



WHAT'S NEW IN STUDENT ASSESSMENT?

Collecting Evidence of Learning



Overview:

Students and teachers collect evidence of learning throughout the year so they know how students are doing and what they need to do next. At certain times during the year, a pause in the learning occurs at school while teachers collect the evidence that represents their students' learning to that point. They communicate this in report cards.

Teachers need to gather this evidence over a period of time to show growth. Because students learn differently, teachers need a variety of evidence. Fundamentally the teacher and the student collect evidence that answers two questions:

1. "What is the student able to do?"
2. "What does the student know?"

Once teachers collect this evidence they can more easily determine to what extent this evidence meets the established learning outcomes.

What does this look like?

In the past, schools relied heavily on test and exam scores. Now we know that we need to look at many types of student work.

To ensure the evidence of learning is valid (the extent to which the assessment measures what it was supposed to measure) and reliable (students producing the same kind of result at different times), and accounts for different types of learners, three main sources of evidence are considered:

- **Observations** are records of what the students are doing. Examples include formal/informal oral presentations, drama presentations, giving opinions, working with partners/groups and telling stories.
- **Products** are samples of student work. Examples include written tests, diagrams, stories, models and reports.
- **Conversations** are what students say about their learning, either face-to-face or in writing. Examples include class meetings, individual conferences, journal writing, self-assessment discussions and group conferences.

Suggestions for parents/guardians to support their students:

- When the report card comes home, review the report with your child focusing on their strengths and constructively approaching areas requiring improvement. Attend the school conference to view the evidence and to be a participant in determining the learning goals for the next term/semester.
- Value all work that students do, not just tests, exams and end-of-unit activities.

Everything a student does or says counts as evidence of learning. (Anne Davies)

For more information, review our divisional assessment policy at:
<http://www.retsd.mb.ca/yourretsds/Policies/Documents/IKA.pdf>

The River East Transcona School Division exists to educate students to be inspired, skilled, responsible citizens.