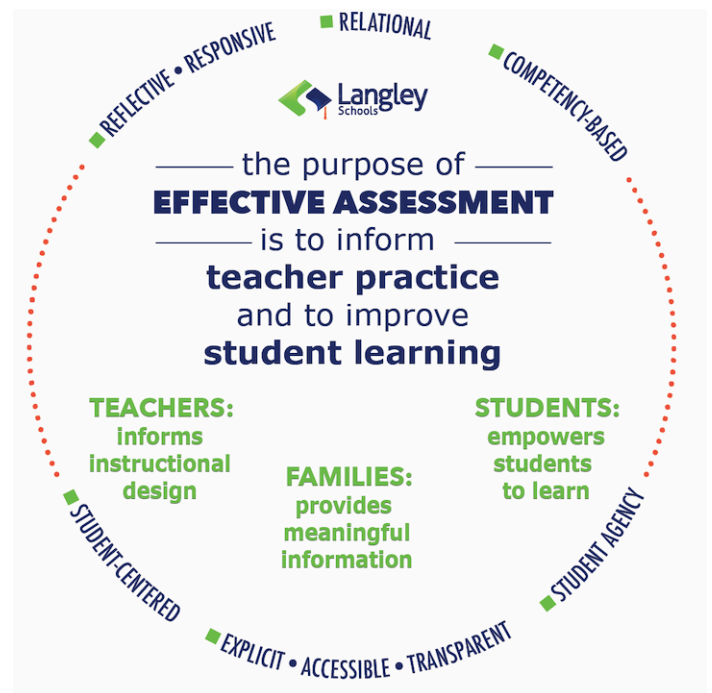


Assessment



GUIDING principles

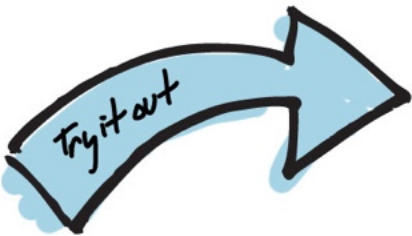
- ◆ **COMPETENCY BASED:** Effective assessment reflects where the student's skill level is in relation to the curricular competencies. Evidence of learning and professional judgement determines proficiency.
- ◆ **EXPLICIT, ACCESSIBLE AND TRANSPARENT:** Effective assessment requires clear learning intentions and communicates success criteria so that learning is accessible for all students.
- ◆ **RELATIONAL:** Effective assessment fosters hope, efficacy and a culture of learning.
- ◆ **REFLECTIVE AND RESPONSIVE:** Effective assessment includes ongoing descriptive feedback to promote student reflections and inform next steps.
- ◆ **STUDENT CENTERED:** Effective assessment empowers students through voice and choice.
- ◆ **STUDENT-AGENCY:** Effective assessment guides students in understanding and articulating their learning.



THINK About It.

- *How do assessment practices provide opportunities for students to demonstrate what they know, understand and can do in relation to the curricular competencies?*
- *How does using multiple methods of assessment serve to gather comprehensive information on student learning?*
- *How are the learning intentions and success criteria made clear to students?*

- *How do assessment practices ensure students remain engaged in their learning?*
- *How do assessment practices assist students in becoming competent and confident?*
- *How do the assessment practices allow students to connect to their own experiences/culture/identity?*
- *What opportunities exist for students to recover from a failure?*
- *How does specific and timely feedback improve learning?*
- *How is instructional design informed by evidence of learning?*
- *How do assignments provide multiple ways to demonstrate understanding?*
- *How do assessment practices reflect the First People's Principles of Learning?*



- Have students track the feedback you're providing and have them reflect on trends
- Provide alternate assessments for students who have failed but only after you have re-taught them the skills
- Instead of a mark, write down 1 thing a student did well and 1 thing they should work on
- Use gradual reduction of responsibility in learning a new task. ie. Do as a whole class/ do in pairs/ do individually. Only assess the individual one
- Provide examples of what the final product should look like
- Directly teach students how to understand a rubric before utilizing it
- Have a section at the end of a test: Here's what I know about _____ that wasn't asked on this test
- Give examples of what the test questions will be like
- Collaboratively setting success criteria
- Be intentional about conferencing with students
- Support students as they set learning and personal goals
- Be purposeful and set a focus for observations
- Provide specific positive feedback alongside suggestion (s) for improvement
- Incorporate opportunities for peer feedback
- Assessing in more than one way for the same competency
- Observations and Conversations
- Peer feedback with clear criteria and coaching
- Posting learning intentions
- Have students find their own mistakes
- Verbal feedback as students are working on a task
- Co-creating expectations and criteria (what does it look like/sound like)
- Give opportunities to re-do
- Celebrate the growth (not endpoints), mind over matter