



## Formative Assessment

### Dimension #4: Engaging Students in the Assessment Process

**Effective assessment practice is evident when teachers...**

*engage students in the assessment process.*

## ▶ Engaging Students in their Learning

<https://aac.ab.ca/video/engaging-students-in-their-learning/>

### Video Summary

Teachers demonstrate how using mini-whiteboards increases student engagement and learning. Although this video is set in elementary mathematics classrooms, the assessment principles from this video are applicable to other grades and subjects.

#### Key Points

- When using mini-whiteboards, students are engaged and able to take risks with their learning. Students understand that this is an opportunity for learning, not something to be marked.
- The teacher can immediately spot misconceptions and provide timely feedback.

#### Discussion Question

- Engagement means more than simply keeping students interested; true engagement implies a level of commitment to the learning. How might mini-whiteboards contribute to student engagement in an upcoming lesson?

### Connections to TQS Assessment Indicators

- provide a variety of methods through which students can demonstrate their achievement of the learning outcomes
- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences



### 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: [Engaging Students in their 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. 38 – 43).\*
3. Anticipate challenges.



Potential Challenge	Potential Response
<i>"I don't have a lot of resources at my school."</i>	<ul style="list-style-type: none"> <li>• Engagement isn't about the newest and greatest technology or products. Something as simple as a mini-whiteboard made from a blank piece of paper inserted into a sleeve protector, can offer a multitude of opportunities for students to engage in and demonstrate their learning.</li> </ul>
<i>"If I don't mark assignments on a regular basis, how will I know that students are learning?"</i>	<ul style="list-style-type: none"> <li>• Choose an assignment that you have typically marked, and adapt it for a mini-whiteboard lesson. Reflect on the level of student engagement, what you were able to learn about how students are thinking, and how you were able to provide feedback to help students correct misunderstandings in real time.</li> </ul>

As a school leader, provide time for teachers to adapt an assignment to use with mini-whiteboards.

## 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.