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Assessment Overview for April-May Practicum

As mentioned in my management plan and integrated unit matrix, a big focus for this 5 week practicum is going to be the following expectation “I am responsible for my own learning”. Because some students need a lot of scaffolding and support in order to meet this expectation, I will provide them with an assessment checklist of their learning behaviour with specific criteria. I will get them to self-assess regularly, especially during independent work time (writing workshop, inquiry). I will also provide them with verbal positive feedback that refers to the specific criteria, pointing out students with exemplary learning behaviour.

We will carry this attitude of being responsible for our learning into all learning activities. Students will be given the opportunity to work on a self-directed inquiry project, a hands-on learning project, writing projects and math cooperative problem-solving. In order for these projects to be successful, I will use assessment tools that will convey clear expectations and provide all the scaffolding necessary: these assessment tools will clearly address learning intentions and performance criteria, they will allow for self-assessment and self-reflection, they will include check-lists or graphic organizers that indicate clearly which elements must be included in the work. Using these tools, students can self-assess and give feedback to a peer. Doing so, they become more aware of their own learning, their strengths and the areas that need more work.

Providing clear expectations and learning intentions will be at the center of my assessment practice and they will be communicated through I CAN statements as often as possible. When possible, I will provide exemplars of work that meet the expectations. I will also use modeling and group practice before asking students to do certain tasks independently : I do, We do, You do. I will provide instructions in writing as well as orally in order to be as clear as possible.

Of course, I will also give my students direct formative feedback as often as possible. I will aim at giving immediate and concise feedback that can be put into action as soon as possible. This feedback will highlight areas of strengths/recent improvement and provide one thing to improve in order to move towards the next level of performance. Written feedback will include comments, questions and reflections in students’ journals, feedback on ANIE math problems, etc. Oral feedback will be given in individual conferences with students, during math group work, or in front of the whole class if this is positive feedback that can benefit everyone.

I will gather data around student performance in various ways, such as observing and recording performance on video (capoeira, oral reports), using the ANIE assessment tool for math problems, writing portfolios, reading and writing conferences, notes on journal responses. Summative assessment of performance will be done with the help of rubrics such as the BC Math performance standards, writing rubrics, responsibility for learning rubric, etc.