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.

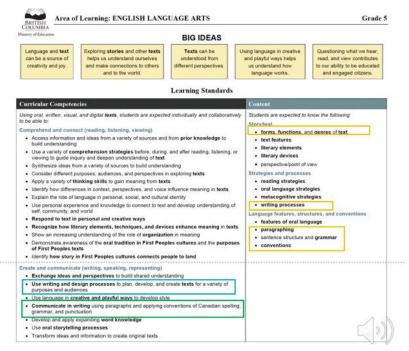
LEARNING STANDARDS:

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*.



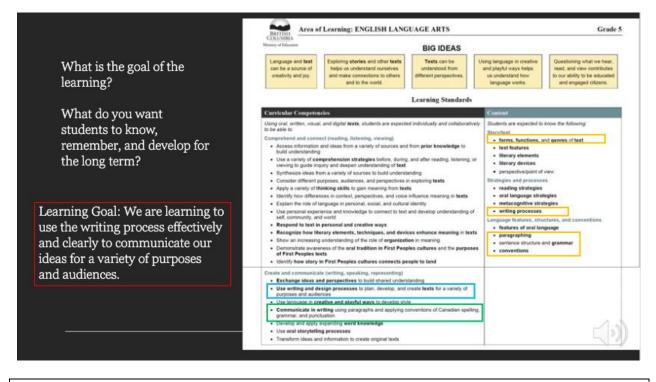
Your turn: Pick an area of learning, and the knowledge, skills/competencies that you would like students to develop for a unit of study.

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:

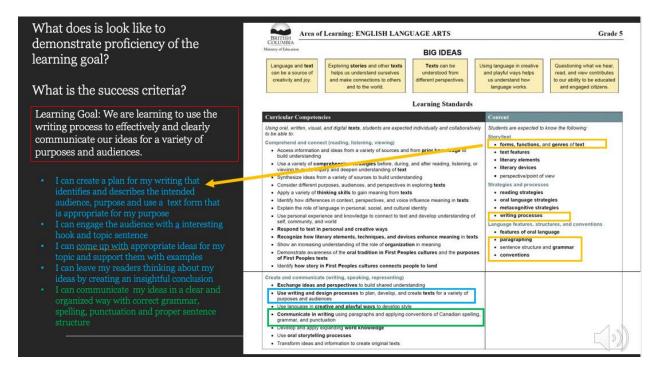


Your turn: Take a look at the learning standards you have identified for this unit. Turn these into a learning goal in student friendly language. Does your learning goal help articulate the purpose and context of the learning? Some teachers like to use "We are learning to..." statement to frame the communal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

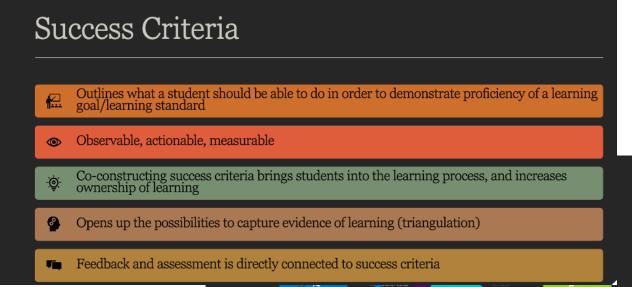
SUCCESS CRITERIA

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 leaning 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:

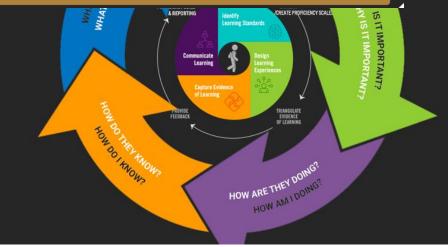


Some helpful reminders about success criteria:



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.