

Practical Ways to Involve Students in Assessment

Learning Goal:

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

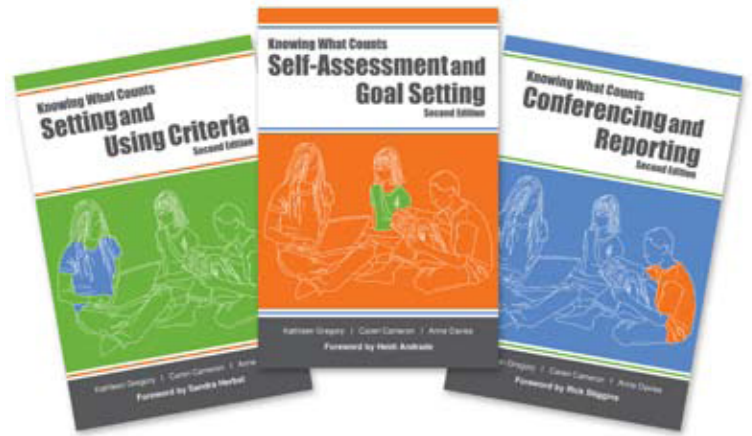
Materials:

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

1. *Setting and Using Criteria*, 2nd Edition
2. *Self-Assessment and Goal-Setting*, 2nd Edition
3. *Conferencing and Reporting*, 2nd Edition

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. *Setting and Using Criteria*, 2nd Edition – pages 13 to 32
 2. *Setting and Using Criteria*, 2nd Edition – pages 33 to 55
 3. *Self-Assessment and Goal Setting*, 2nd Edition – pages 19 to 38
 4. *Self-Assessment and Goal Setting*, 2nd Edition – pages 39 to 48
 5. *Conferencing and Reporting*, 2nd Edition – pages 17 to 35
 6. *Conferencing and Reporting*, 2nd Edition – pages 37 to 58
4. Once 20 minutes are up, have participants meet in expert groups – all the 1s together, all the 2s 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 1s meet at one table, the 2s 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.

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5. Then, meet in mixed groups of 1 to 6 with each person taking a turn to share the ideas and to talk about their connections. Ask the first person to act as time-keeper. Suggest people share ideas for about three to five minutes each.

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*, 3rd Edition and developing an assessment plan for one subject area.