Supporting Professional Conversations about Assessment: An AAC Guide for School Leaders

"It turns out that leadership not only matters:
it is second only to teaching among school-related factors
in its impact on student learning…"

Excerpt from *How leadership influences student learning* (a review of the research)
by Leithwood, Louis, Anderson and Wahlstrom (2004)

About the Alberta Assessment Consortium

The Alberta Student Assessment Network, operating as the Alberta Assessment Consortium (AAC), is a recognized education partner in the Province of Alberta. As an independent, not-for-profit organization, AAC has been providing informed responses to assessment topics that impact student learning since its inception in 1992.

AAC maintains contact with assessment researchers, authors, and leaders throughout the world. The work of AAC builds on the solid research base in assessment, focusing on practical classroom strategies to support student learning. AAC is an experienced developer of assessment materials within the Alberta curricular context and an experienced provider of professional learning.

The AAC website www.aac.ab.ca houses an extensive online collection of classroom assessment and professional learning materials. While the bulk of the collection is available exclusively to AAC membership, the website also provides a place to showcase publically available materials developed through Ministry conditional grants along with projects, such as this one, that are funded by education partners.

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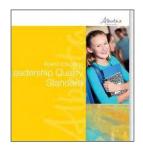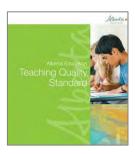
Introduction and Purpose

The new *Leadership Quality Standard* (LQS) and *Teaching Quality Standard* (TQS) contain specific references to student assessment.

Assessment can often be a controversial topic. Rather than seeing assessment as a topic to avoid, or to outsource solely to internal or external consultants, this resource seeks to provide school leaders with support materials to help them feel more confident as they lead assessment conversations within their schools.

Section 1: Instructional Leadership in Assessment

Section 1 highlights the connections between the LQS and TQS in regards to classroom assessment practices. With so much emphasis on assessment within these two documents, it's clear that assessment literacy *is* the work of school leaders!

Section 2: Establishing a School-based Assessment Team

Section 2 maps out a process that school leaders can use to facilitate professional conversations about assessment within the school. This section contains helpful suggestions for getting started and keeping the conversations going. The process can be adapted as needed for your specific school context.

Section 3: Resources to Anchor Professional Conversations

Section 3 provides support materials to accompany a collection of 32 videos from the AAC website that address the various indicators from the TQS. This section provides invaluable background information to support school leaders as they

- learn more about assessment; and
- lead conversations about classroom assessment within their schools.

Supporting Professional Conversations about Assessment: An AAC Guide for School Leaders

SECTION 1: INSTRUCTIONAL LEADERSHIP IN ASSESSMENT

Assessment Literacy *is* the Work of Leaders

The 2018 *Alberta Education Leadership Quality Standard* (LQS) provides a list of indicators within Competency 6 that relate to providing instructional leadership. A quick scan of the verbs within this section clearly reveals that this is an *action* list for leaders. Leaders are building, implementing, ensuring, facilitating, demonstrating, and interpreting as they provide instructional leadership.

Excerpt from 2018 *Alberta Education Leadership Quality Standard* (underlining added for emphasis) https://education.alberta.ca/media/3739621/standardsdoc-lqs-_fa-web-2018-01-17.pdf

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Providing Instructional Leadership

6. **A leader <u>ensures</u> that every student has access to quality teaching and optimum learning experiences.**

   Achievement of this competency is demonstrated by indicators such as:

   (a) <u>building</u> the capacity of teachers to respond to the learning needs of all students;
   (b) <u>implementing</u> professional growth, supervision and evaluation processes to <u>ensure</u> that all teachers meet the *Teaching Quality Standard;*
   (c) <u>ensuring</u> that student instruction addresses learning outcomes outlined in programs of study;
   (d) <u>facilitating</u> mentorship and induction supports for teachers and principals, as required;
   (e) <u>demonstrating</u> a strong understanding of effective pedagogy and curriculum;
   (f) <u>facilitating</u> the use of a variety of technologies to support learning for all students;
   (g) <u>ensuring</u> that student assessment and evaluation practices are fair, appropriate, and evidence-informed;
   (h) <u>interpreting</u> a wide range of data to inform school practice and enable success for all students; and
   (i) <u>facilitating</u> access to resources, agencies and experts within and outside the school community to enhance student learning and development.

Indicator (g) within Competency 6 of the LQS makes specific reference to a leader's responsibility relative to student assessment and evaluation practices.

   (g) <u>ensuring</u> that student assessment and evaluation practices are fair, appropriate, and evidence-informed;

However, a less obvious but perhaps more encompassing connection to assessment is found within Indicator (b) of the LQS.

   (b) <u>implementing</u> professional growth, supervision and evaluation processes to <u>ensure</u> that all teachers meet the *Teaching Quality Standard;*

Competency 3 within the *Teaching Quality Standard* (TQS) references five indicators of effective assessment practice. In order for school leaders to accomplish indicator 6 (b) from the LQS, i.e., to "…ensure that all teachers meet the *Teaching Quality Standard,*" leaders need to be well-versed in the same principles of sound assessment practice in order to provide effective support for teachers.

Excerpt from the 2018 *Alberta Education Teaching Quality Standard*
https://education.alberta.ca/media/3739620/standardsdoc-tqs-_fa-web-2018-01-17.pdf

Demonstrating a Professional Body of Knowledge

3. **A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.**

    Achievement of this competency is demonstrated by indicators such as:

(c) applying student assessment and evaluation practices that:
    - 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;
    - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
    - provide accurate, constructive and timely feedback on student learning; and
    - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

It's clear that assessment is more than an event that takes place at the end of learning. Assessment is an integrated process, encompassing the entire teaching/learning endeavor. When viewed from this perspective, the LQS competencies reveal even more connections to classroom assessment practice.

Assessment literacy is an *essential* area of study for leaders. This resource is designed to support leaders in the work of enhancing their personal assessment capacity in order to assist them in providing effective instructional leadership in assessment.

The graphic on the following page uses icons to represent the five assessment indicators from the TQS. These icons will recur throughout Section 3 of this AAC resource. The text in the graphic is taken directly from the 2018 *Teaching Quality Standard,* and has been used with permission.

Assessment Excerpt from the NEW Alberta Education Teaching Quality Standard (TQS)

Demonstrating a Professional Body of Knowledge

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.

   Achievement of this competency is demonstrated by indicators such as:

   (c) applying student assessment and evaluation practices that:

- 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;

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;

- provide accurate, constructive and timely feedback on student learning; and

- support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

SECTION 2: ESTABLISHING A SCHOOL-BASED ASSESSMENT TEAM

Supporting Professional Conversations about Assessment: An AAC Guide for School Leaders
Section 2: Establishing a School-Based Assessment Team

Building a Culture of Formative Assessment
A Rationale for Establishing a School-Based Assessment Team

The new *Alberta Education Leadership Quality Standard* (LQS) lists an array of responsibilities for leaders. Instructional leadership is one of the leadership competencies, and indicators relating to student assessment reside within this competency.

As with any of the leadership competencies, the approach that a leader takes towards their responsibilities can have a direct impact on how their leadership vision is received by staff members and subsequently implemented within the school. The topic of assessment is often controversial, and a school leader needs to be able to understand diverse viewpoints, and then lead productive conversations in order to move assessment practices forward within a school.

This resource outlines a process for creating a school-based assessment team. The rationale for this approach comes from a quote from *Inside the Black Box*, a meta-analysis of the research relating to formative assessment practices.

> Teachers will not take up attractive sounding ideas, albeit based on extensive research, if these are presented as general principles which leave entirely to them the task of translating them into everyday practice – their lives are too busy and too fragile for this to be possible for all but an outstanding few. What they need is a variety of living examples of implementation, by teachers with whom they can identify and from whom they can both derive conviction and confidence that they can do better, and see concrete examples of what doing better means in practice.
>
> (Black & Wiliam, 1998)

While Black & Wiliam note that classroom teachers can be the most effective ambassadors for implementing sound practices, school leaders are ultimately responsible to provide instructional leadership in assessment. When leaders work collaboratively with teachers to set a vision, they can also create structures to enable the entire staff to move forward with sound assessment practices.

School leaders continue to have a legislated responsibility to evaluate professional staff for whom they have responsibility. However, consider the value of a school leader approaching instructional leadership in assessment through a coaching mindset.

School leaders can support professional growth in assessment practices by
- enhancing their own understanding of sound assessment practices;
- providing a safe space to discuss ideas and try new strategies;
- listening to concerns and seeking to understand;
- discussing solutions and providing support; and
- celebrating success.

Engaging in these practices assists a school leader in building a culture of formative assessment within the school.

Options for Providing Instructional Leadership in Assessment

The graphics on this page and the following page provide a visual representation of two possible options for providing instructional leadership in assessment.

Short Cycle

- Personal reflection and planning are central to the success of this leadership endeavor.
- The cycle below represents a school leader's work in facilitating discussions about assessment with the entire staff. Teachers then have the responsibility to engage in classroom application of the principles discussed and to reflect on the impact of those practices on student learning. Ideally the cycle would continue, with assessment conversations occurring on a regular basis as part of staff meetings.
- While this pattern may seem to be the norm, there is the potential for a school leader to feel unsupported during these conversations. Without knowing for sure how staff will respond to assessment topics during whole staff conversations, it could be difficult for a leader to adequately prepare in order to move their vision of assessment practice forward.

LEADER
Personal Reflection and Planning

WHOLE STAFF
Discussion, Application, and Reflection

Recommended Cycle (with Assessment Team Option)

- The recommended cycle also begins with the leader's personal reflection and planning.
- The cycle below represents a school leader's work in convening a school-based assessment team, *prior to* engaging the entire staff in an ongoing discussion of assessment practice. The school leader would facilitate discussions with assessment team members who would engage in classroom application of the principles discussed. Subsequent team meetings would consider the impact of these practices on student learning, and develop a plan for engaging other staff members in assessment conversations.
- The benefit of working with an assessment team is that team members serve as "living examples of implementation" while providing a peer leadership role during whole staff conversations, which would also occur on a regular basis.

Time spent on enhancing school-based assessment practices will accomplish many indicators within both the *Leadership Quality Standard* and the *Teaching Quality Standard*. More important, an intentional focus on classroom assessment practice can have a positive and observable impact on student learning.

Environmental Scan

Before embarking on a plan for providing instructional leadership in assessment, consider the current context within your school in regard to assessment beliefs and practices within key stakeholder groups. The following questions could provide a starting place for reflection.

Teachers
- What conversations about assessment are currently taking place among the teachers at your school?
- What successes are they sharing?
- What concerns are they expressing?

Students
- What do students believe is the purpose for assessment?
- What student behaviours may be signalling an underlying assessment issue?

Parents
- What concerns are parents raising?

Leaders
- How confident are you in your understanding of classroom assessment practice as articulated by the indicators within the *Teaching Quality Standard*?
- To what extent are you confident in your ability to ensure "…that student assessment and evaluation practices are fair, appropriate, and evidence-informed?"
- To what extent are the expectations of teachers, parents and students with regard to assessment practices consistent with your own beliefs about assessment?

Assessment is often a controversial subject. It is important for a school leader to understand the context of assessment within the school in order to provide effective leadership.

Guidelines for Recruiting Assessment Team Members

Once a leader decides to embark on the process of assembling a school-based assessment team, careful consideration must be given to the make-up of that team. Assessment team members should be teachers who are informal leaders among their peers. They do not need to be the most outgoing individuals on staff, but they should have an interest in ongoing professional learning, the confidence to engage in innovative practices, a willingness to engage in reflective practice, and be at ease having professional conversations with peers. In a secondary setting, team members could be department leaders, but they would not need to be.

While there are many possibilities for who could be part of the assessment team, there are two groups of teachers for whom participation on a school-based assessment team would not be appropriate. School leaders always retain the responsibility for growth, supervision, and evaluation of the professional teaching staff, and it is important that this project clearly remain at a distance from any part of the formal process of evaluation. As such, participating as a member of a school-based assessment team is not appropriate for:
- teachers with whom you have ongoing concerns and with whom you are considering beginning the process of formal evaluation; and
- beginning teachers, or those who do not hold a continuous contract.

The school leader may decide to issue an invitation to all staff to express interest in participating, or they may approach individual teachers to consider participating. In all cases, assessment team members should be volunteers.

Protocols

The purpose for the school-based assessment team is to engage in professional conversation, and for team members to implement various assessment methods, strategies, and techniques within their own classroom. Team members should observe the impact of these practices on student learning and be prepared to share successes and challenges at subsequent team meetings and in whole school meetings.

The school leader has the responsibility to create a safe environment where team members are free to take risks with new assessment practices. Everyone is a learner within the team, including the school leader.

Confidentiality is essential within all aspects of the team. Teachers are focused on their own classroom practice. When appropriate, student names, samples of work, insights, and vignettes that demonstrate the impact of a particular assessment practice are shared respectfully, and held in confidence.

Team members are encouraged to commit to the success of the team by attending regular meetings and actively seeking to implement the assessment practices within their classroom. However, if the commitment becomes unmanageable for any reason, team members are free to step down from the team without any repercussion.

At all times, the *Code of Professional Conduct* governs the activities and conversations within the team.

Suggested Meeting Framework

The framework for assessment team meetings is intentionally simple and straight-forward. Three key processes should be included in each meeting.

Check-in/Sharing
- At the first meeting, team members will introduce themselves and share their interest in participating in this team.
- At subsequent meetings, team members will share their classroom experiences in implementing the assessment principle that was discussed at the previous meeting.

Professional Learning
- School leaders and/or team members can suggest areas of focus based on their own interest for further learning and/or a need they have recognized within their classroom or school.
- The AAC Assessment in Action video collection, with this accompanying resource for leaders, and the AAC publication *Assessment Conversations: Engaging with Colleagues to Support Student Learning* can be used to support the professional learning conversation.

Commitment for Implementation
- Following the professional learning input and discussion, team members will make a commitment to implement the assessment principle/practice within their classroom. They may also identify any assistance they will need in order to be successful with this task.
- Discussions will take place regarding any whole school discussions/meetings that may be planned prior to the next team meeting.
- The next meeting date will be set.

Meetings do not need to be long to be effective. What is most important is that they are held regularly, and that the tone is positive and focused on learning, reflection and growth.

A Reflection Guide for School Leaders

Use the following question prompts to begin thinking about the possibility
of starting a school-based assessment team. Other questions may come to mind.

(thought bubble: As I think about the possibility of starting a school-based assessment team…)

Why?
Why do I think this idea has merit?

What?
What do I hope to accomplish?
What are my worries?

Who?
Who could I talk with about this idea?
Who are the 'natural' teacher leaders in our school?

When?
When would I find time to do this work?

How?
How could I approach staff members?

For information about how to begin, contact AAC at www.aac.ab.ca.

SECTION 3: RESOURCES TO ANCHOR PROFESSIONAL CONVERSATIONS

Dimensions of Sound Classroom Assessment Practice

As part of the [Assessment in Action](#) project, AAC developed ten statements that describe the characteristics of effective classroom assessment practice. The Dimensions are organized into three key sections, using the organizational framework and colour coding from the [AAC Key Visual](#).

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While the *AAC Key Visual* poses a series of questions, the Dimension statements articulate a response to those questions. While the Dimension statements serve as a functional organizing structure, there is considerable overlap among the various statements.

The ten *Dimensions of Sound Classroom Assessment Practice* are reproduced below.

PLANNING WITH THE END IN MIND
Dimension #1: Clarifying the Learning Destination
Effective assessment practice is evident when teachers…
derive the learning destination through careful study of the student learner outcomes.

Dimension #2: Planning for Assessment and Instruction
Effective assessment practice is evident when teachers…
select methods for gathering evidence of student learning that are consistent with the learning outcome. The outcomes also guide the selection of appropriate instructional strategies and teaching/learning resources.

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.

FORMATIVE ASSESSMENT
Dimension #4: Engaging Students in the Assessment Process
Effective assessment practice is evident when teachers…
engage students in the assessment process.

Dimension #5: The Critical Role of Practice and Feedback
Effective assessment practice is evident when teachers…
intentionally plan multiple opportunities for students to practice, and to give and receive formative feedback prior to summative assessment experiences.

Dimension #6: Time to Reflect
Effective assessment practice is evident when teachers…
encourage students to reflect deeply on their learning and provide time for students to integrate feedback into work in progress.

Dimension #7: Formative Assessment to Inform Instructional Practice
Effective assessment practice is evident when teachers…
are able to interpret evidence of learning to determine next steps for students.

SUMMATIVE ASSESSMENT
Dimension #8: An Accurate Picture of Student Performance
Effective assessment practice is evident when teachers…
determine summative grades of student performance relative to curricular outcomes, without distorting the grades with extraneous factors.

Dimension #9: Combining Evidence in a Meaningful Way
Effective assessment practice is evident when teachers…
arrive at a sound judgment of student performance by combining evidence from a variety of sources in a meaningful way.

Dimension #10: Communicating Student Learning
Effective assessment practice is evident when teachers…
report the results of student learning to students, parents and others who have a right to know in a manner that is informative, accurate, fair, and designed to support student learning.

An Overview of the AAC *Assessment in Action* Video Collection

The *Assessment in Action* videos, and the AAC publication, *Assessment Conversations: Engaging with Colleagues to Support Student Learning*, are organized by the Dimensions framework. Page numbers below reference the section of this resource that contain a summary of each video and suggestions for using the videos in professional learning for leaders and teachers.

Working with the AAC *Assessment in Action* Video Collection

A key component of the AAC Assessment in Action project is a series of thirty-two videos of classroom assessment 'in action' within Alberta classrooms. These videos are explicitly linked to the Dimension statements, although there is considerable overlap. AAC views assessment as an integrated process, and as such, it is difficult and not always helpful to isolate the various components.

An annotated representation of the structure of the video support component of this resource is provided below. The digital version of this resource has direct links to materials that are on the AAC website at the time of posting this resource.

Connection to a Section of
the AAC Key Visual and
Dimension Statement

Video Title and url

Video Summary, Key Points,
& Discussion Question(s)
from the AAC Website

Connection(s) to the
TQS Assessment Indicators

Connection(s) to the
LQS Instructional Leadership
Indicators

Assessment in Action

Planning with the End in Mind
Dimension #1: Clarifying the Learning Destination

Effective assessment practice is evident when teachers...
derive the learning destination through careful study of the student learner outcomes.

▶ **Assessing What Really Matters**
https://aac.ab.ca/video/assessing-what-really-matters/

Video Summary
Grade 3 teachers take a closer look at their assessment task and rubric, and realize that they are inadvertently assessing the wrong things. Although this video is set in a Grade 3 classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Learner outcomes should be front and centre when designing student tasks.
- Within a project, the most important learning is often found in the skills, rather than thinking of the product as an end in itself.
- Teachers build assessment capacity as they rework previous assessments to focus more closely on outcomes.

Discussion Question
- What support will students need to shift their focus away from cosmetic factors towards higher level skills?

Connection to TQS Assessment Indicators
- accurately reflect the learner outcomes within the programs of study

Connections to LQS Instructional Leadership Indicators
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

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Section 3: Resources to Anchor Professional Conversations

This resource is based on the premise that supporting growth in classroom assessment within a school-wide approach is based first on building a culture of formative assessment within the school. That process begins with leadership.

When school leaders signal a willingness to consider new ideas, engage in conversations, and encourage teachers to take risks to implement research-based assessment practices, they are demonstrating qualities of leadership described within the *Leadership Quality Standard*.

This resource is designed to provide background support to help school leaders feel more confident when leading professional conversations about assessment with their colleagues and teachers. See Section 2 for more context.

Support for Leaders' Professional Learning and Preparation – AAC videos and Publications

Potential Challenges and a Leadership Response

Support for Leading Professional Conversations, with an Assessment Team and/or Whole Staff

Assessment in Action

▶ Assessing What Really Matters

https://aac.ab.ca/video/assessing-what-really-matters/

Video Summary

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Connection to TQS Assessment Indicators
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Connections to LQS Instructional Leadership Indicators

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:** *Assessing What Really Matters.*
   - 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. 6 – 12).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"How can I find time to rework my assessments?"	• Unless the outcome requires it, content doesn't need to be assessed summatively as a separate assessment. • Review AAC performance tasks to see how content is embedded within higher level thinking skills. AAC tasks also provide models of how formative assessment can be used to support students' acquisition of content knowledge.
"How do we get students to care about things like neatness if we don't mark it?"	• Have a discussion with students as to how paying attention to the appearance of the final product can enhance the quality of their communication with the audience. • Plan opportunities for students to give and receive feedback on how the appearance of their work in progress impacts the quality of their communication prior to submitting the final product.

As a school leader, ensure that school policy doesn't require teachers to upload an extensive collection of marks into the electronic reporting platform, as this could contribute to an over-emphasis on the assessment of isolated content.

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.

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* *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.

![CC logo] **Assessment in Action**

Planning with the End in Mind
Dimension #1: Clarifying the Learning Destination

Effective assessment practice is evident when teachers…
develop a collective understanding of grade level standards through ongoing conversations with colleagues, the use of exemplars, and collaborative scoring of student work.

▶ Clarifying Standards through Professional Collaboration

https://aac.ab.ca/video/clarifying-standards-through-professional-collaboration/

Video Summary

A teacher describes how collaboration helps colleagues gain greater clarity as to what the outcomes require. 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
- In Alberta, programs of study identify what teachers are to teach.
- Other documents, particularly at the Grade 12 level, identify the expected standard of performance.
- For grade levels and subjects where standards documents do not exist, teacher collaboration, along with the program of studies and samples of student work, can support teachers to achieve consistency in assessing student products.

Discussion Questions
- What benefits might students experience when teachers collaborate to determine standards?
- What structures need to be in place to support this collaborative work at our school?

Connections to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study

- 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 (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:** *[Clarifying Standards through Professional Collaboration](#).*
   - 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. 13 – 14).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"What happens if not everyone is comfortable with this kind of collaboration?"	• Start small with those who see value in this process. Invite teachers to share experiences at a staff meeting.
"How can I do this? Our school is small and isolated, and I'm the only science teacher!"	• Seek to make connections with teachers who have similar assignments, at face-to-face district events or over social media. Explore possibilities for facilitating collaboration at a distance.

As a school leader, consider how you can find time and resources to support teachers who are interested in collaborating in this manner.

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.

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![C logo] **Assessment in Action**

Planning with the End in Mind
Dimension #1: Clarifying the Learning Destination

Effective assessment practice is evident when teachers…
develop a collective understanding of grade level standards through ongoing conversations with colleagues, the use of exemplars, and collaborative scoring of student work.

▶ Developing Common Understanding through Collaborative Marking

https://aac.ab.ca/video/developing-common-understanding-through-collaborative/

Video Summary

Two teachers describe the benefits of collaborative marking. 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
- When teachers engage in collaborative marking, standards are more likely to be consistently applied from class to class.
- Collaborative marking enhances teachers' professional capacity by providing opportunities to share promising practices.

Discussion Questions
- How could collaborative marking become part of our school culture without compromising individual teacher responsibility for designing instruction and assessment?
- How could collaborative marking support teachers who are new to the profession or new to a grade level/subject area?

Connections to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study

- 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 (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

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Using the Video to Support Your Own Professional Learning

1. **Review the video:** *Developing Common Understanding through Collaborative Marking.*
   - 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. 13 – 14).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"I'm worried that my students' work might not measure up and I might be judged. *I'm not sure I want to put myself in that kind of situation."*	• Partner with a colleague you trust and give it a try. • Student work can be used with no names attached to remove some of the barriers to collaborative marking with a group of colleagues.
"I've marked provincial exams for years, and I'm not willing to give up my standards just because the group thinks I'm marking too hard."	• Always refer back to the outcomes to verify that what is being assessed is aligned with the grade level. • Look to grade level exemplars where they exist. These could include provincial writing samples, jurisdiction created resources, and samples from students in previous years. • Samples from the internet may be helpful; however, be cautious about any scoring guides that may accompany these samples as they are likely not based on Alberta outcomes.

As a school leader, working towards building a culture of formative assessment in your school can help teachers feel more comfortable with professional collaboration.

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.

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Assessment in Action

▶ Developing a Shared Understanding
https://aac.ab.ca/video/developing-a-shared-understanding/

Video Summary

A teacher describes how she uses rubrics and exemplars to help students understand the learning goals. Although this video is set in a junior high school English Language Arts classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- The teacher clarifies the learning goal for herself before planning for instruction and assessment.
- Students use rubrics and exemplars to understand the characteristics of quality work.
- Note how the students respond to the process the teacher has implemented.

Discussion Question
- The process used by the teacher required an investment of time for planning, collecting exemplars, and working with students. Why might this investment of time be worthwhile?

Connections to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study

- provide accurate, constructive and timely feedback on 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:** *Developing a Shared Understanding.*
   - 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 know excellent work when I see it, but I don't know how to describe it so my students will understand."	• Work with colleagues to brainstorm the qualities of excellent work at your grade level.
"How will I find the time to collect exemplars for all my summative tasks?"	• 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 later years.

As a school leader, model the process of developing a shared understanding by showing a variety of samples of unit plans or report card comments. Be clear about your expectations for staff and provide opportunities for teachers to discuss why some of the samples do or do not meet the expectations.

The discussion guides for two other videos in this collection, *Developing Common Understanding through Collaborative Marking* and *Establishing the Conditions for Peer Feedback* may be of interest.

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.

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Assessment in Action

▶ 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
"If we are spending all this time discussing student work in progress, how will we ever get through everything in the curriculum?"	• 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.
"How can we find exemplars?"	• 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.

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Planning with the End in Mind
Dimension #2: Planning for Assessment and Instruction

Effective assessment practice is evident when teachers…
select methods for gathering evidence of student learning that are consistent with the learning outcome. The outcomes also guide the selection of appropriate instructional strategies and teaching/learning resources.

▶ Observations and Conversations: Effective Assessment Practices

https://aac.ab.ca/video/observations-and-conversations-effective-assessment-practices/

Video Summary

A teacher designs her instructional plan to include opportunities for observations and conversations. Although this video is set in a junior high mathematics classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- The teacher asks questions and observes students at work to determine what students are ready to do or learn next.
- The teacher circulates to provide timely feedback and to differentiate for student needs.
- Note how the students value the opportunity to have conversations with the teacher.

Discussion Question
- Consider where timely feedback might be included in an upcoming student assessment task. What additional planning might be required?

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:** *Observations and Conversations: Effective Assessment Practices.*
   - 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. 19 – 27).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"Where do I find the time for observations and conversations when I have so much curriculum to cover?"	• Observations and conversations give real-time assessment information. With this type of credible assessment information, you can make instructional decisions that will allow you to use your available time more effectively. • When planning lessons, consider how to organize your class to allow for observations and conversations with students while they are working.
"If the students are supposed to write an essay or do a multiple choice exam, how can I justify letting one student give me the information in a conversation?"	• Within the Alberta Programs of Study, many of the outcomes cannot be measured by selected response questions. Unless an outcome requires a specific type of response, students should have options in how they demonstrate their learning. • While students need to learn how to work with multiple choice items, it is not necessary nor is it desirable to model classroom assessment around provincial exam formats.

As a school leader, provide time at a staff meeting for teachers to work in grade/department teams to examine a set of learner outcomes for a current unit of study, and consider what assessment methods might be most appropriate.

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.

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Assessment in Action

Effective assessment practice is evident when teachers…
select methods for gathering evidence of student learning that are consistent with the learning outcome. The outcomes also guide the selection of appropriate instructional strategies and teaching/learning resources.

▶ Assessing Process Skills
https://aac.ab.ca/video/assessing-process-skills/

Video Summary
A teacher discusses the value of using observations and conversations when assessing process skills. Although this video is set in a high school art classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- The teacher plans opportunities for observations and conversations in order to assess outcomes related to skills and techniques.
- Students are provided with opportunities to review and improve their skills prior to summative assessment.
- Note how students use a journal to track and reflect on their growth.

Discussion Question
- In an upcoming assignment, how might students be involved in contributing to the body of evidence about their learning relative to process skills?

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: _Assessing Process Skills_.**
   - 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. 19 – 27).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"I have so many students and so many outcomes to cover. How do I make this work?"	• When you are observing and having conversations with students on a regular basis, you are also gathering ongoing evidence of learning. Develop a simple tracking system such as index cards or photos to record quick notes about student strengths and challenges.
"If I am constantly providing time for students to review and improve, I will never get a finished product to mark."	• Providing feedback to students while their work is in progress can help encourage quality responses from students. Students gain a greater degree of independence over time as skill development is transferred to new situations. • Providing opportunities for students to improve their work in progress does not eliminate deadlines.

As a school leader, ensure that teachers understand that this is not a 'never ending loop' but a mechanism for providing just in time feedback. Provide time for teachers to brainstorm and share tracking systems that they have developed.

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.

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![C logo] **Assessment in Action**

Effective assessment practice is evident when teachers…
select methods for gathering evidence of student learning that are consistent with the learning outcome. The outcomes also guide the selection of appropriate instructional strategies and teaching/learning resources.

▶ Assessing Projects and Performance Tasks

https://aac.ab.ca/video/assessing-projects-and-performance-tasks-2/

Video Summary

A teacher discusses some of the planning that goes into designing an effective project. 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

- When using projects and tasks, it is essential to focus on the outcomes the project is going to assess, rather than on peripheral factors.
- Once the learning destination is clear, appropriate choices for student products become apparent.
- When opportunities for ongoing feedback are built into the project plan, students have the opportunity to do their best work.

Discussion Question

- While projects are often a way to engage students, how can we be sure a project is aligned to high priority outcomes and therefore worth doing?

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 (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:** *Assessing Projects and Performance Tasks.*
   - 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. 19 – 27).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"We do projects all the time but I find the students focus on the wrong things. I'm not really sure if they've learned what I wanted them to learn from the project."	• Step back and look at the project rubric. It should be focused on the knowledge and skills students are to demonstrate, rather than the peripherals such as construction and appearance. • Consider paring down the project so that the work is done at school. This helps 'level the playing field' for students and allows you to see what students are able to do independently.
"I'm worried that projects might not help prepare students to succeed on large scale assessments."	• It is essential that we teach the full curriculum and not just the outcomes that can be assessed using selected response formats.

As a school leader, provide time at a staff meeting for teachers to examine AAC performance tasks, rubrics, and publications for examples of how to cluster outcomes and develop rubrics that are focused on the 'big ideas' of the curriculum.

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.

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Assessment in Action

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
"If I offer choice, how will I manage all the different types of assignments I need to mark?"	- 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 know I should offer choice, but how do I ensure it is fair and equitable for all students?"	- 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.

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Assessment in Action

▶ 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
"How do I find the balance between supporting my students and doing the thinking for them?"	• 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.
"Some outcomes seem beyond the abilities of my students. How do I adapt or modify the outcomes to meet my students' needs?"	• 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.

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![CC logo] **Assessment in Action**

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.

▶ Multiple Opportunities to Demonstrate Learning

https://aac.ab.ca/video/multiple-opportunities-to-demonstrate-learning-supporting-diverse-learners/

Video Summary
A teacher describes techniques to help students see learning as an ongoing process. 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
- Portfolios are an effective way to keep track of student progress over time.
- Students use portfolios to reflect on their understanding of outcomes.
- Students are given multiple opportunities to demonstrate their learning; time is not the determining factor.

Discussion Question
- What organization will be required in order to allow this degree of flexibility for students?

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: *Multiple Opportunities to Demonstrate 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. 32 – 34).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"I can't imagine having time to keep every assignment open for re-assessment throughout the year."	• Many outcomes in the curriculum require an ongoing focus throughout the year. • Consider doing fewer summative assignments and instead, spend more time on formative assessment focused on key skills from the curriculum that transfer from grade to grade.
"Our marks program doesn't allow me to go back and change a grade after the reporting period has ended."	• Keep a non-digital copy of your grades to allow time for professional judgment. Don't be in a hurry to post summative grades. • If you don't think a mark is an accurate reflection of what the student is capable of demonstrating, consider how you might gather further evidence.

As a school leader, work with jurisdiction curriculum and assessment leadership to find ways to ensure sound assessment practices are not derailed by the digital reporting system.

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.

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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 know engagement is important, but I don't want to feel like I'm 'on stage' all day."	• 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 feel like students aren't taking the work seriously. How do I help them understand that these assignments matter?"	• 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.

![CC logo with green leaf] **Assessment in Action**

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 don't have a lot of resources at my school."	• 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 page protector, can offer a multitude of opportunities for students to engage in and demonstrate their learning.
"If I don't mark assignments on a regular basis, how will I know that students are learning?"	• 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.

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)

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

Effective assessment practice is evident when teachers…
engage students in the assessment process.

▶ **Providing a Risk-Free Environment for Diverse Learners**
https://aac.ab.ca/video/providing-a-risk-free-environment-for-diverse-learners/

Video Summary

A teacher and students discuss the benefits of a low-risk formative assessment technique. 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
- Whiteboards provide students with the opportunity to respond in a risk-free environment.
- This formative assessment tool allows for diversity of student responses.
- Student responses can alert teachers to any misconceptions students have, which in turn assists teachers in determining next steps in instruction.

Discussion Question
- How might the use of mini-whiteboards increase student engagement and learning 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

- provide accurate, constructive and timely feedback on 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:** *Providing a Risk-Free Environment for Diverse Learners.*
   - 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
"How does a risk-free environment help my students prepare for large scale assessment?"	• The use of mini-whiteboards increases the amount of class time where students are actively, rather than passively engaged. Active engagement leads to better learning for students and real-time information for teachers.
"Some students are so disengaged that they probably wouldn't even try, or they might use the mini-whiteboards to distract others. How can I get them to take this seriously?"	• The use of formative assessment throughout the teaching process creates a less competitive environment for students. If students know there is no 'penalty' for trying, they are more likely to take risks. • Brainstorm with colleagues about how to collectively reduce the 'risk for trying' for students.

As a school leader, provide opportunities during staff meetings to model and practice this low-risk formative assessment technique. Consider how you can create a risk-free environment for teachers to try new assessment techniques. Consider also how to build the culture of formative assessment across your school, not just in individual classrooms.

Using the Video to Support Professional Conversations
(Assessment Team and/or Staff/Department Meeting)

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![CC logo] **Assessment in Action**

Formative Assessment
Dimension #5: The Critical Role of Practice and Feedback

Effective assessment practice is evident when teachers…
intentionally plan multiple opportunities for students to practice, and to give and receive formative feedback prior to summative assessment experiences.

▶ Just-in-Time Feedback
https://aac.ab.ca/video/just-in-time-feedback/

Video Summary
Two teachers and their students discuss the benefits of providing timely feedback. Although this video is set in elementary classrooms, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Quality feedback, provided while work is in progress, is more useful than waiting until the work is done.
- Timely feedback helps support students in determining next steps in their learning.
- Conferencing also provides feedback to the teacher to inform and shape future instruction.

Discussion Question
- How can classrooms be structured to allow for opportunities for timely one-on-one feedback?

Connections to TQS Assessment Indicators
- provide a variety of methods through which students can demonstrate their achievement of the learning outcomes

- provide accurate, constructive and timely feedback on 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:** *Just-in-Time Feedback.*
   - 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. 44 – 51).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"I give written feedback on finished work. If I gave feedback all along the way, I'm worried that my students might get artificially high marks."	• Consider giving feedback during an assignment rather than at the end. There is little evidence to suggest feedback at the end of an assignment will automatically transfer to another assessment experience.
"How will I find time to give all that feedback?"	• Start with one assignment. Instead of writing out feedback after students have submitted an assignment, use the time in class before the due date to schedule feedback. Provide the feedback while there is still time for students to make changes to their work in progress. The quality of student work on summative assessment should improve dramatically, and transfer to new assessment experiences is more likely.

As a school leader, pause to reflect and ensure that teachers aren't misunderstanding the purposes for classroom assessment versus large-scale assessments. The public dialogue around 'grade inflation' along with a history of conventional grading practices suggest that assessment results should conform to a bell curve. While this may be how large-scale assessment results are reported, this is NOT an accurate reflection of our classroom assessment responsibilities within Alberta.

Using the Video to Support Professional Conversations
(Assessment Team and/or Staff/Department Meeting)

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Formative Assessment
Dimension #5: The Critical Role of Practice and Feedback

Effective assessment practice is evident when teachers…
intentionally plan multiple opportunities for students to practice, and to give and receive formative feedback prior to summative assessment experiences.

▶ ## The Impact of Teacher Feedback

https://aac.ab.ca/video/the-impact-of-teacher-feedback/

Video Summary

A teacher and her students discuss the benefits, for both the teacher and the students, of providing timely feedback. Although this video is set in a junior high English Language Arts classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Feedback related to specific learning goals is most effective while learning is occurring.
- Teachers also benefit from feedback they receive during conversations with students.
- Teachers need to plan time to give immediate, personal oral feedback.

Discussion Question
- Where could you insert a feedback opportunity within an upcoming student assignment? What additional planning might be needed to ensure this is an effective use of time?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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
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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:** *The Impact of Teacher Feedback.*
    - 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. 47 – 51).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"If I am constantly giving feedback, how will students learn to work independently?"	- Providing students with feedback is not the same as doing the work for them. Feedback should be considered part of a scaffolding process – temporary supports to help students move towards greater independence.
"How do I balance getting through the curriculum and giving immediate and personal oral feedback?"	- Look for critical thinking skills that reoccur through various assessments throughout the course/year. Plan to support students at the beginning while they are learning the skills, and gradually reduce the support. Monitor how well students are demonstrating the skills, and what further support they may need.

As a school leader, reflect on the role of feedback in your role with teachers. How can feedback enhance the professional culture in your building?

Using the Video to Support Professional Conversations
(Assessment Team and/or Staff/Department Meeting)

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![logo] **Assessment in Action**

Formative Assessment
Dimension #5: The Critical Role of Practice and Feedback

Effective assessment practice is evident when teachers…
intentionally plan multiple opportunities for students to practice, and to give and receive formative feedback prior to summative assessment experiences.

▶ Establishing the Conditions for Peer Feedback
https://aac.ab.ca/video/establishing-the-conditions-for-peer-feedback/

Video Summary
Teachers and students discuss the need to have a safe classroom environment in order for effective peer-feedback to occur. Although this video is set in a junior high English Language Arts classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- A supportive classroom environment is required in order for peer feedback to be effective.
- Peer feedback must be modeled and practiced.
- Both teachers and students agree that peer feedback must be accurate.

Discussion Questions
- Why might students be reluctant to engage in peer feedback?
- What does a supportive classroom environment 'look like'?
- To what extent do our assessment practices create a supportive environment in our classrooms and school that would allow for effective peer feedback?

Connections to TQS Assessment Indicators
- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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:** *Establishing the Conditions for Peer Feedback.*
   - 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. 47 – 51).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"My students are reluctant to share their work and give feedback because they are worried their work might not measure up, or that other students may 'do better' than them on the assignment."	• This potential challenge signals an opportunity for a school-wide conversation about competition.

"Peer feedback has the potential to cause hard feelings. How can we help students be honest with their feedback without creating an environment that is hurtful to students?"	• Brainstorm a process for beginning to create more effective feedback opportunities. For example:
	  o If peer feedback is a new experience for students, model the process using anonymous student work or create a sample of your own work.
	  o Provide templates for feedback prompts.
	  o Observe students at work as they give and receive feedback and provide 'on-the-spot' coaching.

As a school leader, ensure that school policies/procedures are not inadvertently creating a culture of competition for scarce marks. Competition can cause anxiety by putting students who are at-risk in a vulnerable position. Provide time at a staff meeting for teachers to plan a feedback opportunity that causes thinking, rather than creating 'cookie cutter' responses from students.

Using the Video to Support Professional Conversations
(Assessment Team and/or Staff/Department Meeting)

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Assessment in Action

▶ Helping Students become Resources for One Another

https://aac.ab.ca/video/helping-students-become-resources-for-one-another/

Video Summary

Teachers and students talk about the benefits of peer feedback. Although this video is set in elementary English Language Arts classrooms, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Peer feedback can be a powerful tool to support student learning.
- Students learn to be critical users of the feedback they receive.
- The teacher's role changes when students learn to give and receive effective feedback.

Discussion Question
- Where could you plan a peer feedback opportunity in an upcoming student assignment? If your students are new to peer feedback, remember to start small and provide support through modelling, time for practice, and on-the-spot coaching during the feedback experience.

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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:** *Helping Students become Resources for One Another.*
   - 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. 47 – 51).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"Students are at different places with their work. A peer feedback experience isn't always good for everyone."	• All students can give and receive effective feedback when the appropriate skills and tools are in place. Providing purposeful questions to guide students through the feedback process can support even the most diverse groups. • Organize feedback opportunities so that students are giving and receiving feedback with different people.
"What if students don't provide useful feedback? Wouldn't that confuse the students when I eventually mark their final project?"	• Feedback should be focused on outcomes. When students have a shared understanding of what constitutes quality work, it is more likely that peers can provide effective and timely feedback. • Teachers should observe and guide feedback conversations as necessary in order to enhance the quality of the feedback students give and receive.

As a school leader, provide time at a staff meeting for teachers to share their successes, challenges and strategies for helping feedback to become more purposeful.

Using the Video to Support Professional Conversations
(Assessment Team and/or Staff/Department Meeting)

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Assessment in Action

Effective assessment practice is evident when teachers…
intentionally plan multiple opportunities for students to practice, and to give and receive formative feedback prior to summative assessment experiences.

▶ ## The Impact of Peer Feedback

https://aac.ab.ca/video/the-impact-of-peer-feedback/

Video Summary

A teacher and her students talk about the benefits of peer feedback. Although this video is set in a junior high English Language Arts classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Feedback should promote thinking.
- Teachers can provide purposeful feedback prompts to assist students with the peer feedback process.
- Both the student giving feedback and the one receiving feedback benefit from the feedback experience.

Discussion Question
- How might peer feedback help my students become more reflective about the quality of their own work?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on student learning

Connections to LQS Instructional Leadership Indicators

6 (a) building the capacity of teachers to respond to the learning needs of all students
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Using the Video to Support Your Own Professional Learning

1. **Review the video:** *The Impact of Peer Feedback.*
   - 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. 47 – 51).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"Students are at different places with their work. A peer feedback experience isn't always good for everyone."	• All students can give and receive effective feedback when the appropriate skills and tools are in place. Providing purposeful questions to guide students through the feedback process can support even the most diverse groups. • Organize feedback opportunities so that students are giving and receiving feedback with different people.
"Creating feedback prompts is difficult and takes a lot of time."	• Start with one assignment. Work with a colleague to generate some possible feedback prompts students could use to support peer feedback within an upcoming assignment.

As a school leader, provide time for teachers to work together to create feedback prompts for an upcoming assignment. Ask teachers to be prepared to share their students' experiences with feedback at the next meeting.

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.

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![CC logo] **Assessment in Action**

Formative Assessment
Dimension #5: The Critical Role of Practice and Feedback

Effective assessment practice is evident when teachers…
intentionally plan multiple opportunities for students to practice, and to give and receive
formative feedback prior to summative assessment experiences.

▶ The Power of Student Collaboration
https://aac.ab.ca/video/the-power-of-student-collaboration/

Video Summary
A teacher and her students discuss the benefits of collaboration with peers. Although this video is set in a junior high mathematics classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Collaboration provides opportunities for students to think more deeply about their learning.
- Through discussion and collaboration, students are not only engaged, but also build confidence.
- Students are provided with many opportunities to practice, and to apply skills and strategies.

Discussion Question
- Consider where student collaboration would be appropriate in an upcoming lesson. What skills might your students need in order to collaborate successfully?

Connections to TQS Assessment Indicators
- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on student learning

Connections to LQS Instructional Leadership Indicators
6 (a) building the capacity of teachers to respond to the learning needs of all students
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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:** *The Power of Student Collaboration.*
   - 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. 47 – 51).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"I want my students to collaborate, but sometimes my room turns into chaos."	• If collaboration becomes routine, the novelty of working together wears off and many of the disruptions will disappear. • Involve students in the process of identifying characteristics of effective collaboration. Model and provide feedback to students as they work, and also provide opportunities for them to reflect on the quality of their collaboration. • Clear guidelines will help students understand their individual responsibilities. Ensure that there are also opportunities to see what students are able to do independently following their collaboration with peers.
"What if the students become too dependent on their peers and don't actually learn what they are supposed to learn?"	• Feedback is not about creating dependence, but rather, it is about moving students forward in their learning. • An effective peer feedback conversation has the potential to cause reflective thinking for both students.

As a school leader, ensure there is common understanding among staff that the results of collaborative work should not be used to generate marks for individual students. For further discussion on this topic, please see another video in this series, Meaningful Assessment within a Group Context.

Using the Video to Support Professional Conversations
(Assessment Team and/or Staff/Department Meeting)

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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.

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Assessment in Action

▶ Feedback to Improve Learning
https://aac.ab.ca/video/feedback-to-improve-learning/

Video Summary

A teacher and her students discuss the benefits of peer feedback. Although this video is set in a high school art classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Feedback provided during the learning process gives students time to make changes and improvements before completing a project.
- Feedback gives students an opportunity to 'push' others and themselves forward with their learning.
- Self-reflection is an essential component of the feedback process.
- The teacher works to create a safe environment where peer feedback and self-reflection can flourish.

Discussion Question
- How can self-reflection, and peer and teacher feedback, become a regular part of our classroom assessment practice?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on student learning

Connections to LQS Instructional Leadership Indicators

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Using the Video to Support Your Own Professional Learning

1. **Review the video:** *Feedback to Improve 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. 47 – 51).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"My students don't want to do peer feedback. They just want to get on with their work."	• When students receive feedback at the right time, it helps them improve the final product. The intentional use of feedback can lead to students valuing growth, rather than simply focusing on marks.
"How can I make the feedback process effective? It feels like it takes up a lot of time and I'm not sure if it is really helping."	• Creating a safe space to give and receive feedback is essential when starting the feedback process. It is also important to model effective feedback processes for the students. Are students clear about the learning destination? Effective questions and scaffolding tools lead to deeper conversations.

As a school leader, it is important to create a safe and supportive space at your school for teachers to give and receive feedback with colleagues and with the leadership team.

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.

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![Logo] **Assessment in Action**

Formative Assessment
Dimension #6: Time to Reflect

Effective assessment practice is evident when teachers…
encourage students to reflect deeply on their learning and provide time for students to integrate feedback into work in progress.

▶ Using Feedback Effectively
https://aac.ab.ca/video/using-feedback-effectively/

Video Summary
A teacher and her students provide insights as to how to use feedback effectively to improve work in progress. Although this video is set in a junior high English Language Arts classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Peers can provide a unique perspective during feedback conversations.
- Teachers provide support by modelling and coaching.
- Teachers also need to teach protocols to ensure respectful dialogue among peers.

Discussion Question
- What support do our students need in order to feel more confident with the peer feedback process?

Connections to TQS Assessment Indicators
- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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:** *Using Feedback Effectively.*
   - 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. 47 – 51).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"How do I help my students think about the feedback from other students even if they don't take the suggestions?"	• Organize feedback opportunities so students are giving and receiving feedback from different people. • Teachers can model how to provide a respectful response, even when the feedback is not seen to be helpful.

As a school leader, model and expect respectful dialogue among colleagues.

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.

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* *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.

Assessment in Action

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Formative Assessment
Dimension #6: Time to Reflect

Effective assessment practice is evident when teachers...
encourage students to reflect deeply on their learning and provide time for students to integrate feedback into work in progress.

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▶ Developing the Skill of Self-Reflection
https://aac.ab.ca/video/developing-the-skill-of-self-reflection/

Video Summary

A teacher and her students discuss the value of self-reflection while work is in progress. Although this video is set in an elementary classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points
- Exemplars help students identify the qualities of effective work.
- A supportive environment helps students develop confidence so they are open to receiving feedback and reflecting on their work in progress.
- Self-reflection helps students take ownership of their growth and learning.

Discussion Questions
- How can student self-reflection play a greater role in our classrooms?
- What additional support and instruction will students need in order to be successful?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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: _Developing the Skill of Self-Reflection._**
   - 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. 52 – 54).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"How do I encourage students to complete self-reflections when they are consistently asking, 'Is this for marks?'"	• If students are only asked to complete self-reflections when the project is 'done', they may not see the benefit of self-reflection. Plan time for students to reflect on their work while it is still in progress so they still have the opportunity to make changes.
"My students are willing to complete self-reflections but their responses are usually superficial."	• Effective self-reflection checkpoints with guiding questions will help students improve their work in progress, which will help them see the benefits of self-reflection. • Think about when the time is right for student self-reflection.

As a school leader, provide time for teachers to work with colleagues to create purposeful feedback prompts to guide student self-reflection.

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.

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Assessment in Action

▶ Planning for Day-to-day Assessment
https://aac.ab.ca/video/planning-for-day-to-day-assessment/

Video Summary

A teacher shares the value of planning for assessment as part of the process of planning for instruction. 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

- A clear understanding of the learning outcomes makes it possible for teachers to plan for assessment before planning for instruction.
- The teacher incorporates purposeful questions into the lesson, and builds in time for students to reflect and think.
- The teacher employs a variety of formative assessment techniques to ensure all students are actively engaged in the lesson.
- Student responses to well-designed questions can inform next steps in instruction.

Discussion Question

- What benefits could result through an intentional focus on planning effective questions and questioning techniques?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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:** *Planning for Day-to-day Assessment.*
   - 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. 44 – 46; 55).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"I try to ask good questions all the time, but my students are reluctant to participate, or it's always the same students who volunteer to answer."	• Clarify the reason for asking the questions. Are you seeking to know what your students understand or to generate discussion? • Design questions that move beyond a 'yes/no' or one-word response. Give students time to think before responding. • Provide time for students to discuss with a peer before asking for individual responses.
"How do I manage and record all the information I gather about my students?"	• These types of assessment activities are more appropriate for guiding instructional decisions in real time than for grading and reporting. • Specific insights gained from individual student responses may become part of a teacher's anecdotal notes.

As a school leader, reflect on how you ask questions and solicit responses from staff members during a staff meeting. How might you model effective questioning processes?

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.

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Formative Assessment

Dimension #7: Formative Assessment to Inform Instructional Practice

Effective assessment practice is evident when teachers…
are able to interpret evidence of learning to determine next steps for students.

▶ Engaging Students through Effective Questions
https://aac.ab.ca/video/engaging-students-through-effective-questions/

Video Summary

A teacher combines an effective question along with an engaging formative assessment technique to provide information to guide instructional planning. 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
- Students make connections to and deepen their understanding of prior learning as they engage in self-reflection.
- Meaningful questions guide self-reflection.
- Both teachers and students benefit from this process.

Discussion Question
- How might we collaborate to design high quality questions that would support this type of student reflection and engagement?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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:** *Engaging Students through Effective Questions.*
   - 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. 44 – 46; 55).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"This feels overwhelming. It's hard to come up with good questions."	• Start small with one upcoming lesson. Work with a colleague to 'test drive' some questions. Anticipate the type of responses students may give, and then fine-tune the questions. • Try the questions out with your students. Their authentic responses will help you fine-tune your questions even further.
"Many of my students are disengaged when I ask questions. If I started to use higher level questions, I think even more students would 'check out.'"	• Consider ways to increase student engagement so that all students are participating. Exit slips, mini-whiteboards, paper tweets, random sticks, and ABCD cards are possible ways to engage students beyond the typical hands-up response from the students who already like to volunteer a response.

As a school leader, provide time for teachers to work together to create purposeful questions that would guide self-reflection.

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.

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Assessment in Action

Formative Assessment
Dimension #7: Formative Assessment to Inform Instructional Practice

Effective assessment practice is evident when teachers…
are able to interpret evidence of learning to determine next steps for students.

▶ Planning Effective Questions
https://aac.ab.ca/video/planning-effective-questions/

Video Summary

A high school science teacher discusses how he uses 'hinge questions' in class to guide his instructional decisions. 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
- Effective questions provide teachers with information about how well students have grasped key concepts and skills.
- This information allows teachers to make adjustments to their instruction.

Discussion Questions
- What are the characteristics of effective questions that can provide teachers with information about student learning in real time?
- How could we create time to allow teachers in our school to collaborate and develop these effective questions?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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: Review the video:** *Planning Effective Questions.*
   - 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. 44 – 46; 55).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"How will I know if my questions are effective?"	• Focus on the outcomes when creating the questions to ensure you are clear about what you want your students to know. • Effective questions should give you information about students' misconceptions or cause students to think. • Consider using group discussion for challenging open-ended questions, especially as concepts are introduced.
"This feels overwhelming. It's hard to come up with good questions."	• Start small with one upcoming lesson. Work with a colleague to 'test drive' some questions. Anticipate the type of responses students may give, and then fine-tune the questions. • Try the questions out with your students. Their authentic responses will help you fine-tune your questions even further.

As a school leader, provide time for teachers to work together to create purposeful questions.

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.

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Formative Assessment
Dimension #7: Formative Assessment to Inform Instructional Practice

Effective assessment practice is evident when teachers…
are able to interpret evidence of learning to determine next steps for students.

▶ Feedback to Inform Practice
https://aac.ab.ca/video/feedback-to-inform-practice/

Video Summary

A high school teacher discusses how she uses formative assessment information to make instructional decisions. 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
- Students gain confidence when they receive feedback through individual and small group conversations.
- The teacher uses information gained through these conversations to address misconceptions and/or to extend student learning.
- Gaps in understanding that are common to many students can be immediately addressed with the whole class.

Discussion Questions
- In an upcoming lesson, where might a feedback opportunity be included, with the goal of informing instructional practice?
- What details might be addressed during the planning phase to ensure the feedback provides helpful information?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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:** *Feedback to Inform Practice.*
   - 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* (p. 55).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"Sometimes my students say that they don't get it, or that they're fine, but I'm not sure that they've given it much thought."	• This is an opportunity to step back and reflect. Are there specific concepts where students struggled, or was it the whole lesson? Is it the same students who continue to struggle or is it the whole class? Do some students require more ongoing support with assignments broken down into more manageable chunks? • Reflecting on student misconceptions can also inform your instructional planning for the next term/year.

   As a school leader, provide time at a staff meeting for teachers to reflect on a time when they have been disappointed with the quality of how students performed on an assignment or task. How might formative assessment during the instructional sequence be used to help students do better next time?

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.

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Formative Assessment
Dimension #7: Formative Assessment to Inform Instructional Practice

Effective assessment practice is evident when teachers…
are able to interpret evidence of learning to determine next steps for students.

▶ ## Balancing Formative and Summative Assessment
https://aac.ab.ca/video/balancing-formative-summative-assessment/

Video Summary

A teacher discusses how the assessment purpose (formative or summative) determines how the assessment evidence is used. 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
- The assessment purpose determines how the assessment evidence will be used.
- Summative assessment evidence is used to make a judgment regarding student performance.
- Feedback is most effective during formative assessment, with benefits for both teachers and students.

Discussion Question
- In preparation for an upcoming summative assessment, where might opportunities for formative feedback be integrated into the instructional sequence?

Connections to TQS Assessment Indicators

- generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences

- provide accurate, constructive and timely feedback on 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:** *Balancing Formative and Summative Assessment.*
   - 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. 55).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"How do I get my students to stop asking, 'Is this for marks?'"	• First consider if students understand why they are being asked to complete an assignment. Formative assessment should help students to be successful with summative assessment. • Focus on incorporating meaningful and informative 'real-time' methods of formative assessment such as the use of mini-white boards in a lesson. Students are more likely to engage in this low-risk type of formative assessment, while you gather valuable information about where they are at in their learning.
"I have to report formative assessment in my digital gradebook. *How much formative assessment do I need?"*	• While it may be helpful to track student progress during formative assessment experiences, formative assessment as defined by Dylan Wiliam is the "day-by-day, minute-by-minute" interactions that teachers have with their students. It is not necessary to put a grade on most types of formative assessment. Work within your jurisdiction policy, but also consider that you don't need to limit formative assessment to only that which you are required to record.

As a school leader, work with your school and jurisdiction leaders to discuss how the requirements within your reporting program can be best managed in order to keep the focus of formative assessment on the conversations between teacher and student.

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.

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Assessment in Action

▶ Meaningful Assessment within a Group Context

https://aac.ab.ca/video/meaningful-assessment-with-a-group-context/

Video Summary

Grade 3 teachers discuss assessment challenges and possible solutions for group work. Although this video is set in an elementary classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- Within the group project, teachers ensure that assessment evidence is gathered from each student's individual contribution.
- The teacher involves students in determining characteristics of effective group work.
- Students are given opportunities to practice a skill prior to being assessed.

Discussion Questions

- Although it might be considered an efficient strategy, why is it inappropriate to assign a group grade to individual students?
- Select a project where group grades have previously been assigned. What modifications might be made so as to gather assessment evidence from individual students?

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

- 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:** *Meaningful Assessment within a Group Context.*
   - 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. 58 – 64).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"The curriculum is asking for collaboration but good assessment practice says we can't give group marks."	• Collaboration is an essential skill. However, when this skill is graded, it must be based on evidence of individual student performance within a group setting rather than how the group performs as a whole. • The assessment of content outcomes must also be based on evidence of individual student performance, rather than on a product created by the group.
"Parents and students dislike group work. They say it's unfair."	• Ensure that both parents and students understand that individual student grades will not be based on the group product.

As a school leader, work through the AAC Burning Question on the topic of group grades at a staff meeting. https://aac.ab.ca/whats-wrong-with-assigning-group-marks/

Then provide time for teachers to work with colleagues and revisit a group assessment task to ensure that assessment of individual students is based on individual student performance.

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.

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▶ Flexibility in Summative Assessment

https://aac.ab.ca/video/flexibility-in-summative-assessment/

Video Summary

A teacher discusses how flexibility in summative assessment supports students without becoming a burden for the teacher. 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
- Not all students are ready for summative assessment at the same time.
- When a student's summative assessment results are inconsistent or surprising, the teacher uses conversations and observations to mediate judgments made about student performance.
- Teachers have the responsibility to exercise informed professional judgment in regard to their classroom assessment practices.

Discussion Question
- What are the potential drawbacks to a flexible approach to summative assessment? How might these be overcome in order to realize the benefits to student 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

- 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:** *Flexibility in Summative Assessment.*
   - 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. 65 – 68).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"I do not have time to only give summative assessments when students are ready."	• When formative assessment practices are an intentional part of the learning sequence, students are more likely to be ready when summative assessments are scheduled. • Consider how many summative assessments you really need to reflect the program of studies. Perhaps fewer summative assessments are needed.
"I have deadlines so the students need to have deadlines too."	• In reality, adults often have 'soft' deadlines. While we want to encourage students to keep up with their work, we need to be cognizant of the realities of their personal life experiences. A flexible response may be essential in order to keep the student engaged and learning, especially for our most vulnerable students. • When a student is often late with assignments, consider how to break an assignment into manageable chunks to help build student confidence.

As a school leader, reflect on whether school policies are working for or against student success, and what modifications might be made.

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.

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Summative Assessment
Dimension #9: Combining Evidence in a Meaningful Way

Effective assessment practice is evident when teachers…
arrive at a sound judgment of student performance by combining evidence from a variety of sources in a meaningful way.

▶ Supporting Student Success
https://aac.ab.ca/video/supporting-student-success/

Video Summary
A teacher discusses how conventional grading practices may work against success for many students. 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
- Rigid grading structures and weightings can work against success for many students.
- Students have a responsibility to prepare for any 'second chance' opportunities they receive.

Discussion Questions
- The teacher expressed his belief that "it's never over until it's over." What processes might be put in place to ensure that students do not take advantage of this level of flexibility?
- How can the use of professional judgment in giving students the "benefit of the doubt" be seen as consistent with the goals of fairness and accuracy?

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

- 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:** *Supporting Student Success.*
   - 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. 65 – 68).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"How do I make second chances and retests manageable and fair for myself and my students?"	• Unless the learning outcome specifically states an assessment method, there could be many ways that teachers can gather evidence of student learning. • It is completely appropriate for teachers to set parameters around how second chances for summative assessments are managed, and students and parents both need to be aware of and understand these parameters. • Consider using fewer conventional assessments and more performance based assessments. • You might not need to create a second multiple choice test or another project. Evidence of student learning could be gathered through one or two open ended questions or by asking students to improve a specific section of a project. • Consider how the use of intentional formative assessment might lessen the need for second chances.

As a school leader, work with your jurisdiction leaders to discuss how the requirements within your reporting program can be best managed in order to meet the specific learning needs of your students. Pay particular attention as to how these parameters affect your most vulnerable students.

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.

Assessment in Action

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Summative Assessment
Dimension #10: Communicating Student Learning

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Effective assessment practice is evident when teachers…
report the results of student learning to students, parents and others who have a right to know in a manner that is easy to understand, accurate, fair, and designed to support learning.

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▶ Communicating about Student Learning

https://aac.ab.ca/video/communicating-about-student-learning/

Video Summary

A teacher discusses how involving students in reflecting on their learning provides timely and ongoing communication with parents/guardians. Although this video is set in an elementary classroom, the assessment principles from this video are applicable to other grades and subjects.

Key Points

- Students gain greater clarity when they engage in meaningful discussion about the outcomes, and reflect on their progress.
- Parents/guardians appreciate the ongoing communication so they can support the child's learning.
- The teacher gains important information about how students perceive their progress. This information helps teachers design appropriate instructional support.

Discussion Question

- How could we design a process to support student learning and enhance communication with parents/guardians?

Connections to TQS Assessment Indicators

- accurately reflect the learner outcomes within the programs of study

- 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:** *Communicating about Student 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. 69 – 70).*

3. **Anticipate challenges.**

Potential Challenge	Potential Response
"I have 30 kids in my class. Sending home a weekly update seems like a lot of extra work."	• As important as the summative grading process is, it is only a small part of how we communicate with parents about student learning. A digital parent portal can never provide all the information that parents need. • Start with the students who are struggling. Time spent working to build relationships with parents/guardians may be an effective use of time to help keep these students on a path to success.

As a school leader, engage in a staff discussion about how we can more effectively communicate with parents about the learning that really matters.

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.

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For information about this resource, please contact the Alberta Assessment Consortium.