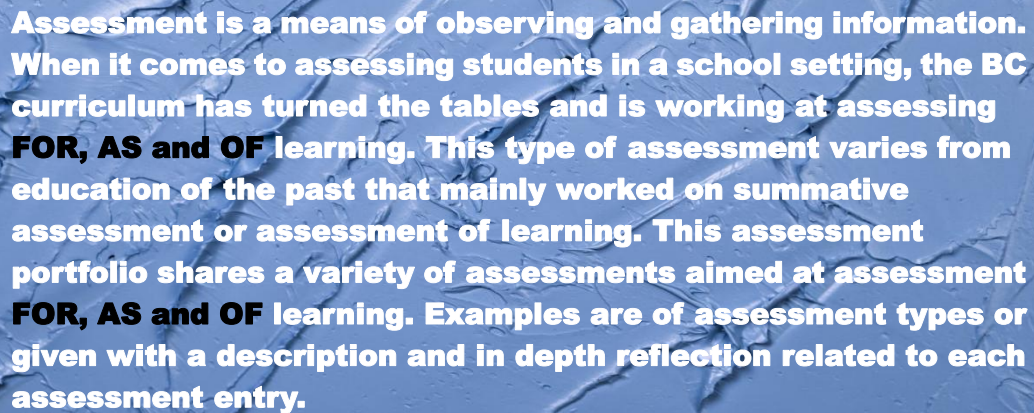




## The Not So Black and White Assessment Portfolio



**Assessment is a means of observing and gathering information. When it comes to assessing students in a school setting, the BC curriculum has turned the tables and is working at assessing **FOR, AS and OF** learning. This type of assessment varies from education of the past that mainly worked on summative assessment or assessment of learning. This assessment portfolio shares a variety of assessments aimed at assessment **FOR, AS and OF** learning. Examples are of assessment types or given with a description and in depth reflection related to each assessment entry.**

Lamech Fuzzen

EDTL 3200





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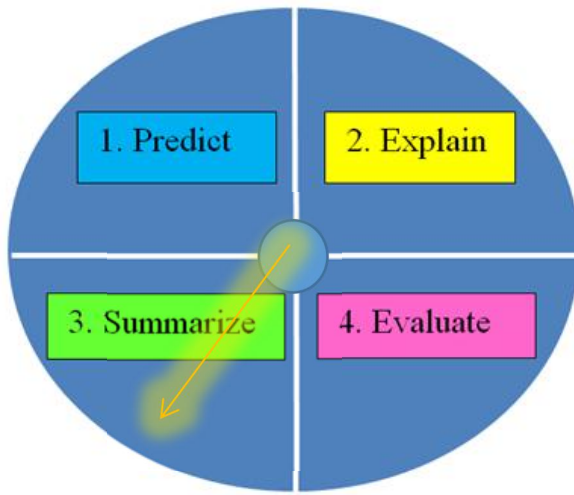
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## #1 Assessment FOR Learning: Idea Spinner



The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and asks students to answer a question based on where the spinner lands. In the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

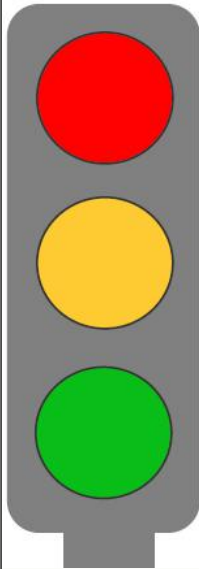
## #1 Assessment FOR Learning Reflection:Idea Spinner

The purpose of using an idea spinner for a formative assessment is to get students verbalizing their knowledge of a given topic and creating upon and expanding ideas. The idea spinner is working on multiple levels to engage students but also provide either direct feedback to the teacher or indirect feedback as the teacher listens in on students during group discussions. The idea spinner is dubbed as being formative because it provides assessment of students during a lesson that could be used by the educator to tweak what is being taught, or affirm that students are following the intended learning path. In a novel study for example, teachers can have students spin the spinner to demonstrate their knowledge of what they have been reading so far. If a teacher discovers that the intended meanings of the book are not being demonstrated by the majority of the students, the teacher may provide a supplementary lesson to address the perceived shortcomings.

An idea spinner for assessment also addresses the core competency of thinking. Rather than asking a student questions, the idea spinner gives some randomness and flexibility for students to think on their feet and strengthen their critical thinking. I like how the idea spinner is flexible across most subjects and grades, with minor adaptations. The idea spinner could also be adapted to be used as a summative assessment in which students affirm their responses verbally, but could also be used to direct students on what to write about for a unit wrap up.

## Entry #2 Assessment AS Learning: Traffic Lights

### Traffic Lights



For self-assessing their own work, students label their work green, yellow or red according to whether they have good (“I got it”), partial (“I’m not sure, maybe”), or little (“I’m lost, I have questions”) understanding.

(Black et al, 2003).

Examine your work and highlight where you feel

- Stopped
- Cautious
- Going straight ahead.

Use a red marker or a pink highlighter to mark in the margins where you feel “stopped” because you don’t understand. Write a learning goal about this. Use an orange or yellow marker or highlighter to mark in the margins where you feel “cautious” because you are unsure or don’t understand it very well. Use a green marker or highlighter to mark in the margin where you feel you are “going straight ahead” because you understand it well.

For assessing a peer’s oral presentation:

Green: better than I could have done/I learnt something from this

Yellow: about the same as I could have done/no major omissions or mistakes

Red: not as good as I could have done/some serious omission or mistakes”

Students could then go on and give their peers feedback on specific strengths and weaknesses.

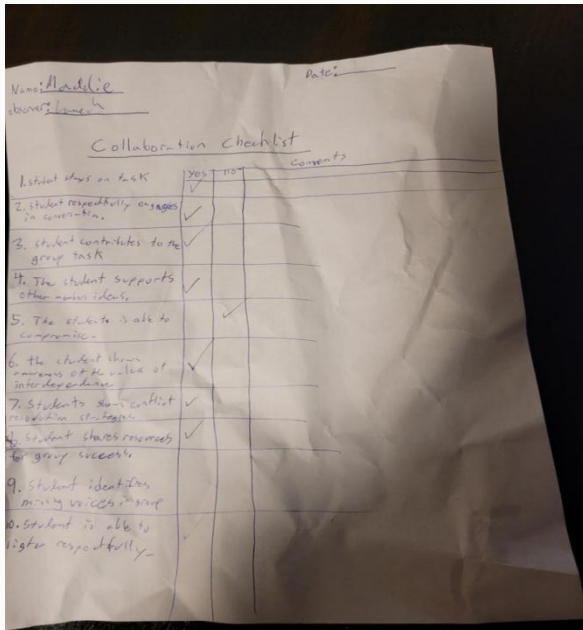
(Black et al., 2003)

## Entry #2 Assessment As Learning Reflection: Traffic Light

Traffic lights is an assessment as learning that does a good job of aiding students in their own self assessment. In my unit plan traffic lights can be used during the reflection portion of the writing piece. Students can have their own traffic lights, and in guiding their own learning can take the time to think over their writing process. If red and yellow lights are present students know they may need some clarification and can ask the teacher for assistance. Additionally, the teacher can then look around the room and use the traffic lights as a formative assessment to gauge the ability of the classes comprehension of the activity.

Traffic light is assessment as learning because it allows students to learn while assessing. When students are assessing their own work, they are learning how to think critically in addition to the assessment piece that is showing them where they are or are not meeting the expectations of the activity. Traffic light supports the student in their learning, by creating a framework that engages the students thinking, and enables them to slow down and reflect on what they are learning. This method positively impacts a learners ability to clarify and rectify areas they may struggle in without feeling like they are being put on the spot to perform. As with many tools that are considered learning as assessment there is a formative assessment aspect to traffic lights. Teachers are able to assess the room in real time how well the class is engaging with and understanding the given task from inferences on the amount of red, yellow and green lights being shown from students.





Checklists are assessment tools that set out specific criteria, which educators and students may use to gauge skill development or progress. Checklists may be used with students from all grades and subjects. Checklists can have many items on them or a few items. Checklists should have a space for the name of the student the name of the observer, date and description or title of what is being assessed. Checklists can be used as for and of learning.

## Entry #3 Assessment Reflection: Checklist

The checklist is the one from class. I enjoyed the collaborative process as I didn't know what I didn't know. The interesting part was that as the class was going through creating the checklist everything made sense, and seemed to be the right choices. I feel that as I make more in the future, and use them I will get a feel for designs that work and do not work. This design, while seemingly solid was far from it when it came to putting into practice. Some of the issues I felt could have been from being new to using checklists however. I found I struggled to follow all the items at one time. This could have also been due the complexity of the questions. Despite liking the design of putting a comments section beside each individual idea, I have come to think it would be better to have one comment section on the bottom to write overall comments. A big change for future checklists is more specificity and clarity for the checklist items. I found that many of the items were not even present during the observation session. While other items were present for some or all of the group interactions.

I think a checklist is a good way to assess the BC core competencies, but the wording has to be precise and used in the right contexts. I think an important step in assess the core competencies is to come up with operational definitions of what is being observed. What does critical thinking look like? Do students need multiple aspects of each core competency? One of the pros to using a checklist in my mind is the ability to compare students from one moment in time to another. Doing checklists at various points in the year can tell a story of a students progress in a neat package. Going from "does not participate in group activities" to "shares respectfully and contributes to group progress"

## Entry #4 Assessment: Rating Scale

Science Unit Kindergarten Rating Scale

Date:

Observer:

Name	Student can identify the parts of a plant				Name	Student understands the needs of plants			
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥
Xavier	♥	♥	♥	♥	Xavier	♥	♥	♥	♥

A rating scale is an assessment used to quickly gauge a student's ability during an activity. The assessor will have the ability to check off where a student is from barely able to do something to highly proficient at that thing. Rating scale can be customized in numerous ways, but the core purpose of putting proficiency on a sliding scale remains when being used as an assessment. Rating scales can be Graphic, numeric, Descriptive and sometimes comparative. The number of items between bottom and top can vary, as can what is used to indicate an item.

## Entry #4 Assessment Reflection: Rating Scale

To create my rating scale I began by thinking about some of the content areas and curricular competencies for science in kindergarten. Knowing that I will be teaching about plants in my upcoming practicum I picked a couple I can statements and adapted them to the rating scale. Because of the simplicity of the questions I chose to put two ratings per page. In the future I may use graphics related to the subject at hand, plants. I chose 4 items for the rating scale because to me an even number makes sense. Two is not enough and six is too many. I feel that having an odd number allows for the possibility of that middle number (s) providing no information about the status of the student. Perspective wise, I feel that it helps to have students on the outside looking in, or on the inside looking up. I have not been a big fan of rating scales up to this point. I would rather use checklists to gauge the progress of students over time. Other ways to assess students would be to use a checklist. The content of these science lessons is knowledge based. Because of this, I feel that students will either have that knowledge or they won't. Students could have a worksheet in which they can glue each part of the plant to the correct location where it is found. I feel this would be a task the students would be doing anyway. I could see myself using a rating scale as a way of a summative assessment to understand where a student stands in the entire unit as a whole, or keeping track of assignments.

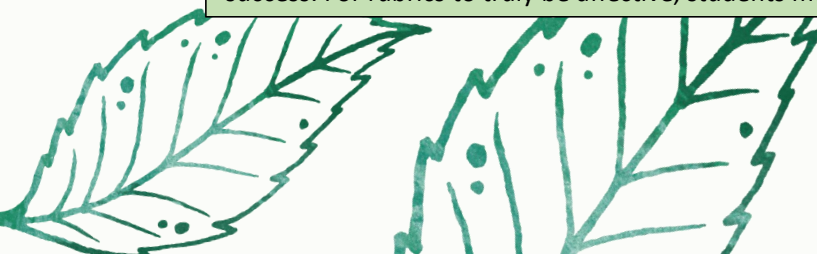


## Entry #5 Assessment: Rubric

	Emerging	Developing	Proficiency	Extending
Presentation			The portfolio is complete with title page, table of contents, page #'s. grammar is correct with no mistakes. Portfolio is creatively presented and appealing to the eye.	
Reflections	Few or no personal connections are evident, with demonstration of learning are sparse.	Some personal connections, with demonstrations of learning are sparse.	Personal connections are evident with demonstrations of learning throughout.	Personal connections are abundant with demonstrations of learning showcased through deep critical reflection.
Examples				
Adaptability				

A rubric is a type of assessment that can be used both as summative and formative. Specific criteria are listed that a student is trying to achieve. Different levels of meeting that criteria are included in the rubric. The language used in the wording of degree of how well a student is meeting the listed criteria can be specific. The criteria can often be a bit vague leading to the determination of a students level being up to interpretation by the the one doing the assessing. Rubrics can be used in all areas of learning, as well as for self assessment, peer assessment and assessment by a teacher.

## Entry #5 Assessment Reflection: Rubric



The Rubric used as the example and shown above is the one done in class. I found there to be a steep learning curve. Initially I was having a lot of difficulty coming up with ideas or even where to begin. We had to do a math learning assessment that used a rubric with similar criteria. The math rubric took maybe a half hour to complete. Having done this rubric in class was immensely helpful to completing that rubric as I already knew where to begin and had gone through the initial phase of figuring out what I didn't know and finding the answers. The method of filling out the proficient then working working backwards and filling out the extending criteria began to work well and became efficient. Once the initial proficient section is filled out I found it easy to change key words to denote emerging and developing. Depending on the criteria I feel that the extending box can be a bit unrelated to the other three sections, adding additional world life experience to the criteria. To me proficient covers a B to a an A+ to keep things in perspective. The extending box is for almost prodigy type learners, who fully demonstrate a capability and understanding that truly goes above and beyond. I personally enjoy rubrics as an entry level of assessment to begin a conversation. Students can have the rubrics ahead of time and can interpret the meaning as to what it is they are expected to do. A rubric with descriptive feedback is an excellent combination to give learners what they need for success. For rubrics to truly be affective, students must have them before they begin their assignment.



## Entry #6 Assessment: Descriptive Feedback



### TWO STARS

1.

I really liked the original game provided and the variety of activities involved. There are some creative and abstract ideas and methods that are being employed.

2.

The unit had a logical flow and structure to it. The activities followed a continuum that had learners engaged.



### ONE WISH

The game stole the attention of the unit. The purposes of indigenizing the unit plan and getting to know the learners was overshadowed by the magnitude of the game. The framework of the unit needs to be indigenous rather than the framework being Wings of Fire.


Descriptive feedback is an integral piece of any successful assessment in an As for For Learning environment. Descriptive feedback specifies for learners what it is they did well and what it is they can improve upon. There are a variety of methods when it comes to descriptive feedback. The most successful ways to deliver descriptive feedback tend to focus more on what the learner did well with a few pointers on what could be improved. This method commonly referred to as the hamburger method is often adopted in a variety of creative ways, one example the Two stars and a Wish is shown in my example.

## Entry #6 Reflection: Descriptive Feedback

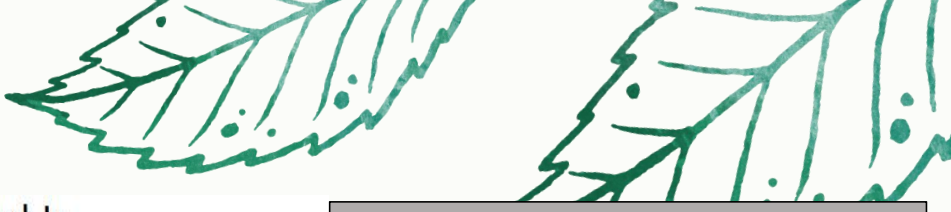
I enjoy giving descriptive feedback. One of the challenges I sometimes face in giving descriptive feedback is that I can be opinionated. This results in my feedback being biased and may or may not assist the learner or peer in improving, but rather put them on the defensive. I think this may be less of an issue when I am a teacher giving feedback to my students, as they may listen to my opinions and respect them as the right way. This in itself can be a problem, with students than moving forward with my bias. I think any bias I have can be mitigated by having rubrics or learning standards on which to draw from as I give descriptive feedback to students. Additionally I can keep more opinionated feedback as the what the students did write and leave technical and unbiased feedback as areas they may improve upon.

Another area of descriptive feedback I sometimes struggle with is being to succinct. I think that for some students this might be helpful, but for others they are looking to be spoon fed to feed their learning. In terms of UDL being able to give more feedback that leans towards spoon feeding is likely to be the better option.

I feel that descriptive feedback is among the most important pieces of assessment for students. The descriptive feedback can make a student feel good about what they have accomplished while still being able to showcase areas of growth of areas of misunderstanding that does not show up in other forms of assessment. Knowing you passed with a certain grade doesn't enhance learning or even showcase that intended learning has occurred.







## Progression Check In

Before beginning the test. Let the students know they get full marks as long as they participate. Explain that the purpose of the quiz is to get a general feel for how the class is understanding the content so far.

1. What is the word for teacher in Secwepemctsin? Ile qmélten
2. What is the meaning of the secwepemctsin word Emút-ce? Sit Down
3. Give me three words to describe your experience in the art groups. (All answers are right as long as it's 3 words. Looking for students who may have struggled)
4. Give me three words to describe your experience in the math groups. (All answers are right as long as it's 3 words. Looking for students who may have struggled)
5. What are four things key to successful groupwork? (Many right answers. Check for learning. Are the answers in line with what's expected? If not, check in with the student.)
6. Name two things that demonstrate poor performance in a group. (Many right answers. Again, checking for understanding.)
7. How many daily quests have you done?
8. Name two people you want to work with for the next group project. (not as important, but if someone is struggling to come up with names, why? Student check in)
9. Name two people you don't want to work with next time. (although risky, this also checks for students who may be ostracized in the class. If someone's name is appearing on everyone's lists, it's time to pay attention.)
10. What is something you are grateful for today?


The pop quiz is a quiz sprung on students with no warning or time to study. The intention was that doing a pop quiz would test a student's knowledge of a topic without giving them a chance to commit information to short term memory right before quiz time. Although quizzes are a quick and easy way to do a summative assessment there are a plethora of issues that can occur. As a result, tests, including the pop quiz may not be the best tool to demonstrate learning for all individuals. Some students excel at understanding tests and do well without knowing the content, while others who know the content well struggle on tests and are unable to perform.

## Entry #7 Reflection: Pop Quiz

I went into planning the pop quiz excited to gear it towards learning about the students. My unit was more hands with social skills and reflection skills being practiced hands on. With this in mind I geared my questions towards gathering formative data from the students from their perspective on how they were handling the content. Questions 8 and 9 are a litmus test for the class to notify me as the teacher, what students might be a little bit shy or having trouble making friends.

I would preface the pop quiz by letting students know it is a complete and incomplete. (clarify, not a pass fail). If students engage with the quiz they get full marks. Additionally I would let the students know that this information helps me gauge how well I'm doing my job. It's just as much my responsibility as it is their to ensure that learning is taking place. By prefacing the quiz with the intention, the hope is that students will be honest and actually complete it to the best of their ability because they want to assist the teacher and be helpful.

The inclusion aspect of the quiz is a bit iffy. There is a variety of questions, to target different thinkers, but all the questions are in written form. It would be interesting to have the first couple questions as a four corners game. Or a brain break in the middle of the quiz as the four corners. EG, who thinks this is the meaning of this word. Have four options, students can go stand in the corner they think is right. This could be a really inclusive way to test without marks the general knowledge of a class on particular topics.



## Entry #8 Assessment: Test Crafting Experience

1. Articles towards testing as favorable outweighed critical articles by a 9 to-1 ratio.

True/False

2. The researchers expectations were confirmed. True/False|

3. Which of the following is not a positive theme emerging from the teachers conversations.

A. Tests provide useful data

B. Tests increases attendance

B. Test prep does not necessarily sap creativity, for teachers or students D.

Accountability is useful

4. According to the article how does testing lead to collaboration?

A. Students study more together B. Peer-to-Peer sharing is seen by teachers.

C. Students create ways to skip class together D. Students venture out of their friend groups to seek out the smarter students.

5. How many positive themes were found to be emerging from the teachers conversations?

A. Three B. Four C. Five D. Six

6. Many teachers praised the Arkansas tests for encouraging more “Creative” and “Critical thinking “ by students.

7. When the article is discussing accountability, who are they referring to? “Teachers”

8. What is one acknowledged limitation to the study? Teachers were not teaching in lower achieving schools.

9. Most teachers “support” the general concept of student assessment.

10. Do you agree with with the teachers views on assessment? Why or why not?



Despite the test taking an hour to create, I enjoyed the process. I feel like I created a fairly good test that could be used to assess comprehension of the article. The biggest challenge for me was creating questions that were independent of each other and did not give away information that would help answer other questions. I felt that I naturally used the recommended blooms taxonomy level for each type of question. I suspect the reasoning that this was common sense to me is the result of having taken many tests throughout my academic career and a recognized the types of questions. While this is a good thing for the comfort of creating such tests, it may also serve as a hindrance to my test making. All the tests I have taken have likely created testing patterns in my mind that are going to be plugged into my tests when I make them. My testing habits include some good things, but given that many of the tests I have taken are likely of the inadequate type, some bad habits could be seeping through.

After I created the test I noticed a couple questions that were almost answering other questions. I feel that for a test to be really good it has to go through a peer review process. It makes me think of the quote “problems cannot be solved by the same minds that created them”. I see this being a problem in test making if only the creator is reviewing their test for accuracy or mistakes. It is likely that mistakes or misconceptions may present themselves to others very quickly upon review. I think my test is great. Would everyone agree? How well the test is actually testing comprehension is up for debate. If 100 people who had never read the article compared their tests scores to 100 people who had read the article, how consistent would the answers be?



## Entry #9 Assessment: Indigenous Worldviews



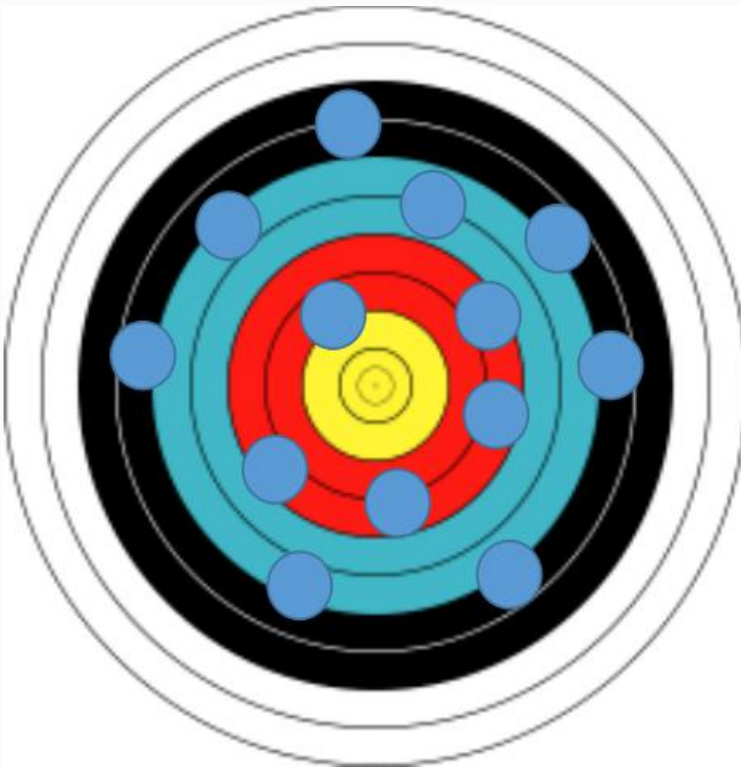
The Seven Grandfather Teachings of the Anishinaabe align with my own values but I also see a connection with the core competencies of the BC curriculum. The principle of truth is one of the seven teachings that resonates with me deeply when it comes to assessment. To properly assess our students we as a society and as teachers must be truthful about what our intentions are and that we may not be giving children the chance to succeed. What BC has done in revamping their curriculum to be more inclusive and focus not just on knowledge but, treating students as people who need to grow up with love, wisdom, courage, truth, honesty, humility and respect.

Assessment can be both a journey and an adventure. Sometimes we have a goal in mind, and assessment becomes the stops along that journey until we reach the end I.E graduation. Other times there is no goal in mind and assessment become pit stops as the adventure takes wild twists and turns. Whether assessment is a journey or an adventure, truth is in integral piece. As educators we must be truthful about our intentions for the students and truthful about our abilities and intentions within ourselves. Traditional testing went on for far to long. The realization that testing this way was leaving out some of the population was known, but swept under the rug. I feel that also swept under the rug was the realization that our system of assessing was very biased towards privilege.

The story throughout history continues to repeat itself. The rich get richer, the poor get poorer. The lack of equity among assessments seems to has created a larger divide and many groups across Canada and the world. I notice that many stories playing out in Canada, are playing out in other countries, or will have already played out, or will play out in the future. Educational reform is as old as education itself. I remember reading about ancient Greece and their educational shift from more trades focused with not everybody needing an education and focusing more on the self and creative expression.

The last aspect of truth is for educators to be truthful with themselves and those around them in regards to their ability. There may come a time when too much assessment and information is expected to come from teachers. At this point educators need to be honest and say enough is enough. There is only so much one teacher can do.

## Entry #10 Assessment: Wild Card



My extending assessment is the gamification of assessment. Gamifying assessment can add additional means of engagement and representation to assessing the students. What does this look like in a classroom? Create a large bullseye. Take all the assessments that could be used for a given topic and write them on a piece of paper and hang them on the bullseye at various spots randomly. When its time for assessments students can try to knock one of the assessments off the board. They will work on doing that assessment. If they do not like the assessment they can try again and pick a different one. This gives the students a feeling of choice on how they are being assessed, which can add engagement and responsibility. It also adds a bit of a brain break to activities throughout the day.

Assessment has been one of the most fascinating things to learn about this semester. The idea of students getting good grades and not knowing what they are doing is something I've often questioned myself. For the longest time workers would move up the ladder in their organization because they did the job, new the job and could contribute. When education started to become a bigger thing, people who knew nothing about a job would begin to leap frog more knowledgeable candidates just because they had more education or grades. The assessment for and as learning is something I'm excited to bring front and centre in my learning.

There is a stigma around assessment that its daunting and scary. I thought the bullseye assigning a means of assessment is a fun way to lighten the mood around assessment. The assessment assignments are still very important and any assessment the students choose will be fantastic. The student however, feels the empowerment of choice and a little fun.

The extending piece of assessment is a bit concerning to me. As humans we all strive for the best. Even though the extending isn't supposed to be the A+ it is surely treated as such. I view extending more as something a prodigy would do or something that is unique and different. Proficient is say a B to an A+. The student gets it and may even be excelling. If the extending level expectations were changed to something along the lines of "Outside the box" I could see a lot more creativity and acceptance of what might get there. Its also very possible, there is simply a shift in mindset that needs to occur to de-intensify the nature of extending.