

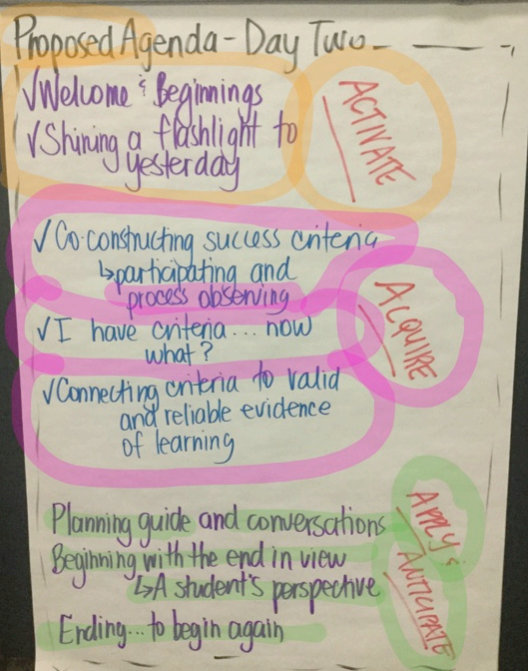
# The Thinking Symposium: *Assessment for/as Learning*

with Sandra Herbst

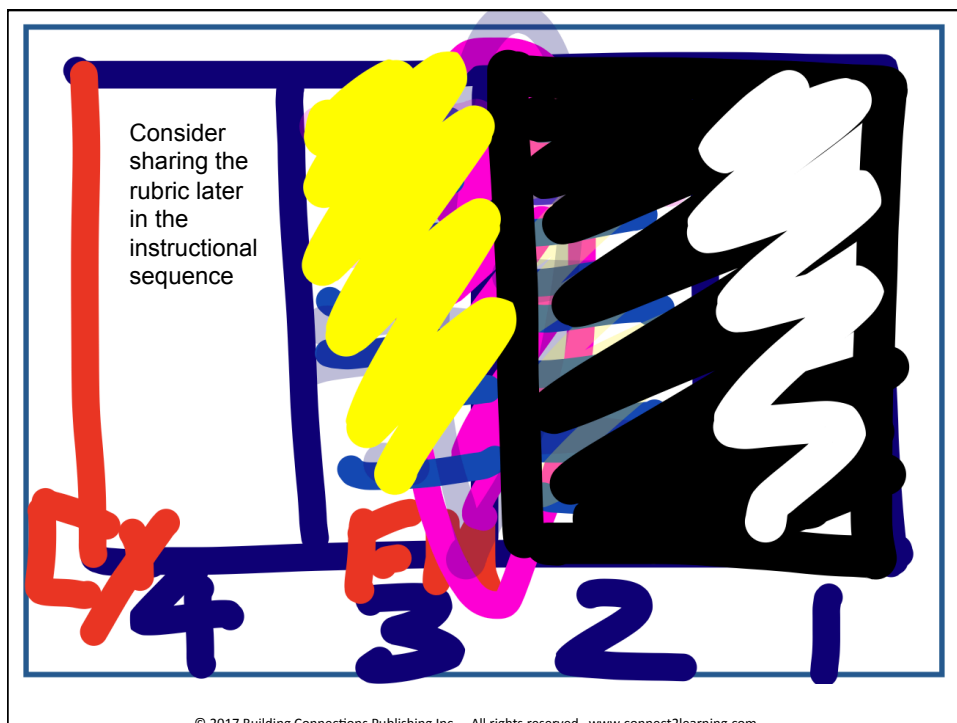
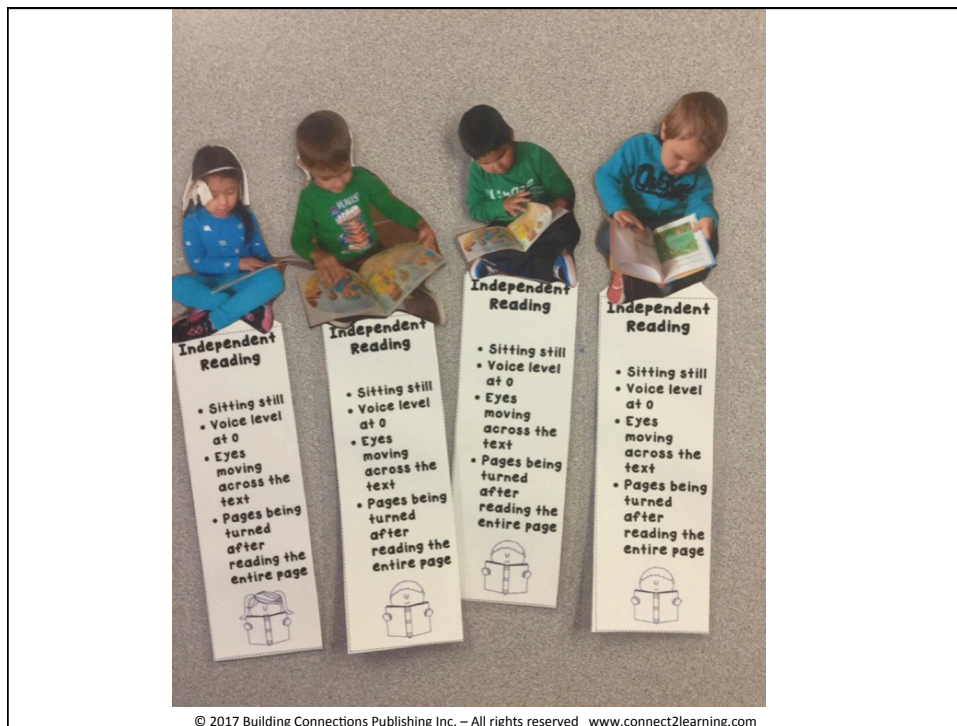
September 2017



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

PrSt-model / x 20  
headline - / 10  
sorting (2)  
PrSt-model  
headline (3)  
PrSt-model  
headline (2)  
sorting (3)

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**What counts matters is important in critical thinking?**

Process Observer  
document the steps/actions of the process

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✓ Please create a  
joint list (no repeats;  
one idea/sticky note)



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→ impact on student learning?

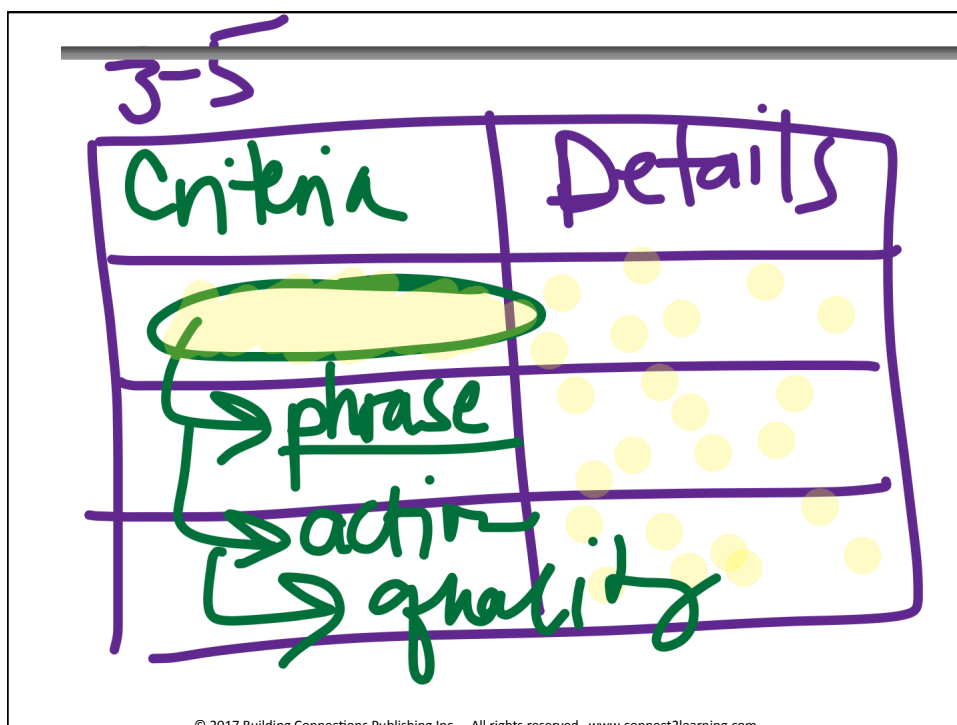
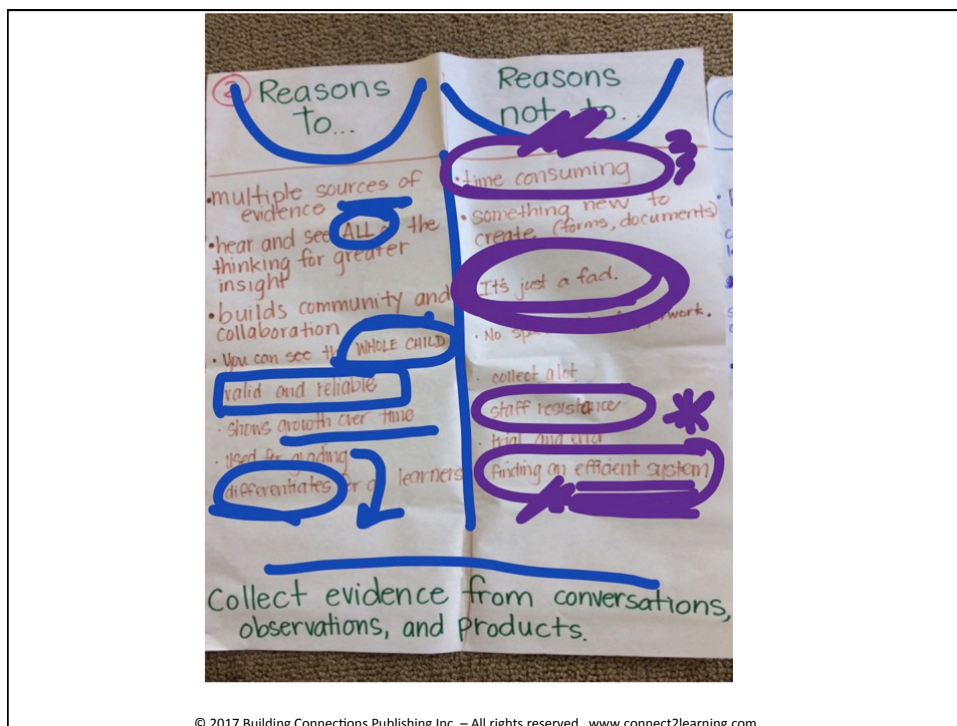
We need to make sure that our assessment  
and evaluations are fair and that means that  
we need to use all the same assignments,  
tests, and tasks to determine a grade or  
mark.

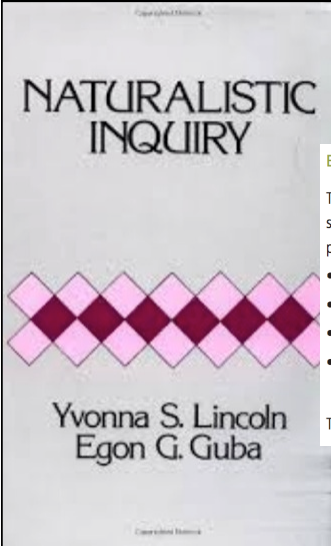
What does the "real world"  
think?

✓ Why do my colleagues  
hold the standards - experience!  
✓ What do others think?

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**NATURALISTIC INQUIRY**


Yvonna S. Lincoln  
Egon G. Guba

**ELICITING INFORMATION ABOUT STUDENT LEARNING**

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.


Teachers then use the information gathered to adjust instruction and provide feedback.



**GROWING SUCCESS**

ASSESSMENT EVALUATION  
AND REPORTING  
IN SCHOOLS GROUP

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*Association for Achievement  
& Improvement through Assessment*

HOME

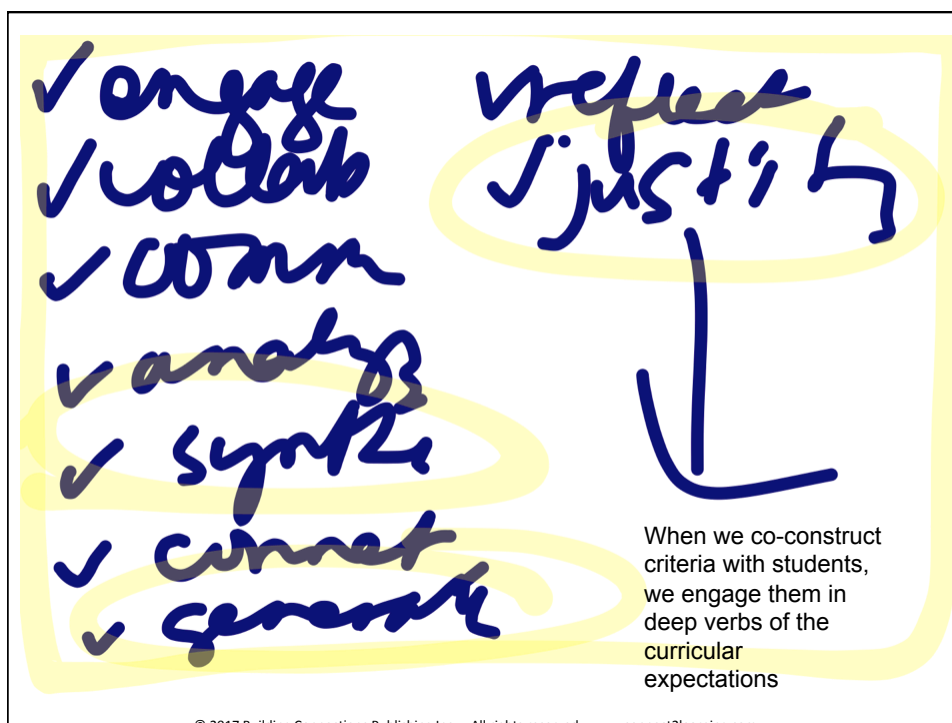
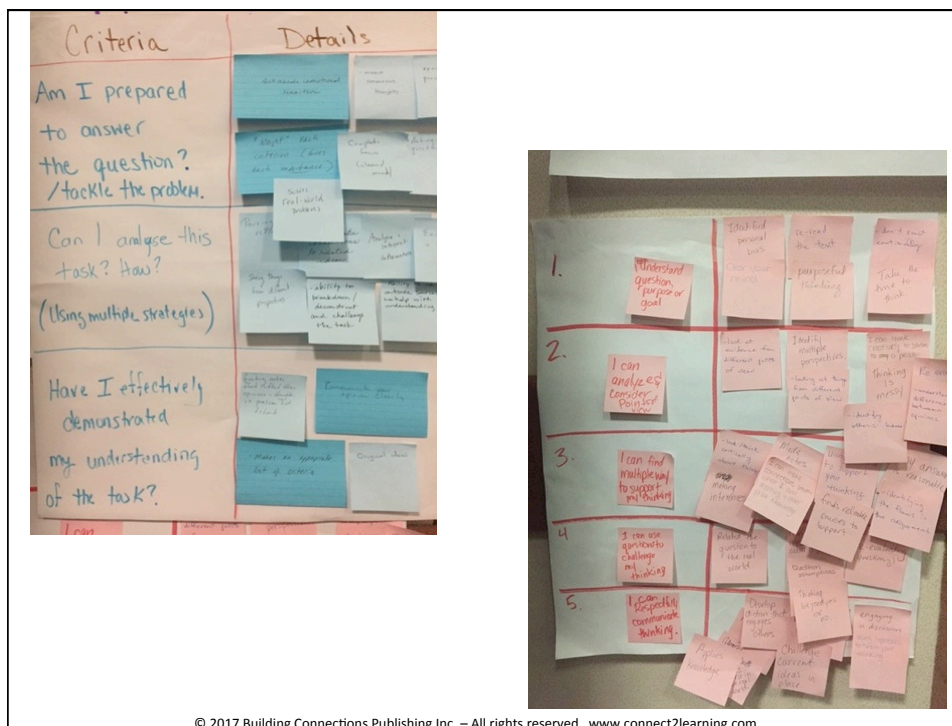
🏠 > Assessment for Learning > Assessment Reform Group

## Assessment Reform Group

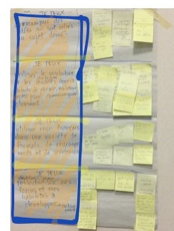
[https://www.aaia.org.uk/blog/2010/06/16/  
assessment-reform-group/](https://www.aaia.org.uk/blog/2010/06/16/assessment-reform-group/)

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## Now that I have criteria...now what?



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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

- Each body paragraph has:
- ① - topic sentence
  - ② - explains/expands
  - ③ - evidence/examples
  - ④ - links back to the topic sentence

← Topic sentence leads back to thesis

### Argumentative Essay Criteria

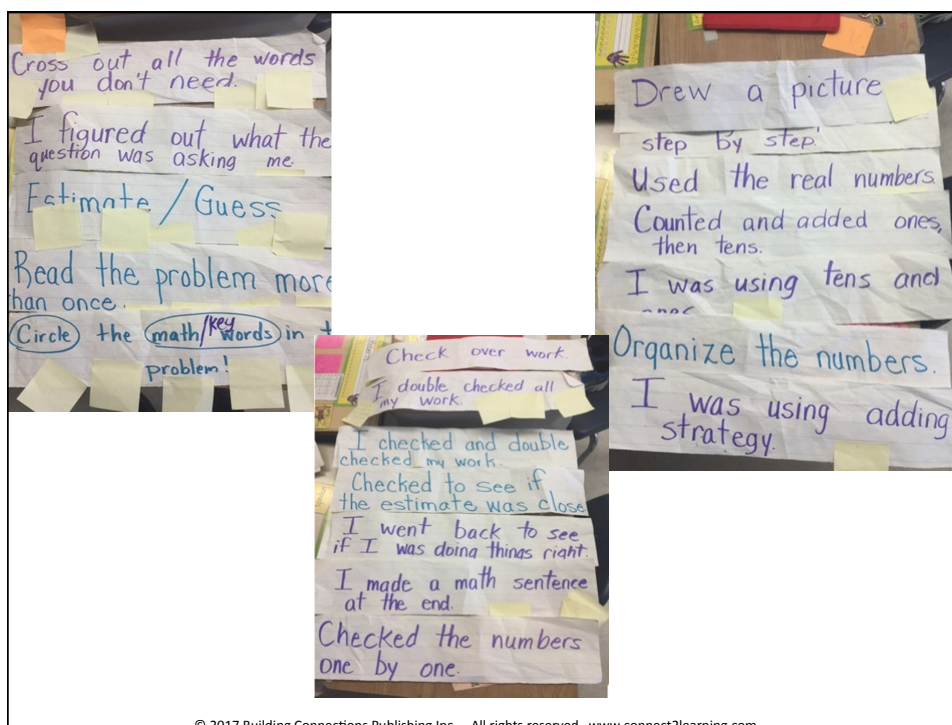
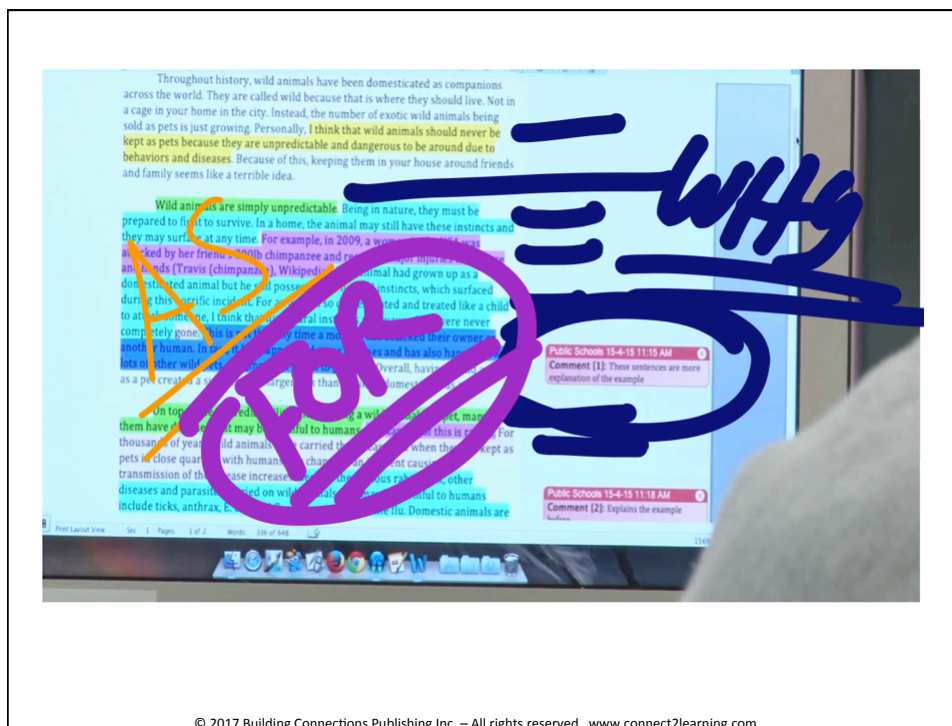
The language I use draws readers in.

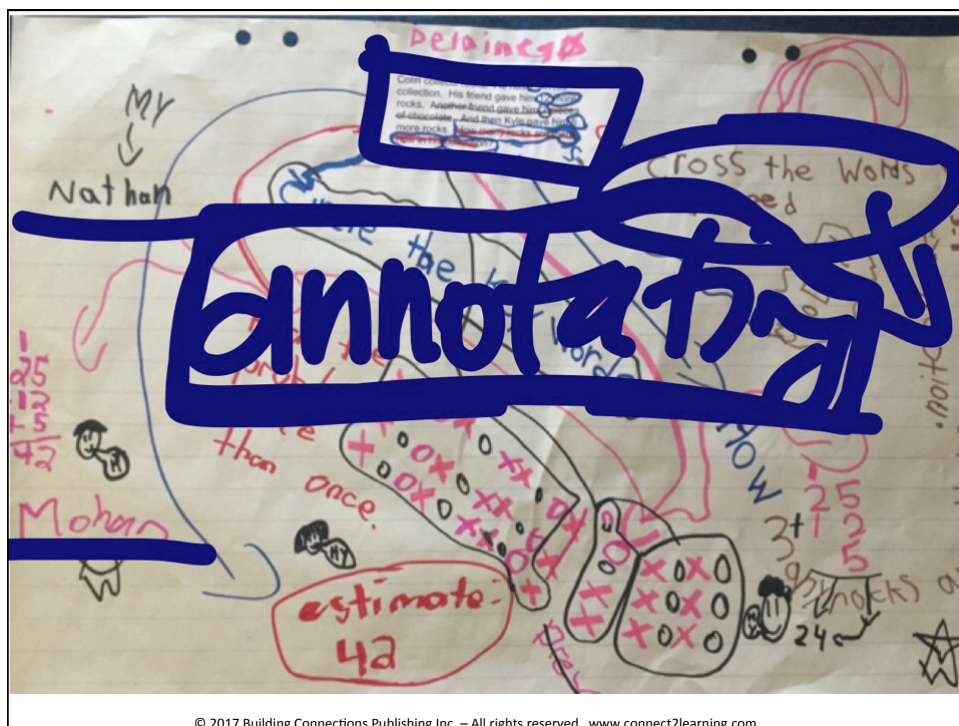
- uses varied sentence structure
- flows smoothly
- uses transition words
- uses complete sentences ②
- stays in same verb tense
- Audience

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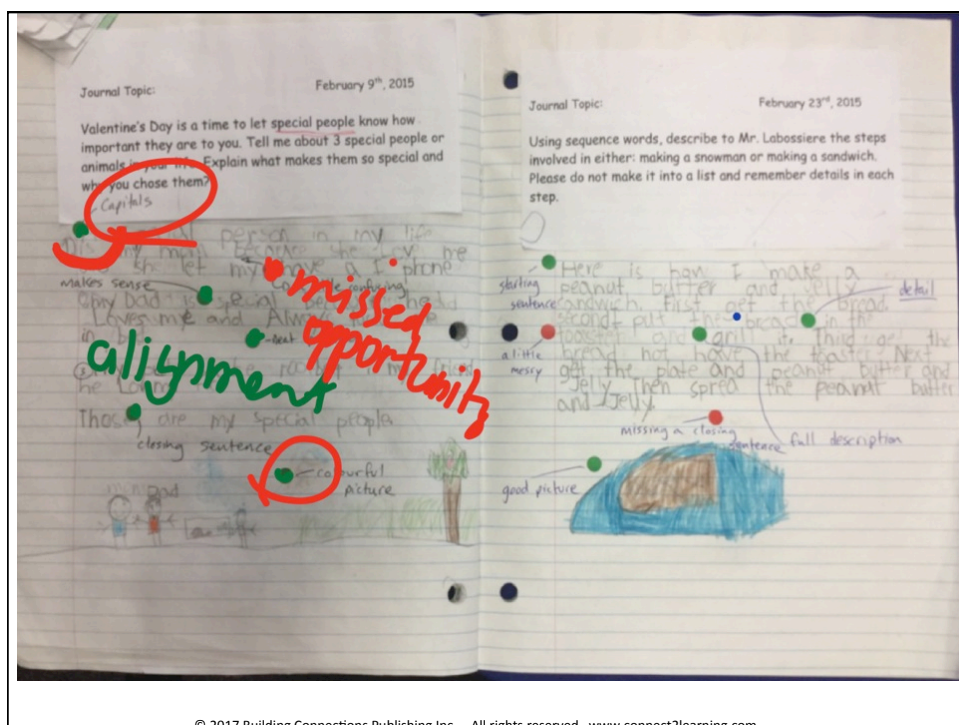


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Day Two





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11/15/2015

Criteria Assignment: Comparison Writing:

For Comparison Writing	Met	Not yet met	Feedback
Paragraph has Topic Sentence Introduces two things being compared:	✓		Amber and Tiara are both young teenagers...
Then states the similarities:	✓		Both are oldest sibling Both have 1 sister and 1 brother.
Paragraph states three differences:	✓		Amber is tall, Tiara is short. Amber was born in Whitehorse, Y.T. Tiara was born in Regina, SK. Tiara has glasses, Amber doesn't.
Then ends with conclusion which was	✓		Amber and Tiara may both be girls and have similarities...
Writing uses Comparison Words and/or Transitions:	✓		- Both - Similarities - Only difference?

Date (if revised):  
Assessed by: ☐ teacher ☐ self ☐ peer ☐ other Name: \_\_\_\_\_

Question(s):

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Question

Sochi 2014

My answer to the question

restates = clearly states my opinion

includes at least 2 pieces evidence

clearly explains how my evidence supports my opinion

includes at least 1 connection

explains how my connection supports my opinion

refers to our class capitals check

has been reread out loud to ensure it makes sense.

is specific & exact (does not use words like "stuff")

is written in an appropriate voice

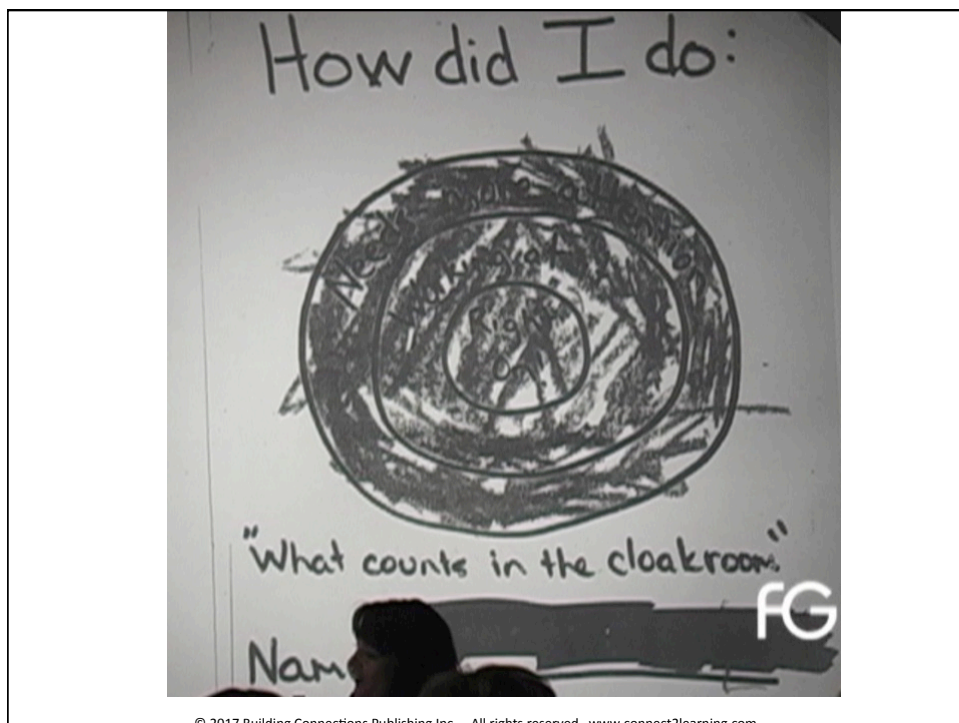
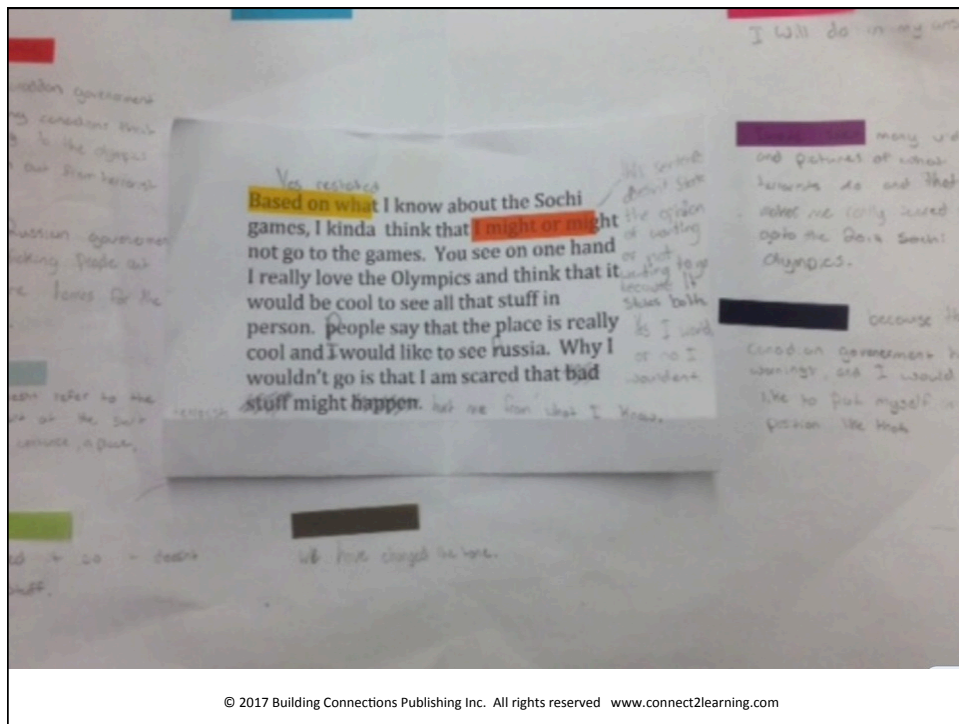
Based on what I know about the Sochi games, I think that I might not go to the games. You see on one hand I really love the Olympics and think that it

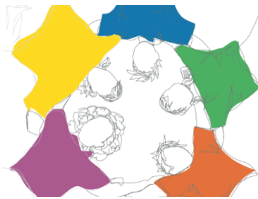
Does it clearly state opinion?

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**Thank you!**

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