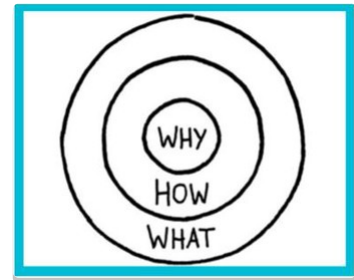


Affirm, Refine, Aspire

HS4 Learning Services ~ April 2021

Assessment For Learning

Welcome to the April edition of 'Affirm, Refine, Aspire!' This month you will find lots of great information and links to valuable resources focusing on assessment.



When considering classroom assessment, you always want to start with the 'why'. What is the purpose of classroom assessment? Sure -- we assess to report to parents on how their children are doing in relation to grade-level outcomes, but assessment is SO much more than just reporting. **The purpose of assessment is to improve student learning.** Assessment is an ongoing process that requires active participation on behalf of the teacher *and* the students, and is happening in our classrooms all of the time. When students play an active role in the assessment process, they have a clear idea of what they already know, what the learning goal is and have a concrete path to achieving it. The teacher's role is to facilitate multiple opportunities for students to demonstrate their learning and help them navigate their way to deeper understanding.

I would encourage you to check out the many links and resources below. Some of what you find here will likely affirm what you already know about sound assessment practices, but perhaps there will be some new learning that will push your thinking and allow you to consider how assessment impacts student learning in your own classroom.

Wishing you a Blessed Easter Season!

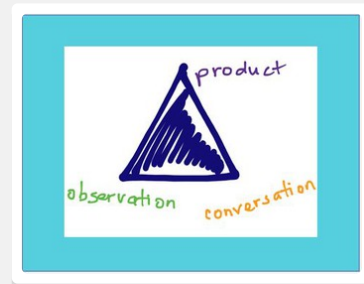
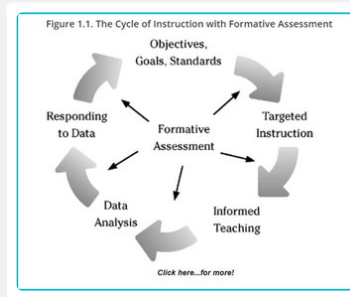
Carmen Larsen
Director of Learning

Indigenous Education for All

Check out the Ways of Knowing ~ Ways of Being ~ Ways of Doing

If we want students to **take charge** of their learning, we can't keep relegating them to a passive role in the assessment process.

Nancy Frey, Douglas Fisher and John Hattie



Assessment Capable Learners

*Do you have a personal philosophical **belief about assessment**? How do you see this belief connecting with your view of the purpose of education?*

***What language do your students use** when talking about assessment? When considering some of their words and phrases, what do you feel they indicate?*

*In your teaching practice, **where do students find opportunities** to be active participants in the assessment process?*

***How** are you creating assessment capable learners?*

[Assessment Through the Student's Eyes](#)

[AAC Qualities of a Successful Learner](#)

[Create a Guide to Success to Encourage Reflective Reasoning](#)

[Guide to Success Samples here](#)

Formative Assessment

Formative assessment allows students to answer these questions:

- Where am I going?
- How am I doing?
- Where am I going next?

Formative assessment is "the continuous process of gathering data about our students before, during, and after learning. This ongoing assessment keeps us, and our students, informed of progress, which allows for more efficient and effective use of instructional time". Kryza et al. (2009)

***What** do you do with your formative assessment information?*

***What** do your students do with it?*

***How** do students respond to and use your feedback?*

***How** often do you feel like you're working harder than your students? How could you address this?*

Summative Assessment

"All assessment is formative, and some of it is also summative."

Dr. Peter Liljedahl

Looking for correspondence between two of the sources of evidence (products, conversations, observations) allows teachers to use their professional judgement in determining where students are in their learning journey.

Data gathering looks at the whole picture.

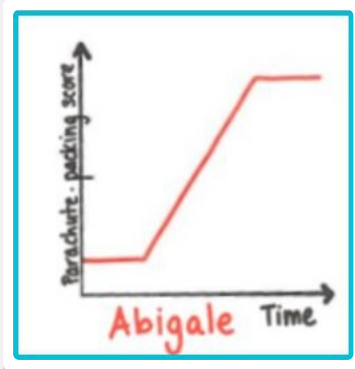
***How** do you know when it is time for a summative assessment?*

***How** confident are you that your summative assessment measures learning goals in their entirety?*

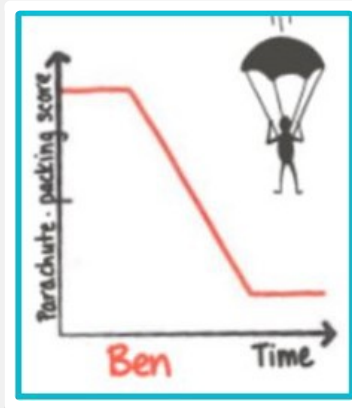
***How** might the students' focus in completing summative assessments be shifted from point-getting to learning?*

[Assessment Tools and Strategies](#)

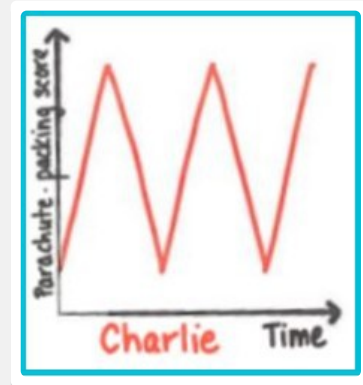
Who is packing your parachute?



While Abigale struggled at the beginning, she clearly shows that she has now achieved the outcome...



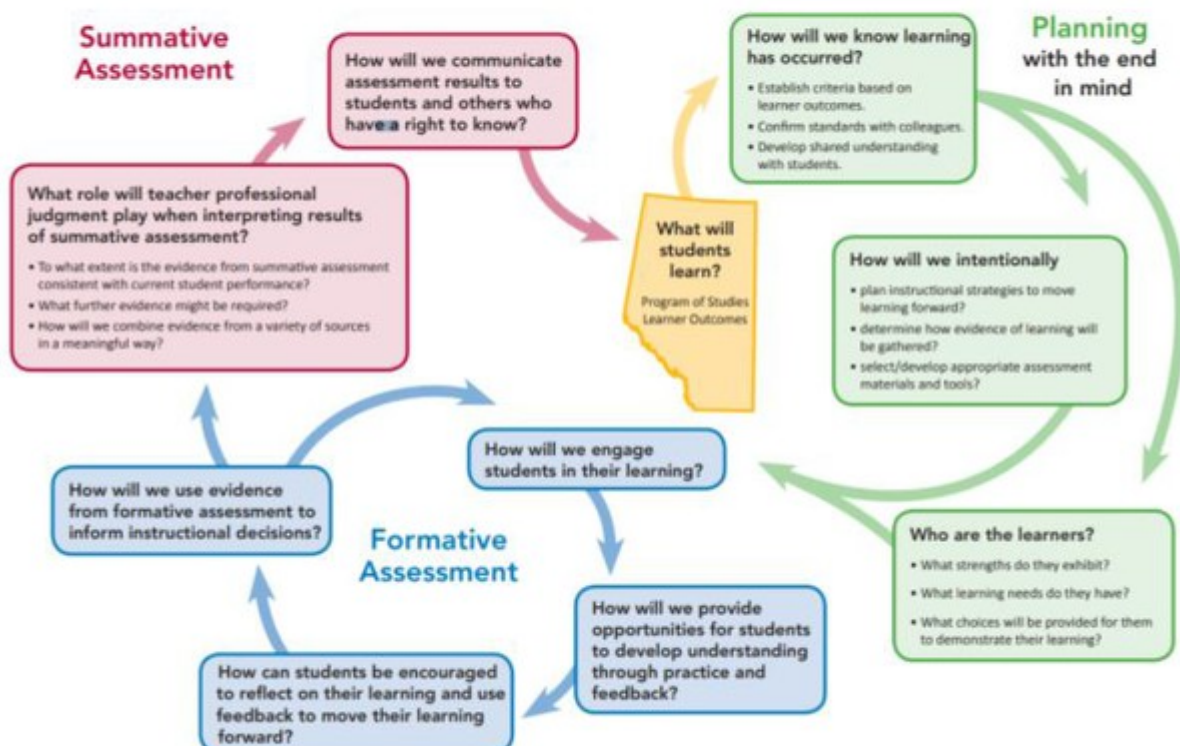
Averaging each of these students' performances would get the same result, but...



...they tell very different stories of learning.

Assessment

AAC KEY VISUAL: ASSESSING STUDENT LEARNING IN THE CLASSROOM



Resources

Assessment Course | 12 Quick Fixes: This course, created by Anne Davies and Sandra Herbst, is offered free to teachers of Holy Spirit until December 31, 2021 through SAPDC. This self-directed course enables you to study more deeply the considerations for sound assessment practices that connect with your classroom practice. If this course fits into your professional learning goals please contact Carmen Larsen to receive an individual teacher access code and the necessary information connected to this course. For more information about the course or Connect 2 Learning, please click [here](#).



[Alberta Assessment Consortium](#) The Alberta Assessment Consortium is an advocate for sound classroom assessment practices while providing professional learning to build teacher/leader assessment capacity. Also, it provides numerous classroom assessment materials.

Supporting Professional Conversations about Assessment: [An AAC Guide for School Leaders](#)

Assessment Excerpt from the New Alberta Education Teaching Quality Standard ([TQS](#)).

[Authentic Assessment](#)

AAC Samples of [Performance Assessments](#)



Formative Assessment Strategies

ARPDC Learn and Go: [From Feedback to Feedforward](#)

Project Zero's [Thinking Routine Toolbox](#)

[60 Formative Assessment Strategies](#)

[Formative \(Informal\) Assessment Strategies](#)



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Working together to improve student learning.

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DEVELOPING
**ASSESSMENT-
CAPABLE**
VISIBLE
LEARNERS
GRADES K-12



NANCY FREY
SUN HATTIE

LEVEL 1
GRADES 6-12

CT Learning