

Assess *WITH* Jess!

A digital portfolio of assessment strategies
curated by Jessica Merrikin, bolstered by
in-depth reflections.
EDTL3200, 2022



TABLE OF CONTENTS

Entry #1 Assessment for Learning	Slides 3-5
Entry #2 Assessment as Learning	Slides 6-8
Entry #3 Checklists	Slides 9-11
Entry #4 Rating Scales	Slides 12-15
Entry #5 Rubrics	Slides 16-18
Entry #6 Descriptive, Personal Feedback	Slides 19-21
Entry #7 Pop Quiz	Slides 22-24
Entry #8 Testing	Slides 25-29
Entry #9 Indigenous Worldviews and Perspectives	Slides 30-32
Entry #10 Wild Card - Extending	Slides 33-35
Final Self Assessment Discovering an appreciation for assessment	Slide 36



**MAKE
AN
ASSESSMENT**

01 Assessment FOR LEARNING

#1 CRUMPLE AND SHOOT

AN INTERACTIVE FORMATIVE ASSESSMENT BEFORE OR AFTER LESSONS

1. Divide students into small groups. (3 or 4)
2. Ask a question about the topic you are/are going to be learning about.
3. Students have set time to collaborate and write an answer on a piece of scrap paper.
4. When time is up, each group reveals their answers to the teacher at the front of room.
5. Correct answers get their team 1 point.
6. Teams that have a correct answer will be given the chance to crumple up their piece of paper and shoot it into a waste basket from a determined distance away from target. If they get the basket, they get 1 extra bonus point.
7. Students sit back down and wait for the next question.
8. You may choose to debrief the question and answer before moving on to the next round.

#1 ReFlection



The crumple and shoot assessment is, in my opinion, an excellent formative assessment tool for students and teachers alike. Prior to a lesson, teachers can utilize this tool to assess what prior knowledge exists within the class. They may also use this assessment tool to activate schema about a topic that has been introduced in a previous class and revisited now. At the end of a lesson or unit, this assessment tool can be used to formatively assess the level of understanding in a class and thus the efficacy of the lesson and unit overall.

What I like most about this assessment tool is that it can provide you with a lot of information through observation while being fun and low stakes for students. The possibility exists to use this activity as a group-study tool. By attaching movement and collaboration to the task of answering questions, the activity turns into a memorable brainstorming session. Students who may not have solidified understanding yet, may have revision opportunities while participating or they may learn from their peers in the process.

I will use this formative assessment tool in my mathematics unit to conclude one lesson surrounding shape classification and mathematical vocabulary. The students are new to this subject, so it will be a fun, low stakes way for me to understand their comprehension level and whether or not I need to adjust the unit to allow for more time on these topics. One of the curricular competencies for their grade is to justify mathematical thinking in oral and pictorial ways. I could modify crumple and shoot to include drawing shapes or orally justifying their groups answer, one group at a time before revealing the correct answer.

The downfall of this assessment tool is that students work in small groups, therefore you cannot be sure whose knowledge is being shared. Is it collaborative or not? Regardless, students still have the chance to review from their peers in this situation.



02 Assessment AS LeARNING

#2 ROSES - THORNS- BUDS

A SELF ASSESSMENT TOOL THAT TASKS STUDENTS WITH REFLECTING ON THEIR OWN LEARNING AND THINKING.

Teacher front loads the activity as a personal reflection on a specific task, activity, experience or day. Outline the metaphoric use of the rose, thorn and bud. Remember, all are necessary parts of a whole, flourishing flower! Students put their answers in a journal or sit in a circle and share with one another.

*Chose the language for each that will most appropriately suit what students are reflecting on.

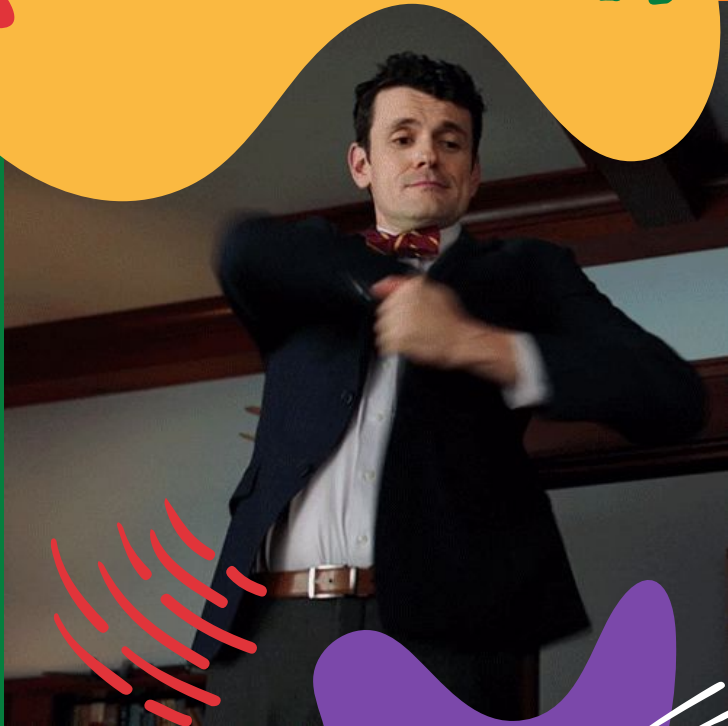
1. **ROSE:** Something that |went really well|was enjoyable|I found simple|
2. **THORN:** Something that |was hard for me|I did not understand|I haven't mastered yet
3. **BUD:** Something I will |do or try again|I can do to improve next time|I have questions about

#2 REFLECTION

I am a big fan of using metaphors and similes to guide reflection and sharing. Anchoring our innermost feelings to an object other than ourselves, can remove the risk of over exposing our feelings and thoughts if we are unsure of the safety with which they will be received. I especially enjoy this technique when it is nature focused. That is why this assessment as a learning tool is one of my favourites to use with students in various contexts. It has significant socio-emotional benefits for a group if you are able to facilitate this technique orally, together and with some consistency. In this form, this technique should be intentional, not rushed, forced or thrown together. It may require practice as well.

Using the RTB technique can be used as an exit ticket or journal entry after a lesson/unit is finished. Teachers can, for lack of a better word, control what they receive from students in terms of depth of reflection by choosing the correct language to frame RTB. If you ask for "good/bad/something else" you will receive "recess/math class/I like video games." If an assessment as learning tool can also be formative, neither you or the student will be benefiting from the activity formed this way. So, utilize language that emphasizes mastery, practice, growth and self efficacy to gain mirroring results.

When implemented consistently, self reflective activities like this act as a form of practicing ownership over our lived experience. Students will learn the habit of framing, debriefing and applying learning to other aspects of life. Teachers, if they stick to this type of assessment, will gain insight into comprehension and needs of individual students. As a bonus, they may even build stronger relationships with their students.



03

CHECKLISTS

#3 CHECKLISTS

A TECHNIQUE FOR GATHERING AND ORGANIZING EVIDENCE FOR REPORTING WHILE OBSERVING STUDENTS.

Student Name:	Date:
Observer Name:	Grade:
Activity being observed:	
Other group members:	

	Collaborative Competencies Observation Checklist	Got it	Not yet	Comments:
1.	Students works respectfully with others			
2.	Student considers all members point of view			
3.	Student demonstrates active listening			
4.	Student shares roles			
5.	Student shares responsibilities			
6.	Student is actively engaged in activity and processes			
7.	Student can disagree respectfully			
8.	Student recognizes that there is a shared goal in the group			
9.	Student can work with the strengths and weakness of others in their group			
10.	Student can manage conflict appropriately			
	Final thoughts:			

- ☐ **YES OR NO.**
 - ☐ **COMMENT SECTION.**
 - ☐ **one OBSERVABLE TASK PER LINE**
- eg) WORKS INDEPENDENTLY VS WORKS INDEPENDENTLY AND DEMONSTRATES LISTENING SKILLS.**

#3 REFLECTION



As a class, we were tasked with creating a checklist that would guide us in observing which facets of collaboration a student met during a group activity. I found it difficult to create the checklist as a group, as we all had differing interpretations and ideas about how to effectively synthesize the B.C. Curriculum's list of facets of collaboration. This speaks to the subjectivity of the guidelines. For example, some TC's felt sharing roles and responsibilities were anchored, while some felt that students could be successful at sharing one and not the other. The latter suggested that if roles and responsibilities were grouped as one observable action, the yes or no structure of the checklist would be ineffective. While this would not be an issue when creating your own checklists, it may become one if a parent or administrator disagrees with your design choices. With this said, if you utilize exact language of the B.C. curriculum, summarizing for size without distilling the point, you could be supported in any disputes by the objective nature of language set forth by the administration.

When practicing using our checklists, I found that I was overwhelmed. We had 10 observable components of collaboration on our checklists, which in the end felt like too many. I was torn between remembering what was on the checklist and fully observing the student. I also felt that this large of a checklist, for one student, would end up taking a huge amount of time to do with all students. Along the same lines, I couldn't help but wonder if students would perform differently depending on task and group dynamics. It felt like I could not equally or fairly measure all students' collaboration skills this way. It was like running a science experiment where the controls changed for each test. The information collected would be anecdotal and could not be compared or looked at on a continuum.

I'm still going to utilize checklists for assessing content over competency in my math unit. eg) student can sort shapes based on one attribute Y or N. Student can sort shapes based on two attributes Y or N. Student can use mathematical vocabulary when identifying spheres. Y or N.



04

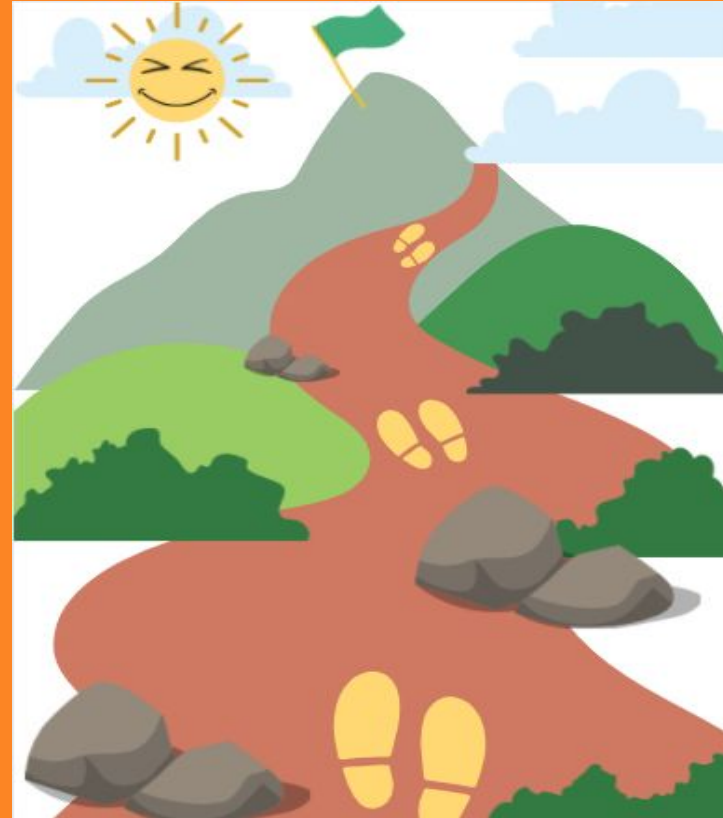
RATING SCALES

#4 RATING SCALES

AN EVALUATION OF STEPS TAKEN ON A JOURNEY TO BEING A STRONG CRITICAL THINKER.

About the graphic:

- ★ This is a four point scale of critical thinking skills. First steps -> Summit.
- ★ Frame the steps toward strong critical thinking skills as a journey.
- ★ We are all on our own journey and take steps at different times.
- ★ Sometimes we have obstacles and hills to overcome.
- ★ Used similarly to emerging, developing, proficient and extending.
- ★ Graphic shows an *accumulation* of strong steps forward toward a goal.
- ★ See rating scale criteria on next slide.



#4 RATING SCALE CRITERIA AND EXPLANATION

_____s Journey to Critical Thinking Mastery

You have taken the first steps:

Student explores a variety of text and can articulate what they do and do not like.

Next steps:

Identify evidence and think about the possible applications.

You are on your way:

Student identifies evidence in texts and effectively applies evidence to make simple judgments.

Next steps:

Compare personal experiences with evidence to inform your ideas.

You're almost there:

Student can combine their personal experiences, observations, and imagination with evidence in texts to draw conclusions, consider options and make judgements.

Next steps:

Consider all the information, examine it and then examine your own thinking.

You've made it to the summit:

Student can evaluate then use well-chosen evidence to develop interpretations; identify alternatives, perspectives, implications; and make judgements. Students can then examine their own thinking and adjust their perspectives.

Next Steps:

Keep practicing these skills. If you don't use it, you lose it!

For my rating scale criteria, I chose to use the [B.C. Curriculum Critical and Reflective Thinking Profiles](#) to define standards.

The students are being rated on their ability to engage with text in personal ways while considering evidence and all perspectives.

Each point on the four point scale is meant to be foundational to the next. You cannot get to the next step without mastering the one before it.

Students are also provided with an outline of their next steps so that they can consider what it will require to move ahead in their journey.

Students could be assess or assess themselves or their peer's work with this tool.

#4 REFLECTION



I created this rating scale graphic in hopes of representing the journey that is comprehension and skill development. I feel sometimes that a rating scale of 5 starts for example, looks an awful lot like “good but not good enough.” (Perhaps I’m projecting). However, when framed as a journey paired with reflection and celebration of the steps taken so far, there is room for discussions and mental mindsets of mastery. It is a celebration of what you did to get to where you are and a consideration of what the next steps are. It also puts emphasis on the hierarchy of skill obtainment. You must take the first steps in order to get to the base of the mountain and then the summit. For the purposes of this rating scale the summit is the goal, however as an extension, a summit does not need to be framed as the end of a journey. Where do you go from that summit? What is next? A great way to discuss the realities of life-long-learning.

I understand the rating scale to be overlapping with many other assessment tools. Students could reflect and rate themselves making it an assessment as learning. The proficiency scale, a rubric and any form of linear grade assignment all share the quality of rating. This tells me that a rating scale is an extremely flexible tool. While the latter are typically summative forms of assessment, I feel using rating scales as formative assessment align best with my own teaching philosophies. I truly dislike saying “close but no cigar” to students. I want it to be “Nice one. You’re here and this is where you are headed.” I suppose summatively, a rating scale that emphasizes next steps can still support growth mindset. The key is *following up* with that room to grow, even after a summative assignment occurs.

Overall, when used thoughtfully I believe a rating scale can be effective for promoting growth mindset. It is however precarious if formulated or applied without much consideration or follow up.



05

RUBRICS

#5 RUBRICS

ASSESSMENT OF A SUMMATIVE TASK.

CATEGORY	Extending	Proficient	Developing	Emerging
Grouping and Communicating Attributes	Student grouped and communicated the total number of faces, edges and vertices found on their net with no errors.	Student grouped and communicated the total number of faces, edges and vertices found on their net pet with 2 or less errors	Student grouped and communicated the total number of faces, edges and vertices found on their net pet with 2 or more errors.	Student did not group and communicate the total number of faces, edges and vertices found on their net pet.
Construction	The students net pet includes 4 or more different 3D net shapes.	The students net pet includes at least 3 different 3D net shapes.	The students net pet includes at least 2 different 3D net shapes	The students net pet includes 1 3D net shape.
Use of Mathematical Vocabulary in Communication	The student can correctly communicate the names of the 3D and 2D shapes found in their net pets with mathematical language only.	The student can correctly communicate the names of the 3D and 2D shapes found in their net pets with mostly mathematical language.	The student can communicate of the names of the 3D and 2D shapes found in their net pets using non-mathematical language.	The student cannot communicate the names of the 3D and 2D shapes found in their net pets.

This rubric will be used as a summative assessment of students final math project during my practicum.

Students will build a 3D pet of their choosing, using geometry nets. The students then need to communicate the attributes and classification of shapes using mathematical vocabulary.

#5 REFLECTION



The experience of crafting a rubric was something that I was not looking forward to. I find summative assessment to be challenging as I am always scrutinizing what is fair and just. I also dislike putting students on a linear grading path. However, once I began the process, I found it to be easier than I had imagined. I believe this is because I created a rubric for assessing a summative math task. Math is very much a “correct and incorrect” subject. There is little ambiguity. Crafting the rubric felt fairly straightforward with the only catch being the necessity to be specific and concise. I started with what would be the proficient outcome (3) and then considered what would be a satisfactory outcome (2). From here I was able to fill in what exists before and after proficient and satisfactory. I think that this tactic helps to break down the discomfort of summative assessment for me. Something else I considered was the existence of skill SETS vs skills.

For example, I could mark grouping of attributes and communication of attributes as separate skills. However, for this assignment, students need to be able to do both, together in order to fulfill the grading criteria. I would like to go back and edit my rubric to express this better. Perhaps the emerging column would be allocated to doing one or the other but not both.

I think that creating a rubric for a task that is less clear in what is right and what is wrong would be more challenging. For example, if a summative assignment included expression of opinion, I would need to be sure the rubric focused on elements of expression, rather than the actual opinion.

I suppose one way that I could frame rubric-crafting for myself is to think of it as a guide for students. If I explicitly express what it is that I would expect from them for a proficient to extending outcome (3/4) as specifically as if it were a recipe for cookies, then I could feel better about setting students up for success. It would also explicitly confirm for *me* what my expectations are, so that I am not assigning or grading with unconscious obscurity.



**I'm Here To Make
A Suggestion**

06

**DESCRIPTIVE
PERSONALIZED
FEEDBACK**

#6 DESCRIPTIVE PERSONAL FEEDBACK

**AUTHENTIC, SPECIFIC FEEDBACK THAT WILL SUPPORT
AN INDIVIDUALS LEARNING JOURNEY**

This example is structured to:

- First, provide specific positive feedback. No “good job”. It names a specific success.
 - Then, make a specific, actionable suggestion for change or what might have been lacking. Read the wish your wrote over, can you provide a legitimate answer to *why* it was a wish? Rewrite if not.
 - Last, tie it together. Recount the positive point, mention the next steps. The bloom plus the wish equals awesome opportunities for next time.
- ★ *This example could be used in the middle elementary years. It would pair well with a natural sciences lesson. The feedback was given to me from me with regard to my EDTL 3200 Unit plan.*



A BLOOM

JESSICA WAS VERY THOUGHTFUL IN HER UNIT PLANNING. SHE PUT ENERGY INTO WRITING A SET OF LESSONS THAT LEGITIMIZED ALL WAYS OF KNOWING AND BEING, WITHOUT APPROPRIATING INDIGENOUS KNOWLEDGE SYSTEMS.



A WISH

ONE THING I WISH I SAW IN THIS UNIT PLAN IS A MORE CONCISE AND OBVIOUS EXPLANATION OF THE WAY THE LESSONS FULFILLED REQUIREMENTS. FOR A UNIT PLAN, FOCUS ON THE OUTLINE MORE THAN THE INDIVIDUAL LESSON DETAILS..



A SEEDLING

IT IS CLEAR THAT YOU CARE ABOUT THE CONTENT JESSICA. YOUR INTEGRATION OF OUTDOOR LEARNING IS WONDERFUL. KEEP ON WRITING THOUGHTFUL UNIT PLANS AND REMEMBER TO TELL US **ALL** ABOUT IT! I AM LOOKING FORWARD TO SEEING YOUR NEXT UNIT.

#6 REFLECTION



Offering feedback is not always easy. I often fear that even the slightest misstep in delivery may harm an individual, rather than open an opportunity for reflection and growth. Something I have found in my own experiences of offering feedback in various contexts (to staff, to my partner, to students, to friends) is that your feedback should be specific, concise and about an *action*. Someone once told me in the midst of a mock debate to “confront the IDEA not the PERSON” and it stuck with me. This can be difficult to do in the heat of the moment but is so, so important as it manages how the feedback lands. If someone feels that their character is under scrutiny they may feel shame, confusion, rejection or failure. Once this happens, most people shut off from hearing any feedback, constructive or not. For this reason, I check myself before offering feedback. Is it specific? Is it necessary? Is it a feeling or a fact? Is it actionable or overwhelming?

If you are pairing something a person did well with your constructive feedback, it is really important to be just as specific and descriptive. Authenticity is key here in having your feedback heard and valued. Finally consider if you can defend your feedback. If you offer feedback to someone and they ask you to elaborate, they are rightfully seeking further guidance and understanding. If you cannot offer a clear reason for the feedback you gave, then you may not be offering constructive feedback at all and any authority or trust you have established is discredited. Furthermore, if they are seeking a why, try to see it as asking for guidance before seeing it as an offensive position. It is an opportunity for you to be more clear.

Giving and receiving descriptive, personal feedback is something I have a great deal of practice with. I really love to discuss intricacies and see where I can grow. However, it will never be something that is totally mastered as the process is subject to the variables of life such a worldview, consciousness and environment. The best thing you can do is show up with an awareness of self and others and review your words as if you were a third party, whether they are written or spoken. The goal is always growth!

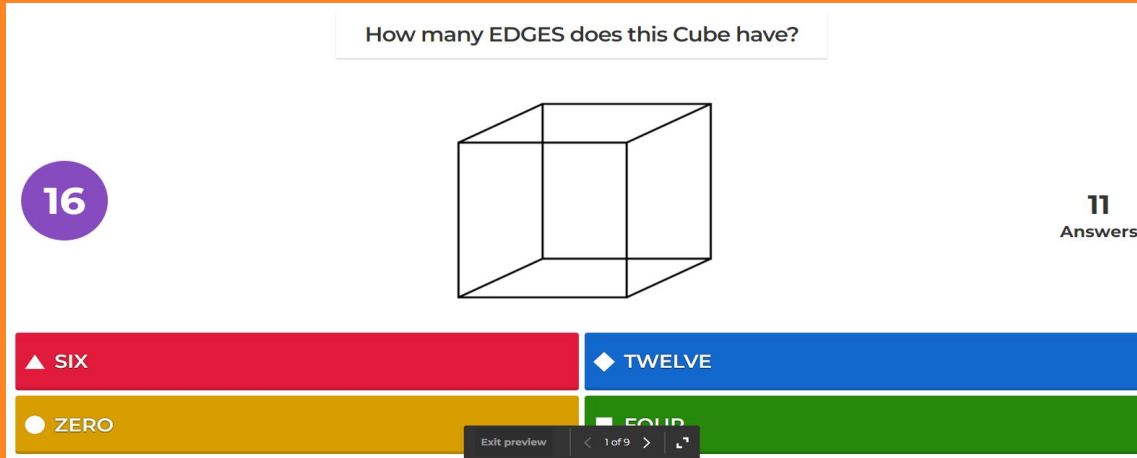
07

POP QUIZ



#7 POP QUIZ

A LOW STAKES ASSESSMENT FOR LEARNING THAT CAN INFORM BOTH YOU AND YOUR STUDENTS ABOUT COMPREHENSION AND OPPORTUNITIES.



[Follow this link to see the full Kahoot! Pop Quiz.](#)

Kahoot! Offers an interactive platform for students to answer quiz questions in a low stakes environment. Both teachers and students can check understanding with this tool.

This example is designed for a grade 4 classroom that is working on 3D shape attributes and vocabulary.

#7 REFLECTION



I have really enjoyed using Kahoot! in some of my coursework over the years. I think that it is really engaging, easy to prepare and can be easily modified to suit the needs of students (anonymous answers, teams etc) Of course the one downfall is that it does require technology, so you may need to plan ahead and get your hands on chromebooks.

I created a pop quiz for my upcoming math unit. The grade 4 students will be learning how to classify 2D and 3D shapes and use mathematical language in doing so. The pop quiz Kahoot! Is an excellent assessment of learning tool for this type of unit. I can use visuals to aid students in schema activation, which is major goal of this unit. Also, the answers are not ambiguous, they are actual rules that students will be learning. I think non-ambiguous material works well for pop quizzes.

Using this quiz at the end of my first two lessons will tell me how effectively I taught the material and what I may need to consider before laddering into the next lesson where that knowledge will be necessary. I purposefully lengthened the amount time each quiz slide lasts as to not put pressure on students to hastily make decisions, rather I would like them to take their time and consider their answer. Perhaps at the end of the unit, I would speed up the timing as theoretically students will have solidified their identification skills by then.

After running a quiz like this. I would take the time to review the answers, confront any misconceptions and invite students to share their thinking about the answers that they gave. Kahoot! shows the amount of answers, rather than who answered which I think is a great strategy for maintaining moral. I could even share this link with parents of students who may want to practice or retake the quiz at home.



08

TESTING

#8. TESTING [PART one]

Name: Jessica Merrikin

Total marks out of 10: _____

Date: April 3, 2022

Comprehension Testing of the reading: *Teachers Say the Most Interesting Things - An Alternative View of Testing*

Section One: True or False (/1)

Read the question then decide whether you believe it is true or false. Circle your answer.

1a) [.5 marks] **True** or False:

After teachers vented their complaints about testing to the researchers, they began to outline the positive aspects of the exam structures completely unprompted by the researchers.

1b) [.5 marks] True or **False**:

By the end of the study, teachers were less in favour of testing than they were in the beginning.

Section Two: Multiple Choice (/ 1)

2a) [.5 marks]

Broadly stated, the researchers simply wanted to know: .5 marks

- a) How the existence of the Arkansas state exams influenced teaching and learning in teachers' classrooms.
- b) How the existence of the Arkansas state exams influenced productivity in teachers' classrooms.
- c) How the existence of the Arkansas state exams influenced the mental health of teachers.
- d) How the existence of the Arkansas state exams influenced the way teachers were paid.

2b) [.5 marks]

What were the 5 themes that researchers identified in the reading?

- a) Tests provide useful data. Testing and standards help create a road map for the year's instruction. Test-prep does not necessarily sap creativity, for teachers or students. Testing can lead to collaboration. Accountability is useful.
- b) Tests provide useful data. Testing and standards help create a road map for the year's instruction. Test prep always saps creativity for teachers and students. Testing can lead to collaboration. Accountability is useful.

SUMMATIVE ASSESSMENT OF COMPREHENSION.

Example:
Testing
understanding and
engagement with a
text.

#8. TESTING [PART TWO]

- b) Tests provide useful data. Testing and standards help create a road map for the year's instruction. Test prep always saps creativity for teachers and students. Testing can lead to collaboration. Accountability is useful.
- c) Testing data is not useful. Testing does not create a map for the year's instruction. Testing requires no creativity. Testing stops collaboration. Accountability does not come from testing.
- d) Test-prep does not necessarily sap creativity, for teachers or students. Testing can lead to collaboration. Accountability is useful.

Section Three: Fill in the Blanks (/2)

3a) [.5 marks x 2]

While some teachers criticize testing for inhibiting **CREATIVITY**, most maintained that **TESTING** and standards spurred their creativity

3b) [.5 marks x 2]

With increased focus on **TESTING**, teachers have focused on matching their **LESSONS** to a coherent set of standards

Section Four: Short Answers (/2)

Answer the following questions with full, complete sentences that justify your thinking.

4a) [1 mark]

How have Arkansas exams contributed to stronger teacher collaboration?

Teachers in Arkansas have found that exams have led to a much stronger teacher collaboration structure as they often seek one another out for resources, feedback and general help with preparation and understanding.

4b) [1 mark]

How is the data provided by testing useful to teachers?

The data that comes from collective testing allows teachers to better understand where their students are having success and where they are not. This differentiation and general findings that data provides, allows teachers to better design their lessons to suit student needs.

#8. TESTING [PART THREE]

Section Five: Essay (/4)

Choose one of the following questions to respond to in short essay form. Marks will be given for structure, clarity, and engagement with question and text.

Question Choice 1: The researchers identified 5 themes found in their study. Summarize how the 5 themes support their thesis that testing in Arkansas is beneficial to teachers and their classrooms.

The study found that teachers in the study are significantly in agreement regarding five resulting testing themes. Teachers agree that testing provides data that is incredibly important to the structuring and regulation of a massive system such as schooling. Testing provides data which leads to a better structuring of the school year ahead. It makes the planning of lessons need-based rather than content based. Many teachers felt that testing preparation, especially within modern curriculums, can be incredibly creative for teachers and students alike. The emphasis on choice and multiple means of representation in modern times pairs well with flexible testing strategies. Finally, testing contributes to a wider collaboration between teachers. They hold one another up and foster a sense of community when preparing and decoding testing. This also gives teachers accountability of self, their peers, and their students. Overall, teachers in this study were able to convey a healthy trust and appreciation for testing with the caveat being that you can be creative with it and have autonomy over the process.

Question Choice 2: Consider the methodology and conclusions of the research. Can this study accurately suggest that testing is effective and useful in absolute terms? Why or why not?

Section Six: Bonus Personal Reflection (/1)

Use this space to communicate any other thoughts, feelings, or questions that you have about the reading. Use complete sentences and relate to the text for a full bonus mark.

While I am in agreement that some form of testing is necessary for collection of data and structuring of the entire school system, I am curious to read more teachers' opinions from a wider focus group. The reading confirms its hypothesis quite well with the information it chooses to disclose in the article, but I always like to see the opposite opinions represented in a similar fashion so that I can make my own conclusions.

#8 REFLECTION



My biggest take-away from this test writing experience is that it takes time to write a test that is thoughtful and will achieve the intended results. I created a rough draft first, then stepped away. I contemplated my goals in writing this test and thought about ways to craft questions to elicit wanted answers. I came back and was able to edit the test to better achieve results. I think drafting a test is a responsible and necessary step if you want to collect meaningful data. I'm sure peer revision would be even better.

This test was meant to test comprehension. I quickly realized that this meant I could not simply ask questions about what was *in* the reading, but rather focus on what the reading *inferred*. What was its purpose? What is it telling you? For example, asking students to simply list the 5 themes identified in the research without further asking for an explanation would only really tell me about memory and not tell me anything about understanding.

I chose to make a bonus question for my test. The bonus question allows for an opportunity for students to tell me what they know that maybe was not asked on the test. I did this because I want to practice crafting meaningful bonus questions in my testing writing. In this case, the bonus requires an answer that can only be given if the student connects to their own experience reading the text. This ensures that a bonus point will be given for comprehension of content rather than content regurgitation.

I did not have a friend take this test, but I did run through it myself to see if the questions made me think critically or if they just elicited memory.

Overall, test crafting will take time to perfect. I am not overly comfortable with summative assessment but I think with time, drafting and peer revisions I will get the hang of quality, creative testing.





09

**INDIGENOUS
WORLDVIEW
AND
ASSESSMENT**

#9 INDIGENOUS WORLDVIEWS AND PERSPECTIVES

“Learning is holistic, *reflexive, reflective, experiential, and relational* (focused on connectedness, on reciprocal relationships, and a sense of place)”

This is a worksheet that I designed as an assessment as learning tool. This example would be used summatively for students to reflect on their experiences and growth related to the theme of generosity. Students would be learning about generosity as a part of the Circle of Courage framework.

- Seeds represent an actionable, intentional start
- Watering represents actionable, intentional work and tending to of goals/skill development/comprehension
- Flower represents the results of your efforts, both the tangible and the abstract.

Reflecting on my journey with: Generosity



This is my goal and the skills I would like to practice :



This is how I practiced and worked toward my goals



These are the results of my efforts and what I learned about myself and others.

#9 REFLECTION



I don't believe that a white woman of settler ancestry, such as myself can authentically practice two-eyed seeing, or walking in two worlds - regardless of the work that I put into decolonizing the lens with which I walk and see in the world. While I think very long and hard about my choices when it comes to indigenizing content, there is the simple fact that my world has been constructed and lifted on the scaffolding of hegemonic, othering, power structures. Never will they not support me, no matter how much I reject it. This is not an omission of guilt or a reason to do half-hearted work. It's simply a check-in that I have with myself sometimes to stay grounded and critical of my own motivations, reasoning, biases and most importantly my intentions. Intentionality is a topic I think we do not speak about often enough. You can have absolute and pure intentions, but it will never confirm that the work you are doing is good. Admitting and sitting with the discomfort that I will always be held up by structures that hold others down, allows me to approach intersectionality of worldviews consciously. I can remind myself to remove my settler blinders, passed down to me for generations. It is not always a perfect practice, but I won't allow lack of perfection to stop me nor make excuses for me.

I wholeheartedly believe that as educators, we need to firmly grasp the concept of colonization of imagination before we are asked to indigenize content. Without this foundation of understanding, there is less to tether our practice to. This untethering results in teachers filled with good intentions that do not check themselves consistently or, teachers who feel the untethering and back away from indigenizing content out a fear of doing harm. Can you begin to tether to understanding of colonization by way of indigenizing content? Sure. But I feel that a more successful, less harmful approach is to first lay a foundation of making the invisible, visible.

From what I know of Indigenous worldviews (which will always be somewhat limited), I believe that assessment as learning intersects well. If we consider the principle of reflective, reflexive, relational and experiential learning it is quite easy to connect to looking inward and evaluating in no certain terms, our own journey with a topic. Reflection, when practiced, is immensely valuable to fulfilling the truth and reconciliation calls to action. Something that I would add to my graphic is a "what comes next?" Perhaps the flower goes to seed and takes off in the wind. This is to represent action. Well-practiced reflection is only the first step. This is your new skill/piece of knowledge/life experience - now what will you do with it?



10

WILDCARD

#10 WILD CARD - EXTENDING

EMERGING

The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.

They have built the ring at which they will continue to build their fire.



DEVELOPING

The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.

They have collected materials and built the structure of their fire



PROFICIENT

The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning

They have successfully built and started their fire



EXTENDING

The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

They have maintained their fire and created space to share it with others



#10 REFLECTION



I really like to think of emerging to extending as a laddering. You don't just extend; something you did along the way allowed you to emerge whether it was discreet and came naturally or it took great amounts of effort and help.

Again, I love a good metaphor or simile. So, I started crafting a proficiency scale that represented the intentional building blocks of growth through the skill of building a fire. I love teaching students to build fires as it is so fundamental to human existence! It's a mega-fun cross-curricular activity. So, this assessment of/as/or for learning graphic is a basis for framing emerging to extending that can be adapted to a variety of subjects.

- **First, we emerge.** The student has taken the first step toward building their fire. They are showing up and exploring the foundation. They have set up their fire ring. They may need a helping hand finding their materials!
- **Then, we develop.** The student is now collecting materials and scaffolding their work (fire). They have not lit their fire yet, but are on their way. They may need a helping hand creating a spark!
- **Next, we are proficient.** We set up our ring, we collected our materials and scaffolded our intentions, and because of these steps we can now tackle the task (light a fire) proficiently. We did it! What now?
- **What is next? Extending!** This is my favourite part. You have built your fire proficiently, that was the goal. But what can you do with it now? You can maintain it by continuing to develop it. Our learning doesn't ever entirely end. You can also choose to share it. Pull up some logs and create space for others to enjoy this fire with you. Share your knowledge, listen to others and reflect on your fire.

FINAL SELF ASSESSMENT

I learned a great deal about my personal teaching philosophies through the reflection portion of this assignment. I hadn't reflected in such depth on the *whys* of my assessment preferences and creations. I have realized that where I am at right now, I really appreciate assessment in its many forms. Which feels contradictory to what I thought my relationship was with it. I feel that I am approaching assessment with a focus on growth and socio-emotional awareness. I want to be the teacher who knows that everyone has hard days/weeks/years and that my job as a teacher is to strike a balance between collecting information and differentiating the assessment experience. I want to read between the lines. It will be a long road of learning and tweaking and checking-in on my preconceptions and shortcomings but also appreciating my rootedness in empathy and understanding. After a final self-assessment, I believe that I have communicated this well in my portfolio.

Hmmmm...

