Assessment Portfolio

A collection of assessment strategies for, as and of learning

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Entry #1: Assessment FOR Learning - KWL Chart

The KWL chart is designed for two purposes:

#1) To guide students metacognitively through their learning about any given topic. By thinking about their learning, students practice their critical thinking skills and are able to become more independent learners.

#2) As a pre-assessment tool to inform the assessor of students' current level of knowledge on a topic. Assessment FOR learning.

K-W-L About: _____

I Know:	I Want to know:	I Learned:

Reflection FOR Entry #1: KWL Chart

This tool is an effective assessment FOR learning as it can identify an individual student or the whole class's current level of knowledge on any topic and any gaps that may exist in their learning. It also allows space for students to pose questions or curiosities about that same topic within the W (I Wonder) section. This W section provides a fantastic basis to engage students through an inquiry style of learning, and allows the teacher to play on the students' interests. Another added bonus of this chart is that it allows the teaching to come full circle and tie a lesson together through filling out the L (I Learned) section of the chart. The L section allows space for students to identify what they learned and address any misconceptions they may have entered in the K (I Know) section. In the end, the KWL chart provides a format which shows student growth neatly and linearly.

Following the use of a KWL chart, based on the information given, the teacher may adapt the consecutive lessons to address any gaps or misconceptions of the concept or topic and briefly review or skip over any concepts that are already well understood. They may also decide to address any points that were put in the W section if those points were not a part of the original lesson plan.

Entry #2: Assessment AS Learning - Think, Pair, Share

Think, Pair, Share is a strategy where the teacher introduces a concept or asks a question to the class and then gives the students time to think quietly about that concept. The students are then given a certain amount of time to discuss the concepts with their peers in pairs or small groups. After a brief discussion, students are asked to share what they discussed with the rest of the class.

Entry #2: Assessment AS Learning - Think, Pair, Share Reflection

This assessment strategy works as an assessment AS learning because students are being allowed to discuss information with their peers and potentially revise what they know or reaffirm their understanding through discussion. This allows students become more independent learners as they are not relying on the teacher to assess their knowledge, instead they are learning from each other. One part of this strategy that makes it better than a simple turn and talk is that it allows students time to sort out their own thoughts before having to describe them. Then, through discussion, students get to express their knowledge on a topic while being exposed to different perspectives or information that they may not have considered before.

For teachers, a pro of this strategy is that the assessor can gain some understanding of where the entire class is at in a quick way with zero preparation. A con of this strategy is that the teacher doesn't get an understanding of each individual student's level of knowledge on the prompt unless they take the time to allow every student to speak on the topic. Really the big benefit of this strategy is that it is learner centered.

Entry #3: Checklist

In this "Collaborative Group Word Checklist" example, a teacher would be assessing a single student on their collaboration skills. Within that, this specific checklist could be used to assess FOR, AS, or OF learning. The teacher could be assessing FOR learning to find out if the concept of working in groups needs to be explicitly addressed in class. They could use it AS learning during group work so that students know which specific skills they need to work on. Lastly, it could be used OF learning at the end of group work as a summative assessment to show growth.

Student:_____

Observer:_____

Subject:_____

Date:_____

Collaborative Group Work Checklist

The student…	YES	NO	Comments
1. Stays on task			
2. Engages in respectful conversation			
3. Contributes to the group task			
4. Supports other members' ideas			
5. Is able to make compromises			
6. Shows awareness of the value of group work			
7. Demonstrates conflict resolution strategies			
8. Shares resources			
9. Able to identify and/or amplify missing or quiet voices in the group			
10. Demonstrates active listening			

Reflection for Entry #2: Checklist

Because this assessment tool can be used in a wide range of scenarios, the purpose of using it and the information it offers can vary greatly. It can be used by teachers or by students as a self-assessment or a peer-assessment in FOR, AS, or OF learning. It can be used to assess the whole class, individual students, or by the teacher to self-assess curricular connections.

FOR: The assessor could use a checklist to find gaps in students' understanding of content or concepts as a pre-assessment prior to tackling a new unit. The versatility of the checklist allows assessors to use it to document both behavioural and academic concepts.

AS: Students could be given a checklist during a task or activity to ensure that they are following a process or hitting learning targets to inform their learning as they are learning. A teacher could also use a checklist to self-assess and track their connections to the curriculum to ensure that they are addressing all of the learning targets throughout the year.

OF: An assessor could use a checklist at the end of a topic to show progress of learning as a summative assessment. It could be used to document academic learning targets or behavioural targets.

Entry #4: Rating Scale

Classroom Behaviour Rating Scale

	1 = rarely	2 = sometimes	3 = usually	4 = always
I am helpful in class				
I am a good listener				
I am kind to everyone				
I include everyone				

The rating scale above is designed for primary students from grades 1 - 3 as it addressed classroom behaviour expectations.

Entry #4: Rating Scale Reflection

The rating scale is a tool that lives between a checklist and a rubric. Because of this, it gives a fair amount of information and it saves on time. The downfall of a rating scale is that is lacks in specific feedback. To address this, a scale could be upgraded to a rubric or coupled with individualized, written descriptive feedback. It is essential that students receive specific and detailed feedback to maximize learning and growth.

Personally, I really like the rating scale as an assessment tool for several reasons. First, they are quick and easy to develop. Second, they give the assessor more information than a simple checklist. Last, they are versatile! They can be used to assess both behaviour, academia, and beyond. Teachers can use them to assess students and students can use them to assess themselves.

Entry #5: Rubric

	Emerging	Developing	Proficient	Extending
Organization	Portfolio is partially complete including few of the following: title page, table of contents, page numbers, etc. It has a foundational level of structure.	Portfolio is partially complete including some of the following: title page, table of contents, page numbers, etc. It is well organized and easy to follow.	Portfolio is complete including title page, table of contents, page numbers etc. It is well organized, easy to follow, and structured to follow the layout presented in moodle.	*Intentionally blank to leave room for exceptionally organized work.*
Presentation	There are some grammatical errors. Portfolio has few or no visual supports.	There are little to no grammatical errors. Portfolio has some visual supports.	There are no grammatical errors. Portfolio is creatively presented and visually appealing.	There are no grammatical errors. Portfolio is creatively presented, including various types of media and/or creative use of technology.
Reflections	Few or no personal connections are evident and demonstrations of learning are sparse.	Some personal connections are evident and demonstrations of learning are sparse.	Personal connections are evident with demonstrations of learning throughout.	Personal connections are abundant and learning is demonstrated through deep, critical reflection.
Examples	0 - 5 examples are given. Few have either a descriptive or visual aid.	6 - 9 examples are given. Most include a description or visual aid.	10 examples given. All examples include a description or a visual aid.	10 or more examples are given and all include a description and are supplemented with a visual aid or additional media.

The rubric here is an example made to assess this assessment portfolio.

There are two main types of rubrics. The example here is an analytic rubric as there are two dimensions to relay more specific information. The other type is a holistic rubric where there is only one dimension and a grading scale.

Entry #5: Rubric Reflection

Creating this rubric was relatively challenging for several reasons. First, it is difficult to ensure that guidelines are inclusive of all aspects of the assignment, but specific and clear. Another challenge was using positive language exclusively, as this requires some wordsmithing talents. Lastly, creating a rubric can be time consuming. In the future, creating a rubric template (which could be made more specific for an assignment) for each different subject would save on time. I did manage to finish this rubric in the 20 minutes that was given, however I am not one hundred percent confident in it. Though I think it is a good start, I would do some revising before putting it to use.

Some pros and cons of a rubric:

PROS
- Expectations are clear and specific
- Creates a common language
- Can be used across subjects
- Can be co-created with class
- Students can also use them to self or peer assess

CONS
- Time consuming to create
- Wordsmithing skills required
- Doesn't show student growth over time (it is a snapshot of learning)

Entry #6: Descriptive Feedback

3,2,1 is a descriptive feedback technique that in this example, is used by students to self-assess their work.

This strategy could also be used to give feedback to the student from the teacher by changing the wording of each section to:
3 things I loved:
2 things I want to see more of:
1 thing you could work towards next:

3, 2, 1

3 things I learned:

_____

_____

_____

2 things I want to learn more about:

_____

_____

1 question that I have:

_____

Entry #6: Descriptive Feedback Reflection

Descriptive feedback is essential to promote student learning and growth. Students need to know what they are doing well on and where there is potential to improve in order to move forward with their learning. Grading without feedback will leave students confused and not sure what they need to focus their energy and time on.

To ensure that students are benefitting the most from descriptive feedback, it should be:
- Specific so that students can address their learning
- Focussed on work ethic as opposed to the final product
- Be balanced with compliments and areas needing improvement (use the feedback sandwich strategy!)
- Avoid using vague, blanket statements like "great job!"

Entry #7: Unit Plan Pop Quiz

Planetary Pop Quiz!

1) What solar system is Earth located in?

2) How many planets orbit our sun?

3) Which planet is the closest to the sun?

4) True or false: The universe is slowly expanding.

5) Our sun is actually a:
   a) star
   b) planet
   c) galaxy
   d) meteor

6) Which of the planets in our solar system is the largest?

7) Which planet in our solar system has the most distinct rings?

8) Which of the planets in our solar system is the largest?

9) Pluto is classified as a _____ planet.

10) What is the sun mainly made of?
   a) molten iron
   b) lava
   c) rock
   d) gas
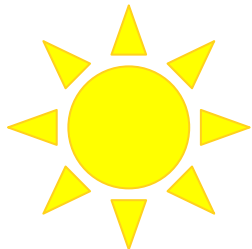
Entry #7: Unit Plan Pop Quiz Reflection

I believe that as long as quizzing and testing is done intentionally, there are definite benefits for the learner. Instead of avoiding tests, trying to frame them in a more positive light and giving students the tools to tackle a quiz successfully is the best way to set them up for success. I would do this first by addressing test anxiety and teaching students how to cope with it. I would also allow multiple iterations in some circumstances to allow for students to demonstrate their growth and prioritize their learning. Another way I would reduce anxiety around testing is that I would explicitly state that the quiz will not be counted for marks, it is instead meant to be a marker of growth and as a tool to inform future lessons. I would also use group quizzing when appropriate.

To ensure that I am taking inclusivity into account, I would offer students the option to take the quiz orally if they have any issues or anxieties around writing that would affect their test taking ability.

THE GREAT BIG SPACE TEST!

1) Earth is the centre of the Universe.   True / False

2) Earth is the third planet from the Sun.   True / False

3) The gases that make up the Sun are:
   a) carbon dioxide and oxygen   c) carbon dioxide and helium
   b) hydrogen and oxygen   d) hydrogen and helium

4) The Milky Way is a _____ galaxy.
   a) peculiar   c) irregular
   b) elliptical   d) spiral

5) What is the correct order from SMALLEST to LARGEST:
   a) galaxy < universe < solar system   c) universe < solar system < galaxy
   b) solar system < galaxy < universe   d) solar system < universe < galaxy

6) What is the name of the place that astronomers go to observe space and collect data?

7) How long is one year on Mars?

8) _____ is the force that causes Earth and all of the planets in our solar system to orbit the Sun.

9) You can't hear sound in space because space is a _____.

10) Explain the Big Bang Theory using evidence.
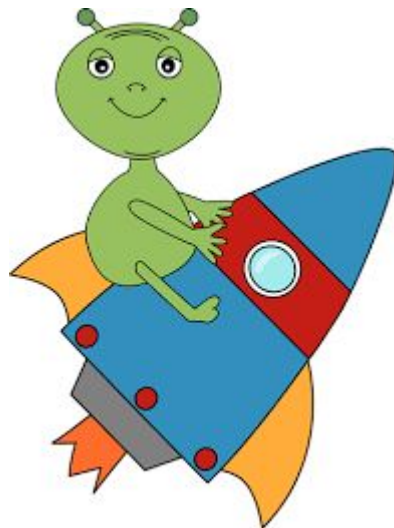
Entry # 8: Test Crafting Experience Reflection

I chose to write this test on an imaginary unit about space. I did this because I felt that a test was not an appropriate form of assessment for the unit that I created for this class. I do believe however, that testing can be a useful tool for assessment when used appropriately and thoughtfully.

For both teachers and students to receive the most benefit from tests, questions should be clearly written and the aim should <u>not</u> be to confuse the student. In addition, questions should be geared towards critical thinking, reflection, and general understanding as opposed to fact recall. Lastly, questions must be written with learning goals and curricular competencies and content in mind.

When testing is implemented appropriately and with intention, there are a great many benefits. Teachers can get an idea of each individual student's understanding of content, tests can act as snapshots or artifacts of one's learning progression, and standardized tests can create a roadmap for instruction over a year's time. Unfortunately, there are some downsides to testing as well. For one, students who have test anxiety may score low despite having a good understanding of the content. Another likely situation could be that students cram study for a test, do well on it, but never actually do any meaningful learning. To address the first situation, a teacher could send home a practice test which has the same or very similar answers or allow for multiple iterations of the test. To address the second problem, tests should be used as supplemental assessment alongside projects and/or assignments.

Entry #9: Indigenous Worldviews and Assessment

	Developing	Proficient	Extending
Criteria 1: Planning		Students to co-create this column before starting the project	
Criteria 2: Diagram			
Criteria 3: Calculations			
Criteria 4: The Letter			
Criteria 5: Group Collaboration			

Katie and I developed this co-created, self-assessment rubric for the math unit that we will be teaching in our practicum. The idea behind this rubric is that the students and the teacher will co-create the proficient column, leaving the other two blank for student comments two write what they could have improved or what they think they did really well on.

This assessment touches on two principles of the Circle of Courage: mastery and independence.
Mastery: when students are clear about the expectations of an assignment, they will be more prepared to master the content according to those learning expectations.
Independence: when students have a hand in creating their learning or behavioural expectations, they become responsible for their own learning and become more independent learners.

Entry #9: Indigenous Worldviews and Assessment Reflection

Indigenous pedagogical structures always put the learner first. When thinking about what kind of assessment would fit within this framework, I realized that a self-assessment, a co-created assessment, or a formative assessment puts the learner in the forefront, but it also gives the learner more agency over their learning goals. The rubric concept that Katie and I created touched on two of these ideas, so I thought it would work perfectly in this category (it is no coincidence that it fits so well as these are concepts that we had in mind while deciding on an assessment for our unit).

The Circle of Courage is an amazing framework for positive youth development based on an integration of Indigenous philosophies and contemporary research. The model incorporates the four universal growth needs of a child; belonging, mastery, independence, and generosity, all of which are developed and implemented through treating children with deep respect. I wholeheartedly believe in this model and look to it frequently while developing lessons, units, and assessments. Because I have perhaps a new age opinion on assessment (I don't like it), I find myself naturally drawn to formative style assessment and self-assessment, assessments that inherently have the learner front and center.

The two specific Circle of Courage concepts that are addressed within this rubric, mastery and independence, go hand in hand. When students have a part in creating their own learning goals and then assessing how they met those goals, they develop the skills they need to become independent learners. In the same vein, students are able to master concepts or content better when they have a good understanding of their learning goals.

Entry #10: Wild Card! - Learning Ladder

Assessment Strategies Learning Ladder!   **Name:** Lacee Smith   **Date:** April 4,2022

Step 1 (Emerging)

I can describe and differentiate styles of assessment FOR, AS, and OF learning. ✓

Step 2 (Developing)

I can provide multiple examples assessment FOR, AS, and OF learning. ✓

Step 3 (Proficient)

I can explain the benefits and drawbacks of different assessment strategies. ✓

Step 4 (Proficient)

I can develop and implement my own assessment strategies for lessons that I have created or imagined. ✓

Step 5 (Extending)

I can reflect upon and adjust assessments that I have implemented to better benefit students and their learning journey and inform my teaching practice.

The learning ladder is an assessment tool that can function as a checklist or a rating scale (in this case a checklist). What sets it apart from these two assessment strategies is it's inherent learning progression or scaffold.

Entry #10: Wild Card
Learning Ladder Reflection

I was first exposed to this assessment strategy from Denise and Stacey, two women who work for SD73 who were brought in as guest speakers in our Socials Studies Methods class with Mike Koppes. I like this strategy because the scaffolded learning progression is formatted into the assessment itself. If I were to bring this learning ladder into my teaching practice, I would likely use it as a formative self-assessment strategy so that students could use it as a learning/study guide throughout a unit, though it could be used as a summative assessment as well.

In my example of a learning ladder on the previous slide, I integrated the proficiency scale into each step of the ladder. This is not a necessary feature of a learning ladder, it is something I chose to do for this specific example. In other units, there could be many more steps to the ladder, completely leaving out any kind of associated rating, acting more as a straightforward checklist. There is also room in this assessment strategy for the checklist box to be replaced with the proficiency standards rating scale on each rung of the ladder for a more complete and detailed picture of student comprehension.

I believe that this assessment strategy would be extremely useful to students if it were used as a formative assessment in a more complex, perhaps abstract unit. It could help students visualize the progression of a concept from basic or concrete as it becomes increasingly complex or abstract. This assessment strategy would then essentially become a guide for their learning and make daunting concepts more approachable.