

Assessment Portfolio

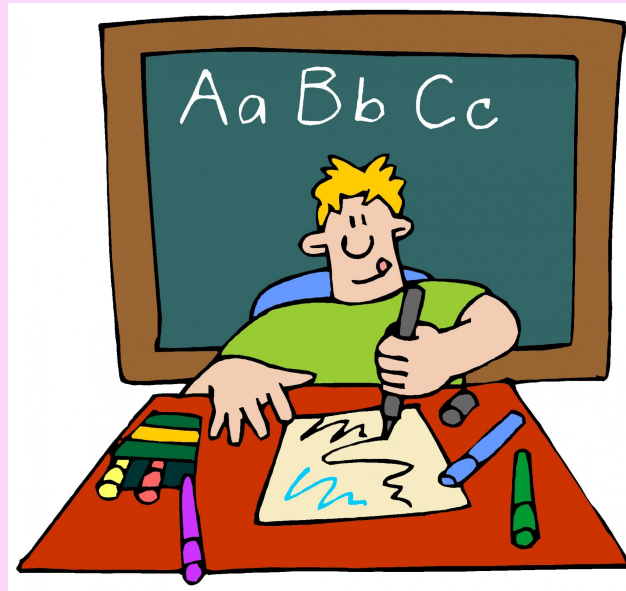
This portfolio includes detailed descriptions of assessments, and reflections, I plan to use for my elementary school classroom.

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EDTL 3200

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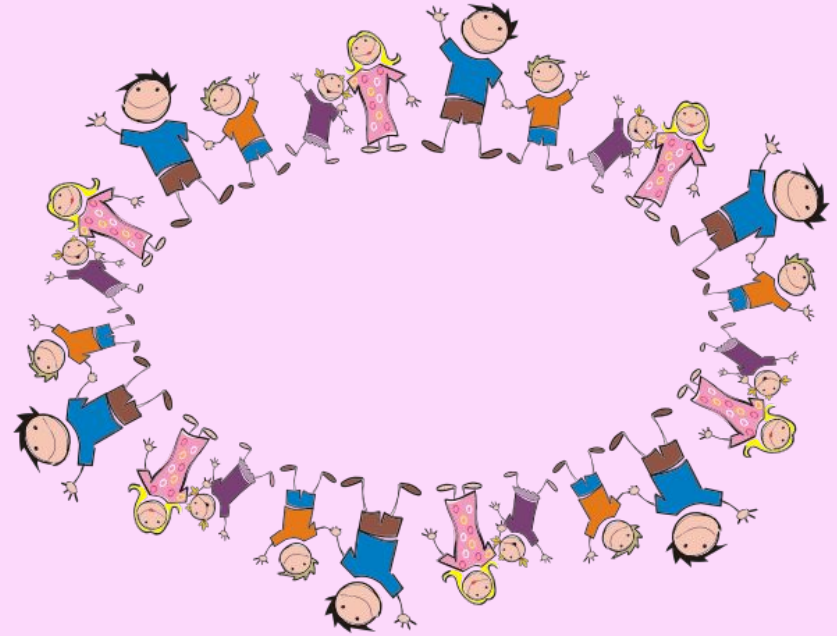
1. Entry 1 - Slides 3 & 4
2. Entry 2 - Slides 5 & 6
3. Entry 3 - Slides 7 & 8
4. Entry 4 - Slides 9 & 10
5. Entry 5 - Slides 11 & 12
6. Entry 6 - Slide 13
7. Entry 7 - Slide 14 & 15
8. Entry 8 - Slide 16 & 17
9. Entry 9 - Skipped
10. Entry 10 - Slide 18



1. Assessment FOR learning

In class discussions (sharing circle)

For this assessment I would have guiding questions prepared to help steer the conversation of our sharing circle. By beginning the discussion with myself and stating my name, my hobbies and interests, or my favourite colour would lead the example for the next person in line to share for the sharing circle activity.



Assessment FOR Learning Reflection

This purpose of this assessment within my unit is to grasp an understanding of students prior knowledge as well as the relation of that to the current topic at hand. Through group discussions students will learn to reflect on their personal experiences as well as from what their peers share. This formative assessment will be used as a tool for me to understand where my students stand with their learning. With this assessment in place I will build a better understanding on where to go next with my teaching, I will also learn about how much depth and detail I can go into once I can see what my students have understood so far. Overall a sharing circle or group discussion is a great tool for helping students build communication skills, listening skills, and thinking skills.

2. Assessment AS learning



Journals

Journals will be used as formative assessment to help me understand where my students are at in terms of their learning with the topic at hand. It is an opportunity for students to self reflect, write their opinions and creative ideas in relation to our topic which is family traditions.

Assessment AS Learning Reflection

The purpose of this assessment is for students to self assess and reflect on their own learning. Journals are a great form of assessment as students are documenting their thoughts and reflecting on the topic of the lesson or assignment. This helps students to take ownership over their learning as they are required to write down their thoughts however I would add that students are required to write their strengths from this activity or a challenge they faced. This way they will become aware of their personal strengths as well as attempt to face that challenge again so that they can overcome it.

3. Formal Observation Assessment: Running Record

Student: <u>Prethy</u>		Assessed by: <u>Shannen</u>	Date: <u>March 2021</u>
Book Title: <u>The Road Not Taken by Robert Frost</u>			
Page # 1		Errors	Self Corrections
<p>Two roads diverged in a yellow wood, And sorry I could not travel both And looked down one as far as I could To where it bent in the <u>undergrowth</u>;</p> <p>Then took the other, as just as <u>fair</u>, And having perhaps the better claim, Because it was grassy and wanted wear; Though as for that the passing there Had worn them really about the same,</p> <p>And both that morning equally lay In leaves no step had trodden black. Oh, I kept the first for another day! Yet knowing how way leads on to way, I doubted if I should ever come back.</p> <p>I shall be telling this with a sigh Somewhere ages and ages hence: Two roads diverged in a wood, and I— I took the one less traveled by, And that has made all the difference.</p>		1	1
Words Read: <u>137</u>		Total Errors: <u>1</u>	Total Self Corrections: <u>1</u>
Accuracy Rate: <u>99%</u>	Error Rate: <u>137</u>	Self Correction Rate: <u>1:2</u>	

Formal Observation Assessment: Running Record Reflection

A running record observation is something that I enjoy doing. I find that it is fast paced and I have to be really alert to ensure that I am keeping up with the observation. However, with practice I believe that I will improve this type of observation. For this observation I had watched and listened to my sister read a poem I had found online. With adult readers I find that it is harder to keep up because of the fast reading. In my unit plan I have written down that my students will be observing each other during walk around time. And during this time I am observing the students in my class comment on each others work.

4. Core Competencies Checklist

Grade 1 Communication Core Competency:

Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.

- I can engage in conversations with my teacher and peers about the topic assigned
- I can make connections to personal experiences
- I can ask and respond to questions
- I can listen patiently and respond respectfully when it is my turn
- I can share my opinions and understand that everyone has different perspectives

Comments:

Checklist Reflection

This checklist is designed for my students to self assess their learning and understanding throughout the unit plan. Designing this checklist wasn't as challenging as I thought it would be. I chose the communicating core competency for my grade 1 unit plan as I felt that it summarized my entire unit in a nutshell. My biggest outcome from the unit is for students to feel comfortable engaging in conversations with their peers and myself. I do however feel like my checklist is repetitive. It was challenging for me to differentiate each point on my checklist. I do strongly believe that the checklist is a useful tool in assessing students learning especially if it is designed to assess a students learning following the BC core competencies. I personally feel that the checklist i've created would be a useful tool for students to use when self assessing their learning and understanding.



5. Indigenous Worldview and Assessments

The 7 Grandfather Teachings



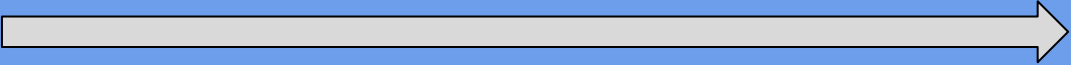
Reflection

I believe that the 7 Grandfather Teachings relates to my thoughts on assessment especially when connecting it to my unit plan i've created for EDTL. My unit plan is structured to educate my grade 1 students on developing and forming strong relationships through discussion, teamwork, and individual learning. The 7 Grandfather Teachings relate to my views on assessment as all 7 teachings tie into my lesson. It is important for my students to understand the importance of wisdom, love, respect, bravery, honesty, humility, and truth. Though they are all important, the most valuable in relation to my unit plan would be respect, and honesty. I've stated in my unit that students will participate as active listeners and understand the diverse perspectives being shared. They will be active listeners while also being respectful of those sharing their thoughts. And they will be honest when sharing their personal experiences, opinions, or perspectives.

6. Assessment OF learning - Summative Assessment

Students will be building on a poster throughout the unit which represents themselves. They will be adding to it during each lesson with drawings, written entries, pictures, etc. I will be assessing their details, descriptions, and relation to personal experiences that tie into the unit. By the end of the unit students will be able to explain the relationship between this unit and their personal life. This is a summative assessment because it is something that my students will be working on each week. Each activity that we complete for this unit will tie into this summative assessment. This is an exciting assessment because it requires students to be creative, tapping into their identity, what describes them and represents them as a person.

7. Rubric crafting experience



Proficiency Scale	Emerging	Developing	Proficient	Extending
	Student is beginning to demonstrate the ability to understand the topics relating to the learning standards	Student demonstrates further understanding of the topics relating to the learning standards	Student completely understands the topics relating to the learning standards	Student demonstrates a strong understanding of topics relating to learning standards

Reflection

Rubric crafting is not as easy as it seems to be. I felt as though I was being quite repetitive with each step in the proficiency scale. In 20 minutes I managed to get each part of the scale filled in however, it does need some editing and revision. It was challenging for me to be clear and concise with each step without being repetitive in what I was trying to say.

“A rubric must include rich descriptive language that differentiates quality and/or success and is user friendly to stakeholders.”(Dickinson & Adams, 2017, p. 114).

The above quote reflects my experience in creating my rubric as I’ve specifically stated that I found it challenging to be clear and concise with my rubric without being repetitive. I felt like this quote captured exactly what I was trying to convey with how I would want my rubric to be presented. I think the best way to create a rubric is for it to be detailed but with a brief description at the same time. Less is more, and if there is too much to read along with being repetitive then I don’t believe it would be a strong rubric.

Dickinson, P. D., & Adams, J. A. (2017). Values in evaluation – The use of rubrics. *Values In Evaluation – The Use of Rubrics*, 114. <https://doi.org/10.1016/j.evalprogplan.2017.07.005>

8. Descriptive Feedback

Feedback Sandwich →

Positive Feedback

The unit plan is well throughout and detailed. The extensions section is a creative touch on expanding this unit plan. It will be beneficial for students to learn more about traditions/ cultures around the world. The examples provided made it easy to picture what this would look like.

Constructive Criticism

There is a lack of information regarding the unit plan having an indigenous connection. By thoroughly reviewing the unit plan we can qéllqellt (improve) this section of the unit plan and give it a strong indigenous connection.

More Positive Feedback

The engagement activities, assessments, and materials are nicely laid out and tie into the unit plan well. Overall this sounds like a unit plan which requires students to tap into their creativity while exploring and learning more about themselves.

Reflection

The feedback writing experience wasn't too hard for me because I was critiquing myself based on the areas I knew I wasn't doing too well on when I was completing my unit plan. I was aware that I wasn't detailed enough for the indigenous connection and explaining how it was indigenously inspired. However, I was confident in writing my extensions, choosing big ideas, curricular competencies, and choosing engagement activities for my unit plan. This explains why I had provided myself with positive feedback for those areas. I found it challenging to refrain from being repetitive. I will use descriptive feedback when assessing students written work. This is where I can go over their strengths, challenges, and provide suggestions on how to improve their writing and details provided. I can use descriptive feedback for art pieces which will in return help me to better understand my students perspective as it could strike a conversation about their work. Another example for when I will use descriptive feedback is when students do presentations. I will do this because I felt that I personally learned a lot from the descriptive feedback that was provided to me throughout my education after completing a presentation. I learned about my communication skills, presentation manner, etc.

10. Reflection About Testing

I believe that tests carry both pros and cons. If done in an engaging manner than I do think tests can be beneficial in capturing a students learning. Versus standardized tests which provide a lack of feedback on how to improve for next time. I look at standardized tests as a form of completion and not so much as grasping an understanding of our students learning, so that we can better them for their future. Looking back at my personal experiences with tests growing up I did not find that I was retaining any information or felt that I had learned some valuable information when I took standardized tests. However, with spelling tests in elementary as well as chapter tests throughout middle and high school I felt that I was learning something. And this was because I was given feedback after each one. My mom kept my spelling tests from my grade 1 school year and I find it so interesting to see the way I would write, spell, and the constructive comments my teachers gave me. That is exactly what I hope to do in my elementary classrooms was performing spelling tests for my students. Fast forwarding to my chapter tests completed in high school which were also interesting for me. They weren't at the time I had to take them however, looking back at it this was the way I found that I retained information best. It involved multiple choice, T/F, and short answer questions so there was a variety. I would say that tests fit into my assessment portfolio. I would plan to do them in an engaging way so that my students feel confident in preparing for them and are ready to receive feedback from me after completion.

Thank
You

The text "Thank You" is written in a black, cursive, handwritten style. The word "Thank" is on the top line and "You" is on the bottom line. The "You" has a prominent underline. The text is surrounded by approximately 15 short, black, radiating lines of varying lengths, creating a sunburst or starburst effect around the words.