

From Assessment to Streamlined, Useful and Valuable Reporting

Wednesday, February 23, 2022, 1:15 – 3:15pm

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General Overview

Description

A brief review of assessment strategies as they relate to planning: learning intention, success criteria, assessment strategies, recording and reporting. This course will detail the connection between learning intention/standards, assessment, and reporting. Some dos and don'ts will be discussed. Time for practicing creative rubric creation will be given.

Expectations and Goals

The aim in this course is to provide practice and discussion opportunities to teachers regarding the goals and purpose of communicating progress through report writing. The focus for the course will be:

- planning linked to learning intention/standard is key to **valuable** data
- Success criteria linked to rubric is key to **useful** data
- Record keeping as key to **streamlining**

Course Schedule

Time	Topic	Description
1:15 – 1:25pm	Welcome and Intro	Attendance, verse, go over course description
1:25 – 1:45pm	Review Assessment	Review last course focus: <ul style="list-style-type: none">• learning intention/standard• success criteria/rubric• assessment strategies• record keeping
1:45 – 2:00pm	Valuable Data – the learning intention	Planning includes learning intentions/standards that are linked to what students understand/can do/know. What makes a good learning intention? <ul style="list-style-type: none">• Generalizability• context is removed• allows for progress
2:00 – 2:15pm	Useful Data – the success criteria	Success criteria uses the wording that becomes wording for reports. What makes a good rubric? <ul style="list-style-type: none">• allows for progress• is considerate of stage of development• allows for individualization and differentiation
2:15 – 2:30pm	Streamlining Report Writing	Your assessment records are your rough draft of reports. Check list:

		<ul style="list-style-type: none"> • I have planned a learning intention/standard • I have planned success criteria that tells me what my students will do to show me they learned what I planned • I have a way to record my students progress that is a measure of their work against the success criteria
2:30 – 2:45pm	Dos and Don'ts	<p>Do:</p> <ul style="list-style-type: none"> • vary your assessment strategies • put most of your reporting focus on curricular comps • address, 1) what student is able to do, 2) what area needs further development, and 3) ways to improve learning • briefly describe work habits and participation • ensure grades and comments are aligned • use concrete examples of what a student did to demonstrate their learning <p>Don't:</p> <ul style="list-style-type: none"> • use another child's name in reports • use words such as 'seems', 'appears', 'I feel', 'I think' • base your assessment in a subject area on work habits • summarize the unit, save that for your newsletters
2:45 – 3:05pm	Practice	Try it out! Read the example and try this yourself. Try a rubric! Describe how you will show your students what they are aiming for in an age-appropriate way.
3:05 – 3:15pm	Closing	Share comments and questions

Example of path from Planning for Assessment to Report Writing

Learning Intention
My grade two class is working on a science and math unit called Home Surroundings. We'll be observing bugs and bug habitats outside and making pictorial graphs. One of my big ideas for the unit is <i>living things have life cycles adapted to their environment</i> . We'll be taking a closer look at wood bugs this week. My learning intention today is that my students can <i>make and record observations</i> . We'll be turning data from today into graphs in the coming days.
Context
The context today is the dirt hill in the back of the yard that we covered in leaves last month, they'll be counting wood bugs and worms and whatever other bugs they find.
Success Criteria

I've come up with the following rubric:

Extending = student looks for bugs, draws bugs or writes bug names, counts bugs effectively, records the number of bugs counted with accuracy (+/- 100%), student may support others to do some of the same work.

Proficient = student looks for bugs, may draw or write the name of bugs, counts bugs with or without some support, records the number of bugs with proficient accuracy (+/- 80%).

Developing = student looks for bugs, student can organize notebook with support, student can count bugs with some support, and can record observations with some accuracy (+/- 60%) with support.

Emerging = student follows group to the location of bugs, student has notebook and pencil ready for recording, student can find bugs and with support can count them, student can record observations with full support.

Assessment Strategy

I have four strategies that I will use during the 30-minute activity:

1. Observe the students as they approach the place for their observation – do they look for bugs?
2. Observe the students organize their notebooks - do they write names or draw bugs?
3. Observe the students counting the bugs – do they have a strategy for counting the moving critters?
4. Check in and collect their data, is it easy to read? Likely accurate?

Record Keeping

My notebook lists the children along the vertical edge of a chart and the four assessment strategies linked to success criteria. I will observe the children and use the proficiency scale (1-4) to record my observations.

Report Writing

I will use my rubric to create wording and my recorded evidence to write reports. I will remember to include: 1) what student is able to do, 2) what area needs further development, and 3) ways to improve learning

Extending: Student showed that they were able to make and record observations of bugs in the yard and extend that learning to support others. Student's data collection was completed thoroughly, and further development with organization will support improvement in this area. Student is working on using tools, such as an eraser, to improve the readability of data at the first draft stage.

Proficient: Student showed that they were able to make and record observations of bugs in the yard with proficient accuracy. Their data showed a proficiency in recording the number of bugs but did not show the names of the bugs they observed or how the count was organized. Asking for help as needed will improve learning in how to organize data.

Developing: Student showed that with support, they were developing the ability to make and record observations of bugs in the yard. Student was an enthusiastic observer and further development in recording those observations will support learning. Checking the instruction board during the activity will support improvement in remembering to record data.

Emerging: During a bug count in the yard the student showed that their ability to make and record observations is emerging with support. Student was a keen observer and counting and recording these observations will further develop their abilities in this area. The use of available tools (such as a counting stick in this context) during the collection of data will improve learning in the recording of observations.