

The evaluation process has always been something I have struggled with as I have never been excellent when I know a grade is on the line. The most important thing I have learned from this class is to listen to our students and follow their needs and what works for them. Assessment is long-term and observed; it is never a snap decision where only one instance is considered. Our students have good days and bad days, and assessments are generalized over time to accommodate these instances. Evaluations are opportunities to get a snapshot of where their learning may be at a particular time and is an excellent way of figuring out what students understand and what they may not. Evaluation can be good however should not be the only form of seeing where our students stand. However, I have thoroughly enjoyed learning about various assessment types to optimize for each subject for each student's grade. My practicum is being held in a kindergarten/grade one classroom. Early childhood assessment is essential but needs to be conducted in a much more holistic and observed approach. I want to encourage my students to recognize when they feel pride in their work and to be able to communicate that to me as their teacher. Throughout this course, we have learned various ways to conduct student assessment; however, it can be challenging in the early years of education. My main goal is to pick assessment styles that build the foundational work for future practice. I am hoping to implement pride folders, a scaffolded approach to the Friday folder. Talking circles, a scaffolded approach of peer assessment. And finally, picture stories, a scaffolded approach to the story rope.

In my opinion, the Friday folder is a fantastic way to build student confidence in their work, engage with students, and have students engage in the metacognitive practice. In the formative years of school, it can be challenging for students to pick work and identify why they believe this is their best work of the week. When we encourage students to build confidence in their work, we set the building blocks for future leaders. Students need opportunities to share their work with other students as well. Sharing work builds a community and creates support between students. I believe each student can have a pride folder buddy, and they can work together to help pick their favourite work of the week. Using the buddy system helps build collaborative skills and support other students in the classroom. Lastly, having

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students pick work and then discuss it in a teacher conference allows students to engage in metacognitive discussion and lays the groundwork for future talks. If we can have students make a pride folder as Pam suggested, it will allow them to build confidence in their work, engage in metacognitive practices and promote peer support.

Pride folders will be decorated by the students at the beginning of the year with their names clearly on them and anything else they would like. Each week on Friday mornings, students will have time to look through their work from the week and pick one thing they are proud they completed. They will take a sticky note and flag whatever page or worksheet, or artifact representing their work. As the week goes on I will mark down one thing I felt each student did that was something to be proud of, whether it be work or an anecdote of the week. Students will come up and have short conferences to discuss what they were proud of in their learning journey throughout the day. Meetings allow them to share their work and explain their thinking behind it. I will share what I thought they did well this week, and they can end the week with positive affirmations of their hard work. Pride folders also provide two examples of work a student did that went above and beyond and showcased all students' progress in our classroom. During the day, I will photocopy each child's folder to file their work away. The students will take their pride folder home to show their parents over the weekend to see their children work, and students can retell the conversations we had about their work. Pride Folders are a meaningful way for students to share their work with their parents while keeping parents informed during an incredibly distant time.

In chapter nine, communicating about learning is discussed, and this is the main idea behind a pride folder and student conference. "When students communicate to others about their learning, they come to understand what they have learned." (Davies, 2020.) When students can pick an example of their learning and discuss the product with their teacher, it allows deeper level thinking. Students are reflecting on the process, dictating their journey and communicating their understanding. It is excellent that they can engage in conversation with their teacher and bring these examples home to discuss with their parents. These discussions follow Davies's approach of demonstrating learning at home with students recalling their conference

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with the teacher and explaining what they learned and how they succeeded this week. Parents can then also engage in reflecting with their child and provide other ways to improve in the future.

Pam provided us with examples of the Friday folder that I believe eloquently showcases students engaging in meaningful conversations. I am a nanny as well, and I had my kids go through the artwork and activities we did last week and picked what they felt was their best work. It is a different process as one child is three and one child is five; however, getting them to recognize their favourite work is essential and allows them to feel appreciated. You can find examples in the appendix of my kids engaging with this process to the best of their abilities as they are younger than the desired age group. I will provide example folders and pictures in the appendix to demonstrate the process visually in a supply list.

I will be using talking circles in my practicum as a way for students to engage in peer and self-assessment while still being guided through the process. Students can struggle when constantly hearing constructive criticism from the same person, and allowing students to engage in meaningful peer conversation can be a productive way to switch things up. Students can engage in various ways in both peer and self-assessment; however, discussions are a great way to introduce these concepts when stripping the process to its bones. Students need to be able to look critically at their work and recognize their successes. A self-assessment allows us to see deeper into understanding student's work and their process while working. Peers in the classroom understand the work that was being asked and can provide a fresh perspective and guide their partner through issues they may struggle with in the future. Overall the reason I chose to bring a talking circle into the classroom was to lay the fundamental building blocks of both self and peer assessment. Talking circles will be built on in the future and is an excellent lesson for students to appreciate the work of others and their own.

The discussion will begin with the class sitting in a circle on the floor. Each student will bring an example of class work we have agreed upon and will have a chance to share their work with the class. Each student will have the opportunity to stand up, showcase their work, and explain what they did. The student to the right will say one positive comment about the other student's work, and the student standing

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will say one thing they think they can improve on for next time. We will go around the circle until everyone has a turn to share. There are three essential parts to creating a positive experience for all students in the talking circle. The first is explaining to students the importance of respect when commenting on other's work. The second is explaining that everyone makes mistakes, everyone has their struggles, and we won't always do things perfectly, but in the end, the most important thing is that we all tried and we all learned something. Lastly, the most important thing to remember is, as the teacher, to also share something that you worked on this week and allow students to comment. Allow an equal amount of vulnerability on all members of the class, so students feel supported. Talking circles are a great way to have students engage in an introduction to peer assessment as we are valuing our classmates' work and learning to critique our work. This approach is not new by any means, just a tiny adjustment to practices already in place. The talking circle is used in many classrooms for complex discussions, learning circles, games, storytelling and learning about Indigenous Culture. As someone Indigenous, a talking circle is strong and supportive. We are all there to listen and learn and be respectful; this will be key when implementing this form of assessment in the classroom. This activity can be scaffolded up to various activities such as two stars and a wish for peer or self-assessment.

I am teaching a unit on plants, and I will use this method of assessment with my students. I will have each child have an opportunity to say one thing they liked or learned about plants, and another student will say something they noticed when working with that student. We will be gardening and engaging with plants, so there will be lots to discuss and experience as a group. In chapter five of *Making Classroom Assessment*, self-assessment and peer-assessment are discussed as valuable options for assessment styles to include in the classroom. Anne Davies writes, "Teachers who want all students to succeed should arrange ways for students to give themselves feedback or receive feedback from others." (Davies, 2020.) This refers to increasing the number of people who assess and provide constructive feedback; students are more likely to understand how they can improve rather than only hearing reports from one source.

An example is provided on page 59 of the two stars and a wish method used for assessment. Two stars and a wish can be challenging for students to write for

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themselves or peers, so breaking this method down is a great way to scaffold this type of assessment. The talking circle allows peer and self-assessment to be used as well as an opportunity for teacher assessment. Having students get used to analyzing other's work and providing commentary is an important skill to set for future assessment styles. Throughout chapter five, Anne Davies delivers various peer and self-assessment examples and ends the chapter with a summary of guiding ideas. The use of learning circles is mentioned, and using them for peer and self-assessment is highlighted as a productive approach.

The final form of assessment I will be bringing into my practicum classroom is a scaffolded approach of the story rope. When Pam talked about the story rope in our last lecture, I felt it was such a beautiful way to demonstrate listening, understanding, and teaching artifacts to represent essential aspects of a story. Pam aimed the story rope at a higher grade level; however, we can adjust this activity to assess younger students and their foundational knowledge of these approaches by using the same idea. In the kindergarten grade, one classroom creating a whole rope can be challenging, so we will work together as a class to create our very own story rope. I think this is an excellent way for students to showcase their listening and meaning-making throughout the process. In the younger grades assessing basic skills will allow students to improve and practice, so they have a strong framework as they mature. Having students learn the value of active listening and learning to pull meaning are essential skills for the future. I believe picturebooks are a great way to teach in kindergarten and accommodate various activities and skill-building lessons.

I will have students create a picture with things that stood out to them in the story, whether that be where it took place, something that happened, a character in the story, or anything else they deemed necessary. Students will do story Chains multiple times to see students' progress on interpreting what is essential in a story. As a class, we will read a story for the first time, and I will share with the students we need to listen very carefully after I ask students what they noticed in the story to get them engaging with the imagery and the events. The next day we will reread the story, and the students will be asked to listen and watch for anything new they may find. We will then engage again about what we saw this time we read the story. The students will go back to their desks, and they will draw a picture of what they felt was influential in

the story. Anything is welcome, whether it be a character, plot, props, artifacts etc. We will repeat this activity over time and assess how students have developed in their listening skills and meaning-making skills.

The primary example of this activity is a story rope; it is a way to introduce this activity without overwhelming students. Allowing creativity to flow through drawing is important and is a more feasible way for the younger grades to represent the story they heard rather than finding objects. As a class, we will take each drawing and glue them together to create a chain; we can hang this in the classroom to show all the students' critical events throughout the story. Templates can vary. However, I have provided one in the appendix to showcase an example for this activity. This activity allows for a long-term form of assessment and can showcase the process and journey students went on throughout the year. Anne Davies says, "An important first step for making classroom assessment work is to understand the difference between assessment and evaluation." (Davies, 2020.) The main focus of this activity is the students' overall growth in active listening and meaning-making skills. This activity could be used as an evaluation; however, we care about long-term development and practice rather than a snapshot of where a student is at in a particular moment. Chapter one describes the process of assessment and provides a framework for teachers to follow. A simple activity like the classroom story chain allows teacher observation, student products, and class engagement all in one. This allows for a variety of assessment notes and styles to be used. We can document the process through observations and teacher notes to capture student learning. We will have examples throughout the year of the growth in students' work and final product, and lastly, we can have students engage in groups to discuss their progress and understanding. This activity has so many ways to include assessment and allow for fluctuation based on students' interest and engagement.

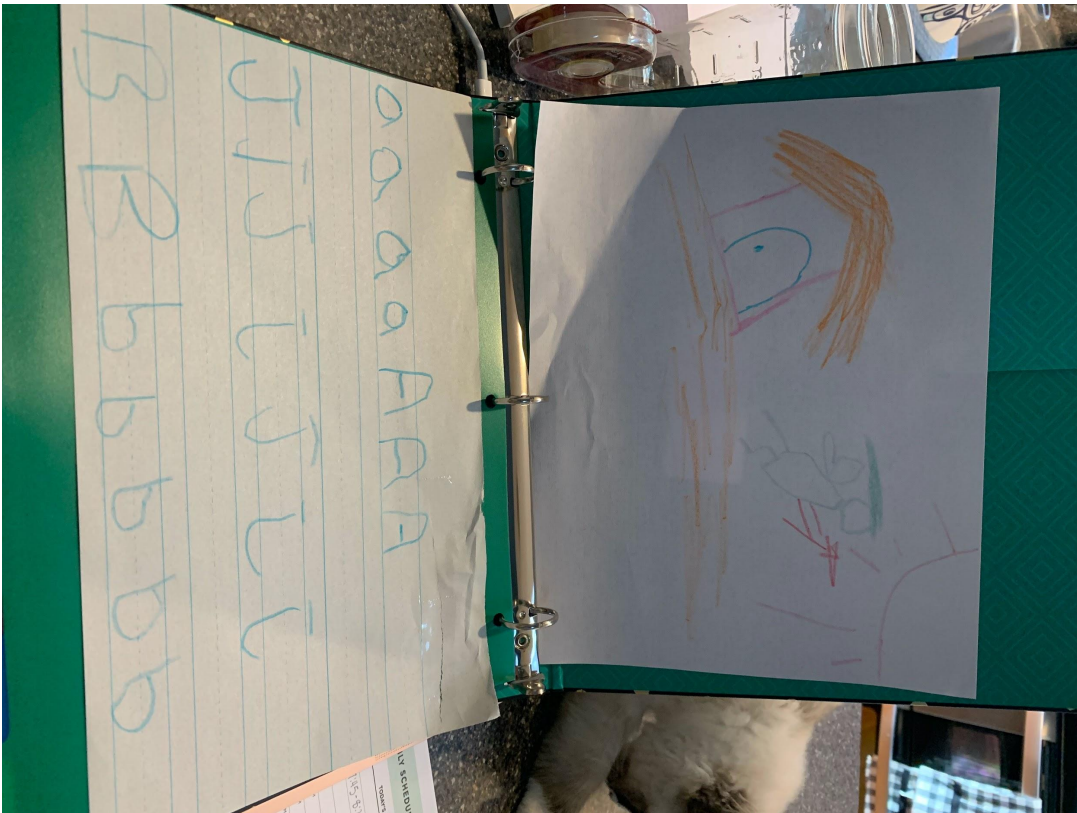
References

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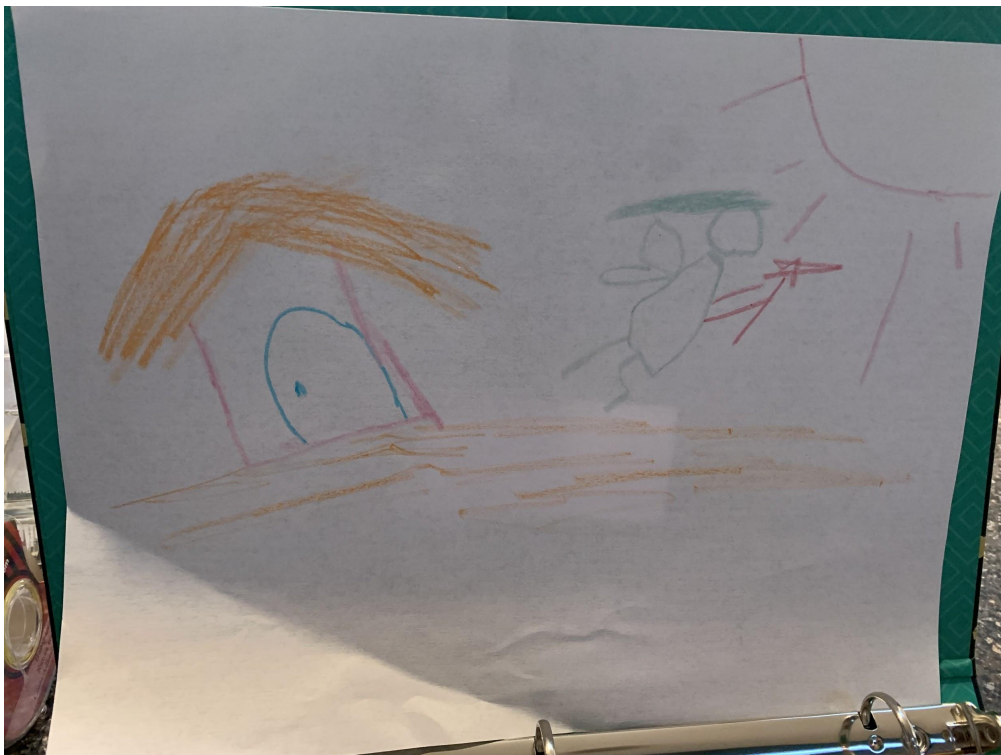
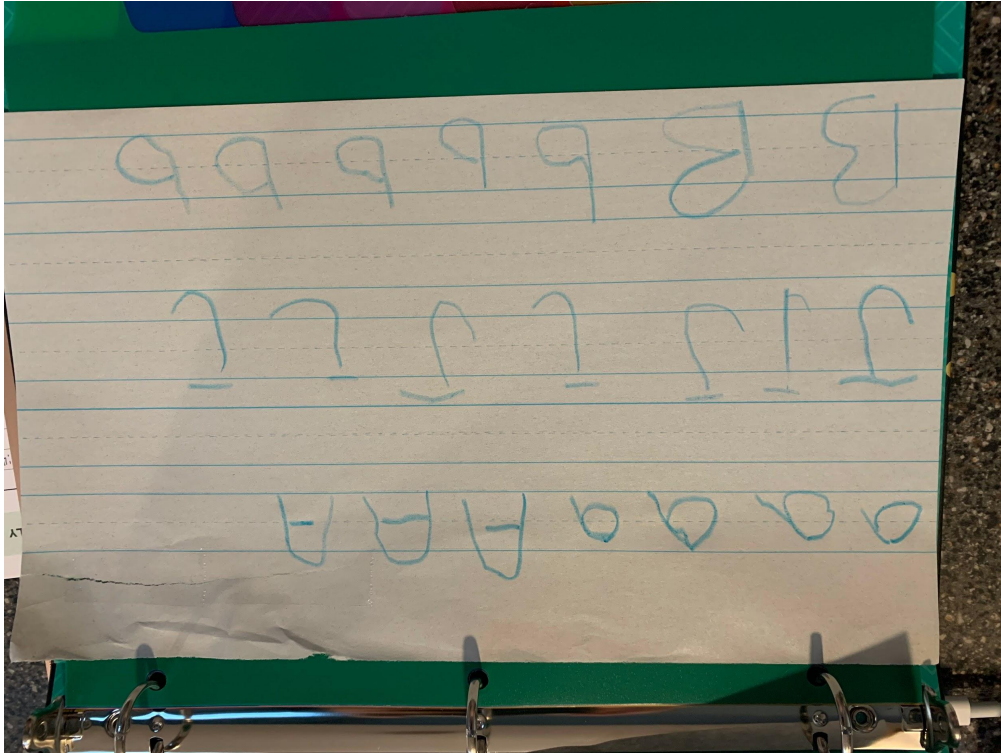
Anne Davies, *Making Classroom Assessment Work*. (2020). Courtenay, British Columbia: Connect2learning.

Assessment Style 1: Pride Folder's

**Appendix 1: Supply
Folders, example**



**Appendix
2: Work in
pride
folder for
conference**

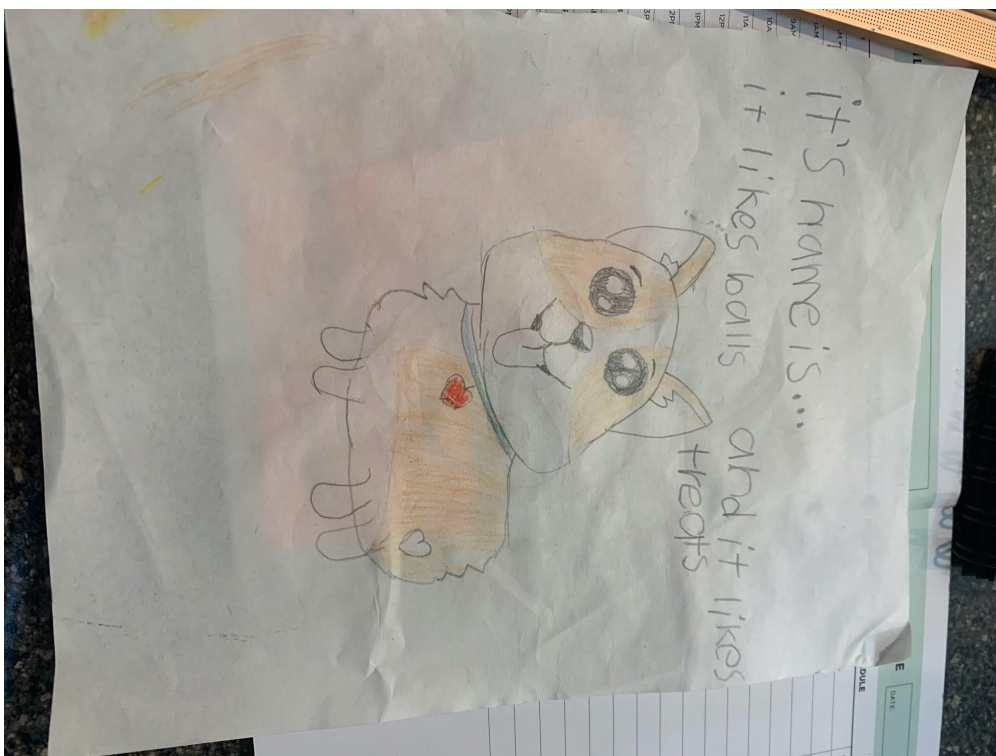


Assessment Style 2: Talking Circle

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**Appendix 1:
Example
seating**



**Appendix 2:
Example of
Student
shared work**

Appendix 3: Example Script

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Student 1: I drew a picture of a corgi today because they are my favourite type of dog.

Student 2: I like the cute eyes you drew and the heart on its side

Student 1: I think next time I might use more colour

Teacher: Beautiful work!

Assessment Style 3: Story chain

Appendix 1: Example Worksheet For Students

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Appendix 2: Story chain drawings and assembled chain

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