

# Ways to Involve Students in the Classroom Assessment Process



## Learning Goal:

This conversation will focus on ideas to involve students deeply in the classroom assessment process.

## Materials:

Knowing What Counts series for every three participants so each participant has one of the following three books:

1. *Setting and Using Criteria* (Green book)
2. *Self-Assessment and Goal-Setting* (Orange book)
3. *Conferencing and Reporting* (Blue book)

## Getting Started:

1. Explain that when students are involved in the classroom assessment process they learn more. Note that we all use different strategies to involve students in the classroom assessment process. Students may be involved in co-constructing criteria, engaged in self-assessment or peer assessment, goal setting, collecting evidence of their learning or presenting their evidence of learning to others. Ask participants to form a group of 6 people. (Note: They could be all from the same or different grade levels or subject areas. The more interesting the composition of the group the more interesting the conversation. Allowing participants to figure out the group they want to work with will make them more at ease and more able to take risks to support their learning.)
2. Once groups of 6 have formed, count off from 1 to 6. Each person skim-reads for about 20 minutes. (Any extra people should be encouraged to become a number 2 or number 5, as those sections are very long.)
3. As they read, ask participants to record three or four favourite ideas to use with students. They might be something similar to what already works for them (confirming) or a new idea they could see adapting.  
Readings:
  1. Green book - pages 7 to 26
  2. Green book - pages 27 to 50
  3. Orange book - pages 9 to 28
  4. Orange book - pages 29 to 38
  5. Blue book - pages 11 to 30
  6. Blue book - pages 31 to 52
4. Once 20 minutes is up, have participants meet in expert groups – all the 1's together, all the 2's together, and so on. It is sometimes helpful to name a physical location in the room for each number to meet at – for example, have all the 1's meet at one table, the 2's at another, and so on. (If you have more than 8 people in an expert group, form two or more groups.) Once the expert groups are established, have group members share their own personal favourites and connections so each person in the group can return ready to 'teach' the others. This takes at least three to five minutes per person in the expert group.
5. Then, meet in mixed groups of 1 to 6 with each person taking a turn to share the ideas and talk about their connections. Ask the first person to act as timekeeper. Suggest people share ideas for about three to five minutes each.

...continued on back

### Debriefing the Learning:

In the large group ask people to share one thing they would consider using with their students in the upcoming weeks. Ask them to share how they might adapt it.

### Taking Action:

Choose one or more:

- Encourage people to keep the book they have read and read the rest of it.
- Invite people to form a group of three and share the books.
- Invite people to meet periodically with other people to share how they have adapted the ideas and how students have responded.

### Extending the Learning:

Consider meeting to share implementation ideas and stories across the group.

Consider reading *Making Classroom Assessment Work* and developing an assessment plan for one subject area.