

The goal of this project was to deepen our understanding of formative assessment and how it relates to the process of evaluation in a vocational classroom. The project allowed us to produce many assessment tools which are being used by our teachers and will be shared with other school boards teaching similar trades. Each planned session began with an overview of one aspect of formative assessment, followed by rich conversation that consolidated the learning piece and helped to make the transfer of knowledge possible in creating tools for both students and teachers to use. The intention was to meet 4 times as a group, examining the distinct aspects of the process and developing classroom tools to support each. We did face a small challenge in organizing our meetings as finding substitutes for a vocational course can be difficult. There were times when we worked with the ped consultant one on one or in smaller groups to ensure that we were all at the same place in the project. Also, there were times when teachers attended a session using complementary workload time and a substitute was not required. The scheduled days addressed 4 pointed questions, one per meeting, in regards to the evaluation of learning and included the creation of the following tools to support the explicit knowledge targeted:

Question	Explicit Knowledge	Tools
Where am I going?	Learning intentions Success criteria	Course outlines I can statements
Where am I now?	Information gathering Interpretation	Triangulation Rubrics checklists
How do I close the gap?	Feedback	Rubrics Checklists C.O.P.
Where to next?	Goal setting	

Tools were presented and critiqued at each meeting and were later saved in google folders for others to access. The teachers' experiences using the tools and the effect they had on student learning were discussed together and were shared at their departmental PLC's. This process of formative assessment will continue to be implemented and encouraged in each department becoming a fundamental part of the PLC discussion of best practices. Follow-up and support will be offered by the pedagogical consultant as needed.

A documentation of the project process and examples of tools has been compiled and may be shared or reviewed here: <http://bit.ly/2Jdp71e>

The goals of the project were met and teachers are slowly becoming more comfortable supporting their students in the evaluation of learning using appropriate tools. Student success will be tracked to measure the impact of implementing formative assessment practices into our teaching.