

Student-Accessible Assessment Tools

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Session Essential Questions:

- What are the attributes of student-accessible assessment tools?
- How might we use existing rubrics to craft additional support tools?
- How might we use these tools to grow learning in the short and long-term?

Resource Support:

White, K. (2017). *Softening the Edges: Assessment Practices that Honor K-12 Teacher and Learners*. Bloomington, IN: Solution Tree Press.

White, K. (2019). *Unlocked: Assessment as the Key to Everyday Creativity in the Classroom*. Bloomington, IN: Solution Tree Press.

Students Who Are Partners in Assessment

Understand learning goals:

- Have language to describe their learning (learning goals and success criteria)
- Have a clear idea of quality and not-so-quality work (exemplars, samples, co-constructed criteria)
- Take risks and understand the importance of mistakes

Engage in feedback and revision:

- Offer descriptive feedback to others
- Take action on descriptive feedback (maintain control over decisions)
- Revisit, reflect on, and revise their work

Self-assess and set goals:

- Self-reflect on what assessment tells them about their learning (connect assessment to learning)
- Set short-term and long-term goals based on assessment information
- Make an action plan in partnership with teachers to achieve their goals and improve –shared decision-making
- Share their work and plans to improve

Understand themselves as learners:

- Share their thoughts on what helps them learn and what gets in the way of their learning
- Experience the ways in which the learning is relevant and challenging through assessments, instructional activities, and practice

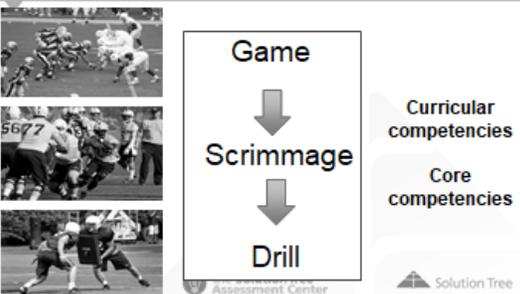
--adapted from the work of Dimich-Vagle (2015) and White (2019)

Partnership through Two Kinds Conversation

a) Daily, ongoing assessment conversations (short term, curricular competencies/ criteria)

b) Reflection on Core Competencies and other long-term goals

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Game

↓

Scrimmage

↓

Drill

Curricular competencies

Core competencies

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Rubrics

- Holistic**
 - Multiple samples, possibly cross-context
 - Descriptions of quality and consistency
 - Retrospective
- Analytical**
 - Single sample or same context
 - Descriptions of quality on multiple, action-focused criteria
 - Informative (strengths and needs) and targeted
 - Action will be taken (with extra support)

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Learning Progression or Continuum

- Describes the STAGES of learning
- Articulates specific skills and knowledge that will need to be developed on the journey toward proficiency (and beyond)
- Very useful for planning, formative assessment mapping, feedback (strategies)
- Can inform multiple tasks

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ELA 8 Rubric Draft				
Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts	Identifies the role of personal and social perspectives in texts	Recognizes the role of personal, social, and some cultural contexts, values, and perspectives in texts	Recognizes and identifies the role of personal, social, and cultural contexts, values, and perspectives in texts	Evaluates the role of personal, social, and cultural contexts, values, and perspectives in texts
Recognize how language constructs personal, social, and cultural identity. Construct meaningful personal connections between self, text, and world	Identifies that language constructs identity. Identifies connections between self and text	Identifies that language constructs personal and social identity. Explains connections between self, text, and sometimes the world	Recognizes how language constructs personal, social, and cultural identity. Constructs meaningful personal connections between self, text, and world	Illustrates how language constructs personal, social, and cultural identity. Makes critical connections between self, text and world with insightful inferences
Respond to text in personal, creative, and critical ways. Recognize how literary elements, techniques, and devices enhance and shape meaning	Responds to text in personal ways. Identifies literary elements, techniques, and devices	Responds to text in personal and creative ways. Explains literary elements, techniques, and devices	Responds to text in personal, creative and critical ways. Recognizes how literary elements, techniques, and devices enhance and shape meaning	Responds insightfully to text in personal, creative, and critical ways. Examines literary elements, techniques, and devices and explains how those devices contribute to meaning and create connections outside of the text
Recognize an increasing range of text structures (e.g. paragraphing, headings, title, TAG, hook, topic sentence, stanzas, etc.) and how they contribute to meaning	Identifies text structures	Explains text structures	Recognizes an increasing range of text structures (e.g. paragraphing, headings, title, TAG, hook, topic sentence, stanzas, etc.) and how they contribute to meaning	Justifies how text structures contribute to meaning and makes connections about text structures across texts, forms, and genres

I can construct meaningful personal connections

Construct	You make these connections yourself and you write them, say them, or show them in some way (drawings, photos, etc) Others understand your connections when you share them
Meaningful and Personal	The connections are your own; they mean something to you The connections explain how you related to the text in your own way (what you have seen; what you have done; what you have felt; what you believe)
Connections (Self-Text-World)	The connections are between a text you are reading, viewing, or listening to and another text, or a personal experience you have had, or something you have seen or experienced in the world Your connections are detailed You make connections to several different texts (not just once)

Competency: Construct meaningful personal connections between self-text, and world

Student Reflections		Teacher Feedback
	<p>You can clearly construct connections and communicate your ideas</p> <ul style="list-style-type: none"> You can write, say or represent your connections clearly so they are understood by others. You provide details and examples to support your connections 	
	<p>You can provide connections that are personal and meaningful</p> <ul style="list-style-type: none"> The connections are your own; they mean something to you The connections explain how you related to the text in your own way (what you have seen; what you have done; what you have felt; what you believe) 	
	<p>You can connect a text to another text</p> <ul style="list-style-type: none"> The connections are between a text you are reading, viewing, or listening to and another text 	
	<p>You can connect a text to yourself</p> <ul style="list-style-type: none"> You connect a text you are reading, viewing or listening to, to a personal experience you have had and things you have felt 	
	<p>You can connect a text to the world</p> <ul style="list-style-type: none"> You connect a text you are reading, viewing or listening to, to a things you have seen or experienced in the world 	

<p>I commit to the following goals in my next attempt at making connections</p>	
<p>I will make necessary revisions by this date and resubmit</p>	

Criteria Category and Criteria	Emerging	Developing	Proficient	Extending
Use logic and patterns to solve puzzles and play games	Chooses limited strategies using logic and patterns to solve puzzles and play games	Employs basic strategies using logic and patterns to solve puzzles and play games	Effectively uses logic and patterns to solve puzzles and play games	Develops sophisticated strategies using logic and patterns to successfully solve puzzles and play games
Use reasoning and logic to explore, analyze, and apply mathematical ideas	Begins to use reasoning and logic to explore mathematical ideas	Uses reasoning and logic to explore and analyze mathematical ideas	Consistently uses reasoning and logic to explore, analyze, and apply mathematical ideas	Effectively provides evidence using reasoning and logic to justify mathematical ideas
Estimate reasonably	Begins to provide evidence of mathematical reasoning when estimating	Provides evidence of mathematical reasoning when estimating	Uses effective mathematical reasoning when estimating	Uses efficient and sophisticated mathematical reasoning when estimating
Demonstrate and apply mental math strategies	Demonstrates some strategies for solving problems using mental math	Applies some strategies for solving problems using mental math	Consistently applies a variety of flexible and appropriate strategies for solving problems using mental math	Applies the most efficient strategy to solve problems using mental math and extends prior knowledge to do so
Use tools or technology to explore and create patterns and relationships and test conjectures	Uses tools or technology in a limited way to explore and create patterns	Uses tools or technology in a basic way to explore and create patterns and relationships	Effectively uses tools or technology to explore and create patterns and relationships and test conjectures	Uses tools or technology in a sophisticated way to form and justify conclusions about patterns, relationships, and conjectures

Use reasoning and logic to explore, analyze, and apply mathematical ideas	
Reasoning	Use your own knowledge and experiences to think about what a problem reminds you of or how to explore a problem using theories and patterns.
Logic	Use problem-solving frameworks and other reasonable ways of thinking about things; using acceptable math processes that make sense (according to algorithms and patterns)
Explore	Ask questions, dig into a problem, look at a math problem closely; Get to know the problem
Analyze	Methodically examine all the parts of something and then relate those parts to other things, ideas, approaches
Apply	Use what you've learned to work through math ideas, take action on a problem
Math ideas	Overarching themes, knowledge sets, frameworks, algorithms, equations, concepts, visuals relating to quantitative information

Monitoring Checklist

Competency: Use reasoning and logic to explore, analyze, and apply mathematical ideas

	You show evidence of looking at a math problem closely (annotating, asking questions, identifying important parts, responding to all aspects)
	You use your own background knowledge (things you have already learned; things you understand and have experienced) to explore a problem
	You use reasoning (theories and/or patterns) to think through your approach to a problem – you think about the WHY of a problem
	You use logical frameworks and acceptable math processes when working through a problem; your solutions and responses make sense
	You make connections between ideas and concepts in order to advance your thinking and you explain this clearly
	You take action and work through a problem, showing evidence of thinking
	You use math language and apply math concepts through your writing, representations, and verbal explanations

Criteria Category and Criteria	Emerging	Developing	Proficient	Extending
Questioning and predicting Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest	Rarely asks questions or does research that deepens learning	Occasionally asks and explores questions or does research about a topic that deepens learning	Regularly takes the initiative to investigate their questions that deepen understanding of topics studied	Continues to make connections between previously investigated questions and new learning or life experiences
Make observations aimed at identifying their own questions about the natural world, including increasingly complex ones, about the natural world	Begins to make observations and identifies questions about the natural world that can be pursued by scientific inquiry	Makes observations and identifies and asks questions that can be asked by scientific inquiry	Makes detailed observations aimed at developing open and relevant questions about the natural world that can be asked by scientific inquiry	Makes thorough observations aimed at identifying sophisticated questions about the natural world that can be asked by scientific inquiry
Formulate multiple hypotheses and predict multiple outcomes	Constructs a hypothesis and predicts two or more possible outcomes.	Constructs 2 or more possible hypotheses and predicts possible outcomes.	Formulates multiple hypotheses and predicts multiple possible outcomes of each one.	Constructs multiple hypotheses that are consistent with previous observations and predicts likely outcomes of each one.
Planning and conducting Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)	Collaboratively contributes to the planning process of a range of investigations.	Collaboratively and individually plans investigations using appropriate equipment in some situations.	Collaboratively and individually plans investigation methods using appropriate equipment to accurately and precisely measure and record a variety of data	Collaboratively and individually plans a sophisticated investigation using a variety of investigation methods to collect data that has a high degree of reliability.

I can work collaboratively	
Work	Identify and pursue a common goal Complete a task; develop and show thinking
Collaboratively	Propose viable ideas and help others feel comfortable to share their ideas Ask initiating, clarify and consolidating questions Respectfully and authentically consider others' suggestions Negotiate tasks according to strengths and interests of group members Adjust your plan according to the group's purpose

Monitoring Checklist

Competency: Work Collaboratively

	We can identify a common goal
	We can complete a task/ reach our goal
	We can develop and show our thinking
	We can propose viable ideas and help others feel comfortable sharing their ideas
	We can ask initiating, clarifying and consolidating questions
	We can respectfully and authentically consider others' suggestions
	We can negotiate role, considering strengths and interests
	We can adjust our plan as needed (show flexibility)

Reflection on Collaboration

Date: _____

Name: _____

In my _____ class today, we were involved in a collaborative learning activity. This is a summary of what my group did.

Our goal or outcome was...

My role was...

My behaviour in that role was...

I helped achieve the group goal by...

I could have...

One thing I/we need to work on for next time is...

Try This!

Synthesize ideas from a variety of sources to build understanding	
Synthesize	
Ideas	
Variety of Sources	
Build understanding	

Try This (Pick one)

- Select an important competency and try "This means that..." with a colleague
- Select an important competency and try "This means that..." with students
- Building a monitoring checklist (w/students)
- Build a single point rubric
- Use a goal setting sheet for a curricular competency
- Use a goal setting sheet for a core competency (connect short to long term; voice and choice)
