

This assessment program at Bayview Elementary has been a valuable tool in gaining new experience and strategies of obtaining some understanding of these student's strengths, needs, and their current level of comprehension. Through working with 3 students for two sessions, I enriched my understanding about the importance of using a wide variety of assessment strategies drawn from the modes—write, do, say. I noticed this more in depth after our story was finished and I was asking the students some discussion questions. At this time they were able to speak to some of the questions I asked, however, when it came time to writing about what we just read and discussed, I found that I had more of an accurate assessment of their understanding of what we had just read.

It worked well for me in the beginning to explain to the students that the information I receive from working with them helps me to support them as learners. I see the importance of working in small groups for a project such as this. Working one on one with students is valuable because it gives you a chance to really learn where their needs are. I learned from this experience that it is important for struggling students to not get centered out. One of the 3 students I was working with really had a tough time with the reading. After quickly realizing this, I did not push the reading any more for him unless he wanted to. I did not want this individual to feel like I was putting him on the spot. Either way, with each student I gave a compliment on his/her oral reading. This positive encouragement will go a long way. I also learned from this experience that designing and using thoughtful classroom questions to lead discussions is a useful tool to generate evidence of learning. This allowed the students to participate and interact amongst each other in meaningful oral discussions. Reflecting back on this experience, one of the things that worked well for me was that the learners were using some of the strategies that were discussed and modeled in the previous visit. This included: sounding out the word, skipping the word and going ahead to make meaning, and retelling what they have read. These strategies seemed to work while they were reading. Some other strategies these particular students demonstrated were making predictions throughout the story and making connections between the text and their lives. They also seemed to notice some of the patterns in the text structure.

One of the 6 BIG AFL strategies I tried with the students was to provide clarity about and understanding of the learning intentions of the work being done. I did this by presenting the learning intentions at the beginning of the lesson and also referring back to them at the end of the lesson to solidify the learning. I found that this helped the students to stay focused on the task at hand. This seemed to assist the children in the flow of the lesson. Another strategy I used with the oral reading portion of this program was to model some of the think-aloud strategies before we read the book. This gave the students a little snapshot of what I was looking for to focus their reading. After the students observed me modeling some think-aloud strategies, I could see that they felt more comfortable to try them out. While they were reading, all three of the students tried at least one of the strategies I modeled.

Anecdotal Reports:

Kaylee

- Oral reading- Appears to be meeting expectations with reading. She independently reads, understands, and uses simple and direct information and procedures. Reading seems accurate and complete. She remembered various think aloud strategies we discussed in previous lesson and was able to use them when necessary.
- Writing/representing- her comprehension of the story was evident by her ability to write about the story and accurately answer the discussion questions I had arranged. Her ideas were relevant and logic.
- Oral language- she appears to be on track with what she was speaking about throughout our discussion questions at the end of the story.
- Engagement- she appears to be very engaged from the start to the end. Whenever I asked a question or for a prediction, her responses were generally complete.

Strengths

- Appears to not stumble of any words. Great pronunciation
- She enjoys reading and I feel that has a lot to do with her level of reading.
- Was able to ask questions, thinking ahead.
- Made connections to own knowledge.
- uses descriptive language
- Reflected at the end- was able to share their favourite part.
- Was enthusiastic about visualizing how the characters would be feeling.

Areas of challenge-

- Appears to not fully understand how to understand punctuation and how to read it. For example, not always coming to a full stop at the end of a sentence, breaking in the sentence when there is a comma or using different tones when speaking for characters.
- Seems to repeat some of the words to confirm her understanding.

Recommendations for 'next steps'

- Focus on keeping attention and not getting off task
- Pay attention to closer detail and expand vocabulary

Stevin

- Oral reading- Appears to be minimally meeting expectations with reading. Is able to use simple and direct information and procedures but appears to need some support and prompting. Is not confident in reading, therefore appears to not enjoy reading very much.
- Writing/representing- he was able to write about the story with loosely connected ideas. Not a lot of detail. Part of the writing was unclear and confusing to read.
- Oral language- she appears to be on track with what she was speaking about throughout our discussion questions at the end of the story.
- Engagement- she appears to be very engaged from the start to the end. Whenever I asked a question or for a prediction, her responses were generally complete.

Strengths

- Was able to ask questions, thinking ahead.
- Remembered some think aloud strategies that were discussed in the previous lesson but did not easily use them when challenged with words.
- Made connections to own knowledge.
- Reflected at the end- was able to share their favourite part.

Areas of challenge-

- Reading punctuation
- Seems to repeat some of the words.
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Recommendations for 'next steps'

- Focus on keeping attention and not getting off task
- May attention to closer detail and expand vocabulary
- Do not get frustrated when you do not know the words, try using some of the reading strategies that were discussed.

Justin

- Oral reading- Appears to be minimally meeting expectations with reading. Is able to use simple and direct information and procedures but appears to need some support and prompting. His understanding seems too confused and or incomplete.
- Writing/representing- he was able to write about the story with loosely connected ideas. Part of the writing was unclear and confusing to read.

- Oral language- she appears to be on track with what she was speaking about throughout our discussion questions at the end of the story.
- Engagement- she appears to be very engaged from the start to the end. Whenever I asked a question or for a prediction, her responses were generally complete.

Strengths

- Was able to ask questions, thinking ahead.
- Remembered some think aloud strategies that were discussed in the previous lesson but did not easily use them when challenged with words.
- Made connections to own knowledge.
- Reflected at the end- was able to share their favourite part.

Areas of challenge-

- Reading punctuation
- Seems to repeat some of the words.
- Gets distracted from the message of the story when trying to sound out the words.

Recommendations for 'next steps'

- Focus on keeping attention and not getting off task
- May attention to closer detail and expand vocabulary

Throughout this assessment project at Bayview Elementary I have been able to connect this learning experience to course learning intentions. This experience has helped me to see how assessment *for* learning is very supportive, while assessment *of* learning measures. I can see the value in having a lot of support for these students while they are reading and making sense of what they have read. Through this hands-on practice, I deepened my understanding of what evidence of learning looks and sounds like. My ability to support student learning through small group practice has increased and I can see how I can use this in my practicum classroom. Overall I now have a better

understanding of the potential of AFL strategies and will try to apply them in a practical context. I have a better understanding of the distinction between assessment and evaluation. Feedback is a very valuable tool in supporting these students.