

Principle #2

Assessment methods must be appropriate for and compatible with the purpose and context of the assessment.

“...aligning our assessments to our curriculum is the only way to ensure that our assessment yield accurate information about our students’ levels of proficiency.

Knowing what we’re assessing should always drive our assessment methods.

Balanced assessment isn’t about favouring one type of assessment; it’s about favouring the assessment method that is the most accurate fit for the curricular content or competency being assessed. This is especially true at the classroom level where we know assessment (and the subsequent descriptive feedback) can move learning forward, lead to greater student engagement, and allow teachers to make pinpoint decisions about what comes next. “

(Tom Schimmer)

How teachers assess student learning can have profound and lasting effects on their willingness, desire, and capacity to learn. As a result, assessments should be thoughtfully and intentionally planned, and measure student performance based on what students know, understand and do. Assessments must be linked to the curricular competencies and content, with a clear connection between criteria on the assessment and what has been taught in class. Students should be able to explain the relevance of a particular assessment based on its alignment with previous learning.

In order to ensure assessment is appropriate, compatible and well balanced, Wiggins and McTighe (2005) suggest teachers ask themselves the following questions:

- What would be sufficient and revealing evidence of understanding?
- What performance tasks should anchor the unit and focus the instructional work?
- What are the different types of evidence required?
- Against what criteria will we appropriately consider work and assess levels of quality?
- Will the assessment reveal and distinguish those who really understand from those who only seem to understand?

Throughout each unit of study, multiple assessment methods should be used, from traditional tests to authentic performance based assessments. A variety of assessments, including self-assessments and peer assessments, provide the teacher with a well-rounded picture or photo album of the students’ skills and learning of the essential outcomes.

TRY THIS:

- Identify ways the skill/concepts is demonstrated in real life (authentic assessments).
- Have students reflect on their progress and set goals for continued improvement in preparation for the summative assessment snapshot (self-assessment).
- Use a variety of assessments when evaluating your students' progress - portfolios, exit slips, peer/self-assessments, performances, compositions, oral presentations, tests.
- Explore the elaborations in the BC curriculum for implementation and assessment ideas.
- Identify the “ways of knowing” linked to the discipline/unit of study.
- Ask yourself: Why am I giving this assessment?
- Ask yourself: Who will use the assessment information and how will this information be used?
- Read about GRASPS tasks on the Curriculum Hub for assistance with developing authentic performance tasks for students.
- Develop and share assessment rubrics with your students.

WATCH THIS:

Rick Wormeli on Standards-Based Grading:

<https://www.youtube.com/watch?v=z4QVcghKsGY>

Assessment and Grading in the Differentiated Classroom with Rick Wormeli:

<https://www.youtube.com/watch?v=h-QF9Q4gxVM&app=desktop>

Standards-Based Grading Overview:

<https://www.youtube.com/watch?v=E7m4762pjH8>

What is Standards-Based Grading?

https://www.youtube.com/watch?time_continue=1&v=k3dyJAKYsew

BC's K-12 Assessment System

<https://curriculum.gov.bc.ca/assessment-system>

READ THIS:

Chappuis, J. & Chappuis, S. (2002). *Understanding School Assessment*. Assessment Training Institute, Portland, OR.

Planning for Assessment



- Marzano, Robert J. (2006). *Classroom Assessment & Grading that Work*. ASCD, Alexandria, VA.
- Marzano, R. (1992). *A different kind of classroom: Teaching with dimensions of learning*. ASCD, Alexandria, VA.
- Moss, C.M, & Brookhart. S.M. (2012). *Learning Targets*, ASCD, Alexandria, VA.
- Stiggins, R.J., Arter, J.A., Chappuis, J. & Chappuis, S. (2004). *Classroom Assessment for Student Learning – Doing It Right – Using It Well*. Assessment Training Institute, Portland, OR.
- Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. Jossey-Bass, San Francisco, CA.
- Wiggins, G., & McTighe, J. (2005). *Understanding by Design (expanded 2nd edition)*. Alexandria, VA: ASCD.