

Assessment/Evaluation/Reporting¹

<i>We used to...</i>	<i>But...</i>	<i>So now...</i>	<i>Because...</i>
place more emphasis on what students could not or should not do	we learned that this focus undermined the confidence of many students and that we could be more supportive of their accomplishments	we begin with what students can do, then consider their learning needs	this helps them to develop confidence and gives a foundation for building and further refining skills and knowledge
fail students who did not meet pre-set expectations for behavior or ability to do tasks	we found that some students doubted their ability to learn and this increased the probability of their dropping out of school	teachers give students the support needed to allow them to make continuous progress	this maintains their self-esteem and confidence, thus prompting further learning by strengthening the disposition to learn
use pencil/paper tasks as the main way of assessing and evaluating students	we now know that this gave a limited view of what students could do	we encourage students to represent their learning in a variety of ways (show what they know)	this provides opportunities for more students to demonstrate their intelligence and to be successful learners
compare learners to each other	this made comparisons more important than the actual learning	each learner is evaluated on what he or she can do in relation to expectations and skills that are widely held as being important, continually refined, and purposefully applied	this helps each student feel valued as a learner and builds on individual strengths, which encourages a good start toward lifelong learning
use checklists for students' report cards	they gave limited information about what students could do	we use information from observations, conferences and collections of students' work to develop anecdotal reports	they give more comprehensive information about what students can do
use letter grades for reporting students' progress (A, B, C) (G,S,NI)	letter grades were dependent on teacher and parent interpretation and often focused on surface knowledge rather than understanding	we use anecdotal reports to describe students' learning	they give a more detailed picture of what students can do and identify future learning goals
exclude students from the assessment and evaluation process	this did not encourage the development of self-evaluation skills	students are encouraged to take a more active role in assessing and evaluating their own progress and, with the help of the teacher, set future learning goals	as students construct meaning of the world around them, this process encourages self-evaluation, independent learning and a commitment to further learning
plan conferences for parents and teachers to exchange information	this often overlooked the people with the most relevant information—the students as developing learners	teachers are beginning to plan ways to include students in the conference with parents	together, they can develop a shared understanding of students' abilities, interest and learning needs, resulting in the setting of realistic learning goals

Handout A1.1,H1

¹ From: *Supporting Learning, Understanding and Assessing the Progress of Children in the Primary Program*, Province of British Columbia, Ministry of Education, 1993. Permission granted for use in training.