

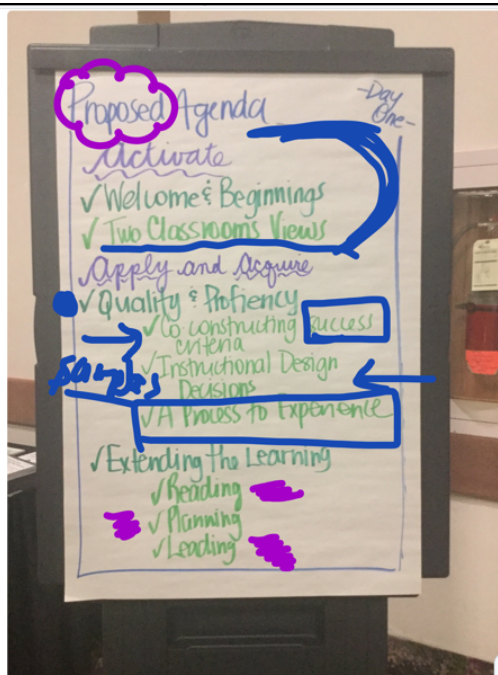
# The Thinking Symposium: *A Focus on Assessment*

with Sandra Herbst

September 2018



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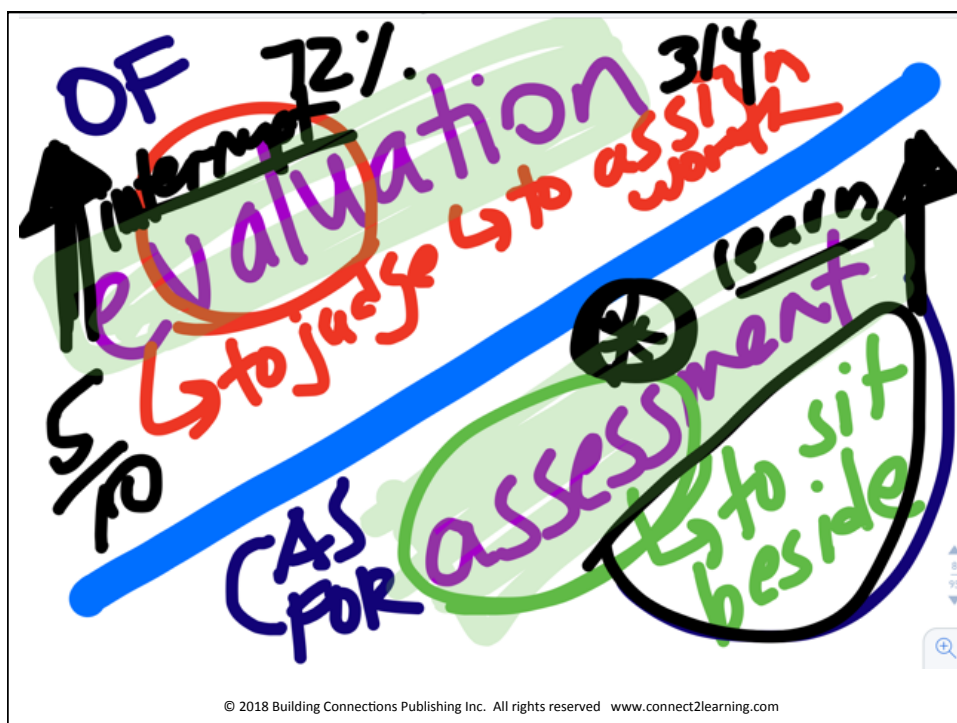
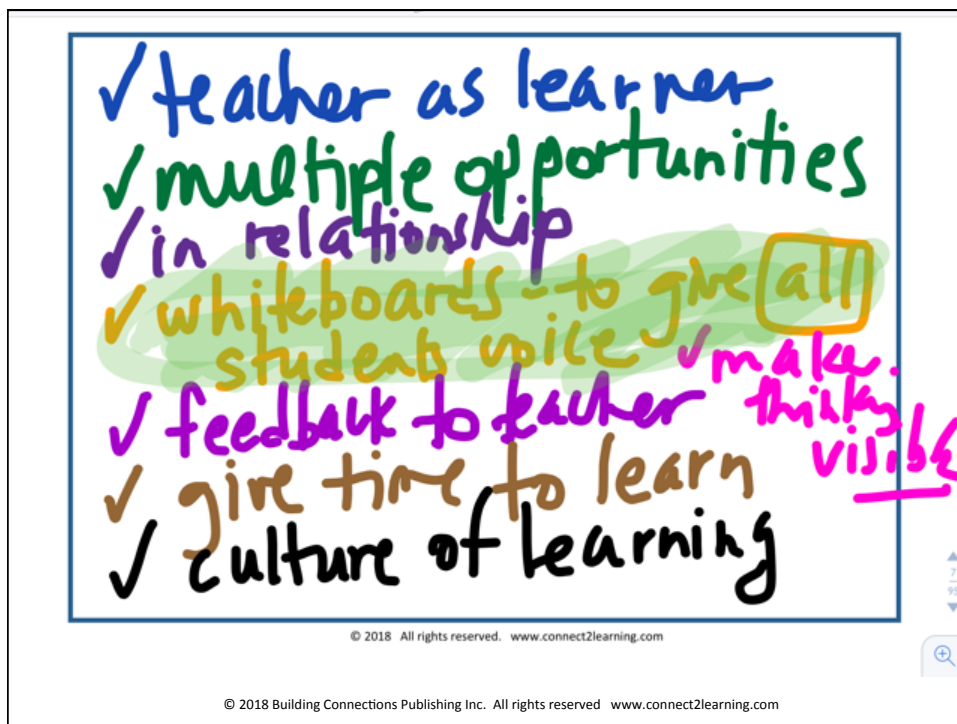
Over these next  
two days --  
what are you  
hoping/planning to  
**THINK** more about?..

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In what ways does Rob  
inform and support your  
understanding of  
assessment *for, as, and*  
*of* learning?



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## ***Seven Actions of Assessment for and as Learning***

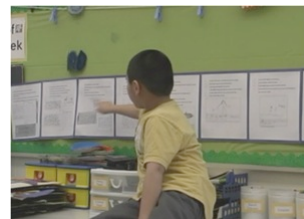
### ***Students...***

- 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



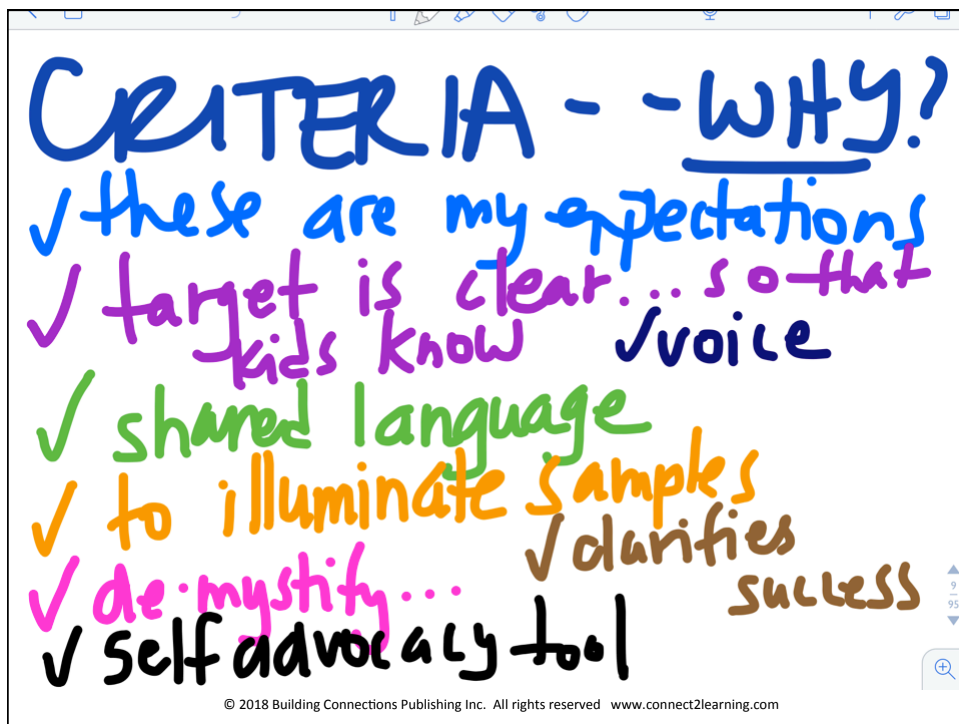
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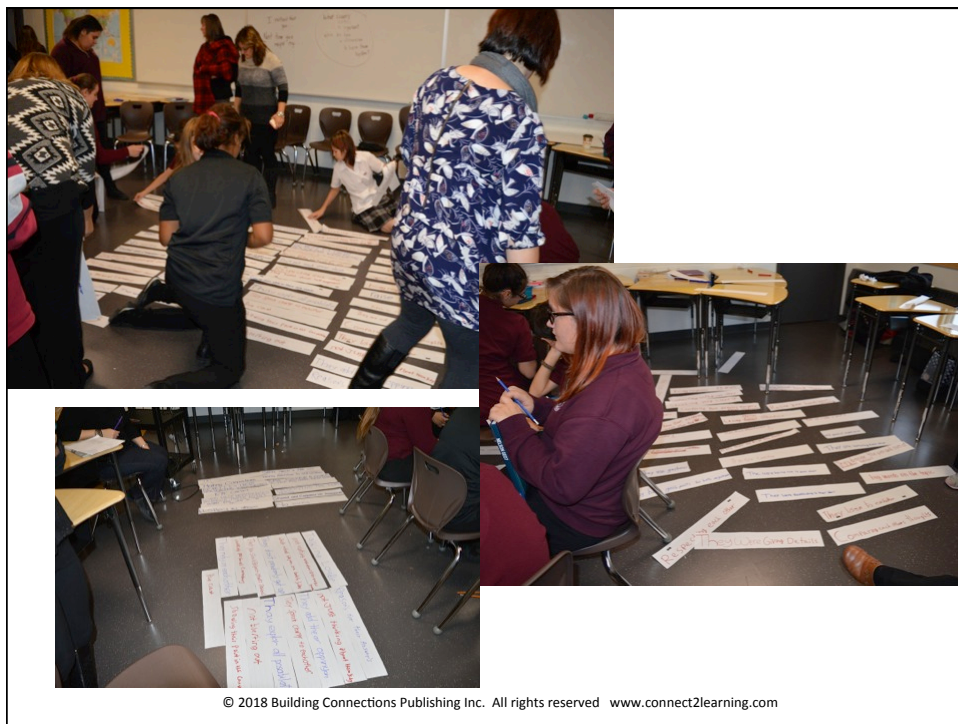
In what ways does Max inform and support your understanding of assessment *for, as, and of* learning?



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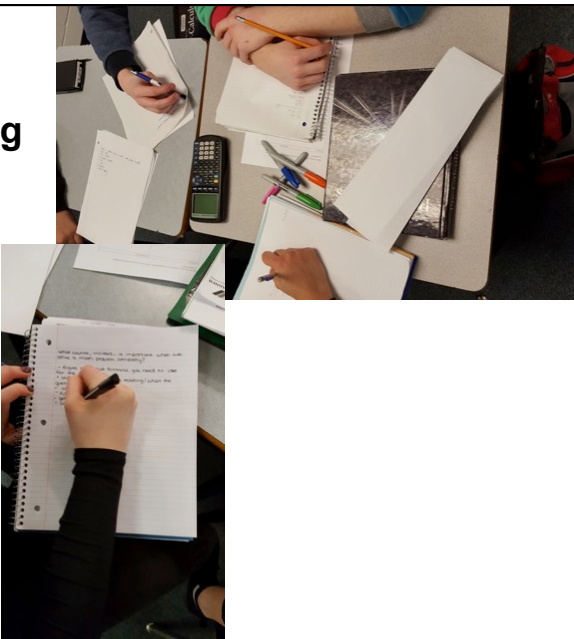
Criteria	Details
We respectfully exchange ideas	<ul style="list-style-type: none"> <li>• Use respectful language</li> <li>• No put downs</li> <li>• Don't interrupt</li> <li>• Encourage others</li> <li>• Ask when don't understand</li> <li>• Clarify what the speaker means</li> <li>• Give time to answer</li> <li>• Listen carefully</li> <li>• Restate what someone has said before we talk</li> </ul>
We talk in ways that all of us will learn more about the topic	<ul style="list-style-type: none"> <li>• Support opinions with evidence</li> <li>• Piggyback off of others' ideas</li> <li>• Build on another's ideas "What you make me think about"</li> <li>• Stay on the topic</li> <li>• We support our ideas and positions with evidence</li> <li>• Use appropriate ideas</li> <li>• Use vocabulary that connects to the topic</li> <li>• Make personal or world connections to the topic</li> <li>• Share both points and counterpoints</li> </ul>
We pay attention to our bodies and our voice	<ul style="list-style-type: none"> <li>• Speak loudly</li> <li>• Speak clearly</li> <li>• No sidebar conversations</li> <li>• Face the speaker</li> <li>• Use gestures to explain our ideas</li> </ul>

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

Students brainstorm what they already know about solving problems completely.

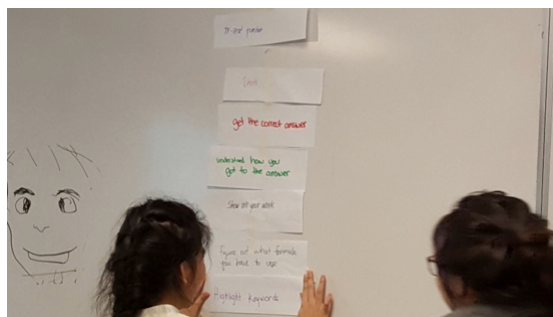
Practice giving feedback and collecting evidence of learning on work that is not from any student in the classroom



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

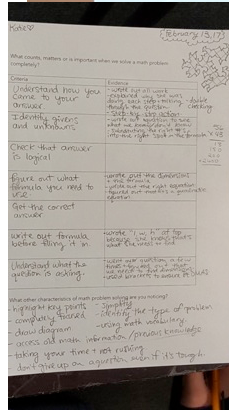
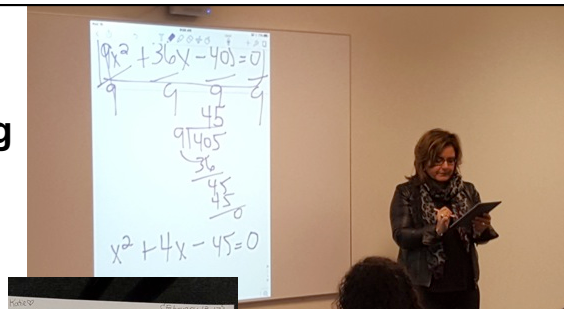
Gather and post the initial ideas



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

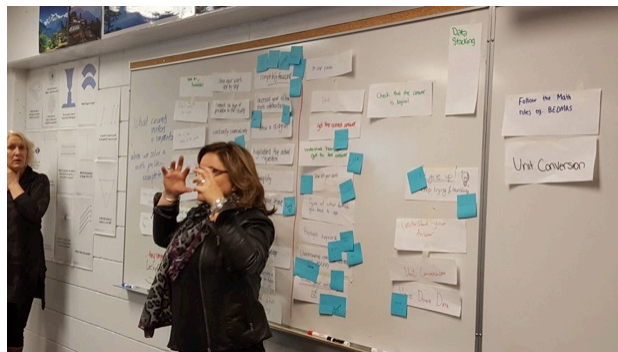
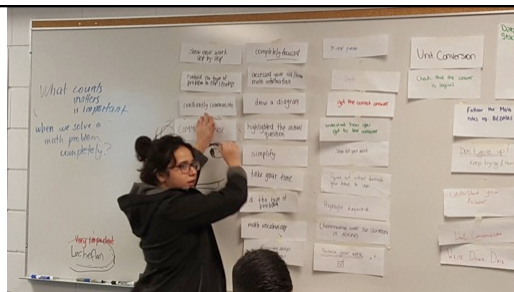
Students select seven details to put into their feedback form. Teacher solves a math problem in multiple chunks. Students write down the evidence that they see in the model related to each detail. They also add anything else that they notice that would make the criteria more complete.



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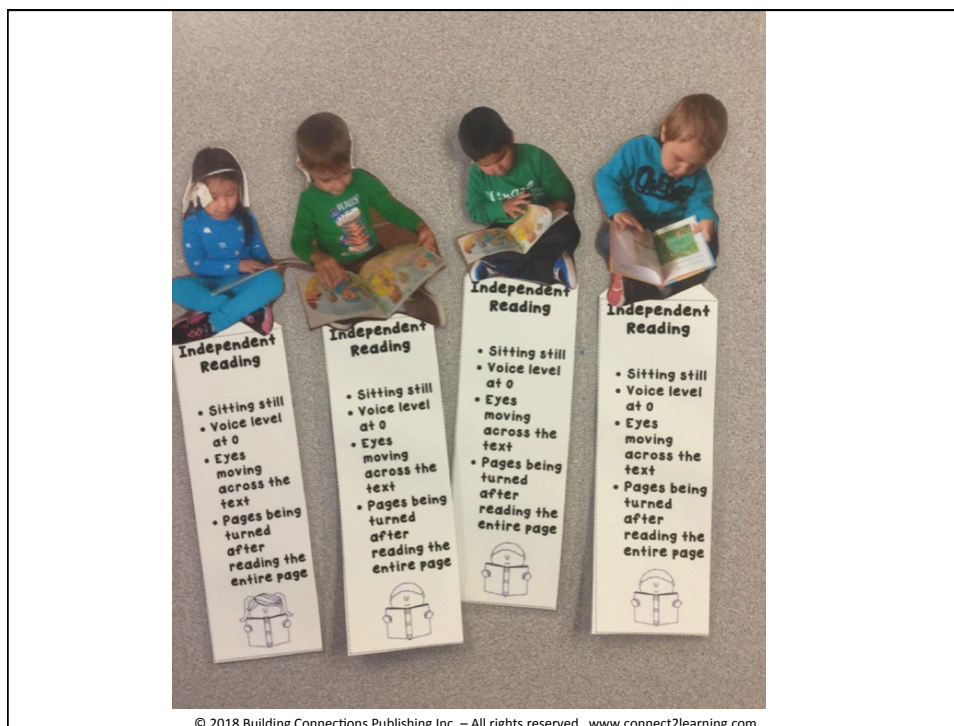
## Co-constructing criteria...collecting evidence...providing feedback

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



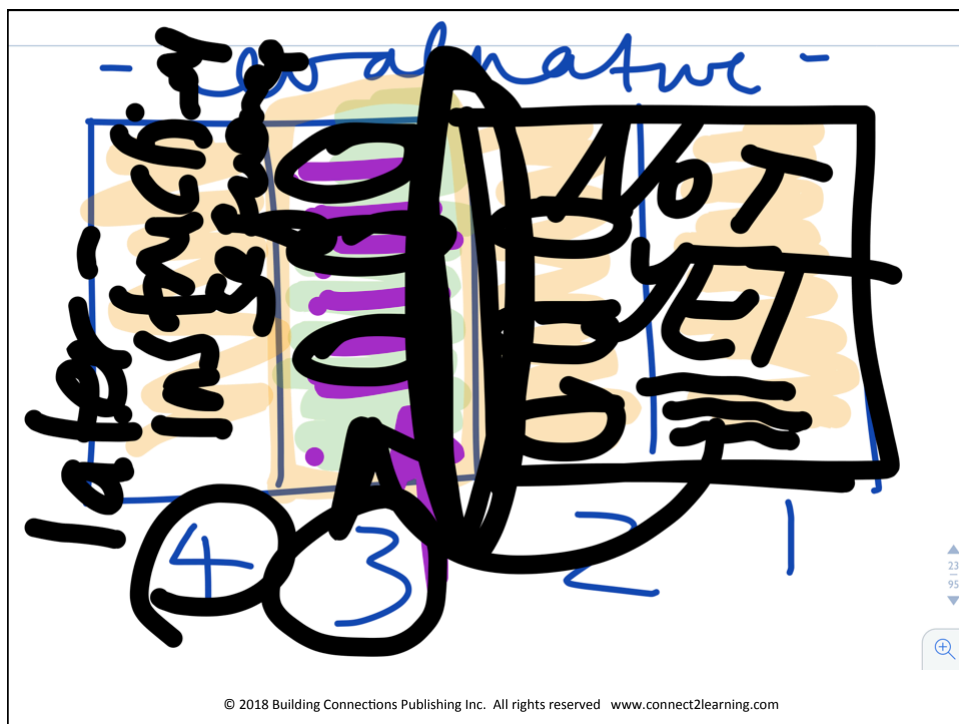
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Teacher	Students
✓ to teach list	✓ to learn list prove list
✓ long → ✓ narrative common ✓ feedback ✓ rubric	✓ long ↳ words ↳ feedback
... CRITERIA ...	

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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.

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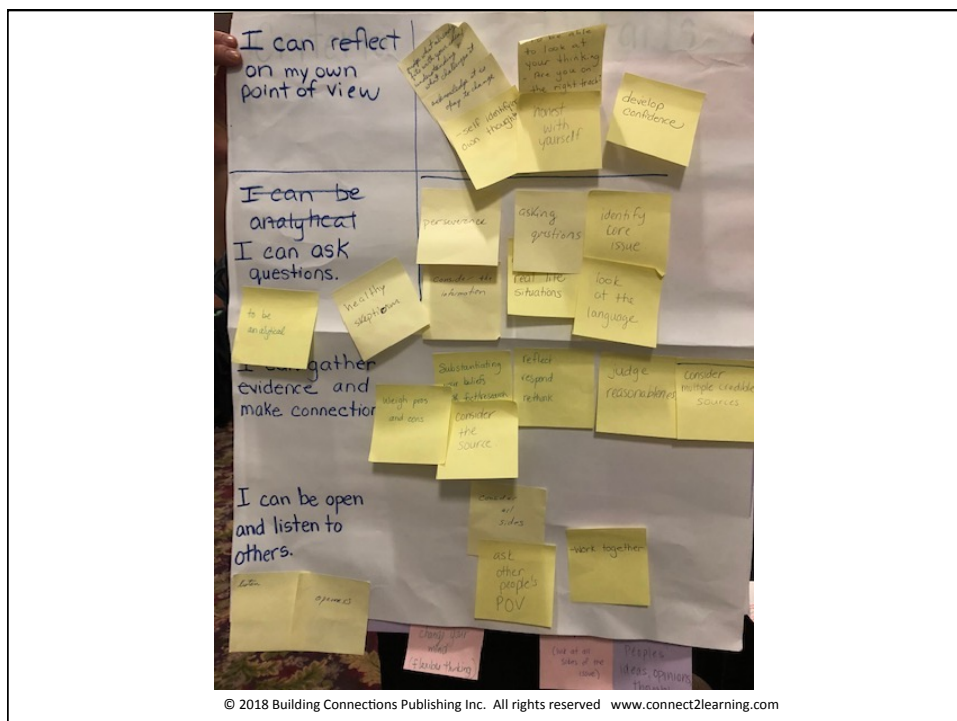
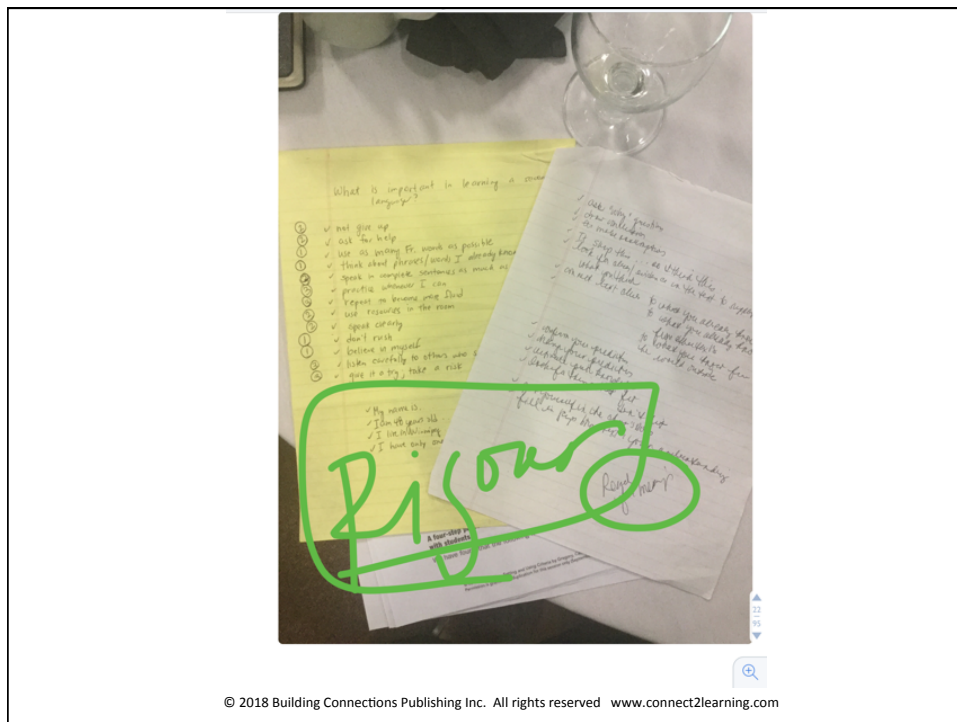


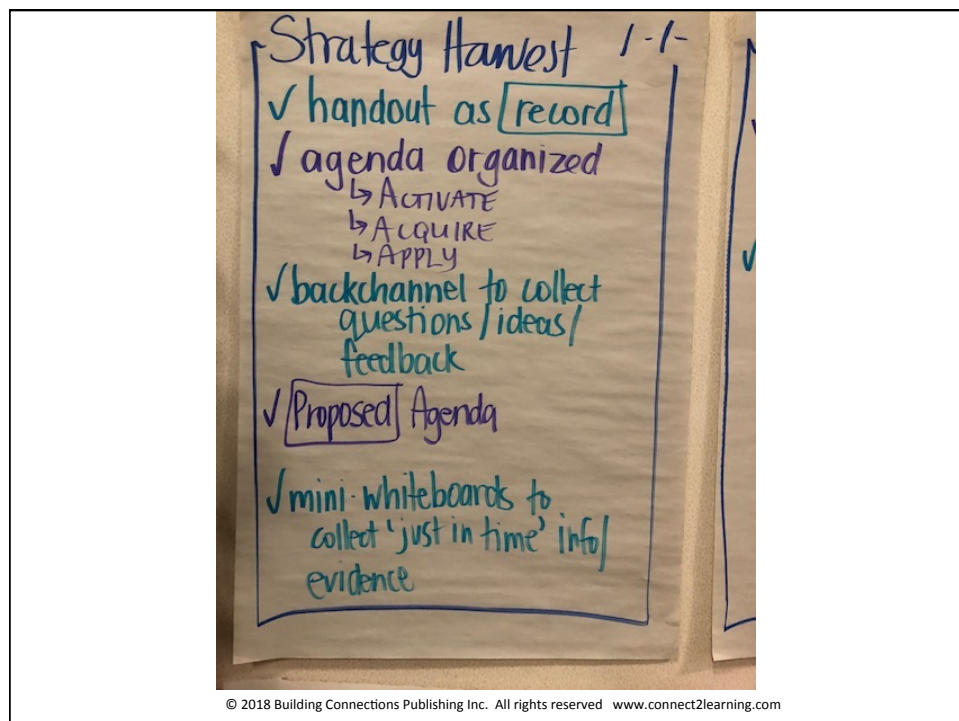
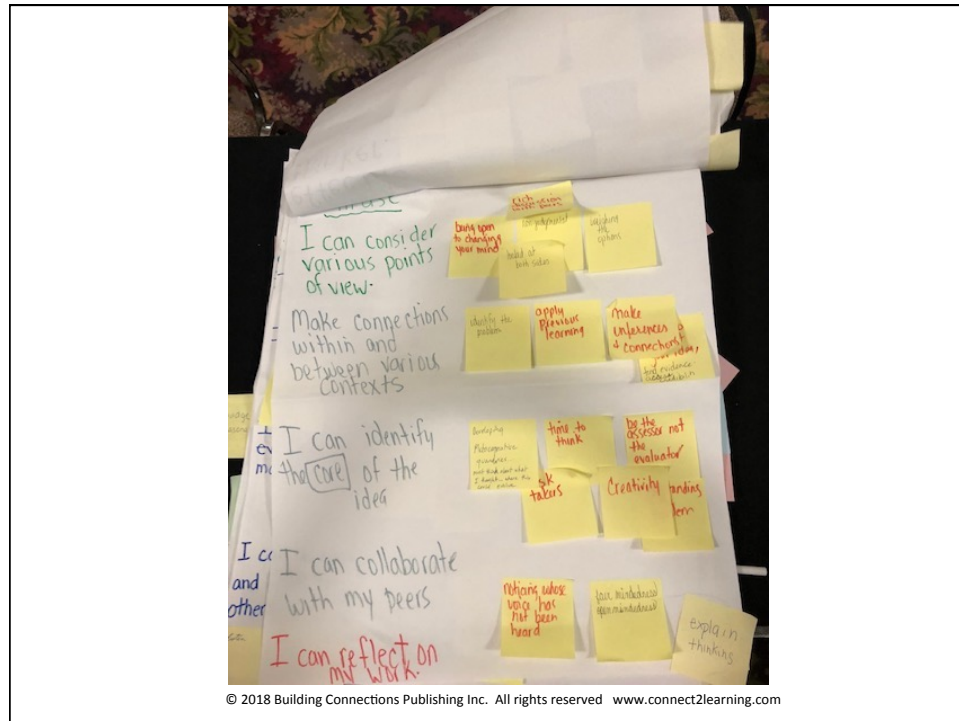
What counts  
matters  
is important  
in critical  
thinking.

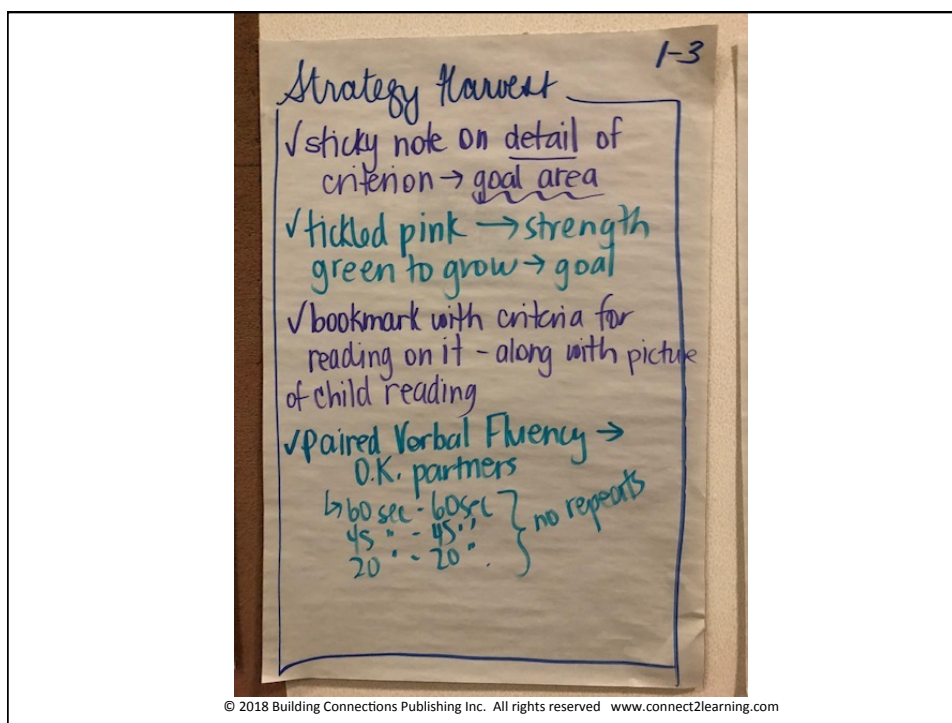
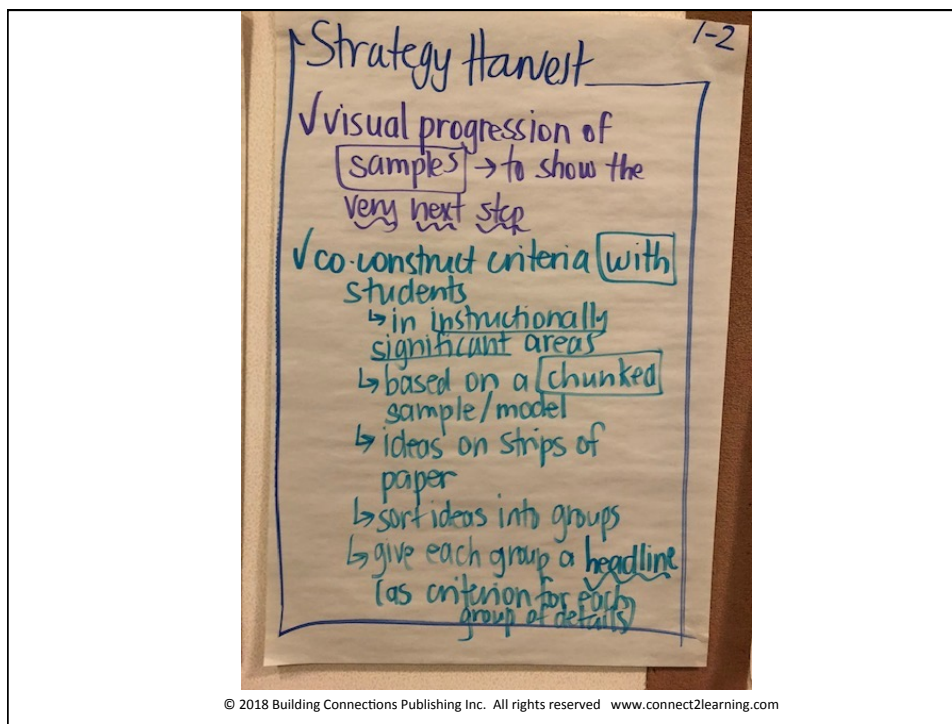
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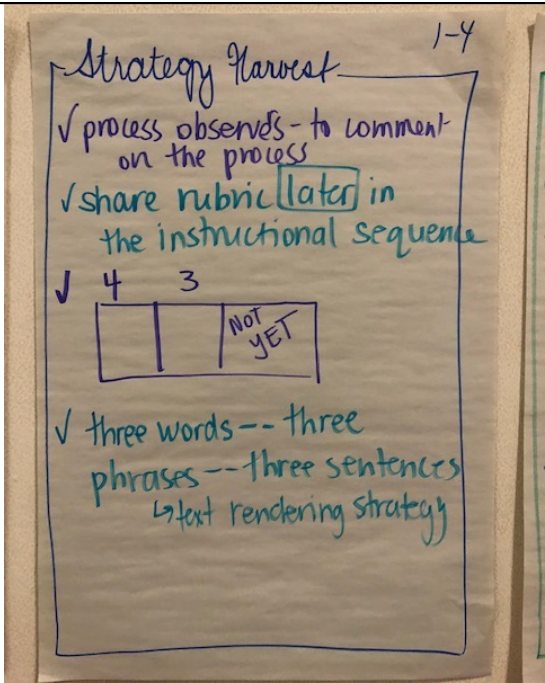


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Strategy Harvest 1-4

- ✓ process observes - to comment on the process
- ✓ share rubric later in the instructional sequence
- ✓ 4 3
- ✓ three words -- three phrases -- three sentences  
↳ text rendering strategy

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## The Thinking Symposium: *A Focus on Assessment*

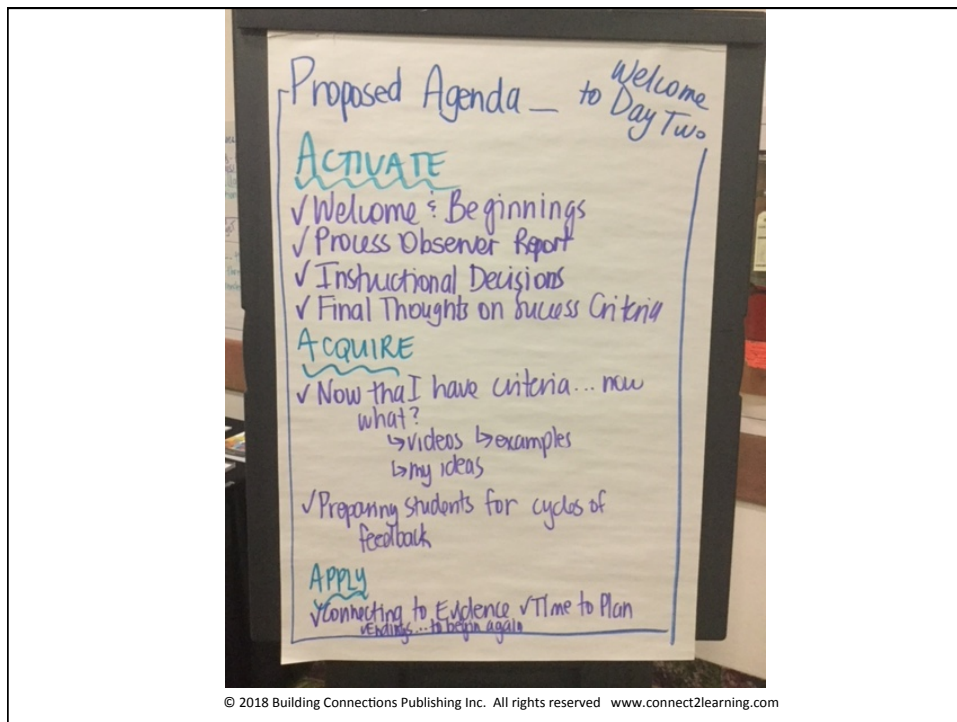
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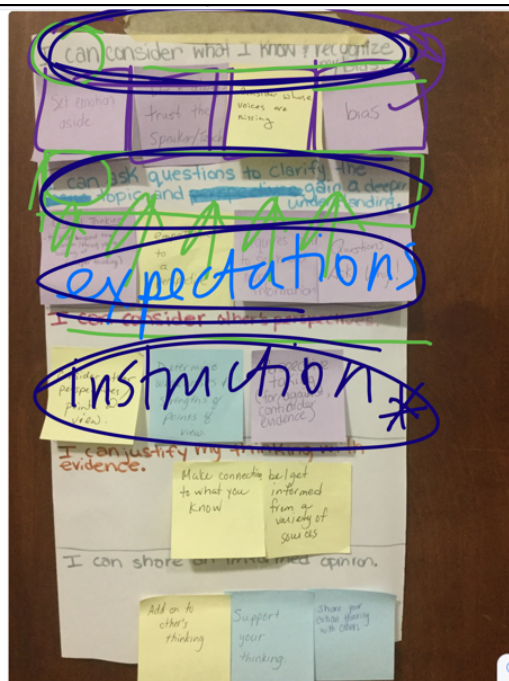
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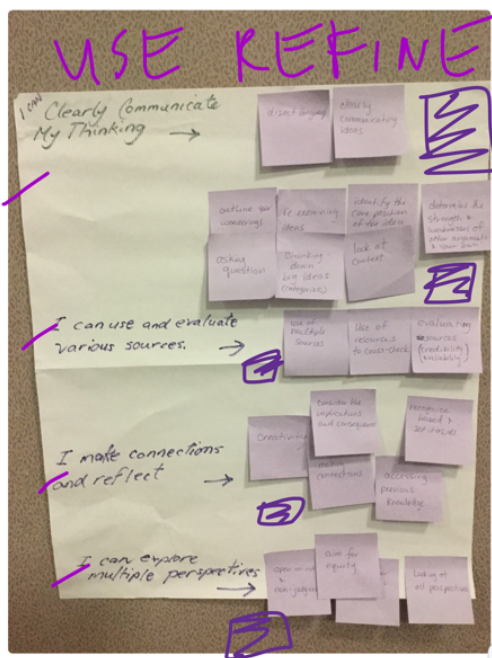


Criteria  
can be  
refined  
over  
time...  
because of  
additional  
teaching  
and  
learning



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Use the  
criteria...  
and then  
refine



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# The Thinking Symposium

*Purpose: Beginning with the End in Sight:  
Defining Quality and Proficiency through  
Samples and Success Criteria*

## Process Observer

### ✓ What Did You Notice??

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What counts, what matters, what's important during math talk?

It feels like...

positive and respectful.  
Share ideas.  
Working together.

It looks like...

Allow for 'think time'.  
Make 'eye contact' with your partner.  
Listen to your partner.

It sounds like...

- I (dis)agree with you because...
- Can you explain how...
- I wonder...
- What do you think...
- My strategy was...
- I hear you saying...

I noticed that you.

Next time you might try.

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## Co-constructing criteria with students: Instructional Decisions

I.S.?

Instructionally Significant

↳ process  
by idea



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

Criteria	Details
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 your 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?

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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CRITERIA	DETAILS
① Teamwork: I can be an effective/ contributing team member.	<ul style="list-style-type: none"> <li>• I can work with others to complete tasks.</li> <li>• I can help others when they need it.</li> <li>• I can listen to others and understand their point of view.</li> </ul>
② I can evaluate my performance.	<ul style="list-style-type: none"> <li>• I can set goals for myself and track my progress.</li> <li>• I can ask for feedback from others and use it to improve myself.</li> <li>• I can reflect on my own work and think about how to do it better next time.</li> </ul>
③ I can demonstrate safe and sanitary work practices.	<ul style="list-style-type: none"> <li>• I can follow safety rules and wear safety gear.</li> <li>• I can keep my work area clean and organized.</li> <li>• I can use tools and equipment safely.</li> </ul>
④ I can follow lab procedures.	<ul style="list-style-type: none"> <li>• I can read and understand lab instructions.</li> <li>• I can follow the steps in the lab procedure carefully.</li> <li>• I can record my data and observations accurately.</li> </ul>
⑤ I can understand and problem solve.	<ul style="list-style-type: none"> <li>• I can identify problems and think of solutions.</li> <li>• I can work with others to solve problems.</li> <li>• I can use my knowledge and skills to solve problems.</li> </ul>

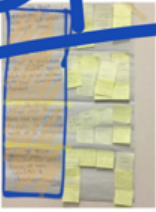
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## Co-constructing criteria with students: Instructional Decisions

I.S.

Instructionally Significant

→ product



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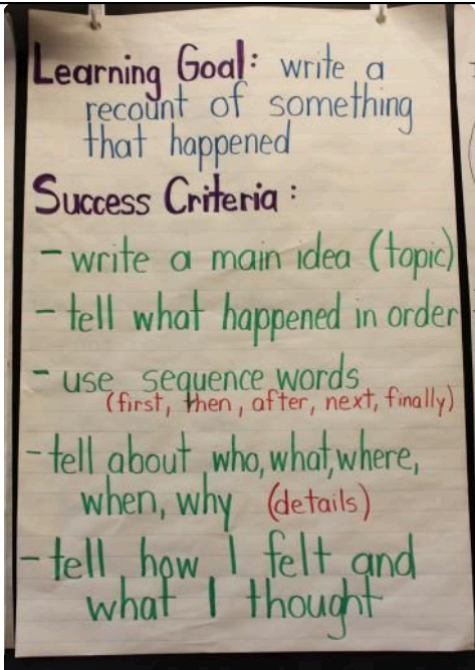
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### What counts in a science lab report?

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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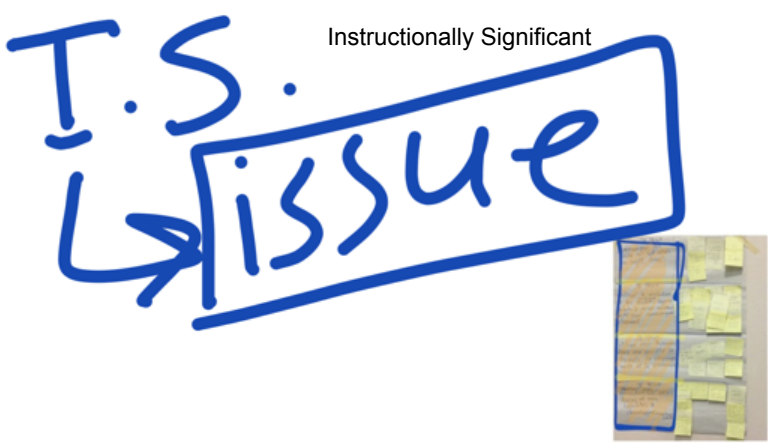
What is important about a dialectic research paper?		
The purpose of co-constructing criteria in the beginning is to help learners understand what is needed to show learning and be successful. As the learning takes place there may be additions to the criteria or to the details that help learners understand 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

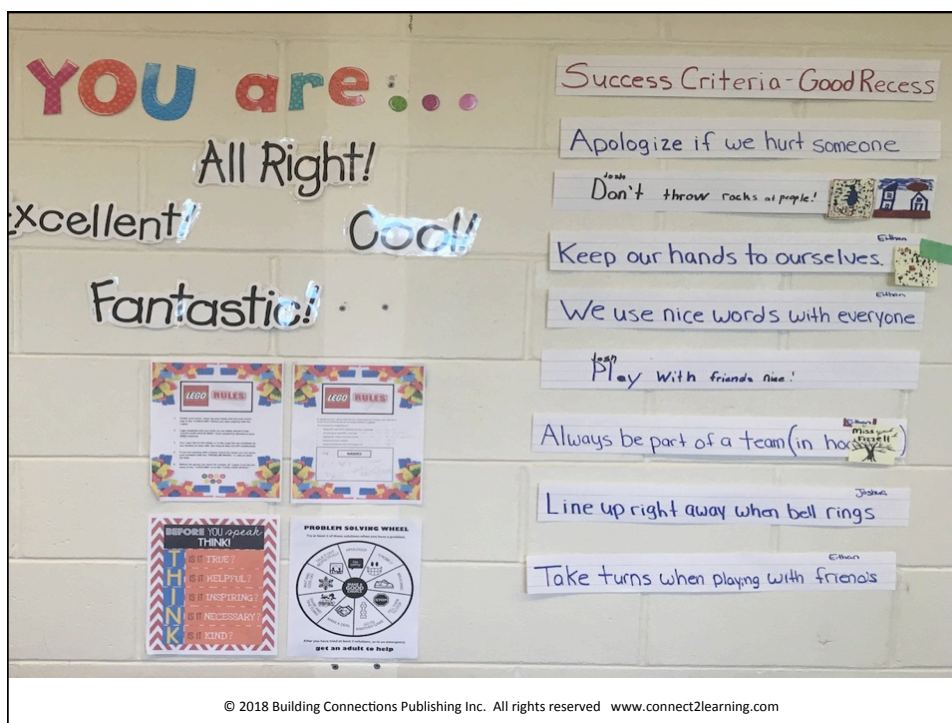
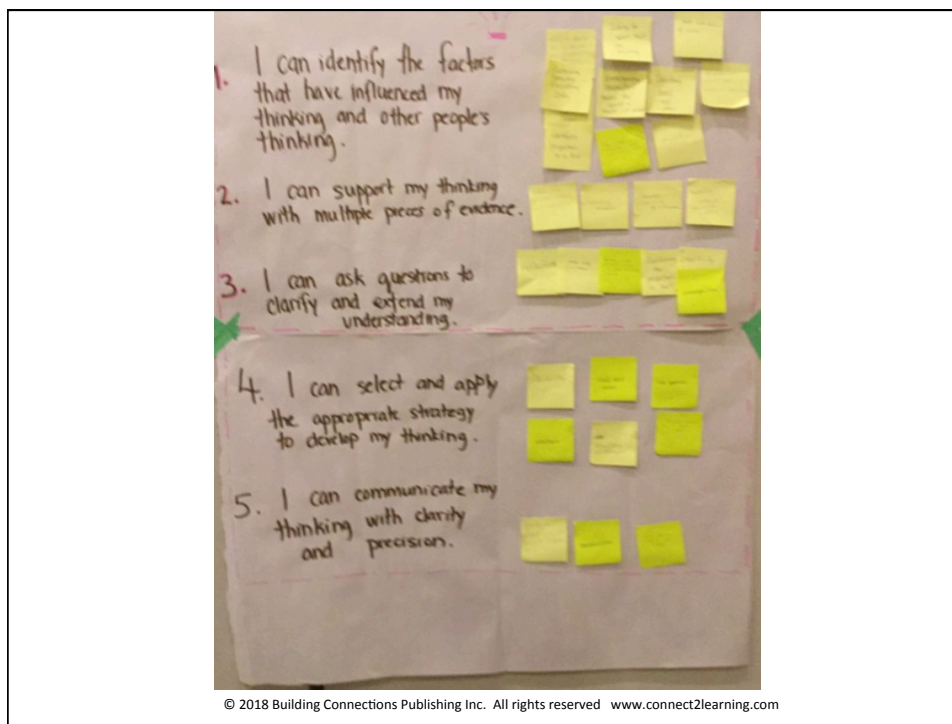


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Qu'est-ce qui est important dans une discussion?	
Les critères	Les détails
Nous échangeons des idées respectueusement	<ul style="list-style-type: none"> <li>• Utiliser la langage respectueux</li> <li>• Encourager les autres</li> <li>• Donner du temps 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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## Co-constructing criteria with students: Instructional Decisions

Rigour



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What are you going to model specifically? What will the sample need to include? What is quality?

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## 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?

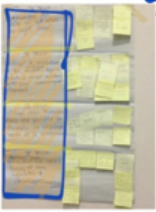
An inference is understanding that which is not explicitly stated...

- 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**

✓ Model + metas  
✓ Sample

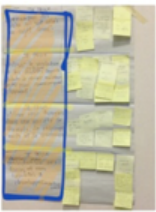


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**Co-constructing criteria with students: Instructional Decisions**

→ # chunks ?  
→ ? long

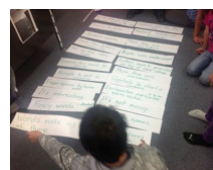
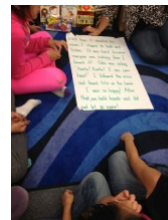
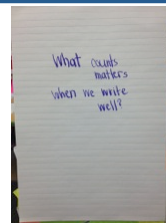


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## Summing up the process:

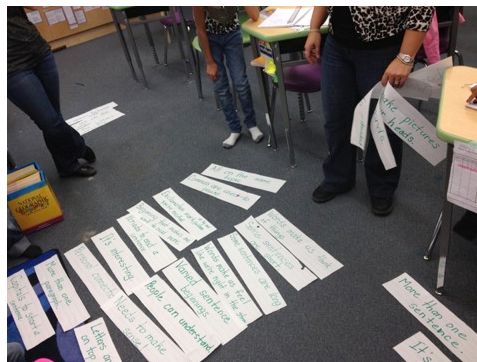
- Ask the question, “What counts in a \_\_\_\_\_?”
- Examine part of a sample and brainstorm ideas.
- Record the ideas on strips so they can be viewed by all.



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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.

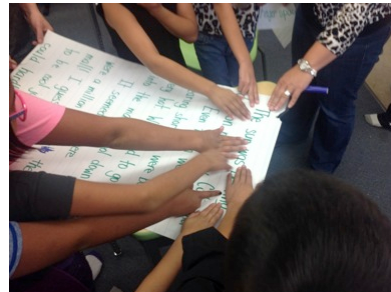


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## Using it:

Then students practice by finding proof in...

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



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What counts matters - important in a Foods lab?

**Criteria**

- Personal Hygiene is important in the Kitchen/lab
- Cleaning and Sanitation

**Details**

- wash your hands
- hair tie up
- no jewellery
- clean apron
- properly wash dishes
- Sweep floor
- wash hands
- clean as you go
- pre-heat oven
- wash hands before cooking
- clean-up spills
- use oven mitts/safety equipment
- proper knife handling
- Knives not hidden in soapy H<sub>2</sub>O

**Criteria: Proper Measurements**

- measuring techniques
- use proper measuring utensils
- use the right measurement (math skills)

**Criteria: Teamwork**

- use time wisely
- take turns
- work well with others
- don't exclude anyone
- communicate
- sharing

Be Cautious

no horseplay

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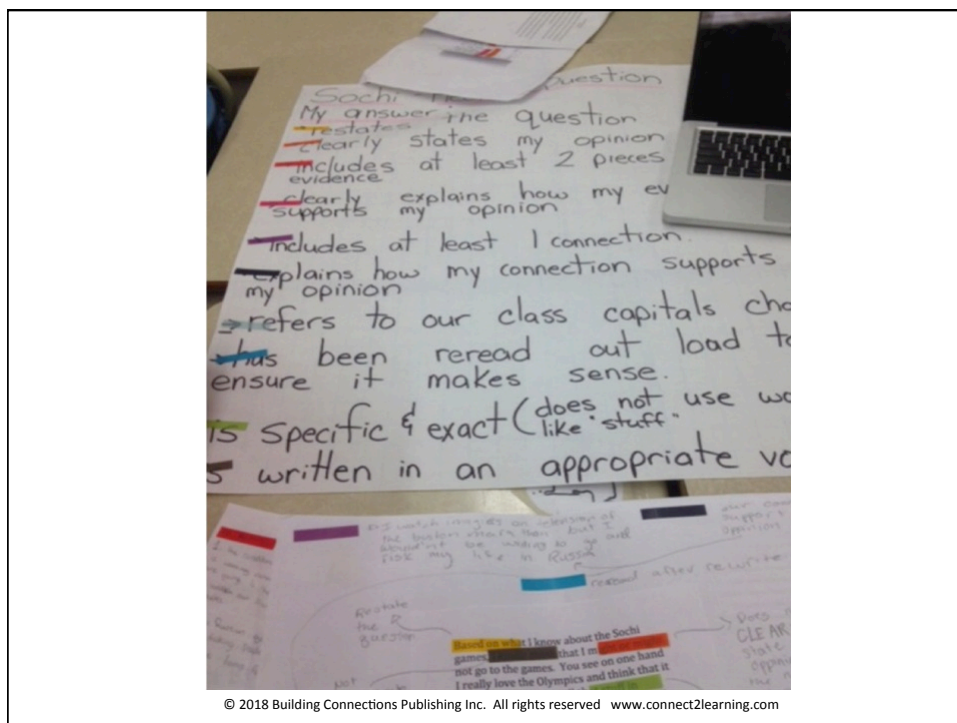
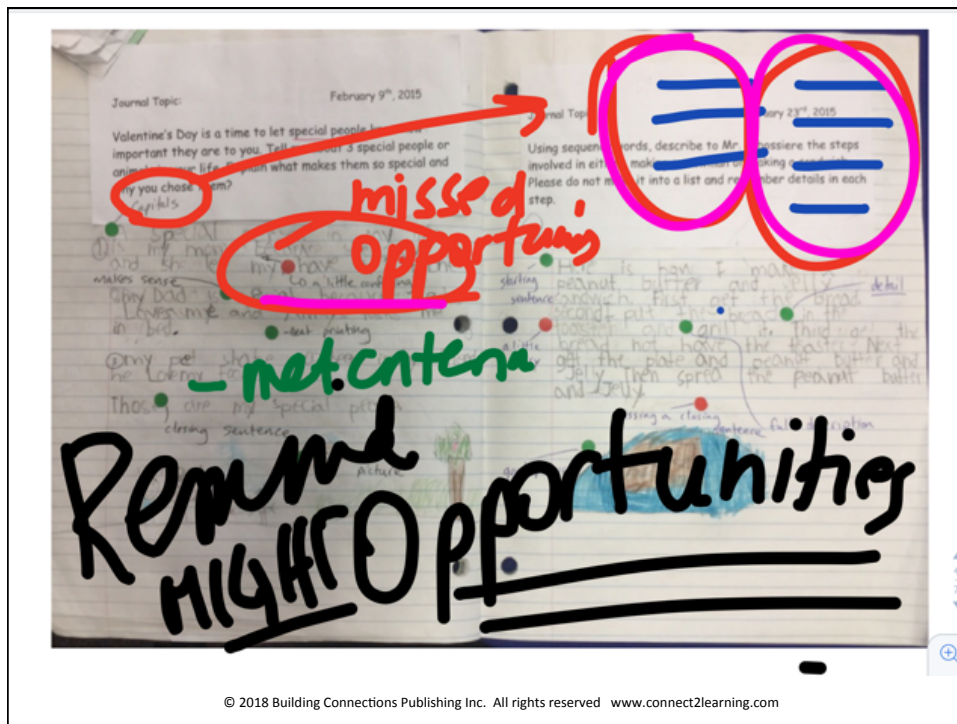
materially different chemical markers

Regarding 'second chances'

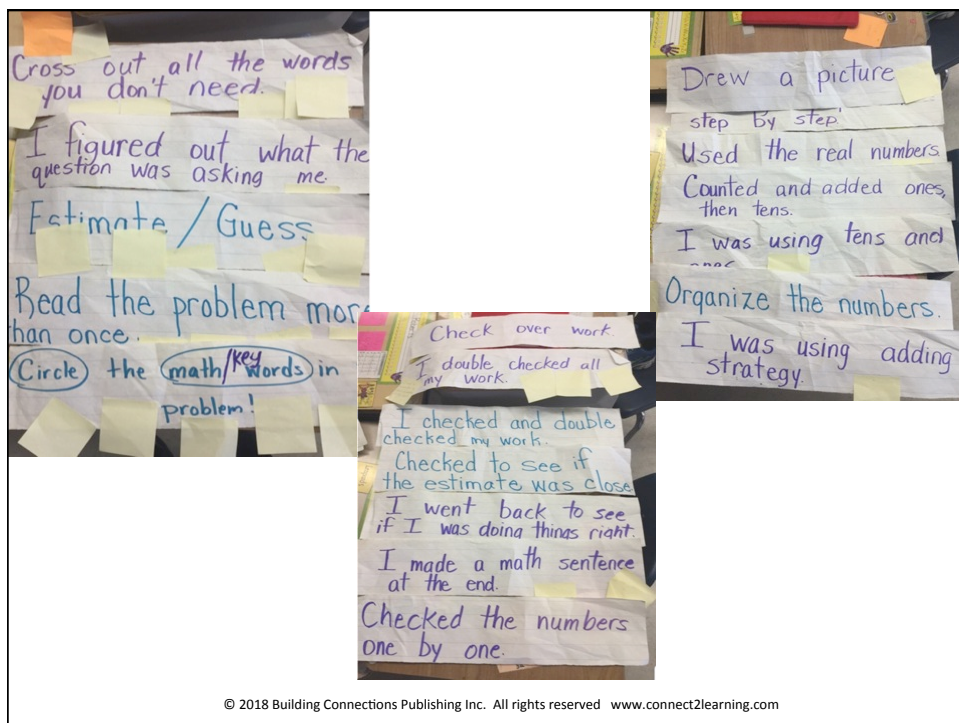
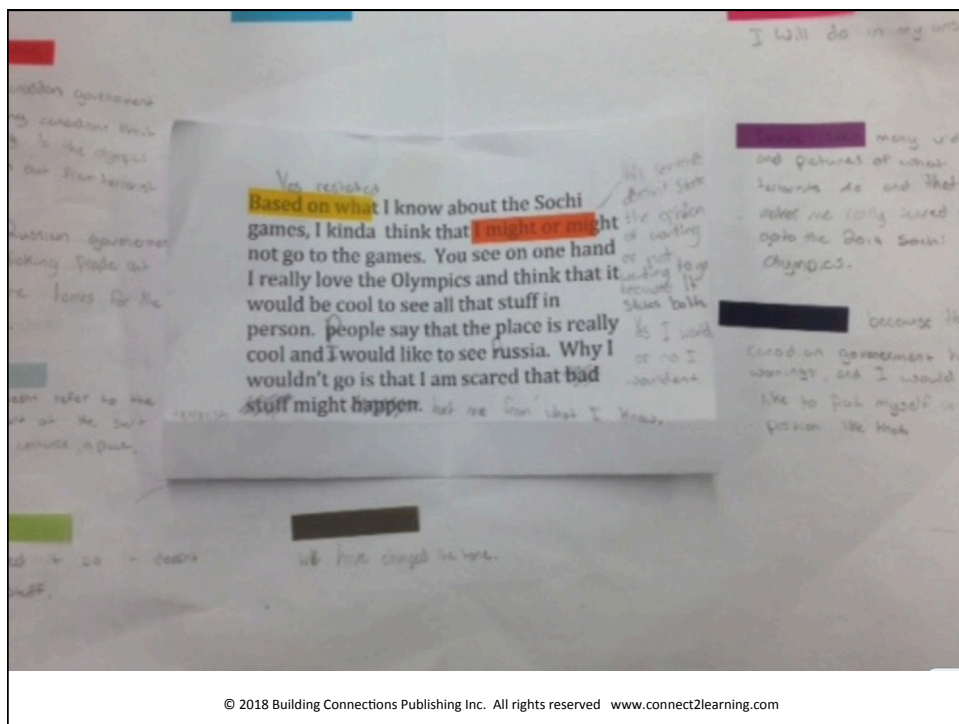
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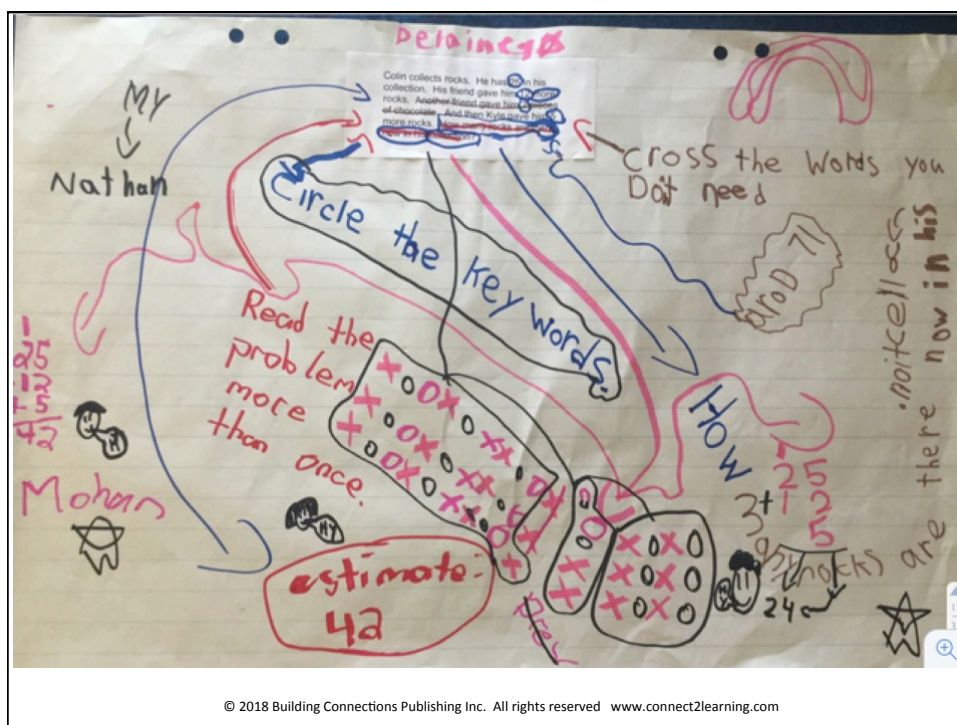
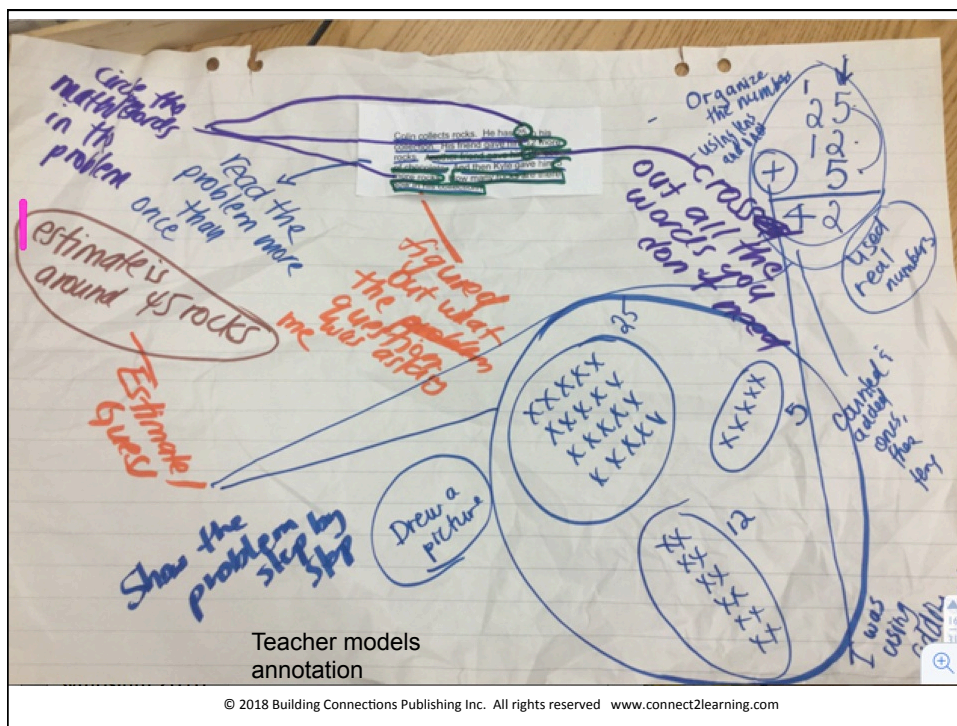
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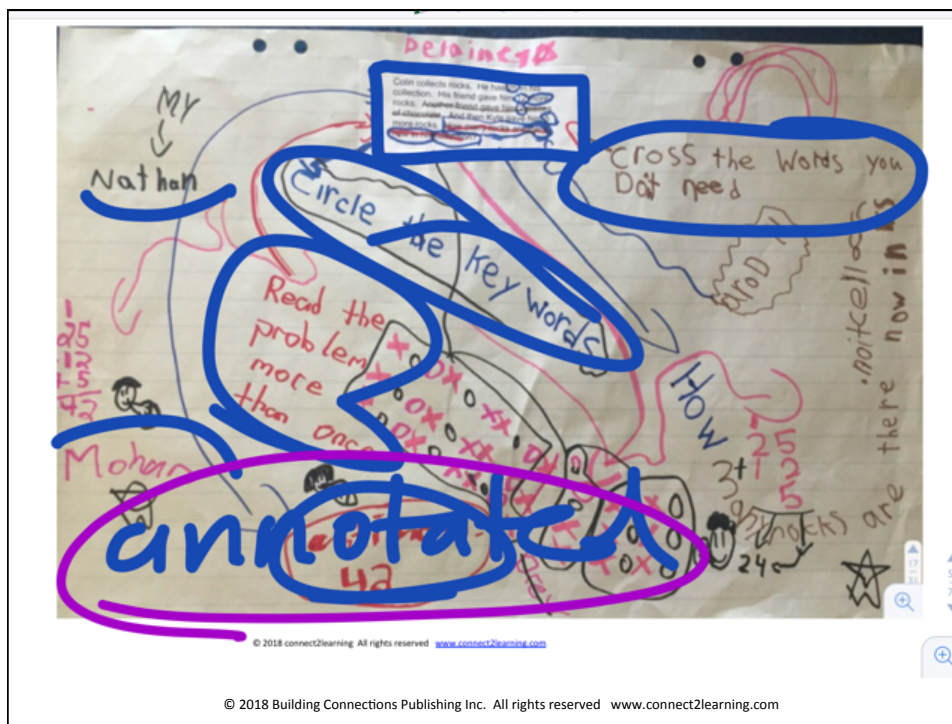












nil 15, 2015 Amber

**Criteria** Assignment: Comparison Writing:

For Comparison Writing	Met	Not yet met	I noticed...
Paragraph One: Topic Sentence introduces the two things being compared:	✓		Amber and Tiara are both young women...
Then states three similarities:	✓		- Born same year - Both are oldest sibling - Both have 2 sister and 1 brother.
Paragraph Two: states three differences:	✓		- Amber is tall, Tiara is short. - A was born in Whitehorse, Y - T was born in Regina, SK - T has glasses, A doesn't
Then ends with a Conclusion which restates what was compared:	✓		Amber and Tiara may both be girls and have similarities...
Writing uses Comparison Words and/or Transitions:	✓		- Both - Similarities - only difference?

Date(s) received: \_\_\_\_\_  
 Assessed by: ☐ teacher ☐ self ☐ partner ☐ other Name: \_\_\_\_\_  
 Question(s): \_\_\_\_\_

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The diagram is a hand-drawn illustration on a white background. It features two large, thick green vertical bars. Between these bars, there is a horizontal line. On the left side of the line, the word 'specific' is written in pink, with four pink slanted lines above it. Below 'specific', the word 'feedback' is written in pink. A pink arrow points from the 'specific feedback' side towards the right. On the right side of the line, the words 'mat. diff.' are written in blue. Below 'mat. diff.', there are blue scribbles and the words 'Pax' and 'J.' in blue. At the bottom left, there is a green oval containing four pink slanted lines. At the bottom right, there is a green vertical bar with a blue dot and a blue squiggle. On the right side of the diagram, there are small navigation icons: a triangle pointing up, the numbers 54 and 75, a triangle pointing down, and a magnifying glass icon.

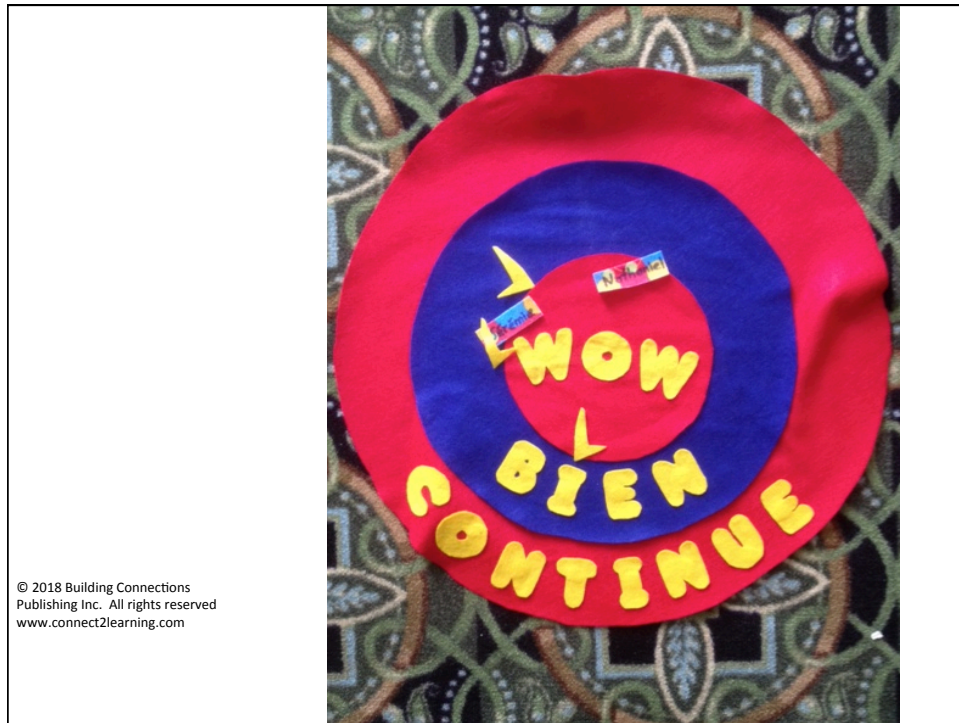
When rounds of specific and descriptive feedback have been given, those may have, in fact, been the 'second chances'.

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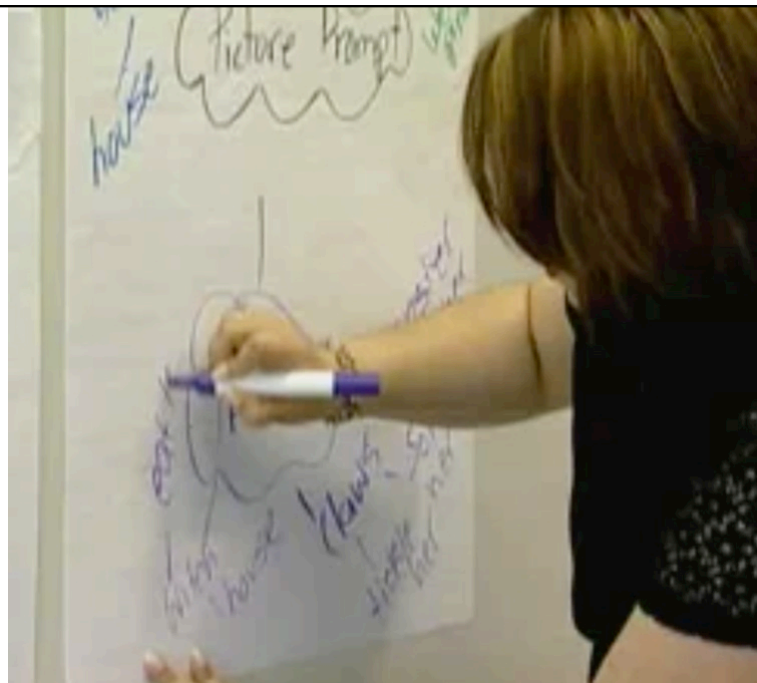
The image shows a handwritten note in blue ink. The text reads: 'Feedback is essentially about replaying to the learner what has happened, for his or her own reprocessing.' The handwriting is cursive and fluid. On the right side of the text, there are small navigation icons: a triangle pointing up, the numbers 56 and 75, a triangle pointing down, and a magnifying glass icon.

Feedback is essentially about replaying to the learner what has happened, for his or her own reprocessing.

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Criteria  
as 'to  
teach list'





How can we prove to Mrs. Sprague that our math problems match

- Read aloud and talk it out
- Simplify the problem
- Write answer in a sentence
- Use a confident strategy
- Break it down into steps
- Simplify the question

- Draw and illustrate the problem
- Delete irrelevant information
- Know what the questions is asking
- Underline key points
- Read the question twice
- Highlight important information
- Clarify the question
- Clear your mind
- Review the problem
- Use a different perspective
- Read problem multiple times
- Estimate - use mental math
- Be a risk taker - try new strategies
- Take a break
- Pause and review
- Compare estimates and answer
- Redo with a different strategy

What counts, what matters, what is important when we solve a math problem completely?

Evidence of quality

Evidence in chunk #1

Evidence in chunk #2

Evidence in chunk #3

Evidence in chunk #4

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There are 10 apartments in a building on Bowler Avenue. Each apartment pays the same share for the electricity bill. They all pay the same amount. The total of the electricity bills is \$720.32. How much does each apartment have to pay for electricity?

*estimate - guess*

\$720.32

1 2 3 4 5 6 7

8

less than \$100.00

\$720.32 -

1. 90.04  $8 \times 9 = 72$

2. 90.04

3. 90.04

4. 90.04 104

5. 90.04

6. 90.04

7. 90.04

8. 90.04

\$720.32

What counts, what matters, what is important when we solve a math problem completely?

**Evidence of quality**

**Evidence in chunk #1**

- used tool box
- math thinking strategies
- multiple strategies to try
- along with
- wrote down the question it asking
- took the question back

**Evidence in chunk #2**

**Evidence in chunk #3**

**Evidence in chunk #4**

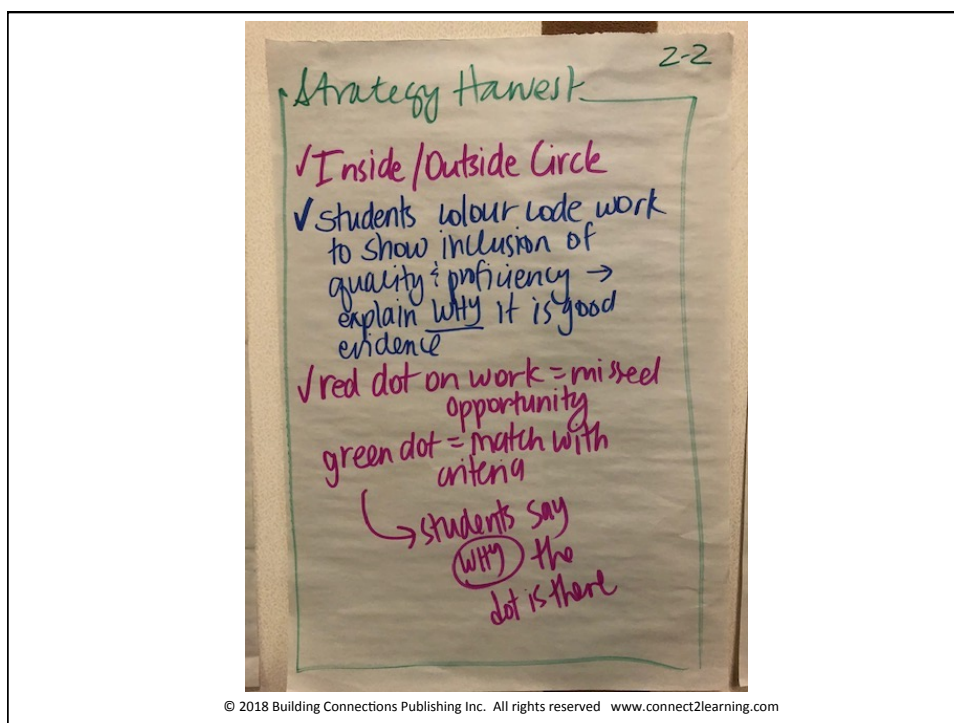
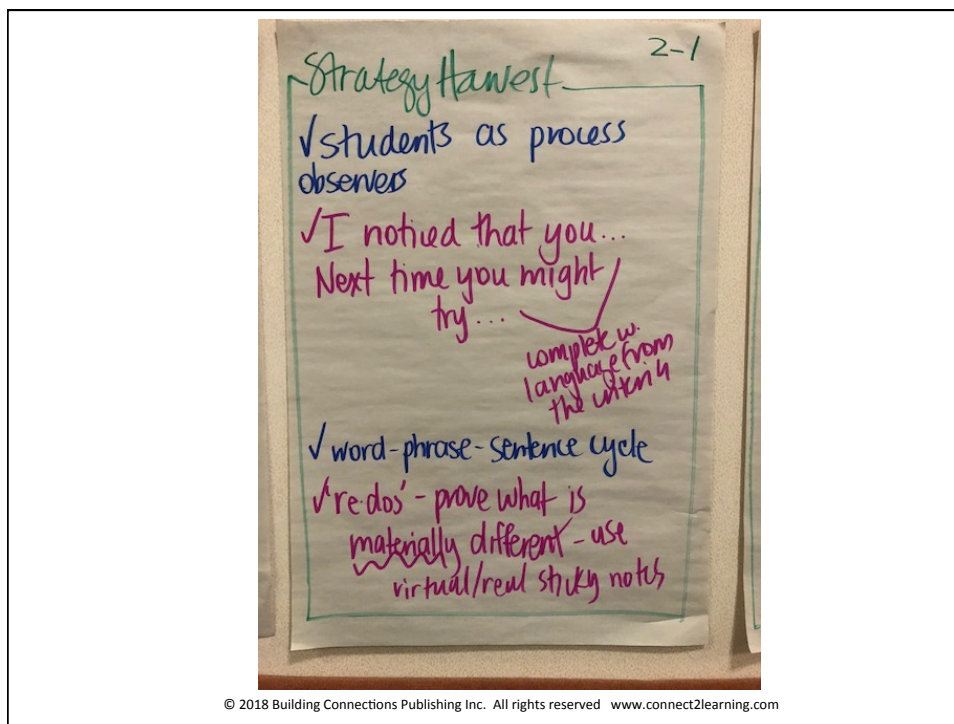
**Evidence in chunk #2**

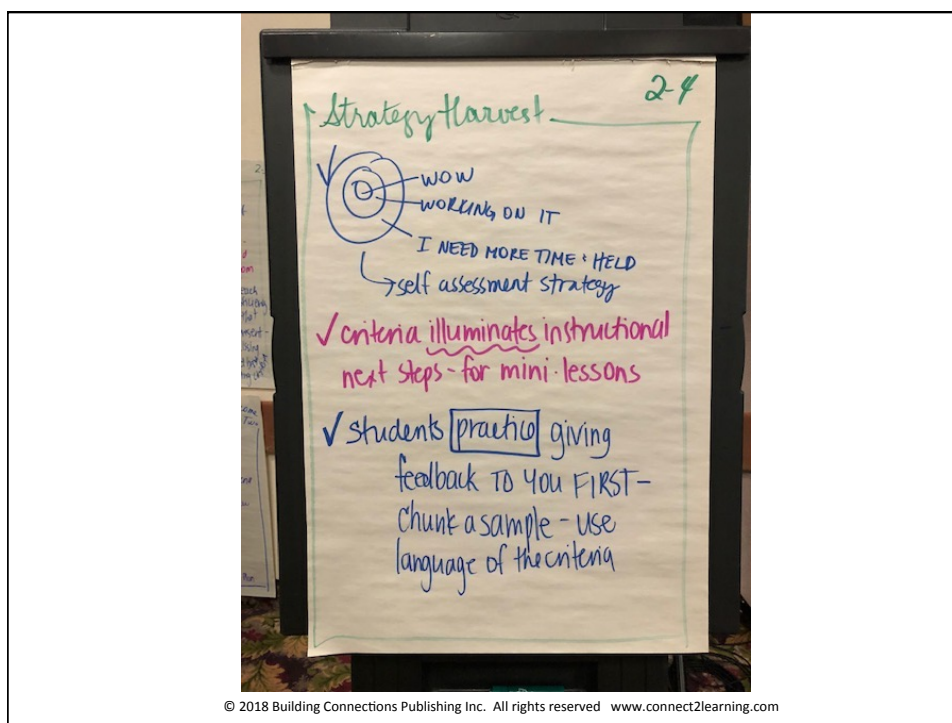
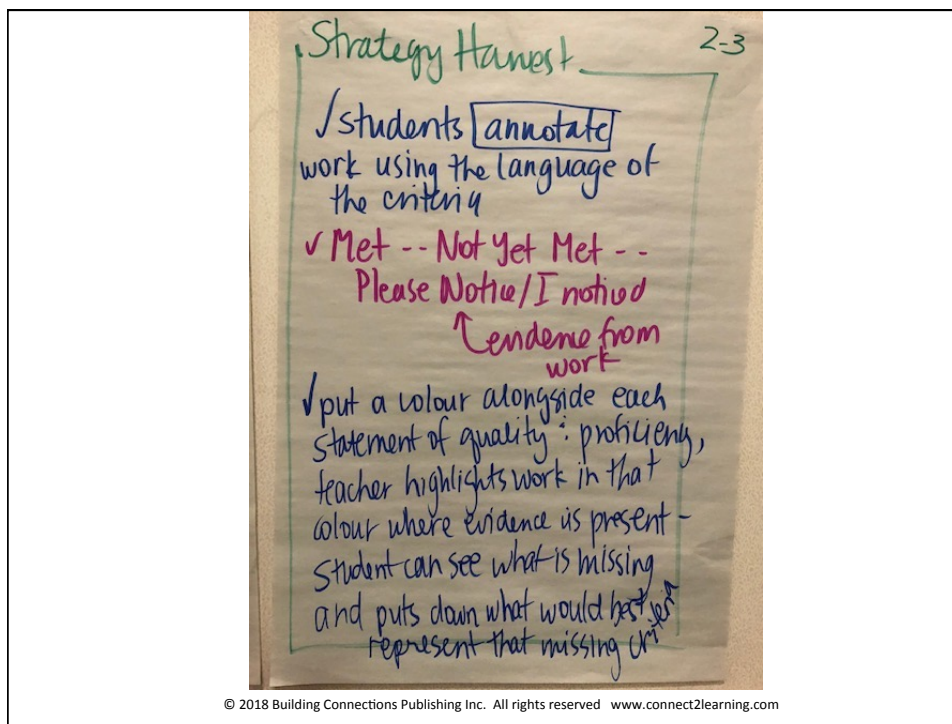
**Evidence in chunk #3**

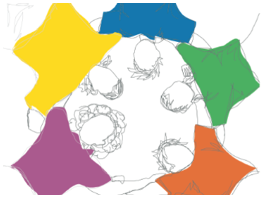
**Evidence in chunk #4**

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# Thank you!

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