Some thoughts about assessment

Formative Assessment (AFL = Assessment for Learning)

- Focus on growth and practice for students: "How do I improve?"
- Teachers might ask themselves: Do the students understand?
- Can include student self-reflections, conferences, rubrics, snapshots
- Student self-assessment (with co-created criteria for rubrics) can be a powerful way to help students take ownership of their learning
- Exemplars help guide students as to what the finished product looks like and helps with the assessment process

Summative assessment (AOL = Assessment of Learning); Reporting

- Focus on evaluation (dipstick test): What do you know? What can you do?
- Can include quizzes, tests, performance evaluations and presentations
  - Assessment needs to target what has been taught
- Purpose is more formal, for reporting to parents and school personnel

Purposes

How the BC performance standards are used depends on the purpose for which they will be used.

Assessment *for* Learning	Assessment *as* Learning	Assessment *of* Learning
Formative assessment is *ongoing in the classroom* • teacher assessment, student self-assessment, and/or student peer assessment • criterion-referenced – criteria based provincial curriculum, reflecting performance in relation to a specific learning task • involves both teacher and student in a process of continual reflection and review • teachers adjust their plans and engage in corrective teaching in response to what they find out	**Formative assessment is *ongoing in the classroom*** • self-assessment • provides students with information on their own achievement and prompts them to consider how they can continue to improve their learning • student-determined criteria based on previous learning and personal learning goals • students use assessment information to make adaptations to their learning process and to develop new understandings	**Summative assessment occurs *at end of year or at key stages*** • teacher assessment • in BC this is criterion-referenced, based on provincial curriculum • information on student performance can be shared with parents/guardians, school and district staff, and other education professionals (e.g., for the purposes of curriculum development) • used to make judgments about students' performance in relation to provincial standards
Purpose: Use BC Performance Standards (BCPS) to *focus and monitor learning, provide feedback and, adjust instruction.* ***Example uses/adaptations:*** • Design learning activities and assessment tasks to provide evidence of the aspects of learning and the criteria described in the BCPS. • Develop a profile of a class or group of students to support instructional decision-making. • Focus instruction around selected criteria or aspects from BCPS, based on ongoing assessments. • Use criteria from BCPS to build shared understanding; make learning intentions explicit. • Use BCPS criteria to give students feedback on specific aspects of their learning, and on specific learning tasks.	**Purpose: Use BC Performance Standards (BCPS) to *engage students in discussing, reflecting on, assessing and shaping their own learning.*** ***Example uses/adaptations:*** • Work with students to develop 'kid-friendly' versions of specific BCPS that are relevant to learning intentions • Provide copies of BCPS for student reference and self-assessment. • Work with students to develop class criteria, based on the BCPS, for specific purposes. • Use BCPS to guide conference and group discussions about learning intentions and evidence of learning. • Use BCPS criteria to develop/ use various self-assessment prompts and formats. • Have students use selected criteria from BCPS to guide peer feedback.	**Purpose: Use BC Performance Standards (BCPS) *to monitor and report on student learning.*** ***Example uses/adaptations:*** • Document individual student progress in key areas of learning. • Use BCPS to identify students who will benefit from intervention. • Adapt BCPS to guide reporting and discussions with parents. • Use or adapt BCPS for use in school or district-wide assessments. • Use or adapt BCPS to develop evidence for school and district plans. • Focus on criteria in BCPS in school or district plans to improve achievement. • Use or adapt BCPS to evaluate programs and resources.