Discovery & Guided Inquiry: Assessment Strategies

Assessment *FOR, AS & OF* Learning!

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Discovery & Guided Inquiry

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Ontario Curriculum Achievement Chart

The categories of knowledge and skills are as follows:

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts

from Growing Success
Knowledge and Understanding:

There is potential for deeper understanding through the guided inquiry process

Thinking:

Guided inquiry fosters use of critical and creative thinking skills and/or processes

Communication:

Guided inquiry encourages students to convey meaning through various forms

Application:

Guided inquiry helps students make connections within and between various contexts
Criterion-referenced Assessment and Evaluation

Ontario, like a number of other jurisdictions, has moved from norm-referenced to criterion-referenced assessment and evaluation. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance, or with reference to performance standards developed by individual teachers for their own classrooms. (There is no expectation that a certain number or percentage of students must be allocated to any one level of achievement.)
Norm-Referenced Assessment: Comparing Students

Criterion-Referenced Assessment: Based on Established Criteria
Diagnostic
Formative
Summative
Assessment

Type of assessment.

Assessment
FOR, AS
& OF
Learning

How the assessment information is used.
### Purpose of Classroom Assessment

**Assessment for learning**

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002, p. 2)

### Nature of Assessment

**Diagnostic assessment:**
- occurs before instruction begins so teachers can determine students’ readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.

**Formative assessment:**
- occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.

### Use of Information

The information gathered:
- is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.

The information gathered:
- is used by teachers to monitor students’ progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.

*from Growing Success*
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<thead>
<tr>
<th>Purpose of Classroom Assessment</th>
<th>Nature of Assessment</th>
<th>Use of Information</th>
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| **Assessment as learning**      | **Formative assessment:**  
• occurs frequently and in an ongoing manner during instruction, with support, modelling, and guidance from the teacher. | The information gathered:  
• is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning. |

“Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.” (Western and Northern Canadian Protocol, p. 42)
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<tbody>
<tr>
<td><strong>Assessment of learning</strong></td>
<td><em>Summative assessment:</em> • occurs at or near the end of a period of learning, and may be used to inform further instruction.</td>
<td>The information gathered: • is used by the teacher to summarize learning at a given point in time. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.</td>
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“Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.” (Western and Northern Canadian Protocol, p. 55)
Assessment...

**For Learning:**
- **Diagnostic**

**Of Learning:**
- **Summative**

**As Learning:**
- **Formative**

**For Learning:**
- **Formative**

**As Learning:**
- **Formative**

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**Inquiry**

- **Exploring**
  - Initiating Inquiry
  - Choosing the topic
  - Developing questions
  - Designing the plan
  - Selecting information
  - Formulating the focus

- **Creating**
  - Extending & transferring learning
  - Assessing product & process
  - Making & presenting product
  - Organizing & synthesizing findings
  - Evaluating ideas
  - Analyzing information

- **Processing**
  - Designing the plan
  - Selecting information
  - Formulating the focus

- **Investigating**
  - Evaluating ideas
  - Analyzing information
  - Selecting information
  - Formulating the focus

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WRDSB System Success Plan Synopsis

Meaningful & rich opportunities to use:

High Yield Instructional Strategies

- Frequent Monitoring and Feedback
- Explicit Expectations and Targets
- Uninterrupted, Focused Instruction

High Yield Instructional Tools

- Open Ended, Critical Questions
- Anchor Charts
- Graphic Organizers or Frameworks
- Non Fiction Writing
- Student Exemplars
Make the Connection!

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