



BAYVIEW GLEN

Whole Child. Whole Life. Whole World.

Action Research

Rethinking Assessment with Purpose in Mind

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Conference of Independent
Schools of Ontario



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

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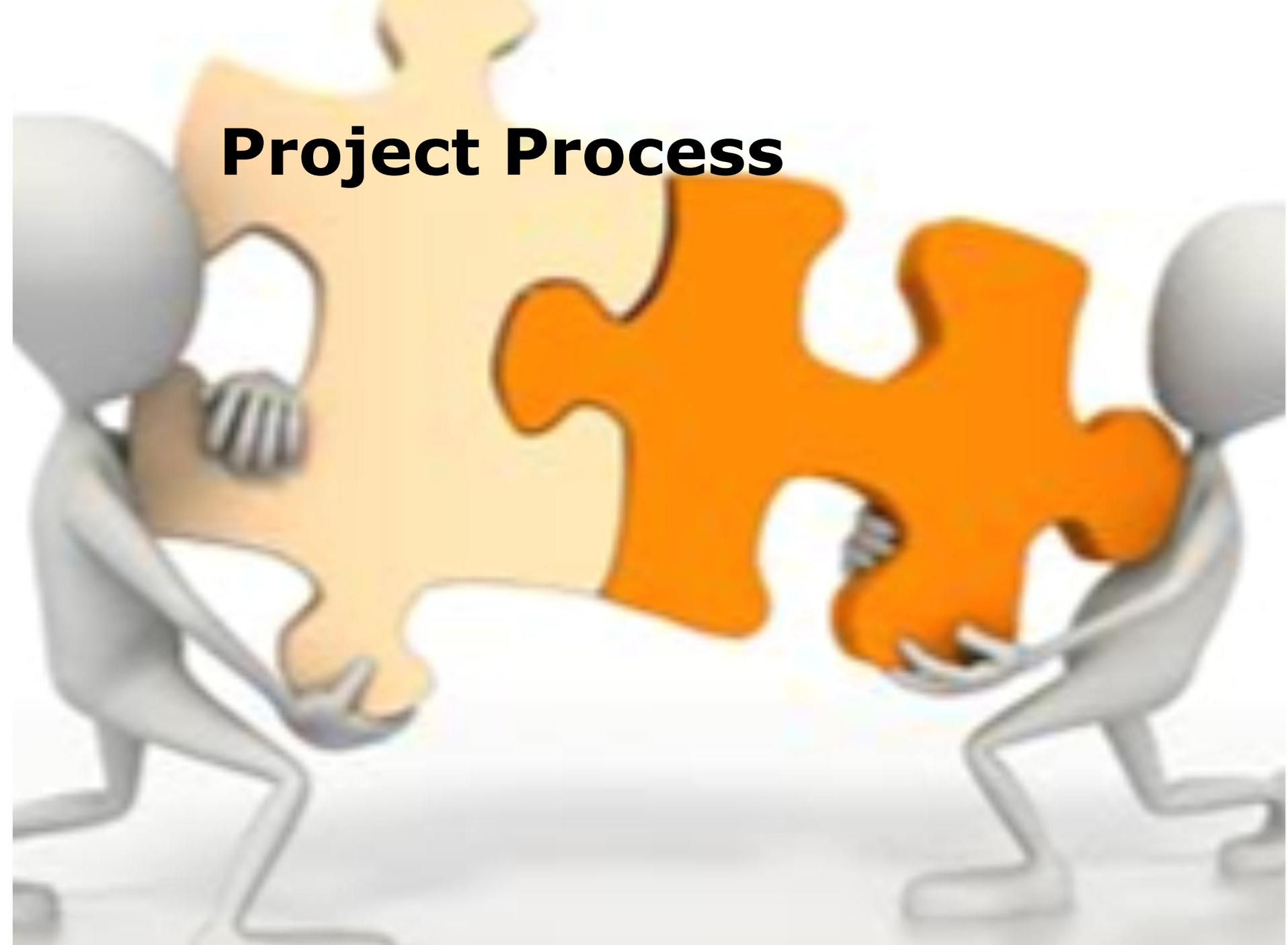


Essential Question

How, as leaders, can we facilitate a successful mind-shift towards differentiated assessment throughout all grade levels?



Project Process



Data Collection

Quantitative:

- Surveys
(sample size: 100 faculty members representing all divisions)

Qualitative:

- Observations
- Teacher/student reflections
- Feedback
- Assignments and rubrics
- Presentations
- Student work samples
- Videos





**SURVEY
WORK
AHEAD**

Teacher Surveys

- Two surveys were conducted
- Baseline data was collected at the start of our Action Research
- A follow-up survey that consisted of teacher reflection was completed at the end

Survey One Data



Objectives:

- To understand where teachers were with differentiated instruction and assessment
- To determine next steps for Professional Development

This survey was completed at the beginning stage of our Action Research in March of 2009 with a response rate of 80%

Next Steps – Professional Development

June 2009

- PD – Assessment for, as, and of Learning
- Break-out team sessions → What does this look like in our classrooms?
- DAT assigned

September 2009

- PD – Start-Stop-Continue
- Review of Assessment and Differentiated Assessment Task assignment
- Brainstorm team session → How can we differentiate our assessments?



DIFFERENTIATED ASSESSMENT TASK



TIMELINE:

June – August

Begin planning a differentiated assessment in teams

Fall 2009

Finalize and implement assessment

January - February

Share assessment task outcomes with Faculty

FOCUS/OBJECTIVE:

- To work in groups to “Maximize the Power of Assessment”
- To challenge ourselves to develop creative assessments that support student learning

TASK:

To create a Differentiated Summative Assessment for your course that will be used sometime in Term 1.

(i.e choice boards, presentations, math journal, harkness tables, layered curriculum, games and puzzles, posters, media literacy)

Survey Two Data

Objectives:

- To capture and make note of any shifts in faculty's attitudes towards differentiated instruction and assessment
- To report of DAT
- To provide reflective feedback

This survey was completed towards the end of our Action Research in March of 2010 with a response rate of 74%



Challenges



Challenges

- Accurately comparing our data from the two surveys
- Sharing the key message to all faculty that differentiated instruction and assessment is at the core of engaging all learners
- Working across all divisions
- Monitoring DAT



Assessment Examples:

Grade

Preschool

SK

Grade 1

Grade 2

Grade 3

Grade 4

Grade 4

Grade 5

Primary

Grade 6

Grade 6

Grade 7

Grade 8

Grades 9 - 12

Subject

Science

Math

Phys. Ed.

Music

Social Studies

Language Arts

Language Arts

Language Arts

French

Science

ICT

Spanish

Art/English

all subjects

Topic

Transportation

Graphing

Basketball

Rhythm

Aboriginal Tribes

Novel Study

Novel Study

Novel Study

A.I.M. Program

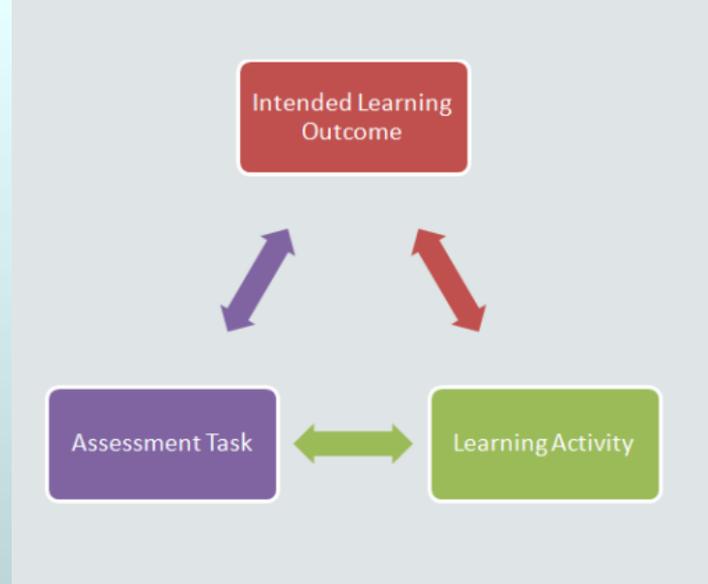
Electricity Project

Internet Safety

Wacky Animal Project

Pourquoi Tales

Basketball Skills, Geography,
Science, English



Findings



Findings: Planning

- ↑ The number of teachers differentiating their formative assessments
- ↑ Direct correlation between assessment data collected by teachers and appropriate planning and instruction
- ↑ Teacher confidence

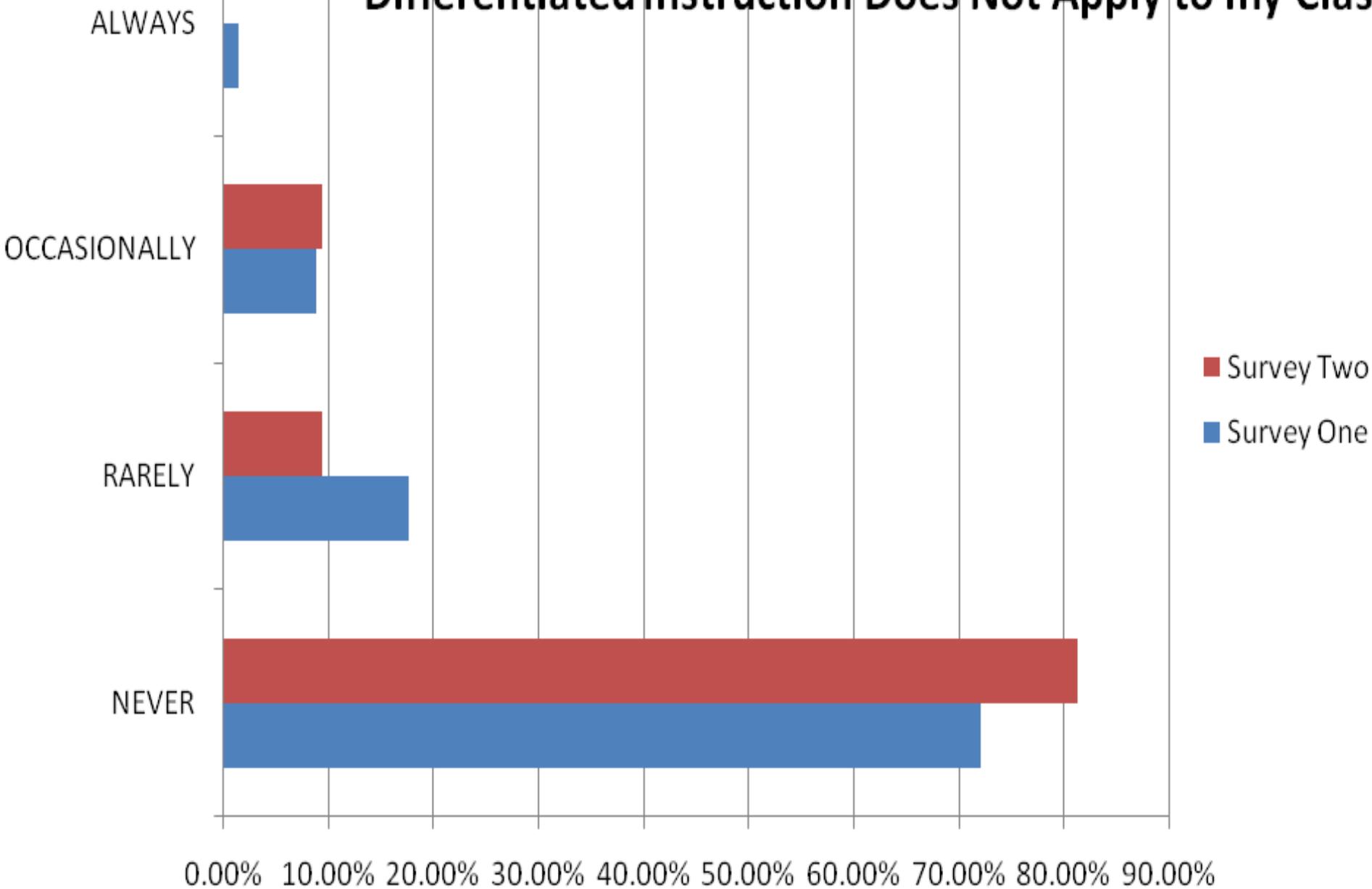


Findings: Teaching

- ↑ Student-centered learning
- ↑ Differentiated instruction and assessment at all divisions



Survey Question: Differentiated Instruction Does Not Apply to my Class



Findings: Assessing

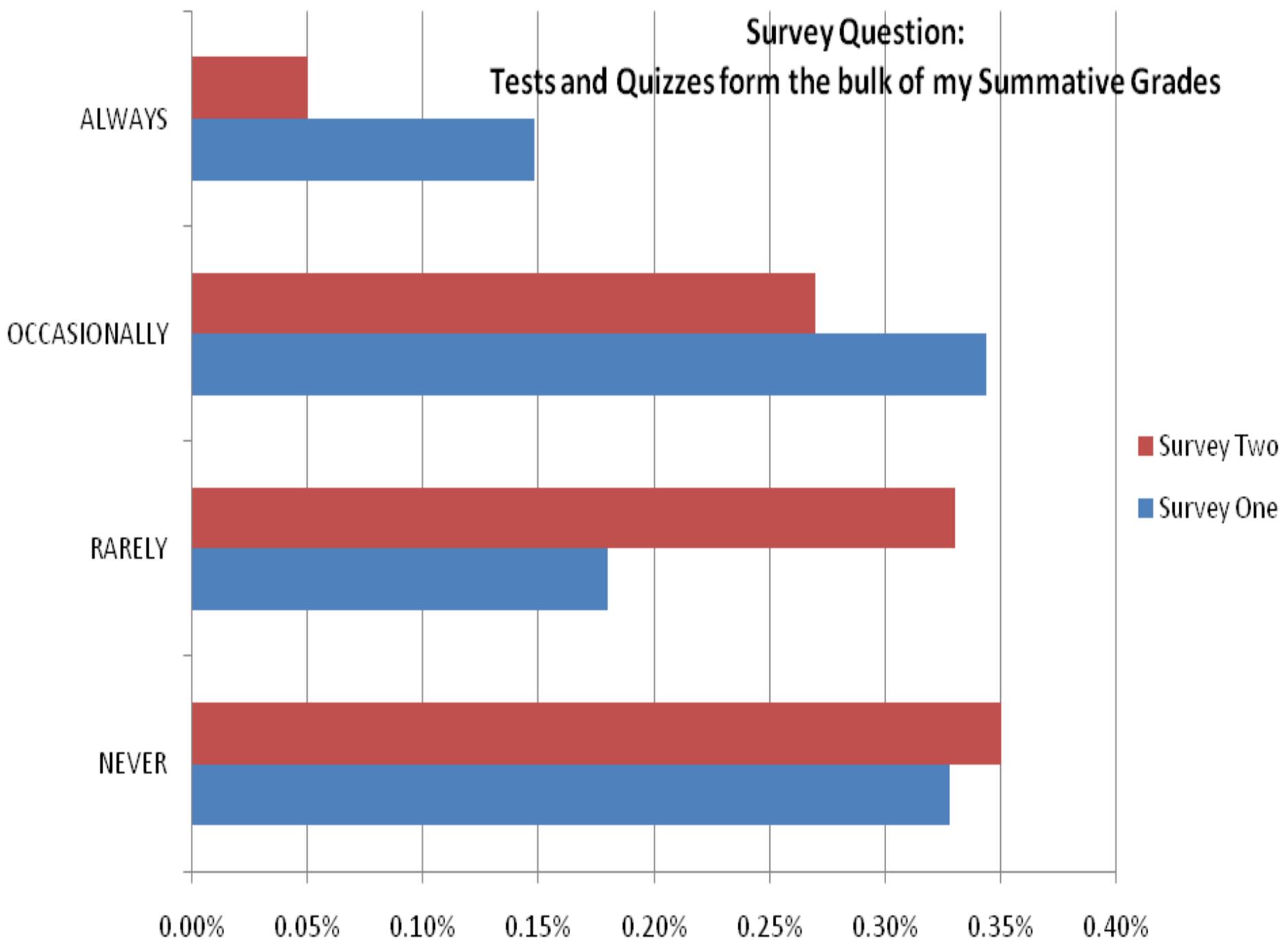
- ↑ Assessments that accurately reflected the knowledge, skills and understanding of their students
- ↑ The choice provided to students for summative assessment tasks
- ↑ Teachers aligning their differentiated instruction strategies with their assessment methods
- ↑ Student success
- ↑ Increased student collaboration and teamwork
- ↓ The number of tests and quizzes as a form of summative assessment

"Students were very much engaged in the basketball skills assessment. The diverse skill level of students was evident; however, the students felt greater confidence taking part in the assessment because of the choices they were given. All students were assessed for the same key points for the skill of dribbling a basketball, however, students with greater skill competence were challenged with either dribbling around pylons or around a defender, whereas students with less skill competence could simply dribble from one end of the gym and back. From a teacher's perspective, students could thrive in their individual assessments as they felt the level of challenge was appropriate to their skill level, the assessment created less anxiety for students with less basketball exposure, and all students were motivated to succeed."

Lori Hillis, Physical Education Teacher, Bayview Glen

Survey Question:

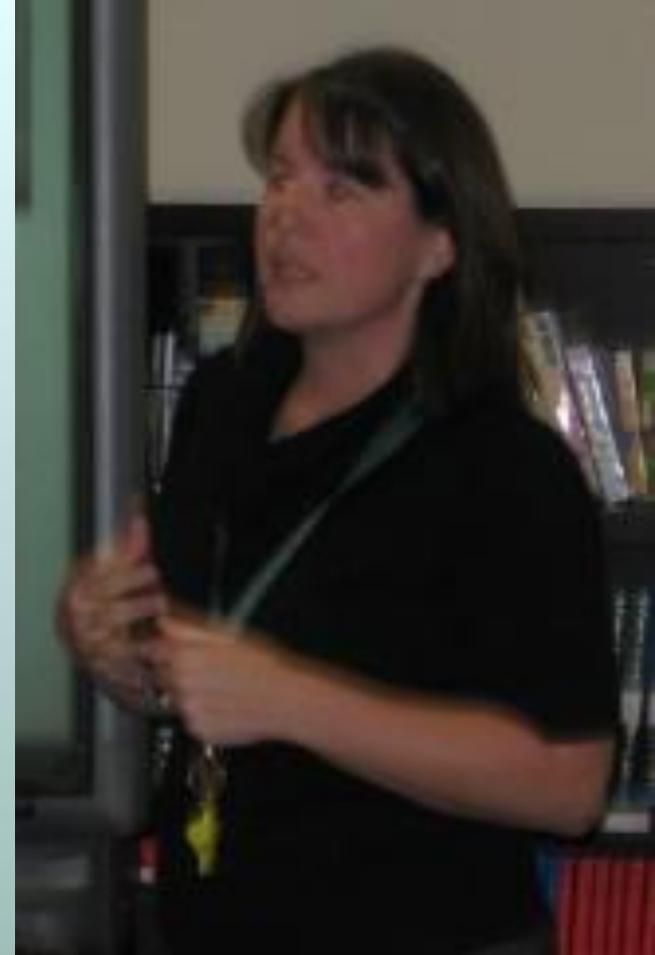
Tests and Quizzes form the bulk of my Summative Grades



Highlights of Action Research



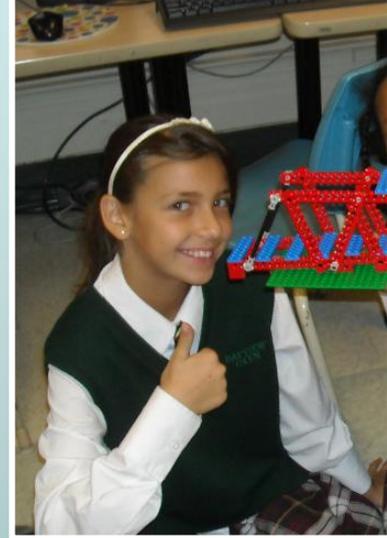
- Provided teachers with the opportunity to reflect on their teaching practices
- Provides an understanding as to where BVG Teaching faculty were in the process of differentiating (through their personal reflections captured in Survey Two)





- Teacher reflections are very important and will help to drive forward future professional development initiatives at Bayview Glen
- Best Practices → Great Differentiated Instruction and Assessment practices were developed and shared

- Teachers developed rich assessment tasks
- Students were engaged in this process
- Collaboration and teamwork was visible
- Shift towards student-centered learning
- Students were assessed for success!!





"I am definitely trying to move away from the traditional way of instructing and assessing. By being introduced to differentiated assessment tasks, and by taking the first two terms to incorporate the ideas into my classroom, I have realized the possibilities and I am excited to continue to develop the use in my daily teaching practices."

***Bayview Glen Teacher
Survey Feedback Results***

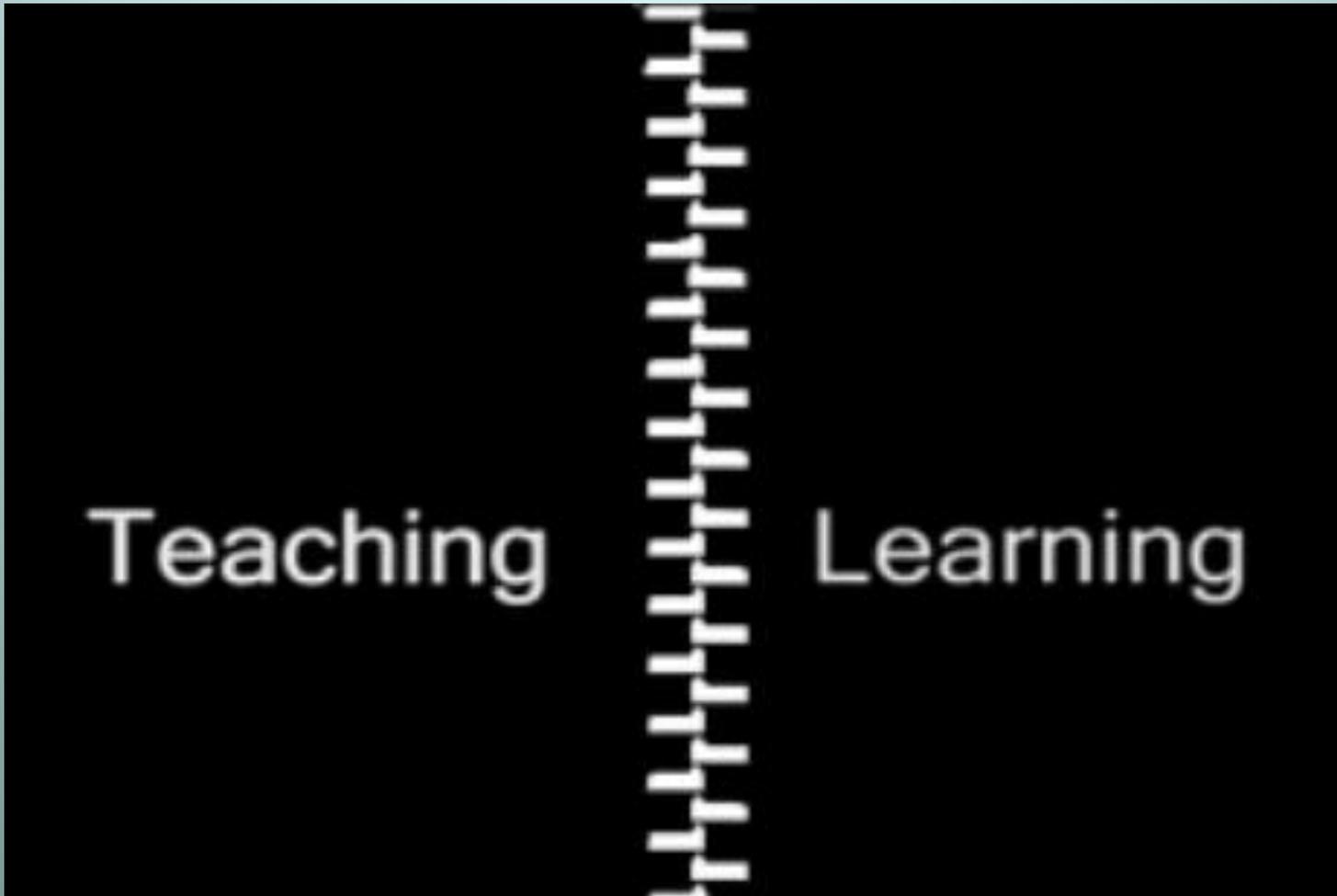
Summary and Conclusions



If we are to take into account the diverse learning styles of all students, then, we should also be differentiating our assessment in order to ensure that comprehension has occurred, allowing opportunities to empower our students to reflect and make meaningful connections.

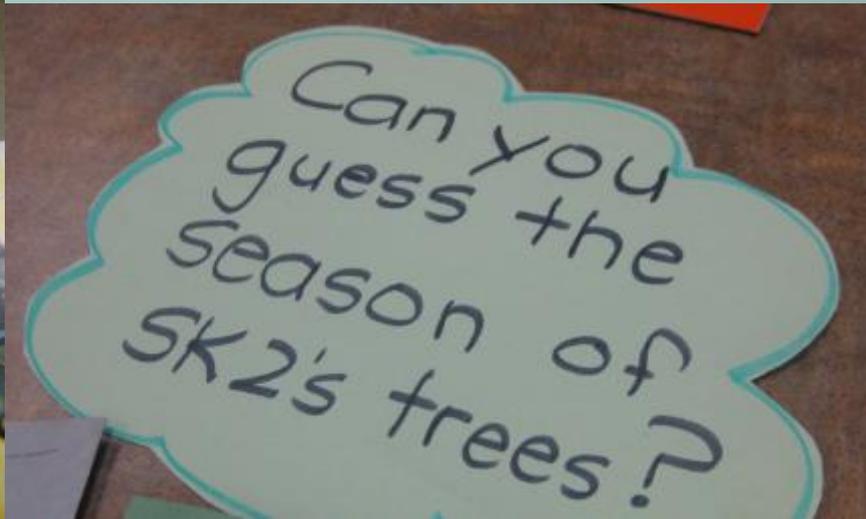


“Assessment is the zipper between teaching and learning.”



Cross, K. Patricia and Mimi Harris Steadman. (1996).
Classroom Research: Implementing the Scholarship of Teaching. San Francisco: Jossey-Bass.

In order to have a successful Differentiated Assessment Task, teachers need to deliver the information in such a way that supports and facilitates inquiry and higher cognitive thinking strategies, throughout the unit. Thus, placing the learner at the centre of the learning process.







While teachers are doing an excellent job with Differentiated Assessments, they are still returning to the traditional methods of assessment, i.e. paper – pencil tasks.

These tasks can be quite relevant and should not be discounted. It is important to recognize that traditional testing is still predominant and necessary at times.



We must prepare students for University, which by in large, still reflects a more traditional approach to learning.

However, it is important that group work, culminating tasks and projects which inspire creativity and inquiry, are an integral part of educating, supporting and cultivating our students for the twenty-first century.



"As educators, we need to teach students a set of skills that will prepare them to be effective global citizens, thinkers, nurturers, and successful people, as they meet the challenges of the 21st Century."

***Eileen Daunt, Head of School,
Bayview Glen***

Teachers need to empower and develop key competencies that all students will need for the 21st century, including, creativity, inquiry, leading by influence, collaboration, entrepreneurialism, while developing curiosity and inquiry and strengthening student's oral and written communication skills.





- We are beginning to connect the dots – differentiation – constructivism – 21st century teaching
- Good assessment tasks are interchangeable with good instructional tasks
- Having students at the centre of their learning, supports everything that 21st century learning and teaching is about!



*"We both thoroughly enjoyed the opportunity to collaborate in preparing this differentiated assessment. In a school with students devoted to many co-curricular and extra-curricular activities, we both felt it important to not only create an assignment that highlights students' multiple intelligences, but also give students an opportunity to connect these talents to learning in the English classroom. We were invigorated by the excitement and engagement of students, particularly with how they were able to take a classic text like *The Glass Menagerie* and make meaningful connections."*

Matthew Clark and Reshma Somani
Secondary School Teachers, Bayview Glen

Next Steps and Questions to move us forward.....

What year are we preparing our students for?

Is our curriculum preparing our students for 2020?

Are we even preparing them for today's world?



The Twenty First Century Teacher must...

- Innovate
- Create
- Facilitate
- Engage
- Explore
- Motivate
- Inspire



learners at all ages!



BAYVIEW GLEN JUNIOR THEATRE



