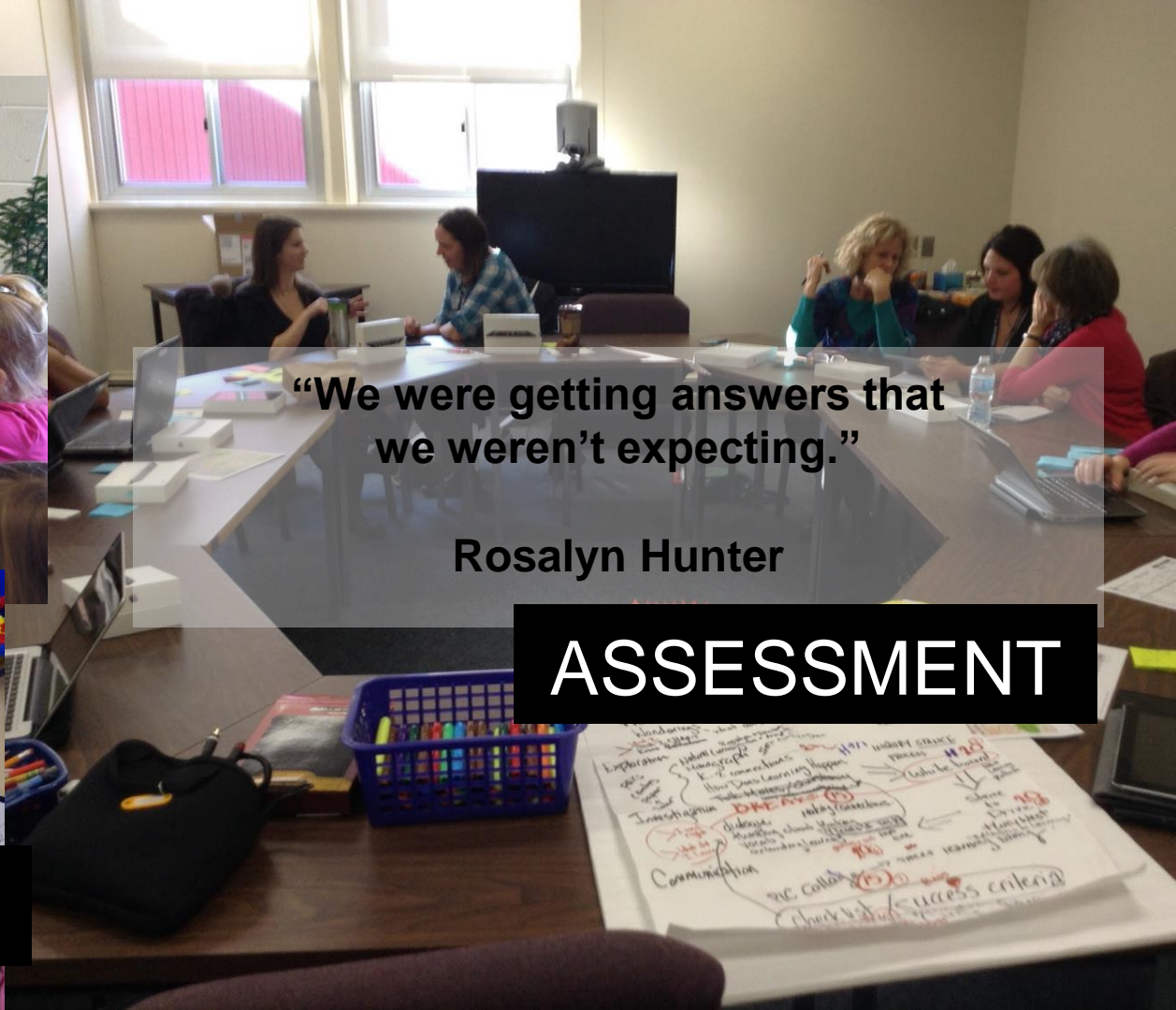


If we use assessment FOR learning to drive the inquiry process, will learn ways to communicate their thinking?



**Hastings and Prince Edward
District School Board**

INQUIRY

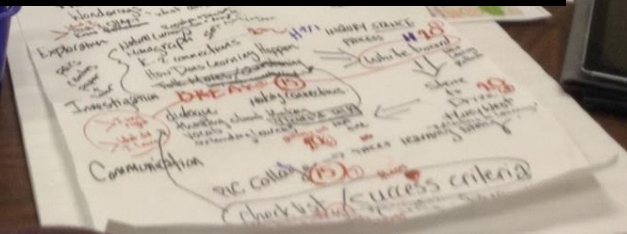
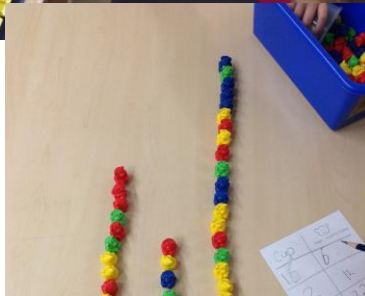


“We were getting answers that we weren’t expecting.”

Rosalyn Hunter

ASSESSMENT

THINKING

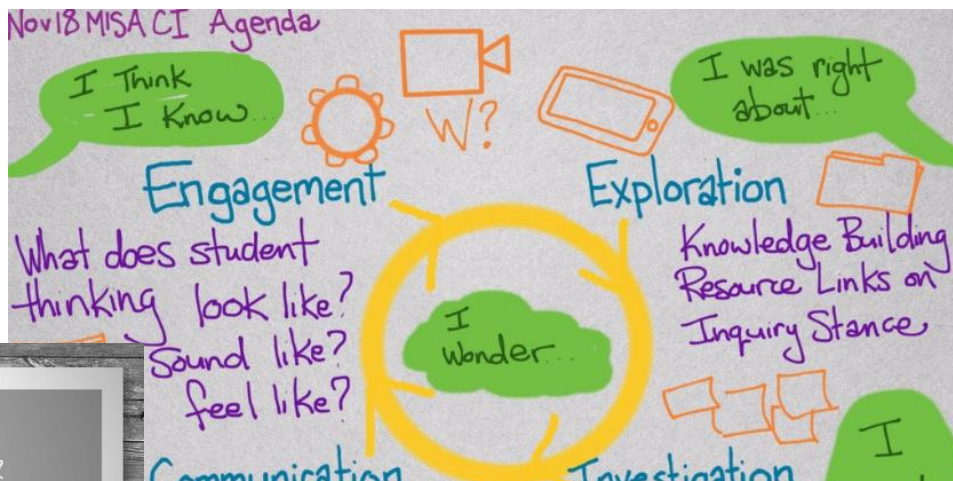


Who:

- ★ 4 Early Primary Teachers
- ★ 3 DECEs

How:

- ★ Inquiry Stance
- ★ Pedagogical Documentation was a priority (iPad Minis for each educator)
- ★ Knowledge Building and Co learning Model



Looks Like

Rebuilding - hands on/ manipulatives

Comparing - grabbing materials to compare

Connecting - books brought in / hand's remembering bedroom

Examining - pointing, tracing

Engaged body language - leaning in - arms in air - eyes on letters- Even the girl in the background was engaged and leaning in

Sounds Like

Comparing language - "looks like", at home, on books "take a look at what is different"

Using Prior Knowledge

Evidence used to support thinking

Rich argument - "because, but,

Lots of student voice - little teacher voice

Transferring information - inferring

Building on each other's ideas

Feels like

students have **control** of learning - **confidence** building

passion
urgent need
challenge
frustration

Pace is controlled by students?

Students are **heard** - they have a say - sharing their **points of view**

"They're noticing
THE
IMPORTANCE
of their work."
DIAN COUND



We are wondering...

- ★ What is assessment for learning?
- ★ Who is our audience for the 'Learning Stories'?
- ★ How do we plan for *learning*? Small group or whole class?
- ★ Is it Play or Inquiry or are they the same?
- ★ When and how does Inquiry happen?
- ★ How do we manage and balance student-led inquiry with moving students forward in all curriculum areas?
- ★ How do we use our assessment data to design precise learning opportunities?

