

# Engaging All Learners: Assessment in the Service of Learning

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with Anne Davies with Kari Nye

## Welcome.

# 1 2 3

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### Resources to support your work:

Research report: This blog post summarizes the ideas related to 'From Reporting to Informing' at <http://anne-davies.blogspot.ca/2014/05/from-reporting-to-informing-students.html>

One-to-One Computing Research: This is the complete research report as a free download: <http://connect2learning.com/finding-proof-of-learning-in-a-one-to-one-computing-classroom>

School and System Alignment: This is an article to share with colleagues: <http://www.cea-ace.ca/education-canada/article/co-constructing-success-criteria>

Support for teaching courses on Classroom Assessment: Directions for PLC conversations as well as for a university course on assessment <http://connect2learning.com/members/free-resources/>

Readings and texts: We have developed many resources to support your work in the area of classroom assessment and leadership in assessment. You can find more information at <http://connect2learning.com/members/resources/>

*You can find more resources, including a free members site with many free resources, to support your learning and the learning of your colleagues. Go to [www.connect2learning.com](http://www.connect2learning.com)*

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### No matter how much students struggle to reach success, they will...

- Be involved in the assessment process.
- Have a clear learning destination.
- Use samples to understand quality and development.
- Participate in the co-construction of criteria.
- Be involved in self- and peer assessment.
- Collect, select, reflect, and project (set goals) based on evidence of their learning.
- Communicate their learning to others, both formally and informally.

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**Assessment** "to sit beside" for  
"to sit beside" as  
"to sit beside" formative  
**Evaluation** value worth reporting

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1. Start with Quality




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1. Start with Quality



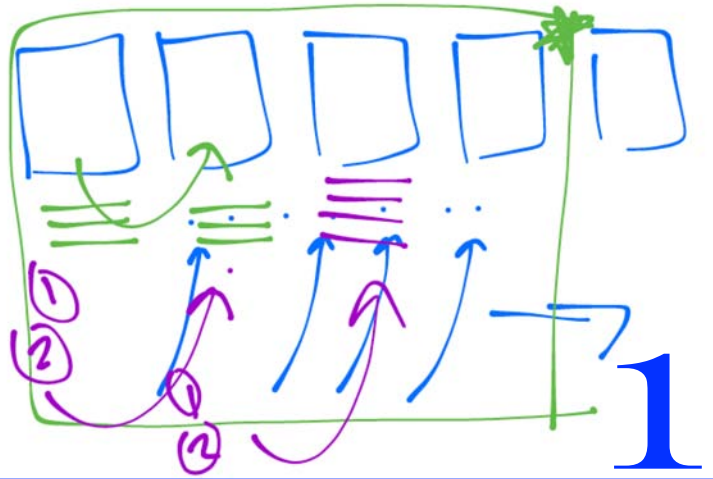
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1. Start with Quality



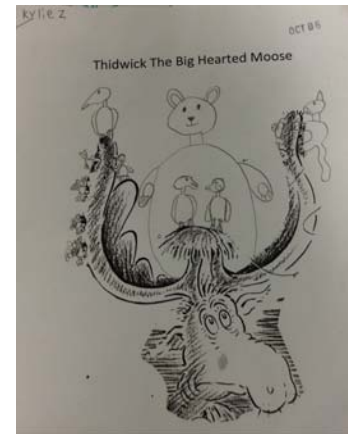
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### 1. Start with Quality



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Students learn about quality by analyzing samples of student work with their teacher.



Kari Nye teaches a combination 1-2 class. She used these samples to show how students learn about quality, co-construct criteria, self-assess and peer-assess and collect evidence of learning.

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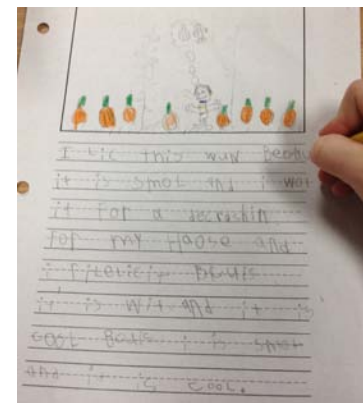
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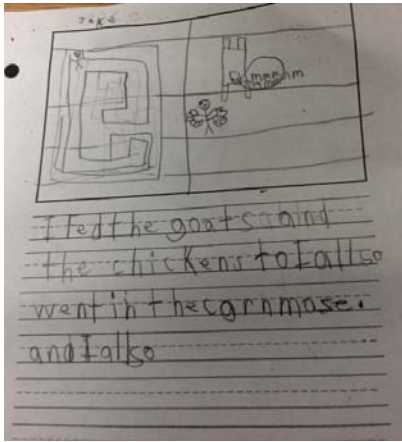
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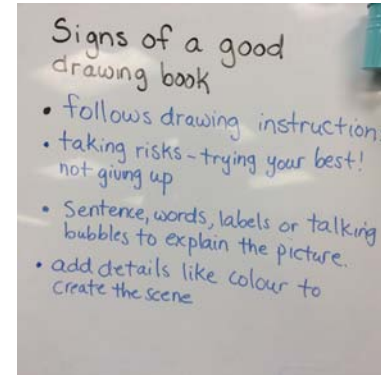
Students learn about quality by looking at samples of student work.



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Students co-construct criteria with their teacher. Kari waiting until mid-October to take this step. Until that time she deliberately modelled and used the language of assessment with students. She has 8 students continuing with her for a second year and they also added to the learning.



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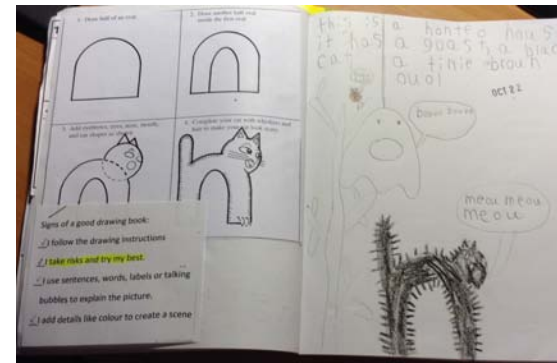
Students each chose one piece of work that had evidence of the criteria and put the pick sticky note. Then, each student was given four stars. They placed the stars on the part of their work that showed evidence of criteria.



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Kari typed up the criteria. Then, when she met with students, they showed her the evidence of each element (see checkmark) and chose a goal for next time (see highlighting).



Kari Nye teaches a combination 1-2 class. She used these samples to show how students learn about quality, co-construct criteria, self-assess and peer-assess and collect evidence of learning.

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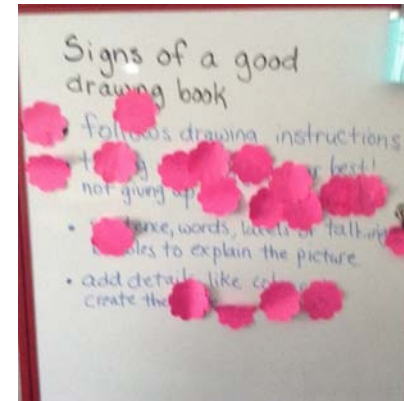
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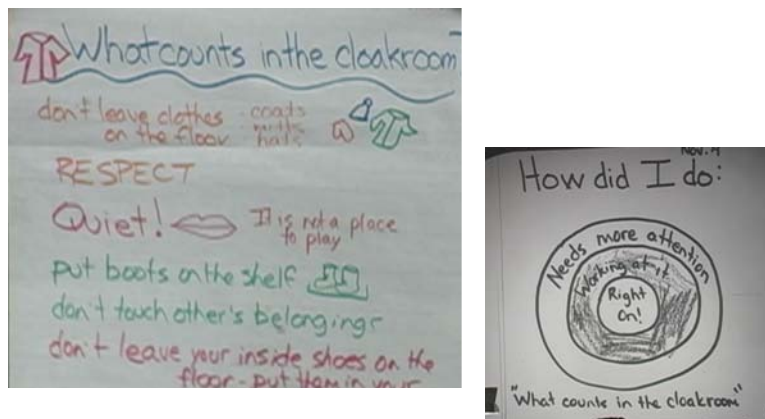
The students in the class each placed a pink sticky note on a goal area.



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Even the youngest students can show proof and collect evidence.

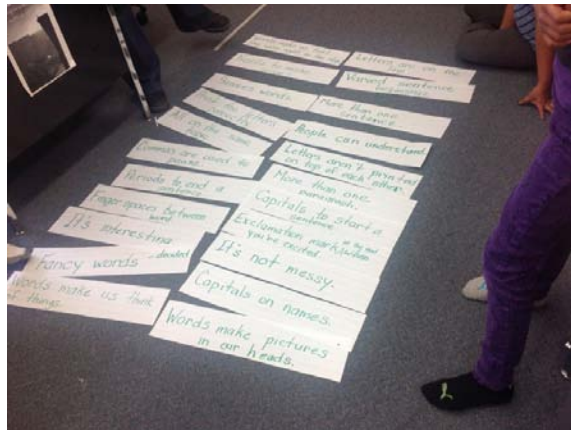


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How are you using samples to 'jump start' the learning?

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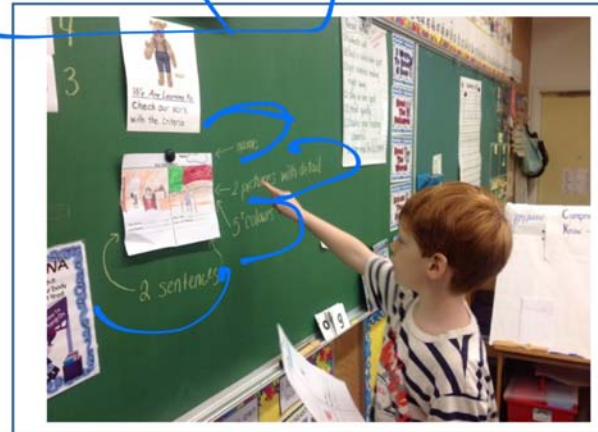
### Co-construct criteria with students



1

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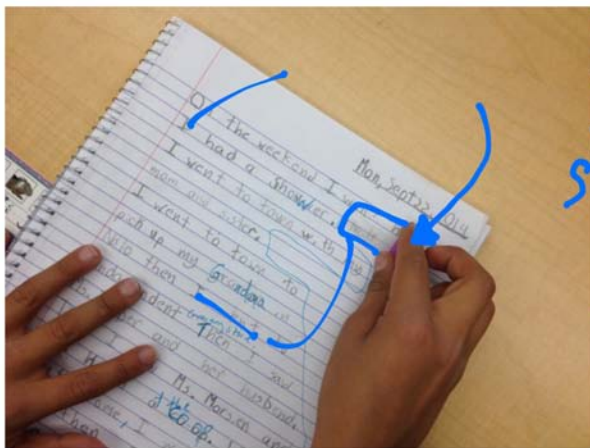
### 1. Start with Quality



1

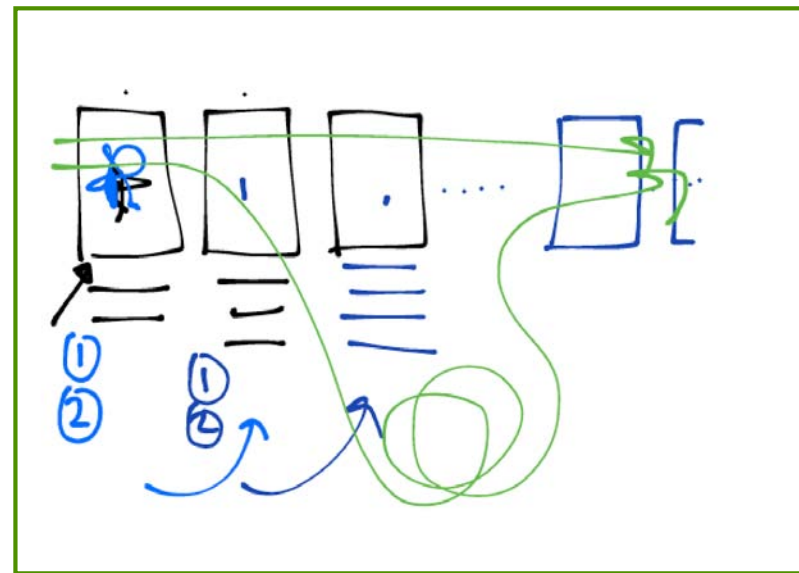
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### 1. Start with Quality



Sticky  
own  
showing  
quality

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**can do** K-3

## 2. Involve students in classroom assessment

I draw pictures to tell my stories or ideas.

I can tell about my pictures and writing.

My writing looks like letters.

I know that letters are used to make words and stories.

2

Students show proof. Collect evidence.

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## 2. Involve students in classroom assessment

I write pieces that I can read and others can read too.

I use what I know about sounds to write words.

I write words I know.

I sometimes use capitals and periods correctly.

I tell my story in the order it happened.

I try to make my writing interesting for others to read.

2

Students show proof. Collect evidence.

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## 2. Involve students in classroom assessment

I make a plan before I write.

If I don't know how to spell a word, I use strategies to figure it out.

I use different kinds of punctuation to make my writing more powerful.

I use vivid details and rich language to appeal to the readers' senses.

I try to use longer and more complex sentences.

I use different kinds of writing for different purposes.

2

Students show proof. Collect evidence.

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**can do** K-3

## Quality

2

Students show proof. Collect evidence.

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I used to...  
And now I...

Students show proof. Collect evidence.

2

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Teachers professional judgement is more reliable and valid when they have looked at student work, co-constructed criteria, built a scoring rubric, scored the work and checked for inter-rater reliability.

Teachers Role in the Assessment Of Learning

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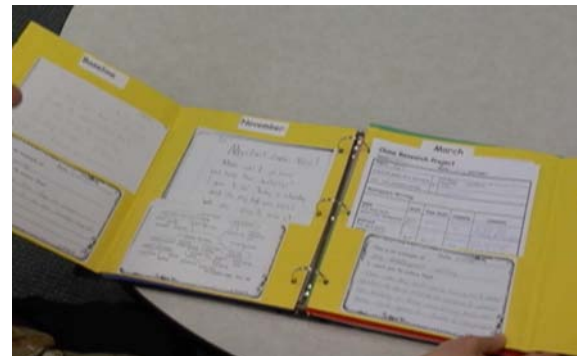
3. Students make continuous reporting possible

I used to...  
And now I...

Thinking through a "practical and possible" reporting process

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3. Students make continuous reporting possible

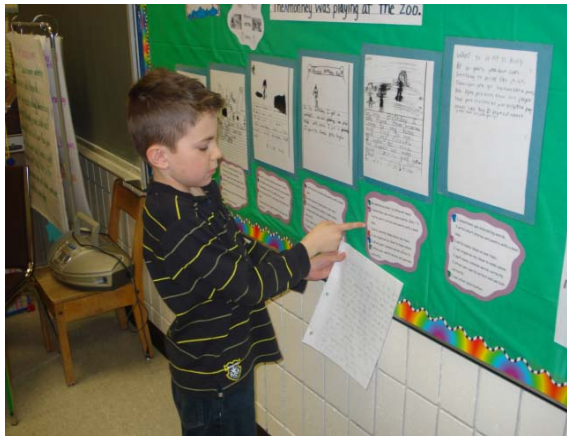


Collect. Select. Reflect. Communicate.

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### 3. Students make continuous reporting possible

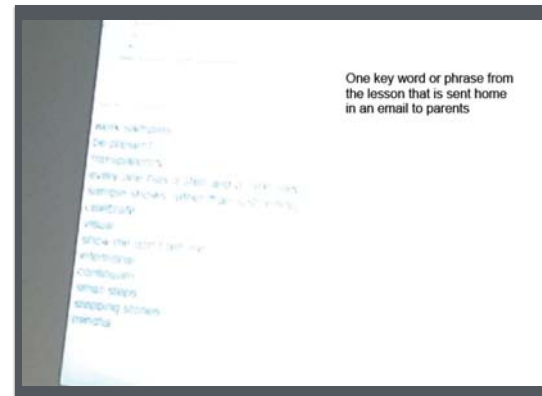


Students become “assessment literate.”

# 3

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### 3. Students make continuous reporting possible



Communicate.

# 3

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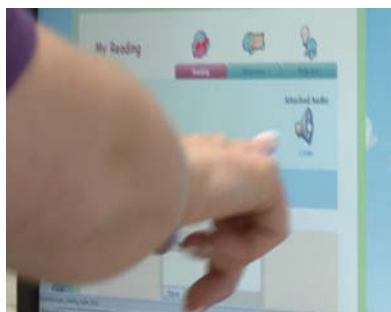
### 3. Students make continuous reporting possible

Electronic portfolio



ePEARL is a free, bilingual, web-based electronic portfolio that supports literacy (and other content areas) by encouraging students to set goals, to develop and monitor strategies for accomplishing their work, and to reflect on their learning, all part of a process called self-regulated learning (SRL). A multimedia digital container, ePEARL helps students from early elementary through the high school years keep track of, think about, and improve how they learn.

<https://www.concordia.ca/research/learning-performance/tools/learning-toolkit/epearl.html>



# 3

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Thank you!

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To keep in touch... To read more...