

Figure 2.15: Shift and Share—Balancing Assessment

Refer to your own curriculum, and identify standards and/or learning intentions you need to assess according to the following.

- Which can I best assess through conversation?
- Which can I best assess through observation?
- Which can I best assess through products?

Now take a moment to locate yourself on the following excerpt from the teacher-readiness scale. Select an appropriate task from the choices available.

	Curiosity <i>"I'm curious to learn about . . ."</i>	Commitment <i>"I'm taking steps and beginning to . . ."</i>	Capacity <i>"I'm building on my knowledge and skills for . . ."</i>	Confirmation <i>"I'm proficient at, and helping others to . . ."</i>
How do I assess learning using balanced assessment?	At least one simple way to gather evidence through observations and conversations	Gather evidence of learning through observations and conversations	Gathering evidence through observations and conversations	Gather, share, and involve students in assessing evidence through observations and conversations

Commitment-Level Application

Find a colleague with whom to plan and share your learning. Together, create either a performance task that you and your class will observe or a conversational assessment that you will record. Share with your colleague.

What went well? What did not? How might you both improve the task?

Capacity-Level Application

Working with a colleague, examine one subject area that you teach (elementary) or one course (secondary). Identify potential opportunities for replacing some of your traditional assessment strategies with assessment through observation of performance and through conversation. Develop a plan to gradually implement these new strategies.

Confirmation-Level Application

Convene a study group at your school to delve deeply into balanced assessment strategies with a goal of improving your collaborative practice.