



Planning with the End in Mind

Dimension #1: Clarifying the Learning Destination

Effective assessment practice is evident when teachers...

use age-appropriate language to help students come to an understanding of the learning destination.

▶ Setting Clear Targets for Students

<https://aac.ab.ca/video/setting-clear-targets-for-students/>

Video Summary

A teacher describes how exemplars can help students understand the levels of quality described within the rubric. 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

- The teacher uses language from the rubric to help students understand what is required.
- Exemplars assist students to understand various levels of quality.
- Group discussion provides an opportunity for students to be actively engaged in the task.

Discussion Question

- What benefits might students experience by participating in this process at a point while their work is in progress?

Connection to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study



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: [Setting Clear Targets for Students](#).
 - 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. 15 – 18).*
3. Anticipate challenges.



Potential Challenge	Potential Response
<i>“If we are spending all this time discussing student work in progress, how will we ever get through everything in the curriculum?”</i>	<ul style="list-style-type: none"> • It’s important to have a shared understanding among teachers and students about the characteristics of quality work. • Time spent helping students understand the learning targets will likely be time saved as students internalize the expectations and levels of quality.
<i>“How can we find exemplars?”</i>	<ul style="list-style-type: none"> • Begin with a current assignment. Rather than waiting until students have completed the assignment, gather samples of student work in progress (with names removed or with student permission) and use a document camera to have a class discussion about strengths evident and areas for growth. This process requires a safe and supportive environment. • Begin to take pictures of student work at varying levels of quality and store it in a digital portfolio for use in subsequent years.

As a school leader, model a parallel process by intentionally sharing your assessment vision with teachers, students, parents, and community.

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.