



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.



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?

Connection 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>“I have so many students and so many outcomes to cover. How do I make this work?”</i>	<ul style="list-style-type: none"> • 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.
<i>“If I am constantly providing time for students to review and improve, I will never get a finished product to mark.”</i>	<ul style="list-style-type: none"> • 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.

* *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.