

Using Assessment to Plan Instruction

Our concept based, competency-driven curriculum is designed based on the *KNOW* (content), *DO* (curricular competencies), and *UNDERSTAND* (Big Ideas) model, also referred to as backwards design. The strength behind this model it makes the intended learning (end in mind) clear and transparent, and the instruction is designed based on the assessment goals. In other words, *Plan the assessment first*, then plan the learning experiences, instruction, and lessons that will contribute to student success on that assessment. Involving students in this design and assessment process will help students understand the goals of the learning (the big picture). This understanding will provide students with context and make learning meaningful and transferable.

LEARNING STANDARDS:

We begin this process with the **Learning Standards** that come directly from our redesigned curriculum and include the *Know* (content), and *Do* (curricular competencies) *part of the KDU model (Know, Do, Understand)*. These are written in pedagogical language. A question that will be helpful in identifying the learning standards that you would like students to focus on is,

What knowledge, skills/competencies, and processes are students to learn and develop?

The curriculum outlines the broad curricular competencies, content and concepts as well as the sub-skills and fine details of what is to be learned and developed. Both learners and educators benefit from organizing this information and making it transparent. You can use a backwards design template or simply:

- List the knowledge, concepts, and terms that students are to *KNOW*.
- List the skills and processes that students are to develop... which are the *DO*.

Area of Learning: ENGLISH LANGUAGE ARTS Grade 5

BIG IDEAS

- Language and text can be a source of creativity and joy.
- Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.
- Texts can be understood from different perspectives.
- Using language in creative and playful ways helps us understand how language works.
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
<p>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none">• Access information and ideas from a variety of sources and from prior knowledge to build understanding• Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text• Synthesize ideas from a variety of sources to build understanding• Consider different purposes, audiences, and perspectives in exploring texts• Apply a variety of thinking skills to gain meaning from texts• Identify how differences in context, perspectives, and voice influence meaning in texts• Explain the role of language in personal, social, and cultural identity• Use personal experience and knowledge to connect to text and develop understanding of self, community, and world <p>Respond to text in personal and creative ways</p> <ul style="list-style-type: none">• Recognize how literary elements, techniques, and devices enhance meaning in texts• Show an increasing understanding of the role of organization in meaning• Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts• Identify how story in First Peoples cultures connects people to land <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none">• Exchange ideas and perspectives to build shared understanding• Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences• Use language in creative and playful ways to develop style• Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation• Develop and apply expanding word knowledge• Use oral storytelling processes• Transform ideas and information to create original texts	<p>Students are expected to know the following:</p> <p>Story/text</p> <ul style="list-style-type: none">• forms, functions, and genres of text• text features• literary elements• literary devices• perspective/point of view <p>Strategies and processes</p> <ul style="list-style-type: none">• reading strategies• oral language strategies• metacognitive strategies• writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none">• features of oral language• paragraphing• sentence structure and grammar• conventions

Your turn: Pick an area of learning, and the knowledge, skills/competencies that you would like students to develop for a unit of study.

LEARNING GOALS:

The next step is to take the learning standards and turn them into learning goals. Learning goals can be one of the learning standards, or the bringing together of a few of the learning standards in student friendly language. Learning goals make transparent, not only what students are expected to learn, but often how these different pieces of knowledge/competencies are interconnected and for what purpose.

In our design process, the next step is to identify the goal of the learning. What do you want students to know, remember, practice and develop for the long term? Teachers articulate this learning in student friendly language based on how they contextualize the learning for their students.

Some helpful questions include:

What is the goal of the learning?

What do you want students to know, remember, and develop for the long term?

Learning Goal: We are learning to use the writing process effectively and clearly to communicate our ideas for a variety of purposes and audiences.

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Your turn: Take a look at the learning standards you have identified for this unit. Turn these into a learning goal in student friendly language. Does your learning goal help articulate the purpose and context of the learning? Some teachers like to use “We are learning to...” statement to frame the communal exploring, and learning that is going to happen.

SUCCESS CRITERIA

Learning goals specify the intended learning for a unit or inquiry of study, and success criteria articulates what proficiency in the learning goal looks like, sounds like, etc. Success criteria makes the expectations of the learning goal visible and transparent for the student, teacher, and parents/caregivers. It provides students with an opportunity to monitor, and assess their growth and progress towards the learning goal and also offer peer feedback. Students can use feedback to make adjustments, adaptations, and the changes that are required. Teachers assess students based on the success criteria. They can use this information to inform their instruction and next steps as the gauge how students are doing. Success criteria contributes to fair, transparent, and equitable assessment because everyone knows what the intended goals and criteria are. In the absence of clear criteria, students often develop their own which may be incomplete, inaccurate, or contain misconceptions. With relevant and accurate criteria, students are empowered to make decisions to move their learning forward.

Some helpful questions to guide the next step in the process include:

What does it look like to demonstrate proficiency of the learning goal?

What is the success criteria?

Learning Goal: We are learning to use the writing process to effectively and clearly communicate our ideas for a variety of purposes and audiences.

- I can create a plan for my writing that identifies and describes the intended audience, purpose and use a text form that is appropriate for my purpose
- I can engage the audience with an interesting hook and topic sentence
- I can come up with appropriate ideas for my topic and support them with examples
- I can leave my readers thinking about my ideas by creating an insightful conclusion
- I can communicate my ideas in a clear and organized way with correct grammar, spelling, punctuation and proper sentence structure

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Some helpful reminders about success criteria:

Success Criteria



Outlines what a student should be able to do in order to demonstrate proficiency of a learning goal/learning standard



Observable, actionable, measurable



Co-constructing success criteria brings students into the learning process, and increases ownership of learning



Opens up the possibilities to capture evidence of learning (triangulation)



Feedback and assessment is directly connected to success criteria

Your turn: Take a look at your learning goal; what does proficiency in this learning goal look like, sound like, etc.?

The goal is to make the assessment fair, transparent, and equitable to all students, and support them in the growth and development of each learning standard/goal that they have the opportunity to develop. When students are involved in the entire



learning process, from understanding the learning standards/goals, co-constructing success criteria, and empowered to make choices about how to demonstrate their learning and then assess their learning, the hope is that they are able to answer the following questions.

Teachers are also able to answer the corresponding questions.