

Assessment and Evaluation

Female: [00:00] Very good.

Female: I think it's important to talk about assessment and evaluation because I know that other teachers perhaps that are thinking of embarking on this ...

Female: Mm.

Female: ... this collaborative inquiry, that's—the main concern for them is how are we going to assess the kids? How are we going to evaluate? What pieces are we going to use?

Female: So I think that, that, you know, what I really want to assess is the knowledge that we, we gain in our knowledge building circles. So I was thinking of coming up with a—an anecdotal type of sort of graphic organizer that, you know, lists names. And we can just sort of come up with the columns that we want ...

Female: Yeah.

Female: ... to, to look at. Something similar that I use in Guided Reading. So, if we can, I don't know, come up with something like that, and that can sort of be an ongoing basis.

Female: Yeah, and because you're doing the knowledge building everyday, I would sort of look at five kids a day.

Female: Right.

Female: And if somebody says something brilliant, then make a note of it. But it, it'll be a little bit less, less complicated, I guess ...

Female: Yeah.

Female: ... if you're trying to listen to every kid and what they have to say.

Female: Yeah. So I think if we, if we look at a portion of the assessment being anecdotal ...

Female: Mm-hm.

Female: ... and then that being on an ongoing basis.

Female: Mm-hm.

Female: And like you said, I think it'd be crazy to sort of look into getting every single ...

Female: Yeah.

Female: ... student that says something. But, you know—because the knowledge building circles are going to happen every single day. That's a lot of opportunity to collect ...

Female: Data.

Female: ... data. And over time too.

Female: Yeah.

Female: So it's not just going—you know, if one of the students has an off day, or ...

Female: Mm-hm.

Female: ... doesn't have anything to contribute, that's okay. We'll—it'll be over, you know, several periods of time.

Female: Yeah. And as part of your assessment for learning, you did the concept map. So it'd be interesting to see at the end if they did another concept map, how their thinking's or—have—has changed or how they've created new links between their thinking. So you could even use that as an assessment.

Female: Okay, so looking at the progression of knowledge ...

Female: Mm-hm.

Female: So we, well—we did our, our initial concept map. And then one at the very end, right?

Female: Yeah.

Female: Have them redo a concept map ...

Female: Right.

Female: ... and then we'll look at progression over time ...

Female: Yeah.

Female: Because the first was what they already knew.

Female: Yeah.

Female: Kind of like that KWL chart, what they already knew. And then as they've done all their research, what they've acquired, and (inaudible).

Female: Yeah, and we're hoping that, that, that they're building up towards critical(?) (inaudible) innovation, so we want to be looking for that as well, and how they're developing that thinking.

Female: What about their thinking logs?

Female: Mm-hm.

Female: I think the thinking logs has—it's—they're recording their wonderings every day ...

Female: Mm-hm.

Female: They're recording their research. They're recording their, you know, confirmations of what they've learned. You can use the thinking log as a form of assessment as well.

Female: Yeah, that's a good idea as well. And so at the beginning stuff, just kind of keep your eye on it. As a teacher, just do checks when you're ...

Female: Yeah.

Female: ... you know, working with the different groups to see how they're progressing. And, some feedback to the students on what they're doing and what—where their thinking is going so that we can look at it sort of closer to the end of the, the inquiry and see where their thinking has gone.

Female: **[02:52]** Okay. So then the thinking log and the anecdotal will sort of be an ongoing. And then the concept map will sort of be that summative.

Female: Yeah. And now, when we did the geography, we had them do a summative sort of response to all the information presented in class. Is that something you want to do again? So that once they've—they've seen different presentations, might they want to comment on, on their learning?

Female: I think, I think that was effective.

Female: Yeah.

Female: I think it worked well for geography to sort of gather what exactly they learned in a written form, yeah.

Female: I think also—Mary Ann, as teachers here that there—that many of the times I've done inquiry it's been a group product, you know?

Female: Mm-hm.

Female: And they're—the idea, of course, is you cannot assess or evaluate based on a group product because you can't—unless you can identify exactly what every child has done, you can't use that as an evaluative piece. So making sure that you include other types of assessments. That that doesn't become your ...

Female: Right.

Female: ... summative task for all students—that the, the group project isn't your summative task.

Female: I feel like the, the three pieces that we're looking at in terms of assessment should show a variety ...

Female: Mm-hm.

Female: So, I feel like it'll give all students an op—an opportunity to shine, right?

Female: Sure(?).

Female: Because it's not just a, a paper/pencil task, right?

Female: And, and it does work into the differentiation and the different learning styles. Because even in your knowledge building circles they're bringing in ex—stuff that they've done at home. They're bringing in models ...

Female: Mm-hm.

Female: They're bringing in s—experiments that they've done at home. So it's, it's reaching every kid.

Female: Mm-hm. So that's just another aspect of why inquiry just is so important. It's just that way you can differentiate your, your instruction, differentiate your assessment to meet all the students' needs.

Female: Yeah. Like, you've got students on IEPs(?) in your class and they participated fully.

Female: Mm-hm.

Female: I, I still notice that the, the quiet—the students who are naturally quiet during the knowledge building circle—circles are still quiet, you know ...

Female: Mm-hm.

Female: They're not the first ones to put their hands up. I think they're, they're starting to participate a little bit more and you can see them discussing in their small groups where they feel a little bit more comfortable.

Female: Yeah I, like, I agree with that. I feel like the culture of inquiry for those students that are naturally quiet, because they have so much practice in their groups of, of becoming a bit more of a leader are—you know, that quiet leader. But becoming a, a little bit more confident to take chances in those small groups, when we get to the knowledge building circles, they—I see that they're participating a little bit more.

Female: Yeah.

Female: Because they've had that experience of a small sort of group setting and then they, they sort of transfer that to that big classroom.

Female: Yep, and just sort of back to what we were talking about. IEP and group work—it's not that every child has to be part of a group. So you have one student that had chosen to do it on his own because he didn't like any of the questions ...

Female: Yeah.

Female: ... and the wonderings other people were doing.

Female: Mm-hm.

Female: And he got up and presented and, you know, he's got learning difficulties. He presented on his own and did an amazing job and ...

Female: Mm-hm.

Female: And so it, it allows everybody to participate and to learn.

Female: Right.

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