# ASSESSMENT FOR LEARNING—TRIANGULATION

## GATHERING EVIDENCE OF LEARNING

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be ***triangulated*** to include: ***observation, student-teacher conversations***, and ***student products***.

Teachers can gather information about learning by:

* Designing tasks that provide students with a variety of ways to demonstrate their learning;
* Observing students as they perform tasks;
* Posing questions to help students make their thinking explicit; and
* Engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback.

Homework tasks designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning.[[1]](#footnote-1)

# TEACHER-STUDENT CONVERSATIONS

* Conferences
* Interviews
* Group discussions
* Whole class discussions
* Class meetings

**STUDENT PRODUCTS**

* Performances
* Presentations
* Tests
* Portfolios
* Artwork
* Critiques/reviews
* Self and peer reflections

**OBSERVATIONS**

* Group discussions
* Independent work
* Rehearsals
* Daily work

1. [*GROWING SUCCESS: ASSESSMENT, EVALUATION AND REPORTING IN ONTARIO SCHOOLS*](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)*.* FIRST EDITION, COVERING GRADES 1 TO 12. ONTARIO MINISTRY OF EDUCATION, 2010:34. [↑](#footnote-ref-1)