



Planning with the End in Mind

Dimension #3: Considering the Needs of the Learners

Effective assessment practice is evident when teachers...

consider the strengths and learning needs of diverse learners when designing assessment experiences.

▶ Multiple Opportunities to Demonstrate Learning

<https://aac.ab.ca/video/multiple-opportunities-to-demonstrate-learning-supporting-diverse-learners/>

Video Summary

A teacher describes techniques to help students see learning as an ongoing process. Although this video is set in an elementary school classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- Portfolios are an effective way to keep track of student progress over time.
- Students use portfolios to reflect on their understanding of outcomes.
- Students are given multiple opportunities to demonstrate their learning; time is not the determining factor.

Discussion Question

- What organization will be required in order to allow this degree of flexibility for students?

Connection to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study
- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences
- 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 (a) building the capacity of teachers to respond to the learning needs of all students
- 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: [Multiple Opportunities to Demonstrate Learning](#).
 - Use the *Key Points* and *Discussion Question* 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. 32 – 34).*
3. Anticipate challenges.



Potential Challenge	Potential Response
<i>“I can’t imagine having time to keep every assignment open for re-assessment throughout the year.”</i>	<ul style="list-style-type: none"> • Many outcomes in the curriculum require an ongoing focus throughout the year. • Consider doing fewer summative assignments and instead, spend more time on formative assessment focused on key skills from the curriculum that transfer from grade to grade.
<i>“Our marks program doesn’t allow me to go back and change a grade after the reporting period has ended.”</i>	<ul style="list-style-type: none"> • Keep a non-digital copy of your grades to allow time for professional judgment. Don’t be in a hurry to post summative grades. • If you don’t think a mark is an accurate reflection of what the student is capable of demonstrating, consider how you might gather further evidence.

As a school leader, work with jurisdiction curriculum and assessment leadership to find ways to ensure sound assessment practices are not derailed by the digital reporting system.

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 Question** 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.