

Burnaby CSL Series : Notes & Activities 2017-18

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Purpose/Overview

- My goals
 - Prompt collaborative, thoughtful conversations
 - Cause thinking/rethinking
 - Invite planning with purpose
 - Increase confidence/increase doubt
- Content
 - Potential Activities (slides 4-7)
 - Standards for assessment: Purpose comes first (slide 8)
 - Changing our understanding of assessment (slides 9-13)
 - Assessment competencies for teachers (slides 12-15)
 - Activities re: assessment competencies (slides 16-18)
 - Strength-based assessment and self-assessment (slides 19-21)
 - Using Frameworks to Support Classroom Assessment (slides 22-30)
 - More notes ... tensions and advice (slides 31-32)

Potential Activities Slides 4-7

- All, some, none
- What's changed/what hasn't?
- How did it all turn out?

Note: there are also activities on slides 16-18 related specifically to Assessment Competencies for Teachers.

Activity: All, Some, None ...

Page divided in three parts. Table group discusses and records completion of the following stem as ture for **all, some, none** of the group: *When it comes to assessment*

- All of us
- Some of us
- None of us

Activity: What's changed? What hasn't?

What has changed in your/your school's assessment practices in the last 5 years?

What hasn't changed?

What would you like to change?

What do you want to keep?

What's changed/hasn't changed?

- In your group,
 - Put a star beside the two most important changes in terms of supporting students and their learning.
 - Draw a light bulb beside the most important thing you want to keep.
 - Draw an arrow beside your 1 priority for changing things that haven't changed
 - How might you get started on that – or begin to create the conditions for starting?

How did it all turn out?

- It's September 2018 (already!)
- Tell the story ... Be as specific as you can be ...
 - What did you do in your CSL project?
 - Why was this a priority for you?
 - Who was involved – how did they help/challenge?
 - How did you solve problems?
(tell about one challenge and how you overcame it)
 - When did you start to see results?
 - Where could we go to see evidence of your work?
- SHARE AT YOUR TABLE

Standards for assessments (slide 8)

- Purposeful/useful
 - Why do you need to know? Who will use this?
 - What changes? What's different?
 - What if you didn't do this– what would be lost?
- Possible
 - Time/resources/support?
 - Opportunity costs? (What could you accomplish instead?)
- Ethical
 - Impact on all learners? On each learner?
 - Impact on learning? Values? SEL?
- Accurate
 - Is it true? (valid) Consistent/dependable?
 - Not affected by factors that are irrelevant to the learning?

Changing our understanding of assessment

- Six things I think about (slides 10-11)
- Assessment competencies for teachers (slides 12-14)

Six things I think about

- **Assessment is inquiry**

- Engage and question
- Investigate – credible sources
- Construct/create an interpretation (and communicate)
- Reflect

- **Form follows function**

- Everything depends on purpose
- There is no universally good assessment
- How doesn't matter as much as why?

- **We try to make valid inferences**

- In most cases, we can't see learning – we see evidence of learning
- We apply the same criteria for evidence as in any other inquiry or investigation.
- The more important the decision, the more rigorous evidence needed
- If we focus on method not purpose, we can go very wrong with this

- **Assessment should take us to a “whole”**

- We often develop criteria and analyze “parts” so we can look closely for strengths and aspects of development. This is where the tension between deconstructing and constructing comes in – we need to remember to put everything back together ALWAYS and not get stuck at the deconstruction. Both students are learning are holistic – they are not a collection of pieces.

- **Everyone doesn’t have to provide the same evidence**

- Because “how” doesn’t matter as much as “why” we don’t have to do the same thing with everyone
- The standardization is in our inquiry and our purpose, not our methods

- **Our goal is ACTION**

- We assess because we/students NEED to know
- Something should happen/change (even if it reducing uncertainty)

Assessment Competencies for Teachers

Deep understanding

- I understand the skills/content students' are developing (I know what is most important. I can find/make examples.)

Criteria

- I can identify, develop, and clearly communicate criteria that describe successful performance

Collaboration with learners

- I can work in authentic collaboration with students (to develop criteria, tasks, prompts and ensure engagement)

Descriptive feedback

- I can offer descriptive feedback that is timely, strength-based, and usable/useful

Assessment Competencies for Teachers (cont'd)

Gathering evidence

- I can ask questions that engage students and reveal their thinking. I can listen “between the lines.”
- I know what to look for, and I NOTICE what’s happening (intended/unintended)
- I can design – and tailor -- tasks that are accessible for all students

Focus

- I can stay focused on what’s important and not be distracted by factors not essential to the learning

Fluency (relentless) (curiosity)

- I can offer many options and keep trying until students are able to give the information and evidence I need to help them

Reflection and self-assessment

- I can model, scaffold and support reflection and self-assessment throughout the learning process

Student self-advocacy

- I can support students in becoming advocates for themselves (and what they need) (With me as well as others)

And then there's

- Communication
- Sensitivity
- Plain language
- Consistently modelling effective practice
- Consistency -- not a sometime thing

All learning moves from ...

Fluency
to control
to precision

Give yourself time and permission to build fluency!

Assessment competencies

I can

My students can

Activities (options)

- Choose one of the assessment competencies that you are confident about – How would you model/scaffold it for new teachers? (Or for colleagues who wanted support?)
- Choose one of the competencies to work on – maybe something you do well in some circumstances, but not others; or one where you would like more strategies at your finger tips. Work with a partner or small group.
- Make your own list of assessment competencies for teachers at your grade level.
- Edit/revise the list on this page.
- Group the competencies into 3 categories: (1) our district does a good job of supporting this (2) our district is developing more ways to support this (3) we are just starting with this..
- “Tell the Story” Care-Share-Compare-Declare (next page)



Tell the story ...

- CARE – introduce yourself. Tell which assessment competency you chose and why it is especially important/interesting to you
- SHARE –tell the story ...4-5 minutes each to talk about how you have incorporated this in your work, and what you are working on
- COMPARE – 10 minutes to discuss – what’s similar in your experiences and plans? Different? What connections did you make to other people’s stories? Insights, questions, speculations ...
- DECLARE! 1-2 conclusions/insights to share with the whole group

Strength-based assessment and self-assessment

- Focus on competencies – core and curricular --what students are able to do and what they are trying to do
- Not deficit – do not say/write
 - Can't, unable to etc.
 - Even be careful of “not yet able to” ...
- Continuum – adding to competence (especially in depth – but also in range)
- Curriculum and core competencies give us the pattern and aspirations. We don't need to track what they can't do, we need to track what they can do

Example: Strength-based Assessment of Social and Personal Competence (draft from CR4YC)

- Instructions. Over the next two weeks, please observe the child carefully and write ONE sentence about strengths you observe in each of the following areas. Try to give a specific example for each. (Note: these are connected to the BC Core Competencies of Personal and Social Competence.) Please date each observation.
- It is a short time, and you may not see evidence of all of these. Where you don't, just indicate "not observed yet". But keep looking!

Note from Sharon: Originally designed for young children; however, the same prompts work for older students.

Area	One observation with example	Questions arising from this observation – what do you wonder about?
Relationships/friendships (SR)		
Kindness/empathy (caring for others) (SR)		
Sense of joy and happiness (PAR)		
Sense of identity – “who I am” (PPCI)		
Self-regulation (connect actions to results; take responsibility-- (PAR)		
Contributing to classroom community (SR)		
Sense of personal efficacy (advocates for self; addresses own needs) (PAR)		

Focusing on curricular competencies ...

- When assessment focuses on competencies, not tasks, everyone doesn't have to do the same thing
- Competencies are portable
- For curricular competencies, a framework can be helpful in developing consistency and communication (MoE)
 - Examples from Writing (e.g., The Six Traits ...; The Performance Standards)

Using Frameworks to Support Classroom Assessment

- The Framework on the following slides is based on Curricular Competencies
- These slides (slides 24 through 30) are reproduced from a webinar presented by Angie Callberg, Ministry of Education, BCPVPA October 2017

<http://bcpvpa.bc.ca/ministry-of-educationbcpvpa-webinars/>

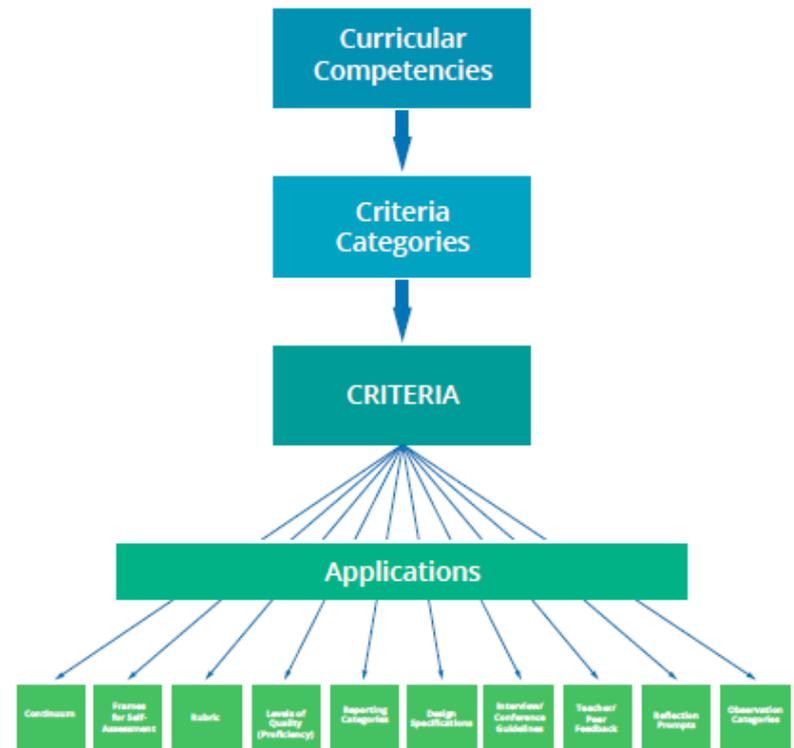
- This is an example of one framework. It is in early stages of development. Teams of teachers will continue to work on it over the next few months, with input and feedback from various groups. It is not yet on the Ministry website.

Using Frameworks to Support Classroom Assessment

DRAFT CONCEPT

- Framework is built on principles of criterion-referenced assessment
- Criteria categories provide a high-level roll up of the curricular competencies
- Criteria focus on key evidence of learning using a strength-based approach
- Criteria can be used for assessment within a variety of applications

Framework for Designing Classroom Assessments



Example-Applications



EXAMPLE-Criteria Categories Science + Social Studies (Ministry of Education)

Science	Social Studies	Aligned
-Questioning	-Questioning	-Questions
-Procedures and Evidence	-Gathering Evidence	-Evidence
-Analysis	-Analyze	-Analysis
-Ethics	-Ethics	-Ethics
-Communicate	-Communicate	-Communication

EXAMPLE-Science Criteria (Min of Education)

Designing Classroom Assessment Criteria – Science K-9

Criteria	K	Grades 1-2	Grades 3-4	Grades 5-6	Grades 7-8	Grade 9
<p>Questions</p> <p>Consider the relationship between observation, curiosity and questioning.</p>	<ul style="list-style-type: none"> Can make observations about objects and events in familiar context Can use observations and curiosity to form questions 	<ul style="list-style-type: none"> Can make and record observations about objects and events in familiar context Can use observations and curiosity to form own questions Can make predictions based on observations 	<ul style="list-style-type: none"> Can make and record observations about objects and events in familiar context Can ask questions about observations that can be investigated Can make predictions based on prior knowledge 	<ul style="list-style-type: none"> Can make and record observations about objects and events in unfamiliar contexts Can ask questions about their observations that lead to a scientific inquiry Can make predictions about their scientific inquiries 	<ul style="list-style-type: none"> Can make and record accurate and precise observations Can ask questions about their observations that lead to a scientific inquiry Can make predictions about their scientific inquiries Can formulate a hypotheses 	<ul style="list-style-type: none"> Can make and record accurate and precise observations Can ask a testable question answered through scientific inquiry Can make multiple predictions for an outcome Can formulate multiple hypotheses
<p>Procedures & Evidence</p> <p>Consider opportunities for learning experiences within the local environment.</p>	<ul style="list-style-type: none"> Can safely use materials Can gather simple data 	<ul style="list-style-type: none"> Can safely use materials to test predictions Can gather and organize simple data (measurements and observations) Can recognize that data comes from multiple 	<ul style="list-style-type: none"> Can suggest ways to plan and safely conduct an investigation Can collect, sort and classify simple data Can recognize that data comes from multiple sources 	<ul style="list-style-type: none"> Can choose appropriate methods and materials, with support, to safely conduct their own inquiry Can investigate changes to a single variable Can choose, 	<ul style="list-style-type: none"> Can choose appropriate methods and materials to safely conduct their own inquiry Can measure and control variables Can accurately collect and 	<ul style="list-style-type: none"> Can plan and use a variety of investigation materials methods to safely collect reliable data Can perform experiments using dependent and independent

DRAFT—for discussion purposes only
June 2017

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EXAMPLE-Science Application (Min of Educ)

Grade 7/8 Proficiency Scale

Science: Sample Assessment Criteria used for a Grade 7/8 Questioning Learning Map

Criteria	Emerging	Developing	Proficient	Extending
<p>Questions</p> <p>Consider the relationship between observation, curiosity and questioning.</p>	<ul style="list-style-type: none"> Can make and record simple observations Can use their observations to ask questions Can make simple predictions about their scientific inquiries 	<ul style="list-style-type: none"> Can make and record appropriate observations With support, can ask questions about their observation that lead to a scientific inquiry Can make predictions about variables in their scientific inquiries Can formulate a simple hypotheses 	<ul style="list-style-type: none"> Can make and record accurate and precise observations (both qualitative and quantitative) Can ask questions about their observations that lead to a scientific inquiry Can make predictions about their scientific inquiries based on past observations Can formulate a single hypotheses based on the independent and dependent variable 	<ul style="list-style-type: none"> Demonstrates an understanding of validity and reliability of recorded data Can independently ask a testable question answered through scientific inquiry Can make multiple predictions for an outcome Can formulate multiple hypotheses



Where to next? (Ministry plans)

- Complete a background paper on this framework
- Continue to prototype this work with Science, Social Studies, and ELA and broaden it to include Arts Ed and Math
- Determine if some criteria categories will work for all areas of learning
- Develop more example applications for K-9
- Consult and share for ideas and input

Tensions as we look at assessment of transformed curriculum

- Strength-based
 - How to address misconceptions?
- Progressions/continua
 - Do these make rubrics inappropriate? How specific? Where do we get them?
- Part-whole – deconstructing-reconstructing
 - We sometimes forget to put the “whole” back together again – a student is more than a collection of competencies
- Genuine curiosity vs. control
 - Asking to find out versus asking to match our thinking

Advice ...

Don't get “stuck” – we are in a very fluid time – in BC, things are changing and developing quickly – hard to keep up

Fluency to control to precision

Think about when you want to use a continuum vs rubric/performance standard ...

De-escalate stakes (e.g., Burnaby North “chat”) – help students see the work as formative