LAND ACKNOWLEDGMENT

Id first like to acknowledge that we are currently living and learning on the traditional and unceded lands of the Tk'emlúps te Secwépemc within Secwépemc'ulucw.

LETS TALK ABOUT ASSESSMENT

TABLE OF CONTENTS

ASSESSMENT #1 – FOR LEARNING

3-2-1 Journal Entry's

- 3-2-1 journals are an excellent formative assessment tool to help students grasp concepts and assist them in writing and critical thinking. This helps teachers track students progress, while keeping students engaged in activities/lessons. These help students reflect on what they learned and are also an effective tool in giving students the chance to summarize what they learned. Great exit tickets!

3 – 2 – 1 Journal Entry

Use 3 sentences to summarize what you learned today.

2 key words from today's lesson.

1 fact you'd like to share with a friend.

3 – 2 – 1 Journal Entry

3 things you learned in today's lesson.

2 adjectives to describe your learning today.

1 thing you would like the teacher to share about this topic.

3-2-1 JOURNAL ENTRIES

- **Goal**: This assessment strategy is designed to help students reflect and summarize information they learned in the activity/unit. This strategy should help students think critically when engaging in the lesson, and by the end of the lesson should be able to identify areas they exceeded in and areas they could improve in.

- **Reasoning**: Journal entries are an excellent formative assessment strategy for teachers and students. This form of assessment helps both teachers and students analyze and demonstrate understandings while students reflect on material they learned. In a way, journals are excellent ways to summarize what students learn and as a teacher we are able to take a look into how they understand this information. The students meet specific expectations from this strategy addressing information on great detail.

- **Utilize**: Through this information gathered teachers are able to accurately identify how individual students are doing. This is beneficial for the teacher as it gives them a chance to recognize where the student exceeds and struggles. By doing this, teachers can choose to introduce new material or focus on existing material to help the students who fall under emerging/developing.

ASSESSMENT #2 AS LEARNING

1 "Can" Statements

- Students are expected to write out self-assessments after an activity or lesson. This helps them understand and recognize what they can do and what they learned. This self-assessment strategy takes the form of "I" statements followed by what they can do. This is important as it gives students a chance to recognize their own abilities and reflect on. It also gives teachers a chance to recognize how the students feel in what material they learn. Students that may struggle to write these statements can have time to discuss with peers of the teacher.

- This method of reflection is an excellent formative assessment tool which grants students the ability to monitor their own work. Students are solely involved in the process where the teacher acts more as a monitor, reviewing students responses and intervening when necessary. This helps students keep track of what they learned specifically and gives them a chance to address what they recognize and understand. Teachers can use this information by analyzing individual students and see how they progress and learn material. Students that show proficient understanding might not need as much 1 on 1 time as opposed to a student that may struggle.

Student Name: _____
Observer: _____

Subject: _____
Date: _____
Grade: _____

Activity: _____
_____
_____

CHECKLISTS #3

	Yes	No	Comments
1.The students works respectfully with others.			
2.The student can consider all group members points of view.			
3.The student demonstrates active listening skills.			
4.The student shows responsibility.			
5.The student shows an awareness of role-taking.			
6.The student actively engages in the activity.			
7.The student recognizes there is a shared goal.			
8.The student can work with others strengths & weaknesses.			
9.The student can manage conflict.			
10.The student can respectfully disagree.			

Checklists are an important tool in assessment strategies. Checklists provide the observer and the observed detailed requirements/information that help in the evaluation process. Checklists can be utilized for any activity, they can be filled out by both teachers and peers. They keep things organized and break down important for which we can individually follow/observe.

CHECKLISTS

- The checklist that we created in class had a lot of thought and planning put into it, 10 important requirements were noted (although 10 seemed to be too much). During class we discussed for a good chunk of time what criteria should be considered for the list. This part took up a bit of time as we had to go back and fourth and dissect the meaning of what that specific observation is to be considered when observing students.

- We assessed and analyzed what requirements were most important, each individual task was specific but was kept to a basic observation. I feel as if that when creating a checklist we have to think what are students most likely to do and what are they typically required to do (i.e., work well with others).

- I found that it was hard to designate how many requirements were needed and what was considered more important to observe over others. The criteria we had was great but I feel like a lot of the information could have been limited to the most important features. I think one of the biggest challenges in creating a checklist is what would happen if we missed something on the checklist that all students demonstrated, how would we include that in the middle of assessing students.

- When implemented in the activity (marshmallow activity) it was difficult to recognize all the tasks, this is why I believe limiting the number is quite important. Next time I would choose which requirements are most important then I would limit the number to around 5. I found when observing an activity you are more proactively attentive.

- **Assessing Core Competencies**: Checklists would be a great way to assess CC set out by the BC curriculum. They would be effective in that the CC layout the learning goals that students should demonstrate. It would help teachers continuously recognize these competencies rather than just jotting them down in their lesson/unit plan. As a teacher, we may create checklists based on the CC that are intended in the lesson
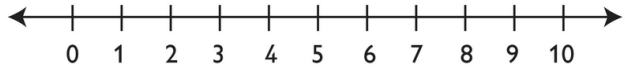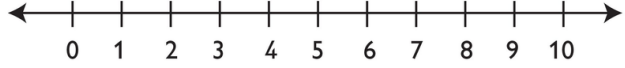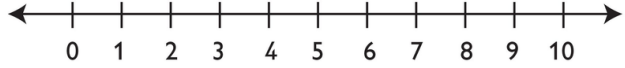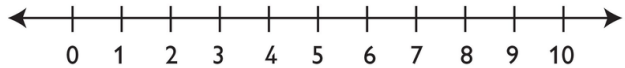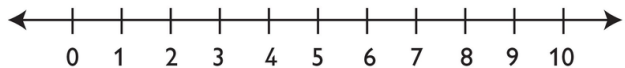
RATING SCALE #4

RATING SCALE DESIGNED FOR MATH

RATING SCALE #4

- **Thoughts:** Although primary grades no longer deal with letter grades, I feel as if rating scales are more effective in mathematics/science for assessing students. I've noticed that out of all the courses, individuals young and old struggle with math or at least find math intimidating. As a result of traditional assessment techniques, this puts an amount of pressure on learners. A person who struggles to receive high grades in math may find it easier to learn if they are assessed on a rating based scale. At least they will find it more comforting opposed to percentages or letter grades.

- It's important that we teach students the way that they understand best. With regards to assessing them, its important that we reduce the amount of pressure placed on them so they feel their learning is taken into consideration opposed to their skills and knowledge. Rating scales are an effective way to determine where students are at in terms of the subject. Although we would not rate their abilities on a bad to good, or poor to excellent scale as these words may have negative inclinations. Instead, students would be assessed based on an emerging – exceeding scale, this helps the students and the teacher identify who struggles and who understands

Mathematics Rating Scale

Student Name: _____ Date: _____

Student understands number concepts to 100	0 1 2 3 4 5 6 7 8 9 10
Student can Add and Subtract numbers to 100	0 1 2 3 4 5 6 7 8 9 10
Student recognizes the difference in cm and m	0 1 2 3 4 5 6 7 8 9 10
Student can accurately estimate lengths	0 1 2 3 4 5 6 7 8 9 10
Students can accurately record and measure objects using standard units	0 1 2 3 4 5 6 7 8 9 10

Improvements:	Areas of Focus:

- Here is a rating scale I developed, as you can see the left column outlines what the students are learning and what they should understand/demonstrate. In grade 2 students learn to count to 100, and the properties/methods of counting to100, including addition and subtraction. Students also learn measurement using standard units of measurement (centimeters and meters). In the right column students are rated on their abilities on a number scale from 0 to 10, although students would never receive a 0 because that would be discouraging. The lower the rating the more the student needs to improve or their emerging abilities, while numbers close to 10 represent the students proficient or exceeding ability. Students who receive numbers close to 10 demonstrate that they understand the material/concept. After students are assessed, then the 2 boxes below offer the student a chance to review words of consideration such as where they have improved and where they need to focus.

- **Experience:** I found the hardest part when designing a rating scale is what the rating method should be. I figured that the scale from 1 – 10 was the best way for the students to understand without feeling the pressure of percentages or letter grades. Although, without experience on implementing this assessment method there may be better ways. I wanted to make something that the students, as well as their parents/guardians would understand. In order to explain why they received certain ratings I included the comments section below to include feedback also.

- **Challenges:** I think the one thing I found most challenging was developing an effective rating scale for Grade 2. The students are so young still so its hard to determine what they can understand when being assessed. I wanted to make something as easy as possible but also outlining the curriculum for which they will be learning.

- **Success:** I found that once I came to a defining method of assessment it was easy, I wanted something that wasn't to complex but outlined the assessment strategy. It was easy to determine what the students will be assessed on in terms of what they are learning. As one cane see from the diagram the rating scale is easy to navigate and doesn't possess any difficult terms or features.

- **Practice/Implementation:** Its hard to determine whether this assessment strategy will work in a classroom or not, however, I would like to say that yes, it would work. It would would work because it is easy to understand, there are no difficult concepts and students would be able to navigate it. Students would be told beforehand how the assessment strategy would work, and what the numbers mean. They would be told that the numbers are neither a good nor bad thing but a determination of where they are at regarding understanding the concepts. I feel as if I was given assessments like this as a young student I would have found math not as intimidating opposed to scores. It also includes feedback which is crucial for students to understand why they received the assessment they got

RUBRICS #5

Criteria	Emerging (1)	Developing (2)	Proficient (3)	Exceeding (4)
knowledge and understanding	Displays limited understanding of subject and marginally identifies areas of course material	Demonstrates understanding and knowledge of the subject	Clearly demonstrates understanding of course material and displays their knowledge surrounding the subject	Demonstrates knowledge beyond course material and identifies multiple ways of understanding subject matter. Exceeds ability to reflect on what has been taught.
Content				
Organization				
Grammar and punctuation				

Rubrics are important to give students an idea of what is to be expected of them from the teachers assessment levels. These visual marking guides help students and teachers provide elements of criteria, which is assessed on 4 levels (Emerging, Developing, Proficient, and Exceeding). These rubrics are used for grading assignments and act as a performance layout giving students an understanding in terms of criteria and how it will be assessed.

- I found the rubric exercise interesting, it was easy to come up with the general makeup and layout of the rubric, while coming up with how to word the expectations was difficult. I thought that individually we all had different ways to word and evaluate students within the rubric, yet our 4 areas of focus were similar. I think that this was a great introduction to rubric making but I feel that more time and effort is needed to be able to evaluate students the best way possible. I feel that my rubric is in the developing stages, although I started in the right direction I needed to work on it better and practice more.

- In the 20 minutes we were given for generating a rubrics I found that planning was the biggest part, figuring out what we want to evaluate the students on. Once we got the general design of the rubric created we had to figure out the wording and how clearly the evaluation would be expressed. By the end, the rubric was not filled out completely but I had an understanding of what was expected. It was intended to have at least 1 of the 4 rubric sections filled out.

- I found that creating the rubric was semi-challenging, its hard to create something without implementing it in a classroom atmosphere or creating a lesson to have a rubric paired with it. Although I found that the 4 levels of evaluation easy (i.e., emerging, developing, proficient, and exceeding). And the 4 criteria for assessment regarding what the students will be expected to do, the wording for each level and area was a bit challenging. It was hard to get the right wording and figure out how to clearly express what is to be expected of the students. Some barriers were, not seeing how students have been assessed based on your criteria, or making a rubric that has been implemented in a classroom. Finally, it was hard to determine how to write the criteria based on different skill/grade levels, for younger students it would have to be created in a way that they can easily understand. However, with older/intermediate aged students, they would be expected to do more and display a greater knowledge, so the wording would have to be a bit more complex, yet still understandable.

- I think for future purposes, it would be beneficial to practice and create rubrics and identify areas of improvement and to express clear verbiage. However, in consideration of making a rubric for the future I believe it would be necessary to establish what the activity is, what the subject is and what grade level to make the rubric for. I believe once you understand the wording clearly it will be easier to generate rubrics simply by altering the wording, yet keeping the same criteria and evaluation (skill) levels.

TWO STARS AND A WISH

DESCRIPTIVE FEEDBACK! #6

1. I enjoyed how well structured and organized the EDTL3200 Unit plan was. It was concise and contained all the important information needed to operate a successful unit. I like how it maintained the desired goal, regarding the collaboration aspect, which is the intended goal for the unit.

2. The unit plan was well thought of, it was designed in a way that if a substitute or TOC came in to class and read this, they would understand the goal, and successfully run all the lessons without confusion.

3. The unit was well designed, it's hard to know how effective a unit or lesson will be after implementing it in the classroom. For the future I would like to incorporate more assessment strategies for the students. Although the assessment strategies are well thought of here, it's important to have various methods as we aren't sure how well students will react to certain methods.

- It is important to give descriptive feedback to students, this ensures that they understand how their material is evaluated. Also, it is important to use descriptive feedback so that students improve their learning, unnecessary feedback, such as mentioning things that are incorrect can give students the wrong impression. Instead, list things that they did right and finish by stating something you'd like to see them work on. As you can see from the diagram on the left, 2 stars and a wish is an excellent way to give descriptive feedback, it highlights two important things while giving some constructive feedback. This helps improve students and their understanding of the concept, while mentioning things that need to be worked on, because there is always room for improvement, and if we mention only positive things, students may not learn or take things away from the activity/lesson.

- I found writing feedback, especially for myself, to be a little difficult. Its hard to examine and criticize our own work, we either think something is perfect or not good at all. So its always beneficial for someone else with an unbiased opinion to examine our work. For the most part, writing descriptive feedback was easy once I recognized how I wanted to display it. The 2 stars and a wish structure is perfect for providing some positive and constructive feedback, this helped me write out what was to be expected. I enjoyed doing this however, it provided me with some knowledge regarding assessment and how to address feedback when I am a teacher.

- For the most part, I found the design and layout to be easy, knowing that I wanted to provide feedback using 2 stars and a wish was helpful from the start. The part I found most challenging was knowing what to write and what areas to give feedback on. Also, knowing what is descriptive and what isn't, I don't think their can be such thing as too much description, however, maybe too much might overload the original thought. With that being said, there is definitely such a thing as not enough descriptive feedback. I believe it's important to understand what a happy medium is, where we provide enough but not too little.,

- I believe descriptive feedback is necessary when students are participating in lessons or activities that require them to do individual course work. For example, if I was a teacher and assigned a class project where students had to make a poster on sharks, they would then be given descriptive feedback on various portions (i.e., layout, information, organization, and presentation of their project). Another great example would be perfect when students are writing for English, I feel that students need the most feedback when it come to literacy, we want them to be correct but also recognize where they thrive and struggle to make them better writers. I would use descriptive feedback as much as possible, however I would not use it all the time, sometimes group work might require an assessment strategy such as a checklist.

- Feedback in general is important for student success, written or spoken, students need feedback to recognize where they succeed and where they need to improve. I believe students need constant direction, they are constantly learning and developing their brains, however without direction they will feel lost or confused. Which is why spoken or written feedback is important for their ability to continue to learn and expand their knowledge/skills.

POP QUIZ

Name: _____   Date: _____

1. What does portaging mean?
    a. *To carry or transport a boat/canoe across land into bodies of water.*
2. What type of wood was most commonly used among Indigenous groups when crafting canoes?
    a. *Birch*
3. What are the 4 quadrants of the circle of courage?
    a. *Generosity, Belonging, Independence, Mastery*
4. Indigenous peoples relied on what type of history?
    a. *Oral history*
5. What is the Secwepemc word for coyote?
    a. Sk'elep
6. What traditional way of expressing Indigenous knowledge is commonly used?
    a. *Storytelling*
7. What is the importance of a circle talk?
    a. *To represent equality among participants*
8. True or False, there are only a handful of Indigenous groups in BC.
    a. *False, there are multiple Indigenous groups in BC*
9. Why is collaboration important?
    a. *It's important because it helps students achieve a common goal (teamwork).*
10. What does FPPL stand for?
    a. *First Peoples Principles of Learning*

Pop quizzes are excellent resources for assessment. They are quick and help the teacher recognize where the students are in terms of understanding the material. It also helps teachers identify who might be struggling and in need of extra assistance or clarification.

- I thought this exercise was fun, it was a lot harder to figure out 10 questions than I thought. Overall I would to see how implementing a pop quiz in class would go. I know it is an unpopular assessment tool among students, however, it is important for teachers to hold these because it helps them identify who understand the material and who struggles.
- I had fun overall planning this "Pop Quiz", I thought the questions where though provoking and important to learn/understand. I wanted to generate questions that incorporated the unit material while also including many Indigenous aspects from the course material. I would love to make more pop quizzes in the future, however, I would love to find out if there are fun and creative ways to host these pop quizzes other than having questions on paper.
- I think giving students notice regarding pop quizzes is important, some students get test anxiety and just dropping a quiz on them might hinder their ability to concentrate or retrieve the information they have learned. I believe at the beginning of the year, telling the students that pop quizzes will be held, tell them that they can expect a pop quiz each week that will be made up of 10 questions. It is then their job to study and review the information they have learned the previous week, so they can be prepared. In terms of delivery, I think pop quizzes are traditionally done on paper, students can have 10 or so minutes to complete the quiz, this gives them a time constraint while also setting routine to their schedule.
- I think the hardest part about pop quizzes as a teacher is developing a set of question that are related to the students learning experience. In order to take up a pop quiz a teacher has to think about what the students have learned and what information is most important for them to recollect. The test should ask students ridiculous questions or be designed to fail them. I will inform them about areas of focus and perhaps give them a study sheet.
- I think with regards to ELL it might be hard for them to fully understand the wording of the test, if perhaps there are ELL learners in the class a teacher could verbally give the test to the students, in this instance they hear the words and phonics of the words. A teacher can help the students out with the questions and clarify anything that they might not understand completely.
- I feel that its crucial for teachers to review these quizzes, it gives the teacher an understanding about who understands the material (or who studies and reviews) and who may struggle. I think giving feedback and helping those who struggle is important, its necessary to help them learn and understand the material so they succeed. Quiz's are a great assessment tool and it preps the students when it comes time to taking a bigger test, perhaps a final test at the end of the year (summative).

TEST TEST 1...2...3...

Name: _____   Date: _____

Score: ____/10_____

True or False
1. President Obama agreed with critics that believe teachers shouldn't spend their year prepping students to fill in bubbles on standardized tests. **T   F**

2. Tests don't provide any data and are considered useless for education. **T   F**

Multiple Choice
1. Focus groups were conducted when?
   a. At the beginning of the year   b. Days after spring exam period
   c. Over Christmas holidays   d. Days before spring exam period

2. Teachers said what should be done about testing periods?
   a. Scrapped from curriculum   b. Scattered throughout the year
   c. Should be shortened so students aren't exhausted   d. not changed

3. Testing should…
   a. Measure academic growth   b. fail students
   c. Help students reach absolute levels of attainment   d. do nothing

Fill in the Blanks
1. Teachers agreed that tests provide useful _____

2. Many teachers noted that before testing, it was easy to teach _____

Short Essay
1. According to *Teachers Say the Most Interesting Things – An Alternative View of Testing* teachers agreed that testing is an important factor to teaching and assessing students. Do you agree or disagree that testing is important for students? Why or why not.

TESTING #8

This section examines the importance of testing and how it is an assessment tool that examines the students knowledge of a course or topic. I would agree that testing is important, however the course content should be taught effectively for students to easily complete these tests based on the quality of education that they receive. If this occurs, then students will learn and engage in valuable content that they will remember.

- I thought crafting this test was great, I had fun completing this entry and generating a thoughtful assessment of the reading. I was constantly thinking to myself how would I want to receive a test that was informative, yet also challenging in a way that wasn't ridiculous. I thought of questions that students would know and want to answer without difficulty, I think pressing students over difficult questions hurts their capacity to learn so I thought of every possibility while creating this test.
- I found the multiple choice and true and false questions the easiest, I also found the fill in the blanks easy, as I was able to just copy down the sentence and leave out an important word. Now, with regards to the essay question, I found this to be the most difficult, its not so cut and dry. This question made me think a couple things, 1. how would I want the students to answer this and how could I structure it in a way where they could analyze or evaluate the information that was given in the curriculum or reading. 2. how do I word this clearly so that students aren't confused by what was stated, the question has to be clear and concise where the students can answer it correctly.
- No, I unfortunately never had the chance to take the test or my neighbors test. However, I realize that everyone will be different with regards to creating a test, not everyone will use the same strategy or use the same wording. Questions will vary and the type of question may be different, some people may choose to use all multiple choice or true and false. The only problem with this is it makes students guess, where I believe short answer questions are the best in terms of engaging the students and assessing students way of thinking and recollecting knowledge.
- I really believe I achieved the assessment goal, I think that I accurately created a proper assessment tool based on a reading provided. My comprehension of the reading, and what was being asked (regarding the questions in the assignment). I feel like there is two types of testing methods, hands on and written, although education it is harder to assess students participating in hands on evaluations. However, I feel like as teachers, we can evaluate students by holding conversations with them, asking them to demonstrate knowledge through hands on or practical work opposed to timed, tested, and evaluated material that was assessed on paper.
- If I had any recommendations or advice for people who are new to writing tests is this, create something that has value, create something that is genuine and increases the students knowledge but also their ability to recollect knowledge. Its important to thoughtfully and carefully create questions that don't give away the answer but don't confuse or make students feel discouraged because of its difficulty.

SEVEN GRANDFATHERS TEACHINGS #9

The Seven Grandfather Teachings is an Indigenous principle that teaches 7 core values rooted in Indigenous traditions

- The Seven Teachings is an Indigenous framework that teaches 7 core principles, which include Love, Honesty, Respect, Humility, Truth, Courage, and Wisdom. These teachings are important because they teach important core values that are crucial to the development of young people. I agree that these teachings are simple yet impactful values, teaching students how to be positive, contributing members of their community. I believe that students should learn these values as soon as possible and I hope to teach students in my grade 2 practicum the importance of each value. As an Indigenous male, I think its imperative to be a positive and respected role model who adheres to these values, leading by example and showing students the importance of having a virtuous life.
- When it comes to education and assessment, I believe the Seven Teachings play a crucial role in assessing students. As teachers, we aren't meant to degrade or discourage students, we want to teach them and make sure they understand and comprehend the material. In Indigenous communities, the elders and community members take the time to teach the youth important lessons and teachings. They show young people, love, respect and patience when it comes to their learning, which should be done in the classroom. When assessing students, we should help them understand that they are learning, and to encourage them to do their best but also push themselves to learn and engage in the material. I think when it comes to assessment, as a teacher the students should know these values when completing and engaging in activities. Also, when I read and observe work, I should take these teachings into consideration upon marking students work.
- This connection makes me think on a more meaningful level in terms of assessment. Students learn on individual levels and learn in various ways. As a teacher, I think looking at assessment through an Indigenous lense helps students learn on a higher level. When thinking about how my understanding connects with the seven teachings I believe that our assessment of others go hand in hand, we need to show others the same values that the teachings represent.

SELF-ASSESSMENT #10

- I think students should learn how to assess their own work and their own ability to understand their skill level. I chose the 10th entry of this assessment portfolio to be a self-assessment tool on students learning. Although I have included a 3-2-1 journal tool at the beginning of this portfolio, that is merely a reflection based on activities. This specific self-assessment tool is designed to be an assessment based strategy to help students reflect on their overall ability and knowledge regarding the course. As you can see from the diagram below, the students self-assessment should ask them questions what they do well and what they need to work on, and how their behavior and effort is overall.
- Students rarely get to assess their own work, students struggle with the stress and pressure of being assessed by their teachers. This may increase the difficulty for students understanding if they constantly feel like they are being assessed on a professional/academic level. However, if we let the students reflect on their own work, then it is more genuine, which gives the teacher a chance to review their self-assessment and agree or discuss that students specific reasoning with them.

- I wanted to create this self-assessment tool to demonstrate my extended learning through the course. I think I've realized what it means to assess and create assessment tools when it comes to education. I still have lots to learn but I do agree that my knowledge and understanding has increased substantially. As an indigenous person I want to demonstrate my ability to extend my thinking beyond expectations and prove that I will be a good and positive teacher that will make a difference.
- I think being able to reflect on a larger scale helps us become better people, not only mentally but professionally as well. Our ability to reflect is something we should do everyday, we should constantly reflect on how to improve our skills and abilities to succeed at whatever we do. I hope to introduce reflection skills in everyday life, not only in education. Being able to freely reflect is a virtue, we have a chance to constantly better ourselves and our capabilities as humans.