

## Making Meaning of Assessment

**Purpose:** Through an interview, identify the key assessment strategies that allowed you to develop a specific area of skill.

**Time:** 30 minutes

**Introduction:** The facilitator asks the audience what the word *assessment* means. The root of *assess* is Latin, coming from the word *assidere* and translates to *sit beside*. The facilitator asks participants to speak to an elbow partner about the role of assessment in their own classroom and how the concept of sitting side by side with students plays into their practice.

### Step 1: Introducing and Conducting the Empathy Interview

Participants will pair up and interview each other, sharing a relative area of expertise, or something that they feel very confident in doing. It can be anything (does not have to be based in the education world, but can be). Examples: Skiing, biking, cooking, sewing, surfing, and so on. The following prompts can guide the conversation.

What is something you're quite skilled at?

- How did you originally become interested in that skill?
- What was it like for you when you first began practicing this skill?
- How did you become more skilled over time?
- How did you get feedback? Which type of feedback was most helpful?
- Did you have to go outside of your comfort zone and push yourself to get better?
- Was someone there to support you in doing that? How did they support you?
- How did you know that you had reached a level of proficiency (or beyond)?
- What advice do you have for others in developing this skill?

### Step 2: Sharing Key Takeaways

Participants share aloud (through a few examples) responses to the guiding questions. The facilitator should ask participants if there are commonalities in their experiences.

### Step 3: Closing the Loop

The facilitator should begin to home in on the specific questions about feedback and support, note the concept of metacognition (self-awareness and monitoring and adapting goals) and how that has a significant impact on the development of any skill.

### Step 4: Connecting to Our Craft

The facilitator should allow each teacher the opportunity to reflect, identifying key practices that support meaningful assessment, and identifying key opportunities for growth within their assessment practices. These can be recorded or shared.