EOSDN (Eastern Ontario Staff Development Network) Inquiry Project

Focus on assessment for and as learning - how does assessment drive instruction?

Small groups of teachers observed a math lesson and documented at the desk of the marker students (using Observational Tool)

The work of the marker students was annotated by the group following the lesson (assets, wonderings, observation, challenges)

These observations and annotations grounded the discussion around how to use this information to plan for future instruction (both for marker students and other students in the class). This information sparked conversation around classroom environment, use of manipulatives, appropriate tasks, addressing individual students needs, planning for guided groups.

Analysis of 60 Observational Tools provided the following information:

Student Look Fors (Observational Tool)	% observed (60 observations)
Problem-solving	83%
Reasoning and Proving	65%
Reflecting	23%*
Selecting Tools and Strategies	63%
Connecting	38%*
Representing	52%
Communicating	63%
Assessment as Learning	23%

*It was noted that reflecting and connecting were not easy to observe unless opportunities for conversation were built into the lesson. Over 60% of the time, problem-solving, reasoning and proving, selecting tools and

strategies, and communicating were observed. A next step will be to focus on reflecting and assessment as learning.

This tool is currently a work in progress and revisions will be made as we continue to work with it. The checklist provided some interesting information and discussions are taking place in terms of refinement of the areas. The anecdotal part of the tool has been very valuable with a focus on what is seen and heard (without interpretation) - teachers have appreciated the opportunity to listen carefully, then have time to discuss afterwards.

RCDSB Observational Tool

Common Look Fors	Observed	Not Observed	Notes
Problem Solving			
Thinks about how to solve the problem			
Follows through on thinking			
Revises thinking as needed			
Reasoning and Proving			
Draws conclusions using problem-solving process			
Gives justifications for responses (refers to models, etc)			
Reflecting			
Asks questions of peers (to clarify)			
Ask questions of educators			
Reflects on learning (asks questions of self)			
Selecting Tools and Strategies			
Selects and applies appropriate tools			

Selects and applies appropriate strategies			
Connecting			
Connects new learning to prior learning (skills to concepts or math to everyday examples)			
Representing			
Creates a model to represent the problem			
Translates from one representation to another when appropriate (e.g fractions, representing a number)			
Communicating			
Communicates their thinking with class			
Communicates with peers (small)			
Communicates in writing (connects ideas to numeric and concrete representation)			
Uses math language in communications			
Assessment As Learning			
Setting goals			
Seeks peer feedback			
Seeks educator feedback			
Uses feedback to inform next steps			
Addresses misconceptions (self or peer)			
Additional Observations - What do I See? What do I Hear? What do I Wonder?