

# 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?

# 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 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 Peoples' 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 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

<b>CURRICULAR COMPETENCIES</b>	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:
<b>UNDERSTAND &amp; COMMUNICATE</b>												
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												
<b>PERFORM</b>												
Presents using voice & movement to create a dramatic world												
Show respect to others and yourself												
Receive, offer, and apply constructive feedback												



Name: \_\_\_\_\_

<b>CURRICULAR COMPETENCIES</b>	<b>1</b> Resp. #1	<b>2</b> Story-telling	<b>3</b> Resp. #2	<b>4</b> Discuss (self assess mid-term)	<b>5</b> Resp. #3	<b>6</b> Poem	<b>7</b> Resp. #4	<b>8</b> Reconc. Pres.	<b>9</b> Discuss (self assess final)	<b>10</b> ?	<b>11</b> ?	<b>My mark for this skill is:</b>
<b>COMMUNICATE</b>												
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												

<b>UNDERSTAND</b>												
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,												

# 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

## Journals

Name:

Check assessment type:  Goals  Self  Peer  Teacher



<b>Emerging/Developing</b> <i>If it applies, explain what you would do differently next time</i>	<b>Proficient</b> <i>If your work shows proficiency, checkmark this level</i>	<b>Extending</b> <i>If it applies, explain how you went beyond proficiency</i>
<b>Plan, develop, and create engaging texts for a specific audience</b>		
	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
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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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