Redefining Fair: How to Plan, Assess and Grade for Excellence in Mixed-Ability Classrooms

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Time to *Talk About “Fair”*

Discuss with your colleagues what “fair” means in your classroom or school:
- to you?
- to students?
- to parents?
Session Outcomes

We will consider “Five Imperatives” that should guide our work with students:

- Curriculum must be meaningful, coherent and relevant.
- Instruction must be responsive to students’ needs.
- Assessment must be informative.
- Grading must blend consistency with professional judgement.
- Communication about learning must be appropriate, truthful and transparent.
Time to *Talk About Challenges*

*Think. Pair. Share*

- What is my burning question about meeting the needs of all students in a diverse classroom?
Mission: to sift and sort students
Assessment: norm-referenced
Evidence: any 50% will do
Mission: excellence from ALL
Assessment: criterion-referenced
Evidence: critical learning to certify proficiency
Five Imperatives: #1.

- Curriculum must be meaningful, coherent and relevant.
We must begin with the question, “What constitutes essential learning for students in the 21st century?”
Essential Learning Outcome:
KA2: Engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences.
Big Idea: Listens and speaks in order to share ideas
Essential Questions
- Can I ask questions?
- Can I guess what is going to happen?
- Can I tell how I feel?
- Can I share my ideas?
- Can I listen and answer a question (in context)?
- Can I share my ideas (in context)?
- Can I tell you the beginning, middle, and end of a story or experience?
- Can I tell you any of the 5 Ws (who, what, when, where, why)?
- Can I put what happened in order?
- Can I join in? (stories, poems, chants, etc)
Essential Learning Outcome:

KA2: Engage in speaking and listening activities to share ideas about pictures, stories, information text, and experiences.

Original Big Idea: Listens and speaks in order to share ideas. (This is not a “Big Idea” but an “Essential Skill”)

Alternative Big Idea: People use oral language to share stories, ideas, and feelings

Original Essential Questions
Can I ask questions?
Can I guess what is going to happen?
Can I tell how I feel?
Can I share my ideas?
Can I listen and answer a question (in context)?
Can I share my ideas (in context)?
Can I tell you the beginning, middle, and end of a story or experience?
Can I tell you any of the 5 Ws (who, what, when, where, why)?
Can I put what happened in order?
Can I join in? (stories, poems, chants, etc)

Alternative Essential Questions
- What is a story?
- What is an idea?
- What is a feeling?
- How are these 3 things different?
“Backward Design” Program Planning

Stage 1: Identify targeted understandings/skills

Stage 2: Determine appropriate assessment of those understandings/skills

Stage 3: Plan learning experiences and instruction that make such understanding/skills possible

Adapted from Wiggins and McTighe, Understanding by Design
Stage 1: Identify targeted understandings

OVERALL EXPECTATIONS

By the end of Grade 4, students will:

1. analyse the effects of human activities on habitats and communities;
2. investigate the interdependence of plants and animals within specific habitats and communities;
3. demonstrate an understanding of habitats and communities and the relationships among the plants and animals that live in them.
“Backward Design” Program Planning

Stage 2: Determine appropriate assessment of those understandings and skills

“What evidence would show ‘beyond a reasonable doubt’ that students have achieved the desired understandings?”

Adapted from Wiggins and McTighe, Understanding by Design
Stage 2: Determine appropriate assessment of those understandings & skills

...  

**Science: Grades 4-6**

- pose scientific questions and investigate possible answers or solutions
- plan and conduct an investigation
- design and conduct a fair test
- maintain a personal log (e.g., energy use, diet, etc.)
- create a cross-classification chart
- create graphs based on experimental observations
- create a labelled drawing
- make a scientific model
- write a scientific report
- prepare and deliver a presentation on a “science and society” issue (e.g., environmental, sustainable resources)
- investigate and report on connections between science and everyday life
...

Inquiry Questions Engage Students

Consider how these INTU questions differ from the corresponding “topics”:

<table>
<thead>
<tr>
<th>Topic</th>
<th>INTU…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1: Seasonal change</td>
<td>I need to understand why it’s cold in Canada in winter, but much warmer in Florida.</td>
</tr>
<tr>
<td>Grade 10: Canada at War</td>
<td>I need to understand whether killing is acceptable in time of war.</td>
</tr>
<tr>
<td>Grade 11: Distributions of Data</td>
<td>I need to understand whether the mean, the median, or the mode is the best statistical representation of my learning in math class.</td>
</tr>
</tbody>
</table>

Carl Bereiter, Ontario Institute for Studies in Education
Student Guidelines for Locating and Gathering Information

1. You must draw information for your INTU from the following sources:

   • at least four print sources—books, newspapers, magazines, brochures
   • a student-developed public opinion survey administered to a sample of peers and adults (sample size to be negotiated with your teacher)
   • at least four Internet sources

2. You will receive an orientation to these sources from the school librarian before beginning your project.

3. All of your sources must be recorded on the Note-Taking Sheets provided by your teacher.
Assessing INTU Inquiries

- Daily log:
  - List the work I did today on my INTU
  - What did I learn to help answer my INTU?
  - What am I struggling with on my INTU?

- Oral Presentation of INTU

- INTU Product:
  - video, Powerpoint slides & handout, …
### Criteria to be Met for INTU Questions

<table>
<thead>
<tr>
<th>Question Area</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the question sufficiently open-ended?</td>
<td>I need to understand whether killing is acceptable in time of war.</td>
</tr>
<tr>
<td>Is the question rich enough to sustain long-term inquiry?</td>
<td>I need to understand why it’s cold in Canada in winter, but much warmer in Florida.</td>
</tr>
<tr>
<td>Does the question allow for multiple perspectives?</td>
<td>I need to understand whether killing is acceptable in time of war.</td>
</tr>
<tr>
<td>Is the question relevant to the student, and to the topic?</td>
<td>I need to understand whether the mean, the median, or the mode is the best statistical representation of my learning in math class.</td>
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</table>
Matching Curriculum Targets with Assessment Tasks

Worth being familiar with

Assessment Types
- Traditional quizzes & tests
  - paper/pencil
- Performance Tasks & Projects
  - open-ended
  - complex
  - authentic
- Oral Assessments
  - conferences
  - interviews
  - oral questioning

Important to know and do

Enduring understandings/
Essential skills

Adapted from Wiggins and McTighe,
Understanding by Design
Triangulation of Data: Classroom Assessment

- Performance task
- Valid & Reliable Picture of Student Achievement
- Written test data
- Oral defense/conference
VALIDATING OBSERVATION AND CONVERSATION TO ASSESS LEARNING

Damian Cooper has launched The VOCAL Project in an effort to validate how gathering evidence of learning through classroom observation, conversation and the use of mobile technologies can revolutionise assessment and learning. Learning can be seen, heard and discussed, and now it can be recorded, shared and evaluated.

VOCAL uses authentic, video case studies of real teachers, students and classrooms to model exactly how everyday mobile technologies can capture evidence of learning through observation and conversation. VOCAL has “recorded it” so teachers can “see”, “hear” and “discuss” for themselves how it can work in their classrooms.

The VOCAL Project is also committed to creating powerful professional learning experiences for teachers. VOCAL will be available in flexible, interactive, online courses that allow educators, schools and districts to use VOCAL individually, in professional learning communities or as the basis for collaborative inquiry.

Our first course, VOCAL 101: An introduction to using mobile technologies to assess student learning, will be available in Fall 2016.

Key course features:

- 9 one-hour instructional modules
- key concept tutorials and lessons
- authentic in-class video case studies
- interactive professional learning activities
- online discussion forums
- course certificate upon completion

For more information contact Damian Cooper at dcooper3@rogers.com.
Authentic Assessment Tasks

- Students demand relevance

- Teachers respond with simulation and role-play

- Authenticity is key – change a book report into a book review, a word problem into a real-world challenge!
The Outdoor Living Space

**The Problem:** Mr. Ciarmoli has decided to build a pergola in his yard in order to have an outdoor living space for special events. He wants the area of the floor to be 20 m². Mr. Ciarmoli has decided to go with interlocking brick for the floor. Since interlocking brick comes in different styles and are expensive, he wants to minimize his cost of purchasing bricks.

Storage Shed

**The Problem:** Mr. Ciarmoli has decided to build a storage shed. He has one section of his yard where he can build a storage shed with an area of 24 ft². Since lumber is expensive, he wants to minimize the cost of lumber to purchase to build the walls.
Enduring Understandings
Students will demonstrate an understanding of the following economic concepts:

- International trade
- Economic interdependence and convergence
- Specialization
- Exchange rates and their impact on trade
- Risk assessment and foreign expansion
- Infrastructure
- Relationship between money supply and interest rates
- Inflation
- Taxes and spending and their impact on national and global economies

Essential Skills
Students will demonstrate the following skills:

- Collaboration
- Negotiation
- Application of knowledge of course concepts
- Decision-making
- Responsibility
- Problem-solving
- Critical thinking
- Self-reflection, self-monitoring, and self-adjustment
Stage 2: Developing a Rich Performance Task to Gather Evidence of Essential Learning

*The G7 Summit*
<table>
<thead>
<tr>
<th>Quality Criterion</th>
<th>Evaluation of Task* (✓) or (X)</th>
<th>Maintain / Modify / Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task provides evidence of essential learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task demands innovation and creativity on the part of the student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task presents students with an engaging challenge that requires persistence to complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task engages students in problem solving and decision making</td>
<td></td>
<td></td>
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<tr>
<td>Task is appropriate for all students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If task involves co-operative groups, there is provision for individual accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment criteria for task reflect the essential learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment criteria are communicated in student-friendly language before students begin work</td>
<td></td>
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</tbody>
</table>
Curriculum Expectations:

- identify various coins (i.e. penny, nickel, dime, quarter, $1 coin, $2 coin) using coin manipulatives and state their value

- represent money amounts to $.20 through investigation using coin manipulatives

Materials:

- various classroom objects (stuffies, plastic animals, school supplies, etc.)
- sticky notes
- money cups with plastic money (mostly pennies, dimes, and nickels, some quarters)
- medium sized paper shopping bags with handles

Lesson:

We usually start with a discussion about garage sales. Most children seem to have some previous knowledge about garage sales. We discuss the roles of the buyer and the seller. On the first day, one half of the class are the sellers. The sellers choose 5-6 items from the classroom to put on their desks that they are going to sell. The sticky notes are used to price the items. Teacher facilitates the pricing so that prices are reasonable. Although the curriculum document states money amounts up to $.20 most children are able to handle prices up to $.99 based on their ability to count by 5’s and 10’s. The remaining students are the buyers. The buyers travel around the classroom buying the classroom objects. They use the money that is in their cups. Given the prices that have been chosen, and the money in the dishes, making change is usually not necessary. However, sometimes we have to make some trades (i.e. 2 nickels are the same as a dime). The role of a banker can be useful for these trades. The buyers place their purchased items in their shopping bags. We continue this until most of the items have been purchased or the students begin to run out of money! The teacher is able to walk around and observe the dialogue between the buyer and the seller. It is a great time to make notes about students’ understanding of the value of the coins and to see if students are able to add the coin amounts. At the end, students love to end the lesson with a quick sharing circle of their purchases. This is an easy lesson to differentiate based on the prices and coins that you use.

The next day we repeat the lesson but change the roles of buyer and seller.
Grading Co-operative Group Tasks

1. Ensure fair and appropriate grouping of students for summative tasks.

2. Clearly indicate timelines and due dates for the process components, as well as the final products, to impress upon students the need to be responsible to the group.

3. Assign a group mark to any product that the group is responsible for, such as a model, or an oral/visual presentation.

4. Assign an individual mark to each student for a work log or journal used to record learning during the process.

5. Assess each student individually for work habits demonstrated during the process.

6. Provide opportunities for students to assess their own work and the work of their peers.

7. Ensure that each student has fully understood the essential learning associated with the task by including a brief written or oral defense as a check.

8. All marks, scores or levels for all components of the task are assigned by the teacher, not the students.
Effective Assessment Planning

- Design summative assessment tasks first. These *must* provide evidence or one or more of the essential learning targets.
- Review to determine whether this set of summative tasks includes an appropriate balance of *write, do, and say*.
- Design smaller formative tasks to build understanding and skills towards the summative tasks.
- Design initial/diagnostic assessment tasks to determine students’ levels of understanding and skill *before* you begin teaching.
Jeff’s Assessment Plan for His Grade 12 Economics Course

Diagnostic (Pre) Assessments to Identify Strengths & Needs in Each Essential Skill & Concept

Mid-Unit Formative Tasks to Identify Learning & Learning Gaps

End-of-Unit Summative Tasks

End-of-Course Summative Assessment Tasks

G7 Simulation: -performance -written report

Summative Interview With Teacher

Written Examination
Instruction must be responsive to students’ needs. i.e. differentiated
What is Our Goal as Educators?

How about:

- To have all students working at or above grade level?
- Demonstrating proficiency or excellence?
- Doing so independently?
- *But not all students respond to the same instructional approach …*
The “zone of proximal development”

Lev Vygotsky

- What do students currently know and what can students currently do?
- Where do I want them to get to?
- How big is the gap?
- How do I ensure the gap is just right to challenge students in a way that maximizes learning?
Differentiation

Student Characteristics

Students differ in readiness, interest, and learning profile.

**Readiness** is a student’s entry point relative to a particular understanding or skill.

**Interest** refers to a child’s affinity, curiosity, or passion for a particular topic or skill.

**Learning profile** has to do with how students learn best. It may include information such as multiple intelligences, learning styles, and learning barriers and aptitudes.
Determine Readiness through Diagnostic Assessment

- Activate prior knowledge
- Assess current skills and understanding in 3 ways:
  - through written work
  - through performance assessment and observation
  - through oral assessment: questioning, conferencing, discussion, etc.
<table>
<thead>
<tr>
<th>Interview Questions/Prompts</th>
<th>Student Responses/Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D</strong> Place 30 to 40 pattern blocks or attribute blocks in front of the student.</td>
<td></td>
</tr>
<tr>
<td><strong>Q</strong> What can you tell me about these blocks?</td>
<td>They are different colours.</td>
</tr>
<tr>
<td><strong>P</strong> Is there anything else you can tell me?</td>
<td>Some are square.</td>
</tr>
<tr>
<td><strong>D</strong> Have the student choose a sorting rule and sort the blocks using the rule.</td>
<td>Selects all the squares.</td>
</tr>
<tr>
<td><strong>Q</strong> What is your sorting rule?</td>
<td>They are all orange.</td>
</tr>
<tr>
<td><strong>D</strong> Point to a block that the student did not include in the group.</td>
<td></td>
</tr>
<tr>
<td><strong>Q</strong> Why did you not put this block into your group?</td>
<td>It isn’t orange.</td>
</tr>
<tr>
<td><strong>D</strong> Have the student choose a different sorting rule and sort the remaining blocks.</td>
<td>Selects all the yellow hexagons.</td>
</tr>
<tr>
<td><strong>Q</strong> What is your sorting rule for this group?</td>
<td>They are yellow.</td>
</tr>
<tr>
<td><strong>Q</strong> How is this group different from the other group?</td>
<td>They’re yellow.</td>
</tr>
<tr>
<td><strong>P</strong> Is there another way you can tell how they are different?</td>
<td>They aren’t orange.</td>
</tr>
<tr>
<td><strong>Q</strong> How is this group similar to the other group?</td>
<td>I don’t know. They’re not the same.</td>
</tr>
<tr>
<td><strong>P</strong> Can you think about something besides colour?</td>
<td>You mean the shapes? These are squares and I can’t remember what the others are called.</td>
</tr>
<tr>
<td><strong>D</strong> Describe objects using attributes such as size.</td>
<td>Identified attribute of colour.</td>
</tr>
</tbody>
</table>
Revisiting an Old Friend: Cloze Procedure

When Britain called on Canada to go to war against Germany, thousands of Canadians rushed to enlist. Most, in fact, were ----- born. Tensions had always ----- in Canada whenever a ----- call from Britain made ----- seem more like a ----- resource than an autonomous ----- . The call to battle ----- 1914 reawakened tensions that ----- been simmering since the ----- War and the Naval ----- .
Scoring Cloze Procedure

<table>
<thead>
<tr>
<th>Original Cloze Score</th>
<th>Modified Cloze Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
Using Assessment Data to Differentiate Instruction

- Examine the data from diagnostic assessments to group students according to their strengths and needs.
- Use mini-lessons followed by practice to address these needs.
- Identify individual students who are most “at risk.”
Using Assessment Data to Differentiate Instruction for High Needs Students

Table 4.1: A Sample of Write Traits Diagnostic Data

| Skill Deficits (*Numbers represent priority of each trait. 1 = highest; 6 = lowest) |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Groups                          | Ideas | Organization | Voice | Word Choice | Sentence Fluency | Conventions |
| Tannis                          | 1*    | 2             | 6     | 5            | 4               | 3             |
| George                          | 2     | 1             | 6     | 5            | 4               | 3             |
| Su Tan                          | 1     | 2             | 5     | 6            | 4               | 3             |
| Grant                           | 1     | 2             | 6     | 5            | 4               | 3             |
| Ricky                           |       |               | 4     | 3            | 1               | 2             |
| Elise                           | 3     |               | 4     | 2            | 1               |               |
| Mandip                          | 3     |               | 4     | 2            | 1               |               |
| Ellis                           | 4     |               | 3     | 2            | 1               |               |

The numbers represent the priority with which I needed to address students’ needs. For example, Tannis, George, Su Tan, and Grant had more serious skill deficits than Ricky, Elise, Mandip, and Ellis. The data analysis enabled me to organize the following instructional groups:

1. Ideas—Tannis, Su Tan, Grant
2. Conventions—Elise, Mandip, Ellis
Mini-Lesson Format to Address Specific Needs

1. Begin with a confirmation of the skill deficit by examining students’ work. I sit with students in a circle, and we read several work samples and highlight a specific problem; for example, the main idea in the expository piece is not clear.

2. Teach the skill, and check orally for understanding. We read an exemplary piece in which the main idea is clear. I facilitate discussion in which I assess students’ ability to explain the strength of the exemplar. We then review the problem in the student sample, and I invite suggestions for improving it. Can they correct it?

3. Those students who are able to correct the error then work in pairs to complete similar errors on other work samples.

4. I continue to work with those students who continue to have difficulty with the concept of main idea. I provide practice, orally, to the group, identifying and correcting their error.

5. I continue monitoring the work of the pairs and encourage them to share their revisions with other pairs.

6. Once students’ practice work in pairs indicates mastery of the skill, they work independently on their own original piece of work to correct the problem.
Time to “Talk About Differentiation”

- What diagnostic tools & strategies do I have to determine students’ strengths and needs at the beginning of a term, semester, or unit?

- How do I analyze the data from these assessments in order to differentiate instruction?

- Does the mini-lesson model have application to my classroom? How might I adapt it to suit my students’ needs?
Time to Talk About Grouping of Students

- Should students be paired/grouped homogeneously (similar strengths & needs) or heterogeneously (different strengths & needs) to maximize their learning?
Purposeful Grouping of Students

- Heterogeneous groups provide support and help to consolidate new learning
- Homogeneous groups deepen learning for those who’ve “got it”, and enable the teacher to provide specific instruction to struggling learners
- Flexible grouping ensures that all students work in their “zpd”
Students Grouped Heterogeneously to Solve a “Real” problem

Name: __________________________

MFM2P - Critical Thinking About Prisms

Aqua Aquariums sells aquariums in the shape of rectangular prisms. The aquariums are available in two sizes, small and large, with dimensions as shown. Each aquarium has glass sides and bottom, but no top.

Small Aquarium

Large Aquarium

The selling price of the small aquarium is $24. What should the selling price of the large aquarium be?
Five Imperatives: #3.

- Assessment must be informative.
When the classroom culture focuses on rewards, gold stars, grades, or class ranking, then (students) look for ways to obtain the best marks rather than to improve their learning. One reported consequence is that, when they have any choice, (students) avoid difficult tasks. They also spend time and energy looking for clues to the “right answer”.

“Inside the Black Box”, Black & Wiliam, 1998
3 Essential Questions to Ask about Every Assessment You Conduct

1. What is the purpose of the assessment?
2. Who is/are the primary users of the data gathered?
3. What are the critical aspects of the performance that I need to assess? (performance criteria)
Assessment for Learning

“Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students’ learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence.”

Black, Wiliam et al. 2004
“Assessment as learning is a metacognitive process in which students take ownership for improving their own learning. It involves students setting learning goals as well as monitoring, reflecting upon, and adjusting their own learning, often in response to feedback from the teacher and their peers.”

Earl, 2003
Assessment of Learning

“Assessment of learning includes those tasks that are designed to determine how much learning has occurred after a significant period of instruction. The data from such assessments is often used to determine report card grades.”
Differing Assessment Purposes

Assessment for/as Learning
- Tryouts
- Practices

Assessment of Learning
- Games
- Playoffs
“...assessment which is explicitly designed to promote learning is the single most powerful tool we have for both raising standards and empowering lifelong learners.”

_Assessment for Learning: Beyond the Black Box, 1999, University of Cambridge School of Education_
Differentiating Assessment

- Content standards: learning outcomes
  - Must be within student’s “ZPD”

- Performance standards:
  - rubrics
  - checklists
  - Keep consistent for all students
  - May be adapted

- Student products & performances
  - May be adapted to be within student’s “ZPD”

- Assessment conditions
Tiered Assignments

Tiered Assignment: Grade 5 Science  
Strand: Life Science: Human Body

Enduring Understandings: students will understand how the different body systems are interconnected
Essential Skills: research, organization, communication

Overview of Task:
Students will select a specific disease of the human body to research. They will present their findings using one of several presentation media. The research and presentation task has been tiered to suit different strengths and needs of students

Assessment Criteria: a common rubric is provided for all versions of the task.
Research: posing questions, locating and using resources to answer questions, organizing materials to answer questions
Communication: selection of appropriate medium, clarity of material, quality of product presented, ability to respond to questions
Content: accuracy, depth, vocabulary, level of understanding
Tiered Assessments

- Design task @ grade level, to demonstrate proficiency, independently

- Adapt or modify task to increase challenge: *less* structure, *more* choice, *greater* sophistication, etc.

- Adapt or modify task to reduce challenge: *more* structure, *less* choice, *less* sophistication, etc.
Tiered Assessments

**Tier One Task**: *(designed to provide evidence of proficient achievement at grade level)*

The teacher provides a list of possible diseases to be researched. (alternatively, students may select their own disease to research). The teacher provides a list of presentation methods, including written report, oral report, Powerpoint presentation, etc. Students are provided with templates that guide them through the research process, as well as templates relating to each of the presentation methods. Students work in pairs, assigned by the teacher, to support each other as they conduct research, organize their findings, and prepare their presentations.
Tiered Assessments

Tier Two Task: *(designed to provide an additional level of challenge)*

Students work as a group to brainstorm the following: range of diseases they will research; all possible sources of information; range of media they will use to communicate their findings. They will serve as resources for each other throughout the project, collaborating as necessary to accomplish the task.
Tiered Assessments

Tier Three Task: *(scaffolded task designed to provide struggling students with an appropriate level of challenge)*

Students work under the direct supervision of the teacher. Using one disease, she works closely with students to model each step in the research process. Following each modeled step, she has students complete the same step independently, using a second disease that she has selected. She repeats the same modeling/independent work process for each step in the preparation of students’ presentations. The presentation medium is tailored to each student’s profile.
1. Foundations  
   Information, Ideas, Materials, Applications  
2. Concrete  
   Representations, Ideas, Applications, Materials  
3. Simple  
   Resources, Research, Issues, Problems, Skills, Goals  
4. Single Facet  
   Directions, Problems, Application, Solutions, Approaches, Disciplinary Connections  
5. Small Leap  
   Application, Insight, Transfer  
6. More Structured  
   Solutions, Decisions, Approaches  
7. Less Independence  
   Planning, Designing, Monitoring  
8. Slow  
   Pace of Student, Pace of Thought  

Transformational  
Abstract  
Complex  
Multiple Facets  
Great Leap  
More Open  
Greater Independence  
Quick

How do I currently handle the challenge of students with special needs who struggle with assessment tasks designed for the majority of my students?

Discuss whether using a tiered approach might help you with this challenge.
Session Outcomes

We will consider “Five Imperatives” that should guide our work with students:

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Black, Wiliam et al. 2004
Components of Assessment for Learning

Dylan Wiliam, 2015

1. Clarifying, sharing and understanding learning intentions
2. Engineering effective discussion, task, and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating Students as owners of their own learning
Components of Assessment for Learning

(Cooper, 2007)

1. Do I routinely share learning goals with my students so they know where we are heading?

2. Do I routinely communicate to students the standards they are aiming for before they begin work on a task?

3. Do I routinely have students self and peer assess their work in ways that improve their learning?

4. Does my questioning technique include all students and promote increased understanding?

5. Do I routinely provide individual feedback to students that informs them how to improve?

6. Do I routinely provide opportunities for students to make use of this feedback to improve specific pieces of work?
Clear Learning and Performance Targets

Most students can hit the target if they can see it clearly and it stays still for them.

Rick Stiggins
# Learning Skills, Learning Goals and Success Criteria

<table>
<thead>
<tr>
<th>Learning Skills</th>
<th>Learning Goals</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>-specify what behavioural skill is essential during a given task, and the “looks like/ sounds like …” indicators associated with that skill</td>
<td>-specify in student-friendly language what skills, knowledge, understanding must be learned</td>
<td>-specify on a rubric or checklist the essential elements and quality indicators of a performance or product</td>
</tr>
</tbody>
</table>
### Learning Skills and Work Habits

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student:</strong></td>
<td><strong>The student:</strong></td>
</tr>
<tr>
<td>• fulfills responsibilities and commitments within the learning environment</td>
<td>• devises and follows a plan and process for completing work and tasks</td>
</tr>
<tr>
<td>• completes and submits class work, homework, and assignments according to agreed-upon timelines</td>
<td>• establishes priorities and manages time to complete tasks and achieve goals</td>
</tr>
<tr>
<td>• takes responsibility for and manages own behaviour</td>
<td>• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks</td>
</tr>
</tbody>
</table>

#### Independent Work

<table>
<thead>
<tr>
<th>The student:</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>• independently monitors, assesses, and revises plans to complete tasks and meet goals</td>
<td>• accepts various roles and an equitable share of work in a group</td>
</tr>
<tr>
<td>• uses class time appropriately to complete tasks</td>
<td>• responds positively to the ideas, opinions, values, and traditions of others</td>
</tr>
<tr>
<td>• follows instructions with minimal supervision</td>
<td>• builds healthy peer-to-peer relationships through personal and media-assisted interactions</td>
</tr>
</tbody>
</table>

#### Initiative

<table>
<thead>
<tr>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• looks for and acts on new ideas and opportunities for learning</td>
</tr>
<tr>
<td>• demonstrates the capacity for innovation and a willingness to take risks</td>
</tr>
<tr>
<td>• demonstrates curiosity and interest in learning</td>
</tr>
<tr>
<td>• approaches new tasks with a positive attitude</td>
</tr>
<tr>
<td>• recognizes and advocates appropriately for the rights of self and others</td>
</tr>
</tbody>
</table>

#### Self-Regulation

<table>
<thead>
<tr>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• sets own individual goals and monitors progress towards achieving them</td>
</tr>
<tr>
<td>• seeks clarification or assistance when needed</td>
</tr>
<tr>
<td>• assesses and reflects critically on own strengths, needs, and interests</td>
</tr>
<tr>
<td>• identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals</td>
</tr>
<tr>
<td>• perseveres and makes an effort when tasks are challenging</td>
</tr>
</tbody>
</table>
Setting Behavioural Expectations

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>solving problems myself</td>
<td>quiet talk with classmates</td>
</tr>
<tr>
<td></td>
<td>three before me</td>
<td>self-talk</td>
</tr>
<tr>
<td></td>
<td>going to the word wall</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5.5: Student-teacher developed T-chart for initiative.

—Redefining Fair (2011), p. 66
Math Class

- **Learning goal:** ‘You will demonstrate that you understand the relationship between the numerator and the denominator in a fraction.’

- At the end of the lesson, Linda points to the poster on the classroom wall and asks her students:
  ‘What did you learn in this lesson today?’

Linda told me that the most effective AFL strategy for her has been to write the learning goal for each day’s lesson on the board.
Effective Learning Goals

- Are derived from the curriculum
- Identify what is to be learned, NOT activities
- Identify essential learning
- *May* be framed in age-appropriate language
- Usually involve application of learning to new contexts
Learning Goals

Ineffective

- I can figure out the meaning of words in the short story, “Across Three Millennia”
- I will extend patterns using coloured counters
- I will know what the following organizations are: the UN, the World Health Organization, the Asia-Pacific Economic Co-operation

Effective

- I use context clues to determine the meaning of unfamiliar words
- I will use my understanding of attributes to identify and extend mathematical patterns
- I will be able to debate the pros and cons of Canada’s participation in major international organizations
Responding to the Conferencing Video

- What is your initial reaction to student goal-setting as depicted in the video?
- To what extent should students be setting their own learning goals?
- How can student goal-setting be managed if/when the curriculum is prescriptive?
Clear Performance Targets

- Rubrics to describe what quality looks like
- Checklists to enable students to monitor their own progress
- Anchors to show students what quality looks like

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity</td>
<td>- ideas are very simple, derivative, and reflect little imaginative thought</td>
<td>- ideas are simple, but reflect some original and imaginative thought</td>
<td>- ideas are complex, and reflect original and imaginative thoughts</td>
</tr>
</tbody>
</table>
## Rubric: Personal/Persuasive Essay

Note: Select only those categories/criteria that are appropriate to the assigned task.

<table>
<thead>
<tr>
<th>Categories/Criteria</th>
<th>Level 1 (Limited)</th>
<th>Level 2 (Fair)</th>
<th>Level 3 (Proficient)</th>
<th>Level 4 (Excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Understanding</td>
<td>• demonstrates limited understanding of information, ideas, concepts, or themes</td>
<td>• demonstrates some understanding of information, ideas, concepts, or themes</td>
<td>• demonstrates solid understanding of information, ideas, concepts, or themes</td>
<td>• demonstrates thorough and insightful understanding of information, ideas, concepts, or themes</td>
</tr>
<tr>
<td></td>
<td>• stylistic devices are lacking or ineffective</td>
<td>• stylistic devices are somewhat effective</td>
<td>• stylistic devices are effective (e.g., use of exaggeration, repetition, parallelism)</td>
<td>• stylistic devices are used artfully</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>• includes little information to support main ideas/personal interpretations</td>
<td>• includes some information to support main ideas/personal interpretations</td>
<td>• includes sufficient information to support main ideas/personal interpretations</td>
<td>• includes rich and detailed information to support main ideas/personal interpretations</td>
</tr>
<tr>
<td></td>
<td>• has difficulty analyzing and synthesizing ideas and information, and communicating them</td>
<td>• analyzes ideas and information in simple ways, and communicates them</td>
<td>• analyzes ideas and information, synthesizes them, and communicates them</td>
<td>• analyzes ideas and information in insightful ways, synthesizes them skillfully, and communicates them</td>
</tr>
</tbody>
</table>

*Source: Adapted from Nelson English Language and Writing I Teacher's Guide, 2002*

Using a checklist to ensure that student work meets minimum standards

Formal Presentation

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Term: ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record the date each time you use this checklist. Make a check mark under the date when you are able to reply &quot;Yes&quot; to the question.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the ideas in my speech creative and original?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the information in my speech correct?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are my ideas sufficiently related to my purpose and audience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I responded to questions with answers that are clear and appropriate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is my opening engaging and does it neatly introduce the topic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I presented my ideas in a logical sequence?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is my conclusion clear and effective?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was my audience engaged most of the time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I choose a level of language that was appropriate for my purpose and audience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was my speech fluent, expressive, and audible?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were my gestures and facial expressions appropriate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were my voice variables effective?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I use technology that suited my purpose and audience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I use language conventions correctly and effectively (e.g., grammar and usage)?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of things I need to work on:

______________________________________________

______________________________________________
## Student Self-Assessment Checklist for Personal/Persuasive Essay

**Name:**

Record the date each time you use this checklist. Make a check mark under the date when you are able to reply “Yes” to the question.

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

- Have I demonstrated a solid understanding of the information, ideas, concepts, or themes in my text?
- Have I used stylistic devices that are effective (e.g., exaggeration, repetition, parallelism)?
- Have I included sufficient information to support the main ideas and personal interpretations in my essay?
- Have I analyzed and synthesized ideas and information, and communicated them?
- Have I anticipated alternative viewpoints?
- Have I explained the relationship between a personal viewpoint and the culture or society to which one belongs?
- Have I compared different ideas, concepts, or themes?
- Is the logic of my argument consistent?
- Is my thesis clearly stated?
- Does my conclusion summarize my thesis effectively?
- Is the overall organization of my essay effective (e.g., effective transitions within and between introduction, body, and conclusion)?
- Have I used diction, tone, and language level that is appropriate for my audience and purpose?
- Have I used language conventions correctly and effectively (i.e., spelling, grammar, usage, and mechanics)?

---

—Cooper, *Talk About Assessment: Strategies and Tools to Improve Learning*

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Developing a Quality Rubric

- Clear target: process, product or performance
- Clear audience: student, teacher, parent
- Clear purpose: coach and judge
- Captures essence of performance or product: success criteria
- Informs students how to improve: quality descriptors
- Student involvement:
  criteria – yes; indicators - no
## Primary “Writing” Rubric

<table>
<thead>
<tr>
<th>Writing Scale: Grade 2</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative</strong></td>
<td>· unocused story; limited attention given to plot, setting, and character</td>
<td>· simple, somewhat focused story; limited connection between plot, setting, and character</td>
<td>· logically sequenced story; plot, setting, and character connected with some development</td>
<td>· well sequenced story; plot, setting, and character connected and developed</td>
</tr>
<tr>
<td><strong>Expository</strong></td>
<td>· text has limited organization; ideas unclear; details irrelevant; fails to support ideas or give evidence; message, if evident, is unclear</td>
<td>· text organized with some simple ideas; ideas clear but details limited; inconsistently supports ideas with evidence; message is vague</td>
<td>· text organized; ideas are clear; main ideas supported with some evidence; conveys a message</td>
<td>· text well organized; most main ideas well supported with evidence; conveys a clear message</td>
</tr>
<tr>
<td><strong>Style</strong></td>
<td>· writes for self almost exclusively; limited attention paid to text form; limited evidence of voice; lacks awareness of audience</td>
<td>· unsure of purpose for writing; applies basic knowledge of text form; relies on one voice; limited awareness of audience</td>
<td>· has purpose for writing; applies most features of text form; voice and audience awareness usually appropriate</td>
<td>· expresses ideas with clarity; applies conventions of text form; voice and audience awareness evident; personal style developing</td>
</tr>
<tr>
<td></td>
<td>· shows limited sentence variety; vocabulary limited and inappropriate</td>
<td>· uses some sentence variety; vocabulary simple but generally appropriate</td>
<td>· uses good sentence variety; vocabulary varied and appropriate</td>
<td>· varies sentences; vocabulary well selected and appropriate; experiments with words for positive effect</td>
</tr>
<tr>
<td><strong>Writing Process</strong></td>
<td>· has limited awareness of stages of preparing a written piece (text added rather than integrated for editing; revisions usually added at the end)</td>
<td>· engages in writing and revising stages; edits and proofreads with some success when prompted (misses spelling errors; often repeats the error)</td>
<td>· applies prewriting (thinking, organizing, outlining), writing, revising, editing, and proofreading to many writing tasks</td>
<td>· consistently applies stages of prewriting, writing, revising, editing, and proofreading to most writing tasks</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>· limited control of sentence structure; numerous errors in grade-level grammar, punctuation, capitalization, spelling often interfere with communication; no use of dictionary</td>
<td>· relies on simple sentence structure; some errors in grade-level grammar, punctuation, capitalization, spelling may interfere with communication; little use of dictionary</td>
<td>· has basic control of sentence structure; minor errors in grade-level grammar, punctuation, capitalization, spelling; errors do not interfere with communication; uses dictionary</td>
<td>· shows good control of sentence structure; few, if any errors in grade-level grammar, punctuation, capitalization, spelling; uses dictionary</td>
</tr>
</tbody>
</table>
# Student-Friendly “Narrative” Rubric - Primary

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Good Story</strong></td>
<td>• You need to add more events that will make your story more interesting. For example ...</td>
<td>• Some parts are interesting but some parts are not. For example ...</td>
<td>• Your story has many interesting events.</td>
<td>• What a great story!</td>
</tr>
<tr>
<td>(Reasoning)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sounds Real</strong></td>
<td>• You need to read your story and make changes that will make it sound like a real story. For example ...</td>
<td>• Some parts sound like a real story but some parts do not. For example ...</td>
<td>• Your story almost sounds like a real story.</td>
<td>• Your story sounds just like a real story.</td>
</tr>
<tr>
<td>(Communication)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organized</strong></td>
<td>• You need to read your story and make changes that will make it easy for the reader to follow. For example ...</td>
<td>• Some parts are easy to follow but some parts are confusing. For example ...</td>
<td>• Your story is easy to follow.</td>
<td>• Your story is very well organized.</td>
</tr>
<tr>
<td>(Organization)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No Mistakes</strong></td>
<td>• You need to read your story and correct the errors that make it difficult to understand. For example ...</td>
<td>• You need to read your story and correct the errors that make some parts difficult to understand. For example ...</td>
<td>• You need to do a final check and correct the small errors in your story.</td>
<td>• Your story has no errors.</td>
</tr>
<tr>
<td>(Conventions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Student-Friendly “Narrative” Checklist - Primary

**Self-Assessment: My Writing Ideas**

Name: __________________________ Date: __________

Title: ___________________________________________

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are my sentences on topic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All my sentences are about _____________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This is my topic: _____________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Did I use good information (details)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I gave many details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I gave too few details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two details I gave are:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. __________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. __________________________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My details are interesting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Does my picture match my writing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, because my picture shows _________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No, because my picture shows _________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>But my writing shows ____________________________________________________________________________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Involving Students in Identifying Success Criteria

- **Learning Goal:** students will apply the elements and principles of design to create an original sculpture to express a particular concept or idea

- **Homework Task:** locate an image of a publicly-displayed sculpture and bring it to class

- **Identify Success Criteria:**
  - in small groups, examine the various images and discuss how the design elements help to convey the artist’s intended concept or idea
  - Reach class consensus about a manageable number of criteria

- **Teaching Team Develop Rubric by writing indicators for each criterion at 4 levels**
Differentiating Assessment

- Content standards: learning outcomes
  - Must be within student’s “ZPD”

- Performance standards: -rubrics
  - Keep consistent for all students
  -checklists

- Student products & performances
  - May be adapted to be within student’s “ZPD”

- Assessment conditions
  - May be adapted
# Partial Research Process Rubric

<table>
<thead>
<tr>
<th>Categories/Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing</strong></td>
<td>Has difficulty formulating appropriate questions to guide research</td>
<td>Formulates simple questions to guide research</td>
<td>Formulates appropriate questions to guide research</td>
<td>Formulates insightful questions to guide research</td>
</tr>
<tr>
<td><strong>Surveying Sources of Information</strong></td>
<td>Considers only a limited number of sources</td>
<td>Considers a narrow range of primary and/or secondary sources</td>
<td>Considers a wide range of appropriate primary and/or secondary sources</td>
<td>Considers a full range of the most appropriate primary and/or secondary sources</td>
</tr>
<tr>
<td><strong>Formulating a Question</strong></td>
<td>• Has difficulty formulating a workable research question</td>
<td>• Formulates a simple research question</td>
<td>• Formulates a workable research question</td>
<td>• Formulates an insightful and workable research question</td>
</tr>
<tr>
<td></td>
<td>• Has difficulty revising or is reluctant to revise question</td>
<td>• Shows some ability to revise question, as necessary, according to results of research</td>
<td>• Revises question, as necessary, according to results of research</td>
<td>• Revises question in insightful ways, according to results of research</td>
</tr>
<tr>
<td><strong>Researching</strong></td>
<td>• Locates a limited number of sources</td>
<td>• Locates a narrow range of primary and/or secondary sources</td>
<td>• Locates a wide range of primary and/or secondary sources</td>
<td>• Locates a full range of the most appropriate primary and/or secondary sources</td>
</tr>
<tr>
<td></td>
<td>• Has difficulty making appropriate selections based on</td>
<td>• Demonstrates some ability to make appropriate selections based on</td>
<td>• Makes appropriate selections based on</td>
<td>• Makes the most appropriate selections based on</td>
</tr>
<tr>
<td></td>
<td>+ Relevance to topic</td>
<td>+ Relevance to topic</td>
<td>+ Relevance to topic</td>
<td>+ Relevance to topic</td>
</tr>
<tr>
<td></td>
<td>+ Reliability</td>
<td>+ Reliability</td>
<td>+ Reliability</td>
<td>+ Reliability</td>
</tr>
<tr>
<td></td>
<td>+ Variety of perspective</td>
<td>+ Variety of perspective</td>
<td>+ Variety of perspective</td>
<td>+ Variety of perspective</td>
</tr>
</tbody>
</table>

# Research Process Checklist

Name: ___________________________ Term: ___________________________

Record the date each time you use this checklist.  
Make a check mark under the date when you are able to reply “Yes” to the question.

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Have I asked appropriate questions to guide my research?

2. Have I considered a wide range of appropriate primary and/or secondary sources?

3. Have I produced a workable research question?

4. Have I revised my research question, as necessary, according to results of my research?

5. Have I located a wide range of appropriate primary and/or secondary sources?

6. Have I made appropriate selections of sources based on relevance to topic, reliability, and variety of perspectives/degree of bias?

7. Have I recorded the information in a systematic way?

8. Have I recorded the sources of all information?

9. Have I classified or categorized the information appropriately and effectively?

10. Have I created notes and graphic organizers to represent the information effectively?

---

—Cooper, *Talk About Assessment: Strategies and Tools to Improve Learning*  
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Adapted Research Process Checklist

Name: ___________________________ Term: ___________________

Record the date each time you use this checklist. Make a check mark under the date when you are able to reply "Yes" to the question.

<table>
<thead>
<tr>
<th>Self-Assessment Questions</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have a question to guide my research?</td>
<td></td>
</tr>
<tr>
<td>Do I have at least two sources?</td>
<td></td>
</tr>
<tr>
<td>Am I able to explain how my sources will help to answer my question?</td>
<td></td>
</tr>
<tr>
<td>Am I able to show how I will record information from my sources?</td>
<td></td>
</tr>
<tr>
<td>Do I have headings for organizing my information?</td>
<td></td>
</tr>
<tr>
<td>Have I created notes in my own words to summarize the information under each heading?</td>
<td></td>
</tr>
<tr>
<td>Have I formed my own opinion about the information I have gathered?</td>
<td></td>
</tr>
<tr>
<td>Have I answered my research question?</td>
<td></td>
</tr>
<tr>
<td>Am I prepared to answer questions about my research and my conclusions?</td>
<td></td>
</tr>
</tbody>
</table>

## Self Assessment

<table>
<thead>
<tr>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel like this is a walk in the park.</td>
<td>I feel like I know what I’m doing.</td>
<td>I feel like I don’t know what to do.</td>
</tr>
<tr>
<td>I feel great.</td>
<td>I feel good.</td>
<td>I feel frustrated.</td>
</tr>
<tr>
<td>I am very comfortable with this.</td>
<td>I understand, but it would help if I could discuss further if I have problems.</td>
<td>I am confused and need to talk further about this.</td>
</tr>
</tbody>
</table>

Figure 2.1: “Traffic light” student self-assessment chart. Used with permission of Michelle Chomniak.
Make self and peer assessment routine practice …

- Teach and model assessment skills
- Provide weekly opportunities to practice the skills
- Focus the assessment only on what was taught
- Use descriptive feedback - what’s good; what’s not; what to do to fix it – NOT scores
- Assessment FOR learning ONLY
VALIDATING OBSERVATION AND CONVERSATION TO ASSESS LEARNING

Damian Cooper has launched The VOCAI Project in an effort to validate how gathering evidence of learning through classroom observation, conversation and the use of mobile technologies can revolutionise assessment and learning. Learning can be seen, heard and discussed, and now it can be recorded, shared and evaluated too!

VOCAI uses authentic, video case studies of real teachers, students and classrooms to model exactly how everyday mobile technologies can capture evidence of learning through observation and conversation. VOCAI has “recorded it” so teachers can “see”, “hear” and “discuss” for themselves how it can work in their classrooms.

The VOCAI Project is also committed to creating powerful professional learning experiences for teachers. VOCAI will be available in flexible, interactive, online courses that allow educators, schools and districts to use VOCAI individually, in professional learning communities or as the basis for collaborative inquiry.

Our first course, VOCAI 101: An Introduction to using mobile technologies to assess student learning, will be available in Fall 2016.

Key course features:

- 9 one-hour instructional modules
- key concept tutorials and lessons
- authentic in-class video case studies
- interactive professional learning activities
- online discussion forums
- course certificate upon completion

For more information contact Damian Cooper at dcooper3@rogers.com.
Effective Oral Questioning

– Instead of the quiz show with teacher as quizmaster, try …
  “No hands”, “Think.Pair.Share”, etc.

– Avoid judgement when students respond to questions. i.e. …
  Instead of “Well done!” or “Nice try”, how about … “Who agrees with Ken? Who disagrees? How do we resolve this?”

– Goal: demand that ALL students think!
Feedback: research base

Hattie examined more than 800 meta analyses of educational interventions to determine which were most effective in improving student learning. In these studies, feedback had one of the highest effect sizes – 0.73 – of any intervention.

Visible Learning, John Hattie, 2009
Feedback: research base

Grant Wiggins’ 7 Keys:

1. Goal-Referenced
2. Tangible and Transparent
3. Actionable
4. User-Friendly
5. Timely
6. Ongoing
7. Consistent

Visible Learning, John Hattie, 2009
Effective feedback …

- Needs to cause thinking: don’t provide the “answer”
- Must not be evaluative
- Must direct students towards improvement
- Must make reference to specific quality indicators (a rubric or checklist)
- Must include an expectation that it will be implemented
- Must include strategies for checking that it has been implemented
Feedback that Moves Learning Forward

The best learners consistently attribute both success and failure to internal, unstable causes. They believe: “It’s up to me” (internal) and “I can do something about it” (unstable). … learning in classrooms will be considerably enhanced if students embrace this idea.

Dylan Wiliam

In *Embedded Formative Assessment*, Dylan Wiliam, Solution Tree, 2011
Five Imperatives: #4

- Grading must blend consistency with professional judgement.
Clarifying Terminology

Mark:

- a score, letter or rubric level assigned to an individual piece of work

Grade:

- a letter or percentage value assigned as a summary of learning, either for a subject as a whole, or for a strand within that subject

Adapted from Ken O’Connor, 2009
The Grading Dilemma …

A teacher approached me at the end of a recent workshop and made the following observation:

I feel so badly for lots of my kids. They come into my class at the beginning of the year with so many gaps in their learning. They work really hard and make all kinds of progress. But then when they get their report cards, they get Cs or Ds. It just doesn’t seem fair. Any suggestions?
The Grading Dilemma …

In determining which system to use when, educators need to be aware of the difference between *growth, progress, and achievement*. Growth is a measure of the increase in student learning that has occurred over time, compared to baseline data; progress is a measure of the improvement that has occurred from a baseline toward a specified performance standard; and achievement is a measure of what a student knows or can do at a given point in time.
The Grading Dilemma …

A teacher approached me at the end of a recent workshop and made the following observation:

I feel so badly for lots of my kids. They come into my class at the beginning of the year with so many gaps in their learning. They work really hard and make all kinds of progress. But then when they get their report cards, they get Cs or Ds. It just doesn’t seem fair. Any suggestions?

Can a report card communicate both achievement and progress?
Name: Joshua Smith  
Grade: 6

<table>
<thead>
<tr>
<th>Achievement Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A- to A+</td>
<td>Student demonstrates solid control of, or mastery of required skills.</td>
</tr>
<tr>
<td>B- to B+</td>
<td>Student demonstrates good to very good control of required skills.</td>
</tr>
<tr>
<td>C- to C+</td>
<td>Student demonstrates inconsistent control of required skills.</td>
</tr>
<tr>
<td>D- to D+</td>
<td>Student demonstrates very limited to limited control of required skills.</td>
</tr>
</tbody>
</table>

**Progress Scale**

The numbers indicate the number of levels a student has progressed since the beginning of the term. There are 12 levels: D-, D+, C-, C, C+, B-, B, B+, A-, A, A+

A progress level of 2 means the student has progressed by 2 levels. A progress level of 0 means the student has not progressed.

**Language Arts**

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>C-</td>
</tr>
<tr>
<td>Writing</td>
<td>C</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>B-</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>B</td>
</tr>
</tbody>
</table>

**Comment:**

As shown, Joshua has made steady progress in three of the strands. While he has shown some progress in oral communication, he continues to be very quiet during our literature circles. He would benefit from frequent opportunities to respond orally to events, the media, and other topics at home.
Conditions for Quality Grades

- Accurate
- Consistent
- Meaningful
- Supportive of Learning

Ken O’Connor, 2008
Grades are Accurate when they …

- Separate achievement from behaviour
- Balance measurement with professional judgement

Adapted from Ken O’ Connor, 2008
Rebecca was 16 years old and had spent two years in British Columbia, living with her boyfriend and working at a variety of part-time jobs. Of her own volition, Rebecca decided to move back to Ontario so that she could graduate from high school. She lived in the basement apartment of a house owned by a friend’s parents. While Rebecca was bright, likeable, and communicated well verbally, she always struggled with academic subjects. Her passion was art, and she had a particular talent for oil painting.

While it was unfortunate for Rebecca, a late-sleeper, that classes at the local high school began at 7:50 a.m., the first period of the day was art, her favourite subject. As well as teaching Rebecca in Learning Strategies, I also served as her mentor, and was responsible for overseeing her entire program and providing support. Rebecca came storming into my class one morning, in tears, and also yelling obscene epithets about her art teacher.

“Calm down, Rebecca.” I urged. “What’s wrong?”

“Look at this!” she screamed, hurling her grade printout at me. “I got 43 percent in art!”

When I managed to calm Rebecca sufficiently for us to talk, I examined her printout more closely:

<table>
<thead>
<tr>
<th>Item</th>
<th>Date</th>
<th>Mark</th>
<th>Out of</th>
<th>%</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expression Donasiun</td>
<td>2019-09-09</td>
<td>0</td>
<td>20</td>
<td>0%</td>
<td>4</td>
</tr>
<tr>
<td>Art Assignment Bott</td>
<td>2019-09-23</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>4</td>
</tr>
<tr>
<td>Culture Art Ref</td>
<td>2019-09-25</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Applied Design Analysis</td>
<td>2019-10-30</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>Figure &amp; Texture</td>
<td>2019-11-25</td>
<td>4</td>
<td>4</td>
<td>100%</td>
<td>5</td>
</tr>
<tr>
<td>Figure Drawing</td>
<td>2019-12-07</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>5</td>
</tr>
<tr>
<td>Overall Average</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td>5</td>
</tr>
</tbody>
</table>

The printout clearly illustrated that Rebecca had excelled on the pieces of work that she had completed. However, she had failed to submit several pieces of work, and her teacher had assigned each of these a zero. As Rebecca and I talked, she acknowledged that she was frequently late for art class, and on several occasions had decided to skip it, since by the time she had arrived at school, the class was almost over. We talked about her struggle to get herself up on time and how she had the best of intentions but was finding it difficult to be independently responsible. I suggested that I would meet with her art teacher to discuss this problem.

When Mr. Jackson and I met over coffee, I pointed out the need to separate Rebecca’s achievement in art from the difficulties she was having with tardiness and absence. While her art skills were clearly exceptional, she was having a great deal of difficulty getting herself back on track, having been out of school for two years. I suggested that, as educators, a major part of our role was to help students like Rebecca develop the responsibility that would enable her to be successful in school and beyond. “I agree completely,” said Mr. Jackson. “And the way to do that is to show her what happens in the real world. If you don’t produce, you suffer the consequences. At school, that means you get zero.”

Before the first semester ended, Rebecca had dropped out of school—not because she was failing math or English, but because she was failing art, her best and favourite subject!
How do I currently try to ensure that students complete the set of assessment tasks that comprise evidence of essential learning?
Guidelines for Ensuring that Critical Tasks are Completed

- Identify for students and parents the tasks that are *essential* as proof of learning.
- Operate on the understanding that *all* of these must be completed to meet the requirements of the subject or course.
- Timelines for completion of these tasks must be communicated to students and parents to facilitate students’ and teacher’s workload.
- Conduct frequent “process” checks.
- Provide plenty of in-class time to work on essential tasks.
Guidelines for Ensuring that Critical Tasks are Completed

- Identify strategies for addressing non-completion of essential tasks: e.g.
  - Completion contract
  - Supervised learning centre
  - "Recovery Week" & "Just Do It!"

- Have a school-wide policy concerning interim and final grade determination: e.g.
  - Use "Incomplete" on interim report card
  - Consistency regarding what "Incomplete" becomes on the final report card
Professional Judgement

Decisions made by educators, in light of their professional experience, with reference to public standards and guidelines.
Grades are Consistent when they …

- Are based on clear performance standards
- Are based on clear and public policies, guidelines, and procedures

Adapted from Ken O’Connor, 2008
Performance Standards are Unclear

### Elementary Progress Report Card

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL/ELD—Achievement is based on expectations modified from the curriculum expectations for the grade to support English language learning needs.</td>
<td>Strengths/Next steps for Improvement</td>
</tr>
<tr>
<td>IEP—Individual Education Plan</td>
<td></td>
</tr>
<tr>
<td>NA—No instruction for subject/strand</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Progressing With Difficulty</th>
<th>Progressing Well</th>
<th>Progressing Very Well</th>
</tr>
</thead>
</table>


Performance Standards are Clear

**WHAT CAN YOU EXPECT TO SEE ON THE STANDARDS-BASED REPORT CARDS?**

Based on the child’s performance, one of the following scores will be given:

- A score of 1 indicates below end-of-the-year grade-level standards.
- A score of 2 indicates approaching end-of-the-year grade-level standards.
- A score of 3 indicates at end-of-the-year grade-level standards.
- A score of 4 indicates advanced end-of-the-year grade-level standards.

It is not unusual for a child to receive several 2s on the first and second trimester report card, because a score of 3 indicates a mastery level that is usually attained toward the end of the school year.

*Used with permission of the Murrieta Valley School District, Murrieta, California.*
Grades are meaningful when they are based on a valid sample of critical evidence:

- No diagnostic evidence
- Includes a variety of modes to allow for differences in learning style (write, do, say)
- Includes multiple (3+) pieces of evidence for each learning cluster
- Provides evidence of the essential learning in the subject
- Tasks represent polished work:
  - Not practices or early tries
  - Feedback has occurred previously and been implemented
Grades are Supportive of Learning when they …

- Distinguish between formative and summative assessments
- Emphasize more recent evidence

Adapted from Ken O’Connor, 2008
Five Imperatives: #5.

- Communication about learning must be appropriate, truthful and transparent
Communicating About Learning through Assessment

1. With whom do we communicate about learning?
2. What do we communicate about learning?
3. How do we communicate about learning through assessment?
With whom do we communicate about learning?

- Students
- Parents
- Ourselves, as teachers
- The next grade teacher
- Post secondary institutions
- Potential employers
- …
What is the most important information for each of these?

- **Students**: Feedback in order to improve

- **Parents**: Progress, achievement, support

- **Ourselves, as teachers**: Strengths, needs, progress, achievement

- **The next grade teacher**: Achievement

- **Post secondary institutions**: Achievement

- **Potential employers**: Achievement
Traditionally, what have they all received?

- Students
- Parents
- Ourselves, as teachers
- The next grade teacher
- Post secondary institutions
- Potential employers
How and when do we communicate information about learning?

- In writing
  - Some time after the performance
- Orally
  - Immediately, or later in conference with student
- Visually
  - Immedially, in the moment
What Parents Should Ask of a Report Card

- Grade level at which student is working
- Achievement level at which student is performing
- Level of independence
- Attitudes and Behaviours
- Learning outcomes (incl. IEP ref. if applicable)
- Rubric levels
- Anecdotal comments
- Learning Skills Data
Let’s Consider Jack again …

- Registered in grade 4
- Teacher determines in Sept. that he cannot read gr. 4 texts, or gr. 3 or gr. 2
- Some success @ gr. 1, but performing @ level 1 on a 4-level rubric
- As Jack improves, might his teacher face the following problem?
A Grading & Reporting Dilemma Involving Jack

“Damian, how do I explain to Jack’s parents that the “A” he has received in Reading is for a modified program and that it doesn’t mean the same as the “A’s” received by other children in the class who are working at grade level?”

What would you say to this teacher?
Communicating with Parents...

- When describing achievement, reference appropriate standards:
  - NOT other students
  - NOT siblings
  - Provincial achievement standards

- Avoid all labelling of students: there are NO “A” students or “Level 4” students, only “A” performances and “Level 4” performances.
Report Card Comments

How Can I Help With What Has Not Been Learned?

Many school districts direct teachers to compose anecdotal report card comments using a consistent three-part formula:

1. Identify areas of strength.
2. Identify areas of need.
3. Indicate suggestions for improvement, including parental support.

Brad willingly reads a variety of texts, using appropriate strategies to aid his comprehension. He uses the writing process effectively to move from first drafts to polished work. Brad demonstrates strong receptive communication skills when viewing instructional videos and representing his learning using various media. However, Brad needs to improve both his speaking and listening skills. Students are expected to share orally their responses to books and videos, as well as to listen and comment on the views of others. He is encouraged to practice these skills at home.
Commitment to Action

- Spend a few moments reflecting on today …
- What was your most significant learning?
- What specific actions do you plan to take immediately and/or between now and June 2016?
- Who will be involved?
- What results would you like to see from these actions?
- How will you assess the effectiveness of these actions?
Suggested Reading

   A practical guide to implementing assessment for learning strategies.


   The definitive synthesis of educational research for the 21st. century.

   A solid treatment of the grading dilemmas that arise in intermediate and senior grades.

   A concise treatment of grading fundamentals, focusing on accuracy, fairness, and specificity.

   An in-depth “textbook” for students of assessment, organized according to principles of assessment, assessment methods, and communication.

    A concise and very readable guide to designing program from an assessment point of view.

    An immensely readable, practical guide to implementing assessment for learning in classrooms.