

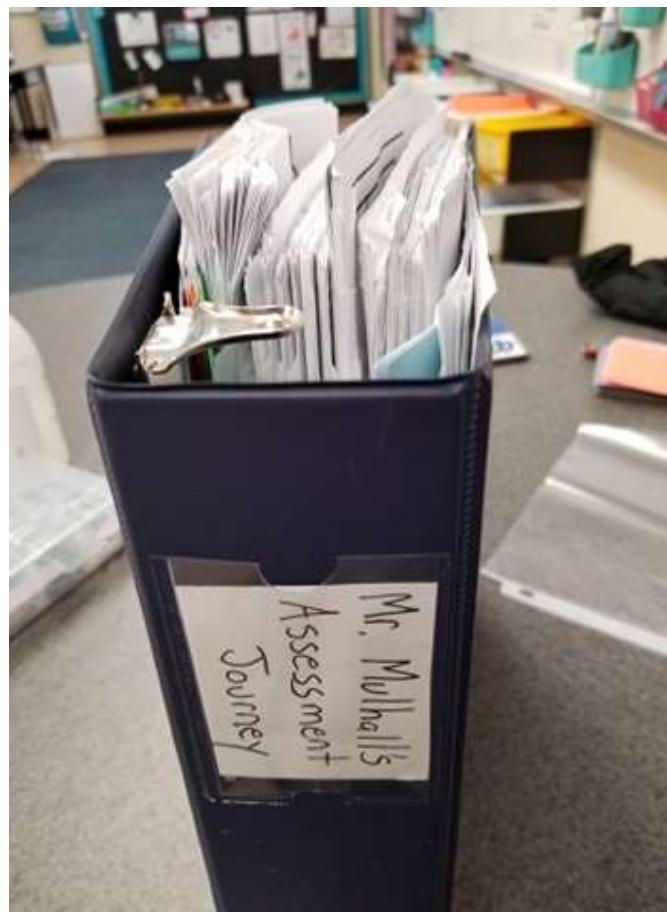
Mr. Mulhall's Journey of Assessment

Education 421

Daniel Mulhall

23137418

December 2020



### **The Concept:**

I saw my 490 practicum as an opportunity to explore and try out a variety of assessment techniques. Through my learning and journaling in Education 421, I picked up a few techniques and ideas that I wanted to experiment with. I really wanted to try get my head into the mindset of being a real teacher and how all of these concepts of assessment could be implemented in a real classroom environment.

I was thrilled when my coaching teacher told me I would be teaching multiple four weeklong unit plans. I thought, what a great opportunity to assess students learning and growth over a long unit plan. I also wanted to know how I could assess all of my unit plans at the end of my fourth week. In this assignment, I will explore the assessments I did for three of my four weeklong unit plans. I will also explain the CSL's I developed and completed, which were sent home to the student's parents. I was honoured and excited that my coaching teacher allowed me to play such a large role in the student report cards. We spent an entire noninstructional day going over the fundamentals of student report cards and what their function is. This helped me understand how assessment is used as a teacher.

On the next two pages, you will see the CSL (Communicating Student Learning) that I developed, under some guidance of my coaching teacher. I developed all the "I Can" statements from the BC curriculum and what my lessons taught the students. I am very proud of this because it is essentially my first report card! As you can see, the school uses a 5-tier proficiency scale with Emerging, Beginning, Applying, Developing, and Extending. On my last day in the practicum, the school had a report card writing day. I spent the entire day filling out this CSL template for all 22 of my students. The CSL's that I created and filled out were then sent home to the parents. This was an incredible experience, and I will be breaking it down and explaining how my learning developed and how I was able to assess my students using the CSL format at the end of my four-week unit plans. This CSL was designed by me around my unit plans and I am very excited to share it with you.



# Hart Highlands Elementary School

School District No. 57 (Prince George)

2233 Sussex Lane, Prince George, B.C. V2K 3J1  
www.hhld.sd57.bc.ca

Phone: 250-962-9211 • Fax: 250-962-8636

## Communicating Student Learning

Student Name:

Teacher: Ms. Bull

Grade 2

Date: December, 2020

Emerging	Beginning	Developing	Applying	Extending
I can demonstrate what I know with <b>direct ongoing</b> support.	I can demonstrate what I know with <b>some</b> support. I am working towards grade level expectations.	I can demonstrate grade level expectations on my own most of the time with <b>minimal</b> support.	I can demonstrate what I know on my own. I am <b>confidently meeting</b> grade level expectations.	I can confidently explain my understanding clearly to others. I go <b>beyond</b> what is expected of me.

*Level of performance is in relation to learning standards set out in the Provincial Curriculum for each subject and grade.*

English Language Arts <b>Big Idea:</b> Playing with language helps us discover how language works. <b>I can....</b>	Emerging	Beginning	Developing	Applying	Extending
	Distinguish between fiction and non-fiction text.				
Identify text features and vocabulary associated with fiction and nonfiction text.					
Read fluently at grade level (see comments below for more information).					

Mathematics <b>Big Idea:</b> Concrete items can be represented, compared and interpreted pictorially in graphs. <b>I can....</b>	Emerging	Beginning	Developing	Applying	Extending
	Collect and record data using tally marks				
Create and use a pie graph to record and compare data.					
Create and use a pictograph to record and compare data.					
Create and use a bar graph to record and compare data.					

<b>Science</b> <b>Big Ideas:</b> Forces influence the motion of an objects. <b>I can....</b>	<i>Emerging</i>	<i>Beginning</i>	<i>Developing</i>	<i>Applying</i>	<i>Extending</i>
Experiment with the way objects fall depending on their shape (air resistance).					
Experiment with the ways objects move over different materials.					
Experiment with different types of magnets and static electricity.					

<b>ADST</b> <b>Big Ideas:</b> <b>Skills can be developed through play.</b> <b>Technologies are tools that extend human capabilities.</b> <b>I can...</b>	<i>Emerging</i>	<i>Beginning</i>	<i>Developing</i>	<i>Applying</i>	<i>Extending</i>
Use materials, tools, and technologies in a safe manner.					
Make a product using known procedures of through modelling of others.					

<b>Health Education</b> <b>Big Idea:</b> Adopting healthy personal practices and safety strategies protects ourselves and others. <b>I can....</b>	<i>Emerging</i>	<i>Beginning</i>	<i>Developing</i>	<i>Applying</i>	<i>Extending</i>
Identify the four food groups and foods belonging to each.					
Identify healthy eating and beverage choices.					
Identify strategies and skills to use in potentially hazardous and unsafe situations (fire, internet and street safety).					

<b>Comments:</b> _____'s reading level was recently assessed using the <a href="#">Fountas &amp; Pinnell Benchmark Assessment System</a> . Based on this assessment, _____ is not meeting/ approaching/ meeting/ exceeding grade level expectations in reading. They demonstrated limited/ fair/ good understanding of the text.
--

<b>Ways to support learning at home:</b> Continue to read with your child daily and ask questions to check for, and increase, understanding. Encourage your child to complete the quizzes after each Raz-Kids selection. Writing lists, journals and/or letters over the break (and throughout the year) will provide great opportunities to develop writing skills. Board and card games can be a fun way to develop social, oral language, and mathematical skills.
--

### **Math - 4 Week Unit Plan on Graphing:**

My coaching teacher told me I would be responsible for teaching a four weeklong unit on graphing. Instantly I checked the BC curriculum to gather my “I can” statements. I broke down the concept of graphing into four distinct graphing types: tally graphs, pie graphs, pictographs, and bar graphs. I decided that one type of graph per week would be a good pace, with time for a formal assessment of learning at the end. My coaching teacher utilizes a ‘Mindful Math’ unit plan and told me she would like those worksheets to be used. I know from Education 421 that worksheets can sometimes not be the best way to assess student learning, but I was curious to experiment and try out a more traditional form of assessing.

In the middle of the four-week unit (end of week 2) I had a summative assessment in the form of an activity/test. Students were all given a small envelope with 8 coloured circle of various colours. They were required to graph the colours they got using a tally graph and a pie graph. I purposefully gave each student a different combination of colours so I could specifically work to my student’s strengths. Student A needed less colours for them to achieve their work in the time, while Student B needed more of a challenge, so their envelope had more circles than the others. This allowed me to naturally differentiate my assessment without the students even knowing. Katie White talks about the importance of differentiated instruction, and suggests teachers need to understand the “difference between ability and readiness” (White, K. 2017, p. 45). I understood that there was a difference between student A and student B’s ability, but not their readiness to the assessment. Using this knowledge allowed me to ensure the formal assessment was fair for all students. I used this first assessment to help guide my future lesson planning. I looked through the assessments and made the decision on whether it was time to move onto the next graph type, or if I needed to review anything. The helped to bring “students into the planning process” (White, K. 2017, p. 31). The students did so well, that I was able to see they understand the first two graphs. After that first big assessment, I continued for the remaining two weeks of the unit.

I continued to use the worksheets my coaching teacher asked me to, while still bringing my own 'hands on' approach to the learning. During our lessons on bar graphs, I created a class wide scavenger hunt and during my pictograph lesson I created a lot of fun, interactive pictographs based on student choice. Allowing students to vote on various topics, and then see their opinions represented on a graph, really helped them understand the purpose of graphs. The learning was engaging and fun! At the end of the four weeks, I had to have a final large assessment. This time the students were given a set of data and four blank graphs. I used the previous math lesson to walk all students through this so the expectations were clear. I also planned for students who required different forms of formative assessment.

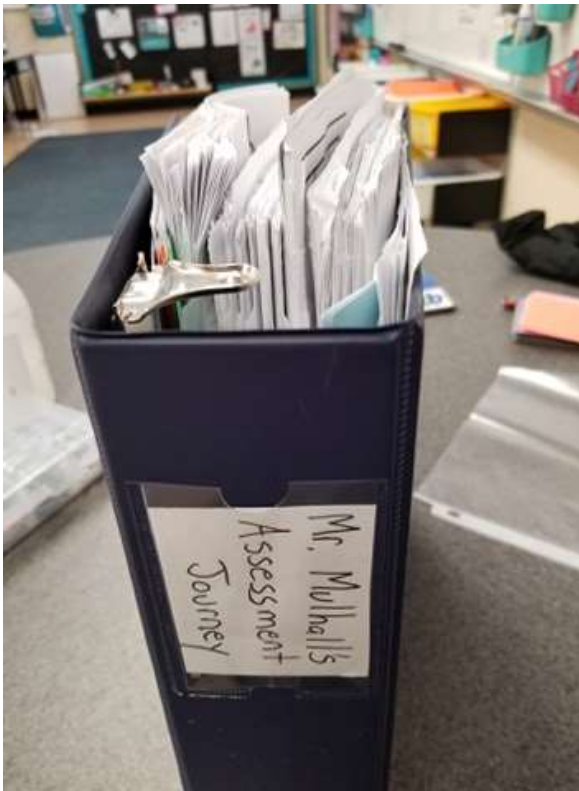
The final assessment is how I measured my students understanding of how to take data and represent it using four different graphing types. This was the learning intentions that was made clear to the students at the beginning of every lesson. I created a rubric for the final assessment which can be seen on the right side of this page. This self created rubric allowed me to go through the final assessments and see how each student did on each type of graph (the names have been covered up for privacy reasons). This is how I got the final marks for my unit on graphing:

Learning Outcome		Tally graph	Pie graph	Pictograph	Bar graph
		A	D	A	A
		O	B	Em	Em
		A	Em	Em	A
		A	A	A	D
		A	A	A	A
		A	D	A	D
		A	A	A	B
		A	A	A	A
		A	A	A	A
		D			
		A	D	A	A
		A	A	D	D
		A	A	A	A
		D	A	A	D
		D	D	Em	Em
		Absent			
		A	A	D	A
		D	A	A	A
		Absent			
		A	A	A	A
		A	A	Ex	A
		A	Em	Em	Em

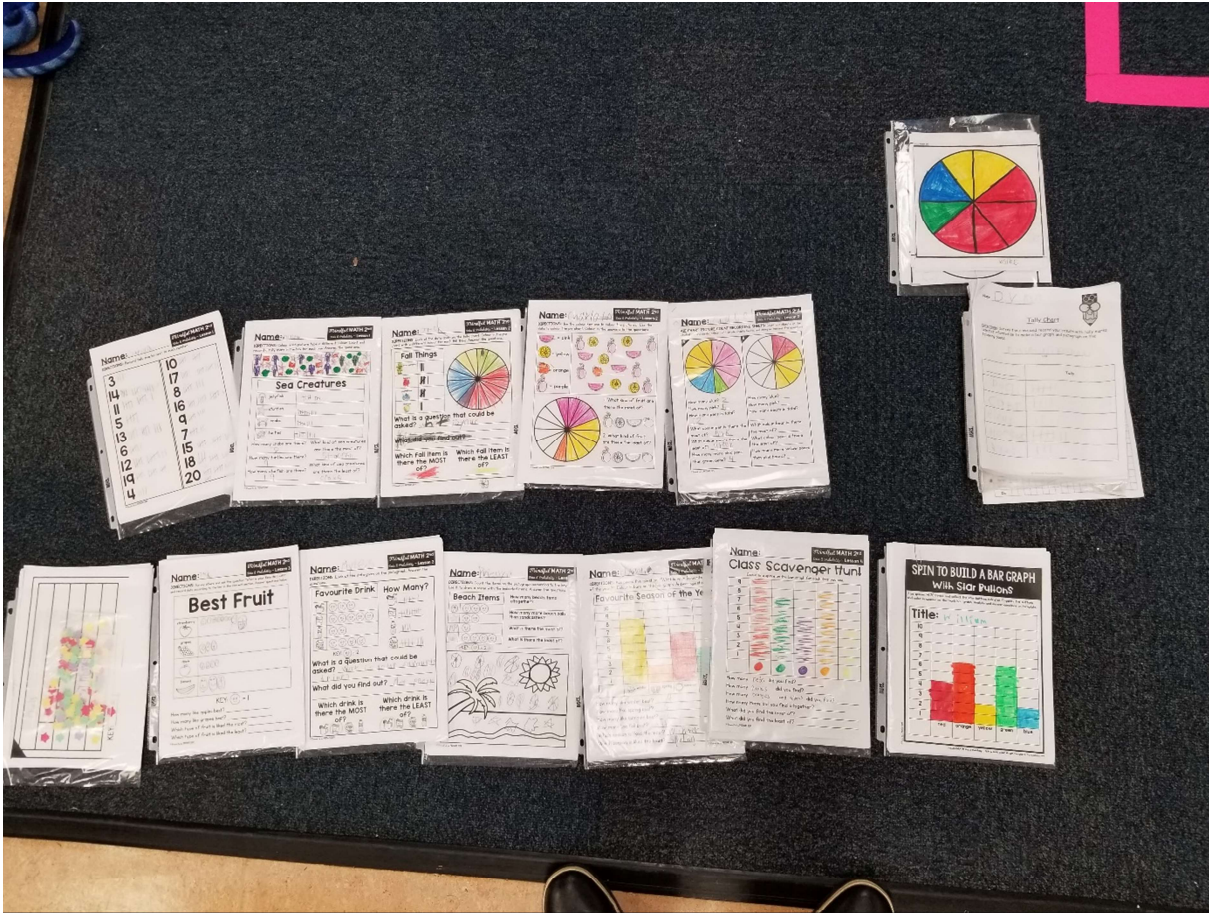
Emerging - Not complete or - 9/5 - 2/5 correct
Beginning - 3/5 correct
Developing - 4/5 correct - missing titles or labels
Applying - 5/5 correct - Proper labels and titles
Extending - Above and beyond.

But wait! Some students were not present for the assessment and others were unable to complete the assessment due to individual needs. This meant I was unable to assess their final learning. This is where I used the worksheets my coaching teacher wanted me to use! I had a full binder of completed worksheets, which allowed me to “go back” and assess my student understanding. I was also able to go back and cross reference my final assessments with all student work. Perhaps the student under performed because of stress or other reasons. By cross referencing, I was able to really see my students true understanding, especially those who did not perform well on such a structured final assessment of learning. This is where my giant binder, full of student completed worksheets came in handy:



In my binder, I had all completed worksheets from my four-week unit plan in math. Since a few students were away for the final assessment, I used the completed worksheet to reach an accurate conclusion of their learning. This took a lot of work, first thing I had to do was organize the worksheets based on graphing type and then create booklets for each student. These booklets were later stapled to the

completed CSL to be used as a display of learning in support of the CSL.

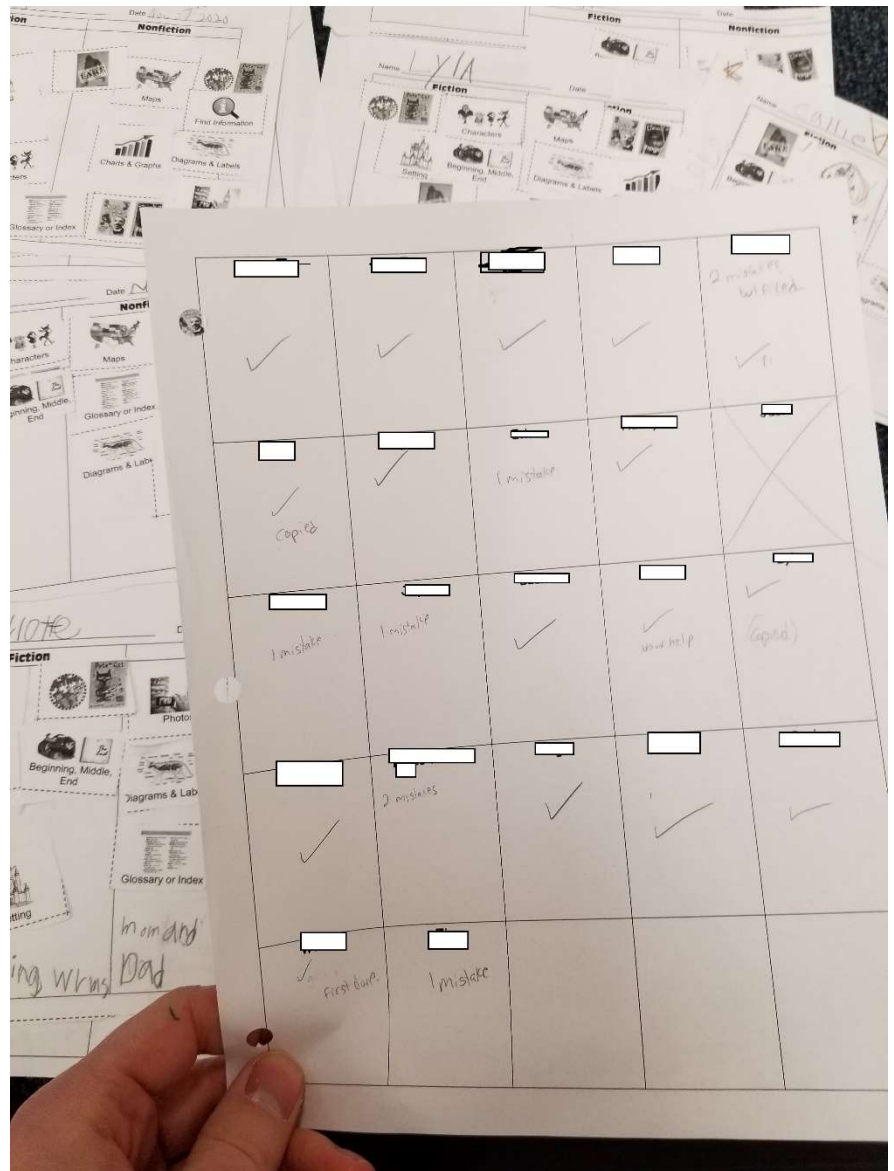


### **Language Arts - 4 Week Unit Plan on Identifying Fiction and Nonfiction Texts:**

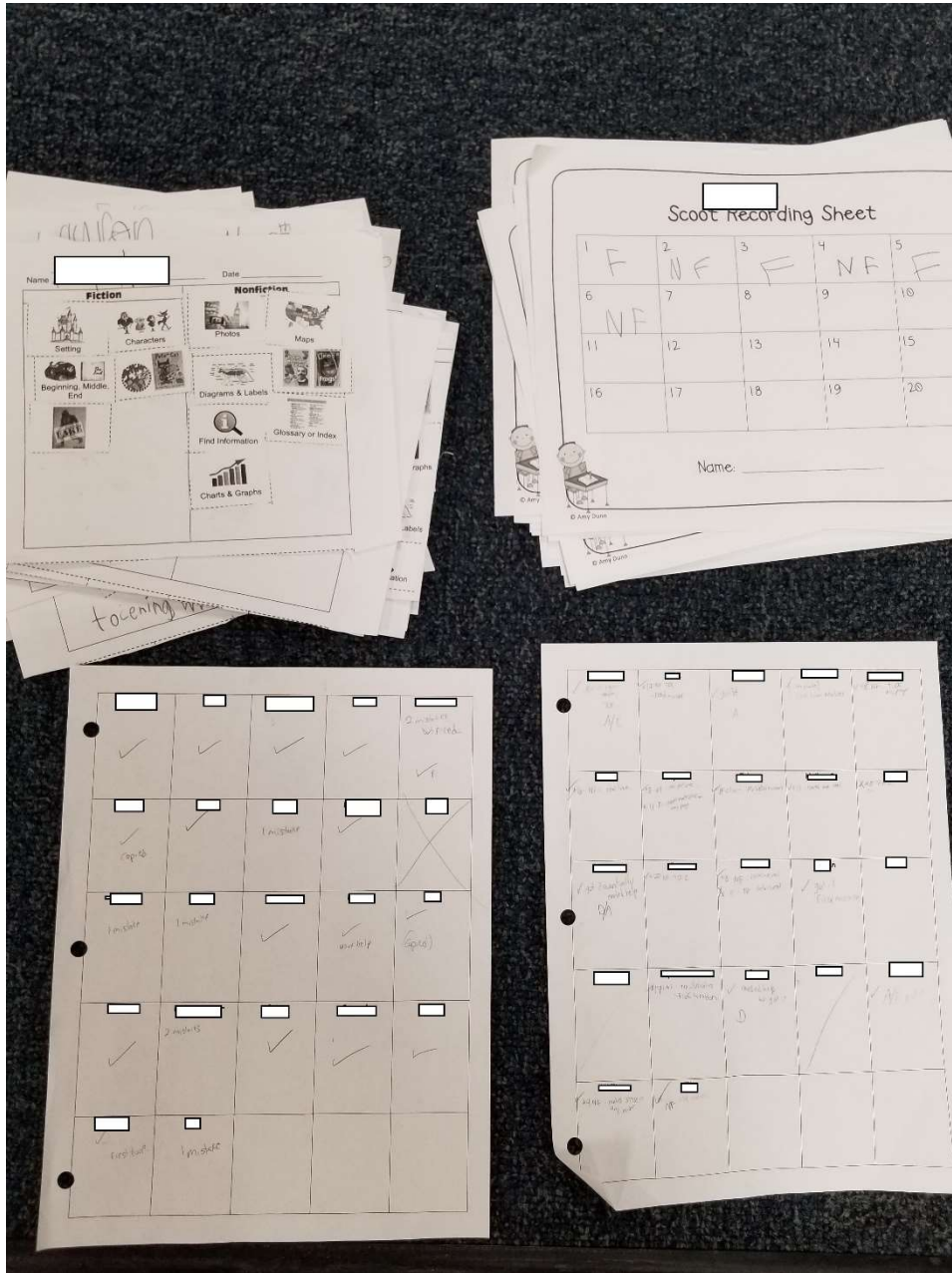
My Language Arts unit plan focused on students being able to identify and distinguish between fiction and nonfiction texts. This unit allowed me to plan some very creative and hands-on lessons. When it came time to assess student understanding, I was not limited to the traditional assessment I was required to use in my math unit. The meant I was free to explore new types of assessing that did not rely on worksheets or formal assessments. What I did, was I helped students explore and understand the key differences between fiction and nonfiction texts through a variety of lessons. Then, one by one, I called students up and asked them causally to tell me if a book was fiction or nonfiction. This allowed my assessment to be very informal and



causal, while still ensuring students understood. By having these quick informal assessments, students felt comfortable and were able to demonstrate their learning in their own unique ways, outside of a structured format. The result was a great demonstration of learning, as each student was able to explain the concepts in their own language and in their own style. I did these “conversations” over the course of a few days. I also would walk around during silent reading every day and casually ask students if the book they were currently reading was fiction or nonfiction. I felt this helped students connect their learning to the books they were reading. But how did I record all of this data? 22 casual conversations over multiple days is sure to be confusing to keep track of. That is why I created and used the following sheet (Students names are covered for privacy). Each student’s name appeared in a small box which allowed me to quickly record small details or simply put a check mark to show the student demonstrated a clear understanding. I was able to use these sheets to check where my students were with their learning. I also used these sheets to guide my lesson plans and pace the unit. Over the course of my unit, there were some small assignments to demonstrate learning as well, such as a Scoot recording sheet activity. The Scoot activity is where I put 20 books around the room and each student got a scoot sheet and a clipboard. Students wandered the room and decided if each of the 20 books were fiction or nonfiction. As



they completed this, I would walk around with one of my created sheets and check in with every student. This allowed them to vocalize and explain their reasoning and thinking and allowed me to instruct as needed.



I then took all of this information and created a rubric. Then I used the rubric to come up with my final assessment for each student. The completed rubrics and associated assessment are on the next page for reference:

Learning Outcome

distinguish F/NF  
identify text features

A

Ex

Ex

A

A

A

A

A

A

A

D

A

D

D

A

-

A

A

A

A

A

Ex

Ex

A

D

### Distinguish

Emerging - unable to distinguish

Beginning - able to with help

Developing - able to with minimal help

Applying - able to do alone

Extending - above and beyond

### Identify

Emerging - 0/10 - 5/10 correct

Beginning 5/10 - 8/12 correct

Developing 8/12 - 11/12 correct

Applying - 12/12 correct

Extending - above and beyond  
- extra details

### Health – Food Group Checks:

My health unit allowed me to combine assignments with formative assessment. During snack times, since the students had to eat in the class, I would go around the class and check in with every student. I would sit by their desk and ask them to show me something in their lunch that was a protein, something that was a dairy, something that was a grain, something that was a fruit, and something that was a vegetable. If students did not have something from one of those categories, I would ask them to think of an example. This allowed me to really assess my students one on one in a very casual way. Students felt comfortable talking to me and sharing about their lunches and I was able to get valuable insight into how well they understand the learning intentions of my healthy eating unit plan. Assessment was done in a very casual and flexible way. I was able to track student understanding over the four weeks and had data to show how it changed. On the right is one example of my check ins, I simply put a check mark or an X to show if the students were able to correctly show something from each grouping. I had many sheets by the end of the four weeks and was able to assess student growth in the unit! The information was then converted into a rubric for the CSL.

NOV. 25 Healthy Snack Check

Learning Outcome	Vegetables	Proteins	Grains	Dairy	Fruits	Healthy Snacks = chips etc	Food Group Check	Food Plate
		✓	X	✓	✓	✓		D
	✓	X	✓	✓	✓		D	○
	✓	✓	✓	✓	✓		A	○
	✓	X	X	✓	✓		B	A
	✓	X	✓	✓	✓		D	A
	✓	✓	✓	✓	✓		A	D
	✓	✓	✓	✓	✓		A	D
	✓	X	✓	✓	✓		D	○
	✓	✓	✓	✓	✓		A	○
	✓	✓	X	X	✓		B	D
	✓	X	✓	X	✓		B	D
	X	✓	✓	✓	✓		D	○
	✓	X	✓	✓	✓		D	Ex
	✓	✓	✓	✓	✓		A	A
	✓	✓	✓	✓	✓		A	D
	X	✓	✓	✓	✓		D	○
	X	X	X	X	✓		Em	D
	✓	✓	✓	✓	✓		D	D
	X	✓	✓	✓	X		D	○
	✓	✓	✓	✓	✓		A	A
	✓	✓	✓	✓	✓		A	A
	✓	✓	✓	✓	✓		A	D

**Extending:** Above + Beyond

**Applying:** Correct placement of food groups with 0 support

**Developing:** 1 mistake, minimal assistance needed

**Beginning:** 2 mistakes, continued assistance needed

**Emerging:** 3+ mistakes, constant assistance required

Other examples of some forms of assessment I tried out:

Green Fold Sheet v.1 Name: \_\_\_\_\_

**Add -ing**

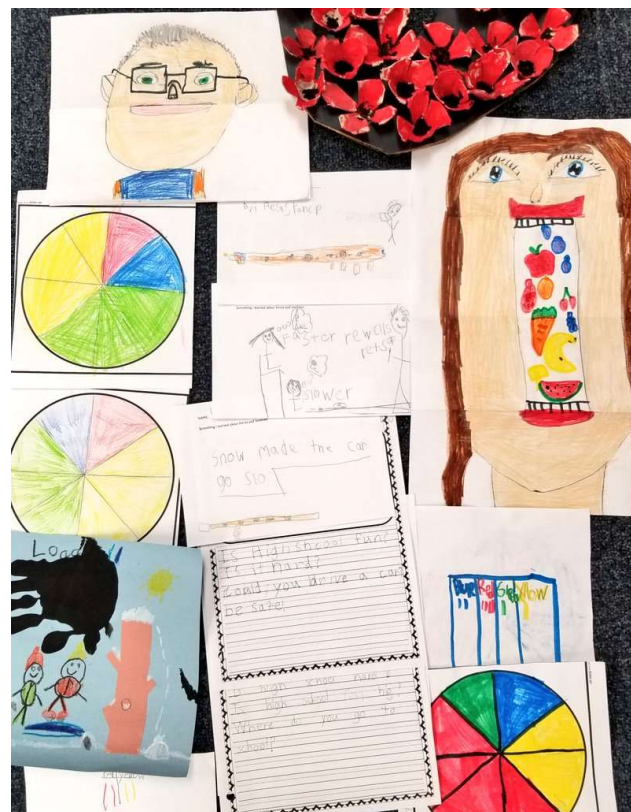
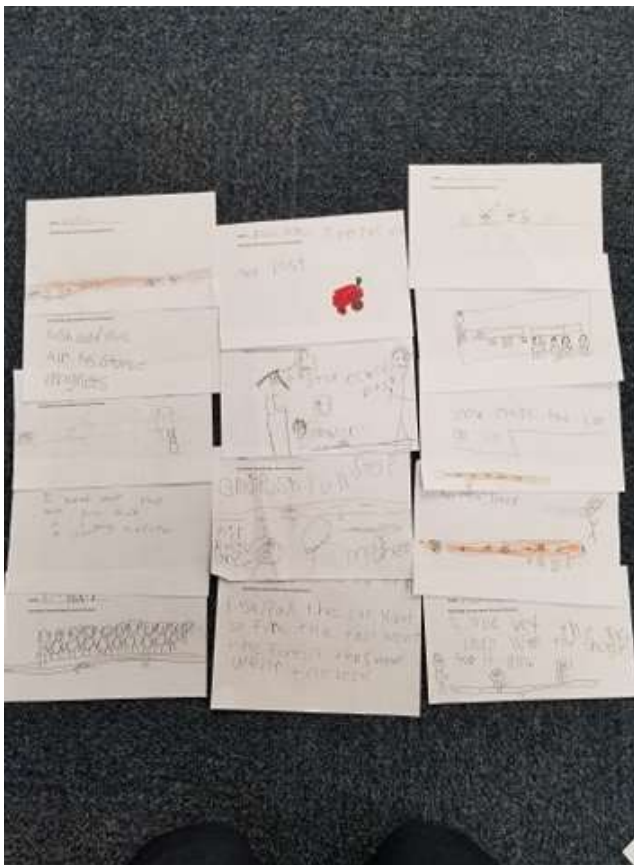
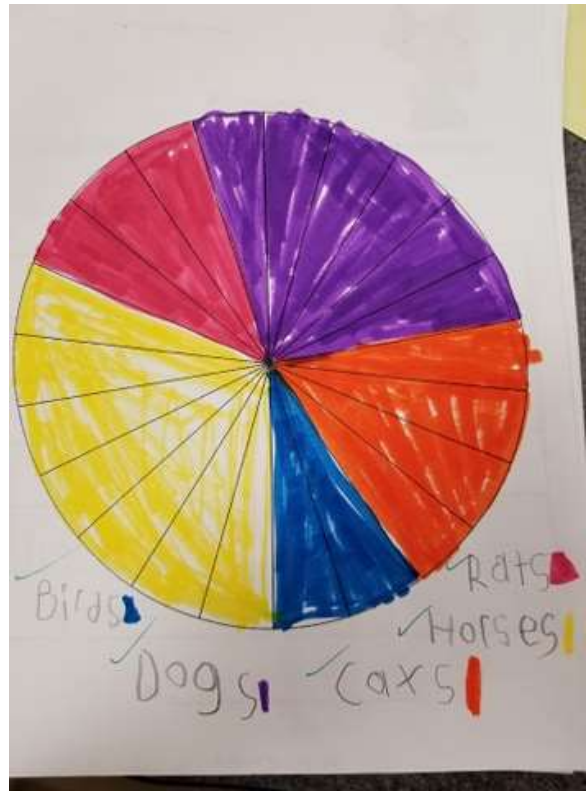
look	looking
stop	stopping
go	going
come	coming
hit	hitting
bake	baking

GREEN LESSON 95 Fold Sheet

**Add -ing**

look	looking
stop	stopping
go	going
come	coming
hit	hitting
bake	baking

GREEN LESSON 95 Fold Sheet



## **Where to Next?**

During this practicum, I was able to assess my students and create student report cards (CSL). This experience was incredible and really helped me understand the purpose and function of assessment. I build up my confidence and was able to create a final product that was ready to be sent home to parents. Taking all of my student learning and converting it into a report card was quite the journey. I had to experiment, redesign, and change a lot of what I thought I knew about assessment. I learned a lot as well, for instance I found the formative and causal assessments I used in Language Arts and Health to be more impactful than the traditional style used in my math unit. This tells me that finding new ways to support my students should be a priority of my assessment. I now understand that I need to work harder at finding the best ways to support my students.

In my week 4 journal entry, for Education 421, I said “Assessment should involve our students as well, since they are at the center of their own learning.” I really tried to use this thinking in my Health and Language Arts assessment, which revolved around one on one “check ins” and discussions with my students. I tried to keep my students at the center of their learning. I also used my assessment to help me plan my units. If I handed out a worksheet in math and all students completed it within minutes that told me that the students were comfortable with the concept and I needed to move on. Likewise, when I gave them an assignment and they were struggling with it, that told me I needed to spend more time on the concept, or reexplain it in a new way. Using my assessment for lesson planning helped my units overall and helped my students achieve their best learning.

Next practicum, I hope to continue in my learning of assessment and try out even more things. The confidence I gained from creating my own CSL's will stay with me and I will continue to grow as an educator in my assessment techniques.