

Embedded, Concurrent and Transformative Assessment

Female: **[00:00]** And I'd like to know what the criteria is for transformation and how you would identify that at—with your kids?

Male: Wha—s—a transformation in what?

Female: You talked about transfor—teaching for transformation?

Male: Oh, trans—well, I mean, that's sort of what the ministry beautifully has described as, you know, assessment of, assessment as, assessment for learning. I think that assessment needs to be embedded. And it's assessment ... Of course as teachers, you know, we have a responsibility to be giving feedback in order to—assessing children so that we can plan, so—that formative piece. But children, you know, need to be able to sort of step out and take a look at my contribution as an individual, and then also step out and say, "As a, as a group, what do we need to do next? You know, what do we ..." And we—you know, I think of, again, well-intentioned teachers. I would be at home after dinner, you know, clearing the kitchen table, and I would be doing a lot of the work to have ne—tomorrow's lesson ready in a tidy way.

And at—at the LAP school I learned, you know, that's great. But you're actually robbing children of an opportunity to do that kitchen table activity. You know, sorting things, figuring out, "Well, where does this go? Does this go in this category? Or in that category?" Making knowledge tangible, the way we so—we have children sort buttons in early grades or—but having them sort knowledge.

[01:26] So if they—if we can have them, you know, assess constantly and it's embedded—it doesn't feel like it's—you know, today is a special day. We're just going(?) ...But, but this is constantly what we're doing. We're constantly assessing, then we know what we're doing next. One of the things that we would do a lot—we do in every class—it—at ICS LAP School is we have what was called The Knowledge Building Talk, where a group of children, in a very democratic way, would be talking about content. They would be talking about a, a knowledge advance or problem of understanding re—you know, regards to the—what they're studying.

But al—by the time that the children are in third and fourth grade, half of those talks are about learning, you know, about the process of learning. So we might say things like, "You know I notice somebody did a build on to my note and you wrote a note that said, "Good job!" And I got really excited by —writing—reading that and build on but that's kind—something you would say to me at recess. You know, really it takes up some space and it's not really advancing our knowledge." I don't think the children would use those words, but they would be talking about what is a, a good contribution and what is sort of just not—you know, a way of patting somebody on the back.

So that was really interesting. Our children would, you know, talk about how, "You know, when we went to teach what we know to the JK students, boy they have a short attention span, those kids, you know? And, and clearly, you know, maybe if we had given them some hands-on activities to do, that, that that could have really reinforced what we wanted them to know and we try(?) ..." You know, so this idea of having children talk about learning and talk about our role. Do we need to go on a field trip? Are we stuck on something? Should we invite somebody in? Involving

children in that decision-making I think is really important. So, you know, Right To Play, or talking about which organizations—do we want to support this organization? Letting children have ownership of that process.

Female: Yeah, that they're their own teachers and ...

[END OF RECORDING – length, 03:26]