

# Classroom Assessment: Ways to Successfully Begin a New School Year

with Dr. Anne Davies  
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## **Connecting to Rick Stiggins, July 11, 2008**

### **Presentation titled: Assessment for Learning and the Achievement Gap**

“We have reached a tipping point... we either change our assessment beliefs or we stop saying we can help students learn.”

Rick Stiggins, July 2008

## **Learning Outcomes for Assessment Series - Part One**

Participants will....

- Briefly consider the latest assessment research findings
- Deepen their understanding of assessment for learning principles
- Develop a detailed assessment plan for one term in one subject area
- Plan the first days of school from an assessment perspective including how to begin to involve students
- Plan to be ready for student-parent-teacher conferences at the end of the first term

## **Student Outcomes**

Learners will....

- ... be involved in the assessment process
- ... have a clear learning destination
- ... use samples to better understand quality and development
- ... collect evidence of their learning
- ... participate in the co-construction of criteria
- ... be involved in self and peer assessment
- ... collect proof of learning
- ... communicate their learning both formally and informally

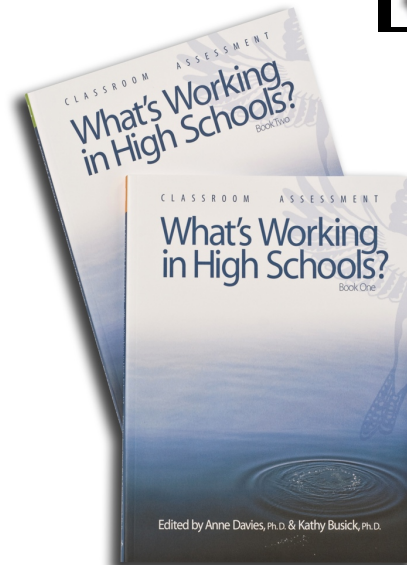
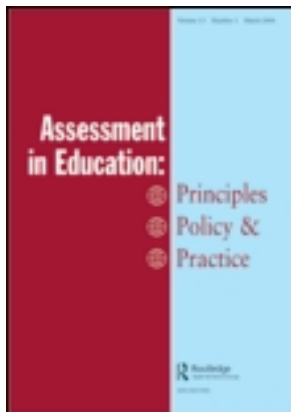
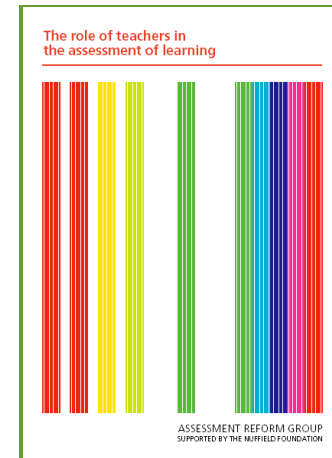
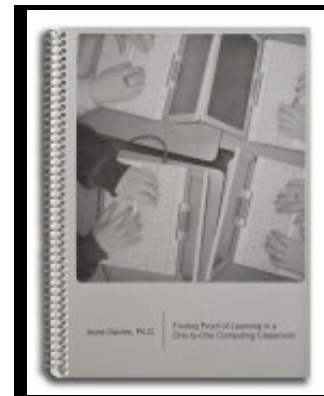
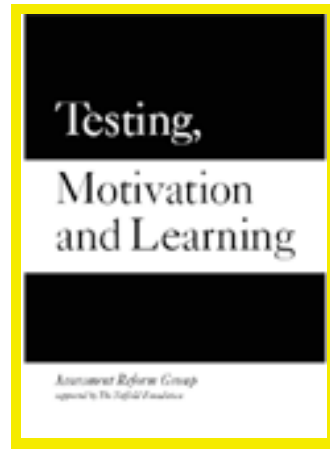
## Agenda - Day One

- Welcome and Introductions
- Brief Research Connections to Classroom Assessment Practices
- Planning for Term One
- Evidence of learning
- Daily and weekly agendas
- Collect baseline evidence of learning
- Involving students in co-constructing criteria, self-assessment and collecting evidence of learning

**Web Conference #1:** Planning for student-parent-teacher conferences

**Web Conference #2:** Wrong Turns and Course Corrections

# Research Connections



**Quality classroom assessment  
has the largest positive  
impact on student learning  
and achievement ever  
documented.**

Crooks, 1987; Black and William, 1998; 2001,  
Miesels et al, 2003; Rodriguez, 2004

**Students engaged in quality  
classroom assessment do  
better on external tests.**

Crooks, 1987; Black and William, 1998; 2001,  
Miesels et al, 2003; Rodriguez, 2004

**This is especially true for  
students who struggle.**

Crooks, 1987; Black and William, 1998; 2001,  
Miesels et al, 2003; Rodriguez, 2004

**What makes a difference?**

***Research Connection:***

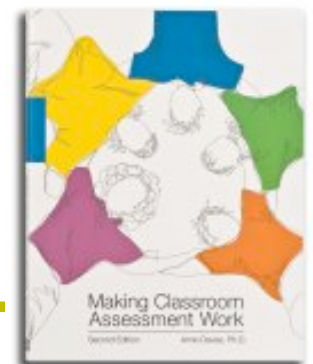
**Involving students in assessment and increasing the amount of descriptive feedback, while decreasing evaluative feedback, increases student learning *significantly*. While all students show gains, students who usually achieve the least show the largest gains overall. (Black and Wiliam 1998)**



## ***Research Connection:***

When students are involved in their own assessment, mistakes become feedback they can use to adjust what they are doing. When students' mistakes are identified by others and feedback is limited to marks or letter grades, students are less likely to know what to do differently next time. (Black and Wiliam 1998; Butler and Nisan 1986; Butler 1987; Shepard and Smith 1986, 1987)

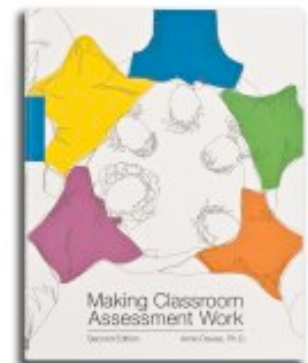
From *Making Classroom Assessment Work*



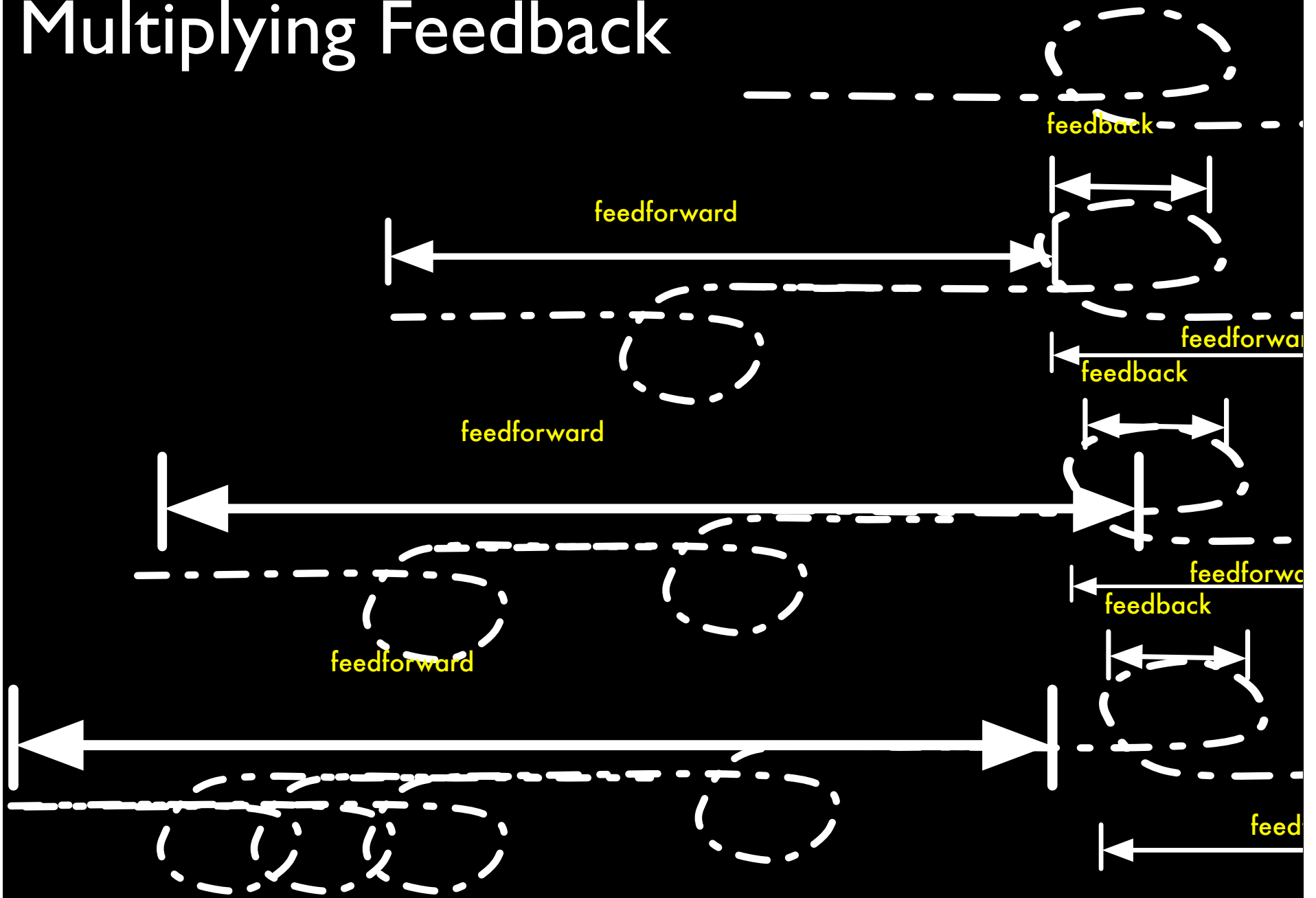
Co-constructing criteria changes the teaching and learning environment. Having criteria results in more students being engaged and learning at higher levels.

(Joslin 2002; Sadler, 1989, 2005; Schmoker 1996;  
Thome 2001; Young 2000)

From *Making Classroom Assessment Work*

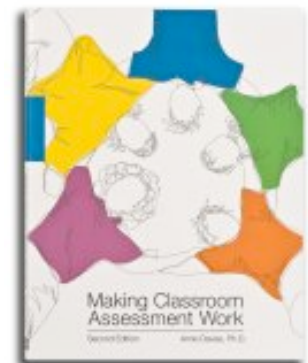


# Multiplying Feedback



*Research Connection:* Self-assessment asks students to make choices about what to focus on next in their learning. When students make choices about their learning, achievement increases; when choice is absent, learning decreases. (Gearhardt & Wolfe, 1995; Harlen & Deakin-Crick, 2003; Jensen, 1998)

From *Making Classroom Assessment Work*



Longitudinal studies identifying factors that lead to resilience in students from at-risk environments report that when students have conversations with parent substitutes, such as grandparents and older siblings, and have an internal support system that rewards competence and provides them with a sense of coherence, they are more likely to be resilient. (Werner & Smith, 1992; Dweck, 2000)

**Students involved in assessment can better articulate their learning and have more conversations about learning with others.**

*From Making Classroom Assessment Work*



# What does the research say works?



It is NOT test preparation.



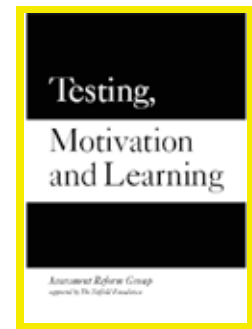
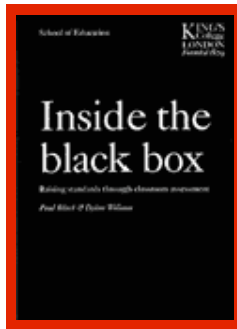
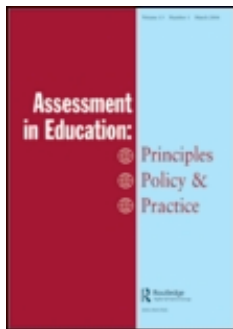
It is NOT more tests and more testing.



It does NOT happen at the end of learning.



**It is quality classroom assessment.**

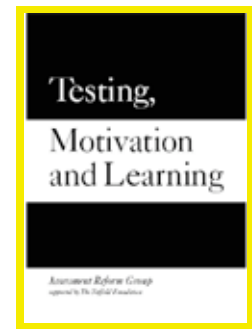
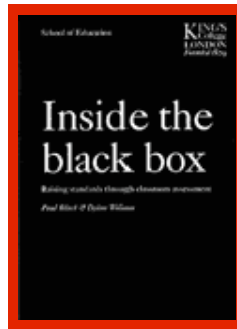
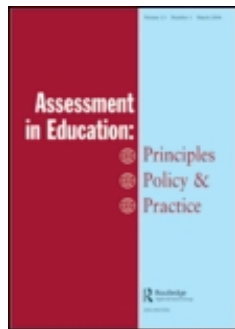




**Assessment literacy is the solution to poor test scores.**



**It is only classroom teachers that can improve test scores... and they do it through quality classroom assessment.**



## Preparing for a New Year: Building an Assessment Plan

By Anne Davies, Ph. D.

As I work with teachers new to the profession I am often asked to help them construct an assessment plan that will allow them to be successful right away. In this article I walk through the key steps to building an assessment plan and provide examples from Language Arts (Alberta).

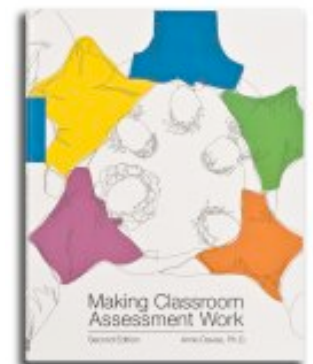
**Step 1:** Get a copy of the outcomes you are responsible for assessing, evaluating and reporting. Try to find a digital copy online if possible so you can cut and paste into the tables you make (see column one in Figure 1).

**Step 2:** Review the specific and general learner outcomes and determine the proof of learning that will be needed. (see column two in Figure 1).

**Step 3:** Determine what activities or tasks will cause the PROOF to come into existence (see column three in Figure 1).

**Step 4:** Consider how you can use the time allotted to teach and assess day by day. Develop a tentative weekly agenda for the daily allotment of time available. As you create this agenda think about the flow of a lesson time from whole group to guided practice to individual work time. This gradual release of responsibility prepares students to be successful and permits teachers time to work with small groups and individuals.

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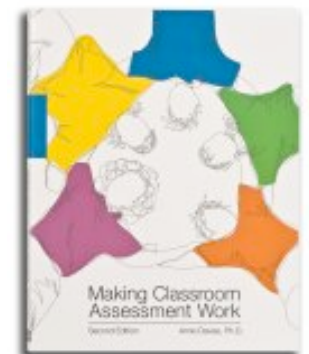


**Step 5:** Review the proposed daily agenda and compare it to the plan for collecting proof of learning. Will your weekly agenda give students opportunities to create needed proof of learning? Will your weekly agenda give you time to do the small group work and the observations you need to make?

**Step 6:** Check the proposed weekly agenda against all the proof of learning required across the term. Compare the weekly agenda and the proof of learning with the outcomes for which you are responsible. Have you missed anything? If so, make necessary revisions.

**Step 7:** Consider each part of your daily agenda and make a list of the instructional skills and processes that must be taught or incorporated into the practice time. As the term proceeds you can ensure you introduce each new skill and process as well as allow time to learn and time to practice and later, time to revisit and work towards mastery.

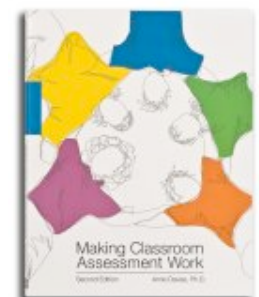
**Step 8:** Now that your instructional plan is in draft form it is time to consider what baseline evidence you need to collect in order to plan instruction AND in order to have the comparison pieces needed to show growth towards the outcomes by the end of the term. In Figure 6 the outcomes, the baseline evidence, and the end-of-term evidence of learning (proof) are listed. Each teacher will choose different items depending on their view of what is important. I have deliberately selected items that will require students to prepare the evidence of learning – both baseline and end-of-term – for me as the teacher. I will be busy collecting observations as students work. If students are busy creating and collecting the physical proof then I have time to make observations and keep students on-track to completion.



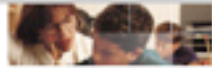
**Step 9:** Once the baseline evidence is created and students are busy creating the physical evidence, it is essential that there be a place where students can put their important evidence of learning. Initially it is essential that the teacher collect all baseline samples as these are vital and must not go missing. The ongoing student evidence of learning can be stored by students in files or boxes. Any system that works given your space and availability of resources is a good one. Teacher collected evidence of learning can be stored in a system that suits the teacher – online grade book, paper-based mark book, folders, checklists, clipboards and so. The choices are varied. The decision needs to be made by each individual.

**Step 10:** Once students are collecting their important evidence of learning, it is essential they practice self-assessment and peer assessment in relation to criteria. This ongoing reflection and assessment helps students learn to guide their learning. It also helps students prepare to be an active partner in the assessment process.

**Step 11:** As the term draws to a conclusion, students need to collect their evidence in relation to the outcomes. It is helpful if they can select it in such a way that they can draw attention to the growth they have made towards the outcomes during the term. Figure 9 prepares students from the beginning to be collecting evidence of learning in preparation for the end of term.



- › Role of Teachers
- › Programs of Study (Core Curriculum)
  - › Early Childhood Services - Grade 3
  - › English Language Arts
    - Programs of Study**
    - › Information Related to Senior High School Program
    - › Learning and Teaching Resources
    - Key Contacts
  - › Fine Arts
  - French Language Arts
  - › Health / Career and Life Management
  - › Information and Communication Technology
  - › Mathematics
  - › Physical Education
  - › Science
  - › Social Studies



## English Language Arts

### Programs of Study

Find out what students are

#### Kindergarten to Grade 9

- [English Language Arts](#)
- [Knowledge and Empl](#)

#### Illustrative Examples, Jan

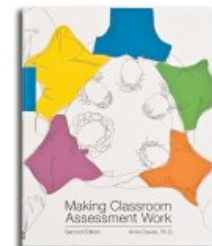
- [Kindergarten](#) (183 kb)
- [Grade 1](#) (263 kb)
- [Grade 2](#) (289 kb)
- [Grade 3](#) (273 kb)
- [Grade 4](#) (221 kb)

#### Grades 10–12

- [English Language Arts](#)
- [Knowledge and Empl](#)

#### Complementary Courses

**Step 1:** Get a copy of the outcomes you are responsible for assessing, evaluating and reporting. Try to find a digital copy online if possible so you can cut and paste into the tables you make (see column one in Figure 1).



They are relevant for all students in a variety of learning environments and are cumulative across the grades. Students are expected to demonstrate the specific outcomes for their current grade while building on and maintaining their ability to demonstrate the specific outcomes for previous grades.

It is intended that students engage in purposeful language activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

**General Outcome 3**  
Students will listen, speak, read, write, view and represent to manage ideas and information.  
3.1 Plan and focus  
3.2 Select and process  
3.3 Organize, record and evaluate  
3.4 Share and review

**General Outcome 4**  
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.  
4.1 Enhance and improve  
4.2 Attend to conventions  
4.3 Present and share

**General Outcome 5**  
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.  
5.1 Respect others and strengthen community  
5.2 Work within a group

ENGLISH  
English language arts is to enable each student to understand and appreciate language, and to use language effectively and competently in a variety of communication, personal, and academic contexts. Students will listen, speak, read, write, view and represent to explore thoughts, feelings, and experiences. Students will explore and extend their understanding of language, and will use language to understand and apply to their own lives. Students will use language to understand and apply to their own lives. Students will use language to understand and apply to their own lives.

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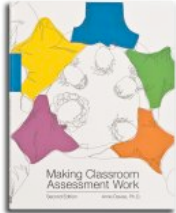


## Assessment Plan based on Language Arts Curriculum – Alberta Outcomes

Students will engage in purposeful language activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.


<p><b>Students will listen, speak, read, write, view and represent to:</b></p>		
<p><b>General Outcome 1: explore thoughts, ideas, feelings and experiences.</b>          1.1 Discover and explore          1.2 Clarify and extend</p>		
<p><b>General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</b>          2.1 Use strategies and cues          2.2 Respond to texts          2.3 Understand forms, elements and techniques          2.4 Create original text</p>		
<p><b>General Outcome 3: manage ideas and information.</b>          3.1 Plan and focus          3.2 Select and process          3.3 Organize, record and evaluate          3.4 Share and review</p>		
<p><b>General Outcome 4: enhance the clarity and artistry of communication.</b></p>		

**Step 1:** Get a copy of the outcomes you are responsible for assessing, evaluating and reporting. Try to find a digital copy online if possible so you can cut and paste into the tables you make (see column one in Figure 1).



## Assessment Plan based on Language Arts Curriculum – Alberta Outcomes

Students will engage in purposeful language activities that respect individual differences and emphasize the interrelated and mutually supportive nature of the general and specific outcomes.

General and Specific Outcomes	Proof of Learning (Term One)	Activities and Tasks (will vary depending on age and needs of students)
Students will listen, speak, read, write, view and represent to:	Products, observations and conversations from ELA and other subject areas.	
<i>General Outcome 1: explore thoughts, ideas, feelings and experiences.</i>	Reader response journal Observations from small group work	Read and respond daily to choice reading materials Talk in small groups (lit circles/readers club) Write daily – writers workshop Class meetings Conflict resolution center
<p><b>Step 2:</b> Review the specific and general learner outcomes and determine the proof of learning that will be needed. (see column two).</p>	<p>rk as well as</p>	<p>Read and respond daily to teacher selected materials including texts read aloud/materials viewed Practice reading strategies (whole class/small group/individual) Read aloud daily Daily focused lesson and individual practice Write daily using writers workshop (deliberately use text structures in writing and storyboard structures in viewing)</p>
	<p>al entries ng choice es to text or d choice), reading, as well ts</p>	<p>Observations of small group work Observations of individuals Writing/Representing portfolio (includes choice writing and required exercises) Photographs of 3-d work as well as</p>
<p>to texts and forms, elements and original text</p> 		

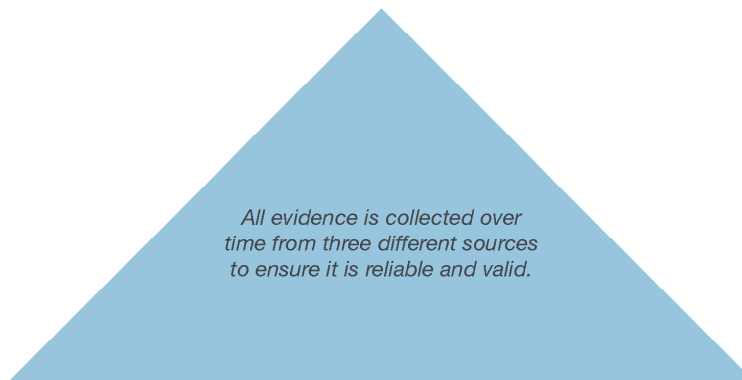
## Collecting Evidence of Learning

FG

### Mathematics Evidence Triangulation of Evidence

#### Observations:

- Checklists
- Problem solving group work
- Presentations



#### Conversations:

- Peer feedback
- Group work records
- Student-teacher conferences
- Math journals

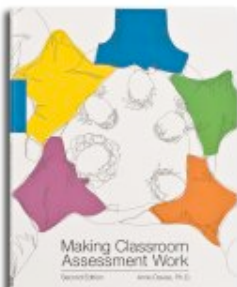
#### Products:

- Notebooks
- Quizzes
- Projects
- Photos
- Graphs
- Sheet work

## Classroom Assessment - Evidence of Learning

Evidence  
from multiple  
sources &  
collected  
over time

Include...  
qualitative  
and  
quantitative  
data

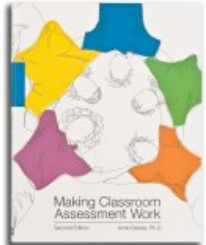


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<p><b>General Outcome 1: explore thoughts, ideas, feelings and experiences.</b>            1.1 Discover and explore            1.2 Clarify and extend</p>	<p>Reader response journal            Observations            Writing for            Photograph            presentat</p>	<p>Read and respond daily to choice</p>
<p><b>General Outcome 2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</b>            2.1 Use strategies and cues            2.2 Respond to texts            2.3 Understand forms, elements and techniques            2.4 Create original text</p>	<p>Reader re            include re            reading ti            media (w            responses to required reading, as well as practice assignments            Observations of small group work            Observations of individuals            Writing/Representing portfolio (includes choice writing and required exercises)            Photographs of 3-d work as well as</p>	<p>class/small group/individual)            Read aloud daily            Daily focused lesson a            practice            Write daily using writer            (deliberately use text s            writing and storyboard            viewing)</p>

**Step 3: Determine what activities or tasks will cause the PROOF to come into existence (see column 3).**



## Weekly Agenda

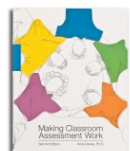
Read and respond daily to choice reading materials  
Talk in small groups (lit circles/readers club)  
Write daily – writers workshop  
Class meetings  
Conflict resolution center

Read and respond daily to teacher selected materials including texts read aloud/materials viewed  
Practice reading strategies (whole class/small group/individual)  
Read aloud daily  
Daily focused lesson and individual practice  
Write daily using writers workshop (deliberately use text structures in writing and storyboard structures in viewing)

Projects and tasks connected to Science or Social Studies topic  
Literature projects

Daily reading  
Presenting work (during and end)  
Small group work  
Video/audio presentations  
Presentations to parents and others  
Daily Edits  
Writing & Representing Folder

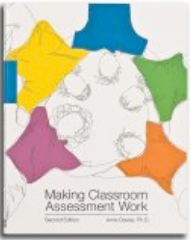
**Step 4:** Consider how you can use the time allotted to teach and assess day by day. Develop a tentative weekly agenda for the daily allotment of time available. As you create this agenda think about the flow of a lesson time from whole group to guided practice to individual work time. This gradual release of responsibility prepares students to be successful and permits teachers time to work with small groups and individuals.



**Weekly Agenda** (minimum 45 minutes of class time needed) plus an independent reading time as well as a read aloud to students time at another point in the day. If you are NOT self-contained then consider reading/viewing/listening focus one week and writing/speaking/representing focus the next week – and align all learning activities with the focus areas.

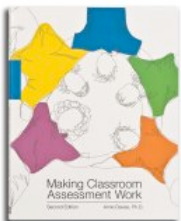
Transition (5 – 10 min)	Daily Edit (welcome message/news) and choice reading	Daily Edit (writing focus) and choice reading	Daily Edit (reading focus) and choice reading	Daily Edit (writing focus) and choice reading	Daily Edit (reading focus) and choice reading
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**Step 4:** Consider how you can use the time allotted to teach and assess day by day. Develop a tentative weekly agenda for the daily allotment of time available. As you create this agenda think about the flow of a lesson time from whole group to guided practice to individual work time. This gradual release of responsibility prepares students to be successful and permits teachers time to work with small groups and individuals.

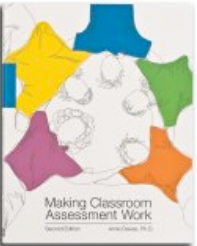
Whole Group Lesson (15 minutes - self-contained focus week to week)	<p><b>Step 4:</b> Consider how you can use the time allotted to teach and assess day by day. Develop a tentative weekly agenda for the daily allotment of time available. As you create this agenda think about the flow of a lesson time from whole group to guided practice to individual work time. This gradual release of responsibility prepares students to be successful and permits teachers time to work with small groups and individuals.</p>				
Guided practice – 5 minutes					
Independent work (10 – 40 minutes)					
Small Group Instruction (minutes in 15 minutes)					
Independent reading and writing in literacy centers	Independent reading and writing in literacy centers	Independent reading and writing in literacy centers	Independent reading and writing in literacy centers	Independent reading and writing in literacy centers	learn in ways 

## Daily Agenda Showing Evidence – Proof of Learning

Teaching Task and Time	Monday	Tuesday	Wednesday	Thursday	Friday (or missing day in week)	Proof of Learning
Transition (5 – 10 min)	Daily Edit (welcome	Daily Edit (writing focus) and	Daily Edit (reading focus)	Daily Edit (writing focus) and choice	Daily Edit (reading focus) and choice reading	<b>Notebooks</b> <b>Writing folder</b>
Whole Group (15 – 20 min) switch for week)	<p><b>Step 5:</b> Review the proposed daily agenda and compare it to the plan for collecting proof of learning. Will your weekly agenda give students opportunities to create needed proof of learning? Will your weekly agenda give you time to do the small group work and the observations you need to make?</p>				Writing Focus	<b>Notebooks</b>
Guided practice minutes						<b>Teacher Observation</b>
Independent 40 minutes						<b>Notebooks</b> <b>Writing Folder</b> <b>Reading Response Journals</b> <b>Project Evidence</b>
Small Group (5 minutes)						<b>Teacher observation</b> <b>Notebooks</b>
Reading literacy					Independent reading and writing in literacy	Independent reading and writing in literacy



## Check Agenda against Evidence or Proof Across Term and against Learning Outcomes

Teaching Task and Time	Monday	Tuesday	Proof of Learning in relation to Learning Outcomes	Learning Outcomes
Transition (5 – 10 min)	Daily Edit (welcome message/news) and choice reading	Daily Edit (writing focus) and choice reading	Reader response journal Observations from small group work Writing folder Photographs of 3-d work as well as presentations	<p>Students will listen, speak, read, write, view and represent to:</p> <p><i>General Outcome 1:</i> explore thoughts, ideas, feelings and experiences.</p> <p>1.1 Discover and explore 1.2 Clarify and extend</p> <p><i>General Outcome 2:</i> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <p>2.1 Use strategies and cues 2.2 Respond to texts 2.3 Understand forms, elements and techniques 2.4 Create original text</p> <p><i>General Outcome 3:</i> manage ideas and information</p> <p>3.1 Plan and focus 3.2 Select and process 3.3 Organize, record 3.4 Share and review</p> <p><i>General Outcome 4:</i></p> 
Whole Group Lesson (15 – 20 minutes - switch focus week by week)	Reading/Viewing/	Reading/Viewing/	Reader response journal	
Guided practice (3 – minutes_				
Independent work (1 – 40 minutes)				
Small Group Instruction (5 minutes initially to 15 minutes later)				
Independent reading and writing in literacy centers	centers	centers		
Closing	Closing	Closing	plans for Science and Social Studies	

**Step 6:** Check the proposed weekly agenda against all the proof of learning required across the term. Compare the weekly agenda and the proof of learning with the outcomes for which you are responsible. Have you missed anything? If so, make necessary changes.

**Figure 5: Building an Instructional Plan with Student Needs and Outcomes in Mind**

Teaching Task and Time	Monday	Tuesday	Instructional Planning Notes
Transition (5 – 10 min)	Daily Edit (welcome	Daily Edit (writing focus) and	Reading and writing conventions, vocabulary, sentence structure, paragraph structure..... (insert detailed list(s) for grade level(s))

**Step 7:** Consider each part of your daily agenda and make a list of the instructional skills and processes that must be taught or incorporated into the practice time. As the term proceeds you can ensure you introduce each new skills and process as well as allow time to learn and time to practice and later, time to revisit and work towards mastery.

based on observed needs in relation to outcomes. Make categories and skills to be taught and mastered.

practice and attain the different skills and strategies and age of students. Whatever students practice here they do immediately.

based on baseline evidence collected and ongoing assessments. Students come together in flexible groups depending on

include on-going practice in a variety of forms. Consider using independent activity sheets (along with answer sheets) as part of the work. Also include "hands-on" materials so students can work with their bodies as they construct their understandings.

assessment needs to be taught and modeled. Consider starting with the whole group, then small groups, and then individual. Consider writing over time.



**Planning Baseline and End-of-term Evidence of Learning (Proof)**

Outcomes: Students will listen, speak, read, write, view and represent to:

Baseline Evidence of Learning

End-of-Term Evidence of Learning

Gen  
ideas  
1.1 D  
1.2 C

**Step 8:** Now that your instructional plan is in draft form it is time to consider what baseline evidence you need to collect in order to plan instruction AND in order to have the comparison pieces needed to show growth towards the outcomes by the end of the term.

Gen  
spea  
com  
critic  
texts  
2.1 U  
2.2 F  
2.3 U  
tech

2.4 Create original text

My favourite media storyboard (e.g. beginning, middle and end)

Listen to the following text. Record (your choice – could be main

ssful  
re:  
teacher

Writing about self – letter to the teacher... I have tried hard to be a successful learner this term.

My strengths are:

The areas I need to improve are:

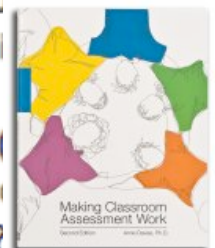
One goal I have for myself is:

In order to help me you as my teacher need to know....

Select text currently reading and record a read-aloud. Attach the best reader response. Explain why the reader response is of high quality in relation to criteria.

Record last media I viewed and record storyboard and other important attributes given criteria developed in class (e.g. beginning, mi

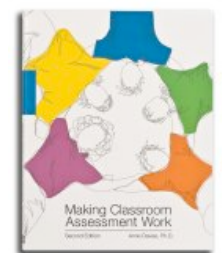
Listen to a text. Record (your choice – could be main setting, plot timeline or ?



**Figure 7: Plan for Physical Collection of Evidence**

Fat File	Progress Portfolio	Teacher's Evidence Collection
All physical evidence stored by students in.....	Selected pieces for students to show progress towards outcomes to be displayed in....	Marks, checklists, observations and other teacher-collected evidence will be stored in....

**Step 9:** Once the baseline evidence is created and students are busy creating the physical evidence, it is essential that there be a place where students can put their important evidence of learning. Initially it is essential that the teacher collect all baseline samples as these are vital and must not go missing.



**Connections**

I make connections to self, to text and to the world. I know this because....

**Communicator**

I am learning to enhance the clarity and artistry of my communication. I know this because....

**Working Towards Standards in ELA**

I listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts. I know this because....

**Working with Others**

**Step 10:** Once students are collecting their important evidence of learning, it is essential they practice self-assessment and peer assessment in relation to co-constructed criteria.

**My Best Reading Response**

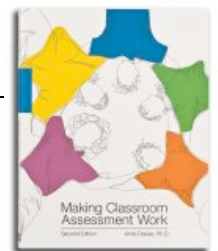
This is my best reading response. You can see it is because....

**Improvement**

This work shows I have improved because....

**I am an Ideas and Information Manager**

This piece shows I manage ideas and information because...



**Step 11:** As the term draws to a conclusion, students need to collect their evidence in relation to the outcomes. It is helpful if they can select it in such a way that they can draw attention to the growth they have made towards the outcomes during the term. Figure 9 prepares students from the beginning to be collecting evidence of learning in preparation for the end of term.

[Insert Figure 9 about here]

Figure 9 Preparing for Student-Parent-Teacher Conference - Summary Self-Assessment of all Evidence

<b>Outcomes: I am able to listen, speak, read, write, view and represent when....</b>	<b>Evidence of Learning (Proof) I am including the following evidence to show proof of learning:</b>	<b>Self-assessment: As you examine the evidence of learning please notice that I have learned. I know this because....</b>
<p><i>General Outcome 1: I explore thoughts, ideas, feelings and experiences.</i></p> <p>1.1 Discover and explore 1.2 Clarify and extend</p>	<p><b>Step 11:</b> As the term draws to a conclusion, students need to collect their evidence in relation to the outcomes. It is helpful if they can select it in such a way that they can draw attention to the growth they have made towards the outcomes during the term.</p>	
<p><i>General Outcome 2: I listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i></p> <p>2.1 Use strategies and cues 2.2 Respond to texts 2.3 Understand forms, elements and techniques</p>		

## Involving Students in Assessment

- ... be involved in the assessment process
- ... have a clear learning destination
- ... use samples to better understand quality and development
- ... collect evidence of their learning
- ... participate in the co-construction of criteria
- ... be involved in self and peer assessment
- ... collect proof of learning
- ... communicate their learning both formally and informally



## Involving Students in Assessment - The First Week

**IDEA:** Building Classroom Agreements Using Co-constructed Criteria

**IDEA:** Collecting Baseline Samples

**IDEA:** Beginning to Self-Assess

**IDEA:** Beginning to Collect Evidence of Learning

**IDEA:** Beginning to Present Evidence of Learning

