who isn’t worried about you. Our slogan: Don’t be mean behind the scene.</td>
</tr>
</tbody>
</table>

---

As kids have more technology, it is something they will have to deal with.

The message I want to put across is to stop cyber bullying because it hurts people.

It can cause serious health issues such as depression, suicide and eating disorders.

1 in 3 young people have experienced cyber threats on line. Over 25% of adolescents and teens have been bullied repeatedly on cell phones and internet. Only 1 in 10 teenagers tell their parents. Girls are more likely to be involved than boys. Only 1 million children were threatened or bullied on facebook in 2012. In 2012 there were 18 cases of suicide. Bully victims are 2 to 9 times more likely to commit suicide.
Bibliography


Quotations

1. “The assessment environment that teachers create in their classrooms influences student motivational factors like self-efficacy and self-regulation.”
(Alkharusi, 2008; Brookhart & Durkin, 2003)

2. Informal formative assessment is based on the idea that much of what teachers and students do in their classroom can be described as potential assessment opportunities for collecting evidence of student understanding.
(Assessment Reform Group, 2002).

3. Teachers can stimulate both mastery and performance goals by designing and using interesting and relevant performance assessments in their classroom.
(Brookhart & Durkin, 2003)

4. The question for validity, particularly for content validity, is one of alignment between intended instructional targets and assessment content.
(Bonner, 2013)

5. Does it [standard/expectation] have endurance? Does it have leverage? Does it develop student readiness for the next level of learning? What can be eliminated because it is not essential?
(Reeves, 2002)

6. A rubric is a scoring tool that lists the criteria for a piece of work, or what counts; it also articulates gradations of quality for each criterion.
(Andrade, 1997)

7. Teacher based assessment is often characterized as having a high validity but questionable reliability.
(Maxwell, 2001)

8. - Increase the objectivity (standardization) of the assessment and reduce the subjectivity by reducing human error. (Parkes, 2013).
- Provide students with specific instructions and guidelines on how to respond to open-ended tasks. (Harlen, 2005).
- Use scoring guidelines or rubrics for open-ended assessments. (Jonsson & Svingby, 2007; Reddy & Andrade, 2010).
- Co-construct assessments and rubrics to build a common understanding of the expected nature of student responses. (Harlen, 2005).
- Train teachers extensively in the tasks, rubrics and forms of student responses.
- Encourage teachers to moderate student samples to build a common understanding of the expectations of student work. (Pitts, Coles, Thomas, & Smith, 2002).
(Parkes, 2013)
9. When evidence is collected from three different sources (observations, conversations and products) over time, trends and patterns become apparent, and the reliability and validity of our classroom assessments is increased. This process is called triangulation. (Lincoln & Guba 1985)

10. Multiple items or tasks, multiple raters or judges, or multiple assessment times are required to assess the reliability of scores. (Parkes, 2013)

11. What is needed is an understanding of how assessment and instruction are interwoven, with new conceptions about what assessment is and how it affects learning. (McMillan, 2003)

12. The ability of performance assessments to produce reliable scores is trumped by their authenticity and their ability to capture important learning. (Wiggins, 1989)

13. Triangulating methods of analysis is commonly recommended to overcome validity problems... The idea is a simple one: when multiple threats to validity of measures emerge, use multiple sources of data generated by multiple methods of analysis to meet them. If the different methods seem to lead to similar conclusions, then the level of uncertainty is reduced. (Thomas, Lightcap, & Rosencranz, 2005).

14. When we ask our students to become the primary collectors of data on their own learning and to document the activities they are engaged in, we are setting ourselves up for a classic win-win situation. (Sagor, 2011)

15. 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)

16. Transparency ...the idea that student must have a clear understanding of the criteria by which their work will be assessed... the features of excellent performance should be so transparent that students can learn to evaluate their own work in the same way their teacher would. (Frederiksen and Collins, 1989)

17. Informed professional judgment is a self-directed, self-motivated quest for deep understanding in the service of strengthening practitioner (teacher/student) knowledge. (Katz 2008)

18. The goal is to ensure a “sufficiency of information” to be able to assign a grade that best represents the student’s [most consistent] level of learning in an area under consideration. (Smith, 2003)

19. We have to see grading not as simply a numerical, mechanical exercise, but as primarily an exercise in professional judgement. It calls for teachers to demonstrate two key aspects of
professional behaviour - the application of craft knowledge of sound assessment practice and the willingness and ability to make and defend one’s professional judgements. (O’Connor, 2007)

20. Averaging falls far short of providing an accurate description of what students have learned. If the purpose of grading and reporting is to provide an accurate description of what students have learned, then averaging must be considered inadequate and inappropriate. (Guskey, 1996a)

21. The principal limitation of any grading system that requires the teacher to assign one number or letter to represent course learning is that one symbol can convey only one meaning…. One symbol cannot do justice to the different degrees of learning a student acquires across all learning outcomes. (Tombari & Borich, 1999)