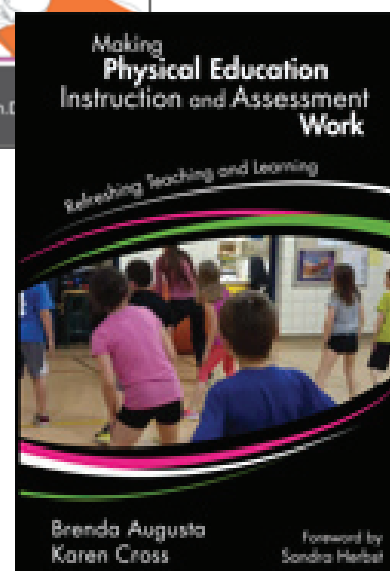
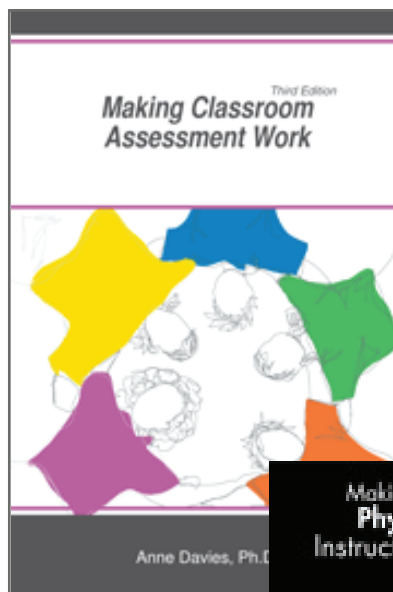


Making Classroom Assessment Work, 3rd Edition

AND

Making Physical Education Instruction and Assessment Work



Learning Goal:

This conversation will assist K-8 teachers to reflect on the ways to engage themselves and their learners in the processes of instruction, assessment, grading, and reporting. It is intended for learning communities that include one or more physical educators, in addition to classroom teachers, and uses the texts **Making Classroom Assessment Work**, 3rd Edition and **Making Physical Education Instruction and Assessment Work** to link the work of physical educator and classroom teacher, while providing many specific physical education examples.

Materials:

1. **Making Classroom Assessment Work**, 3rd Edition by Anne Davies, Ph.D. for each participant.
2. **Making Physical Education Instruction and Assessment Work** by Brenda Augusta and Karen Cross for each physical educator.

Getting Started:

1. Explain that the purpose of classroom assessment is to support learning and also to communicate evidence of that learning to others.

2. Note that we all use different strategies to assess learning. We use that information to support learning in different ways, depending on the needs of the students. Our job as professionals is to extend our learning and thinking about classroom assessment and to choose the set of assessment ideas and strategies that will best aid us in helping students learn.

Session One will take about an hour and provides a common starting point for all members of your group. Sessions Two to Five invite the physical educators to explore the same big ideas as the classroom teachers, while providing them with specific examples from their own discipline. These sessions will also take about one hour each.

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Session One:

1. Distribute copies of **Making Classroom Assessment Work**, 3rd Edition to each participant and, in addition, **Making Physical Education Instruction and Assessment Work** to all who teach physical education. Ask each participant to find a partner.
2. Begin by reading the Preface of **Making Classroom Assessment Work** or the Preface and the Introduction of **Making Physical Education Instruction and Assessment Work**. Partners will read the text silently and simultaneously. When they come to the end of their reading, they wait for their partner and discuss what they have just read. Partners reading different books may have to provide more context, however the connections between the two books will facilitate conversation. Participants may comment on an idea or offer a connection that they are making; they may pose a question or talk about what they have just read and of what it reminds them. Anything related to the reading is possible.
3. Ask the partners to decide who will read Chapter One and who will read Chapter Two of **Making Classroom Assessment Work**. These chapters provide an overview of classroom assessment that will prepare participants for the differentiated conversations of Session Two, where the physical educators will return to **Making Physical Education Instruction and Assessment Work** to find specific examples from their discipline.
4. Ask readers to note two or three ideas that capture the message of the chapter and to form one question about it. If participants finish their reading early, encourage them to browse through the rest of the book until everyone has finished.
5. Arrange participants in 'expert groups' (1s together, 2s together) to discuss their findings and questions.
6. Ask participants to return to their original partner and invite them to talk about their respective chapters and expert conversations. Encourage partners to record any questions that arise.
7. Debrief the learning as a whole group, bringing forward questions from the pairs. Record the

questions, numbering them as you go and placing a checkmark before the number to indicate the number of times a question is asked. In this way, the most pressing questions will be identified and repetition will be avoided.

Session Two:

1. Distribute copies of **Making Classroom Assessment Work**, 3rd Edition to each participant and, in addition, **Making Physical Education Instruction and Assessment Work** to all who teach physical education. Ask each participant to find a partner.
2. After 10 minutes, ask the table groups to label a chart "What we already know and do" and to capture the main points of their discussion.
3. Invite participants to read either Chapter Three of **Making Classroom Assessment Work** or Chapter One of **Making Physical Education Instruction and Assessment Work**. Explain that they will use margin symbols as they read. Margin symbols [Gregory, Cameron, and Davies, **Self-Assessment and Goal Setting**, 2011, pp. 24-26] allow readers to monitor their reading and to prepare to share their thinking with others after they read. Participants will use the following symbols in the margins:

- [C] Confirmation of 'What we already know and do'
- [NL] New learning connected to one of our questions
- [?] New question

Provide 20 minutes for reading.

4. After that time has passed, invite participants to meet in groups of three or four with their chart of 'What we already know and do' posted nearby.
5. In round-robin fashion, participants share an area in the text where they placed a [C]. They each explain why they placed the [C] at that point in the text. Label a new chart 'Confirmed' and record these ideas as shared.
6. In round-robin fashion, participants share an area in the text where they placed an [NL]. They each explain why they placed the [NL] at that point in the text. Label a third chart 'New Learning' and record these ideas as shared.

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7. In round-robin fashion, participants share an area in the text where they placed a [?]. They each explain why they placed the [?] at that point in the text. Label a fourth chart 'New Questions' and record the questions as shared.
8. Allow 20 minutes for this conversation.
9. Whole Group Debrief. View charts from other groups. What patterns and trends do you see?

Session Three:

1. Ensure that participants have brought with them their copy of **Making Classroom Assessment Work** and/or **Making Physical Education Instruction and Assessment Work**. Begin by asking table groups to review the questions recorded in Session Two and to discuss what they already know and do in response to the questions.
2. After 10 minutes ask the table groups to add to the chart "What we already know and do" and to capture the main points of their discussion.
3. Invite participants to read either Chapter Four of **Making Classroom Assessment Work** or Chapter Three of **Making Physical Education Instruction and Assessment Work**.
4. Please follow #3 - #9 from Session Two to guide the learning of Session Three.

Session Four:

1. Ensure that participants have brought with them their copy of **Making Classroom Assessment Work** and/or **Making Physical Education Instruction and Assessment Work**. Begin by asking table groups to review the questions recorded in Session Three and to discuss what they already know and do in response to the questions.
2. After 10 minutes ask the table groups to add to the chart "What we already know and do" and to capture the main points of their discussion.
3. Invite participants to read either Chapter Five of **Making Classroom Assessment Work** or Chapter Two of **Making Physical Education Instruction and Assessment Work**.

4. Please follow #3 - #9 from Session Two to guide the learning of Session Four.

Session Five:

1. Ensure that participants have brought with them their copy of **Making Classroom Assessment Work** and/or **Making Physical Education Instruction and Assessment Work**. Begin by asking table groups to review the questions recorded in Session Four and to discuss what they already know and do in response to the questions.
2. After 10 minutes ask the table groups to add to the chart "What we already know and do" and to capture the main points of their discussion.
3. Invite participants to read either Chapter Six of **Making Classroom Assessment Work** or Chapter Four and Five of **Making Physical Education Instruction and Assessment Work**.
4. Please follow #3 - #9 from Session Two to guide the learning of Session Five.

Taking Action:

1. Encourage participants to read the remaining chapters of the books and generate more questions. Ask participants to think of initial changes that might be made based on their reading. What are some of the "ripple" effects or secondary consequences that may occur as the result of the change?
2. Work alongside other specialists on your staff to extend these ideas and strategies into their particular disciplines (visual arts, drama, music, industrial arts...).
3. Invite participants to work independently or as part of a small team on the end of chapter tasks (Guiding Our Own Learning/Guiding the Learning of Students) in **Making Classroom Assessment Work**, 3rd Edition.
4. Based on what has been recorded on the 'New Learning' or 'Questions' charts, decide on a next step in exploring classroom assessment.

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5. Read Chapter Six: For Leaders in **Making Physical Education Instruction and Assessment Work**. The authors view all educators as leaders in various roles: system leaders, school leaders, and teacher leaders. As you read and reflect on this chapter, discuss the ways in which you might work together as a staff to contribute to the development of self-regulating learners who know where they are, where they need to go, and how to get there.

Extending the Learning:

1. Margin symbols are only one way to involve students in monitoring their learning. Read about more ways for you to engage your students in self-assessment in **Self-Assessment and Goal Setting**, 2nd Edition by Gregory, Cameron, and Davies (2011).
2. Consider viewing some or all of the online learning opportunities that are available. Topics include #2 - 'Goal Setting that Energizes Learning' and #6 - 'Evaluation and Reporting.' In each online conference, you will learn from grade-level relevant examples, student-tested ideas, and classroom footage. There are also opportunities for you to reflect and plan to apply the ideas in your setting.

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