



Assessment For Learning

Learning Destination is Clear

- Every subject and unit of study will begin with a clear purpose and picture of what is expected.
- Use language students will understand and describes what the students are expected to know, understand, and be able to do.
- Discuss the evidence that will be used to determine the extent to which learning has occurred.
- This evidence will include a variety of ways of knowing including conversations, observations, and products.

Co-Creating Criteria

- Learners, along with the teacher, have input into creating the criteria.
- Criteria will help learners know what quality looks like while increasing their engagement and their ownership in their learning.
- Samples will be provided at all levels to provide students with a picture of where they are now and where they need to go next.
- Revisit and refine the co-criteria on an on-going basis.

Giving & Receiving Feedback

- Feedback is based on the criteria.
- Comes 'during', as well as, 'after the learning.
- The feedback needs to be descriptive and specific; not a letter grade, a number or a percent.
- Feedback helps to inform each learner's next steps in their learning as well as each teacher's next step in their teaching.

Collecting Evidence of Learning

- Evidence must be linked to the learning destination / the learning outcomes which are embedded in the co-criteria.
- Evidence becomes 'valid' when it is collected from multiple sources (observations, conversations, products).
- Having enough evidence to see patterns over time makes evidence 'reliable'.
- Each learner's collection of evidence must be valued and considered when the learner is evaluated by the teacher (assessment of learning).

Self-Assessment and Goal Setting

- Based on the criteria.
- Framed around:
What's Working? What's Not?
- Goal is based on "What's the Next Step in Learning?"

The more students are involved in assessment the more they will learn!

