EDUC 401 Learning Continuum

Student Name: _____

EDUC 401A or   401B

Self-Assessment: Where am I going? Where am I now?

Course Learning Outcomes:	Content:
● Demonstrate the ability to interpret and/or deconstruct prescribed BC Learning Standards to create clear, student-friendly learning targets. ● Determine differentiation possibilities for learning targets and corresponding assessment strategies. ● Match learning targets with appropriate assessment methods.	● Assessment's Role in Learning (Ch. 1) ● Clear Purpose (Ch. 2) ● Clear Targets (Ch. 3) ● Sound Design (Ch. 4) ● Learning Continuums (Katie White) ● Backwards Design (Grant Wiggins & Jay McTighe)

Extending *What might student teachers do to deepen skill and understanding?*	❏ **validate where and why the** learning target(s) taught in practicum are located in the continuum ❏ **use** and **design** a variety of formative assessment strategies made available to me (diagnostic, feedback, and self/peer assess) ❏ **differentiate** assessment methods when more than one method is a good match with a learning target
Clarifying Proficiency *How will we know when student teachers are proficient?*	**I can…interpret and deconstruct prescribed curricular competencies.** *This means that I can...* ❏ *analyze key verbs, concepts, vocabulary, and context represented in the curricular competency* ❏ *classify the level of DOK/Blooms reflected in the curricular competency* **I can…write differentiated student-friendly learning targets by creating an inclusive learning continuum.** *This means that I can…* ❏ *clarify proficiency accurately by indicating the visible actions and descriptive qualities we need students to demonstrate to indicate proficiency* ❏ *construct learning targets for each stage in the learning continuum* ❏ *apply BLOOMS accurately for each stage of the learning continuum* ❏ *develop a progression of learning towards proficiency and beyond* ❏ *use age-appropriate language* **I can…match learning targets with appropriate assessment methods.** *This means that I can…*

	❏ **select** an assessment method (SR, WR, PA, PC) that is a strong fit for the learning target(s) being assessed ❏ **justify** the chosen assessment methods with reasons supported by research
Developing *What steps will student teachers need to take to explore and practice?*	❏ **express** what the chosen curricular competency means ❏ **choose** what skills and knowledge students need to build on their journey towards proficiency ❏ **anticipate** where learners might experience challenges ❏ **brainstorm** ways I could add rigour for students who are ready to be challenged ❏ **practice using** BLOOMS to add complexity ❏ **explain the relationship between** type of targets and assessment methods ❏ **explore** a wide variety of formative assessment strategies/tools
Emerging *What vocabulary, skills, and concepts do student teachers need to even begin?*	❏ **become familiar with** the BC Curriculum and how it is organized ❏ **find** related curricular competencies to unpack together ❏ **define** purposes of assessment (formative and summative) ❏ **know** different types of targets ❏ **recall** five keys to quality assessment ❏ **recognize** different types of assessment methods (SR, WR, PA, PC) ❏ **tell** the significant connection between learning targets and assessment practices

Self-Assessment: Where am I now? Where to next?

What's going well in the course? What is resonating with you from your learning? What has been difficult and challenging?

Choose one of the following and elaborate on the second statement only.

❏ I'm ready to apply my learning and design assessment strategies. OR
❏ I'm on my way, but I need help with…

Assessment Strategies Assignment Part A

Learning Targets Assessed (Clarifying Proficiency)	Type of Target	Assessment Method	Assessment Strategy/Tool
I can…interpret and deconstruct prescribed curricular competencies.	o Knowledge o Reasoning o Skill o Product o Disposition	o Selected Response o Written Response o Performance o Personal Communication	**White Board Conversations** (FOR - Diagnostic, Feedback)
I can…write differentiated student-friendly learning targets by creating an inclusive learning continuum.	o Knowledge o Reasoning o Skill o Product o Disposition	o Selected Response o Written Response o Performance o Personal Communication	**Creating the Learning Continuum (product)** - first lesson (FOR - diagnostic & feedback) - second lesson (OF - summative)
I can …match learning targets with appropriate assessment methods.	o Knowledge o Reasoning o Skill o Product o Disposition	o Selected Response o Written Response o Performance o Personal Communication	**Target-Method Matching (product)** - first lesson (FOR - diagnostic & feedback) - second lesson (OF - summative)
Remainder of the Assignment I can design, implement, reflect on, and revise quality assessment strategies.	o Knowledge o Reasoning o Skill o Product o Disposition	o Selected Response o Written Response o Performance o Personal Communication	**Questions: Analysis and Reflection (critical and reflective thinking)** - first lesson (For/AS - feedback + self-assessment) - second lesson (AS/OF - self-assessment & summative) Implementation not observed **Design of the Assessment Strategies/Tools - Iteration #1 + #2 (product)**