

# The Thinking Symposium:

*Engaging Learners – Connecting Success  
Criteria to Feedback, Evidence and  
Evaluation*

with Sandra Herbst

April 2019

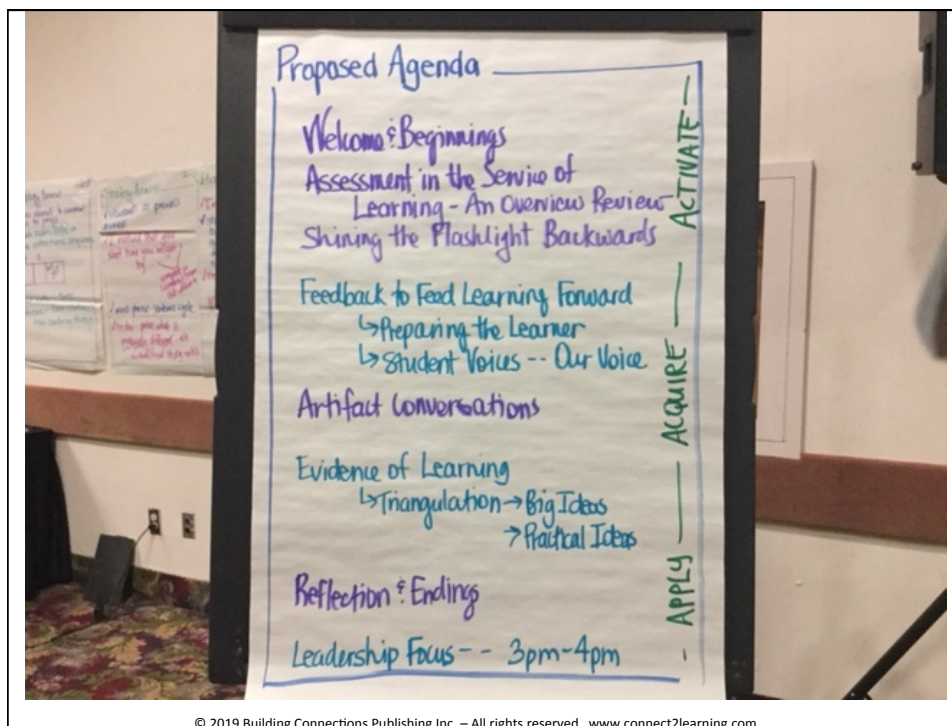


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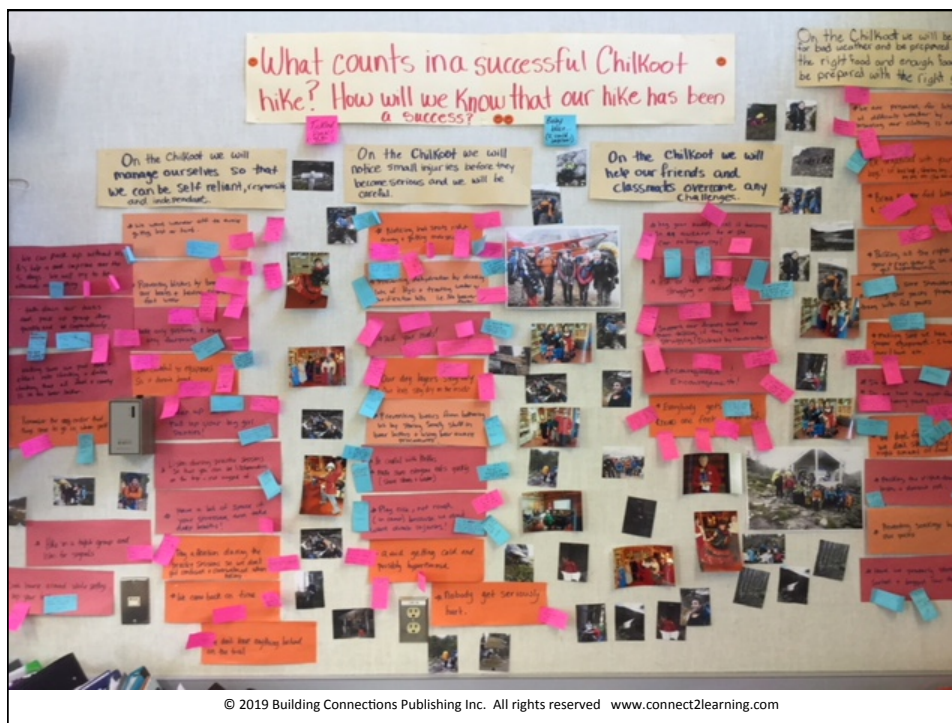
“One of the most exciting and energetic forms of thought is the question. I always think that the question is like a lantern. It illuminates new landscapes and new areas as it moves. Therefore, the question always assumes that there are many different dimensions to a thought that you are either blind to or that are not available to you. So a question is really one of the forms in which wonder expresses itself. One of the reasons that we wonder is because we are limited, and that limitation is one of the great gateways to wonder.”

*John O'Donohue*

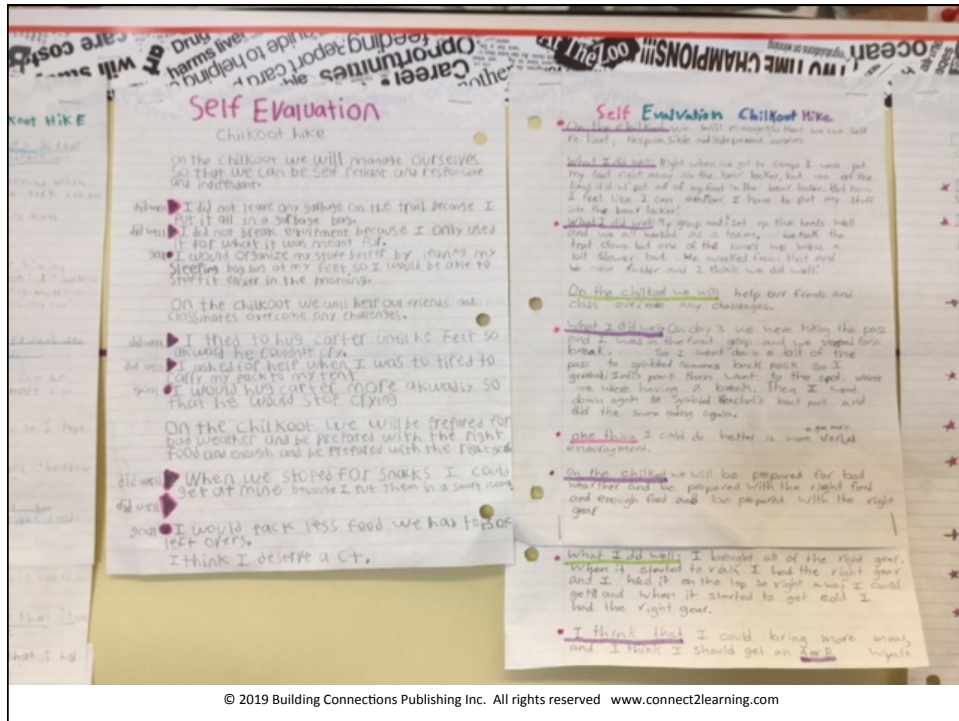
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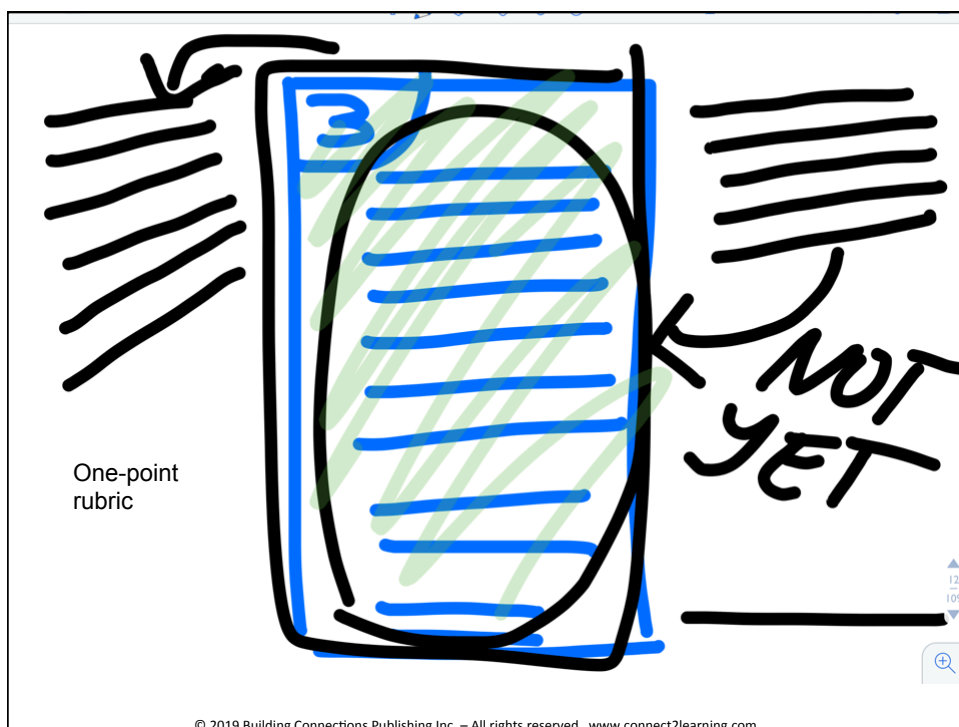
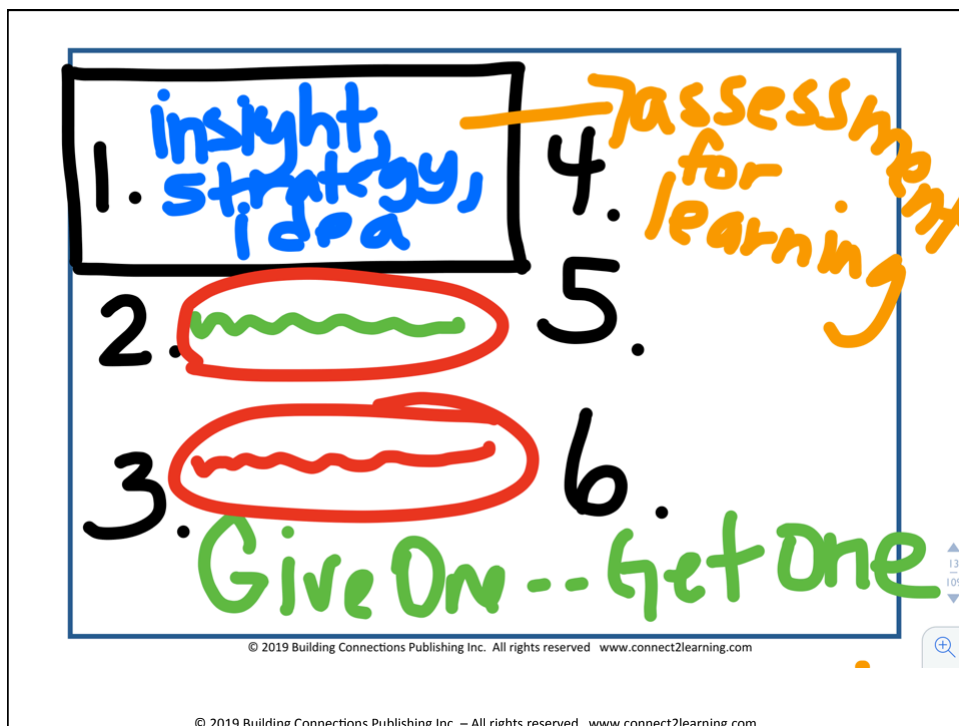


## Seven Actions of Assessment for Learning Students...

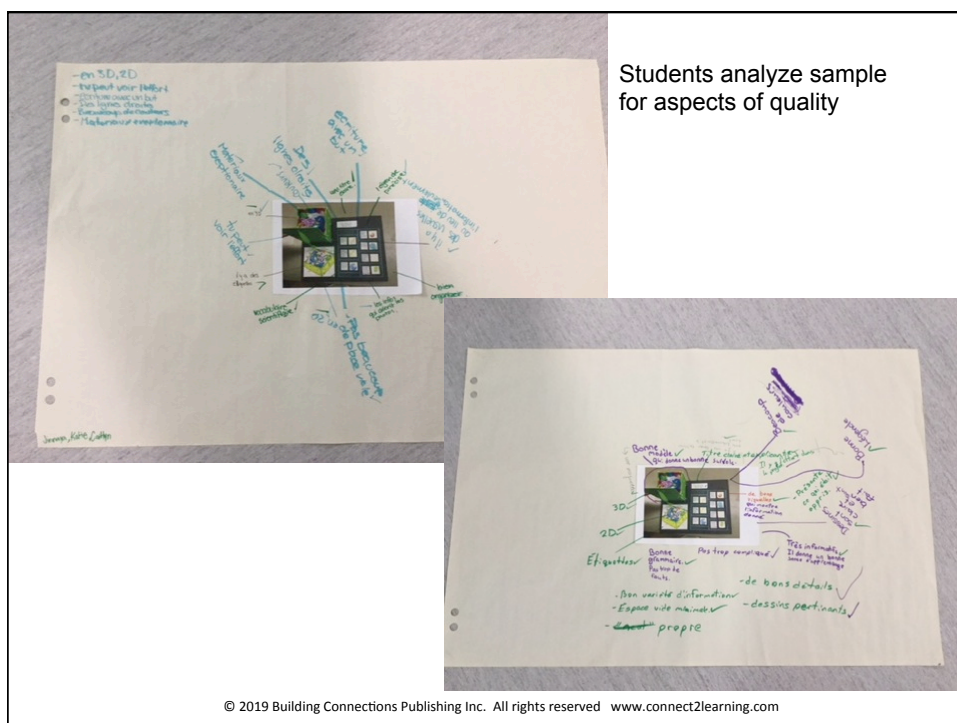
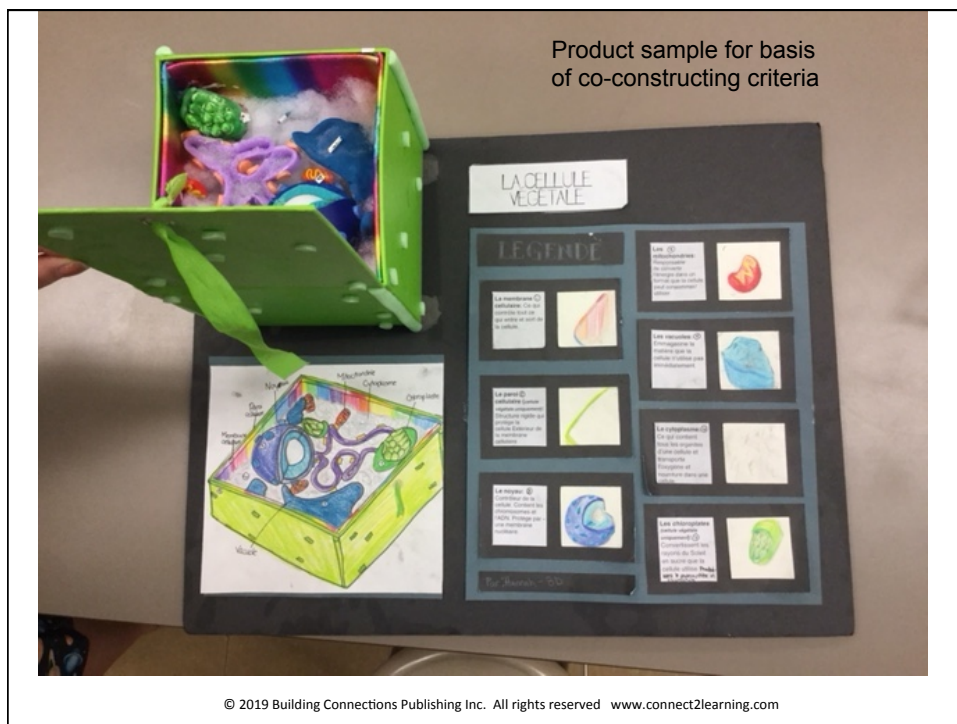
- Have a clear learning destination
- Use samples to understand quality and development
- Participate in the co-construction of criteria
- Are involved in feedback cycles to feed the learning forward, including self- and peer assessment
- Collect evidence to prove that they have learned
- Set goals for their next steps
- Communicate their learning to others, both formally and informally



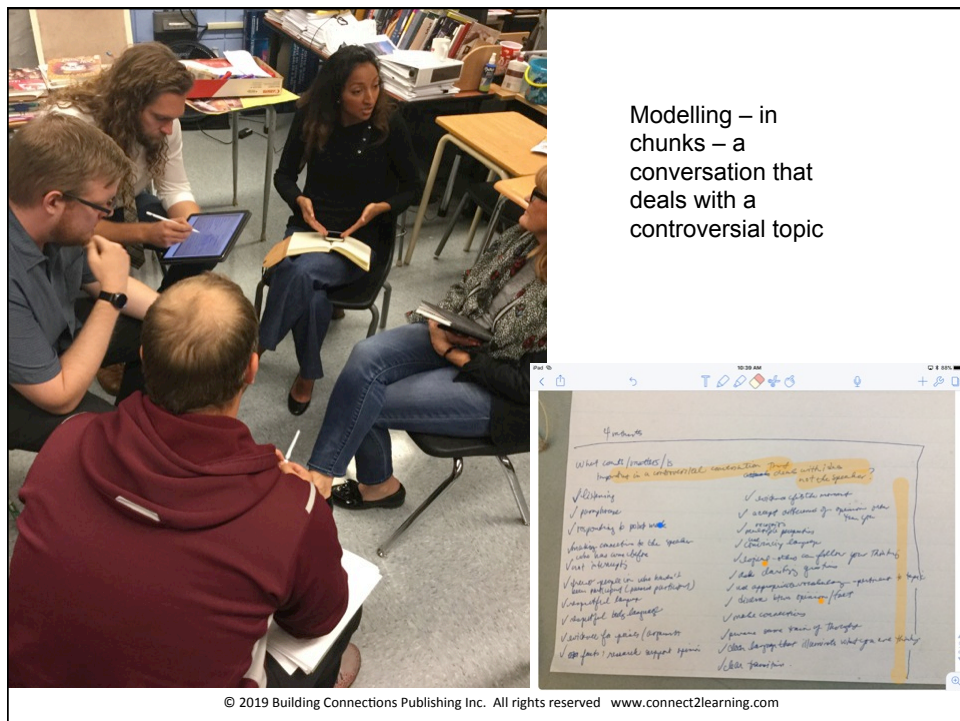
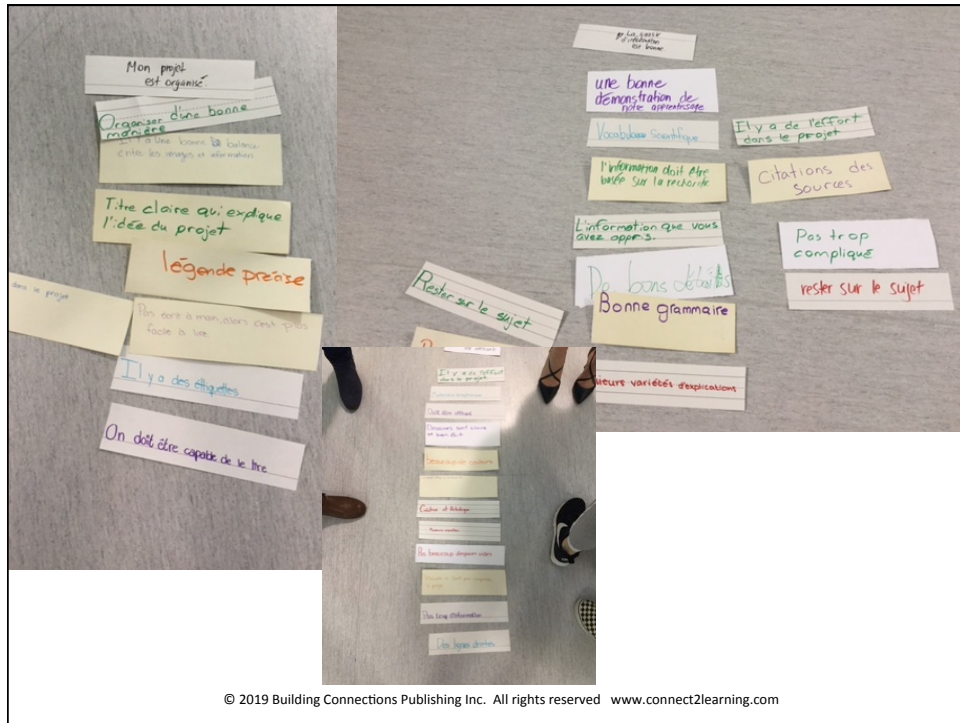
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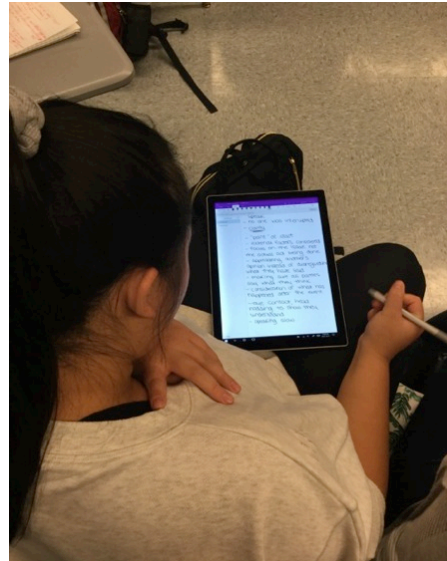
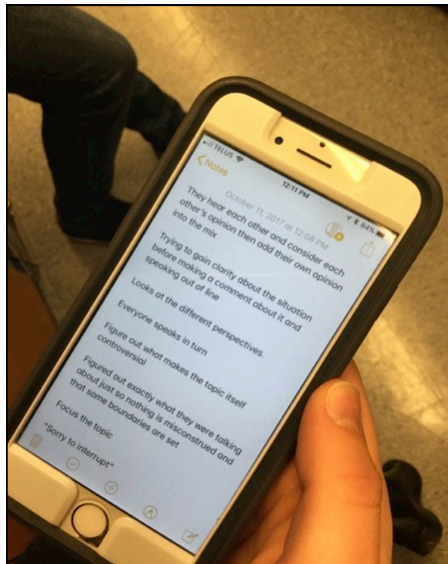






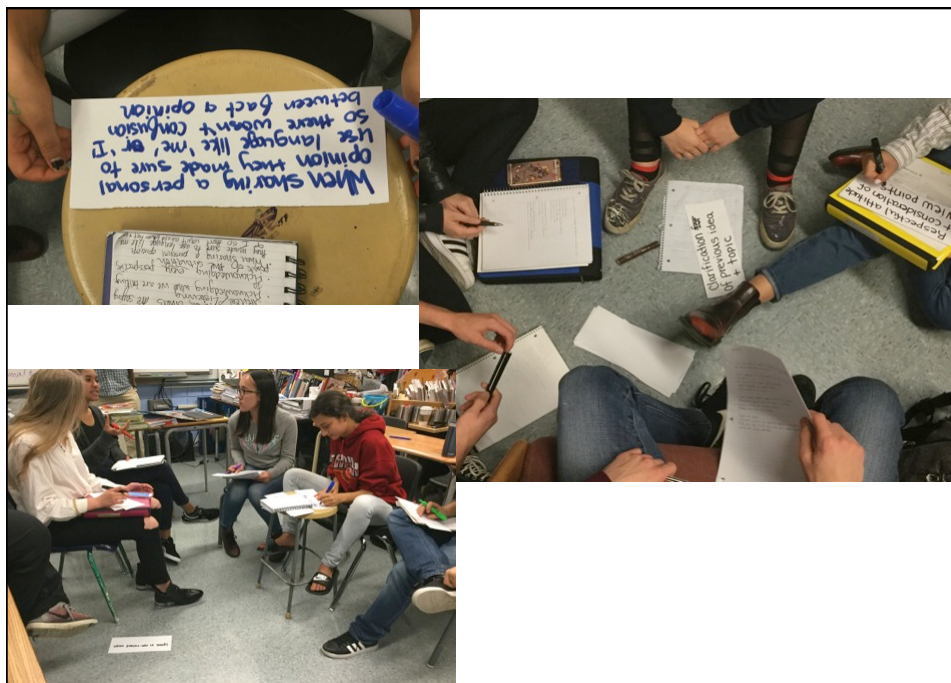
## The Thinking Symposium - April 2019





Students analyze the demonstration for characteristics of quality

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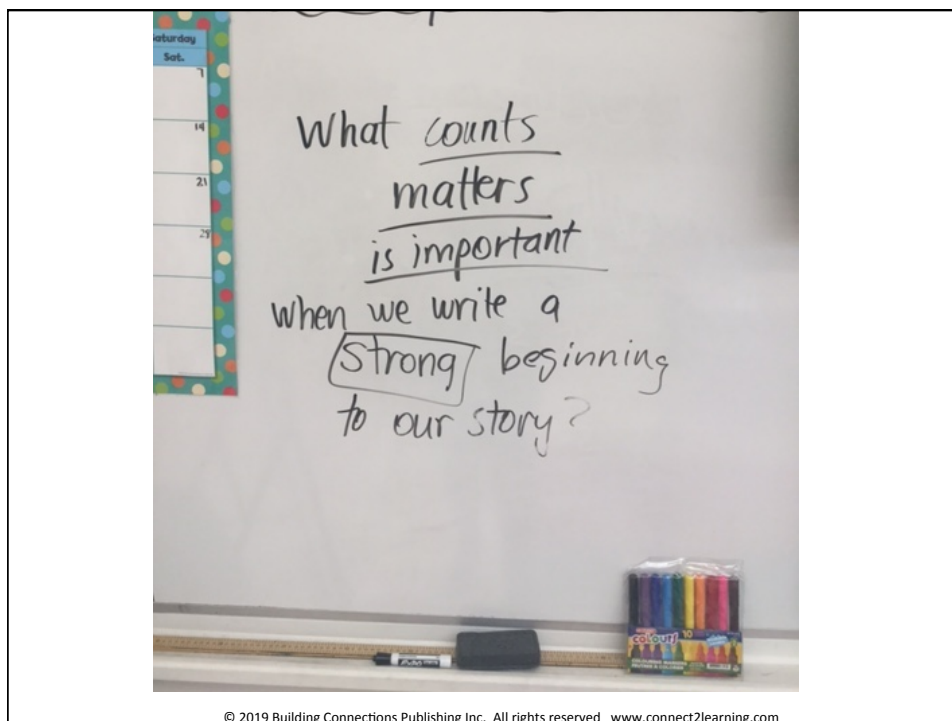


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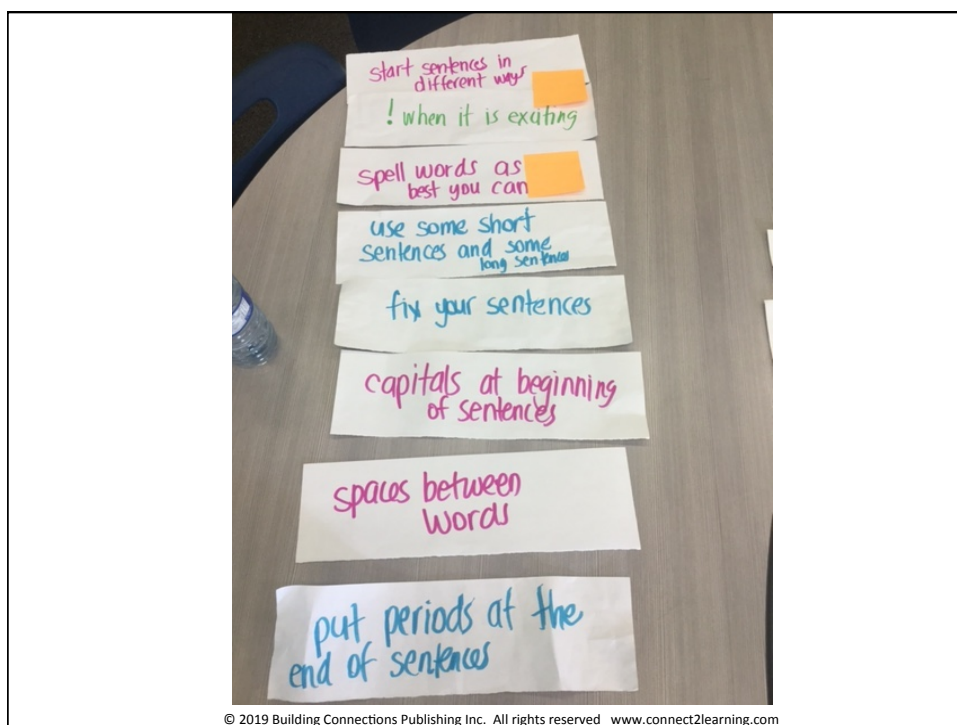
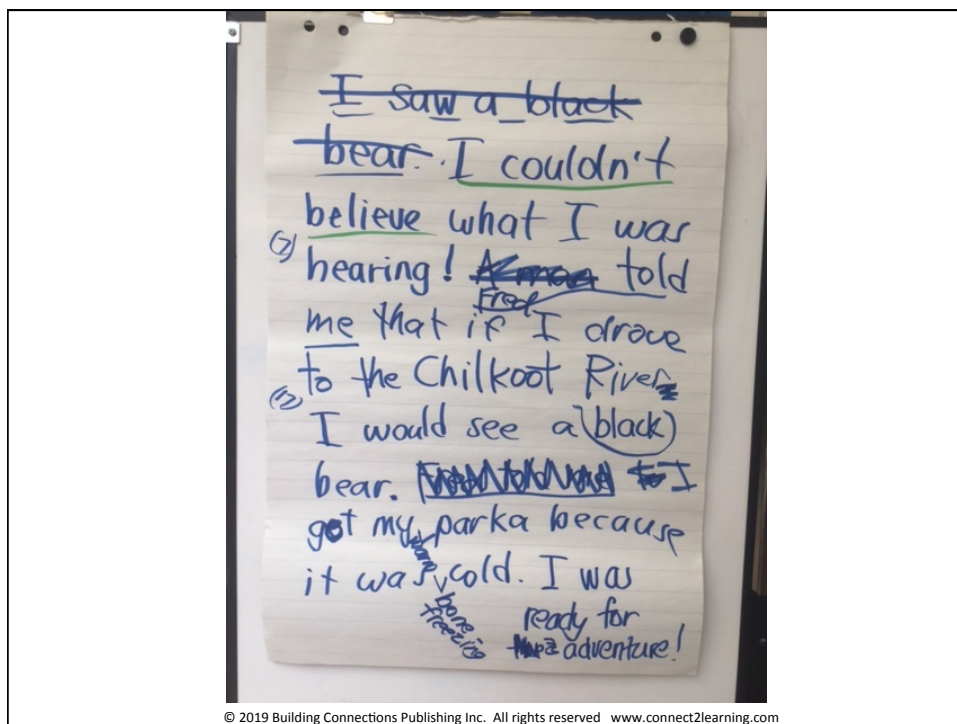
Co-constructed Criteria for Controversial Conversations	
Communication	<p>Maintain respectful</p> <ul style="list-style-type: none"> <li>• Voice</li> <li>• Tone</li> <li>• Language - word choice and phrasing</li> <li>• Body language</li> <li>• Eye contact</li> <li>• Examples and evidence</li> <li>• Opinions</li> </ul> <p>Construct a comfortable environment</p> <p>Seek to understand each other</p> <ul style="list-style-type: none"> <li>• Avoid deliberate provocation</li> </ul> <p>Paraphrase the thoughts of others</p> <p>Listen to hear rather than listen to speak</p> <p>Attempt to communicate the degree of fullness (or "partialness") of an individual thought</p> <p>Encourage participation</p> <p>Use names</p> <p>Demonstrate appreciation for others</p> <p>Practice self-regulation</p> <p>De-escalate and argument to a conversation</p> <p>Avoid interruptions, side conversations, dismissive behaviour</p>
Topic	<p>Set boundaries for discussion</p> <p>Select a subject</p> <p>Provide a purpose</p> <p>Evaluate the stream of evidence and/or information</p>
Thought	<p>Value what others have to say</p> <p>Employ rhetoric to convince rather than to argue</p> <p>Provide an assertion/argument/position</p> <p>Ask clarifying questions to others and to self</p> <p>Explore thoughts and understanding</p> <p>Aim for objectivity</p> <p>Endeavour to include all information and all perspectives</p> <p>Reflect on individual biases</p> <p>Seek to understand the complexity of the topic</p> <p>Maintain flexibility in argument</p> <p>Complete thoughts whenever possible</p> <p>Employ relevant and accurate examples</p> <p>Focus on the task</p> <p>Organize ideas</p> <p>Connect comments together in a coherent train of thought</p>

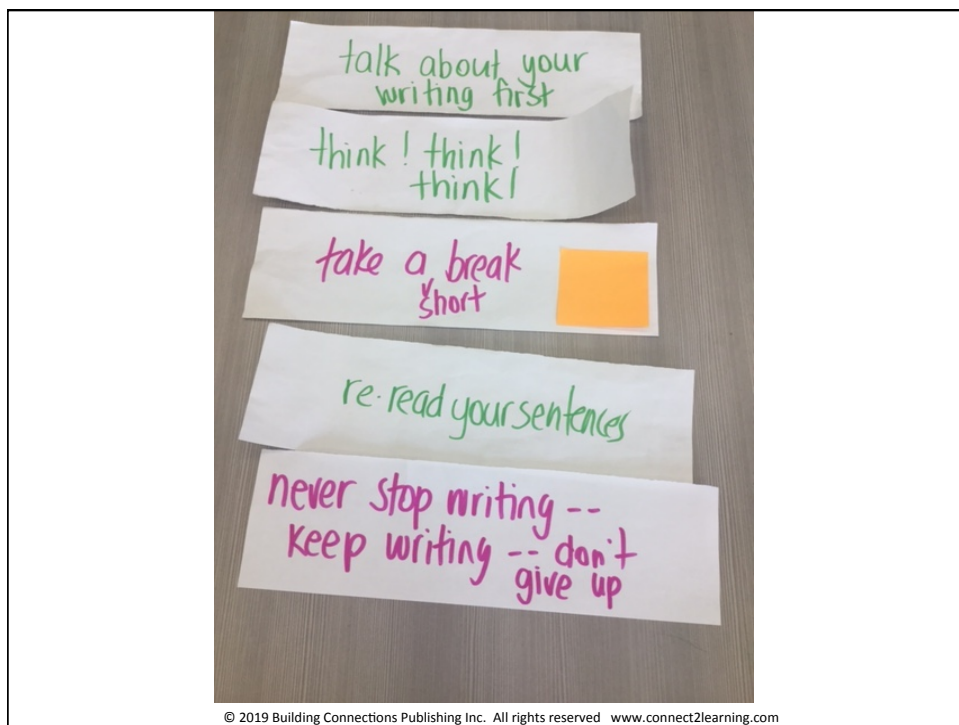
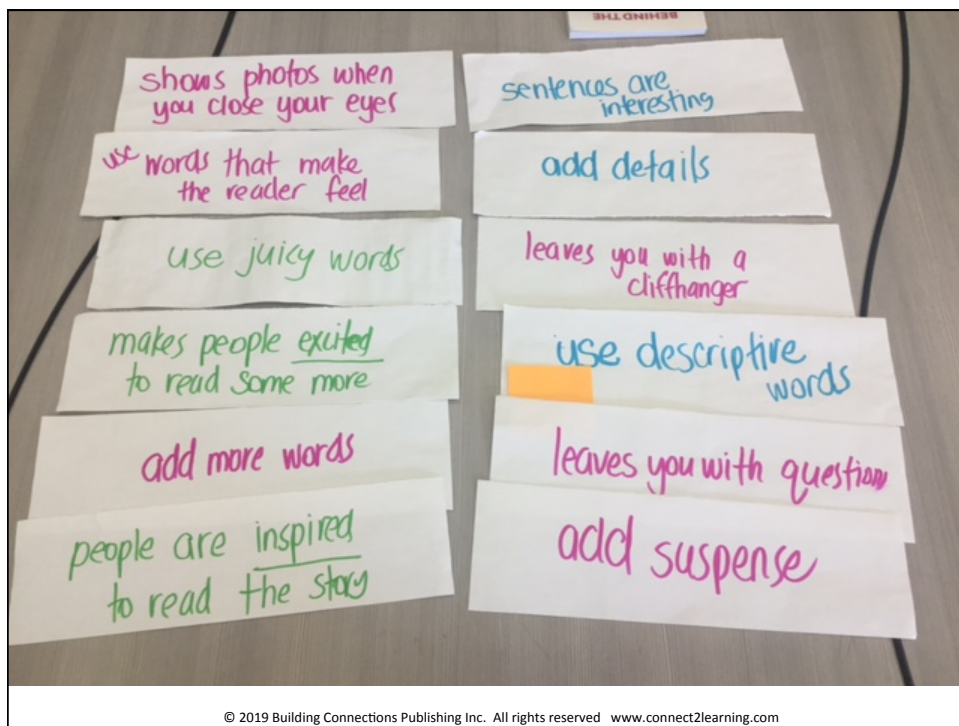
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what do these examples invite you to recall about criteria?

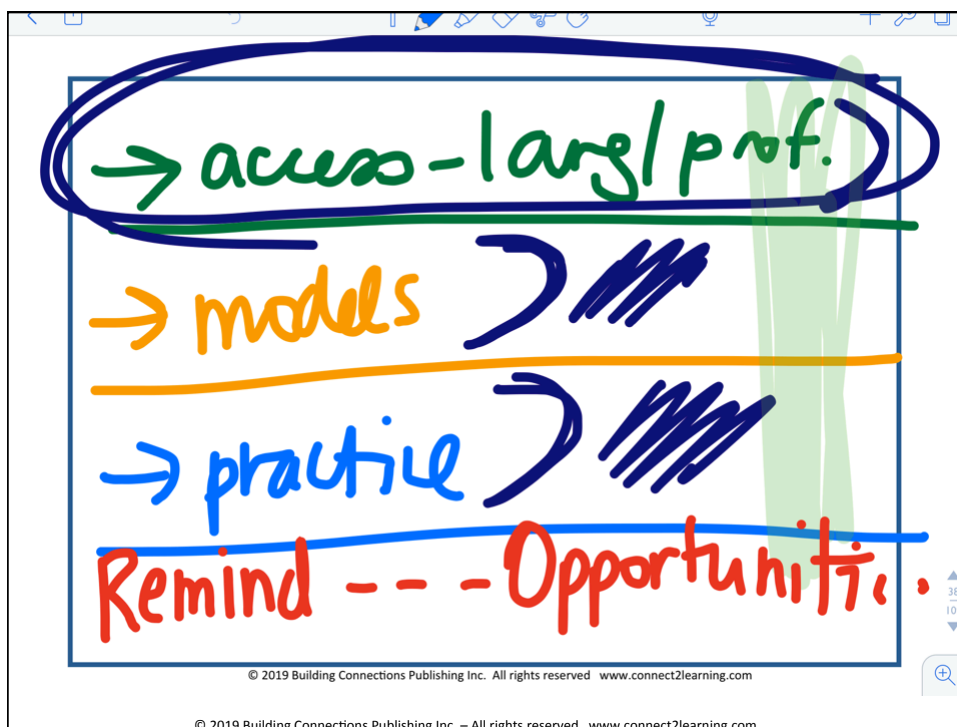
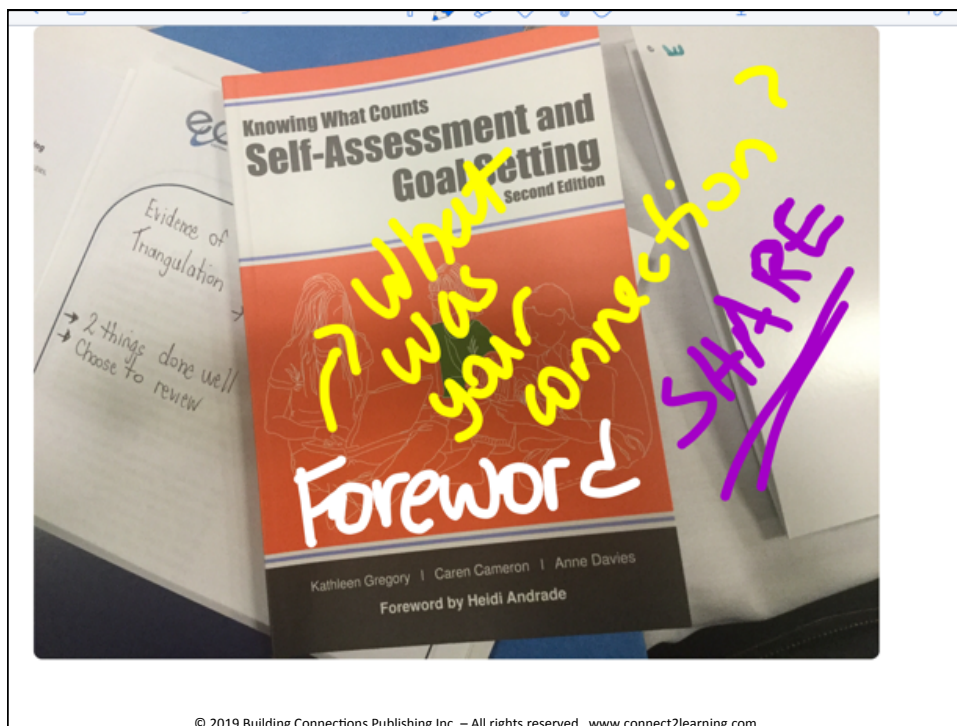
- student language
- modelling
- what is ~~most~~ important?
- allows students to i.d. strengths/areas for growth
- student voice & ownership
- thoughtful process

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Teacher	Student
✓ to teach list	✓ to learn list prove list
✓ very → ✓ narrative comment ✓ feedback ✓ <u>rubric</u>	✓ very ↳ goals ↳ feedback

... CRITERIA ...

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## What Counts When Solving Math Problems

- The work you show to get to the answer.
- Strategies used
- Showing pictures
- Using formulas
- Therefore statements
- Showing final answer
- Using all information

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A market gardener harvested  $-11t^2 + 1.92t + 54.15$  red tomatoes (R). She also harvested  $.003t^2 - 0.634t + 81.93$  of heritage tomatoes (H). She harvested  $\dots$  What is the total amount of tomatoes harvested?

**Ans = R + H**

$$\text{Ans} = (-11t^2 + 1.92t + 54.15) + (.003t^2 - 0.634t + 81.93)$$

$$-11t^2 + .003t^2 + 1.92t - 0.634t + 54.15 + 81.93 = \text{Ans} \therefore$$

$$(-10.7t^2 + 1.286t + 136.08)$$

The total # of tomatoes ~~has~~ harvested

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What Counts When Solving Math Problems		What Counts When Solving Math Problems	
Criteria	Evidence	Criteria	Evidence
The work you show to get to the answer	Rewrites the equation in brackets Outside of the brackets and puts Together the like terms.	The work you show to get to the answer	Rewrites the equation in brackets Outside of the brackets and puts Together the like terms.
Strategies used	Reread the question and points out The most important parts of the data. Uses calculator to get accurate Answers for like terms.	Strategies used	Reread the question and points out The most important parts of the data. Uses calculator to get accurate Answers for like terms.
Showing pictures		Showing pictures	
Using Formulas		Using Formulas	
Therefore statements	Restated that she had found the Answer to the problem.	Therefore statements	Restated that she had found the Answer to the problem.
Showing final answer	She show final answer with all steps And checks answer when finished.	Showing final answer	She show final answer with all steps And checks answer when finished.
Using all information	Takes every significant part of data From the question and used it into In finding the total amount of tomatoes Harvested.	Using all information	Takes every significant part of data From the question and used it into In finding the total amount of tomatoes Harvested.

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Next time you might try...

Remind

Opportunities

I noticed that you...

DO KAV

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What counts in information writing?

Detail from the Criteria	Met	Not Yet Met	Please Notice...
You used sentences of various lengths			
You included varied kinds of information such as facts, quotations, examples, and definitions			
You wrote an introduction in which you interested readers, perhaps with a quote or significant fact			
You wrote a conclusion in which you restated the important ideas and offered a final insight or implication for the reader to consider			

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An oxygen generator is an extremely sophisticated piece of machinery that does only one thing for the space station.

a final insight

What counts in information writing? **PROOF**

Detail from the Criteria	Met	Not Yet	Please Notice...
You used sentences of various lengths			<i>The sentences of varied lengths that I have written</i>
You included varied kinds of information such as facts, quotations, examples, and definitions			
You wrote an introduction in which you interested readers, perhaps with a quote or significant fact			
You wrote a conclusion in which you restated the important ideas and offered a final insight or implication for the reader to consider			

Navigation icons: back, forward, search, and a magnifying glass icon.



What counts in information writing? **PROOF**

Detail from the Criteria	Met	Not Yet	Please Notice...
You used sentences of various lengths	✓	?	✓ the sentences of varied length that I have written
You included varied kinds of information such as facts, quotations, examples, and definitions	✓	?	✓ facts - 185 billion - Jerry Linenger ✓ definitions - oxygenated ✓ examples - showed freeze bird food, holdy smell ✓ quotation - "That's..." ✓ something about...
You wrote an introduction in which you interested readers, perhaps with a quote or significant fact			
You wrote a conclusion in which you restated the important ideas and offered a final insight or implication for the reader to consider			

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What counts in information writing? **PROOF**

Detail from the Criteria	Met	Not Yet	Please Notice...
You used sentences of various lengths	✓	?	✓ the sentences of varied length that I have written
You included varied kinds of information such as facts, quotations, examples, and definitions	✓	?	✓ facts - 185 billion - Jerry Linenger ✓ definitions - oxygenated ✓ examples - showed freeze bird food, holdy smell ✓ quotation - "That's..." ✓ something about...
You wrote an introduction in which you interested readers, perhaps with a quote or significant fact	✓	?	For me, the last sentence of the 1st paragraph grabs the reader's attention by comparing it to a story plotter
You wrote a conclusion in which you restated the important ideas and offered a final insight or implication for the reader to consider			

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What counts in information writing? **PROOF**

Detail from the Criteria	Met	Not Yet	Please Notice...
You used sentences of various lengths	✓	?	The sentences of various lengths that I have written on my work
You included varied kinds of information such as facts, quotations, examples, and definitions	✓	?	Facts - 1.83 billion - Jerry Lincoy Definitions - oxygen tank Examples - shoes, jacket Quotation - "There's something about..."
You wrote an introduction in which you interested readers, perhaps with a quote or significant fact	✓	?	For me, the last sentence of the 1st paragraph grabs the reader's attention by comparing Stromboli to early pioneers
You wrote a conclusion in which you restated the important ideas and offered a final insight or implication for the reader to consider	✓		Please see highlights on my writing.

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## Dialogue: Assessment Strategy



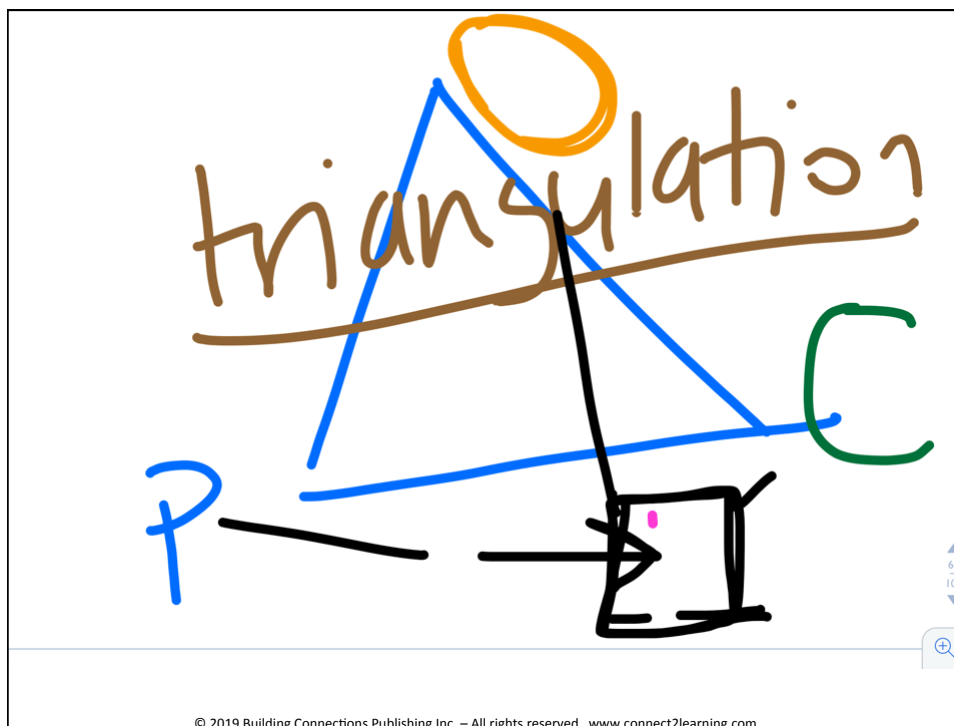
**The presenting teacher responds to these questions:**

- Describe your artifact, including why this was the strategy, idea, or concept that you chose to apply from the last session?
- What did you do in your instruction or your leadership that resulted in this artifact?
- What did you notice about the use of this strategy on your students' learning?
- As a result of applying this strategy, idea, or concept, what have you learned?
- What refinements might you make another time?

**Colleagues respond after the above questions have been answered:**

- What additional questions do you have for your colleague?
- What might you take from your colleague's work that will impact your thinking or action?

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- demonstrate in everyday contexts attributes, skills, and work habits developed through investigations into issues of political importance (e.g., demonstrate attributes such as empathy and respect for other people; use listening and critical-thinking skills to engage in informed discussions, consider other points of view, and express informed opinions; use work habits such as working independently and taking initiative in a school project or their part-time job) – **Politics in Action: Making Change Grade 11 Open**
- select and use the most appropriate active listening strategies when participating in a wide range of situations (e.g., pose questions to a student presenter that require the presenter to justify and extend his/her beliefs; understand and acknowledge a dissenting opinion in a small-group discussion) – **English Grade 12 U Prep**
- The **mathematical processes** are to be integrated into student learning in all areas of this course:
  - select and use a variety of concrete, visual, and electronic learning tools and appropriate computational strategies to investigate mathematical ideas and to solve problems
  - communicate mathematical thinking orally, visually, and in writing, using precise mathematical vocabulary and a variety of appropriate representations, and observing mathematical conventions
- select appropriate instruments (e.g., glass-ware, calorimeter, thermometer) and materials (e.g., chemical compounds and solutions), and identify appropriate methods, techniques, and procedures, for each inquiry – **Chemistry Grade 12 U Prep**

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**ELA 8** - exchange ideas and opinions to clarify understanding and to broaden personal perspectives

**Mathematics 9** - Develop and implement a project plan for the collection, display and analysis of data by:

- formulating a question for investigation
- choosing a data collection method that includes social considerations
- selecting a population or a sample
- collecting the data
- displaying the collected data in an appropriate manner
- drawing conclusions to answer the question.

**Social Studies 7** - Students will demonstrate skills of cooperation, conflict resolution and consensus building:

- assume various roles within groups, including roles of leadership where appropriate
- identify and use a variety of strategies to resolve conflicts peacefully and equitably
- consider the needs and perspectives of others

**Science 8** - follow established safety procedures for handling apparatus and materials (e.g., wash hands after preparing materials for slides) and use microscopes correctly and safely (e.g., carry the microscope with both hands, place it near the centre of the desk, ensure that the sun cannot be directly focused through the instrument when sunlight is used for illumination, keep both eyes open when viewing to avoid eye strain)

- use a microscope correctly and safely to find and observe components of plant and animal cells (e.g., using an onion slice or a prepared slide of a protist) and make accurate drawings of their observations
- prepare dry- and wet-mount slides of a variety of objects for use with a microscope (e.g., a piece of newspaper, a hair)

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**ELA 5** - explain, in conversations with peers and/or the teacher or in a reader's notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., viewing a television program or video about a topic before reading a text on the same topic builds background knowledge, introduces content-specific vocabulary, and offers a different perspective on the topic)

**Mathematics 2** - read primary data presented in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), and describe the data using mathematical language (e.g., "Our bar graph shows that 4 more students walk to school than take the bus.")

**Achievement Chart- Thinking** .The use of critical and creative thinking skills and/or processes:

- planning skills (e.g., understanding the problem, making a plan for solving the problem)
- processing skills (e.g., carrying out a plan, looking back at the solution)
- critical/creative thinking processes (e.g., inquiry, problem solving)

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Observations/Conversations  
Mathematics - Communications

Name	Date	Date	Date	Date	Date	Date
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA

T=uses mathematical terminology and vocabulary appropriately  
C=responds clearly in sufficient detail so thinking can be understood by others with little inference  
E=elaborates to explain mathematical ideas  
A=explains alternate ways

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Name	Date	Date	Date	Date	Date	Date
—	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA

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Observations/Conversations  
Mathematics - Communications

Name	Date	Date	Date	Date	Date	Date
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TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA
TCEA	TCEA	TCEA	TCEA	TCEA	TCEA	TCEA

- Uses mathematical terminology and vocabulary appropriately
- Corresponds clearly in sufficient detail so thinking can be understood by others with little inference
- Elaborates to explain mathematical ideas
- Explains alternate ways

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3-1

### Strategy Harvest

- ✓ Give One -- Get One
- ✓ co-construct criteria in an area that cannot be modelled by talking to people who have the capacity in that area
- ✓ students take pictures of them "in the process of learning" to model a goal area
- ✓ one point rubric = criteria
- ✓ co-construct criteria from a chunked sample of quality
- ✓ put post-it notes on projects to show alignment with criteria

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3-2

### Strategy Harvest

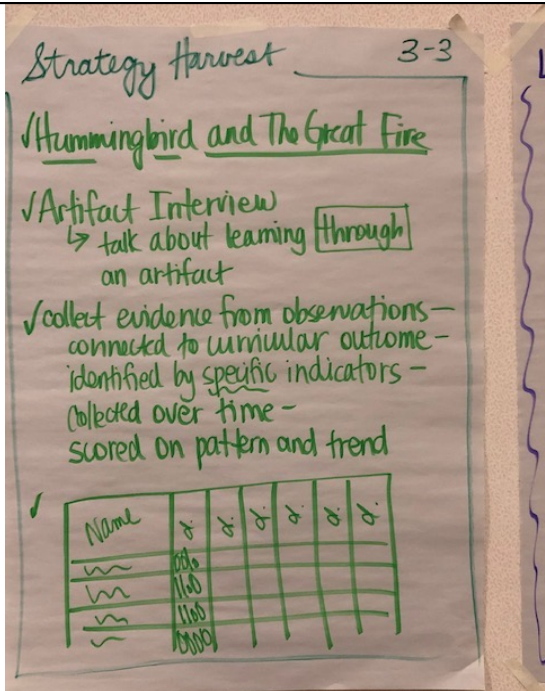
- ✓ model x to your students -- they write what you said & did that gives proof of the criteria

Criteria	Evidence
~	~
~	~
~	~
~	~

- ✓ I noticed that you...  
Next time you might try...
- ✓ model feedback in chunks including how to revise the work -- in these same chunks, students work on a piece that is not their own
- ✓ Seed -- Sprout -- Tree
- ✓ one word, one phrase exit note

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Strategy Harvest 3-3

✓ Hummingbird and The Great Fire

✓ Artifact Interview  
↳ talk about learning through an artifact

✓ collect evidence from observations -  
connected to curricular outcome -  
identified by specific indicators -  
collected over time -  
scored on pattern and trend

Name					
~~~~~					
~~~~~					
~~~~~					
~~~~~					

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## The Thinking Symposium:

*Engaging Learners – Connecting Success  
Criteria to Feedback, Evidence and  
Evaluation*

with Sandra Herbst

April 2019

Welcome to Day Two!

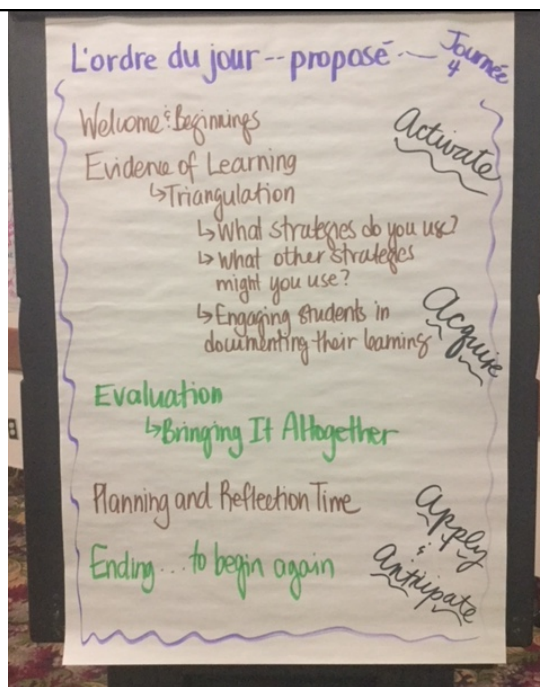


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I believe we can change the world if we start listening to one another again. Simple, honest, human conversation. Not mediation, negotiation, problem solving, debate or public meetings. Simple truthful conversation where we each have a chance to speak, we each feel heard, and we each listen well. We have the opportunity many times a day, every day, to be the one who listens to others, curious rather than certain.

*Margaret Wheatley*

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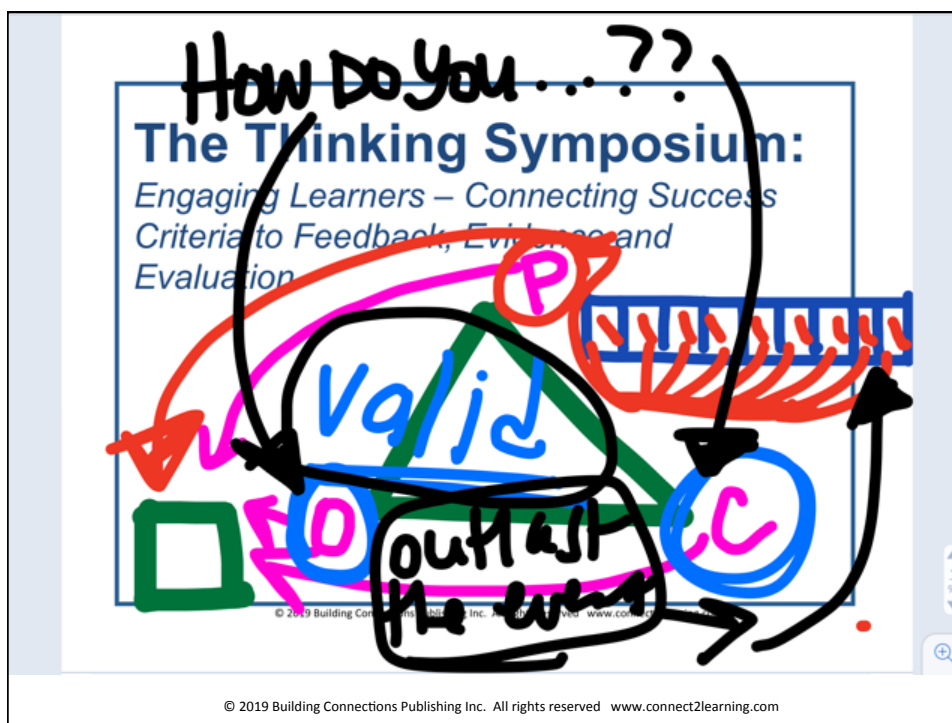
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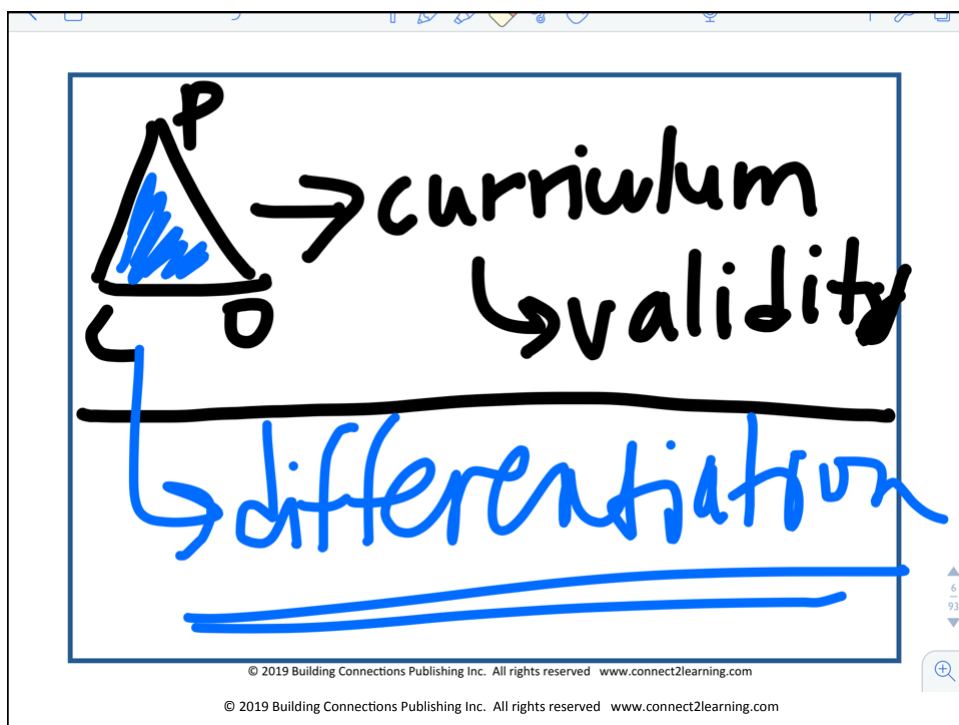
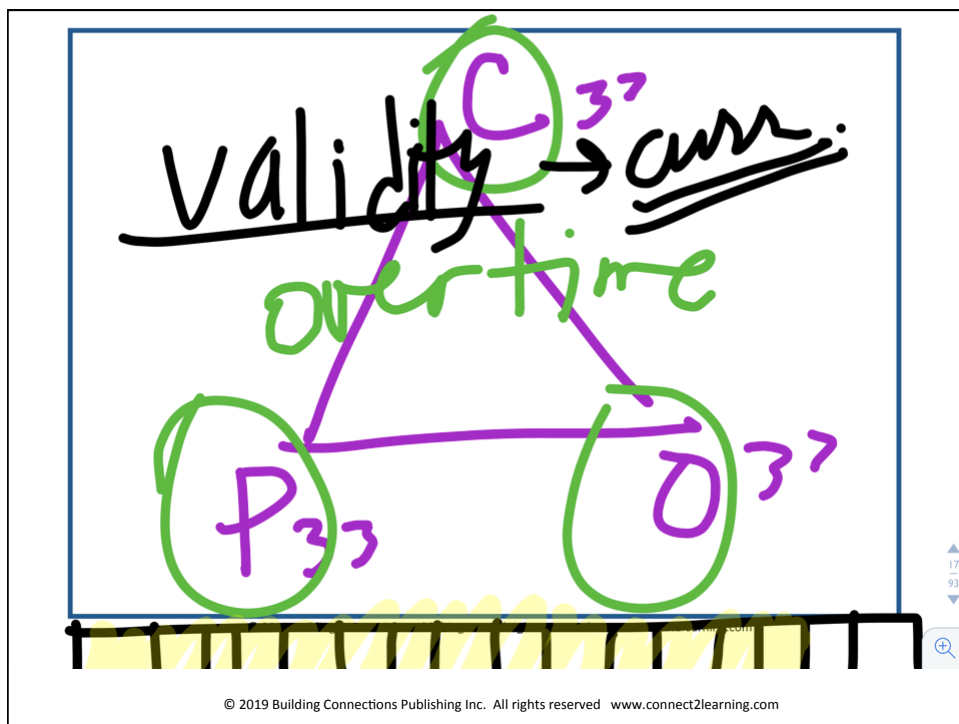
The goal of a protocol is to improve learning. Collectively, educators possess a wealth of knowledge, skills, and experiences that are invaluable resources to each other. There is much to be learned from these collaborative conversations. Structured, ongoing learning dialogue can be the most powerful professional development an educator will experience.



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## — Formative vs Summative

**'Formative' and 'summative' are not labels for different types or forms of assessment but describe how assessments are used.**

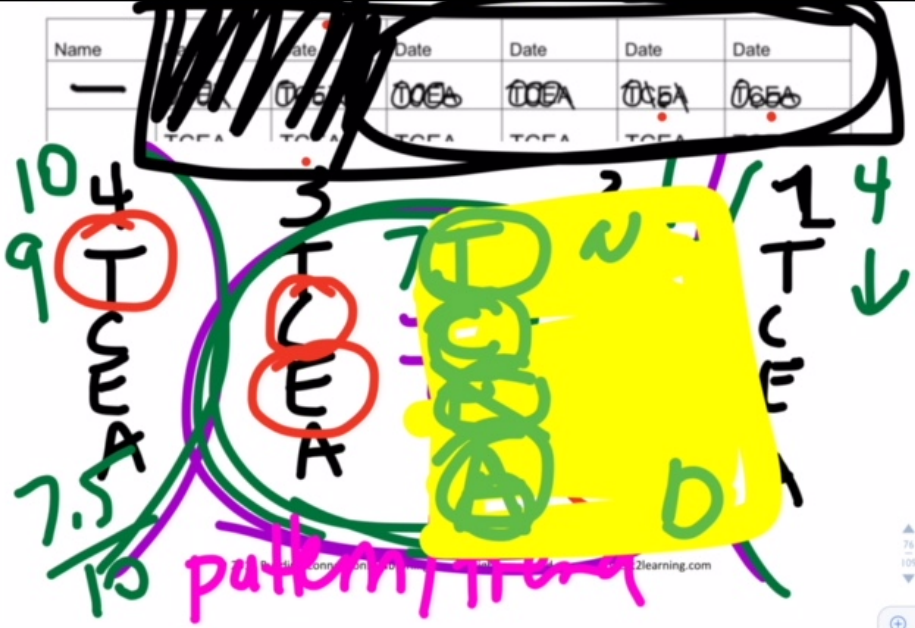
Assessment in class can be frequent mini-summative if they are simply used to establish where pupils are on levels and sub-levels, and to give them targets, without helping them to know how to achieve them.

Conversely, formal test and exams can be used formatively if teachers help pupils to analyse their performance and find ways to improve their learning.



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Students self-assessment in areas of observations

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Observations  
Writers' Workshop

Name	Date	Date	Date	Date	Date	Date
	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC
	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC
	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC
	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC
	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC
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	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC
	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC
	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC
	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC	RSKTC

R=uses resources around the classroom to write      S=gets started independently      K=keeps him/herself writing  
T=talk about his/her writing      C=uses criteria for writing

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Observations/Conversations  
ELA - Communication

Name	Date	Date	Date	Date	Date	Date
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV
	RPECV	RPECV	RPECV	RPECV	RPECV	RPECV

R=uses respectful language  
P=paraphrases what someone has said before responding  
E=supports ideas with evidence  
C=makes personal/world connections  
V=uses precise and relevant vocabulary

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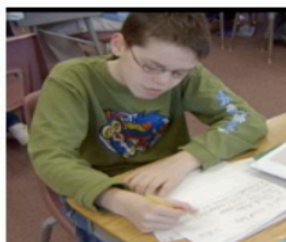
Observations/Conversations  
ELA - Communication

Name	Date		Date		Date	
	RPECV		RPECV		RPECV	
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Picture This



There is more to this picture than you can see. This is a photo

of me writing in my pause and think notebook.

I want you to notice that:

- \* I am working and thinking on my own.
- \* I am putting my math ideas into words.

Date: Oct. 4, 2013

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Picture This



There is more to this picture than you can see. This is a photo of Karlee and I at the painting centre.

I want you to notice that:

- We are sharing.
- We have our smocks on.

Date: Nov. 8/14

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Conversations with Ms. Faucher and Romina

File Edit View Insert Format Tools Table Add-ons Help All changes saved in Drive

Comments Share

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Oct. 5- confederation conversation

today ms. faucher and I met about my argument for my confederation project. I have done a good job at setting up my position in a clear way by using supporting details. but some of these details are not in order so I need to go back and check some of my dates. I also need to proofread because some of my sentences are missing words and it makes it confusing and this makes my argument not as strong. Ms. faucher suggested to me that I read my argument outloud.

Thank you for your time today Romina! - Ms. Faucher

Dec. 8- Louis Riel Documentary

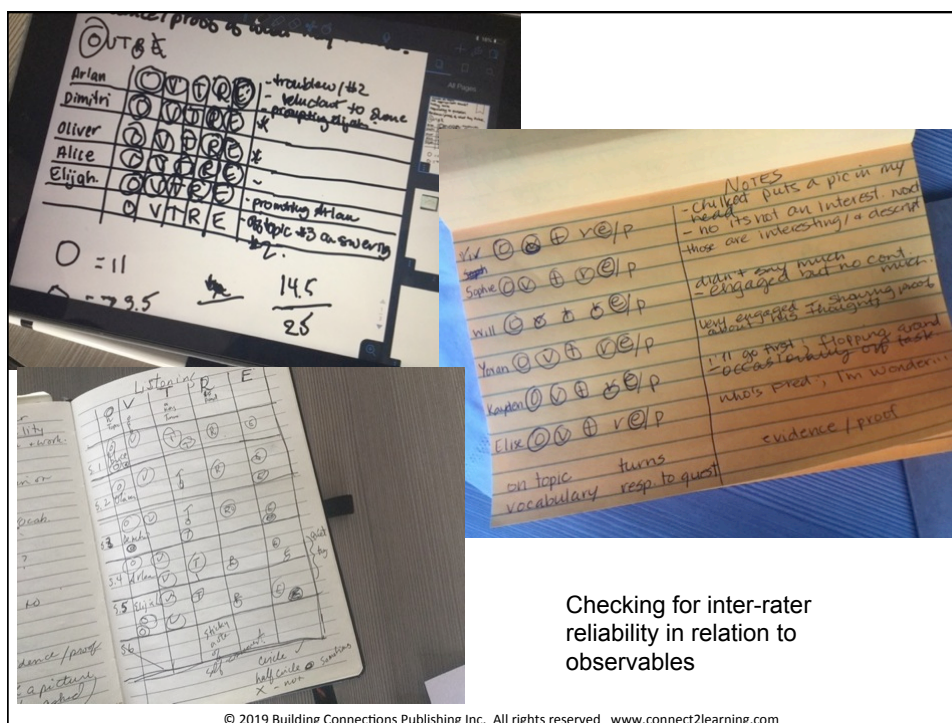
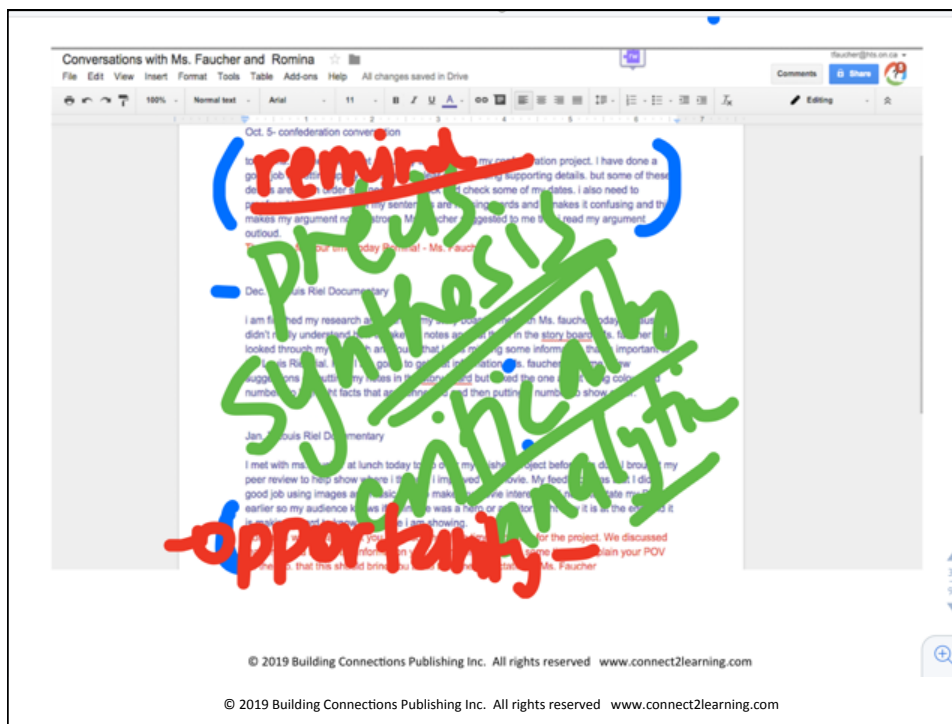
i am finished my research and starting my story board. I met with Ms. faucher today because I didn't really understand how to take my notes and put them in the story board. Ms. faucher and I looked through my research and found that I was missing some information that is important to the Louis Riel trial. First I am going to get that information. Ms. faucher gave me a few suggestions on putting my notes in the story board but I liked the one about using colour and numbers to highlight facts that are connected and then putting a number to show order.

Jan. 7-Louis Riel Documentary

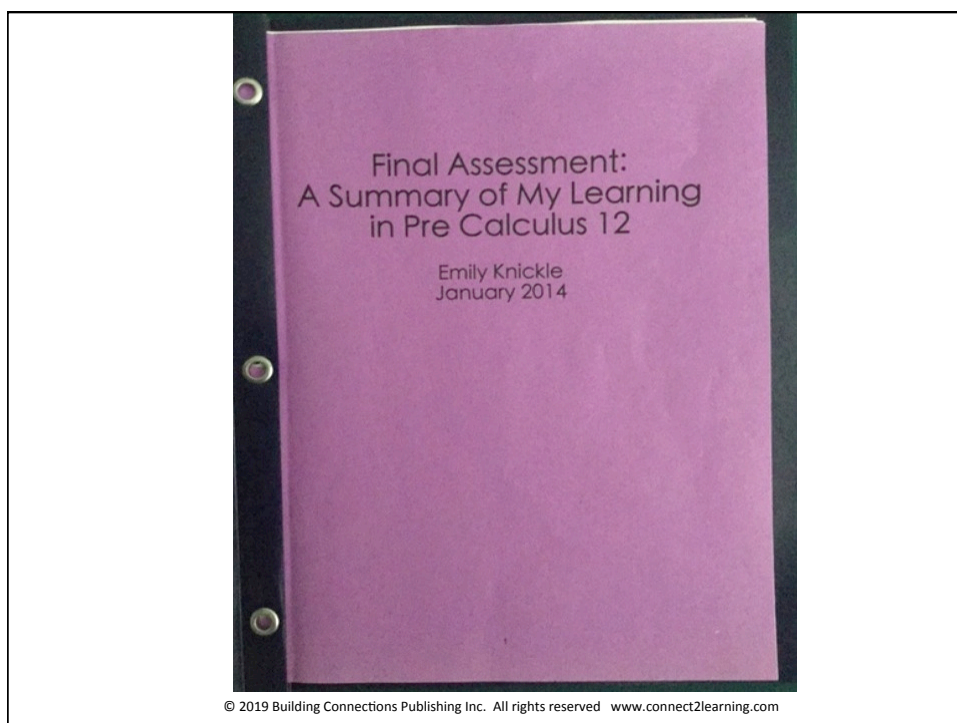
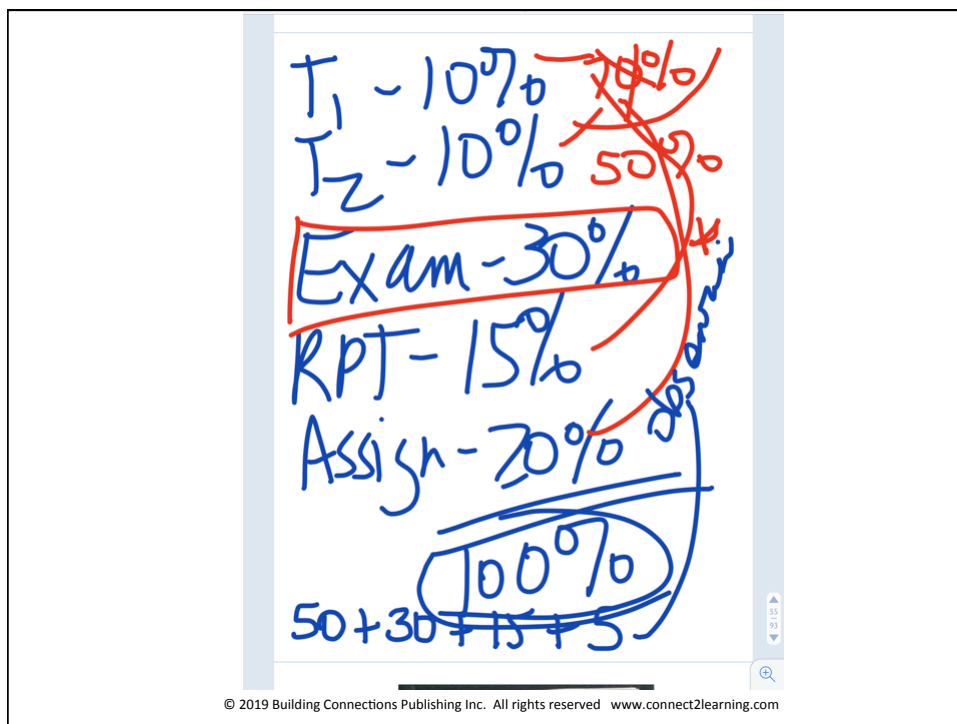
I met with ms. faucher at lunch today to go over my finished project before it is due. I brought my peer review to help show where I thought I improved my movie. My feedback was that I did a good job using images and music to help make my movie interesting. I need to state my POV earlier so my audience knows if I think he was a hero or a traitor. right now it is at the end and it is making it hard to know what side I am showing.

Romina, I want to add that you are also under the time minimum for the project. We discussed that once you add in the information you are missing and take some time to explain your POV off the top. that this should bring you up to the time expectation. - Ms. Faucher

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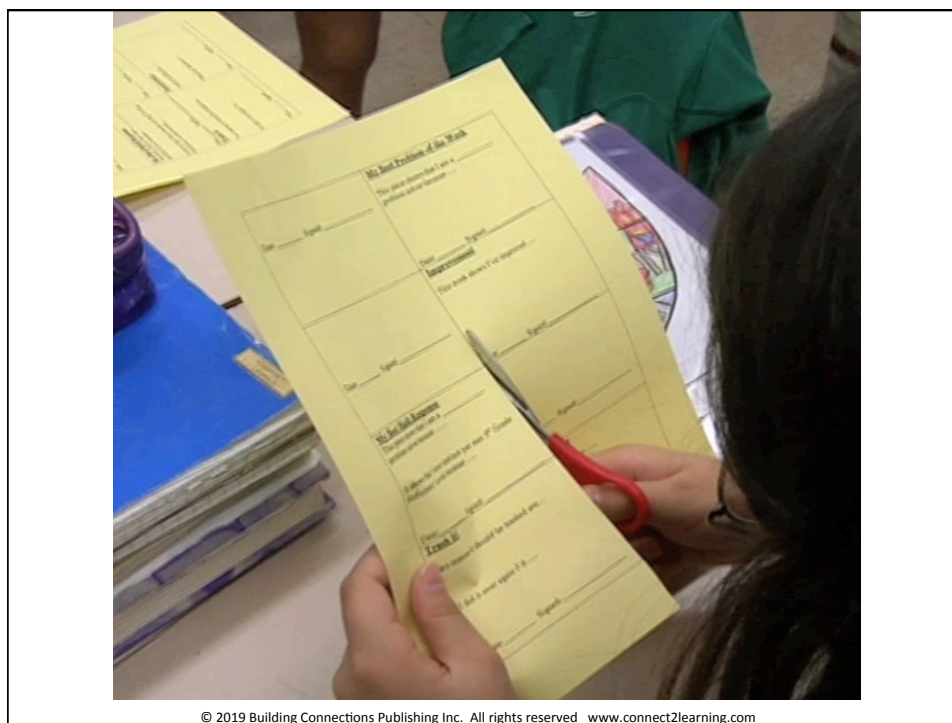
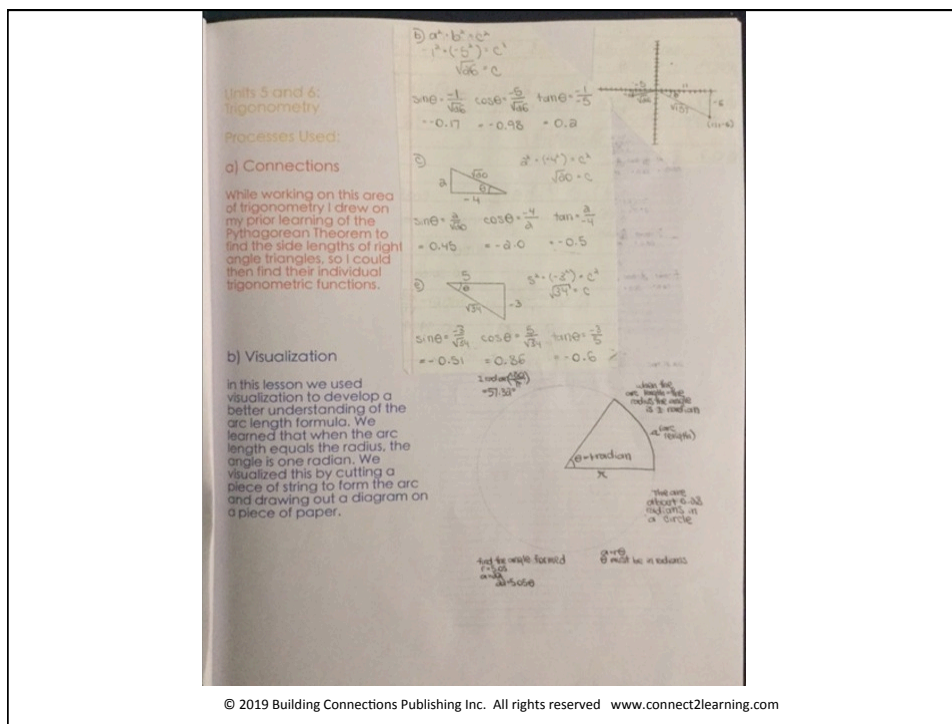


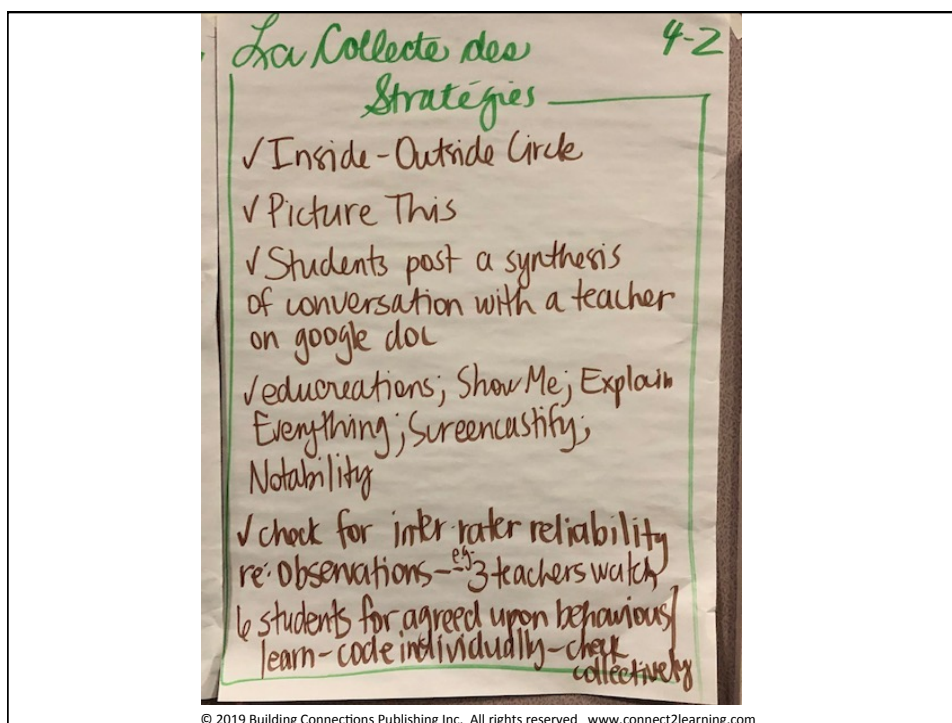
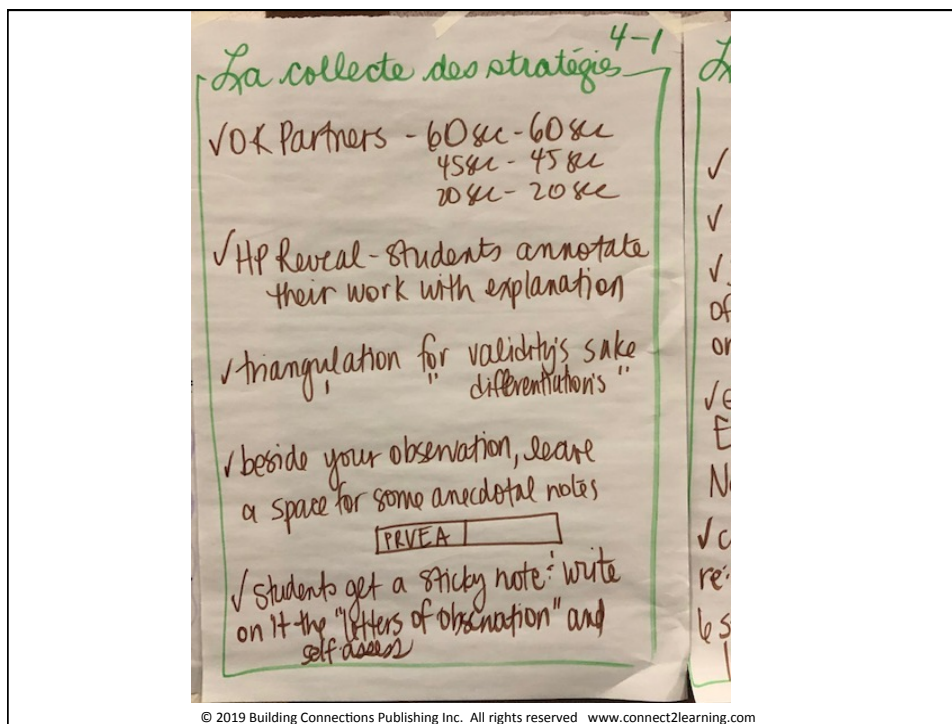




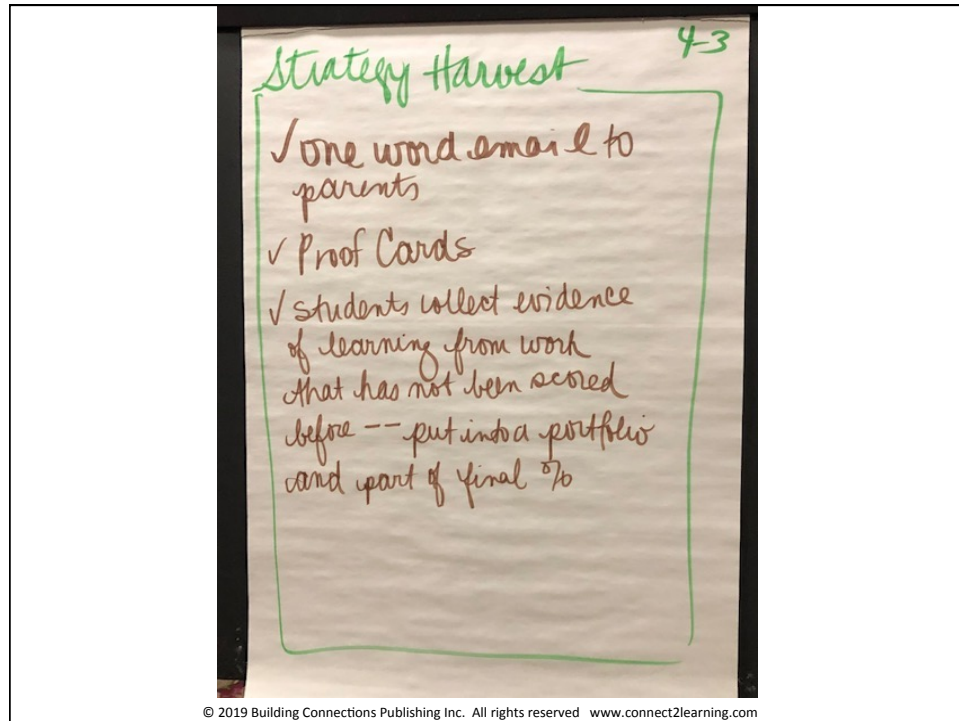
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