

The evidence piece I chose for TRB standard five is an assessment that I created to assess students' work and to communicate student learning to parents and guardians. My evidence piece is a summative assessment of a six-week project that was assigned to students, where they worked each day to write and illustrate their own story book. Throughout the process of creating their books, I kept notes that helped me write feedback to each student, in addition to providing them with ongoing feedback throughout each lesson.

My evidence piece directly relates to TRB standard five because I planned out the project before teaching and explaining it to the students. Without thoughtful planning, I would not have been able to create an assessment that accurately reflected what the expectations of the project were. While I was planning each lesson, and scaffolding the lessons to deepen student understanding of the concepts, I consistently sought out support from my sponsor teacher to ensure that the rationale for my lessons made sense and were aligned with what I wanted the students to learn.

While completing each student's assessment, I ensured that they had a voice in the matter. I worked with each student to complete the bottom section of the assessment, which outlines two things that students thought they did well, and one thing they think they could do better next time. I think this portion of the assessment is particularly important because it shows parents and guardians the perspective of the student, rather than solely relying on the teacher's viewpoint.

Planning plays a significant role in assessing, evaluating, and reporting. Without proper planning, consideration of the B.C. curriculum, and a strong understanding of what and how you'll be teaching, it is difficult to even begin thinking about how to assess students. Proper lesson planning can help lay out ideas and make connections between each lesson so that both

formative and summative assessments are clear to teachers, students, and parents. I learned that communicating what you want students to know, and your expectations for each part of the assignment is important because it keeps students on track. When the goals are clear to the students, there is no confusion as to what needs to be done.