

# A Focus on Informed Assessment Practices

WebCast # 5

April 16, 2008

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# Assessment For Learning

Faye Brownlie and  
Caren Cameron

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## LEARNING INTENTIONS

I can understand and explain to others the concept of assessment for learning (AFL) and assessment of learning.

I can identify six big AFL practices and describe classroom examples.

I can determine a next step.

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## AGENDA

1. Review
2. Sample Exchange
3. Questions (going deeper)
4. Summary thoughts
5. Next steps

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## 6 BIG AFL PRACTICES

1. Learning Intentions
2. Criteria
3. Descriptive Feedback
4. Questions
5. Self and Peer Assessment
6. Ownership

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Criteria      Ownership

Learning Intentions

Descriptive Feedback  
Questions

Peer and Self  
Assessment



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What teachers need is a variety of living examples of implementation, as practiced by teachers with whom they can identify and from who they can derive the confidence that they can do better. They need to see examples of what doing better means in practice

Black & Wiliam, 1998, p.146

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## SAMPLE EXCHANGE – Lynda Henney SD22

- 5 Assessment For Learning Strategies**
1. **Making learning intentions clear to students**
  2. **Setting criteria with students**
  3. **Giving descriptive feedback:**  
What's working?  
What's next?  
What's next?
  4. **Questioning:**  
Who's asking the questions?  
Are the questions open?
  5. **Increasing peer and self-assessment**
  6. **Ownership:**  
Engage learners in showing and talking about their own work

- 5 Assessment For Learning Strategies**
1. **Making learning intentions clear to students**
  2. **Setting criteria with students**
  3. **Giving descriptive feedback:**  
What's working?  
What's next?  
What's next?
  4. **Questioning:**  
Who's asking the questions?  
Are the questions open?
  5. **Increasing peer and self-assessment**
  6. **Ownership:**  
Engage learners in showing and talking about their own work

\*THANK YOU LYNDA HENNEY FOR MAKING AND SHARING THIS AFL BOOKMARK\*

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## SAMPLE EXCHANGE – Kindergarten



OLI

Think of ideas to write about

"OLI (our learning intention) tells us what we have to learn"

"He is there to make sure we are learning what we are supposed to"

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## SAMPLE EXCHANGE – Intermediate/Secondary

Teacher Darin Johaneson W.L. Seaton Secondary, SD 22  
Math 11 - Unit 1 Intended Learning Outcomes

1. I can solve systems of linear equations in 2 variables by:
  - a. graphing
  - b. substitution
  - c. elimination
2. I can solve systems of linear equations in 3 variables
3. I can graph linear inequalities in 2 variables
  - a. without restrictions
  - b. with restrictions

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## SAMPLE EXCHANGE – Intermediate/Secondary

Math 11 - Unit 1 Lessons and Assignments Mr. Johaneson

- 1.0 Graphing Linear Equations  
Worksheet ....
- 2.3 Graphing Linear Inequalities in Two Variables  
Pg 75 # 3-45 thirds

Review:

Practice Test

11

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Math 11 Unit 1 Intended Learning Outcomes Mr. Johaneson

- 1 I can solve systems of linear equations in 2 variables by:
  - a graphing
  - b substitution
  - c elimination
- 2 I can solve systems of linear equations in 3 variables
- 3 I can graph linear inequalities in 2 variables
  - a without restrictions
  - b with restrictions

### Unit 1 Lessons and Assignments

- 1.0 Graphing Linear Equations  
Worksheet
  - 1.1 Solving Systems of Linear Equations by Graphing  
Pg 13 # 1-18 thirds; 29-30, 32
  - 1.3 Solving Systems of Linear Equations by Substitution  
Pg 28 # 1-23 odd; 26, 37, 41, 46
  - 1.5 Solving Systems of Linear Equations by Elimination  
Pg 28 # 1-23 thirds; 47, 49
  - 1.6 Solving Systems of Linear Equations in Three Variables  
Pg 74 # 1-15 odd; 16-40 fourths; 44, 46
  - 2.1 Solving Linear Inequalities in One Variable  
Pg 63 # 1-35 odd; 38-48 thirds
  - 2.3 Graphing Linear Inequalities in Two Variables  
Pg 75 # 3-45 thirds
- Review:  
Practice Test

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### SAMPLE EXCHANGE – Intermediate/Secondary

|  |  |               |
|--|--|---------------|
| NAME   |  | DATE          |
| Reading Expository Text - The Terra Cotta Warriors |  |               |
| Before Reading                                     | Use traffic lights to assess the strategies you use now and again at the end of our unit | After Reading |
| Red  | I know what the Terra Cotta Warriors are.  | Green         |
| Red  | I know where the Terra Cotta Warriors are located.                                       | Green         |
| Red  | I know the significance of the archeological find.                                       | Green         |
| Red  | I know why they were built.  | Green         |

13

Kim Boettcher, SD 60, Fort St. John

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### SAMPLE EXCHANGE – Intermediate/Secondary

|  |  |               |
|--|--|---------------|
| NAME   |  | DATE          |
| Reading Expository Text - The Terra Cotta Warriors |  |               |
| Before Reading                                     | Use traffic lights to assess the strategies you use now and again at the end of our unit | After Reading |
| Green  | I know how to use the title, headings and pictures to predict when I read.               | Green         |
| Yellow   | I ask questions before I read and while I am reading to help me understand.              | Yellow        |
| Green  | I can make connections to the text when I read.  | Green         |
| Yellow   | I can use the facts + connections to make inferences.                                    | Yellow        |
| Green  | I can use the glossary to find words I don't know.                                       | Green         |

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Kim Boettcher, SD 60, Fort St. John

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### QUESTIONS TO THINK & TALK ABOUT

1. How might you - or do you - use what you have seen in your classroom? What adaptations would you make to better fit your context?
2. How would these strategies help your students?

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## SAMPLE EXCHANGE – K/1

Big, Bold, Bright

Make a picture

Tell some letters  
you know

Try some sounds you  
know

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What's Next for This Beginning Writer? – Reid, Schultz, Petersen

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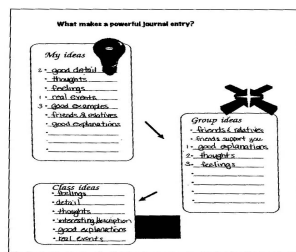
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## SAMPLE EXCHANGE – Intermediate/Secondary



4. After discussing the criteria, students brainstormed and wrote journal entries on "What can belonging look like and feel like in our classroom?"

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Student Diversity, 2<sup>nd</sup> Ed. – Brownlie, Feniak, Schnellert

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## SAMPLE EXCHANGE – Intermediate/Secondary

### Criteria for analyzing a poem: TP-CASTT

T - title

P - paraphrase

C - connotation

A - attitude

S - shift

T - title again

T - theme

18

Laura Richardson, Garibaldi Secondary, SD 42, Maple Ridge

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## SAMPLE EXCHANGE – Intermediate/Secondary

### Peer Feedback

|                     |                     |
|---------------------|---------------------|
| Question 1          | Question 2          |
| Individual Response | Individual Response |
| Group Response      | Group Response      |

Advice to self: \_\_\_\_\_

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Rob Sidley, SD 41, Burnaby

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## SAMPLE EXCHANGE – Intermediate/Secondary

- Individual response
- Group response and peer feedback
- Teacher instruction and peer feedback
- Individual goal setting

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Rob Sidley, SD 41, Burnaby

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## SAMPLE EXCHANGE - All Grades

December 11, 2007

The skills I have learned are wrighting a test, reading from the text, computer, info circles, organized thoughts like the graphic organizer. I feel I have done well in the reading from the text and the graphic organizer. I think I could do better at info circles and wrighting the test.

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Kerry Armstrong, Mary Lynn Epps -Randerson Ridge, Nanaimo

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## SAMPLE EXCHANGE – Intermediate/Secondary

### After Learning

Skills I have learned: \_\_\_\_\_

\_\_\_\_\_

Skills I have done well: \_\_\_\_\_

\_\_\_\_\_

Skills I will continue to work on: \_\_\_\_\_

\_\_\_\_\_

In conclusion: \_\_\_\_\_

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Kerry Armstrong, Mary Lyn Epps, Randerson Ridge Elementary, Nanaimo

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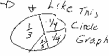
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26.10

Cross Canada  
Village

Charlotte

We have been learning about how to sort data into categories. Then we made graphs to show data. The graphs we used were Circle graphs, scatterplots and Tinkerplots. Some times we changed the data into fractions and percentages.



To make a scatter plot you MUST have 2 numerical attributes. You can make a downward trend or an upward trend. If you have a non numerical attribute you cannot make a scatterplot. The numerical attributes that you chose must be related.

↑ - upward trend

↓ - downward trend.

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Catherine Ludwig, Carole Saundry, SD 38, Richmond

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## QUESTIONS TO THINK & TALK ABOUT

1. How might you - or do you - use what you have seen in your classroom? What adaptations would you make to better fit your context?
2. How would these strategies help your students?

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## TEACHER QUESTIONS – Intermediate/Secondary

BC CURRICULUM  
ASSESSMENT & QUALITY SERVICES

LEARNING ABOUT OUR WORLD

Criteria: \_\_\_\_\_

Page # of information: \_\_\_\_\_

Best Place to live: \_\_\_\_\_

Supporting information/evidence: \_\_\_\_\_

Worst Place to live: \_\_\_\_\_

Supporting information/evidence: \_\_\_\_\_

How does our area compare? Prove! \_\_\_\_\_

25

June 2004, Port Alberni

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Learning About Our World

Criteria: Oil Production and Consumption

Page # of information: 30

Best Place to Live: Saudi Arabia

Supporting Information/Evidence:  
The most oil in the world comes from Saudi Arabia. Almost 72% of what's made in the whole world comes from there. That's a lot because some places have no oil at all. Plus Saudi Arabia doesn't even use a lot of oil so they sure have a lot to sell. That should give them lots of money.

Worst Place to Live: United States

Supporting Information/Evidence: They use a lot of oil! I learned they use more than 40% of all the oil in the world. The problem is they only make about 9% so if they can't buy it what will happen. They spend lots of money on oil. We wonder we need to stop using so much and us is worse than Canada.

How does Vancouver Island compare? Prove!  
Well we don't make our own oil which could be bad but we can't do everything. I think we're okay because we try not to waste and we don't have giant cities with lots of cars and then we waste so much. We are always learning to conserve and recycle.

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## TEACHER QUESTIONS

An open-ended question

How can you show your number for our number book?

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Five green wheels!

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Eleven is 2 and 2 and 2 and 2 and 2 and 1.

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**TEACHER QUESTIONS – Grade 8**

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An open-ended question

How many triangles can you build with an area of 4 square units?

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Carole Saundry, SD 38 Richmond

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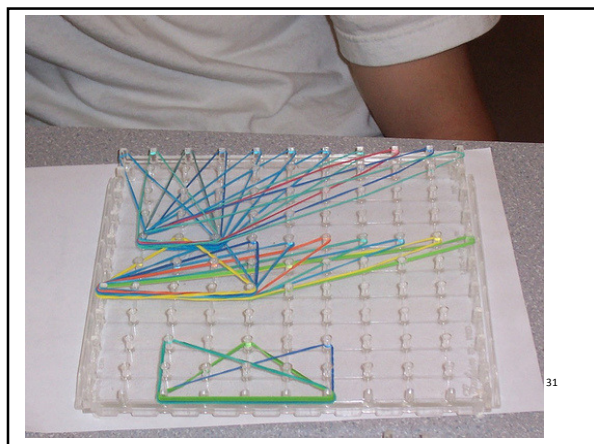
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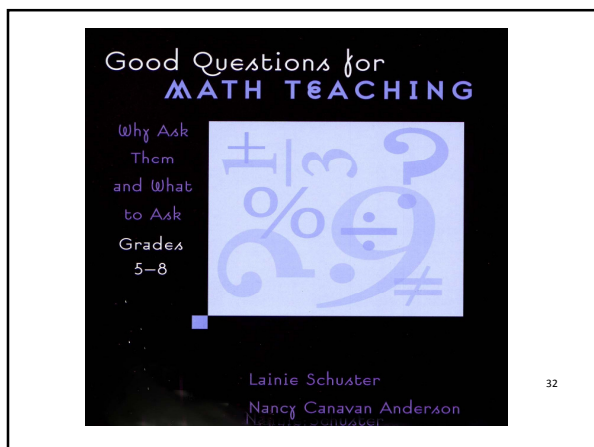
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**SAMPLE EXCHANGE – Intermediate/Secondary**

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**Inter-active Strategies for English Language Arts, Science and Mathematics**

A focus on questioning

6 archived sessions: [learnnowbc](#)  
[educators](#)  
[rural education](#)  
scroll down to the session you want -  
[hot link](#)

33

Lori Driussi, Janice Novakowski, Carole Saundry

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## QUESTIONS TO THINK & TALK ABOUT

1. How might you - or do you - use what you have seen in your classroom? What adaptations would you make to better fit your context?
2. How would these strategies help your students?

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## TEACHER QUESTIONS - Kindergarten

**How does a ladybug hold on to a branch?**

- Kindergarten students observe insect behaviour
- The teacher asks, "What are you wondering about?"



Science IRP/Kindergarten/Life Science/Characteristics of Living Thing-35

Janice Novakowski, SD 38 Richmond

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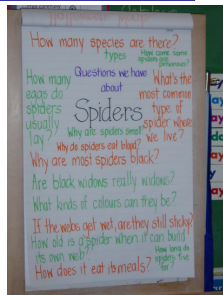
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## TEACHER QUESTIONS – Grade 2/3

**How do spiders eat?**

- Grades 2 and 3
- The teacher began the study by asking "What questions do you have about spiders?"
- Students chose one question a week to investigate by observing spiders and using informational texts



Science IRP/Grade 2/Life Science/Animal Growth and Change 36

Janice Novakowski, SD 38 Richmond

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## SAMPLE EXCHANGE - All Grades

### "Hands Down"

Ask an open-ended question.

Explain to the class that no one puts up his or her hand to answer the question - everyone is expected to respond when asked (even if it is only to say "I don't have a response yet").

Give students time to meet with a partner and talk briefly about their thinking.

Ask individual students or pairs of students to respond.

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## QUESTIONS TO THINK & TALK ABOUT

1. How might you - or do you - use what you have seen in your classroom? What adaptations would you make to better fit your context?
2. How would these strategies help your students?

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## STUDENT QUESTIONS

| Thin Questions                          | Thick Questions                    |
|---|------------------------------------|
| •Yes/no answer                          | •Why? How? I wonder...             |
| •Answer is easy to find                 | •Makes you dig deeper, do research |
| •Often needs no 'talk time' or research | •Requires 'talk time'              |

39

Nicole Widdess, Ferris Elementary, SD 38 Richmond

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## SAMPLE EXCHANGE

### What led to the Underground Railroad?

- Thin: Who used it?
- Thicker: How did they organize the plan and the people on the outside?
- T-H-I-C-K: Why did they create it?

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Nicole Widdess, Ferris Elementary, SD 38 Richmond

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## SAMPLE EXCHANGE

### Quote

"Miss Margart slip this old account book into my hand. Harriet, she whisper, you read the Bible and practice your letters. Most Slave children don't get any learning."

### Thick ?

Was the Misis really that nice to Harriet or were they romantizing it a little?

41

Nicole Widdess, Ferris Elementary, SD 38 Richmond

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## STUDENT QUESTION – Intermediate/Secondary

### Double Entry Journal

| QUOTE | THICK |
|-------|-------|
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Nicole Widdess, Ferris Elementary, SD 38, Richmond

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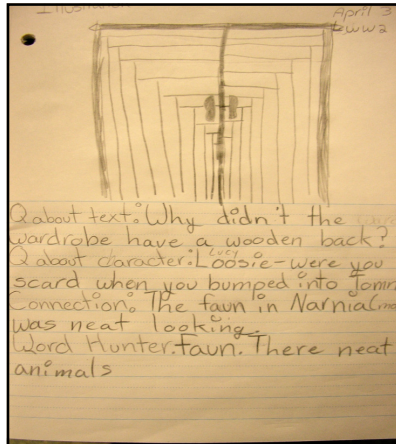
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**SAMPLE EXCHANGE**  
**Grade 4**

**Teacher:** Ian Landy  
**Student:** Jodi Whitcomb  
**School:** J W Inglis  
**District:** SD22, Vernon

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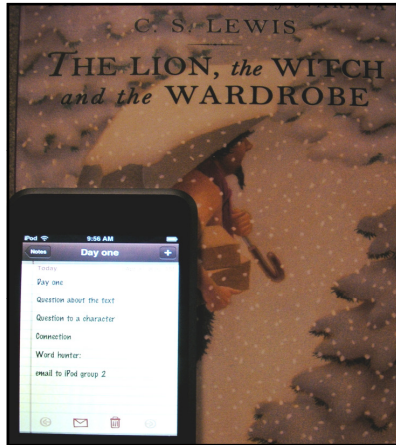
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**SAMPLE EXCHANGE**  
**Grade 4**

**Teacher:** Ian Landy  
**School:** J W Inglis  
**District:** SD22, Vernon

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**QUESTIONS TO THINK & TALK ABOUT**

1. How might you - or do you - use what you have seen in your classroom? What adaptations would you make to better fit your context?
2. How would these strategies help your students?

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Video clip holder

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RECALL & NEXT STEPS

- ✓ Turn to a Learning Partner
- ✓ Take turns reflecting on our work together today
- ✓ Discuss:
  - What you are willing to try
  - How you will share your learning



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FEEDBACK – Survey Monkey

Please take the time to complete our feedback form available by using the following links:

**Facilitator Feedback**  
[http://www.surveymonkey.com/s.aspx?sm=os6gT1JMxpbBTLHEzEDsTA\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=os6gT1JMxpbBTLHEzEDsTA_3d_3d)

**Participant Feedback**  
[http://www.surveymonkey.com/s.aspx?sm=jYehbkFvC\\_2bG2ZkC3e1uanA\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=jYehbkFvC_2bG2ZkC3e1uanA_3d_3d)

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AFL WEBCASTING—See you next time

✓ May 7, 2008 3:30 – 6:00 Pacific

Archives available at  
<http://bcelc.insinc.com/webcastseries/>

Please contact [info@bcelc.ca](mailto:info@bcelc.ca) for  
password information

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