



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.



Planning for Student Diversity

<https://aac.ab.ca/video/planning-for-student-diversity/>

Video Summary

A teacher describes how to support a variety of student learning needs within classroom assessment practices. 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

- A completion checklist can be used to foster student independence.
- Discussing the rubric with students can help clarify expectations.
- Students are more engaged when they are provided with choice in how they demonstrate their learning.

Discussion Question

- What practices might help the diverse learners in our classes develop confidence and a positive attitude towards learning?

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:** [Planning for Student Diversity](#).
 - 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
<p><i>“How do I find the balance between supporting my students and doing the thinking for them?”</i></p>	<ul style="list-style-type: none"> • Ensure you are clear on the expectations of the outcome. This will provide a starting point to add supports or scaffolding tools to help students meet the outcome. • The goal is to help students move towards greater independence with skills and processes.
<p><i>“Some outcomes seem beyond the abilities of my students. How do I adapt or modify the outcomes to meet my students’ needs?”</i></p>	<ul style="list-style-type: none"> • The outcomes are designed with scope and sequence in mind, and build upon the skills from previous grade levels. In reality, students come with different abilities, regardless of their grade level. Instructional support is essential to help students meet grade level expectations. However, it is important not to confuse effort with achievement. • If a student is not able to achieve the Alberta Program of Studies grade level outcomes, they require a modified program. Further discussions with a school counsellor or jurisdiction leader in the area of student services may be necessary to determine an appropriate program.

As a school leader, provide time at a staff meeting for teachers to examine AAC scaffolding tools for samples of how to coach and guide students towards acquiring specific 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 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.