**Yukon Educators’ Guide to the CSL Resource**

**Exploring the Communicating Student Learning Resource and Professional Development Tool**

**Learning Targets:**

* To deepen our understanding of the redesigned curriculum
* To deepen our understanding and use of Yukon’s Communicating Student Learning Resource
* To make a collective commitment to implementing Assessment for Learning strategies and prioritizing next steps for our school
* To explore and develop our understanding regarding the changes in how we communicate student learning

**Discussion Guide to Chapter 1: Planning for Assessment and Communication**

***Big Idea #1: Assessment and evaluation practices must align with the learning standards and core competencies in the new curriculum.***

1. Why is the Know – Do – Understand model (page 13) integral to this curriculum?
2. Look at the five questions on page 15. Which of these do you find easy to answer? Which are difficult?
3. Check out the core competencies profiles link (page 17). Is there anything there that’s new to you about the core competencies?

***Big Idea #2: Assessment and communication practices must integrate Yukon First Nations Ways of Knowing and Doing.***

1. Which of the culturally responsive assessment practices (pages 21-22) do you already use? Which can you strive to do better?
2. How can the school build stronger relationships with the local Yukon First Nation(s)?
3. Take a look at the Cultural Inclusion Standards for all schools, in the “Links and Resources” icon on page 25. What is one way you can support this in your classroom?

***Big Idea #3: Assessment methods must be appropriate for and compatible with the purpose and context of the assessment.***

1. Click on Figure 1.2 on page 28. Where do most of your assessments lie? How can you include a wider variety of assessments?
2. Which of the steps involved with criterion-based assessment do we do well / need to improve?

***Big Idea #4: Assessment methods must be differentiated to meet students' learning styles.***

1. How does the Hattie quote on page 31 influence your current view of differentiation?

***Self- Reflection:***

How do you rate yourself in relation to Knowing, Doing, and Understanding the Big Ideas presented in this chapter? What might be a professional goal for you?

***Planning for Assessment and Communication:***

What are two next steps I need to take for my practice?

1.

2.

What are two areas in which I need to learn more or require support to make these assessment practices happen in my classroom?

1.

2.

What are two areas where I can offer support, advice, or examples to others?

1.

2.**Discussion Guide to Chapter 2: Formative Assessment**

***Big Idea #1: Formative assessment (for learning) must be ongoing, varied, and central to the instructional-learning cycle.***

1. Of the “Six Strategies that Matter” (page 40), which ones are most easily implemented and which ones require more careful planning?
2. In what ways are we successfully using rubrics? When is a rubric not effective?

***Big Idea #2: Students must be provided with ongoing feedback that is clear, specific, and timely to support their progress towards achieving learning goals.***

1. How can we reasonably provide feedback to students that meets the criteria on pages 47-48?
2. How can we better design questioning strategies that engage the whole class, and not simply the ones who raise their hands?

***Big Idea #3: Formative assessment (as learning) involves students in gathering evidence of learning to set personal goals for learning and monitoring their progress through self and peer-assessment practices.***

1. How do we build student skills at collecting and using evidence of learning?
2. How can we better facilitate the use of portfolios as evidence of student learning?

***Self- Reflection:***

How do you rate yourself in relation to Knowing, Doing, and Understanding the Big Ideas presented in this chapter? What might be a professional goal for you?

***Formative Assessment:***

What are two next steps I need to take for my practice?

1.

2.

What are two areas in which I need to learn more or require support to make these assessment practices happen in my classroom?

1.

2.

What are two areas where I can offer support, advice, or examples to others?

1.

2.

**Discussion Guide to Chapter 3: Summative Assessment**

***Big Idea #1: Summative assessments must be based on clear criteria (aligned to learning standards) and include a variety of opportunities for students to demonstrate their learning.***

1. Can we say that all of our summative assessments are “effective,” based on the criteria on page 70? If not, what needs to change?
2. How can we reasonably (with time and efficiency) make formative use of summative assessments?

***Big Idea #2: Summative assessments must be based upon the most recent and consistent demonstration of learning.***

1. What ideas in this section create cognitive dissonance for you? How can we adapt our practice to match these ideas?

***Self- Reflection:***

How do you rate yourself in relation to Knowing, Doing, and Understanding the Big Ideas presented in this chapter? What might be a professional goal for you?

***Summative Assessment:***

What are two next steps I need to take for my practice?

1.

2.

What are two areas in which I need to learn more or require support to make these assessment practices happen in my classroom?

1.

2.

What are two areas where I can offer support, advice, or examples to others?

1.

2.

**Discussion Guide to Chapter 5: Expectations for Communicating Student Learning, Kindergarten to Grade 12**

***Big Idea #1: Evaluation and grading must reflect achievement and progress over time in relation to specific learning standards or student goals; evaluation is tied to learning, not behaviour and attitude.***

1. What clear messages can we send to parents/guardians about how we determine proficiency levels?
2. How can the “Continuum of Student Expectations” help us?

***Big Idea #2: Effective communication between home and school is central to student success.***

1. What processes can we put in place to ensure students are self-assessing their core competencies in a meaningful way?

***Big Idea #3: Parents must be provided information that makes it clear where students are in their learning, what they are working toward and ways to further support their learning.***

1. Look at the expectations listed on page 98. What implications do these inspire?
2. See the expectations on page 101-102. How can we prepare?

***Self- Reflection:***

How do you rate yourself in relation to knowing, doing, and understanding the big ideas presented in this chapter? What might be a professional goal for you?

***Expectations for Communicating Student Learning, Kindergarten to Grade 12:***

What are two next steps I need to take for my practice?

1.

2.

What are two areas in which I need to learn more or require support to make these assessment practices happen in my classroom?

1.

2.

What are two areas where I can offer support, advice, or examples to others?

1.

2.

**Discussion Guide: Wrap-up**

**We are interested to know, in terms of the Yukon Education Guidelines for Assessment, your sense of how we are doing *as a school community*:**

What are we learning?

How is it going?

Where to next?

What can the administration do to provide support?