Assessment Strategies for my Year Three Practicum

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ED-D 407: Evaluating and Reporting Student Progress

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March 25, 2026

Key Takeaways:

In this course, I learned many important ideas about assessment and how teachers evaluate and report student learning. Two key ideas I took away come from Ann Davies' *Making Classroom Assessment Work*. The first, from Chapter 6: Involving Students in Classroom Assessment, emphasizes engaging students in self- and peer assessment. Davies writes that "self-assessment provides time for students to process and learn," and allows them to give themselves feedback during learning (Davies, 2020, p. 57). She also explains that self-assessment helps students learn to "self-monitor and self-regulate," supporting them in becoming more independent learners (p. 57). This stood out to me because it shows assessment can be part of learning, helping students understand what they are learning, identify areas to improve, and take responsibility for their progress. The second idea, from Chapter 11: Learning by Ourselves and With Others, highlights professional learning through collaboration. Davies notes that "we are learning all the time – by talking with others about what we are trying, by sharing books that are helping us learn, or by calling someone to share a success or get advice" (Davies, 2020, p. 106). She describes learning circles as small groups of educators who share ideas, reflect on experiences, and support each other's growth, suggesting they start small, share responsibility, and create a respectful environment. In my practicum, I can apply these ideas by providing students opportunities to self-assess and reflect, and by collaborating with my mentor teacher and colleagues to discuss assessment strategies and reflect on what works in the classroom.

Assessment Strategies:

Considering these key takeaways, I will apply the following assessment strategies during my year three practicum while teaching my grade 5/6 Astronomy unit:

1. Science Learning Journals (Space Booklets)

2. Game-based formative assessments (Kahoot)
3. Exit slips
4. Teacher observation with a tracking sheet
5. Self assessment on final project

Description of Each Assessment Strategy, How I Will Use it in Practicum Including Adaptations, My Reason for Choosing it, and Resources to Support my Assessment Strategies:

1. Science Learning Journals (Space Booklets)

Description: Science learning journals are structured booklets where students reflect on lessons, record observations, fill out worksheets, and track their progress.

How I Will Use in Practicum / Adaptations: In my practicum, students will complete entries after each science lesson, noting observations, questions, and conclusions. I will provide feedback to guide thinking. Adaptations include visual prompts for ELLs or sentence starters for students who need scaffolding.

Reason for Choosing: I chose journals because they help students develop self-awareness, critical thinking, and confidence in analyzing their own learning. They also allow me to monitor understanding over time.

Resources / Research: Lama (2023) states, *"*Structured reflective teaching journals with educator feedback support self-reflection and awareness of growth through the SaT elective" (p. 1). This shows that journals not only encourage students to think about their learning, but educator feedback strengthens reflection and skill development, making journals a valuable formative assessment tool.

2. Game-Based Formative Assessments (Kahoot!)

Description: Kahoot! is an interactive, online quiz platform that allows teachers to assess learning in real-time while engaging students.

How I Will Use in Practicum / Adaptations: I will use Kahoot! quizzes on space-related topics. I can adapt questions for different ability levels or provide extra time for students who need it.

Reason for Choosing: I chose Kahoot! because it motivates students, increases participation, and provides instant feedback to both students and teachers.

Resources / Research: Wang and Tahir (2020) discuss in their research article that, “since the platform was released in 2013, many studies have been published on the effect of using Kahoot! in the classroom… The main conclusion is that Kahoot! can have a positive effect on learning performance, classroom dynamics, students’ and teachers’ attitudes, and students’ anxiety” (p. 1). This demonstrates that Kahoot! can actively improve engagement, learning outcomes, and classroom dynamics, making it an effective formative assessment tool.

3. Exit Slips

Description: Exit slips are short written reflections completed at the end of a lesson to assess understanding.

How I Will Use in Practicum / Adaptations: Students will answer 1 or 2 reflective questions at the end of each lesson. For students who struggle with writing, they can draw or verbally explain their answers.

Reason for Choosing: I chose exit slips for their simplicity, ability to provide immediate insight into student learning, and to encourage student accountability.

Resources / Research: Basco (2021) explains, “The findings of the study highlighted that respondents strongly agree on concepts that exit slips help learners in their learning since they reflect pupils’ understanding and increase accountability among them” (p. 59). This shows that exit slips not only help teachers check comprehension but also encourage responsibility and reflection in students, making them ideal for quick and easy formative checks.

4. Teacher Observation with a Tracking Sheet

Description: Teacher observation with a tracking sheet involves systematically monitoring student performance and participation during activities.

How I Will Use in Practicum / Adaptations: I will track skills, participation, and possible misconceptions and confusion during lessons and activities. I would adapt this by having modified or individualised learning targets for students with diverse needs.

Reason for Choosing: I chose this strategy because it allows detailed insight into student learning trends and informs real-time instructional adjustments.

Resources / Research: Van-der Steen et al. (2023) notes that, “Formative assessment reveals students’ learning progress and what is needed to further this learning. Teachers can use this information to make better informed formative decisions about the next steps in teaching” (p. 183). This emphasizes that observations combined with a tracking sheet give teachers actionable data to adjust instruction and support student growth.

5. Self-Assessment on Final Project

Description: Self-assessment allows students to evaluate their own work, reflect on learning, and set goals for improvement.

How I Will Use in Practicum / Adaptations: Students will use a rubric to assess their final projects, identifying strengths or ‘glows’, areas for improvement or ‘grows’. I can provide guided questions or exemplars for students needing more support.

Reason for Choosing: I chose self-assessment because it encourages independence, ownership of learning, and critical thinking.

Resources / Research: Andrade (2019) states, “Self-assessment is feedback… and the purpose of feedback is to inform adjustments to processes and products that deepen learning and enhance performance; hence the purpose of self-assessment is to generate feedback that promotes learning and improvements in performance” (p. 2). This highlights that self-assessment not only engages students in reflection but also guides them to improve their work, supporting both learning and performance.

Conclusion:

In conclusion, my practicum assessment goals are to support students in understanding their learning, track their progress, and provide clear feedback. I plan to use a variety of assessment strategies, including journals, games, exit slips, teacher observations, and self-assessments, to see how students are doing and help them improve. My goal is to make assessment a clear and helpful part of learning so that students know what they have learned and what they can work on next.

Resources:

Andrade, H. L. (2019). A critical review of research on student self-assessment. *Frontiers in Education, 4*, Article 87. https://doi.org/10.3389/feduc.2019.00087

Basco, Raymart. (2021). Exit Slips As Predictor of Academic Performance. Journal of Education, Management and Development Studies. 1. 52-61. https://www.researchgate.net/publication/354929568_Exit_Slips_As_Predictor_of_Academic_Performance

Davies, A. (2020). *Making classroom assessment work* (4th ed.). Connections Publishing.

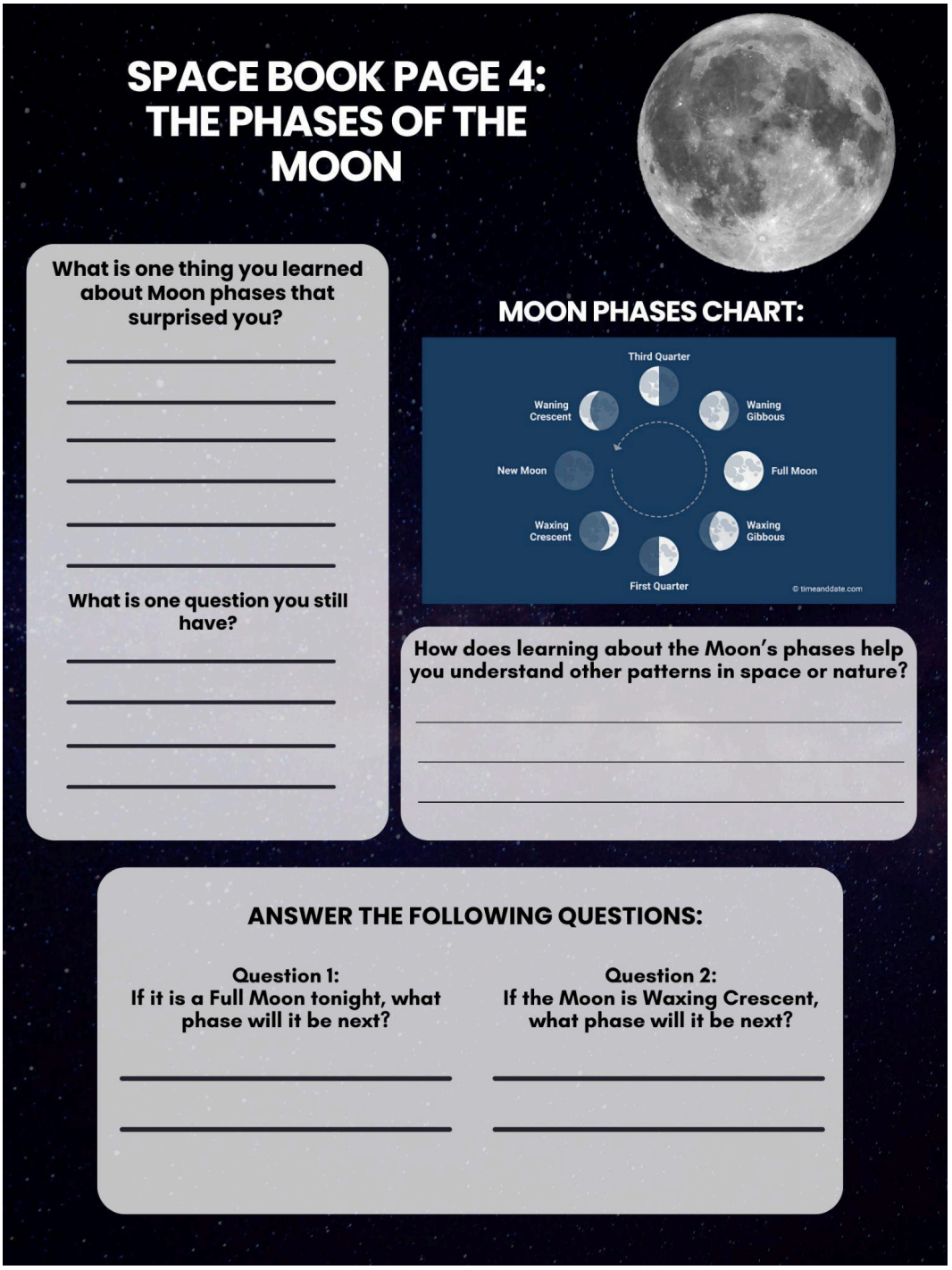
Lama, A. (2023). Reflective teaching journals as an effective embedded formative assessment process of teaching skill development confidence in a longitudinal medical student-as-teacher elective. *Medical Science Educator, 33*, 1493–1503. https://pmc.ncbi.nlm.nih.gov/articles/PMC10766913/pdf/40670_2023_Article_1938.pdf

Van-der-Steen, J., Van-Schilt-Mol, T., Van-der-Vleuten, C., & Joosten-ten Brinke, D. (2023). Designing formative assessment that improves teaching and learning: What can be learned from the design stories of experienced teachers? *Journal of Formative Design in Learning, 7*(182–194). https://doi.org/10.1007/s41686-023-00080-w

Wang, A. I., & Tahir, R. (2020). The effect of using Kahoot! for learning – A literature review. *Computers & Education, 149*. https://doi.org/10.1016/j.compedu.2020.103818

Appendix A

Example of Assessment Strategy #1- Science Learning Journals (Space Booklets)

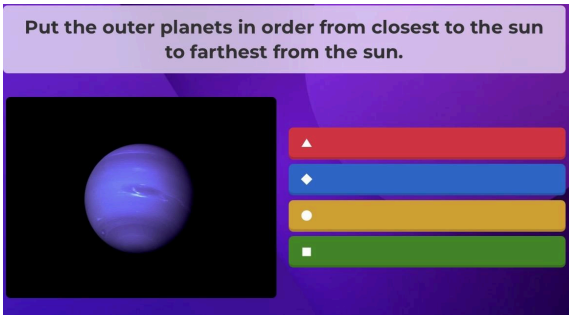


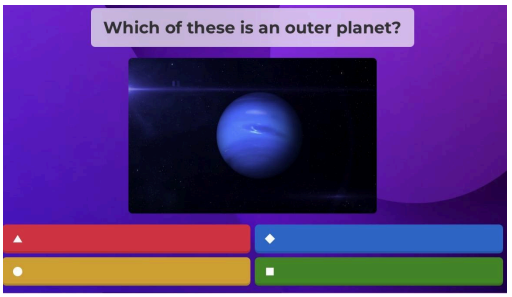
Example of a page from the Science Learning Journal or 'Space Booklet,' following a lesson on the moon phases.

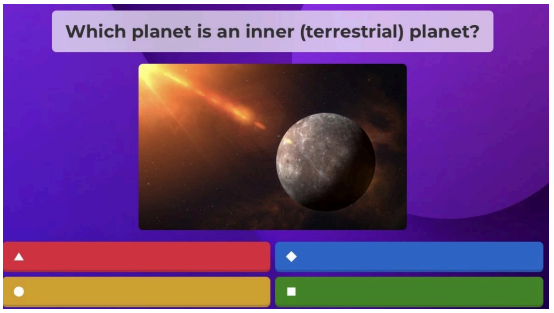
Source: Created on *Canva* by Jenna Abbey

Appendix B

Example of Assessment Strategy #2- Game-Based Formative Assessments (Kahoot!)





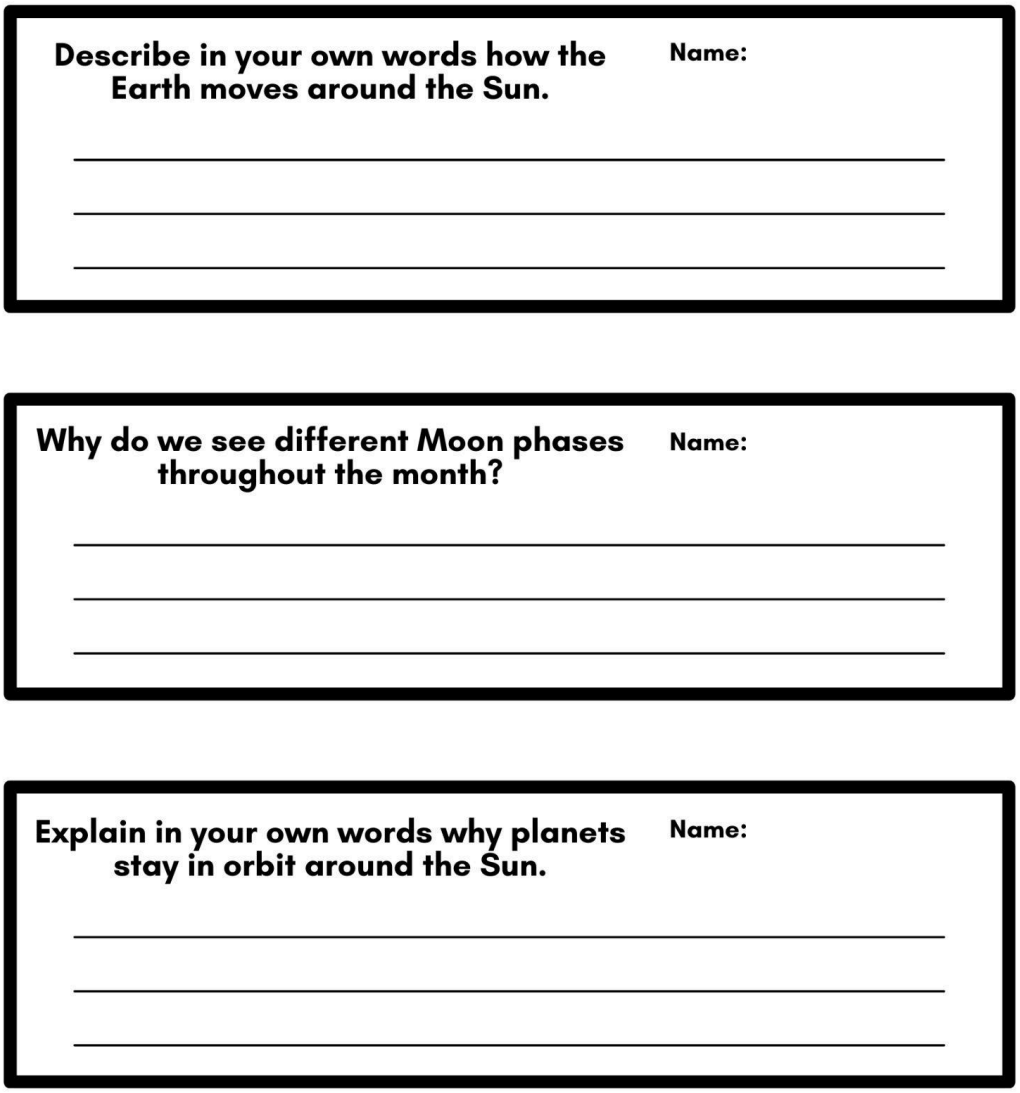


Here are some examples of Kahoot! Questions that I would use after a lesson.

Source: DrecWhite on Kahoot.it

Appendix C

Example of Assessment Strategy #3- Exit Slips



Example of simple exit slip ideas to follow a lesson

Source: Made on *Canva* by Jenna Abbey

Appendix D

Example of Assessment Strategy #4- Teacher Observation with a Tracking Sheet

Space Unit Lesson 3: The Phases of the Moon
Student Understanding Tracking Sheet

Name:	Understanding (✓ / ✗)	Notes / Observations	Ability to explain the moon phases (1–4)
Sergio	✗	Student is struggling to recognize or name the moon phases and often needs guidance to recall the sequence.	1/4
Jose	✓	Student is beginning to recognize some moon phases but often confuses waxing and waning.	2/4
Esmerlda	✓	Student accurately identifies all moon phases and can explain the progression independently. Can challenge them to predict phases for future dates or connect phases to real-world observations.	4/4

Example of a teacher observation tracking sheet, made with fake names and includes examples of how I would implement

Source: Made on *Canva* by Jenna Abbey

Appendix E

Example of Assessment Strategy #5- Self-Assessment on Final Project

Name:

Self Assessment for Stop Motion Video Astronomy Final Project

Explanation: For your final astronomy project, read each point under Science Accuracy, Creativity & Presentation, and Teamwork & Effort. Put a check (✓) if you completed it or an X if you didn't. Then write one Glow – something your group did really well – and one Grow – something you could improve. This helps you reflect on your work and think about how to get even better.

Grows Things to improve:	Criteria You NEED to have:	Glows Things you exceeded at:
	Accuracy -The project shows accurate facts about the planets and how they move in space. -Scientific words like orbit, rotation, and planet names are used correctly.	
	Creativity & Presentation -The stop-motion animation is interesting and shows creativity. -The animation explains the planets and their orbits in a way that makes sense.	
	Teamwork & Effort -Everyone in the group worked together and contributed. -The project is finished, shows effort, and includes all required parts.	

Example of the single point rubric used for a self assessment for the final stop motion animation project

Source: Made on *Canva* by Jenna Abbey