

## Viewing and Discussion Guide

### ***Rethinking Classroom Assessment with Purpose in Mind***

As learning becomes a priority for all students, assessment takes on many different and very important roles. Assessment has always been part of schooling, particularly as a way of accrediting the work of students and making decisions about promotion or placement in programs. In recent years, we have recognized the power of as a key component of learning that can provide teachers and students with a “window” into what students understand and a mechanism for deciding what to do next.

In this web cast, Dr. Lorna Earl will help you understand three purposes of assessment, all of which are important in classroom practice:

- ***Assessment FOR Learning***: formative assessment that occurs during instruction to be used in the service of the next stage of learning.
- ***Assessment AS Learning***: assessment that occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand.
- ***Assessment OF Learning***: summative assessment designed to certify learning and report to parents and students about their progress in school.

**This viewers' guide will help you think about your own assessment practices and offer suggestions to help you rethink assessment with purpose in mind.**

## Before Viewing the Webcast

Ask yourself the following questions about your existing classroom assessment practices. Be honest – it's rare that we can do everything we know we should all the time. You'll benefit most from this process if you reflect carefully on your own practice:

When do I use assessment in the classroom?	Almost never	Some of the time	Almost always
Before beginning a unit or a lesson			
In the middle of teaching a unit or a lesson			
Throughout teaching a unit or lesson			
At the end of teaching a unit or a lesson			

Why do I use assessment in the classroom?	Almost never	Some of the time	Almost always
To determine students' level of existing knowledge			
To find out which students understand and don't understand a concept or the material presented			
To find out which students could benefit from different learning opportunities			
To give specific feedback to students			
To give specific feedback to parents			
To provide students with models for self-assessment			
To determine a final grade for a student's report card			

More questions to consider...	Almost never	Some of the time	Almost always
I tend to use pencil & paper tests or assignments for assessment			
I use a wide variety of assessment approaches			
I select the assessment approach based on the assessment purpose			
I tend to assess all my students in the same way			
I begin my unit planning at the end – by thinking about how I'll assess my students' learning			
I develop assessment tasks to get at the root of individual student misunderstanding or misconceptions			
I use assessment tasks specifically to teach my students to think about their own learning			

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**During the webcast**

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Use the following materials to support your understanding of the information being presented. You can always watch the webcast in its entirety before using these materials. Remember, learning is a process that takes time, effort, and active participation:

***Why change assessment practices?***

<b>What I already knew</b>	<b>What I hadn't thought of before</b>

***Assessment and Learning; Using Assessment to Differentiate Learning*****Your Jojo Story**

## ***Purposes of Assessment***

<b>What I already knew</b>	<b>What I hadn't thought of before</b>

## **Quality in Classroom Assessment**

***Questions I can ask myself to help me ensure reliability:***

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## **Reference Points**

***What I have learned about reference points:***

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## **Validity**

***Questions I can ask myself to help ensure validity:***

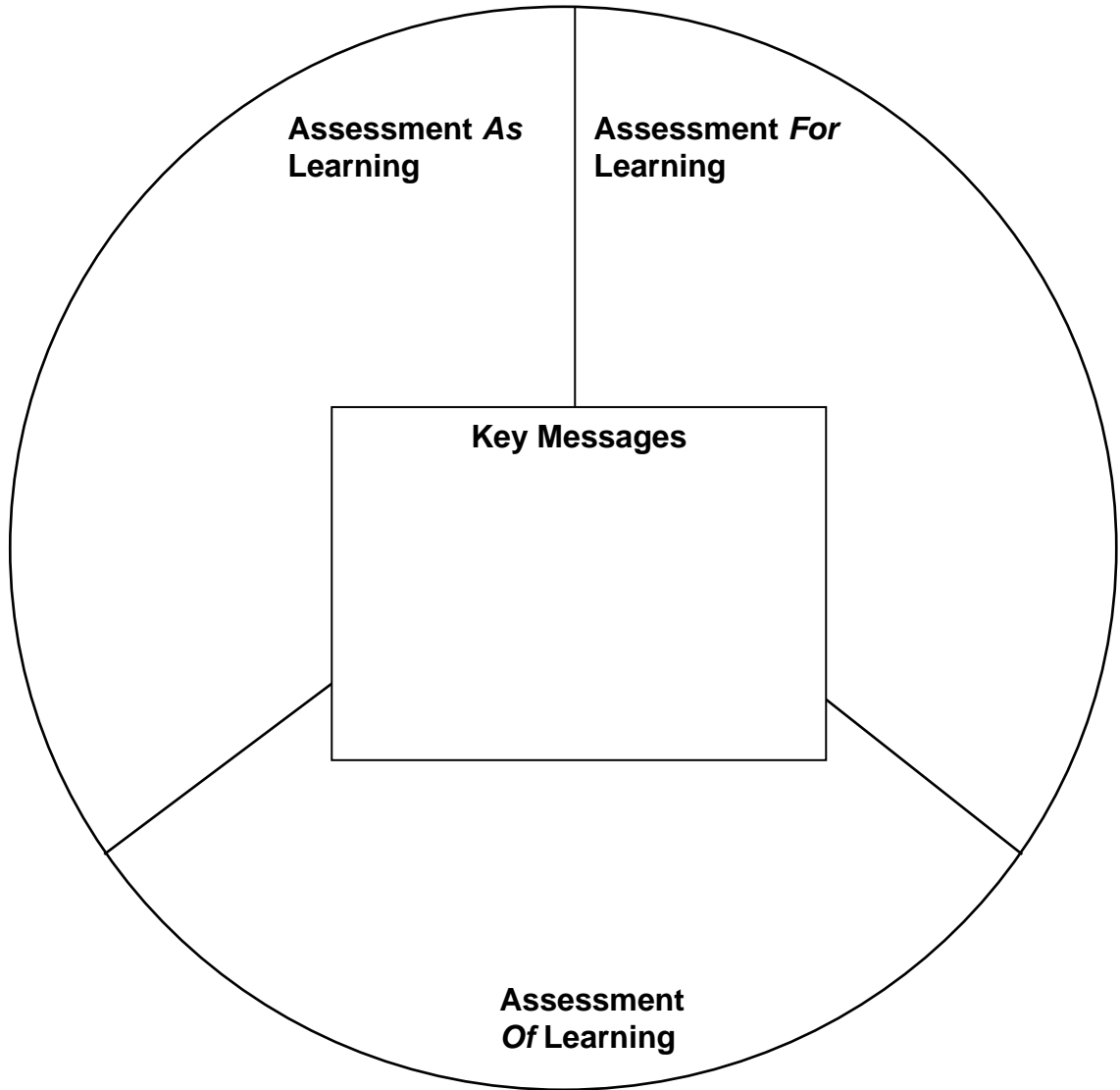
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## ***Assessment Placemat***

Use this placemat to jot notes about key messages throughout the Webcast.




## Following the Webcast

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### ***Classroom Assessment with Purpose in Mind: Self-Assessment***

Use the following chart to determine where you best fit in relation to the three purposes for assessment. Remember – this is not about being “good” or “bad” at assessment. It’s more about your level of experience and the extent to which you’ve had opportunities to develop your professional learning in relation to creating and using assessment for these different purposes. Try it for the idea as a whole, and then for each of the purposes separately – assessment for learning, assessment as learning and assessment of learning to see where you might focus your own professional learning experiences.

#### ***Differentiating Assessment by Purpose – Self Assessment***



Emergent				Proficient
I have little practical experience with developing assessments for different purposes and I don't know if I'm doing it or not but I don't plan it intentionally.	I am using assessment for different purposes and feel awkward about doing it right and have to plan carefully to keep a balance.	I have internalized the key dimensions of assessment for different purposes and they are becoming automatic, especially when I think about what I want to do in advance.	I routinely plan and analyse my teaching and assessment practices to clarify the assessment purpose and ensure my practices fit the purpose.	I intentionally integrate the different purposes throughout my lessons and units and making ongoing adaptations automatically.

Where do you see yourself on the continuum in relation to using assessment for different purposes and adapting your practices to the purpose that they are intended to serve? Do you have some experience? Are you starting to see the many questions that still need to be asked? Do you feel like your assessment practices are differentiated and appropriate to the intended purpose?

### ***Ideas for Improving Record Keeping***

Brainstorm ideas for enhancing your record keeping so that it provides evidence for each assessment purpose.

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### ***Teachers' Roles in Classroom Assessment***

Consider the three tables below and enter examples of how you do this already or could do it in the future.

<b><i>ASSESSMENT FOR LEARNING</i></b>	<b><i>Examples</i></b>
<p><b>How do (or could) I:</b></p> <p><b>Design and use assessments to determine what students are thinking in relation to the expectations, in order to streamline and target instruction and resources.</b></p> <ul style="list-style-type: none"><li>➤ Create assessments that provide detailed information about the progression of learning in key areas of the curriculum</li><li>➤ Target teaching strategies to the student needs that emerge from regular assessments</li><li>➤ Provide timely descriptive feedback and direction</li><li>➤ Select and/or adapt materials and resources for focused instruction with a student or group of students</li></ul>	

<b>ASSESSMENT AS LEARNING</b>	<i>Examples</i>
<p><b>How do (or could) I:</b></p> <p><b>Construct and use assessments to allow students to think about and monitor their own learning and develop internal feedback or self-monitoring mechanisms to validate and to question their own judgements</b></p> <ul style="list-style-type: none"> <li>➤ Provide students with rubrics and exemplars as models of good practice</li> <li>➤ Teach students to reflect on their learning, identify different possibilities, challenge their ideas for inaccuracies, and work toward better understanding</li> <li>➤ Provide opportunities for practice, independence, and responsibility</li> <li>➤ Monitor students' metacognitive processes as well as their learning</li> </ul>	

<b>ASSESSMENT OF LEARNING</b>	<i>Examples</i>
<p><b>How do (or could) I:</b></p> <p><b>Ensure that the assessment procedures are high quality and the interpretations are defensible and supported by evidence</b></p> <ul style="list-style-type: none"> <li>➤ Give a rationale for each assessment <i>of</i> learning</li> <li>➤ Provide clear descriptions of the intended learning</li> <li>➤ Create assessment processes that allow all students to demonstrate their competence</li> </ul>	



<ul style="list-style-type: none"> <li>➤ Offer alternative mechanisms for assessing the same outcomes</li> <li>➤ Make reference points for making judgements public</li> <li>➤ Make interpretation and judgments transparent</li> <li>➤ Have processes for recourse in the event of disagreement about the decisions</li> </ul>	
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***Working Together for Purposeful Assessment***

Think about the following questions. If you are working with others, share your thoughts as a group:

- How has this webcast changed your level of understanding about the purposes of classroom assessment?
- How has this webcast changed how you view your existing assessment practices? (e.g., Do you see ways you could ensure that your assessment is consistent with balancing the purposes? Do you think your students could benefit from new assessment practices in the classroom?)
- Do you feel ready to try making changes in your practices?
- Do you feel the need for more support?
- If you need more support, who might provide it? Other colleagues? Your principal?

***Looking to the Future***

What are the three most significant things you can do to improve your classroom assessment practices?

What can I do to improve my classroom assessment practice?	What do I need in order to do this?	Where can I get what I need? Whose help do I need to engage?	How will I know that I improved? (i.e. What will I see?)