

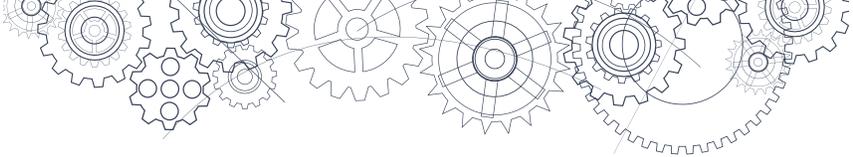
# Assessment Literacy in B.C. Video – Transcript

## Introduction

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Time	Transcript	Total
0:00–0:53	<p><b>Tom:</b> This is an exciting time for us here in British Columbia from an assessment, curriculum and instructional perspective</p> <p><b>Suzanne:</b> There has been an evolution around assessment practices and the redesigned, renewed curriculum gives that opportunity for us to do it very differently</p> <p><b>Jacob:</b> We want students who are engaged learners; and we want students that are going to be lifelong learners</p> <p><b>Joy:</b> We have the opportunity to shift our assessment practice;</p> <p><b>Jo-Anne:</b> Really looking at the power of formative assessment and authentic assessment</p> <p><b>Leyton:</b> Co-owned by the teachers, co-owned by the learners.</p> <p><b>Nancy:</b> A cooperative team effort between the teacher and the student.</p> <p><b>Joy:</b> Because teacher learning, student learning go hand in hand</p> <p><b>Suzanne:</b> It enables students to take ownership of their learning.</p> <p><b>Tom:</b> Over the last number of years, BC teachers have worked in collaboration with the Ministry of Education to bring about a shift in our curricular focus</p>	53 seconds





## Section 1: Why is assessment literacy important?

**Assessment Literacy:** Assessment literacy is the knowledge, understanding, and application of assessment principles and practices necessary to support and empower students in their learning.

Time	Transcript	Total
0:54–1:47	<p>One of the overarching questions we have to consider as this shift happens in British Columbia is what importance does our assessment literacy play?</p> <p>We have been a very assessment literate jurisdiction for a number of years but with the shift in focus into the core competencies, it requires a renewed focus and a renewed interest in how assessment practices build proficiency and allow students to grow in their understanding, what they know and what they can do and how they can demonstrate their abilities to think critically, to think creatively, to collaborate and to communicate.</p>	53 seconds
1:48–2:11	<p>The context of assessment literacy within a school district, to me is of paramount importance. And I think it starts with having a very clearly articulated vision around why you need assessment literacy and, there needs to be a culture within a school district that is open and receptive to working on that model of continuous improvement.</p>	23 seconds
2:11–2:25	<p>And if we have that consistent understanding, and a deep understanding as a system, there's a multiplication effect of in terms of how we're able to support students and student learning. So, so I think it's vital that we have common understandings of what strong assessment practices are.</p>	14 seconds
2:26–2:35	<p>Assessment literacy is deeply relational. You can't engage in assessment without having a relationship with the individuals or the group that you're learning with or supporting.</p>	9 seconds
2:35–2:47	<p>Assessment literacy is relevant to me because the extent to which we understand how assessment works has a huge impact on what happens in the classroom, what happens with teachers day to day and how they interact with their students.</p>	9 seconds
2:47–2:50	<p>Reading what they did really well...</p>	3 seconds
2:50–2:59	<p>I am very much in favour of a common language for assessment and that we build upon the assessment literacy that we have already in the province.</p>	9 seconds

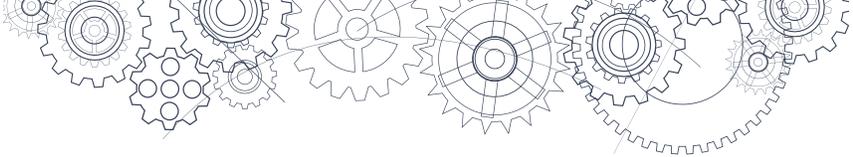




## Section 2: How are curriculum, instruction, and assessment connected?

Time	Transcript	Total
2:59–3:44	There is a very strong connection between curriculum, instruction, assessment, reporting. Curriculum, assessment, instruction is different than what it was before because of the curriculum redesign. You can't have one effectively take place without the others happening at the same time. And the redesigned renewed curriculum gives that opportunity for us to do it very differently. So before where really as a teacher in the classroom I would look at what kids understood and that is all that I would take a look at, but now it's about that knowing, that doing, that understanding. And there is leadership within classrooms, there's leadership within schools, there's leadership within the district that can enable this to be so.	45 seconds
3:44–4:24	What we are talking about is a shift in the means and ends. You know, traditionally, the core competencies have always been a part of instruction, but they were a means to an end. A number of decades ago, we had kids collaborate, we had kids think critically, but the goal ultimately was to acquire content proficiency. Now this shift really has us thinking about the means and ends moving places, so we're no longer using competencies to acquire content acquisition or content knowledge, but we're using knowledge to develop competencies and so the understanding, and the knowing and the doing within the content areas will allow us to (as an end result) teach kids how think more critically, how to collaborate, and how to be creative in their thinking as well.	40 seconds
4:24–4:31	There are a number of different connections between the revised curriculum and really looking at the power of formative assessment and authentic assessment.	7 seconds
4:31–4:52	Assessment is really more a verb than a noun. So often, traditionally, we viewed assessment as a kind of event that's occurred that we press pause on teaching and then we assess and then we get back to teaching. Where if teachers can see assessment as of more of a verb, in that we use assessment for action, and that allows us to be more agile in our instructional approach.	21 seconds
4:52–5:04	And so assessment and instruction are just an ongoing cycle or we would say it is iterative. You're constantly saying, where are we, how do I know this and then how does this inform where I am going next?	12 seconds
5:04–5:22	We don't want to just put it out there and hope for the best. We use the assessment that we design to ensure that students are actually gaining the knowledge that we wanted them to gain, developing the understanding and developing the abilities to do what it is that we hoped they would be able to do.	18 seconds



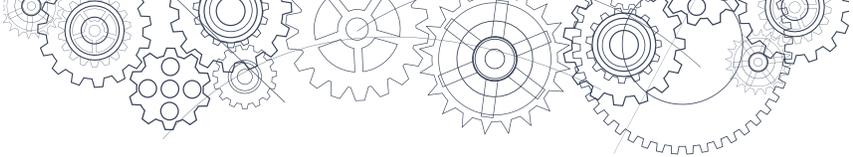


### Section 3: Given the shifts in curriculum, how do you see assessment practices evolving?

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Time	Transcript	Total
5:23–5:30	How are we evolving? British Columbia is known as a leader in formative assessment around the world.	7 seconds
5:30–5:39	I think there has been an evolution around assessment practices in school districts and everybody is on a journey and we are all at different places on that continuum.	9 seconds
5:39–5:55	Our classrooms and our students are very different to what they were historically. Much more complex, much more diverse and in order to pitch the ball where all kids can hit it we have to come up with new ways of knowing and doing things differently with respect to assessment.	16 seconds
5:55–6:07	In my classroom, I found that the vast majority of assessment is formative and there is very little that is done in my classroom that isn't an opportunity for formative assessment.	12 seconds
6:07–6:27	Student learning does not have to look the exact same for every single student. It doesn't have to look the same it doesn't have to sound the same. Just as learning processes don't have to look the same, sound the same for every single student. I think the revised curriculum has opened up the door for looking at differentiated assessment and ensuring that we are finding the access points for all students in our schools.	20 seconds
6:27–6:44	We co-construct our assessments, our assessment practices with each other and with our students based on what's important and that draws from the curriculum that we work with. But more importantly, it's situated and co-owned. Co-owned by the teachers, co-owned by the learners.	17 seconds
6:44–6:50	We're working with criteria <i>always</i> that's co-created with the students.	6 seconds
6:50–7:12	A big part of that is how teachers use time in classrooms. I think back to when I taught. I spent a lot of time on summative assessment preparing kids for tests and now it's that ongoing, minute by minute, hour by hour, day by day feedback that teachers are able to provide for students around their learning that is in formative assessment.	22 seconds
7:12–7:21	We have the opportunity to shift our assessment practice in the sense that it is infused in with the learning cycle.	9 seconds
7:21–7:39	Ultimately, what we want, we are aiming for lifelong learners and if we don't develop that capacity in students to be able to assess themselves and have a sense of how they are doing and how they're growing then they leave our system dependent on others to tell them whether they can do something or not or what they should do next or what the next steps are.	18 seconds





## Section 4: Why is it important for students to take more ownership of learning?

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Time	Transcript	Total
7:40–8:01	We know that it's important for students to take ownership over their own learning because there is a good body of evidence in the research that tells us that as students take more ownership over their learning and are more invested in their learning continuum all along the way, that there is increased motivation, there is increased engagement, there's increased understanding of where they are in and of themselves.	21 seconds
8:01–8:10	A professional question of my own through my whole teaching career is how am I facilitating their learning so they have ownership?	9 seconds
8:10–8:20	We have to help students value whatever learning processes they are engaged in and they will value it if they own it, if they see it as theirs.	10 seconds
8:20–8:35	But in order for them to take ownership of their learning, there has to be quite a relationship of trust and good feeling between the teacher and the student. And I can't imagine now a classroom where it's not a cooperative team effort between the teacher and the student.	15 seconds
8:35–8:52	That student ownership is about helping them develop that sense of self-advocacy that they can learn, that they can learn in different environments, that they can transfer the learning to different contexts and will continue beyond a specific learning experience, specific classroom or the K-12 system.	17 seconds



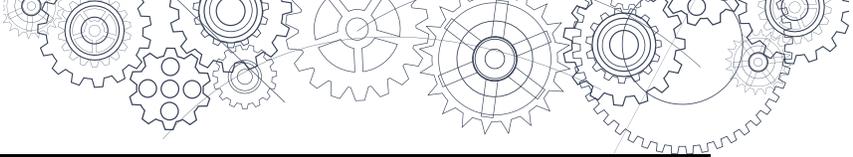


## Section 5: How do we best build assessment literacy across our education system?

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Time	Transcript	Total
8:53–9:24	<p>I think the best way for us to build assessment literacy across our system is to think of assessment as relationship building, as a way to drive inclusivity, as a focus on how we nurture a culture of learning, and an environment where students feel supported, they feel motivated and they feel engaged. Do students see assessment as an opportunity or as an inhibitor? Or do they see assessment as being an opportunity to know where they are, what it takes for them to grow in their proficiency?</p>	31 seconds
9:24–9:46	<p>If students see you as a learner alongside them, I think that is the key piece.</p> <p>[Cutaway]</p> <p>When we have developed this culture in the class that is around growth, that this is my learning right now but I know I'm continuing to learn, I really believe that it's this assessment literacy that enables that to happen.</p>	22 seconds
9:46–10:16	<p>We know at the end of the day that school completion is of paramount importance for student success beyond the K-12 system so it behoves us to do whatever it takes to make that so and personally I see formative assessment, the work that teachers are doing in classrooms, the work that principals are doing with teachers, the work that system leaders are doing to put systems and structures in place to make that so, is of paramount importance for the future of society as a whole.</p>	30 seconds
10:16–10:41	<p>Investing in our assessment literacy is arguably the most efficient and effective professional investment any teacher can make because assessment sits at the centre at so many of our experiences in the school.</p> <p>Our assessment literacy matters because It is the way in which we measure how students are succeeding, how we can provide feedback on how they can grow their proficiency and begin to let other people know about the development of those children and how they are beginning to think differently here in the 21st century.</p>	25 seconds





Time	Transcript	Total
10:41–11:42	<p><b>Suzanne:</b> And the redesigned, renewed curriculum gives that opportunity for us to do it very differently</p> <p><b>Tom:</b> This shift really has us thinking. We have a great opportunity to create a rethink in our whole assessment system.</p> <p><b>Suzanne:</b> It starts with having a very clearly articulated vision</p> <p><b>Jacob:</b> Recognize that we all bring something</p> <p><b>Nancy:</b> Build upon the assessment literacy that we have already in the province</p> <p><b>Tom:</b> Create a renewed interest in assessment systems that really do put students at the centre of the experience</p> <p><b>Joanne:</b> They will value it if they own it, if they see it as theirs. Our students' future success depends on our ability to grow and refine our assessment practices.</p> <p><b>Joy:</b> Teacher learning, student learning go hand in hand</p> <p><b>Tom:</b> We use assessment for action</p> <p><b>Suzanne:</b> Open and receptive to working on that model of continuous improvement.</p> <p><b>Layton:</b> Where are we, how do I know this and then how does this inform where I am going next?</p> <p><b>Nancy:</b> Let's respect ourselves and each other and get some learning done.</p>	1 minute 1 second

