

# The Thinking Symposium: *Assessment for/as Learning*

with Sandra Herbst  
April 2017



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## Adult Learner Outcomes We will...



- Consider powerful, practical and informed assessment strategies to use with student learners.
- Refer to the big ideas and research as articulated in *Growing Success*.
- Explore practical ways to work with colleagues to deepen our understanding of practices.
- Think about how assessment information impacts our instructional design and sequence.
- Reflect on our learning and make connections by engaging in reflection and group dialogue.

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ThinkSymApril2017 - Tod...  
https://todaysmeet.com/ThinkSymApril2017

hello!

# Today'sMeet

## ThinkSymApril2017

### Listen

The feedback loops with colours are great for all learners and put the learner in the driver's seat! Great strategies!  
about 6 hours ago by DC

Feedback doesn't have to be complicated - it doesn't have to be a burden on the teacher. Feedback IS instruction, not separate from it.  
about 6 hours ago by robin

Students finding and reasoning which criteria is currently absent from their work makes them SO active in their learning process  
about 6 hours ago by Natasha

We liked the dot example; as it makes students accountable for identifying specific success criteria in their own work.  
about 6 hours ago by teach11

[Room Tools](#)

### Talk

Nickname:

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Proposed Agenda

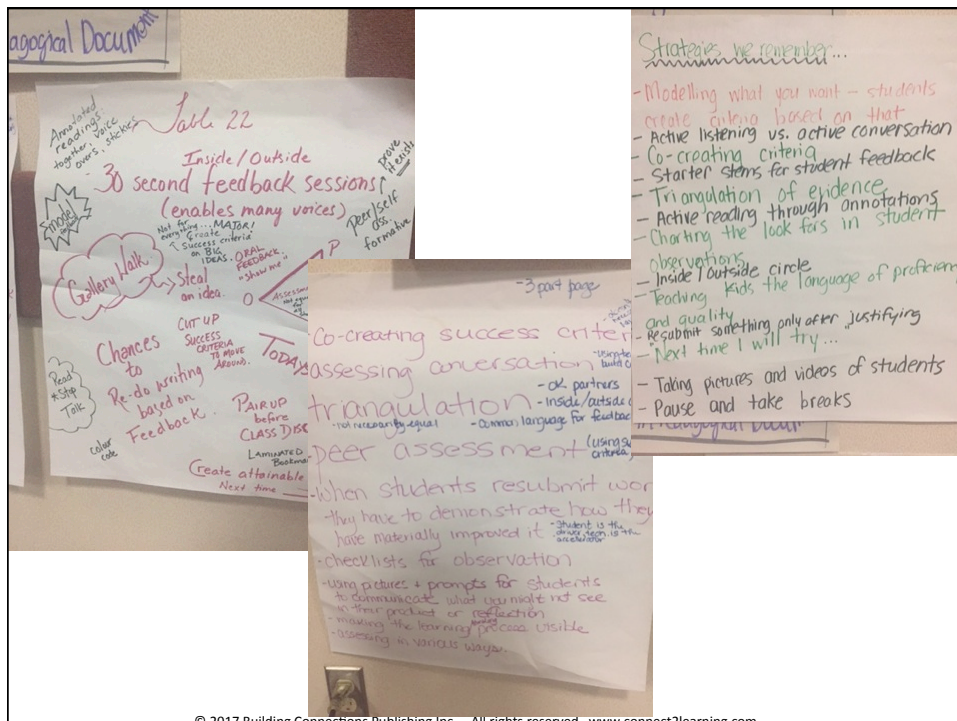
- ACTIVATE**
  - ✓ Welcome & Beginnings
  - ✓ Shining the Flashlight Backwards
- ACQUIRE**
  - ✓ Revisiting Learning Goals & Success Criteria
  - ✓ Involving Students in Deeply Understanding Quality & Proficiency
- APPLY**
  - ✓ Reliable & Valid Evidence - Your Artifacts
  - ✓ Big Ideas / Processes - connecting to evidence
- ANTICIPATE**
  - ✓ Engaging Students in Pedagogical Documentation

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# What is an idea or strategy that you recall from our work together in the fall?



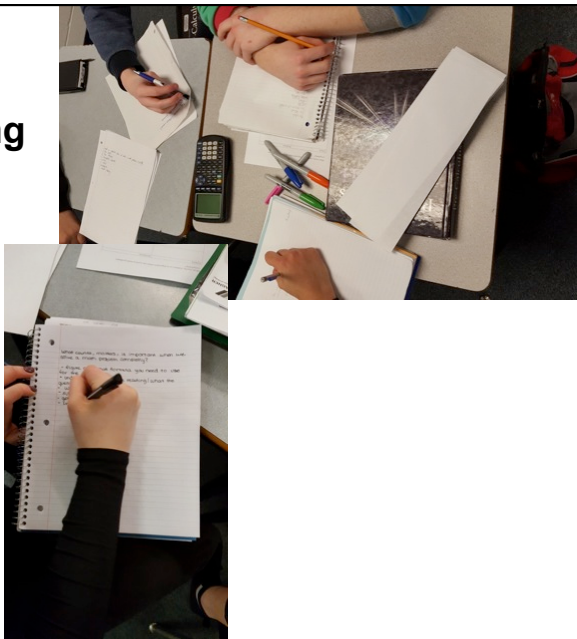
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## Co-constructing criteria...collecting evidence...providing feedback

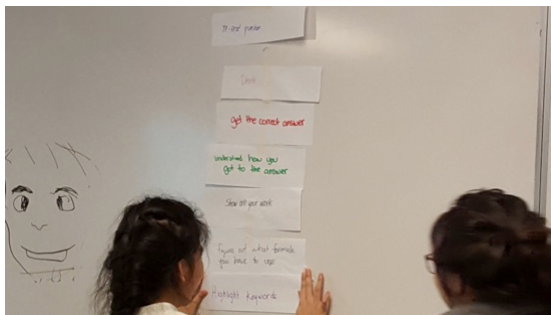
Students brainstorm what they already know about solving problems completely.



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## Co-constructing criteria...collecting evidence...providing feedback

Gather and post the initial ideas

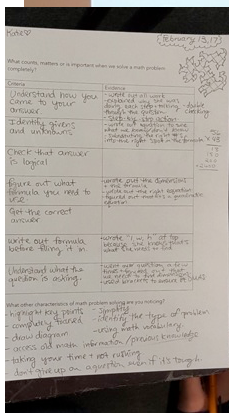
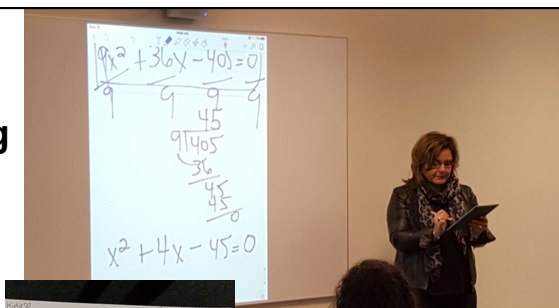


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## Co-constructing criteria...collecting evidence...providing feedback

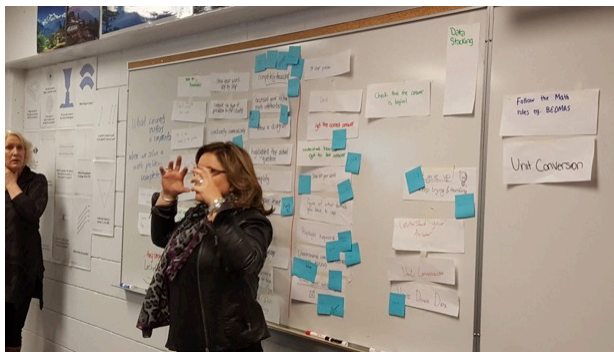
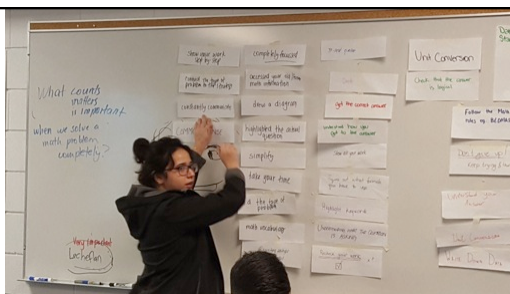
Students select seven details to put into their feedback form. Teacher solves a math problem in multiple chunks. Students write down the evidence that they see in the model related to each detail. They also add anything else that they notice that would make the criteria more complete.



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## Co-constructing criteria...collecting evidence...providing feedback

Gather and post the additional ideas that were noted through the modelling sequence

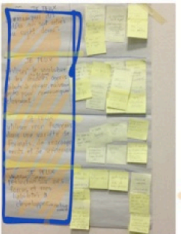


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## Co-constructing criteria with students: Instructional Decisions

instructionally significant

→ processes/  
skills/  
verbs



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What counts, matters, and is important when I justify my math thinking to someone else?

*Students need to develop confidence in their abilities to reason and justify their mathematical thinking.*  
**MAT521A**

<b>Criteria</b>	<b>Details</b>
I can help others "see" my thinking, step-by-step	<ul style="list-style-type: none"><li>• Tell what you did first</li><li>• Talk about your work step-by-step</li><li>• Tell what you did at the end</li><li>• Describe your thinking in order</li><li>• Tell how you organized your work</li><li>• Describe your thinking in detail</li></ul>
I can talk about the math decisions that I made	<ul style="list-style-type: none"><li>• Show how your thinking changed</li><li>• Tell how you corrected any errors</li><li>• Explain why you did what you did..."I did this because..."</li><li>• Talk about how you used what you already knew to do well</li><li>• Talk about your decision to solve the problem in this way</li><li>• Tell why your answer is reasonable</li><li>• Talk about the connections you were making to other math problems as you explain your thinking</li></ul>
I act like a mathematician	<ul style="list-style-type: none"><li>• Prove that you think before your talk/explain</li><li>• Keep trying to explain when it feels that it doesn't make sense</li><li>• Explain something in a different way</li></ul>

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What counts, matters, and is important when I reflect on my learning and experiences?

*Reflect on  
successful  
movement  
solutions and  
propose how they  
can be transferred  
to new movement  
challenges.  
PED801A*

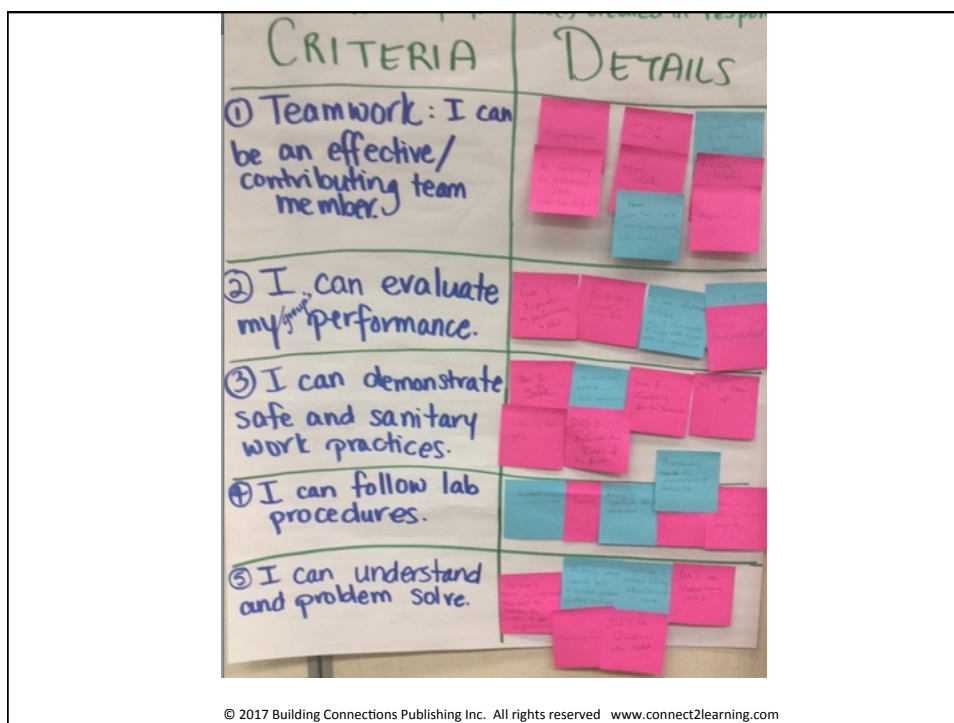
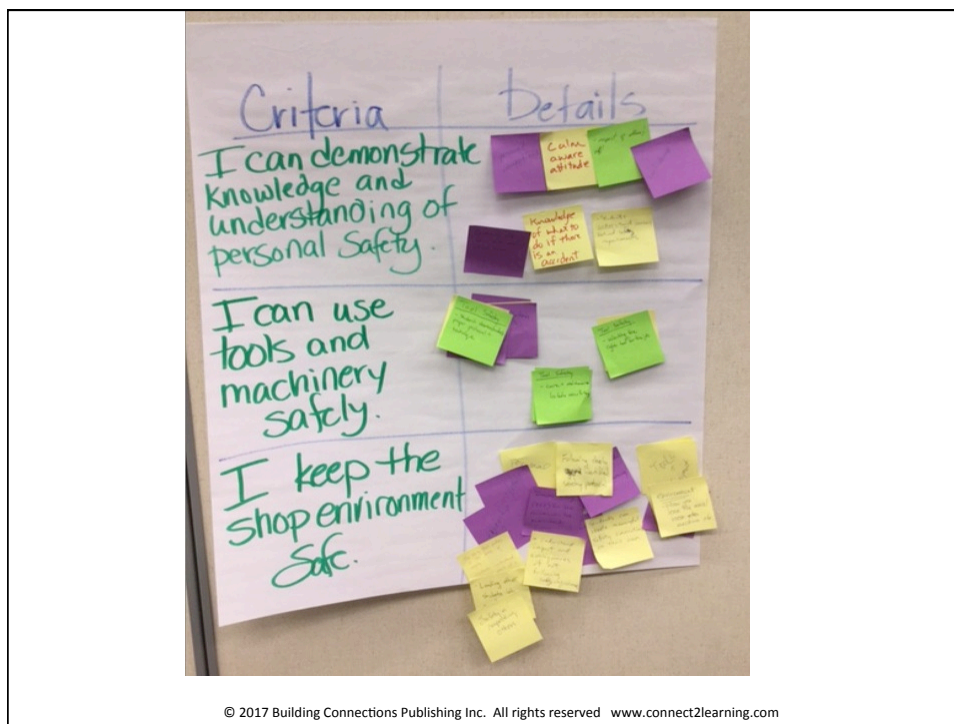
Criteria	Details
I can think about what happened so that I can understand it better	<ul style="list-style-type: none"> <li>• Give proof for your thinking</li> <li>• Acknowledge what was easy</li> <li>• Acknowledge what was more difficult</li> <li>• Make connections to similar experiences or learning</li> <li>• Make connections to experiences outside the classroom</li> <li>• Describe what happened to cause you to think in this way</li> <li>• Describe how the learning occurred</li> <li>• Replay your thoughts</li> <li>• Be detailed in your thinking</li> <li>• Analyze what happened</li> <li>• Summarize the learning or the experience</li> </ul>
I create new understandings or learning	<ul style="list-style-type: none"> <li>• Discuss the implications of this learning or experience on future learning and experiences</li> <li>• Discuss the application of this learning or experience on future learning and experiences</li> <li>• Give proof for my new learning</li> <li>• Identify new learning</li> <li>• Ask yourself questions</li> </ul>
Others can understand my thinking	<ul style="list-style-type: none"> <li>• Uses language like...As I think about...I am making connections...As I reflect...I wonder...etc.</li> <li>• Use clear language</li> <li>• Reader or listener can create a clear picture of what happened</li> </ul>

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What counts in a good employee for a job placement?


Criteria	Details
I am respectful at the workplace	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Be kind to others at the workplace</li> <li>• Keep the stuff you learn there about the business, employees, and customers confidential</li> </ul>
I have a positive attitude at the workplace	<ul style="list-style-type: none"> <li>• Show that you are happy to be there</li> <li>• Be enthusiastic</li> <li>• Be friendly</li> <li>• Support your co-workers; help them out</li> <li>• Engage with your co-workers and your supervisor</li> </ul>
I take initiative at the workplace	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Be willing to help in any situation</li> <li>• Take the lead when asked</li> </ul>
I am responsible at the workplace	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Pay attention to the people you are working with</li> <li>• Stay off of the phone</li> <li>• Follow through on what you say you will do</li> </ul>

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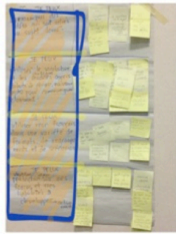


## Co-constructing criteria with students: Instructional Decisions

instructionally significant



product



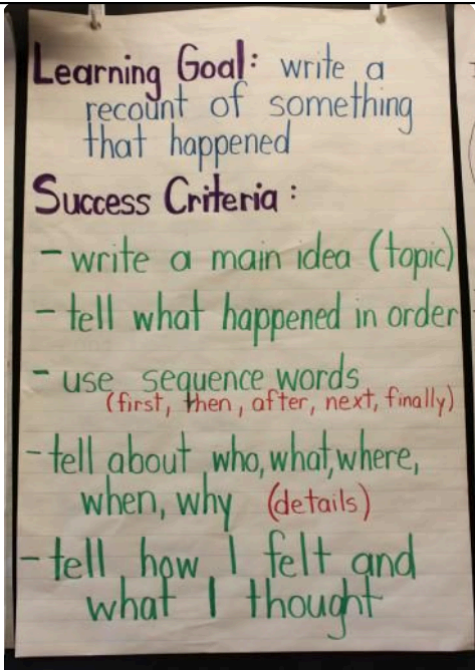
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### What counts in a science lab report?

Criteria	Details
My introduction clearly introduces the lab	<ul style="list-style-type: none"> <li>• Background information is researched</li> <li>• Background information is cited</li> <li>• Hypothesis is stated</li> <li>• If...then...format is used and explained</li> </ul>
Materials and methods are identified	<ul style="list-style-type: none"> <li>• Materials are identified</li> <li>• Amounts are specified</li> <li>• Steps are easy to follow</li> <li>• Written in paragraph form</li> </ul>
Data is collected	<ul style="list-style-type: none"> <li>• Data is complete</li> <li>• Data is relevant</li> <li>• Tables are easy to read</li> <li>• Units are provided</li> <li>• Graphs are labeled</li> <li>• Graphs show trends</li> </ul>
Conclusion is identified	<ul style="list-style-type: none"> <li>• Conclusion summarizes the experiment</li> <li>• Data is cited</li> <li>• Hypothesis is addressed</li> <li>• Sources of error are cited</li> </ul>
Report is of high quality	<ul style="list-style-type: none"> <li>• Report is organized</li> <li>• Report is cohesive</li> <li>• Contains no mechanical errors</li> </ul>

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**Learning Goal:** write a recount of something that happened

**Success Criteria:**

- write a main idea (topic)
- tell what happened in order
- use sequence words  
(first, then, after, next, finally)
- tell about who, what, where, when, why (details)
- tell how I felt and what I thought

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What is important about a dialectic research paper?		
The purpose of co-constructing criteria in the beginning is to help learners understand what is needed to show learning and be successful. As the learning takes place there may be additions to the criteria or to the details that help learners understand how to work towards the success criteria.		
Success Criteria	Details/Specifics	
<b>Snappy Title</b>		
<b>Make sure it is organized and in the proper format</b> (circle)	Format MLA Works cited Multiple sources Neatness Organization Name Date	Order/structure Cite sources Mechanics Expert – involved first hand Expert – legitimate Expert – published Introduction to pro side and end with blunt clear statement
<b>It must have relevant content</b> (Square box)	Multiple sources Different kinds of sources Using expert opinion Pictures – visuals Statistics	Opinion Convince Evidence examples Multiple forms of research – interviews, books, news....
<b>Stay on topic and express both perspectives</b> (straight line)	Balance both perspectives Long enough Get point across Not useless information Quotes or summary of expert opinion Factual information Need to make the argument	Two points of view Research paper Both sides Understand point of view Understand motivations
<b>Clearly prove your point (clear thesis and conclusion)</b> (wavy line)	Voice the argument Arrive at your own conclusion Clear thesis statement Firm conclusions Establish points clearly	

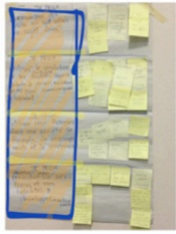
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## Co-constructing criteria with students: Instructional Decisions

Instructionally significant

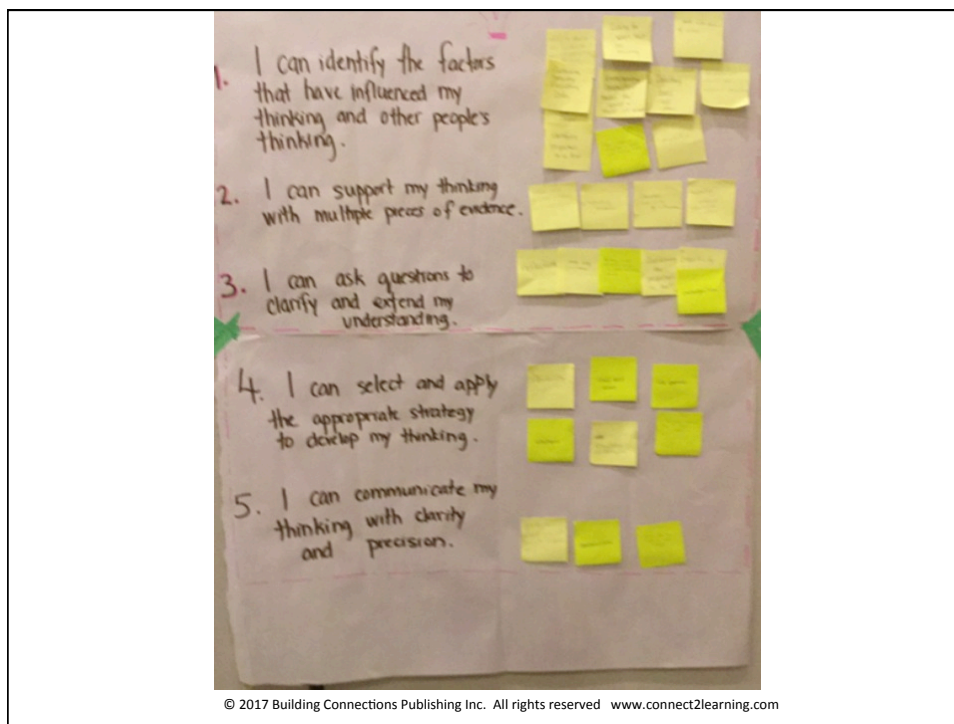
# Challenge



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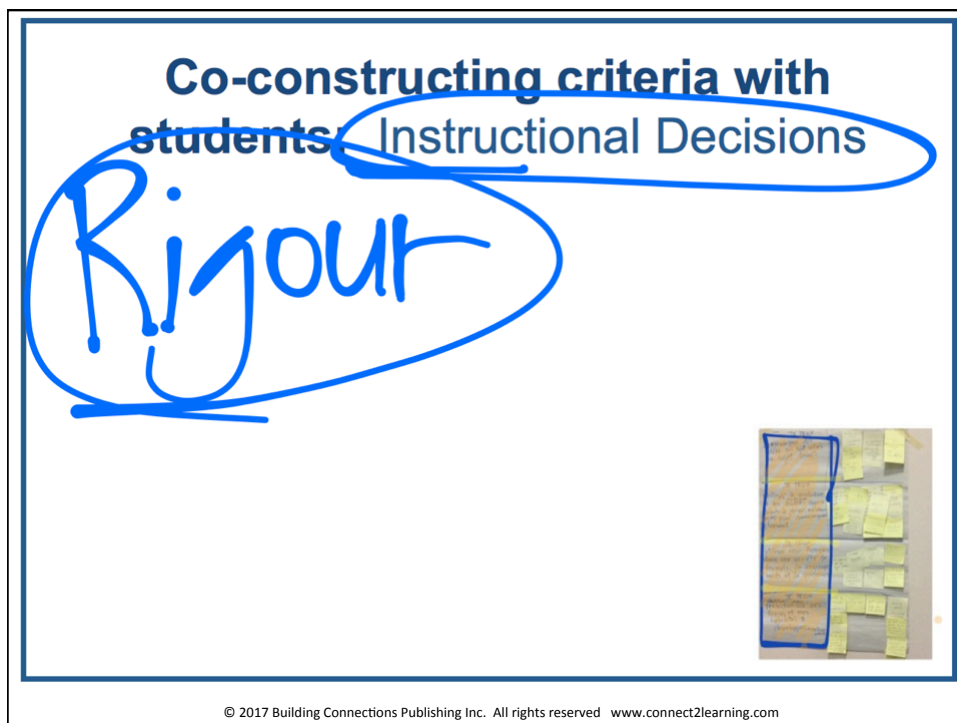
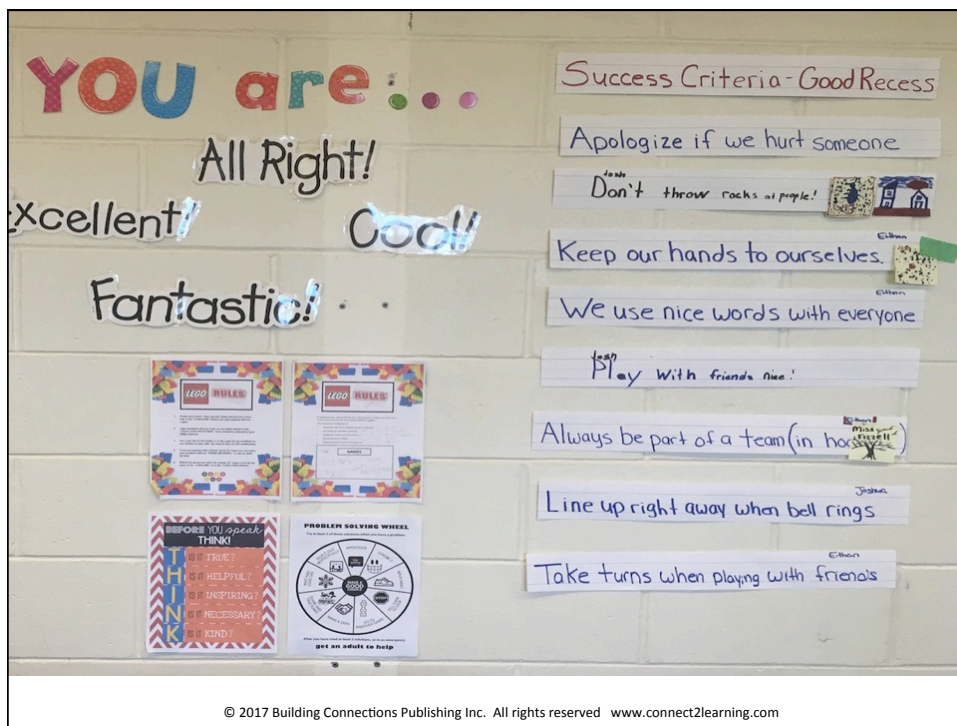
Qu'est-ce qui est important dans une discussion?	
Les critères	Les détails
Nous échangeons des idées respectueusement	<ul style="list-style-type: none"><li>• Utiliser la langage respectueux</li><li>• Encourager les autres</li><li>• Donner du temps pour répondre</li><li>• Écoute attentivement</li><li>• Ne pas interrompre</li><li>• Demandons quand tu ne comprends pas</li></ul>
Nous parlons pour que nous pouvons apprendre	<ul style="list-style-type: none"><li>• Poser de bonnes questions</li><li>• Utiliser des bonnes mots</li><li>• Utiliser le vocabulaire français</li><li>• Faire des liens personnels avec le sujet</li><li>• Rester sur le sujet</li></ul>
Faites attention à votre voix et votre corps	<ul style="list-style-type: none"><li>• Parler assez fort</li><li>• Parler clairement</li><li>• Faire face à la personne qui parle</li><li>• Utiliser des gestes pour communiquer vos idées</li></ul>

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### What Counts in Collaboration?

Criteria	Details
Communicates in a positive way	<ul style="list-style-type: none"> <li>Uses respectful language</li> <li>Minimizes negative expressions</li> <li>Listens to the ideas of others</li> <li>Listens to the concerns of others</li> <li>Responds positively to others</li> <li>Does not "put down" others</li> </ul>
Understands and stays focussed on the task	<ul style="list-style-type: none"> <li>Understand the task</li> <li>Attends</li> <li>Is punctual</li> <li>Is prepared</li> <li>Fulfills the assigned role within the group</li> <li>Does share of the work</li> <li>Works towards the goal</li> <li>Stays on task</li> <li>Shares information</li> </ul>
Engages with others cooperatively	<ul style="list-style-type: none"> <li>Participates in discussion</li> <li>Cooperates</li> <li>Compromises as necessary</li> <li>Reflects on the work</li> <li>Builds relationships with others</li> <li>Works to resolve conflict</li> </ul>



## Co-constructing criteria with students: Instructional Decisions

What counts, what matters, what is important when making observations during a science experiment?

- make an appropriate table/organizer
- observations should be in order the experiment was performed
- observations should be taken before, during, and after the experiment
- qualitative and quantitative observations should be included (if appropriate)
- all measurements require appropriate units
- measurements should be done as accurate as the equipment allows
- qualitative observations should include colour, odour, state, clarity, lustre, viscosity, texture, where appropriate
- appropriate terminology should be used
- don't add your thoughts about what you see
- be specific
- don't add in anything that you don't experience or see

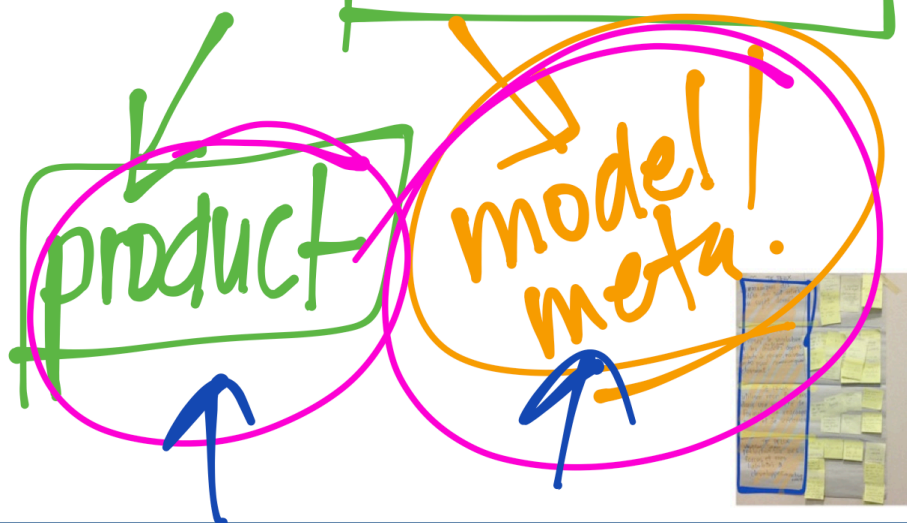
What matters, what counts, what is important when we make inferences while we read?

An inference is understanding that which is not explicitly stated...

- Ask "why" questions
- Draw conclusions
- Make assumptions
- Look for clues and evidence in the text to support what you think – It says this...so I think that...
- Connect clues in the text to what you already read or already know from your background
- Connect clues in the text to what you already know from other texts
- Connect clues in the text to what you already know from the world outside of the classroom
- Confirm your predictions
- Change your predictions, your ideas
- Activate prior knowledge
- Answer the question, How do you know...
- Predict what will happen next
- Ask questions for who, what, where, when
- Look for things that fit together
- Look for things that don't fit together
- Fill in the gaps between the text and your understanding
- Put yourself into the character's shoes

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## Co-constructing criteria with students: Instructional Decisions



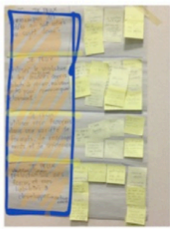
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**Co-constructing criteria with students:** *Instructional Decisions*

✓ deliberate  
✓ conscious

? # chunks

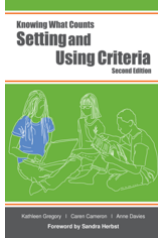


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**Co-constructing Criteria –  
*A Four-Step Process***

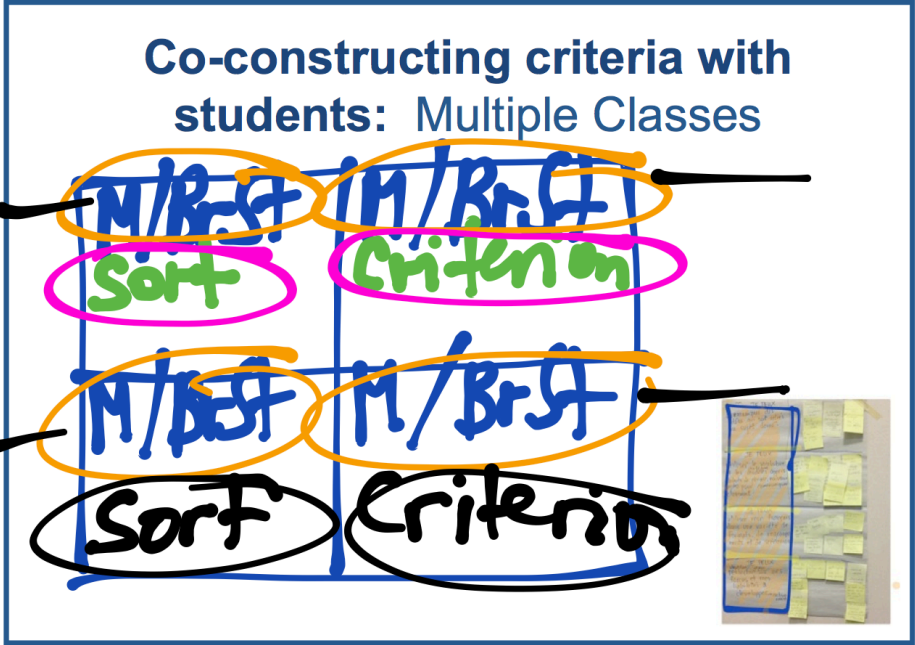
- Brainstorm a list
- Sort and categorize
- Make and post a T-chart
- Use it. Revise.

Gregory, Cameron, Davies (2011)



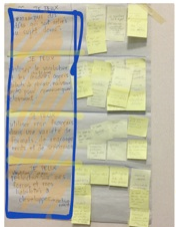
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### Co-constructing criteria with students: Multiple Classes



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What might you have heard or seen that will impact your practice in relation to co-constructing criteria with your students?



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Now that I have criteria...now what?

✓ to each list

✓ evidence 

✓ "3"

✓ narrative



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Now that I have criteria...now what?

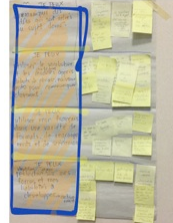
Students

↳ lang - sa/pa

↳ "0. goals"

↳ evidence

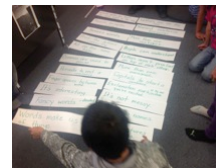
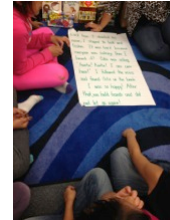
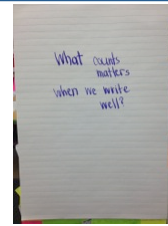
↳ important



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## Summing up the process:

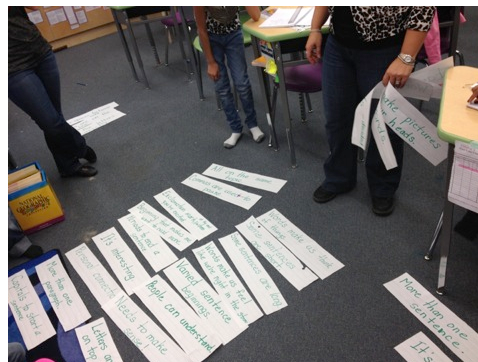
- Ask the question, “What counts in a \_\_\_\_\_?”
- Examine part of a sample and brainstorm ideas.
- Record the ideas on strips so they can be viewed by all.



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## Summing up the process:

- Examine another chunk of the sample.
- Continue until all ideas have been surfaced.



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## Summing up the process:

After students have finished their brainstorming teacher(s) notes anything else that might be needed showing an example in the sample.

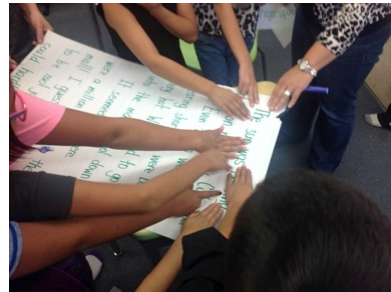


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## Using it:

Then students practice by finding proof in...

- another sample.
- in their own work.
- in someone else's work.



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Teachers' professional judgment is **more** reliable and valid than external tests....



ARG 2007: *The Role of Teachers in the Assessment of Learning*

Evaluation: [www.assessment-reform-group.org/publications.html](http://www.assessment-reform-group.org/publications.html)

ARG 2007: Teachers' Summative Assessment

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...when they have been involved in examining student work, co-constructing criteria, scoring the work and checking for inter-rater reliability....

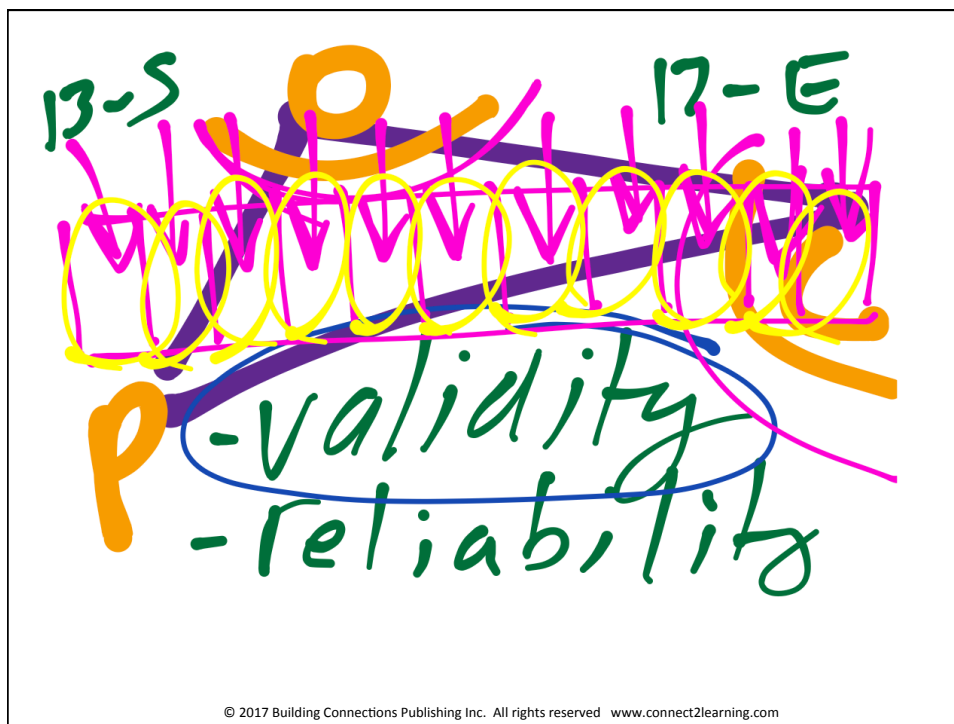


ARG 2007: *The Role of Teachers in the Assessment of Learning*

Evaluation: [www.assessment-reform-group.org/publications.html](http://www.assessment-reform-group.org/publications.html)

ARG 2007: Teachers' Summative Assessment

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Lavallee ENG 4U Sept 2016											
GOOD PLAN				GOOD DATA						GOOD JUDGMENT	
Expectation(s)	Unit/Topic:	Purpose/Type			Achievement		Assessment Mode			Feedback Excellent Good Satisfactory Needs Improvement	
		Formative Learning	OT Learning	Summative							
	Assessment Tasks	Diagnostic	Formative	Summative	Process Work	Product	Metacognition	Observations	Conversations	Student Products	Teacher Feedback
	Editorial										
	Lit Circle Creative										
	Media Critique										
	Oral Presentation										
	Debate										
	Reading Conferencing Over semester										
	Reading Notebook Entries (Term 1)										
	Reading Notebook Entries (Term 2)										
	Writing Notebook Entries (Term 1)										
	Writing Notebook Entries (Term 2)										
	Seminar										
	Essay Planning										
	Essay Rough and Outline										
	Documentary Review and Present										
	Final Essay										
	Exam										
Academic Conversations (assessed each month)											
Thinking Skills (assessed each month)											

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# Margin Notes

Reading strategy

✓ → I agree!

? → I wonder....

~ → I have a connection...

+ Stop! Say Something!

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## Observations de résolution de problèmes

Nom	R	E	S	O	U	S	Commentaires
Camille	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Maurice	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Jamie	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Patrice	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Kristen	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Jess	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Brenden	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
June	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Hannah	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Méloïdie	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Carson	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	
Danielle	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	RÉSOUS	

**Pattern**

R = relis le problème    E = évalue les données    S = stratégie    O = organise ses étapes    U = utilise les bons outils    S = solutionne

surligner pour chaque lettre, évaluer tous le plus possible.

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### ***Triangulation for validity's sake***

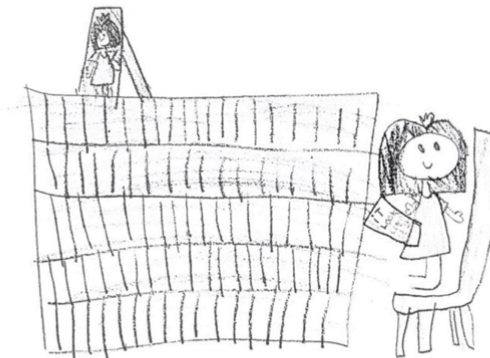
As you consider the curricular outcome that you have identified in your review...

- Describe specifically what you would be looking for or listening for. List these attributes.
- In what way(s) will you record students' attainment of these attributes, so that you have evidence that outlasts the observation or the conversation?



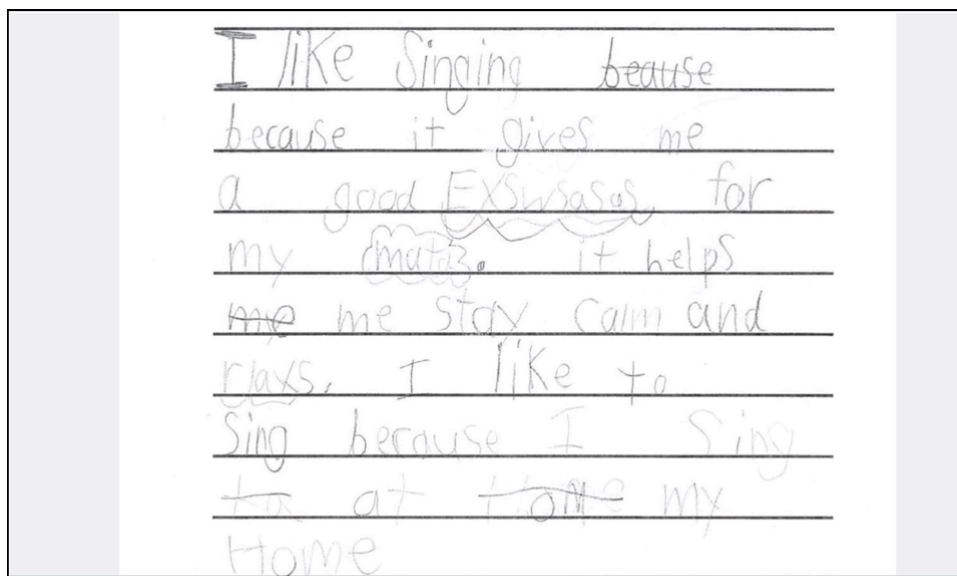
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I Like To Read.  
BECUSE IT IS FUN!



I used to... write only one idea for my reader.

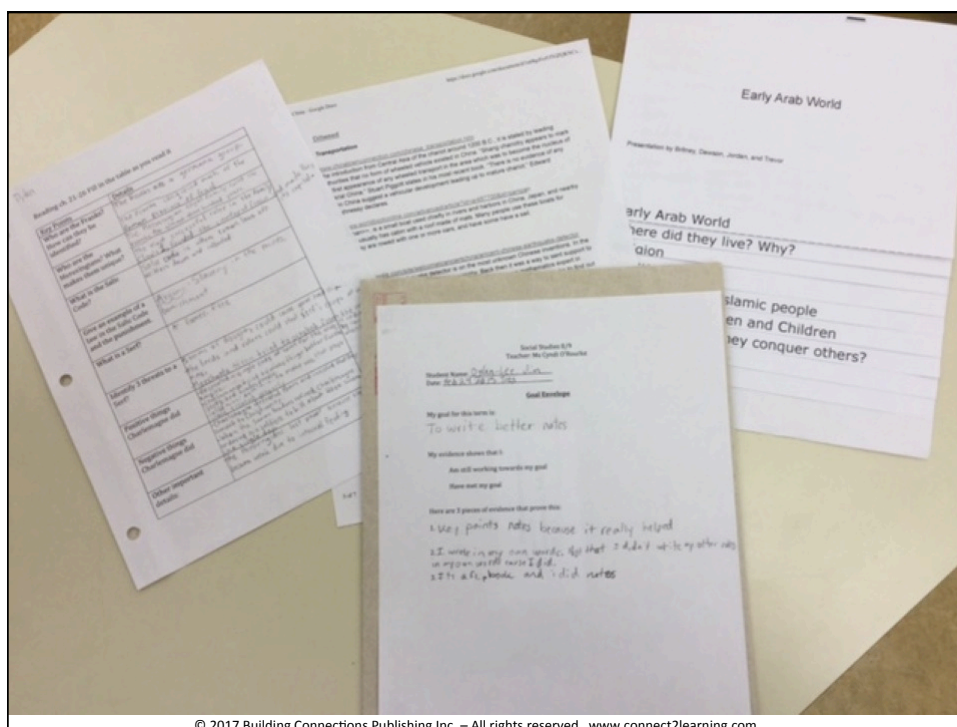
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I like Singing beause  
because it gives me  
a good EXerssasos for  
my chantz. it helps  
me me stay calm and  
relaxs. I like to  
Sing because I Sing  
to at home my  
Home

Now I... have 3 ideas for my reader! I am making it more interesting by having more details. I use juicier words too. Like exercise, calm and relaxed.

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Building 10: 10-10-10 in the table as you read it

What is the topic?	What is the question?	What is the answer?	What is the conclusion?	What is the evidence?	What is the conclusion?	What is the evidence?	What is the conclusion?
Early Arab World	What is the question?	What is the answer?	What is the conclusion?	What is the evidence?	What is the conclusion?	What is the evidence?	What is the conclusion?
Islamic people	What is the question?	What is the answer?	What is the conclusion?	What is the evidence?	What is the conclusion?	What is the evidence?	What is the conclusion?

Early Arab World  
here did they live? Why?  
aion

Islamic people  
en and Children  
they conquer others?

Student Name: Sahar Ali  
Teacher: Mr. David O'Rourke

Goal: To write better notes

My evidence shows that I  
Am still working towards my goal  
Have met my goal

Here are 3 pieces of evidence that prove this  
1. My points notes because it really helped  
2. I wrote in my own words, so that I didn't write my notes  
in my own words I did  
3. In a notebook and I did notes

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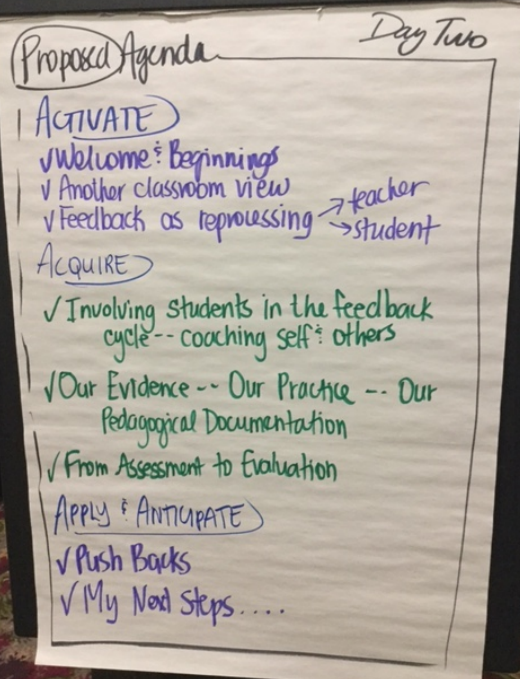
# The Thinking Symposium: *Assessment for/as Learning*

## Day Two

with Sandra Herbst  
April 2017



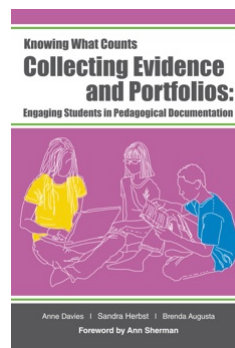
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## ***Pedagogical Documentation***

Historically, the phrase *pedagogical documentation* has been used in reference to teacher action. We reframe it to include the deep involvement of students, regardless of their age. Students are an essential part of the process of collecting evidence of their learning. It is not enough for teachers to collect evidence of learning—students need to do the same. And if we do not involve students in their own pedagogical documentation, we rob them of significant learning opportunities.



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“...because feedback is fundamentally about returning information to its source for re-processing.”

J. Baeder

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### ***Consulting Line – Round One***

Share with your colleague your initial thinking regarding your curricular outcome. Your colleague provides feedback using this frame...

- *One connection that I am making as you describe this to me...*
- *One thing that you may want to consider...*



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### ***Consulting Line – Round Two***

Share with your colleague your initial thinking regarding your curricular outcome. Your colleague provides feedback using this frame...

- *I notice that you...*
- *One thing that you may want to consider...*



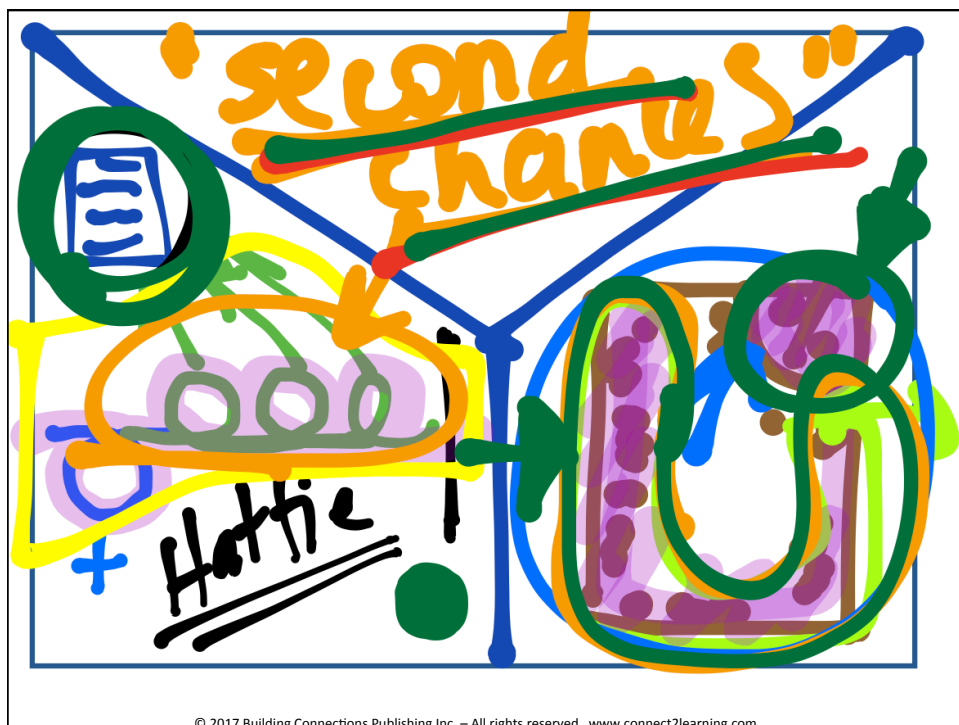
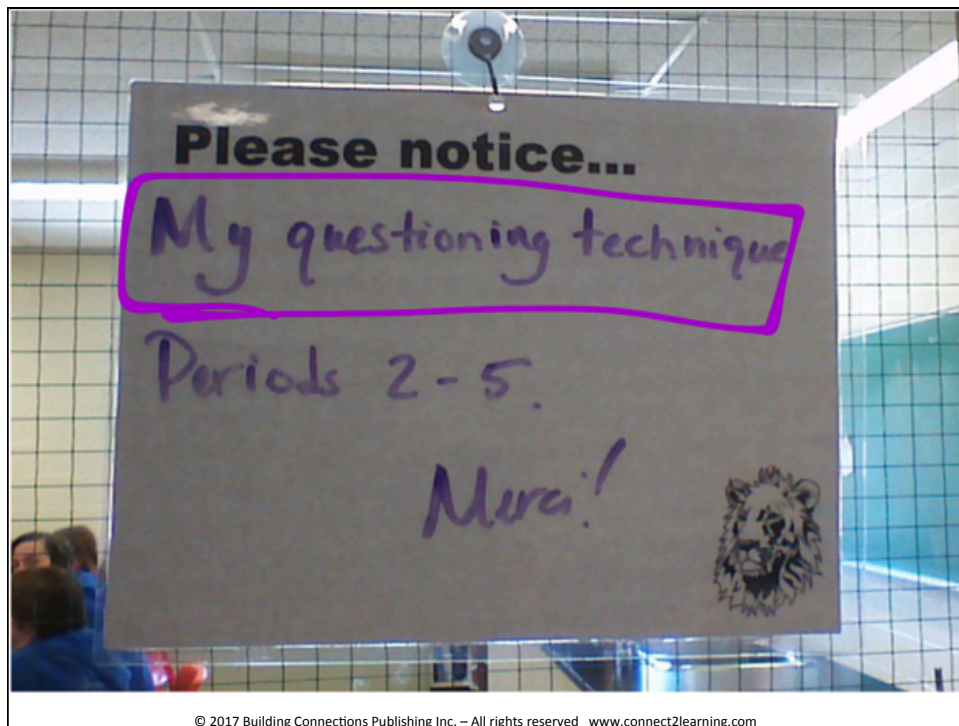
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### ***Consulting Line – Round Three***

Share with your colleague something that has shifted in your thinking as a result of listening to others.



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- models

- practice

- purpose

↳ do / ↳ hire

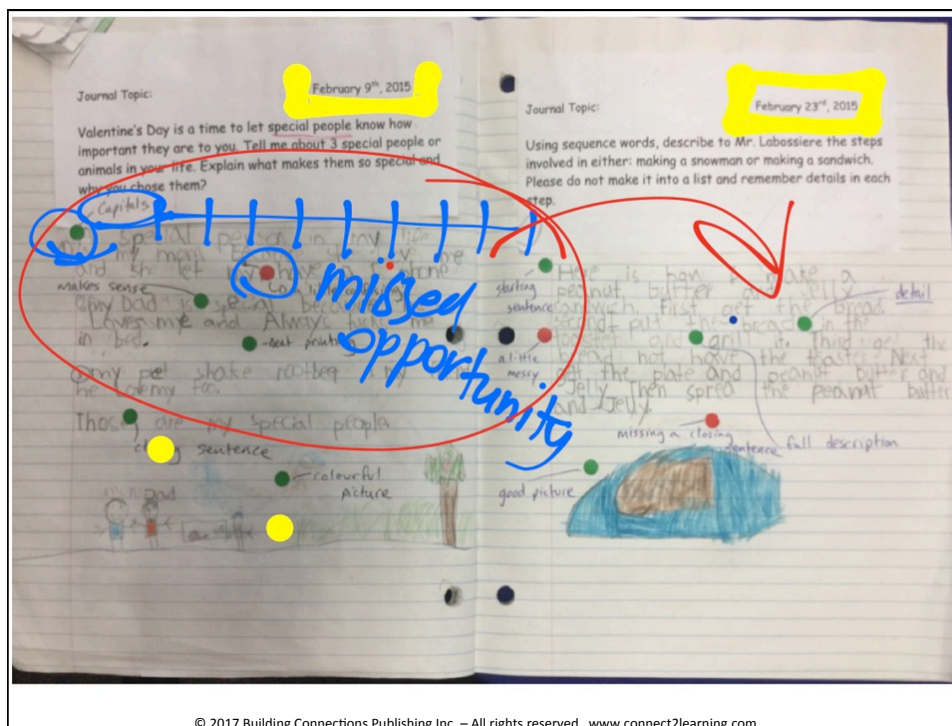
Conditions for feedback – see foreword by Dr. H. Andrade in Self-Assessment and Goal Setting



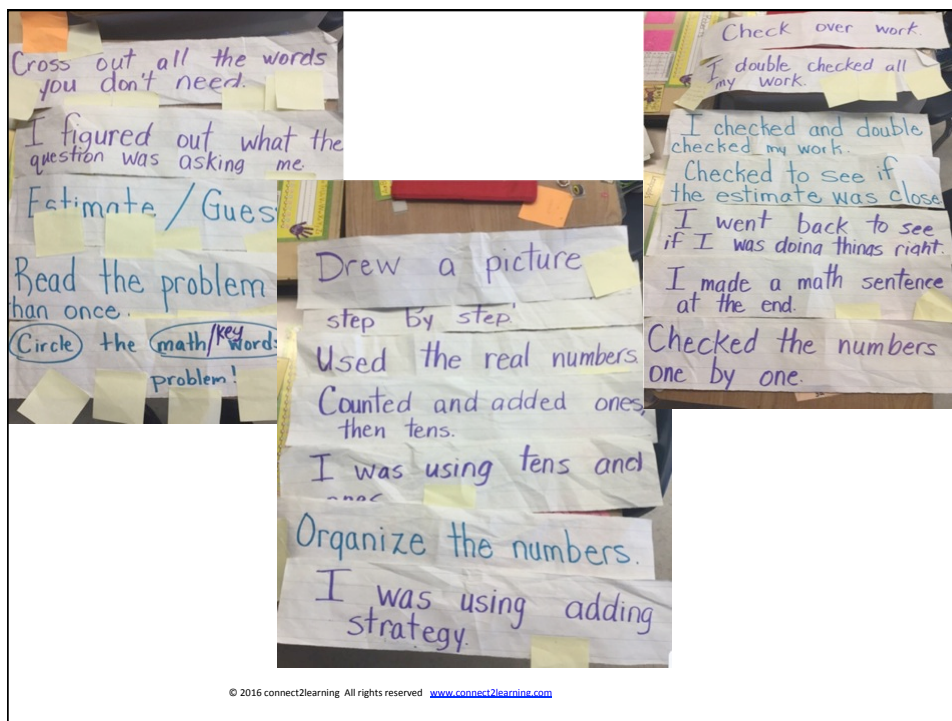
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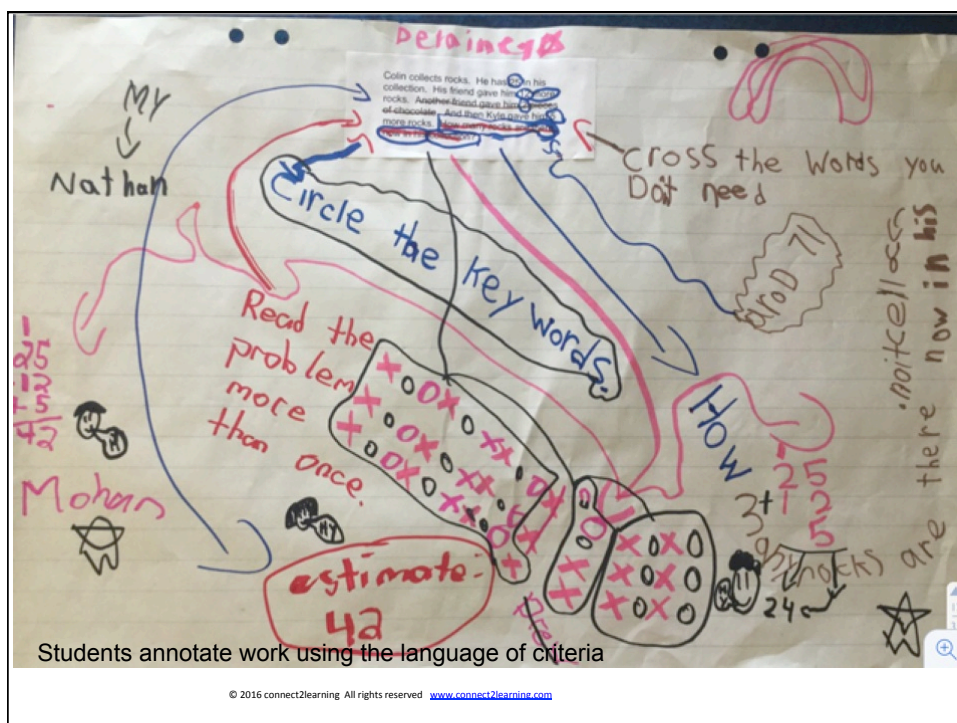
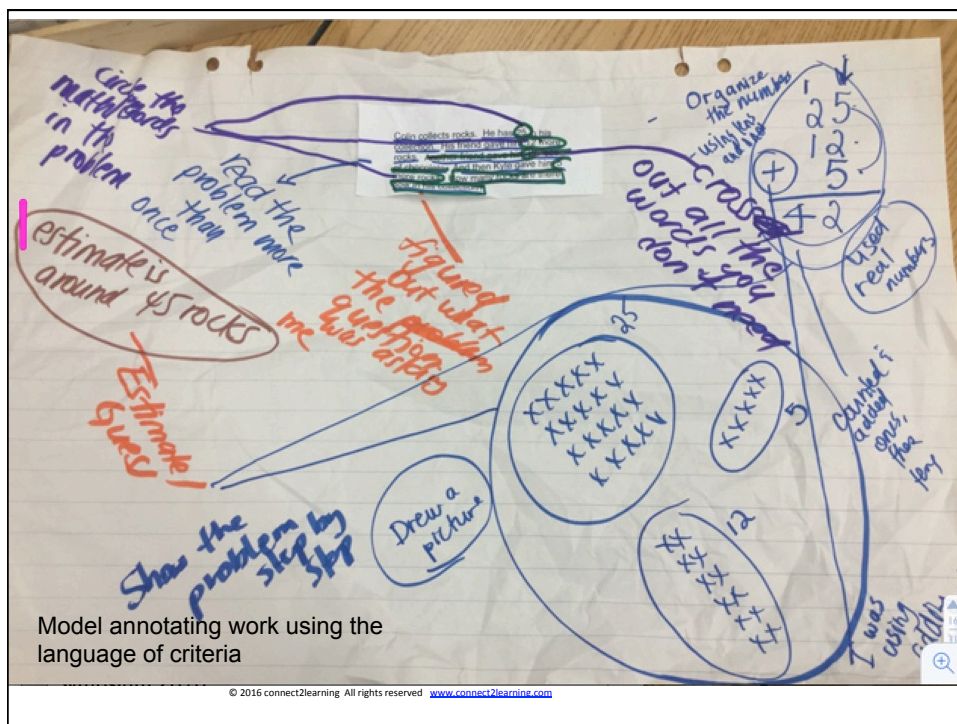




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strong intro and topic sentence -

It seems to me that there are strong feelings across Canada about our upcoming election and yet there is not one definite candidate that draws the majority of voters together. One thing is for certain though, lots of people are talking about the election. Obviously news outlets like television and newspapers have constant coverage, but that is not what I am talking about. It is the conversations between neighbours, the ideas shared between friends over a cup of coffee to which I am referring. People feel betrayed by the current prime minister, while others believe the prime leader is simply riding on the coattails of his father. Still others think that the N candidate is from a political party that has little experience in leading a country that the Green Party is just, well, too "green". The polls that are published and reflect the electorate's confusion, as the three main parties run neck-in-neck, I am left to wonder whether the issues that are polarizing citizens will result in

→ it captures the readers' attention - it seems to me - strong feeling

→ descriptive words, put pictures in the readers' head, unusual vocab

- says what the whole is going to be about

Find evidence of criteria in work and describe why it is good evidence

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EMMA BATES

conventions

clearly indicates why it is good because it makes the writing clear and easier to understand.

style

clearly indicates why it is good because it makes the writing clear and easier to understand.

conclusion

used words like capsule, good, break, and waste. This makes the writing more interesting.

red

is different

plot like: why he will win, or why he is that they're organized because it's clear and more clear to read.

EMMA BATES

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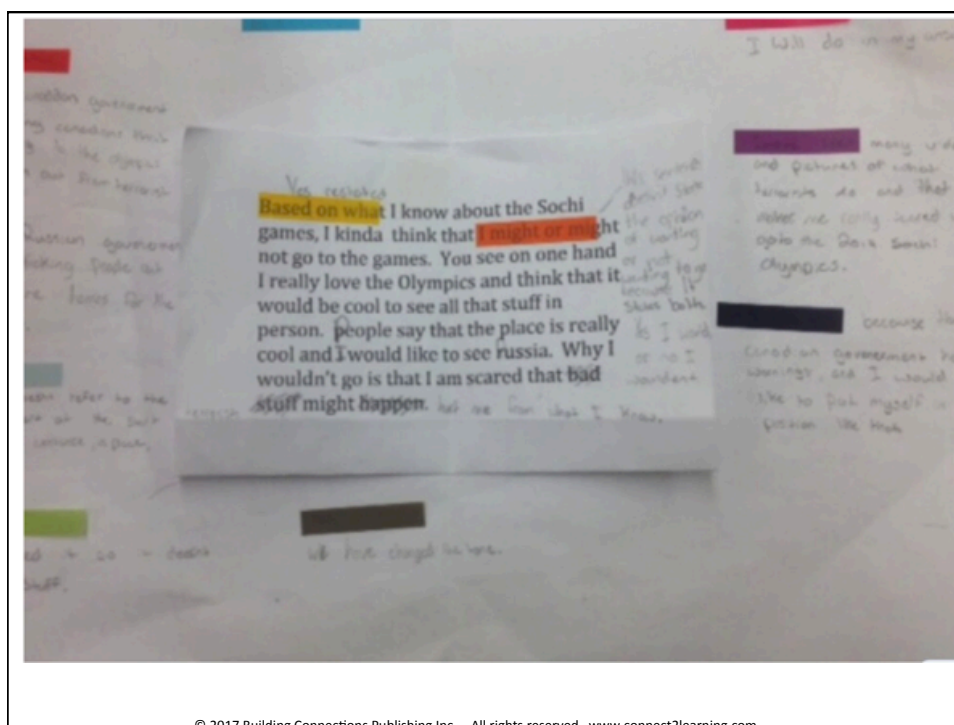
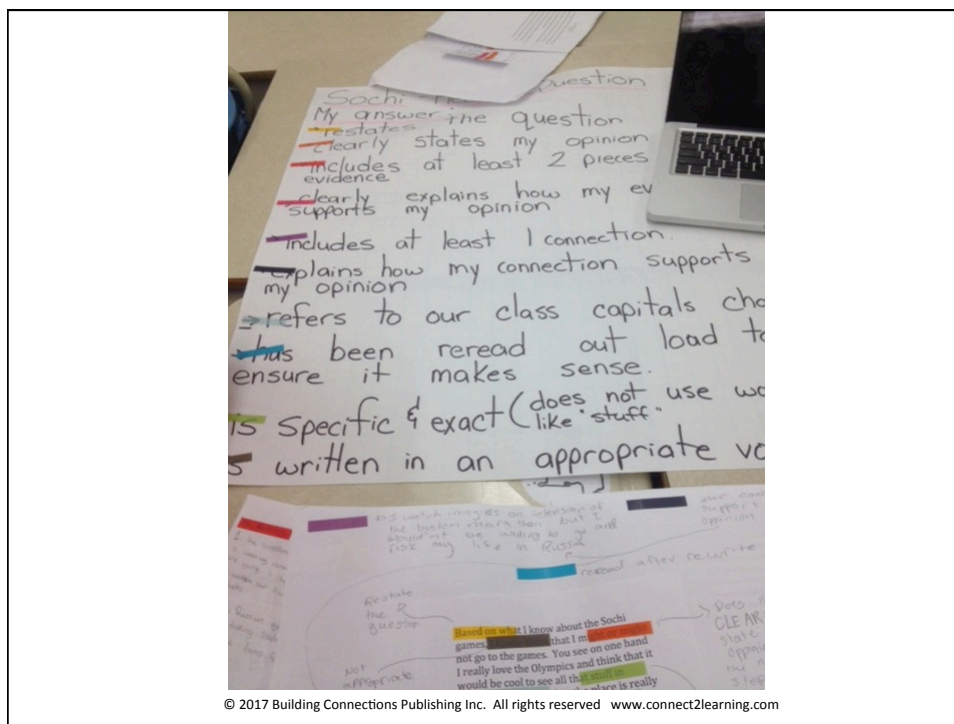
red

is different

plot like: why he will win, or why he is that they're organized because it's clear and more clear to read.

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### Argumentative Essay Criteria

The purpose and position of my paper is clear

- thesis (opinion statement) is clearly stated in the introduction.
- thesis statement is referred to again in the conclusion.

### Argumentative Essay Criteria

Each paragraph in the body of the essay has a clear topic sentence and supporting details

Topic sentence leads back to thesis

Each body paragraph has:

- T - topic sentence
- E - explains/expands
- E - evidence/examples
- L - links back to the topic sentence

### Argumentative Essay Criteria

The language I use draws readers in.

- uses varied sentence structure
- flows smoothly
- uses transition words
- uses complete sentences (2)
- stays in same verb tense
- Audience

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Throughout history, wild animals have been domesticated as companions across the world. They are called wild because that is where they should live. Not in a cage in your home in the city. Instead, the number of exotic wild animals being sold as pets is just growing. Personally, I think that wild animals should never be kept as pets because they are unpredictable and dangerous to be around due to behaviors and diseases. Because of this, keeping them in your house around friends and family seems like a terrible idea.

**Wild animals are simply unpredictable.** Being in nature, they must be prepared to fight to survive. In a home, the animal may still have these instincts and they may surface at any time. For example, in 2009, a woman in the USA was attacked by her friend's 200lb chimpanzee and received major injuries to her face and hands (Travis chimpanzee, Wikipedia). This animal had grown up as a domesticated animal but he still possessed his natural instincts, which surfaced during this horrific incident. For an animal so domesticated and treated like a child to attack someone, I think that his natural instincts and ways of life were never completely gone. This is not the only time a monkey has attacked their owner or another human. In fact, it has happened dozens of times and has also happened with lots of other wild pets, ranging from tigers to pythons. Overall, having a wild animal as a pet created a substantially larger risk than having a domestic cat as a pet.

On top of the unpredictability when having a wild animal as a pet, many of them have diseases that may be harmful to humans. An example of this is rabies. For thousands of years, wild animals have carried the disease and when they are kept as pets in close quarters with humans, the chance of an incident causing the transmission of the disease increases. Besides the obvious rabies risk, other diseases and parasites carried on wild animals that may be harmful to humans include ticks, anthrax, E. coli and flus like avian and swine flu. Domestic animals are

Public Schools 15-4-15 11:15 AM

Comment [1]: These sentences are more explanation of the example

Public Schools 15-4-15 11:18 AM

Comment [2]: Explains the example

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## ***Protocols as Intentional Interruption***

Protocols:

- are structured sets of guidelines to promote effective and efficient communication and problem solving.
- help to focus on the task at hand and mitigate the default conversation style of a group.
- don't need to be fancy or overly complicated in their instructions; what they need to do is provide a structure that forces people to do things that they wouldn't naturally do.



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## **Artifact Interview Protocol**

Take a look at the artifact that your colleague brought with him/her. Your colleague does not share any information about the artifact with you.

- Describe the artifact.
- What do you think the artifact provides evidence of?

Your colleague now speaks in the same way about your artifact.

(5 minutes)

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## Artifact Interview Protocol

- Describe the artifact.
- What does this artifact provide evidence of?
- In what ways does this artifact provide evidence of how you teach?
- In what ways does this artifact provide evidence of about how you learn and how your student learn?

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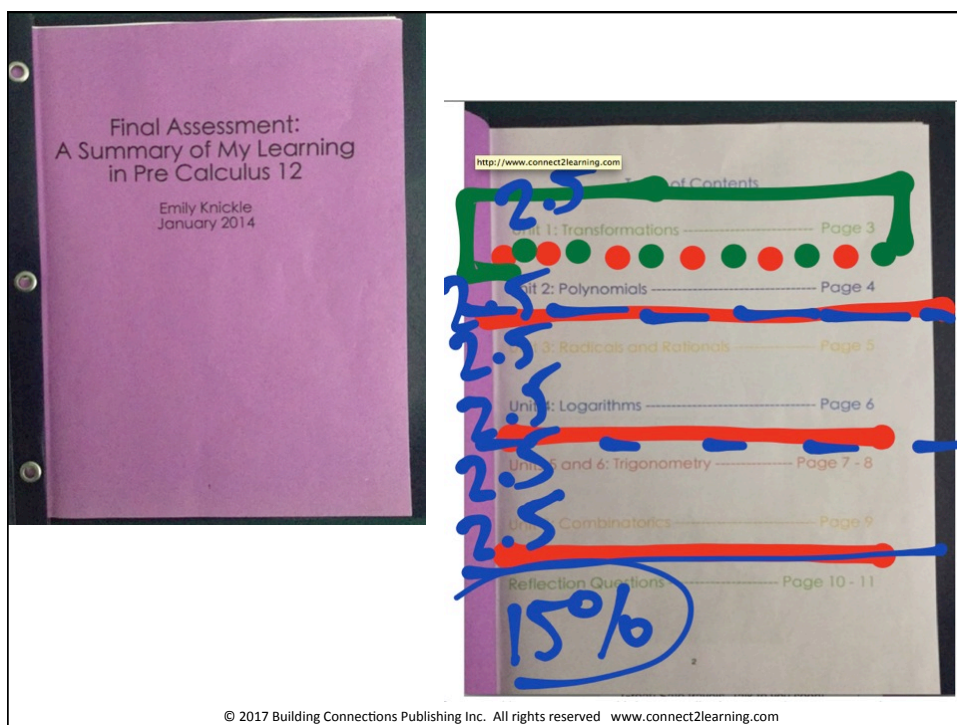
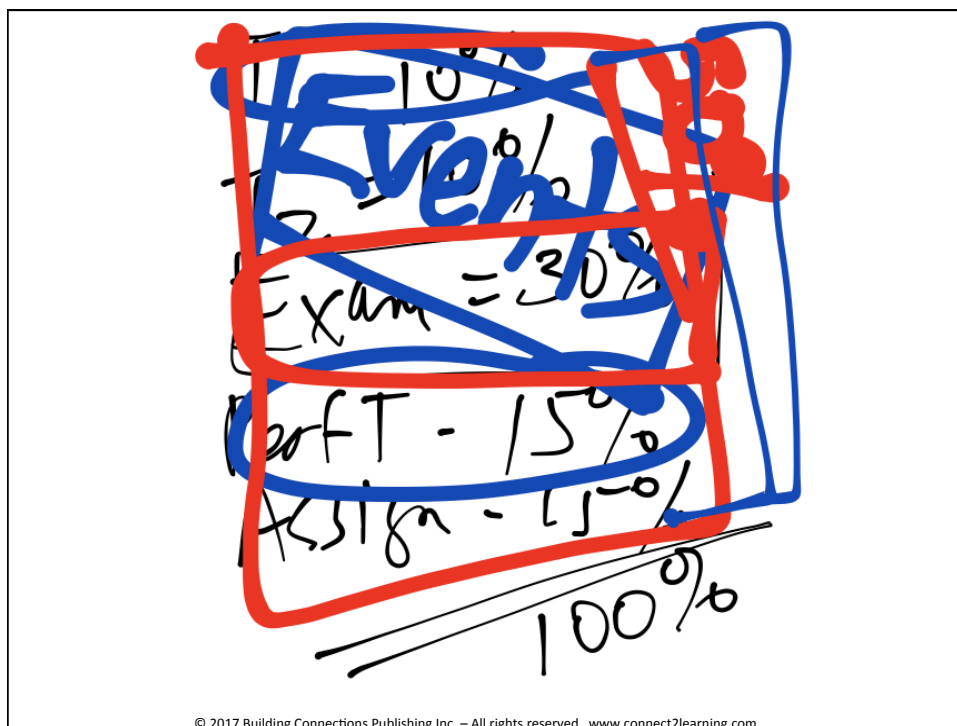
## Artifact Interview Protocol

Talk with your colleague about the following question:

*In what ways was my understanding of your artifact impacted from my initial assumptions to this point?*

(5 minutes)

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4: Logarithms

Mental Math and Estimation

do these exercises without a calculator, and without writing down any separate work. In this way, the logarithmic calculations were all done mentally.

Logarithmic Values

log <sub>10</sub> x	log <sub>10</sub> y	log <sub>10</sub> z
log <sub>10</sub> 1	0	0
log <sub>10</sub> 2	0.3010	0.3010
log <sub>10</sub> 3	0.4771	0.4771
log <sub>10</sub> 4	0.6021	0.6021
log <sub>10</sub> 5	0.6990	0.6990
log <sub>10</sub> 6	0.7782	0.7782
log <sub>10</sub> 7	0.8451	0.8451
log <sub>10</sub> 8	0.9031	0.9031
log <sub>10</sub> 9	0.9542	0.9542
log <sub>10</sub> 10	1.0000	1.0000

Handwritten work on logarithms:

$$\log_2 8 = \frac{\log_{10} 8}{\log_{10} 2} = \frac{0.9031}{0.3010} \approx 3$$

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5%

Final Reflection Questions

1. I would like this common assessment to be worth: 20% of my final mark.
2. Why did you chose to take this course?  
I chose to take this course because I knew I was capable of the level of work that it involves, and I was reasonably confident that I could get a good final mark. I also wanted to continue with pre calculus to leave more options open to myself for the future.
3. Which chapters did you find the easiest to learn and why?  
I found the chapter on polynomials easiest to learn. Maybe this is because I was already familiar with the concepts of factoring and finding zeros. I was also comfortable with graphing.
4. What were your goals for the year? What did you do in order to achieve them? If you did not achieve your goals, what would you do differently to achieve them?  
My goals for this year were to finish the course with an A and make sure I have a good understanding of all the concepts covered. even if I am not continuing on to calculus next semester. In order to achieve them I did my homework and asked for help when I needed it. I also tried to keep myself from getting frustrated when something was harder to grasp.
5. Explain how you learn mathematics best. What type of class activities facilitated this learning?  
I think I learn mathematics best when taught a lesson where I can record notes and think through what is being demonstrated. The recording helps me stay engaged and think ahead about what is supposed to happen next. After I am taught a basic concept, I can usually expand what I have been taught and solve other problems.
6. Did you find using the Mickelson Student Workbook useful as a resource for the Pre Calculus 12 course? Why or why not?  
I did find the Mickelson workbook a useful tool for practicing what I had learned. However I found the notes at the beginning of all the chapters difficult to follow and comprehend.
7. In what ways was selecting samples of your work for the common assessment beneficial to you as a learner?  
Selecting samples of my work was beneficial to me as it helped me to consider what sort of processes I am using when I am working through a math question. I did not ever really consider that there are different ways in which people learn math, and that when combined they produce a larger awareness of all mathematical concepts.

10

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Assessment of Learning (Example)		
<p>Mathematics</p> 		
<p>Student evidence consistently and independently demonstrates the student...</p> <ul style="list-style-type: none"> <li>Understands and applies mathematical concepts being studied (evidence includes work samples, discussions, conferences, tests, quizzes, class work and demonstrations)</li> <li>Articulates clear understanding of mathematical concepts and gives everyday examples of use (evidence includes performance tasks, self-assessments, reflections, journal entries and teacher observations)</li> <li>Works effectively by self and with others (see criteria and rubrics used)</li> <li>Uses mathematical 'habits'</li> </ul>	<p>Student evidence consistently and independently demonstrates the student...</p> <ul style="list-style-type: none"> <li>Understands and usually applies mathematical concepts being studied (evidence includes work samples, discussions, conferences, tests, quizzes, class work and demonstrations)</li> <li>Needs support to articulate understanding of mathematical concepts and give everyday examples of use (evidence includes reflections, journal entries and teacher observations)</li> <li>Works effectively by self and with others most of the time (see criteria and rubrics used)</li> <li>Uses mathematical 'habits'</li> </ul>	<p>Student evidence consistently and independently demonstrates the student...</p> <ul style="list-style-type: none"> <li>Shows a growing understanding of mathematical concepts being studied and applies them with support (evidence includes work samples, discussions, conferences, tests, quizzes, class work and demonstrations)</li> <li>Articulates a growing understanding of mathematical concepts and is able to occasionally give everyday examples of use (evidence includes performance tasks, self-assessments, reflections, journal entries and teacher observations)</li> <li>Works effectively by self and with others with support (see criteria and rubrics used)</li> <li>Is beginning to use mathematical 'habits'</li> </ul>
<p>Common assessment scores: 4 All tests and quizzes: 93% - 100%</p>	<p>Common assessment scores: 3 or 4 All tests and quizzes: 85% - 92%</p>	<p>Common assessment scores: 2 or 3 All tests and quizzes: 72% - 84%</p>

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## Thank you!

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