



Assessment and the Whole Person

*Elementary Teams
Burnaby SD
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Session Outcomes

Participants will:

- Explore the connection between assessment and holistic needs
- Examine hard and soft edged stories and harvest meaning
- Explore the connection between language choices and assessment purpose



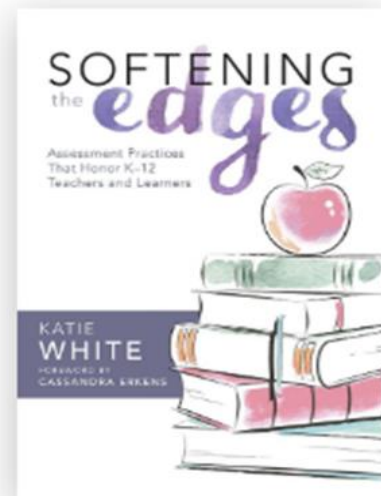
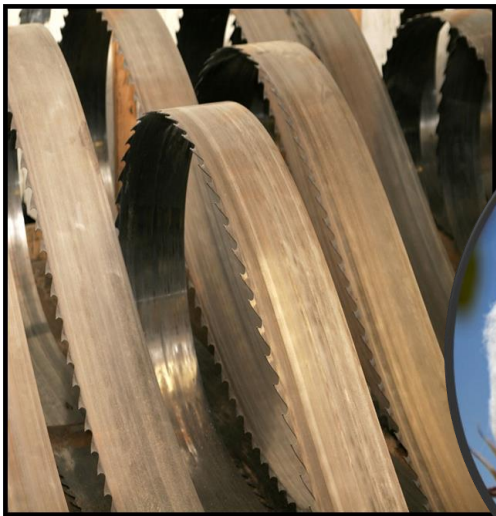
Breakout Room Set Up

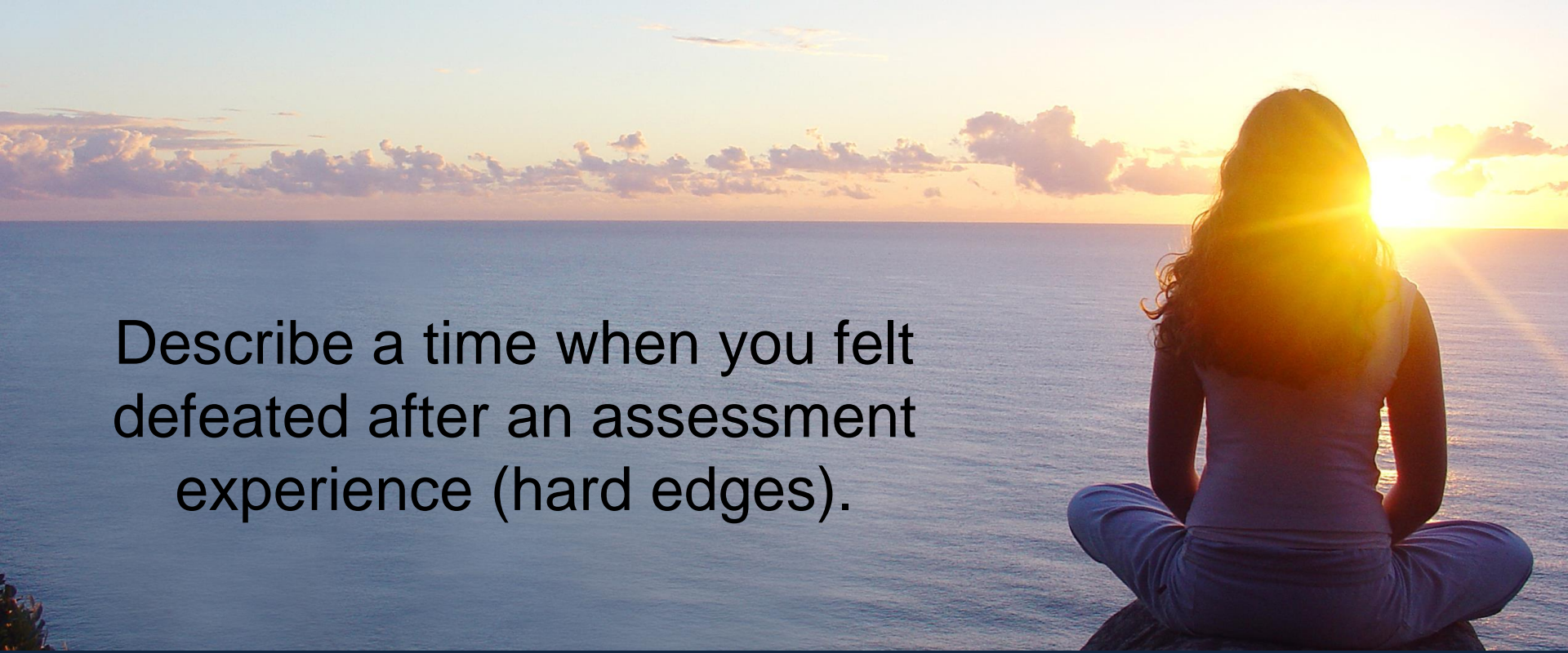
- Please rename yourself in Zoom by adding your team name in front of your personal name

Safe “In Between” Space”



Hard and Soft Edges: The Metaphor



A person with long dark hair, seen from behind, is sitting in a meditative lotus position on a dark, rocky ledge. They are looking out over a vast, calm blue ocean towards a bright sunset. The sun is a large, glowing orb on the horizon, casting a warm golden light across the sky and reflecting on the water. The sky is filled with soft, white and orange-tinted clouds. The overall mood is peaceful and contemplative.

Describe a time when you felt
defeated after an assessment
experience (hard edges).

CLARIFYING OUR INNER VOICE: THE STORY HARVEST

What Conditions led to a Hard Edge?

- **System of ranking and sorting**
- **My value as a human = the grade I get**
- **Family expectations**
- **Celebrations – single criterion**

In the Chat Feature, enter 1-2 conditions that contributed to your hard edge.



**Recall a time when
you felt great during
and after a personal
assessment
experience (soft
edges).**

**In the Chat Feature, enter 1-2 conditions that
contributed to your soft edge.**

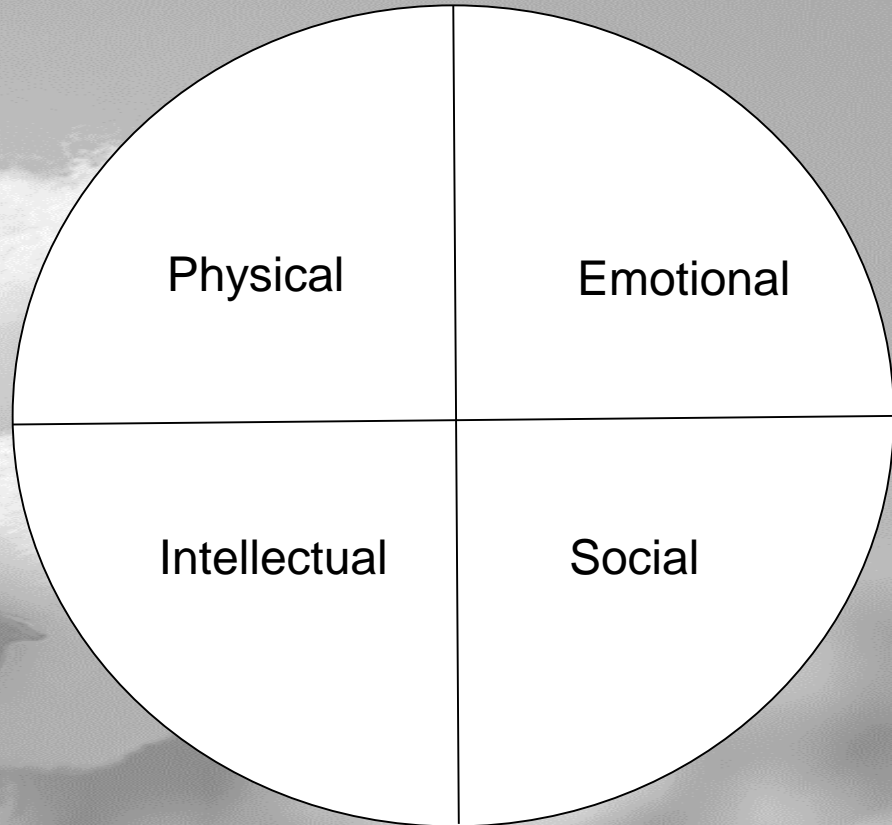
Hard edges

- **System of ranking and sorting**
- **My value as a human = my grade**
- **Family expectations**
- **Celebrations – single criterion**

Soft edges

- **Aware of success criteria**
- **Time to practice**
- **Frequent feedback from a caring person**
- **Time to correct errors**
- **Summative matched formative**
- **Relevance**

Needs of a Whole Person



Harvesting our Story

Whose needs were not being met in your story?

Which needs were not being met? Were they physical, emotional, intellectual, social, spiritual?



Hope is not a naïve, sunny view of life. It is the capacity not to panic in tight situations, to find ways and resources to address difficult problems.

Michael Fullan, 1997

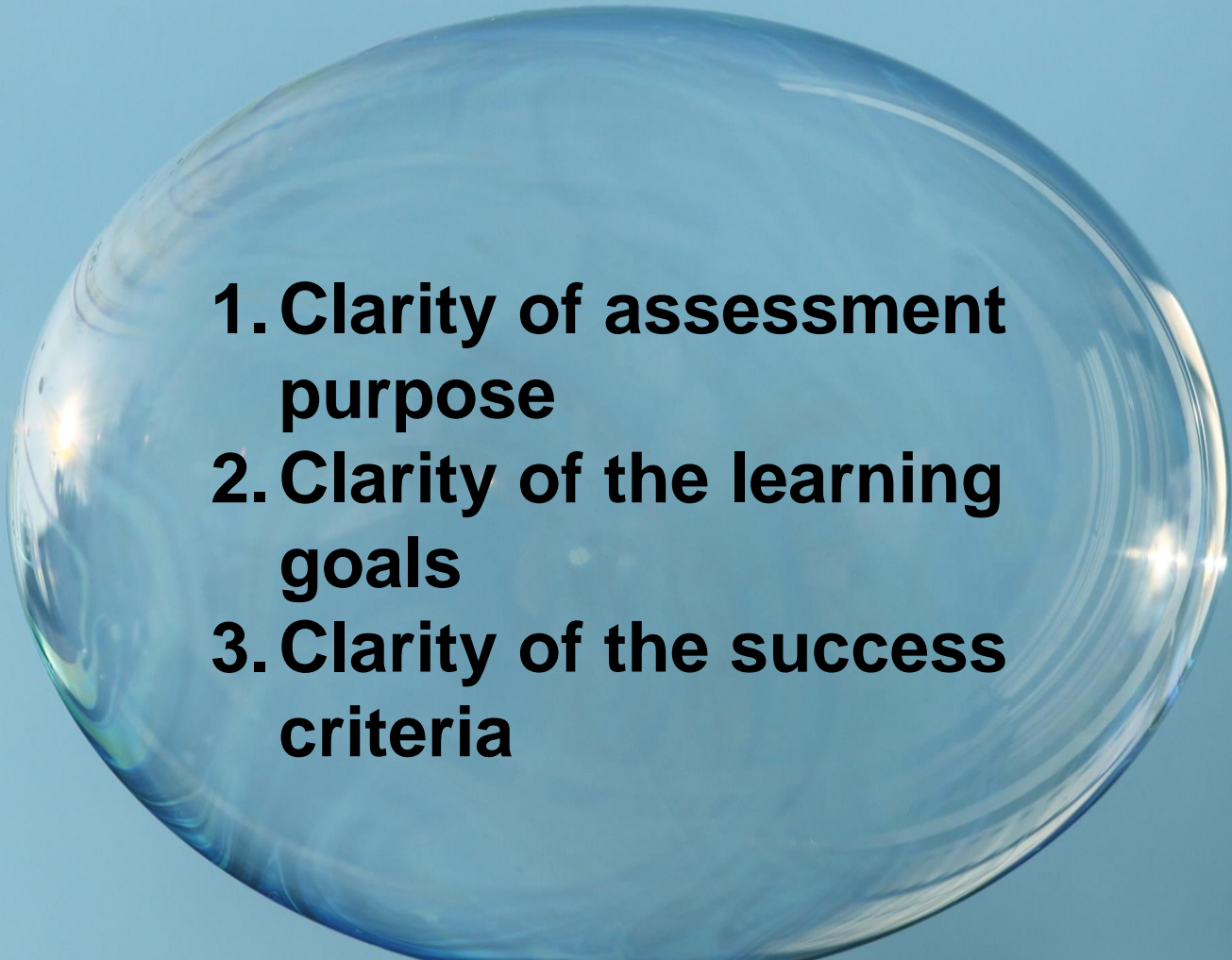




“Clear is kind.”

Brené Brown

Filling a need for clarity,
hope through soft-edged
assessment!

- 
- 1. Clarity of assessment purpose**
 - 2. Clarity of the learning goals**
 - 3. Clarity of the success criteria**

I can construct personal connections

| | |
|--------------------|--|
| Construct | You make these connections yourself and you write them, say them, or show them in some way (drawings, photos, etc) |
| Personal | The connections are your own; they mean something to you The connections explain how you related to the text in your own way (what you have seen; what you have done; what you have felt; what you believe) |
| Connections | The connections are between a text you are reading, viewing, or listening to and another text, or a personal experience you have had, or something you have seen or experienced in the world Your connections are detailed You make connections to several different texts (not just once) |

Consider:

Where might hard edges exist in our current assessment contexts?

How might we recognize those hard edges and then work to soften them?

- Address holistic needs
- Honour our beliefs and values
- Shift the conditions surrounding an assessment experience
- Offer clarity, consistency, and meaning

Stretch Break
See you in 5
minutes!



What we say
indicates what
we value and
believe:
*Our students
are listening!*

Learning and Student-Focused Language

| | | |
|--------------------------|-------------------------|-----------------------------|
| This counts... | All learning... | all learning |
| This doesn't count | | n't about quantity |
| Prove your understanding | | standing |
| This is worth 10... | | our understanding |
| I am impressed... | | you feel about /product? |
| Once we finish this... | | ... |
| I am going to... | | to... |
| We will be covering... | You will be learning... | |

Transactional
Teacher-centric
Points, quantifying
Compliance and work
Surface-level
Time pressure

Move to...


- Relational
- Learning focused
- Student focused
- Descriptions of quality, actions, and decisions
- Deep thinking
- Goal-based
- Flexible means, firm goals
- Deep belief in student capacity

Your turn: How might you rephrase these statements?

| | |
|---|--|
| I love how you wrote that introduction. I think it is great! | |
| You will need to work hard to complete this in the time you have. | |
| I had to take off half a point for your missing unit at the end of this math problem. | |
| You are a great artist. I love your work. | |
| I want you to do this better this time. | |
| This is for marks so I want to see good work. | |
| Make sure you do all the parts and cover the types of erosion in your answers. | |

Starting Points for Soft Edges

- **Student stories** (observations, conditions, needs)
- **Language** (feedback, instructions, family communication)
- **Competencies** (transparent, explicit, recursive, connected)

A photograph of a beach with waves crashing onto the shore. The text "What am I grateful for today?" is written in the sand in the foreground.

What am I grateful
for today?