



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.

▶ Offering Choice

<https://aac.ab.ca/video/offering-choice/>

Video Summary

A teacher discusses the benefits, and things to consider when providing students with choice. Although this video is set in a junior high school mathematics classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- There are a variety of ways that students can demonstrate a learner outcome.
- Providing students with choice is one way to meet individual learning needs.
- Student confidence and engagement can be enhanced when students are provided with choice.

Discussion Questions

- When might it be inappropriate to offer students choice in how they demonstrate their learning?
- Consider where you might embed choice in an upcoming student assignment.

Connections to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study
- provide a variety of methods through which students can demonstrate their achievement of the learning outcomes



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:** [Offering Choice](#).
 - 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. 28 – 31).*
3. **Anticipate challenges.**



Potential Challenge	Potential Response
<i>“If I offer choice, how will I manage all the different types of assignments I need to mark?”</i>	<ul style="list-style-type: none"> • The number of choices needs to be manageable for both teachers and students. • The rubric can be the same regardless of the range of choices provided for students when it focuses on key skills rather than details of the product.
<i>“I know I should offer choice, but how do I ensure it is fair and equitable for all students?”</i>	<ul style="list-style-type: none"> • Ensure the project and rubric are based on ‘big ideas’ from the outcomes rather than on the specifics of the product. • Some students require additional coaching along the way. When this is embedded within the instructional process, then it can be fair and equitable for all students, as students are receiving the support they require.

As a school leader, provide time at a staff meeting for teachers to examine AAC performance tasks and rubrics for samples of how a rubric can be used to assess various products within a common task.

Encourage teachers to also look at AAC scaffolding tools for samples of how to coach and guide students towards acquiring these skills.

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.