Assessment Is Relational

Surviving & Thriving in the New Reporting Order

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Shape

- Acknowledgement
- Objectives & Introductions
- Background knowledge
- Terms, examples, models
- Explore, practice, Q&A
- Reflect

Acknowledgement

Objectives

- I can help students believe in their own potential growth
- I can guide students through self-regulation processes
- I can give students the power of consent in their own assessment
- I can empower students to track their own learning and share it with others

Introductions

- Write
- Connect

Background Knowledge

- What do you know?
- What do you need?

Process: terms, examples, & models

Healthy relationships involve...

- Mutual respect (including of each other's culture)
- Trust
- Honesty
- Support
- Fairness
- Communication
- Playfulness

(Adapted from the Hall Health Center)

Framing your classroom

Show students:

- How welcome they are
- How sensitive you are
- Your sense of equity & openness
- Your role in the room
- That they should grow
- That they *can* grow
- That you are growing too

- What is assessment?
- How is assessment different from reporting?

How do we give students direction?

Big Picture

- Show students what they're working towards
  - E.g. curricular competencies
- Set goals

What is a learning progression?

What is a learning map?

Course/Subject/Grade(s): English/New Media/11		Planning Team: Caitlin Nicholson, Katie Marren, Shelley Moore			
Unit Big Idea: The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world		Unit Guiding Question(s): How does where we come from influence how we understand our place in this world?			

Goals		Access – This is what I NEED to know and do	All – This is what I MUST know and do	Most – This is what I CAN know and do	Few – This is what I COULD know and do	Extension – This is what I can TRY to know and do
Content Goal: I know narrative structures found in First Peoples texts		I know what narrative structure is and why it is important	I know circular structures of texts	I know iterative (repetitive) structures of texts	I know cyclical structures of texts	I know how different narrative structures are used within texts
Curricular Competencies	Comprehend & Connect	I can read for enjoyment and achieve personal goals	I can choose texts that I am interested in and like I can set a goal	I can identify texts that I enjoy by type/genre I can set a goal related to my text	I can identify texts that I enjoy and describe why I enjoy them I can make a plan to reach a personal goal I made related to my text	I can talk about/ recommend texts that I enjoy to others I can implement a plan to reach a goal I made related to my text	I can review books based on criteria and describe why I did or did not enjoy them I can adjust and reflect my plan about a goal I made related to my text
		I can recognize the influence of land/place in First Peoples' and other Canadian texts	I can identify the land/places of my home	I can identify and describe how land/place plays a role in First People's and Canadian texts	I can identify and describe the influence of land/place in First Peoples' texts	I can identify and describe the influence of land/place in Canadian texts	I can compare the importance/influence of place in different First Peoples and Canadian texts
		I can evaluate how literary elements and new media techniques and devices reflect different purposes and audiences	I can identify story elements of a text (setting, character, plot)	I can identify literary elements (text structures, characterization, setting) I can describe how these elements influence audience	I can identify new media techniques (advocacy, community, propaganda, manipulation) I can describe how these techniques influence audience	I can describe how the author/creator uses literary elements and new media techniques to communicate purpose	I can analyze the motivation of an author/creator's purpose I can make a suggestion/offer advice to an author
	Create & Communicate	I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking.	I can share my ideas	I can identify and describe my viewpoint	I can consider and show respect for another's viewpoint	I can build on another's viewpoint	I can challenge myself to transform my ideas and viewpoints to include another

Learning Map, Shelley Moore, 2018

adapted from Gregory & Cameron, 2001

from Shelley Moore

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CURRICULAR COMPETENCIES	Poem	Spoken Word	Story	Short Scene	Pet Project	Mono-logue	Lit Circle Project	Journals	Discuss	Final Play	My Journey	My mark for this skill is:
UNDERSTAND & COMMUNICATE												
Look at text critically, creatively, reflectively					▓		▓		▓			
Plan, develop, and create engaging texts for a specific audience	▓		▓				▓	▓			▓	
Uses imagery and figurative language	▓		▓		▓		▓					
Use Canadian spelling, grammar, and punctuation	▓		▓				▓					
Collaborates to understand & build things together												
PERFORM												
Presents using voice & movement to create a dramatic world		▓		▓		▓				▓	▓	
Show respect to others and yourself		▓			▓				▓			
Receive, offer, and apply constructive feedback	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓		

Kessey Jemmott, Manvir Mander, & Kyle McKillop

CURRICULAR COMPETENCIES	1 Resp. #1	2 Story-telling	3 Resp. #2	4 Discuss (self assess mid-term)	5 Resp. #3	6 Poem	7 Resp. #4	8 Reconc. Pres.	9 Discuss (self assess final)	10 ?	11 ?	My mark for this skill is:
COMMUNICATE												
Respectfully trade ideas and viewpoints to build a shared understanding				▓					▓			
Speak and listen in a variety of formal and informal contexts		▓		▓		▓		▓	▓			
Select and apply proper speaking formats for the purpose												
Respect the information you use and give credit	▓		▓	▓	▓		▓	▓	▓			
UNDERSTAND												
Apply the appropriate strategies to guide inquiry, thinking, and comprehension												
Make meaningful connections between self, text, and world	▓		▓		▓		▓					
Understand the role of story & oral tradition in sharing First Peoples perspectives, values…												
Identify personal, social, and cultural contexts,												

Name:

Kyle's class

Creative Writing Credo

I am a growing and discerning writer, reader, and editor who has a voice and shares that voice in my school community and with a larger audience.

—created by Steve Balaniuk, Iain Fisher, Kyle McKillop, & Bev Schellenberg

How do we give kids power over themselves?

Side-by-side coaching:

- Co-created criteria
- Rubrics
- Feedback
- Conferencing
- Reflection

Rubrics

- Skills-focused (curricular competencies)
- Facilitate growth
- Co-created
- Useful for
  - self-regulation
  - feedback

Single point rubric

Journals

Check assessment type: ☆ Goals ◯ Self ◯ Peer ◯ Teacher

Name:

Emerging/Developing	Proficient	Extending
If it applies, explain what you would do differently next time	*If your work shows proficiency, checkmark this level*	*If it applies, explain how you went beyond proficiency*
Plan, develop, and create engaging texts for a specific audience		
	Organizes the writing—may brainstorm or make other kinds of plans. Has a beginning, middle, and end	
	Shares thoughts & opinions with some depth	
	Makes sense, stays on topic, & is appropriate for the	

Communications 12 Letter

Check assessment type: ☆Goals ○Self ○Peer ○Teacher

Name: _____

Assignment: _____

		Emerging	Developing	Proficient	Extending
MEANING	Purpose	I can write a letter	I can write a letter with some sense of purpose	I can write a letter with a clear sense of purpose	I can write a letter with a thoughtful sense of purpose
	Supporting details	I can use a main point	I can support my point with a few details	I can support points with details and PEE	I can support points with concrete details and PEE
	Proposes action	I can ask for something	I can suggest some action	I can suggest a reasonable course of action	I can suggest a creative course of action
STYLE	Awareness of audience	I am aware of my own reaction to the letter	I can use a tone that is usually appropriate for the audience	I can use a tone that is appropriate for my audience	I can use a subtle tone that helps me achieve my goals
FORM	Organization	I can record my ideas	I can organize my letter	I can carefully and logically organize my letter	I can organize my letter logically and naturally organization
	Format	I can try some of the letter formatting elements	I can correctly format most of a letter	I can correctly format a letter	I can correctly and interestingly format a letter
	Paragraphing & transitions	I can list my ideas	I can use some paragraphing and some transitions are smooth	I can use consistent paragraphs and smooth transitions	I can use careful paragraphing and my writing flows naturally
CONVENTIONS	Spelling; sentence construction; usage agreement; verb forms; point of view	I can communicate using English	I can usually communicate in standard English	I can communicate in standard English with only a few errors	I can communicate smoothly in standard English

Feedback

- What the learner hears/reads about their work
- Consensual
- Skill-driven
- Learner-centred
- Verbal whenever possible

Lerman's Critical Response Process

1. Statements of meaning
2. Student as questioner
3. Neutral questions from teacher
4. Opinion time (if permission is granted)

(adapted from https://lizlerman.com/critical-response-process/)

My Current Feedback Model

- Get consent
- Notice the success
- Notice and wonder
- Ask the student if they have specific questions
- Ask student to summarize feedback & next steps; one of us records

Conferencing

A dialogue between learner and mentor about the work

If you take your marking home, what conversations and learning are your students missing?

Reflection

Opportunity for your learner to look back and plan ahead.

Researchers

- Alfie Kohn
- Dylan Wiliam
- John Hattie
- Katie White

Reflection as power

- What's going well?
- What do I want to focus on going forward?

Spirals of Inquiry (Halbert & Kaser, 2013):

- Where are you going with your learning?
- How are you doing with your learning?
- Where to next?

New Reporting Order

- With guidance, students can generate comments and proficiency scale positioning
- Student and teacher conference to confirm language and symbolic mark
- Teacher records results

Model

Explore & Practice

Grade 9 Journals

- Get a partner
- Examine the rubric
- Read the journals
- Give verbal growth-minded feedback

Explore & Discuss

1. **Work with a partner!**
2. Check out some assessment materials
3. Consider guiding questions (the first two via Faye Brownlie):
   a. What do you notice?
   b. Why is that important?
   c. What do we notice about the role of the students? the teacher?
4. Discussion to follow

Part 1 Objectives Revisited

- I can help students believe in their own potential growth
- I can guide students through self-regulation processes
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Reflect

- Which strategies & ideas do you need to know more about before trying?
- Which ones might you try in your classroom in the next week? Month? Year?
- Who will keep you accountable? Choose someone! Tell them your plan!

Thank you! Please stay in touch!

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