

Practical Ways to Involve Students in Assessment

(A Four Book Series)



Learning Goal:

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

Materials:

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

1. *Setting and Using Criteria*, 2nd Edition
2. *Self-Assessment and Goal-Setting*, 2nd Edition
3. *Collecting Evidence and Portfolios: Engaging Students in Pedagogical Documentation*
4. *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 8 people. (Note: They could be all from the same or different grade levels or subject areas. The more varied the composition of the group, the more interesting the conversation. Allowing participants to determine the group they want to work with will make them more at ease and more able to take risks.)

2. Once groups of 8 have formed, count off from 1 to 8. Each person skim-reads for about 20 minutes. (Please see below for the reading assignments.) Any extra people should be encouraged to become a number 2, 6, or 8, 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 strategies that are similar to ones they already use (confirming) or a new one that they could see adapting to their context.

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. *Collecting Evidence and Portfolios*, pages 21 to 33
6. *Collecting Evidence and Portfolios*, pages 35 to 53
7. *Conferencing and Reporting*, 2nd Edition, pages 17 to 35
8. *Conferencing and Reporting*, 2nd Edition, pages 37 to 58

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4. Once the 20 minutes are up, 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 where each number can meet. For example, 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 favourite ideas and strategies, so that the others can be prepared and ready to later discuss them in their mixed groups. This takes at least three to five minutes per person in the expert group.
5. Then, meet in mixed groups of 1 to 8. Each person takes a turn to share the ideas that they gathered in their expert groups. They also report on any connections that they are making to previous practice or to suggested adaptations. Ask the first person to act as timekeeper. 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 skimmed and read the rest of it.
- Invite people to form a group of four and share the books.
- Invite people to meet periodically with others 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.