



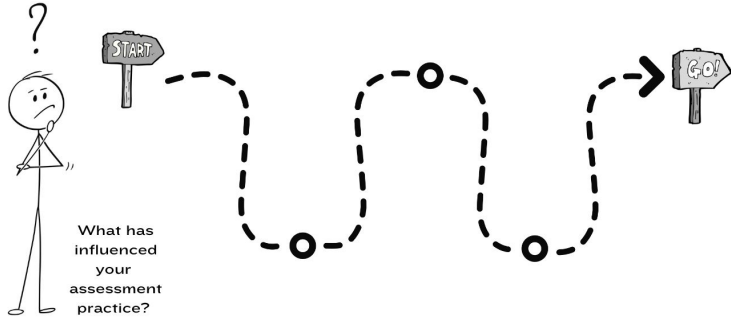
Shifting Assessment

BCATML 2023
With Lisa Green

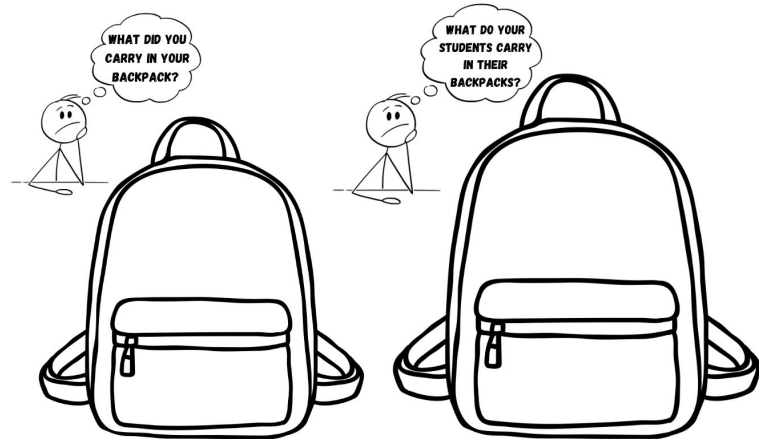


SHIFTING ASSESSMENT WORKSHEET

Name: _____



MY ASSESSMENT JOURNEY



THIS MEANS THAT: PRACTICAL APPLICATION

Think about some projects or assignments that you do and apply the following using student friendly language.

SPEAKING ACTIVITY:

CURRICULAR COMPETENCY: NARRATE STORIES, BOTH ORALLY AND IN WRITING

THIS MEANS THAT...

-
-
-

CULTURAL PROJECT:

CURRICULAR COMPETENCY: ANALYZE PERSONAL, SHARED, AND OTHERS' EXPERIENCES, PERSPECTIVES, AND WORLDVIEWS THROUGH A CULTURAL LENS

THIS MEANS THAT...

-
-
-



PERSONAL NOTES, IDEAS AND TAKEAWAYS

In Grace's words: I am proud of the skills I have developed in this course including reading and understanding Spanish, the ability to pronounce words and letters (h, g, c) correctly, the use of feminine and masculine words and sentences, listening and understanding Spanish, and verb conjugation. I found the listening activities challenging when I would hear multiple words in a sentence I didn't understand which caused me to lose focus of what I did understand, leaving me confused. I'm not entirely sure why I often struggle with chapter tests. I start tests feeling that I understand the material but then find myself confused when reading some of the questions that may have words I don't recognize or longer questions and sentences that can be overwhelming. Some of those challenges are caused by my own lack of reviewing and practicing as well as relying too much on a translator for projects. Compared to the beginning of the year, I can now understand reading and listening to Spanish, conjugating verbs, and properly pronouncing words in Spanish. I'm proud of my growth in this course with everything I have learned and I would like to continue to learn and improve my Spanish after Spanish 10. I plan to take Spanish 11 next year and in the time leading up to that I plan to practice on Duolingo or other language apps. I'm hoping to find out more about the culture in Spanish-speaking countries such as music, food, traditions, etc.

Hola Grace! This is an honest and well-written reflection on your learning journey in Spanish this semester. Thank you for bringing a positive and focused attitude to class. Listening skills are difficult to develop, but if you keep working on them, it will get easier and I happy to see that your confidence is growing in this area. You should be proud of the progress you have made this year as you are now developing-merging on-proficient with your reading, speaking and listening skills. I am looking forward to seeing you in Spanish 11. Fantastico!

Backed by Research

Meaningful Communication

Researchers stress the importance of ongoing and timely communication with parents and caregivers.

Effective communication between home and school has a positive impact on student learning and engagement.

Focus on Proficiency

Assessment that is focused on student proficiency in relation to the established Learning Standards leads to improved reliability of assessment results and increased student engagement.



Student Self-Assessment

Student self-assessment leads to an increase in student confidence in their abilities, greater responsibility for their own learning, greater student satisfaction.

Formative Assessment

Globally, there is a shift toward assessment for learning so that the student is regularly informed of where they're at in their learning and how to move them forward.

PORTFOLIO

LEARNING JOURNEY

COMPETENCIES



**FINAL COURSE
%**



PARTICIPATION

GRADE BOOK %

???



ASSESSING THE LEARNING JOURNEY

We are all going to get here...

END OF CLASS



How we get here,
the journey we take,
will be different for everyone.



What if this happens?
Was the journey worth nothing?



The things we carry impact our journey.



What did you carry in your backpack?

What do your students carry today?

NOT ALL BACKPACKS ARE THE SAME

How do we assess for this?



LACK OF PARENTAL
INVOLVEMENT
WORKS 30/WEEK
SHY



ACCESS TO TOOLS AND
SUPPORTS
ANXIETY
UNDIAGNOSED LD
EXTRA-CURRICULARS



STRONG LITERACY
SKILLS
SOCIALLY CONNECTED
ELL



INFLUENCE OF SOCIAL MEDIA AND TECHNOLOGY

WHY EVEN BOTHER CLIMBING WHEN YOU CAN ACCESS A PICTURE
OF THE VIEWPOINT OR FIND A SHORTCUT TO THE TOP ?

PRODUCT

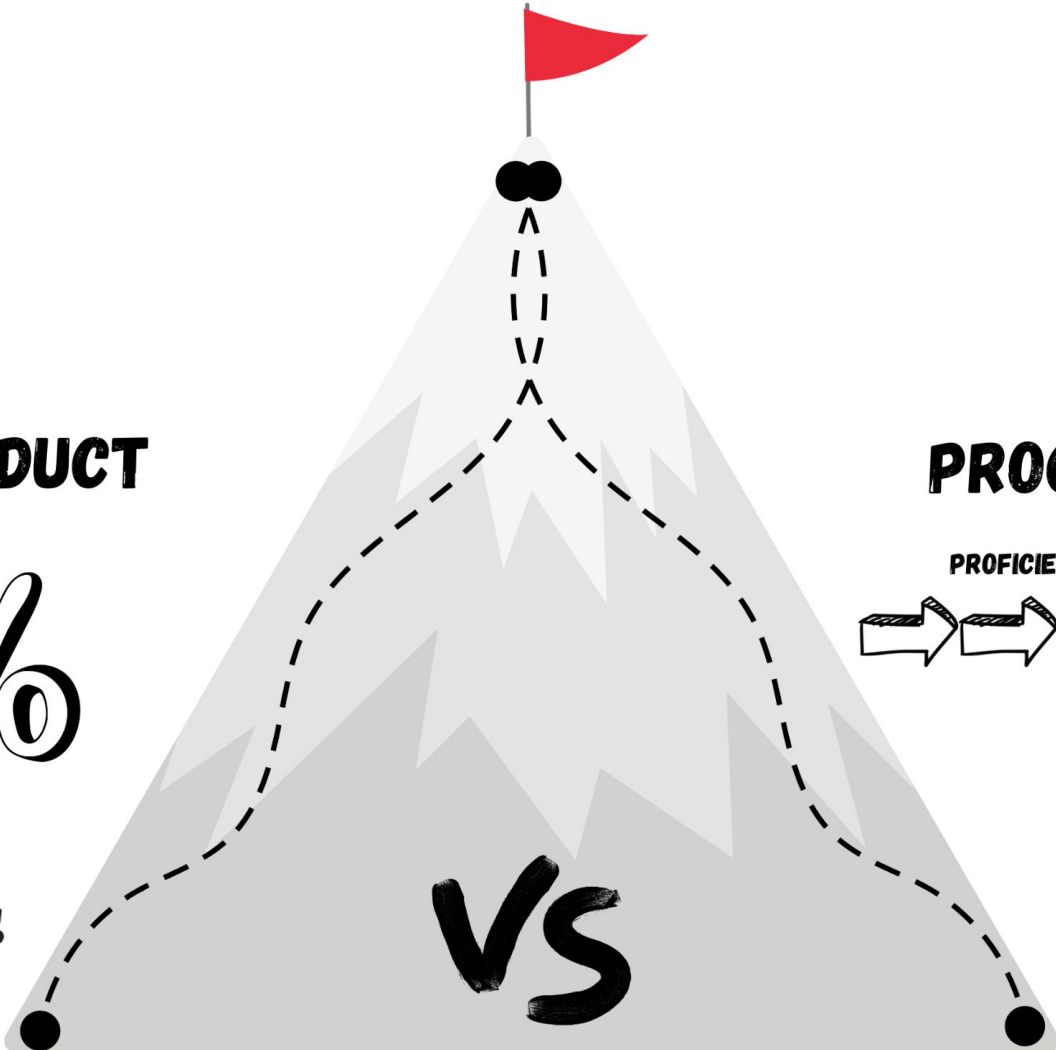
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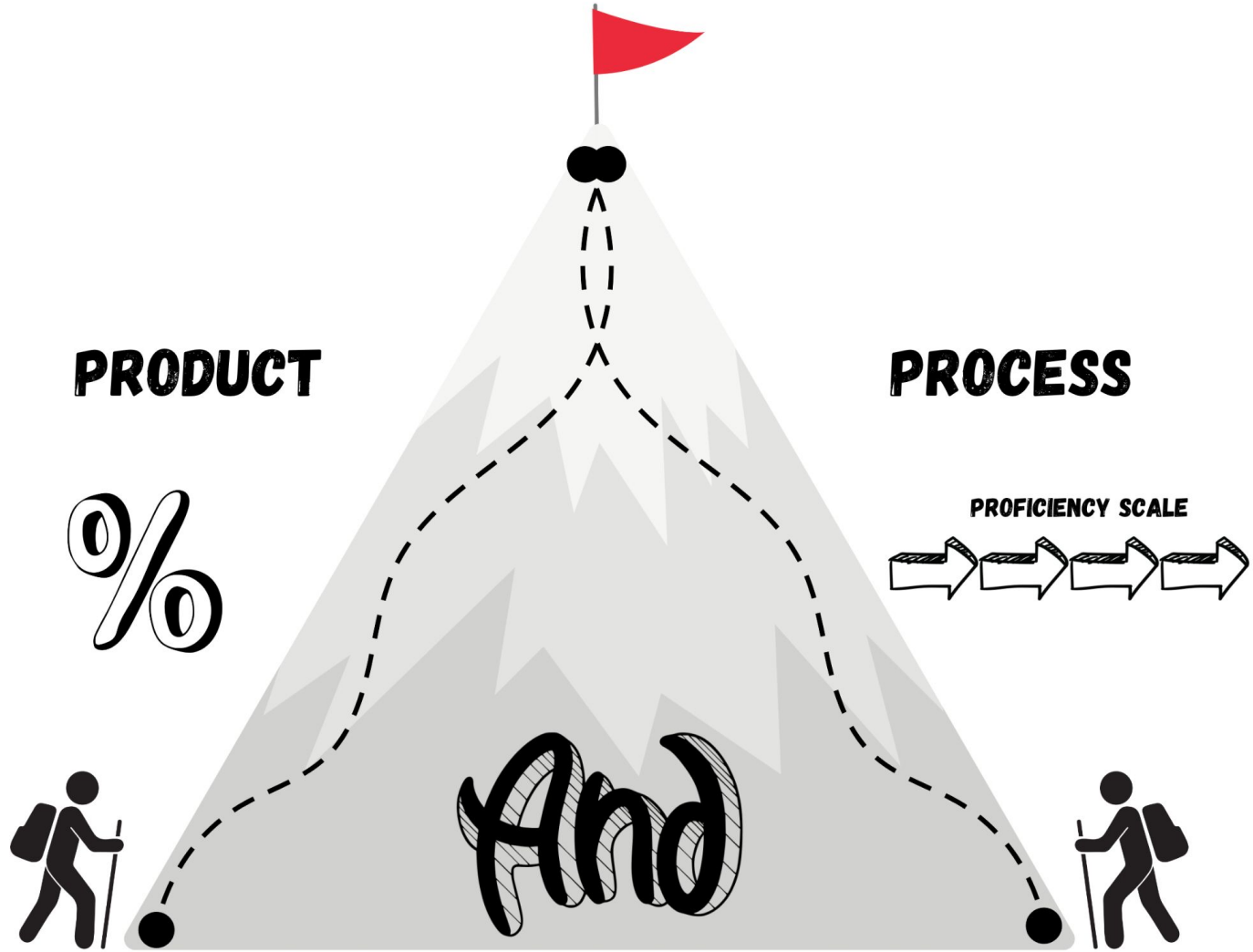


VS

PROCESS

PROFICIENCY SCALE





PRODUCT

%

PROCESS

PROFICIENCY SCALE

And



87%



87%



91%



Tests

80%

81%



Projects

94%

91%



Class work

88%

WHAT DO NUMBERS CONVEY?

87%



Proficient

Proficient

Emerging

Developing

Developing



Reading



Writing



Speaking



Research



Analyzing

87%



Proficient

Developing

Extending

Developing

Proficient

CURRICULAR COMPETENCIES

+

PROFICIENCY SCALE

HELP TO UNPACK THE FINAL %

87%



87%



WHAT IS BETTER FOR THE INDIVIDUAL STUDENT?

87%



87%



91%



Tests

80%

Proficient



Reading

Proficient

81%



Projects

94%

Proficient



Writing

Developing

Emerging



Speaking

Extending

91%



Class work

88%

Developing



Research

Developing

Developing

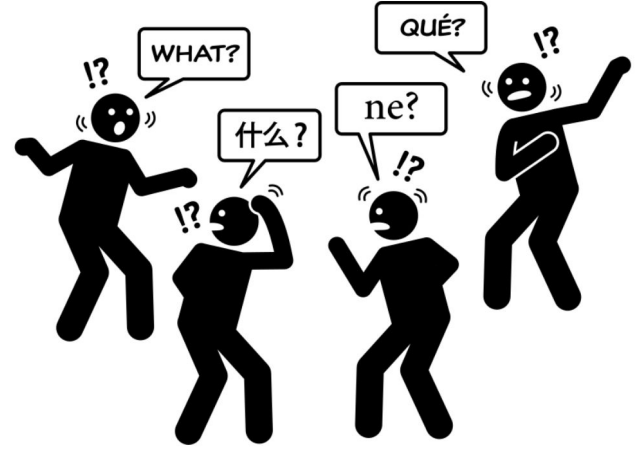


Analyzing

Proficient

First Step...

Make the competency language accessible, understandable, and easy to track.



CLASSICAL ASSESSMENT AREAS



SPEAKING



LISTENING



READING



WRITING



CULTURE

CURRICULAR COMPETENCIES



SPEAKING

- **Narrate stories, both orally and in writing**
- **Respond to questions and instructions**
- **Exchange ideas and information, both orally and in writing**
- **Seek clarification of meaning using common statements and questions**
- **Share information using the presentation format best suited to their own and others' diverse abilities**

THIS MEANS THAT

OFRENDA ASSIGNMENT

- Recognize the importance of story in personal, family, and community identity
- *This means that your ofrenda visually communicates who you are honouring and what they liked. A person should be able to understand elements of this person's life by looking at the ofrenda.*

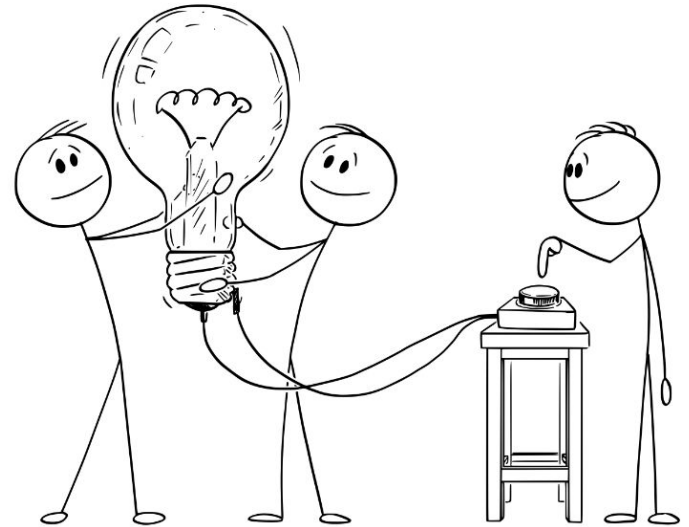
SER/ESTAR VERBS MINI - TRANSLATION PARAGRAPH

- Recognize how choice of words affects meaning (e.g., Ser vs. Estar)
- *This means that you are able to demonstrate your understanding of how the two different "to be" verbs function by translating a mini-paragraph from English to Spanish.*

TRACKING WITH CURRICULAR COMPETENCIES

- **With My Ed still under construction, teachers are getting creative with their grade books**

- **Google Sheets**
- **Excel**
- **Google Slides**
- **Word Docs**
- **On paper**
- **???**

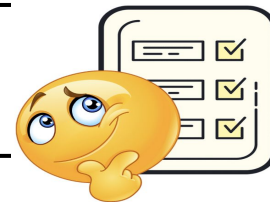







GRADE 10 STUDENT



ACTIVITY	CURRICULAR COMPETENCY	EMERGING	DEVELOPING	PROFICIENT	EXTENDING	NOTES
GUIDED READING HORMIGA Y SALTAMONTES	SPEAKING					Needs to work on accent and pronunciation
	READING					Needs to work on comprehension and how choice of words effect meaning.
GUIDED READING RICITOS DE ORO	SPEAKING					
	READING					
COMIDA/CULTURA PROJECT	CULTURA					
SPANISH ARTIST PROJECT	CULTURA					
MI FAMILIA ESCRITURA	WRITING					
CASA DE SUENOS ESCRITURA	WRITING					
QUINCEAÑERA PODCAST	LISTENING CULTURA					
MARIACHI PODCAST	LISTENING CULTURA					

STUDENT



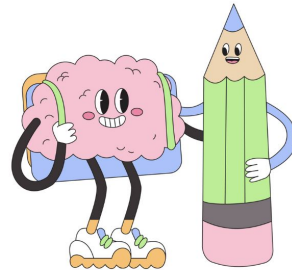
OVERALL PROFICIENCY CURRICULAR COMPETENCY COURSE AVERAGE / TEACHER JUDGEMENT	EMERGING	DEVELOPING	PROFICIENT	EXTENDING	NOTES
 SPEAKING					
 LISTENING					
 READING					
 WRITING					
 CULTURE					
OVERALL COURSE PROFICIENCY					

BOOK END DIAGNOSTICS - **Beginning and end of course**

Alone in the Woods Assessments -

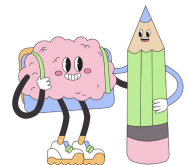


Assessments where students can only use a pen/pencil and their brain!



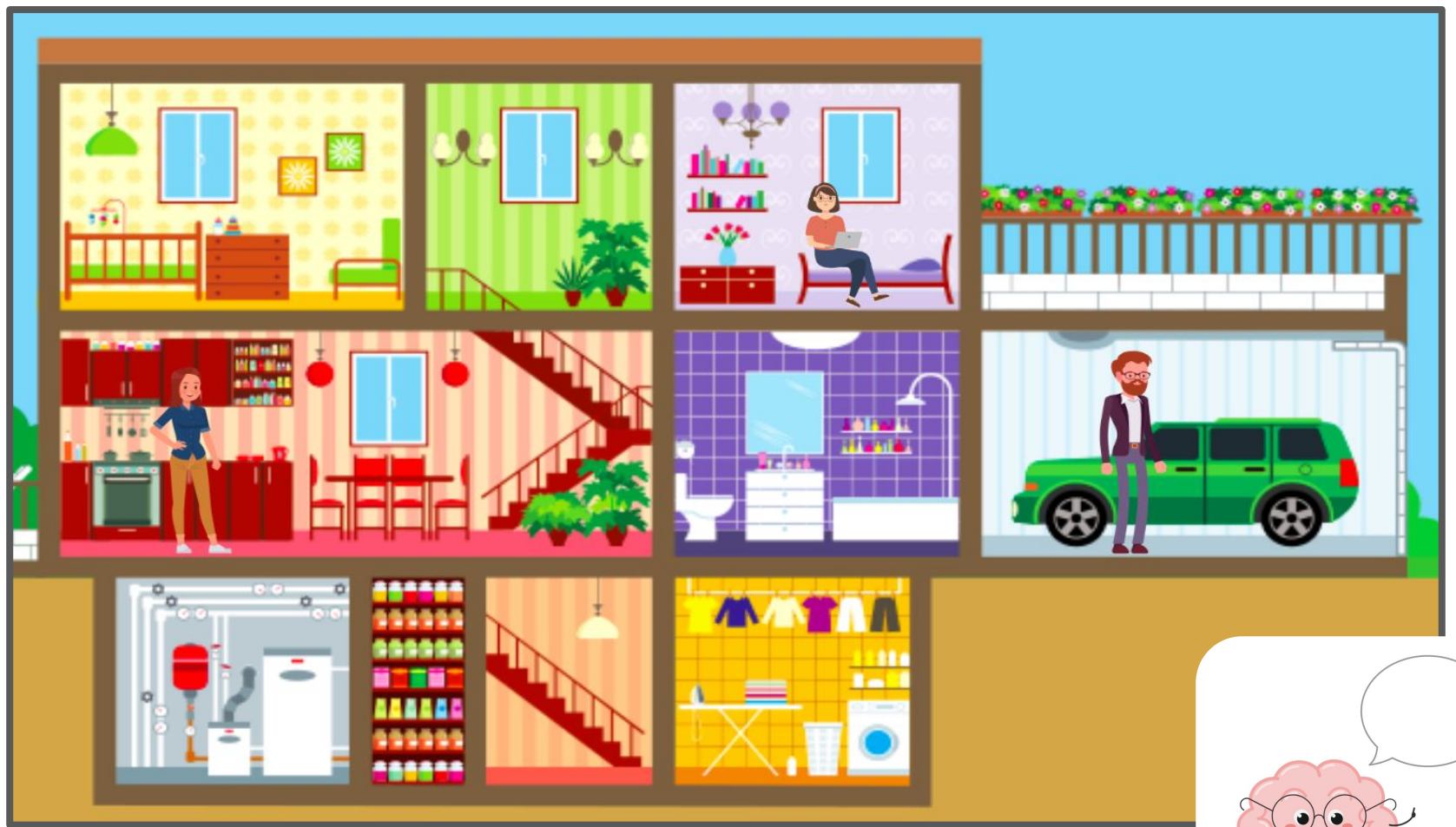


Without using a phone or translator, use the Spanish you know to write whatever you can about the above image. Try to use complete sentences to describe the scene(s). You can write about whatever you like as long as it relates to the image.

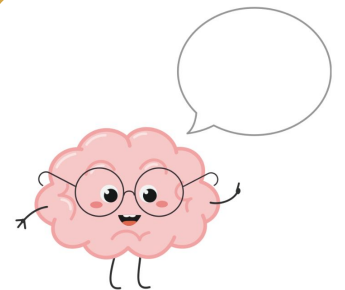


EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<p>The student is able to correctly identify specific items in the image using very basic sentence structure. Mistakes with spelling and grammar may be present.</p> <p>Identify 5-8 objects/items from the image. 3-5 simple sentences.</p>	<p>The student is able to correctly identify and describe the image using basic sentence structure. Mistakes with spelling, grammar and gender agreements may be present but the meaning of the sentence is clear.</p> <p>5-8 basic sentences with multiple items being described about the image.</p>	<p>The student is able to correctly identify and describe the image using descriptive adjectives and varied sentence structure. Verb tense, grammar and spelling, including all gender and quantity (singular/plural) agreements are correct with little to no mistakes.</p> <p>8-10 complex and varied sentences with many items/actions being described.</p>	<p>Writing complex sentence structure, the student is able to identify and describe items and scenes in the picture with descriptive and varied vocabulary. Verb tense, grammar and spelling, including all gender and quantity (singular/plural) agreements are correct with little to no mistakes. A student may have taken creative liberties to write a story connected to image and/or demonstrate varied pronouns, verb conjugations, and/or tense agreements.</p> <p>10-15 complex and varied sentences with many items/actions being described.</p>

DIAGNOSTIC - WRITE

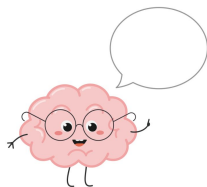


SPEAKING - FREE TALK



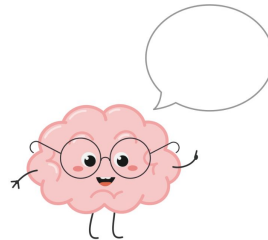
EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<p>Speaking with one or two words answers, the student is able to name and identify specific items in the picture. If required, the student is able to seek clarification using basic language skills.</p> <p>Accent is emerging with some mistakes and errors in pronunciation.</p>	<p>Speaking with basic sentence structure, the student is able to identify and describe specific items in the picture. If required, the student is able to seek clarification using basic language skills. 3-5 basic sentences.</p> <p>Accent is still developing with a few errors in pronunciation that do not distract the listener from understanding.</p>	<p>Speaking with proper sentence structure, the student is able to identify and describe items and scenes in the picture with descriptive vocabulary. If required, the student is able to seek clarification using language skills. 5-8 descriptive sentences.</p> <p>Accent and pronunciation of most words are proficient, working towards fluency.</p>	<p>Speaking with complex sentence structure, the student is able to identify and describe items and scenes in the picture with descriptive and varied vocabulary. If required, the student is able to seek clarification using language skills. 8-10 descriptive and complex sentences.</p> <p>Accent is extending with correct pronunciation on all words - fluency vibes.</p>

DIAGNOSTIC - FREE SPEAK




EMERGING	DEVELOPING	PROFICIENT	EXTENDING
<p>The student is able to comprehend and respond to basic questions being asked using one or two word answers. The student may require extended time to think and respond.</p>	<p>The student is able to understand and respond to basic questions being asked with complete sentences and multi-word answers with some time to reflect on the response.</p>	<p>The student is able to understand and respond to questions being asked with descriptive and complex sentences with little time to reflect on the response.</p>	<p>The student is able to understand and respond to questions being asked with complexity and depth, maintaining a conversational tone while requiring little to no time with response reflection.</p>

RESPONDING TO QUESTIONS - SPEAKING



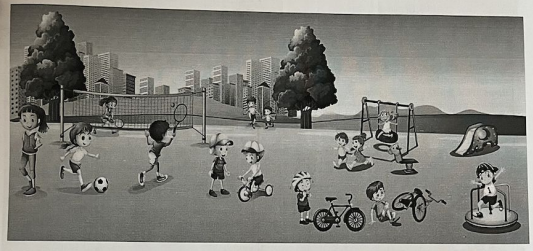
STUDENT EXEMPLAR - DIAGNOSTIC WRITE



Without using a phone or translator, use the Spanish you know to write whatever you can about the above image. Try to use complete sentences to describe the scene(s). You can write about whatever you like as long as it relates to the image.

Hay muchos chicos y chicas en la ^(park)parque. Hace buen tiempo y calor hoy. Un niño y niña jugadores tenis. Es Domingo de la semana. Es verano. Un niño jugadores el fútbol. Hay un ciudad


Start of Semester



Without using a phone or translator, use the Spanish you know to write whatever you can about the above image. Try to use complete sentences to describe the scene(s). You can write about whatever you like as long as it relates to the image.

Hay muchos niños en este parque. El parque está al lado de la ciudad. Es un día maravilloso, y hace buen tiempo. El parque tiene muchas personas montan en la bicicleta. Unos niños también juegan tenis y al fútbol. La chica con pelo largo y castaño está a la izquierda del parque. La chica también tiene los zapatos rosados y los pantalones verdes. Me gusta su rosa mucho. Hay un chico y una niña corren en el parque. Los chicos están muy contentos. Unos niños en el parque es rubio o perseguido. Pero, un chico no está contento en este parque. El está triste porque no puede montar la bicicleta. Hay dos chicos pueden montar en bicicleta. Los árboles en el parque es muy alto y grande.

End of Semester



Without using a phone or translator, use the Spanish you know to write whatever you can about the above image. Try to use complete sentences to describe the scene(s). You can write about whatever you like as long as it relates to the image.

En la casa, hay una cocina muy grande. La cocina tiene el color verde, y el cuadro de árboles está en el pared. También, la cocina tiene un comedor, creo que el comedor es muy cómodo. Hay un estante y los luces encima del cuadro. El piso de la cocina es marrón y limpio. Una mujer está cocinando en la estufa. Ella está cocinando sopa y los panritos calientes. Ella bebe la sopa con la cuchara. Quisiera beber su sopa también. La sopa es muy deliciosa. La mujer tiene el pelo corto y anaranjado. Ella también tiene los ojos grandes. Ella le gusta las camisetas moradas. Unos platos están encima de la estufa como la salsa de tomates. Hay un contenedor y refrigerador detrás de la mujer. La cocina tiene muchas alacenas y una ventana.

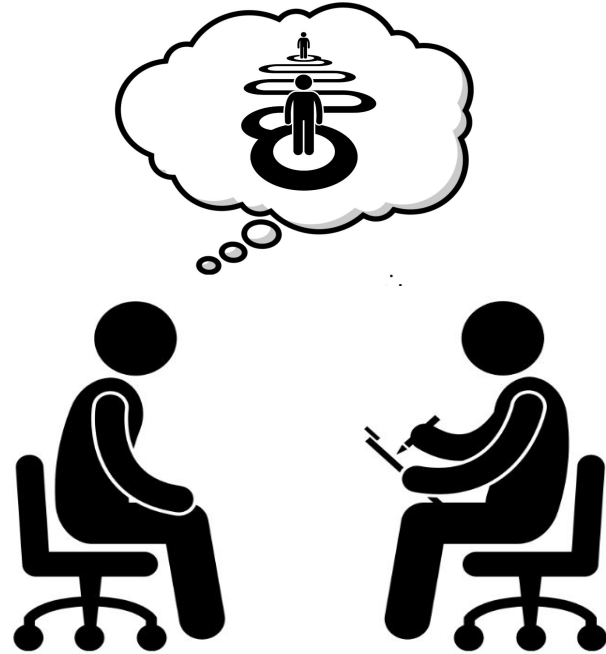
End of Semester

EVIDENCE OF LEARNING

01 DIAGNOSTICS

02 PORTFOLIO

03 MARK DEFENSE



STUDENT PORTFOLIO

ABOUT ME SECTION

General interests, extracurriculars etc...

LEARNING REFLECTION

Reflection on their learning interests and how they learn.

SELF EVALUATION

Evaluation of where they are on the proficiency scale when it comes to the competencies.

ROOM TO GROW

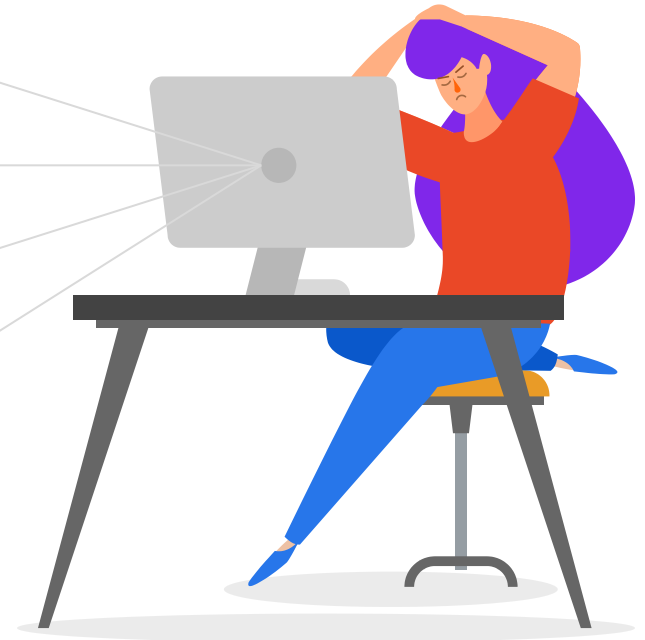
Place for them to add future work and reflections

01





02

03

04



EXAMPLE OF STUDENT PORTFOLIO REFLECTION USING PROFICIENCY SCALE

	EMERGING 	DEVELOPING 	PROFICIENT 	EXTENDING 
Reading in Spanish				
Writing in Spanish				
Speaking in Spanish				
Listening to Spanish				
Class participation				
Class focus				
Time management				
Collaborating with classmates				
Completing assignments on time				
Personal at home study time				

MAKE THE PORTFOLIO MEANINGFUL WITH INITIAL STUDENT CONFERENCES!

- **Use the portfolio for your initial student conferences.**
 - This makes the portfolio meaningful right away.



**IF YOU TAKE ANYTHING AWAY FROM TODAY,
PLEASE LET IT BE...
CONDUCTING INITIAL STUDENT CONFERENCES!**



INITIAL STUDENT CONFERENCES

- **Take place the first month of class**
- **5-8 min each**
- **Build relationships and trust**
- **Reveal important information about each student and how they learn**
- **Help with classroom management**
- **Yes, they take time... and it is worth every second.**



Example Questions

Tell me what life is like for you right now. How busy are you?

What are you like as a learner? Or, tell me about your learning style.

What parts of school do you find the most challenging?

What are you passionate about?

Is there anything you particularly struggle with when learning ____?

Tell me more about your IEP (Individual Education Plan).

How are your organizational skills?

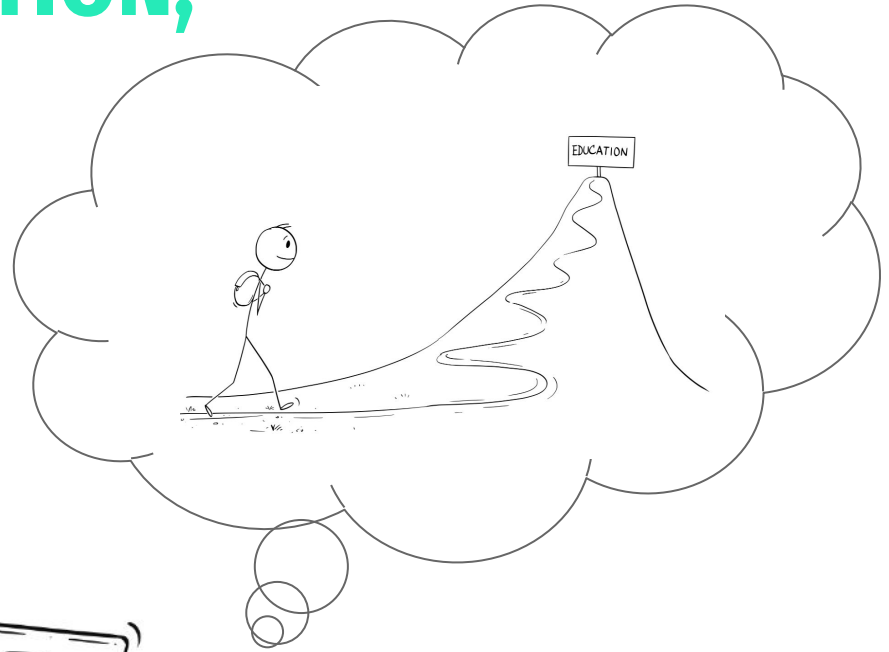
What are your study habits like?

Is there anything you think I should know that will help me when teaching you?

How can I help you to achieve your learning goals?

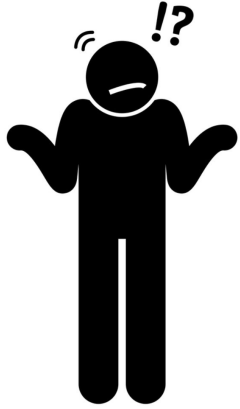


END OF COURSE REFLECTION, MARK DEFENCE, AND STUDENT CONFERENCE





Why?



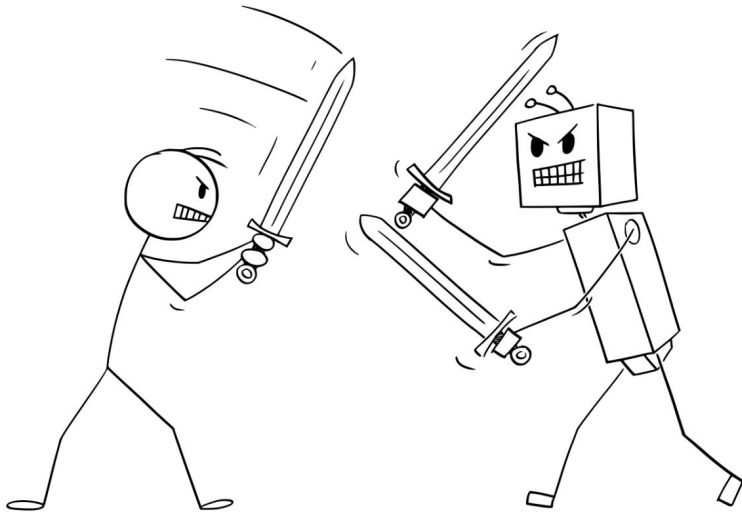
To create buy in, highlight the why!

You are engaging in this course reflection and final assessment in order to have a better understanding of how far you have come, how much you have learned, and how much you have grown since the beginning of the course.

This will help you to have a better understanding of yourself and reveal areas of strength as well as areas for future development.

When we take time to reflect, we can understand ourselves better.

MARK DEFENSE



The word “defense” makes it active and gets the students on the offensive, ready to advocate for themselves.

**LOOK AT WHAT
I DID!**



**Really, a mark defence and course reflection
is about highlighting what they are proud of,
what they have learned,
and taking accountability!**

END OF COURSE STUDENT CONFERENCE

Focuses on the learning journey throughout the course.

A final % is discussed and decided together.





What students write in their reflection and mark defence often drives their reporting comments... as you saw at the beginning of this presentation.

REPORTING



**When it comes to assessment,
it has to feel right for you.**

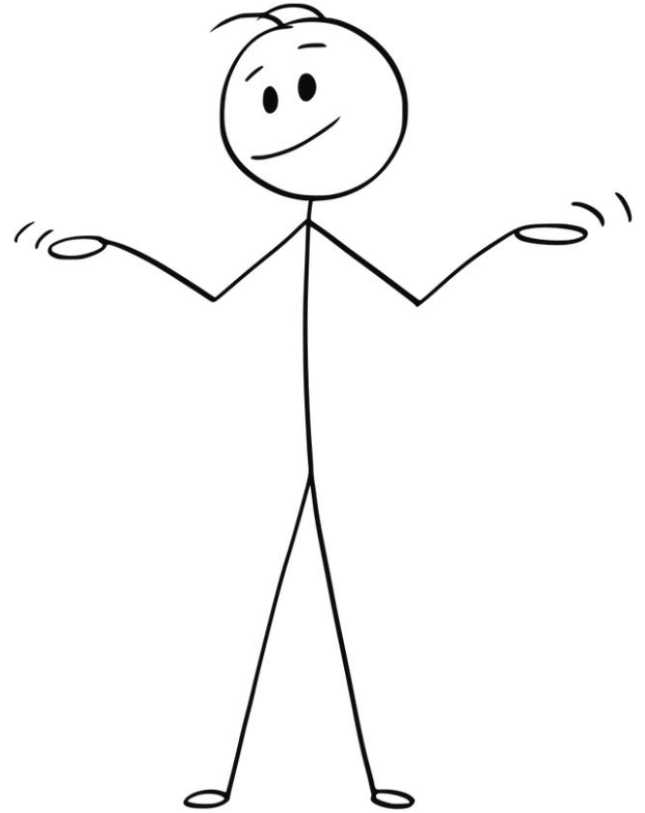
**Assessing through conferencing and
portfolios has made assessment
more enjoyable and something,
dare I say, I look forward to.**

**But ultimately, it has made
assessment about accountability.**

**For me, ultimately,
assessment is about
accountability.**

Not mine.

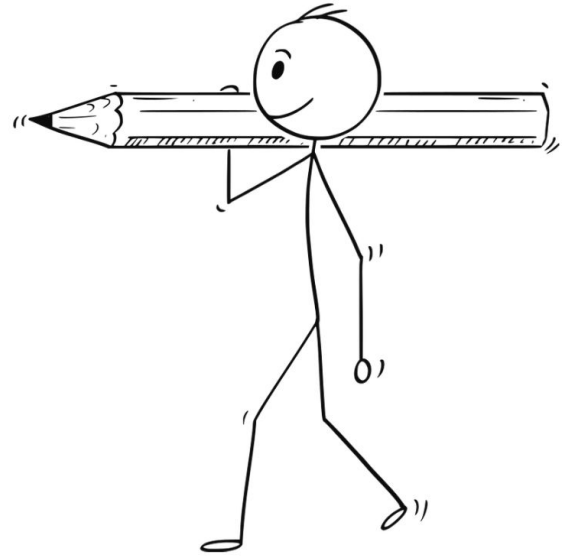
The student's.



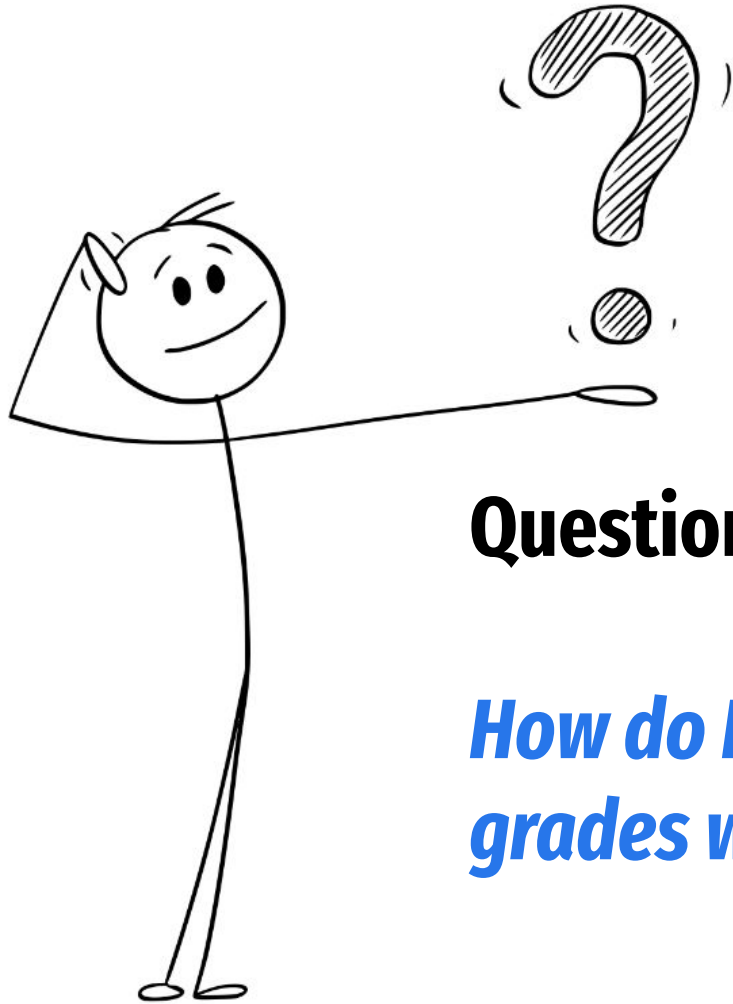
HOW I MAKE ASSESSMENT ABOUT ACCOUNTABILITY

- **Re-quiz (or reattempt).**
 - **Requires an explanation and a plan.**
- **Open peer testing**
 - **Accountable to another student.**
- **Mark defense**
 - **Accountable to themselves.**

Teachers may assign the grades and/or final report on the competencies...



...but ultimately, when it comes to assessment, students should be the ones responsible for what they receive.

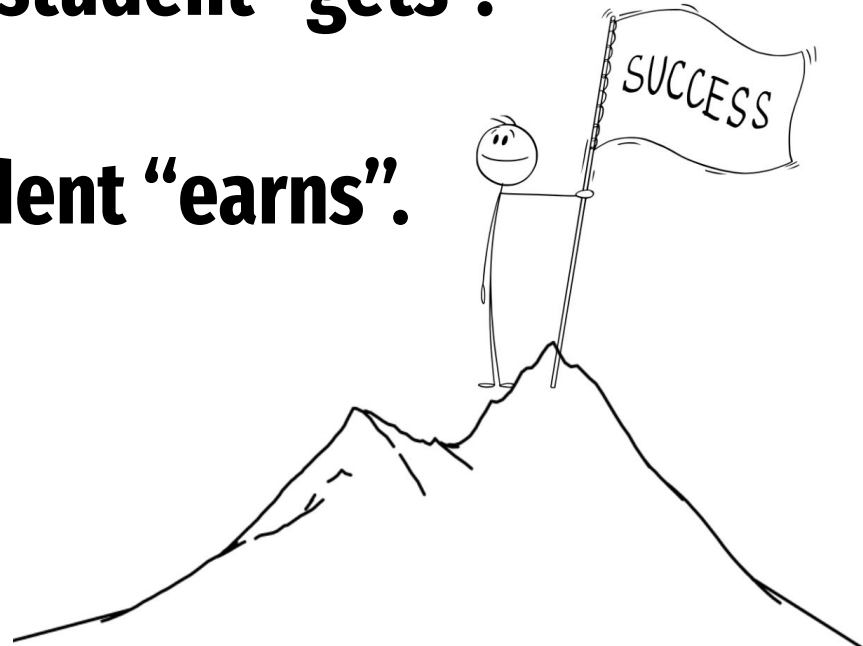


Question I always get asked...

How do I deal with students who want grades way higher than they deserve?

**No matter how or why assessment may shift,
at the end of the course,
it should not be about what a student “gets”.**

It should be about what a student “earns”.





**AS TEACHERS WE KNOW HOW
VALUABLE TIME CAN BE...**

**THANK YOU FOR GIVING SOME
OF YOURS TO ME.**

Lisa Green

<https://heretolearn.ca>

