

Classroom Assessment: What's Working in High Schools?

Learning Goal:

This Conversation will focus on the way high school classrooms are changing as teachers engage learners in assessment, increase the amount of specific, descriptive feedback available to students, and decrease the amount of evaluation that takes place during the learning. The goals of this Professional Learning Conversation are to:

- enhance your capacity to involve high school students in the assessment process
- explore assessment strategies in a range of high school courses and/or content areas
- consider ideas to increase student access to specific, descriptive feedback and decrease evaluative feedback within the challenges of high school structures and in support of external learning requirements

Materials:

Each participant will need a copy of *Classroom Assessment: What's Working in High Schools?* (two-book set, edited by Anne Davies and Kathy Busick).

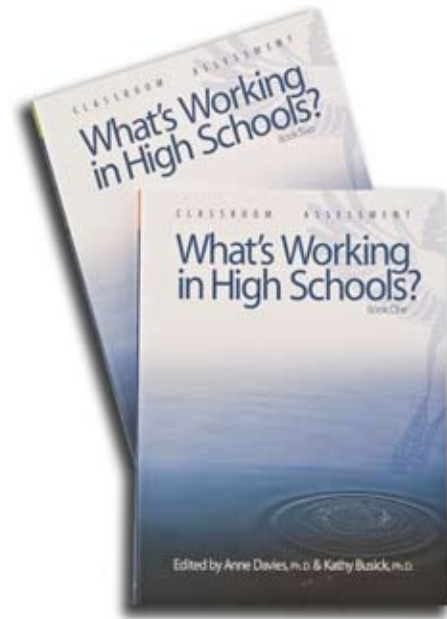
Chart paper, markers, and space to work should also be available.

Advance Preparation:

Depending on the amount of time available for this learning conversation, it might be helpful to ask people to read assigned chapters in advance.

Getting Started:

1. Make a list of ground rules or norms of collaboration (or review existing ground rules) and ask if there are additions participants want to make. [Ground rules



may include: listen actively; right to pass; be respectful; equal voice; take care of yourself; be prepared, present and participating].

2. Review the learning goals for this conversation with participants.
3. Form groups of four.
4. Ask participants within each group to read (or reread, review and reflect) for 30 minutes:

Person 1: Select one reading of interest from chapters 1 - 4 and then read Rick Stiggins' chapter 5, pages 38 – 47. (Book One)

Person 2: Select one reading of interest from chapters 6 – 9 and then read Paul LeMahieu and Linda Friedrich's chapter 10, pages 98 - 109. (Book One)

Person 3: Select one reading of interest from chapters 11 – 14 and then read Beth Reynolds's chapter 15, pages 48 – 59. (Book Two)

Person 4: Select one reading of interest from chapters 16 – 18 and then read John Gardner's chapter 19 pages 96 – 105. (Book Two)

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5. When participants are finished reading, ask them to record and represent the highlights of the chapters they have read, using a Concept Frame (see example below). [10 minutes]

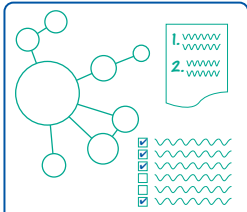
Concept Frame

for Self-Assessment and Goal-Setting

Chapter(s): _____

Key Words/Phrases

- Monitor own learning
- Regular, immediate, descriptive feedback
- Actively involved
- Depth and variety of data collection
- Time to process, pause, think, look for proof
- Match pace of learning and pace of teaching
- Identify gaps
- "Please notice"
- Before and after
- Repeat tasks
- Modeling



Connections to our Work:

Use exit and entrance passes in Math Gr 4/ Science Gr 10; have peers give regular, immediate, descriptive feedback, using checklist criteria, BCA II; do student interviews in terms of "What did you learn? What did you do this class? What do you remember?"

Examples: "Muddiest Point Card"; "Performance Card"; "Proof Cards"; "Met/ Not Yet Met"; "Acronyms" (IHA, URW, WTH – exclusionary)

Notes regarding other chapters:

Blackline master of Concept Frame on following page.

6. Ask participants to find and meet with at least one other person who has read the same section and together discuss and fill out a Concept Frame using the chapters read. (Note: Remind participants they will each need their own copy of their joint Concept Frame). [10 minutes]
7. Ask participants to return to their group of four.
8. In their original group of four, ask participants to share the big ideas in the chapters they have read and discussed, and connections they have made with their own work/experience, taking turns one-by-one to share the Concept Frame each has prepared. [20 minutes]

Debriefing the Learning:

- Two ideas I will use in my classes are:
- I recommend Chapter # ___ on pages ___ to ___ to anyone who... [5 minutes]

Taking Action:

Three ideas:

1. High school educators need conversations within their discipline area as well as across many disciplines; therefore, consider repeating this professional learning conversation protocol a few times with different small groups.
2. Sometimes it is helpful to revisit the key concepts underlying classroom assessment. We recommend participants read or revisit *Making Classroom Assessment Work*. Possibilities: Reread with your own questions in mind. Invite conversations with a trusted colleague...
3. If participants want a specific next step for implementing student-involved assessment, we recommend the *Knowing What Counts* protocol which focuses on student involvement in co-creating assessment criteria for specific learning outcomes.

Go to: http://connect2learning.com/media/pdf/development/KWC_PLC_Web.pdf

Concept Frame for: _____

Chapter(s): _____

Key Words/Phrases:

Pictorial Representation:

Connections to our Work:

Examples:

Notes regarding other chapters: