Supporting Research:

1. **Assess the Journey not the outcome**

-Know where the learner is at already and teach accordingly

a) Shelly Moore’s assessment map:

-Provides for ALL learners by using prior knowledge as an access



Taken from <https://blogsomemoore.com/assessment/>

b) John Hattie:

“My teaching you something you already know is not very useful. And about 50 per cent of what is taught in classrooms students already know. “ (Hattie, 2013).

-This is why we need to know where the students are already at. If we don’t know where students are starting at, we are only assessing what they already know. This is not assessing LEARNING this is assessing KNOWLEDGE.

1. **Assessing Competencies and Skills More Than Content**
2. Importance of knowledge vs skills/learning

Content does not have specific success criteria because it is simply knowledge to be memorized. This is important to some degree, although it is often forgotten, because it provides exciting context for skills. (Clarke, 83). In essence, the knowledge is important as a STEPPING STONE for skills, but the assessment of the skills (learning) is the most meaningful.

1. What are some skills that we should be assessing?

-Core competencies from BC Curriculum

Communication, thinking, personal and social

-The “Big Six” in Social Studies

-Using historical thinking concepts to become historically literate

**To think historically, students need to be able to:**

1. Establish *historical significance*
2. Use *primary source evidence*
3. Identify *continuity and change*
4. Analyze *cause and consequence*
5. Take a *historical perspective*
6. Understand the *ethical dimension*of historical interpretations

“Paradoxically, at the same time, the approach does not involve a radical shift in the history or social studies curriculum. It revolves around the proposition that historical thinking — like scientific thinking in science instruction and mathematical thinking in math instruction—is central to history instruction  
and that students should become more competent as historical thinkers as they progress through their schooling. Historical thinking requires “knowing the facts” but “knowing the facts” is not enough.” (Seixas & Colyer, 2013).

-Rather than just knowing the content, the concept of thinking historically allows students to participate in debates and assess validity and accuracy of claims.

-What good is the information if you can’t formulate your own thoughts/opinions on it?

1. **How to Assess Competencies**
2. **Reflection**

**Self-Reflection**

Importance:

-Gain the ability to assess their own strengths

-Create realistic and achievable goals

-Construct a clear plan to reach their goals

-Provide examples and evidence of their learning

-Revisit Previous documentations of self-assessments, where applicate, to monitor their growth (Ministry of BC Education, 2)

**Group-Reflection**

Study: This study by Yang, Aalst, and Chan (2019) took a group of 37 9th grade “low achieving” students and had them participate in a knowledge forum supported by reflective assessment.

-The reflective assessment looked at how students take on collective agency to set learning goals, monitor personal and community progress, use feedback to identify knowledge gaps, and examine how to improve their ongoing learning addressing broader problems

-“In KB, reflective assessment is a collaborative process in a community; not everyone needs to be metacognitive at the same pace but collectively students can pursue shared metacognition and agency for community and personal advances.” (Yang, Aalst, and Chan, 2019).

-This is similar to Clarke’s “think partners” but with reflective assessment instead

-“The community perspective is important—cognitive and learning-sciences research has examined metacognition in reflective assessment (White & Frederiksen, 1998), and we extend that to collaborative reflective assessment and social metacognition supported in a community context” (Yang, Aalst, and Chan, 2019).

- “Teachers can enhance metacognition in a social context by supporting students to reflect, inquire, and use others’ examples and different lenses to reflect on their own models (e.g., One student noted she understood what she thought when responding to others). They can scaffold students to enhance both their personal and social metacognition by asking them what they earlier thought, what they discussed, and how that changed their understanding.” (Yang, Aalst, and Chan, 2019).

-“reflective assessment gives cognitive responsibility to the students and enables assessment for transformative purposes; even low achievers can assess their own and others’ learning and collaboration, increasing their agency.” (Yang, Aalst, and Chan, 2019).