

# DI Day "Key Ideas" - Megan Valois

## Learning Goals/Success Criteria:

- To develop learning goals for students based **directly on success criteria** (“big ideas” for your course and **critical expectations** in the curriculum) that are: concise, clear (in student friendly language) and explain exactly what a student **will know** or **will be able to do** at the end of the lesson/unit of study.

## Assessment As, Of and For Learning:

- **Assessment FOR Learning (formative or diagnostic)** is the use of a task or an activity for the purpose of determining student progress during a unit or block of instruction. Not for “marks”. Ex: exit cards, SmartResponse ‘clickers’, homework questions, in class discussion questions, diagnostic testing, KWL charts.
- **Assessment AS learning** is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Ex: peer assessment, self assessment, learning logs, learning goal tracking sheets.
- **Assessment OF learning (summative)** is the use of a task or an activity to measure, record and report on a student's level of achievement. Ex: test/exam, project, portfolio.

Assessment should be ongoing. Moreover, **formative assessments** should drive instruction and inform the teacher as to what adjustments need to be made to ensure student understanding. By examining student work prior (diagnostic) and during (formative) a unit of study, teachers are able **assess** student responses on an ongoing basis, providing **feedback** as they progress.

Diagnostic  $\longrightarrow$  Formative  $\longrightarrow$  Summative  
(Finding out where they are) (Checking in/Tracking) (Making sure they've got it)

## Feedback:

- Effective, Descriptive Feedback is the most successful way to improve student performance/results.
  - **Structure:** 1- what was done well, 2- what needs improvement, 3- how to improve (orally, written, in question format).
  - **Focus:** *linked to learning goals* and success criteria (task-oriented not behaviour-oriented).
  - **Amount:** prioritize feedback, address most important needs first, limit 2-3 areas.
- This feedback not only allows students to improve on their progress prior to a summative assessment, but it also helps the teacher to determine next steps and decide on areas of **improvement** in the program where alternative learning strategies or more in-depth teaching could be used, based on results of formative assessment.