

Anticipation Guide – Week 6

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Instructions:

Before we begin class, please consider the three statements in the centre column. Then, in the first column (to the left of the statements), simply circle T (true) if you agree with the statement or F (false) if you disagree with the statement. Upon completion of class, revisit the statements by circling T or F AND explaining why in the third column (to the right of the statements). Once you are finished, upload this Anticipation Guide to your DLP > Self-Assessment section.

Before we begin	Things to consider...	Now that we’ve finished...
T or F	<ul style="list-style-type: none"><li>Gathering evidence of learning via conversations and observations is easy to do in an ongoing manner. We just need to jot down lots of notes.</li></ul>	<p><b>T or F /Why?</b></p> <p>This is false because it lacks intentionality and just jotting down notes will not garner the breadth of evidence needed to fully assess—it does not put the student first. I think assessment should literally be a course unto itself! Notes are great, but conversations need attention, and a growth mindset to fully hear what a child is saying. It is so easy to assume a child doesn’t know something if they are not mimicking the lesson you gave or the language you used, but there can still be learning. Our job is like being a Sherlock Holmes, or a Nancy Drew and figure out how to really make kids feel seen and heard. Just as an example, when I learn something new, I can generally tell you everything about the new thing—how it works, the nuances, the pros, the cons, the usage, literally all the things—but don’t ask me to name it, because my neurodivergent brain has a very hard time taking all that knowledge and attaching a singular representation. If I had teachers when I was younger who assessed me differently I would have done far better, I did learn tricks to help me later, but it would have saved me a lot of grief and stress if someone had said, hey I notice you really struggle with recalling information in a formal test, but I know you know it, why don’t we have an auditory test.</p>
T or F	<ul style="list-style-type: none"><li>When planning learning activities and rich assessment tasks, we need to consider how we will gather evidence of student learning ahead of time including what specifically we will assess and HOW we will keep track of the data we collect.</li></ul>	<p><b>T or F / Why?</b></p> <p>I think this is the part that new teachers struggle with, myself included, because it requires a high degree of organization in many different facets of assessments. A spreadsheet may be the most effective recording tool at times, even if we are having conversations, those need to be recorded somewhere, but I really like the idea of reviewing evidence of learning, like a video or photo, or self-assessment, after the learning itself. Some assessment has to be recorded in the moment as well—but I am very present and in the moment when I am teaching and engaging with students and would hate for that engagement to prevent me from noticing learning. I don’t think that will be the case, but I would like to have an ongoing portfolio of learning for each student (a manageable app will probably be the most efficient tool) even photos of work they do and take home, videos explaining their work, and self-assessments. In the 3-4 split, they often did peer-assessment and self-assessment based on a rubric that was presented to the kids clearly and was left on the board during the activity—they all knew how to succeed. When I am done practicum, I most definitely want to find a tool that I can use easily—an app, a program, something comprehensive (I don’t mind paying!)—that will help keep me organized and evidence delineated. This extra work now, will help in parent-teacher interviews, progress reports and my student’s learning. I am also not saying I will never walk around taking notes with a clipboard and a class list, but if I do that, my students would know they are in a safe learning environment because of the strong relationships that that would have already cultivated with them. It would not cause anxiety or prevent learning, they would know that I have to assess them and I am going to do it in a fair and equitable way.</p>

<b>T or F</b>	<ul style="list-style-type: none"><li>• Photos of student work and video / audio recording clips provide examples of authentic student work. It is a flawless way to gather evidence of student learning.</li></ul>	<b>T or F / Why?</b> <p>Huge fan as a parent and future educator, but I am not ignorant to the flaws and restrictions they pose. I may miss the best learning a student had because I didn't have the camera rolling, or some students may not feel comfortable in front of the camera, and this doesn't mean they should not be credited for their work. Not to get philosophical, but if a tree falls in the forest and no one hears then you need another mode of assessment! That thought experiment would have us believe that since we didn't hear it, it didn't happen (in an old-school empiricist, anthropocentric sense), but really we need to listen better, we need to understand that learning is happening most of the time at school regardless if we are there to witness it. That's why triangulation is important—we need to make various opportunities to witness student learning, not just a quick photo or video.</p>
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