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| **Assessment Connections Matrix** | | | |  | | |
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| **My Assessment Philosophy** | **I believe:** all assessment should promote student learning.  **I believe:** students should be involved in all aspects of assessment: specifically the criteria on which they are to be assessed upon.  **I believe:** students should continuously self –assess in order to become responsible for their own learning and develop a strong sense of metacognition.  **I believe:** assessment should be differentiated to meet students where they are at in their learning.  **I believe:** assessment that reflects student knowledge can only be achieved when students are made aware of the target they are trying to hit.  **I believe:** it is the teacher’s responsibility to ensure assessment always promotes learning. | | | | | |
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| **Assessment Concept** | | **Sources** | **Summary** | | **Application in my Planning** | |
| **Assessing Knowledge Only** | | Kohn, A. (1999). From degrading to de-grading. *High School Magazine, 6*(5), 38-43.  Guskey, T. R. (2014). *On your mark: Challenging the conventions of grading and reporting.* Bloomington, IN: Solution Tree Press. | Grades become inflated when teachers report on content that is not directly related to the knowledge a student has obtained during the course of the unit or instructional period. Some may argue that grades are necessary to motivate students, however; the exact opposite happens. (Kohn, 1999). However, Guskey (2014) states that including content that is not directly related to knowledge, “distort[s] the meaning of grades and miscommunicate[s] vital information about students learning (p.90). | | In my UAP, students will only receive grades based on o the ability to demonstrate what they have learnt. There aren’t any participation grades given to students, and there isn’t any bonus marks included within any of the summative or formative assessments throughout. Grades are solely related to a student’s knowledge; rather than compliance. | |
| **Incorporating Essential Questions** | | McTighe, J. and Wiggins, G. (2013). *Essential questions: Opening doors to student understanding.* Alexandria, VA: Association for Supervision & Curriculum Development.  Wilhelm, J. D. (2012). Essential questions. *Instructor, 122*(3), 24-27. | Essential questions should be incorporated throughout every unit that is taught to students. McTighe and Wiggins (2013) argue that, “essential questions make our unit plans more likely to yield focused and thoughtful learning and learners” (p.17). Wilhelm (2012) further implies the importance of essential questions when he states, “rather than consuming information, […] students carry out their own investigations and construct their own understandings. | | My UAP’s central focus is the essential questions. These are used to guide the lesson along the path in which I want students to follow. These are the questions in which I will refer to when creating the lessons to go into my unit plan. It is essential that I incorporate scaffolding into each lesson in order to enable students to be able to answer these questions at the end of the unit. These questions will enable me to observe if students are where I need them to be by the end of the unit. | |
| **Timely and Descriptive Feedback** | | Davies, A. (2011). *Making classroom assessment work (3rd Ed.).* Courtney, BC: Connections Publishing.  McTighe, J., & O’Connor, K. (2005). Seven practices for effective learning. *Educational Leadership, 63*(3), 10-17. | Feedback is necessary to student learning and it is especially important to be prompt when giving students feedback. McTighe and O’Connor explain: “feedback needs to be prompt for the learner to improve”. Davies (2011) goes a step further and says, “teachers seeking to improve student learning are advised to reduce the amount of evaluative feedback and increase the amount of descriptive feedback” (p. 18). In order for feedback to be effective it must be timely as well as descriptive. | | In my UAP, most of the assessments are formative. This means that I will be giving students many opportunities to receive feedback. Formative assessment allows for descriptive feedback to be given as well as encourages the teacher to point out strengths as well as given recommendations to help a student understand a concept better. I will have to dedicate myself to ensuring the feedback I give is timely in order for it to be beneficial for students. | |
| **Translating Outcomes into Student Friendly Language** | | Dueck, M. (2014). *Grading smarter, not harder: Assessment strategies that motivate kids and help them learn.* Alexandria, VA: ASCD.  Stiggins, R. (2007). Assessment through the student’s eyes. *Educational Leadership, 64*(8), 22-26. | In order for students to be successful in their learning, they must know the outcomes they are trying to achieve. Stiggins (2007) states, “assessment for learning begins when teachers share achievement targets with students, presenting those expectations in student-friendly language”. Dueck reiterates the importance of translating outcomes into student friendly language, by urging teachers to “present each target as an ‘I can’ statement, as this makes it easier for students to take ownership of the targets” (p. 73). | | When planning each individual lesson to accompany my unit plan I will incorporate “I can” statements that I will post in the classroom. This will also help with the consolidation of learning because at the end of each lesson I will ask students if we are able to check off the ‘I can’ statement. This will make sure students know where the lesson is headed and keep in my mind what they should be able to do. | |
| **Assessing Prior Knowledge** | | McTighe, J., & O’Connor, K. (2005). Seven practices for effective learning. *Educational Leadership, 63*(3), 10-17.  Dueck, M. (2014). *Grading smarter, not harder: Assessment strategies that motivate kids and help them learn.* Alexandria, VA: ASCD. | Assessing student’s prior knowledge is essential to planning meaningful lessons. Dueck (2014) implies this important by stating, “the extent to which students already know the material can guide future activities” (p. 81). McTighe and O’Connor (2005) reinforce the importance of pre-assessment by stating, “a teacher gains greater insight into *what* to teach, by knowing what skill gaps to address or by skipping material previously mastered”. | | The first activity in my UAP is designed to test student’s prior knowledge about inferring. It will help me to readjust certain concepts or gaps that there may be in my planning. Students are able to show me how much they already know about inferring. This will then allow me to skip concepts they are confident with and spend more time on concepts that seem to be unsure of. | |
| **Expressing Knowledge in Preferred Modality** | | McTighe, J., & O’Connor, K. (2005). Seven practices for effective learning. *Educational Leadership, 63*(3), 10-17.  Tomlinson, C. A. (2007). Learning to love assessment. *Educational Leadership, 64*(4), 8-13. | In order for a teacher to truly know whether a student understands a concept fully it is important to allow the student to express their knowledge in their preferred modality. McTighe and O’Connor state, “students differ not only in how they prefer to take in and process information but also in how they best demonstrate their learning”. Tomlinson (2007) echoes this sentiment by expressing that “differentiation isn’t just an option” when it comes to assessment; rather it is necessary to student learning and engagement. | | Throughout my UAP, I have designed different assessment tools that allow students to show their knowledge in a variety of ways. Students have the option to draw pictures, act out their answer, speak their answer or write their answer. Often when the word differentiation is mentioned my mind jumps straight to instructions; however, I think it is as essential to differentiate assessment as well. | |