



Formative Assessment

Dimension #4: Engaging Students in the Assessment Process

Effective assessment practice is evident when teachers...

engage students in the assessment process.

▶ Student Engagement: A Shared Responsibility

<https://aac.ab.ca/video/student-engagement-a-shared-responsibility/>

Video Summary

A teacher reflects on how conventional assessment practices can be rethought in order to engage students more deeply. Although this video is set in a high school science classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- Teachers need to consider the amount of evidence required in order to determine that a student has met a learning outcome.
- Providing choice along with open-ended questions helps engage students in their learning.
- Reflecting on an assignment that did not work out as planned can be an opportunity to make improvements to the assignment for future use.

Discussion Question

- Consider an assignment for an upcoming class. Anticipate how the students might perceive the assignment and whether or not they might consider it to be worth doing. What changes might you make to increase the level of student engagement, i.e., commitment?

Connections 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:** [Student Engagement: A Shared Responsibility](#).
 - 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 know engagement is important, but I don’t want to feel like I’m ‘on stage’ all day.”</i>	<ul style="list-style-type: none"> • Remember that engagement isn’t the same as entertainment. Think of engagement as commitment to the learning. Reflect on whether students understand why they are being asked to complete an assignment.
<i>“I feel like students aren’t taking the work seriously. How do I help them understand that these assignments matter?”</i>	<ul style="list-style-type: none"> • If students are not completing assignments, consider how to increase their commitment rather than their compliance. • Are teachers using too many summative assessments? Think about how many summative assignments are actually required in order for a teacher to have confidence in their professional judgment about student achievement relative to a set of outcomes. Could formative assessment experiences replace some of the assignments previously designated as summative?

As a school leader, think about potential unintended consequences of the requirements that may be placed on teachers to input a certain number of grades within given timelines. How might you mitigate these consequences?

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.