



## 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?

### Connection 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?”	<ul style="list-style-type: none"> <li>• Start small with those who see value in this process. Invite teachers to share experiences at a staff meeting.</li> </ul>
“How can I do this? Our school is small and isolated, and I’m the only science teacher!”	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

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.

\* *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.