



Planning with the End in Mind

Dimension #1: Clarifying the Learning Destination

Effective assessment practice is evident when teachers...

develop a collective understanding of grade level standards through ongoing conversations with colleagues, the use of exemplars, and collaborative scoring of student work.

▶ Developing Common Understanding through Collaborative Marking

<https://aac.ab.ca/video/developing-common-understanding-through-collaborative/>

Video Summary

Two teachers describe the benefits of collaborative marking. Although this video is set in a high school social studies classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- When teachers engage in collaborative marking, standards are more likely to be consistently applied from class to class.
- Collaborative marking enhances teachers' professional capacity by providing opportunities to share promising practices.

Discussion Questions

- How could collaborative marking become part of our school culture without compromising individual teacher responsibility for designing instruction and assessment?
- How could collaborative marking support teachers who are new to the profession or new to a grade level/subject area?

Connection to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study
- support the use of reasoned judgment about the evidence used to determine and report the level of student learning



Connections to LQS Instructional Leadership Indicators

6 (c) ensuring that student instruction addresses learning outcomes outlined in programs of study

6 (e) demonstrating a strong understanding of effective pedagogy and curriculum

6 (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence informed

Using the Video to Support Your Own Professional Learning

1. Review the video: [Developing Common Understanding through Collaborative Marking](#).
 - Use the *Key Points* and *Discussion Questions* to guide your reflection.
 - What connections can you make to your past/current classroom practice?
2. Engage in background reading and study.
 - *Assessment Conversations: Engaging with Colleagues to Support Student Learning* (pp. 13 – 14).*
3. Anticipate challenges.



Potential Challenge	Potential Response
<p><i>“I’m worried that my students’ work might not measure up and I might be judged. I’m not sure I want to put myself in that kind of situation.”</i></p>	<ul style="list-style-type: none"> • Partner with a colleague you trust and give it a try. • Student work can be used with no names attached to remove some of the barriers to collaborative marking with a group of colleagues.
<p><i>“I’ve marked provincial exams for years, and I’m not willing to give up my standards just because the group thinks I’m marking too hard.”</i></p>	<ul style="list-style-type: none"> • Always refer back to the outcomes to verify that what is being assessed is aligned with the grade level. • Look to grade level exemplars where they exist. These could include provincial writing samples, jurisdiction created resources, and samples from students in previous years. • Samples from the internet may be helpful; however, be cautious about any scoring guides that may accompany these samples as they are likely not based on Alberta outcomes.

As a school leader, working towards building a culture of formative assessment in your school can help teachers feel more comfortable with professional collaboration.

Using the Video to Support Professional Conversations (Assessment Team and/or Staff/Department Meeting)

1. Encourage assessment team/staff members to focus on the **Key Points** and the **Discussion Questions** as they design assessment experiences for students.
2. Encourage team members to be prepared to share their experiences (successes and challenges) at the next assessment team meeting and/or the next staff/department meeting.



Remember the value of working towards building a culture of formative assessment within your school, beginning with your leadership role. See Section 2 (p. 11) for more information.

* *Assessment Conversations: Engaging with Colleagues to Support Student Learning* is an additional recommended resource published by AAC. It was not funded by this project, and is available for purchase from AAC.