Blended Learning Assessment

- Real Time Data
- Formative Assessment
- Personalized Skill Development

What Resources Are you Using?

Personally:

Curriculum Page
Books
Blogs
Network of Colleagues
Workshops
Projects
. . .

With your School Community:

Staff meetings
PAC meetings
School Growth Plans
Aboriginal Education Plans
Budget Conversations
Classroom Conversations
Student Council
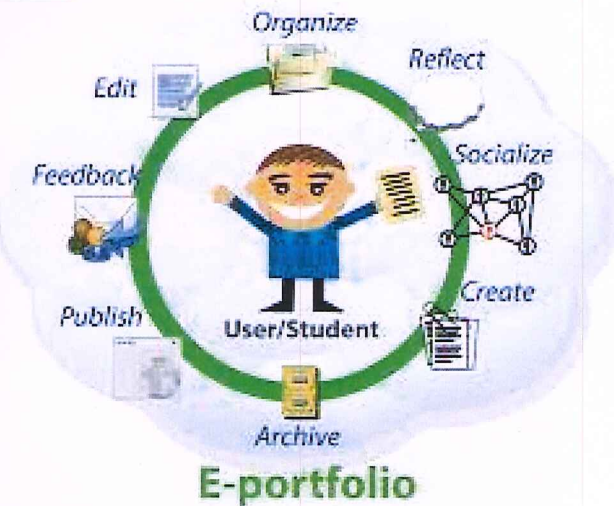Social Media
Staffing
Facilities
Assessment tools
. . .

District and Community:

Curriculum Grants
Innovative Practice Projects
Student Innovators
Budget Conversations
Non-instructional Days
Community Resources
Community Spaces
SD8Learns
-   Curriculum
-   Student Innovators
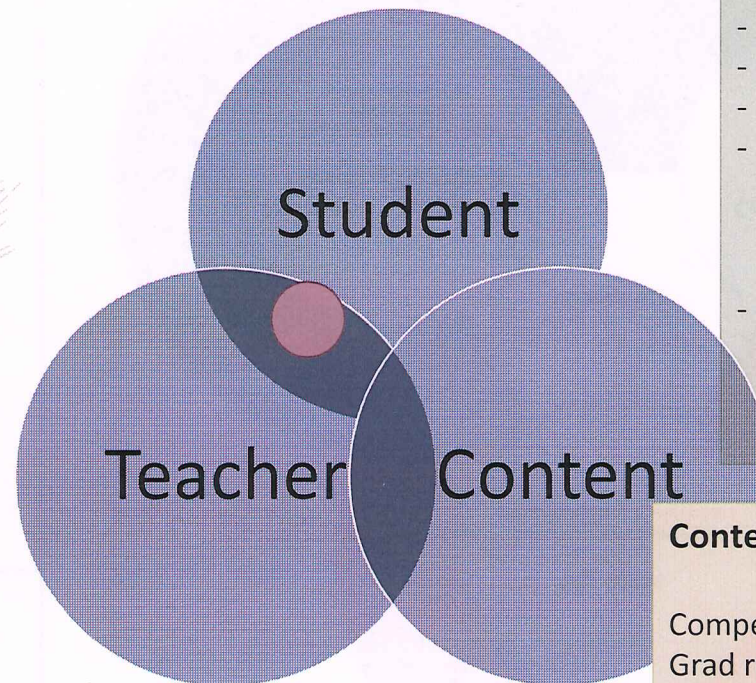-   Online Resources K-12
. . .
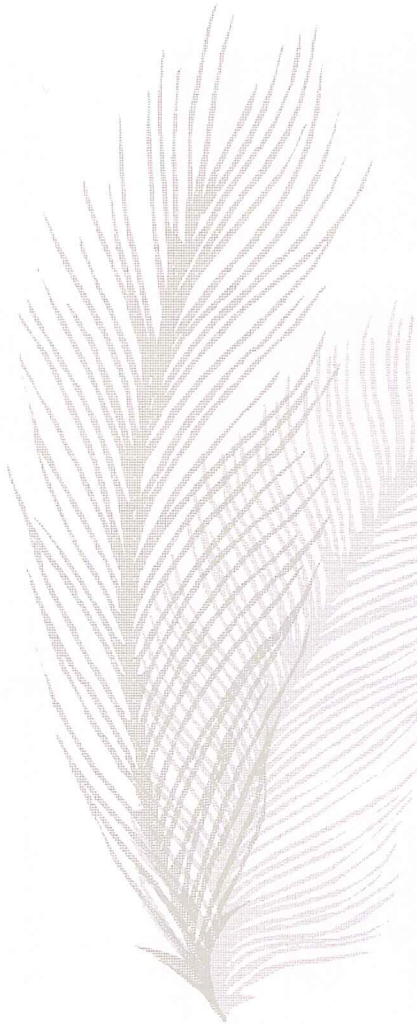
ePortfolios for/as Learning

Supporting our Teachers

- Type and Temperament
- Understanding Change
- Resources
    - *Personal*
    - *School*
    - *Community*
    - *District*
    - *Online*
- Professional Learning
    - *Shifting pedagogies*
    - *Assessment (knowing who our students are)*
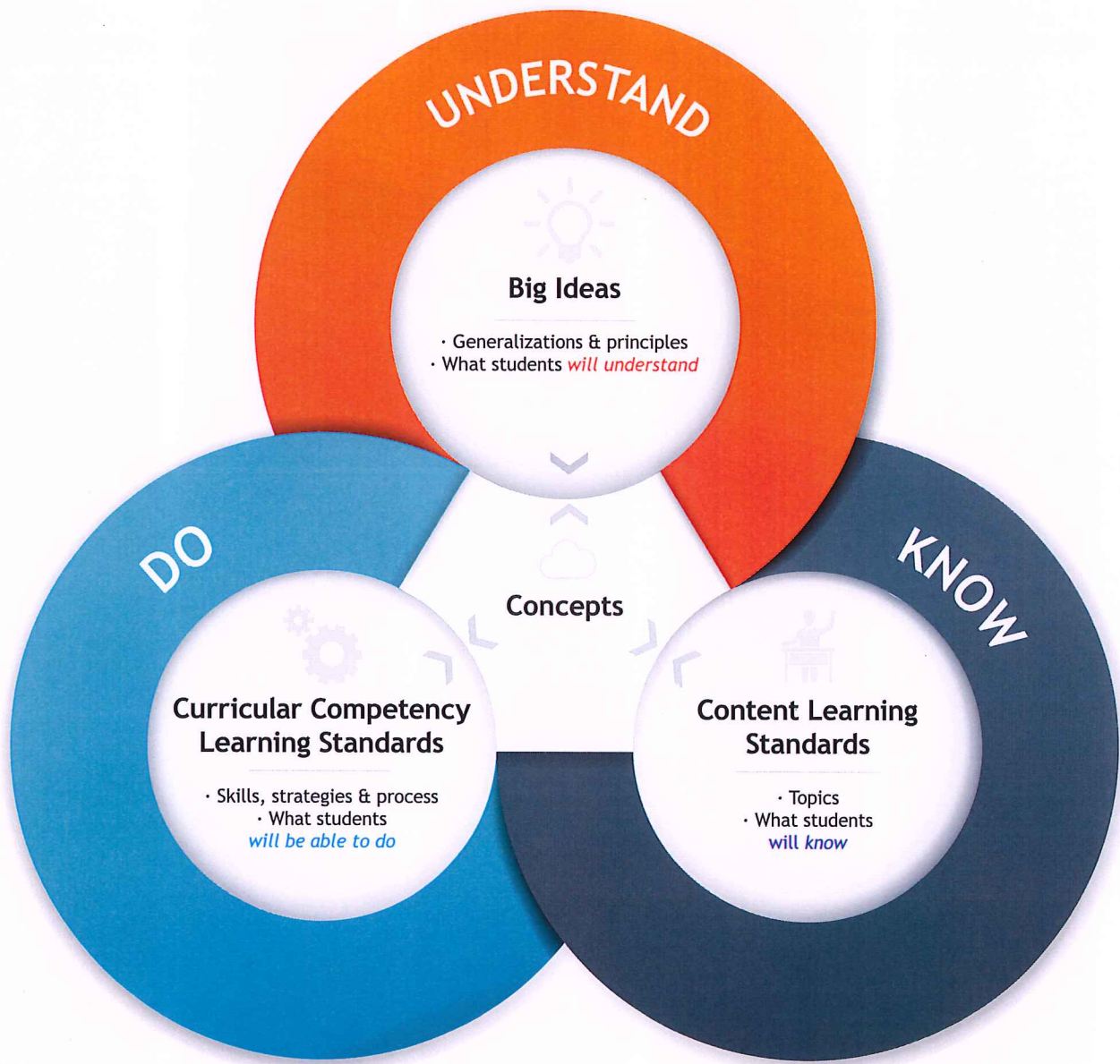   - *Understanding trends (shifting sands)*

Engaging Students in Learning

What do we know/keenly observe about each student?
- *Type and temperament*
- *Culture*
- *Economic Considerations*
- *Personalized needs*
    - *Motivation*
    - *Dreams/vision*
    - *Strengths*
- *Connection to and evidence of learning*
    - *Observation*
    - *Tools*
    - *AFL*

Content

Competency Based Curriculum
Grad requirements
Student expectations
Global Sustainability
SHIFT: What is the content capable of doing for our students? What are the possibilities?

Student

Teacher   Content

UNDERSTAND

Big Ideas

· Generalizations & principles
· What students *will understand*

DO

Curricular Competency
Learning Standards

· Skills, strategies & process
· What students
will be able to do

KNOW

Content Learning
Standards

· Topics
· What students
will know

Concepts

Title/Description of work: _____

Creator: _____

Core Competencies					
Communication: The process by which a sender transmits a thought to a receiver *Awareness:* *An openness to change my communication by being sensitive to our environment (includes other people)*	**4** I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener; I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles and responsibilities. I recount and comment on events and experiences.	**5** I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener – I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.	**6** I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.	**7** I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.	**8** I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.
Design Thinking: An intentional and informed process to create a solution to a problem (Creative and Critical Thinking) (Inquiry Learning) *Awareness:* *An openness to change my design by being sensitive to our environment (includes other people)*	**1** I get ideas when I play. I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing. **2** I can use evidence to make simple judgments. I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.	**2** I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them. **3** I can ask questions and consider options. I can use my observations, experience, and imagination to draw	**3** I can get new ideas in areas in which I have an interest and build my skills to make them work. I generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g., by doing research, talking to others, or practising), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries. I can communicate my design process. **4** I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.	**4** I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers. I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work. **5** I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.	**5** I can develop a body of creative work over time in an area of interest or passion. I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking. I can refine what I design, make, create to reflect feedback and move from a prototype to a complete product. **6** I can examine evidence from various perspectives to

	1	2	3	4	5
			conclusions and make judgments. I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.	I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.	I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.	analyze and make well-supported judgments and interpretations about complex issues. I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.
Positive Personal & Cultural Identity: How I think and act with respect to myself and others in this social, cultural, historical moment *Awareness:* *An openness to change my identity by being sensitive to our environment (includes other people)*	**1** I am aware of myself as different from others. I know my name. With some help, I can identify some of my attributes.	**2** I am aware of different aspects of myself. I can identify people, places, and things that are important to me. I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. I am able to explain what interests me.	**3** I can describe different aspects of my identity. I have pride in who I am. I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.	**4** I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual. I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).	**5** I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity. I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.
Stewardship: A commitment to act responsibly in the care of common spaces and shared	I take care of my own resources, storing and disposing of them as necessary. I maintain my place, my environment, so that when I leave, there is little trace of	I act responsibly in the care of my resources as well as toward others' belongings. I can identify shared community resources and act respectfully.	I limit consumption and the production of waste. I reuse and recycle wherever possible. I am willing to share some of my own resources without expecting immediate	I make choices that are sustainable for myself and for the environment. I volunteer my time, energy and resources toward the improvement of my home, school and community.	I consistently make choices that are sustainable for the environment, for others, and for myself. I volunteer my time, energy and resources toward the improvement of places beyond

| resources for future generations

Awareness:
An openness to change my actions by being sensitive to our environment (includes other people) | myself and others are welcome to make it their own.

I can stay out of others' work/space so they can accomplish their goals.

I can remain focused so I can complete my work. | I can identify shared community values and act respectfully.

I can recognize the needs of others as different from my own.

I am aware of others and the diversity they bring to a community including differences in culture, beliefs, and skills. | repayment.

I respect the rights of others without sacrificing my own voice.

I want to be seen as responsible in the eyes of others.

I am willing to help when called upon by others. | I organize activities for the benefit of others and the environment.

I appreciate the strength of diversity and build a network with others to enact positive change.

I seek to become more informed about social, cultural, and environmental issues so that I can make informed decisions. | my familiar locations, such as for another school or another city.

I participate and organize larger events that have a positive impact on the lives of others and the health of the planet.

I understand that I may have to become politically active in order to defend a commitment to act responsibly in the care of our planet, our world. |

Based on the continuing work at Inquiry Hub Secondary, Coquitlam School District. Profiles taken from the BC Ministry of Education Core Competencies: Communication, Creative Thinking, and Positive Personal & Cultural Identity.

Personalization vs Differentiation vs Individualization Chart

Personalization	Differentiation	Individualization
starts with the learner	starts with groups of learners	starts with the need of an individual learner
connects with interests, passions, and aspirations	adjusts to learning needs of groups of learners	accommodates learning needs of the individual
learners actively participate in the design of their learning	explicit instruction based upon the learning needs of groups of learners	explicit instruction based upon the learning needs of an individual learner
learners have a voice and choice on what they learn	teachers create or adapt instruction and choose roles for learners based on different needs of learners	teachers customize lessons and tasks for learners based on individual needs
different objectives for each learner	same objectives for groups of learners	same objectives for learners with specific objectives for individuals who receive one-on-one support
learner selects appropriate technology and resources to support their learning	technology and resources are selected to support the learning needs of groups of learner	technology and resources are selected to support the learning needs of an individual learner
learners build a network of peers, experts, teachers, and paraprofessionals to guide and support their learning	learners are reliant on the guidance of teachers to support their learning	learners are dependent on individual teachers or para-professionals to support their learning
competency-based models where the learner demonstrates mastery	based on Carnegie unit (seat time) and grade level	based on Carnegie unit (seat time) and grade level
assessment AS learning	assessment FOR learning	assessment OF learning
teachers develop capacity to create independent learners who set goals, monitor progress, and reflect on learning and summative assessments based on student mastery	assessment involves time-based testing and teachers provide feedback to advance learning	summative assessment is grade-based and involves time-based testing which confirms what learners know and don't know

Chart Explained: Barbara Bray (barbarabray.net) & Kathleen McClaskey (edtech-associates.com)   3

Forms of Assessment Aligned with New Curriculum

TRADITIONAL FOCUS	EMERGING FOCUS
Letter Grade & Percentage Focus	Ongoing Feedback & Commentary
Report Cards 3 Times Per Year	Portfolios, Ongoing Communication
Unit Tests (Summative)	Authentic Projects, Exhibitions of Learning
Teacher Marks & Grades	Student-Led, Teacher Guided Assessment
Subject Area Outcomes	Competency-Based Learning

"What supports and structures will be necessary as we continue to shift to new forms of assessment?

Shifting to New Curriculum

TRADITIONAL FOCUS	EMERGING FOCUS
IRPs	Learning Standards, Competencies, Big Ideas
Individual Subject Areas	Integrated Curriculum Opportunities
Aboriginal as Stand Alone Units	Infusion of Aboriginal Worldviews
Formal Learning Focus	Informal Learning, Community Connections
Traditional Subject Areas	Place-Conscious → Global Conscious

"What supports and structures will be necessary as we continue to shift to new curriculum?

Place-Conscious
& Global Learning

PROTOCOL FOR LOOKING AT STUDENT WORK

LENS: DEEPER LEARNING

Norms:
- Share the air (or "step up, step back")
- Hard on the content, soft on the people
- Be kind, helpful, and specific

Presenter Overview (5 min.)
The presenter shares the context for the student work and a guiding question for feedback. *Participants are silent.* Contextual information may include:
- Information about the students and/or the class
- Assignment or prompt that generated the student work
- Student learning goals or standards that inform the work
- Samples of student work with student names removed
- Evaluation format, scoring rubric and/or assessment criteria, etc.

There may be two guiding questions for feedback:
- "Where in this work do we see evidence of Deeper Learning?" (see Mehta & Fine's Instructional Triangle document attached here)
- An additional presenter's question: this might be a question related to a particular element of Deeper Learning, or a question that the presenter would like help thinking through (e.g. "How might I respond to this work?" or "What might be some next steps for this student or this group?")

The facilitator writes the guiding questions on the whiteboard.

Examination of Student Work Samples (15 min.)
Participants look closely at the work, asking themselves "What strikes me about this work? What questions does it raise for me? What does the work communicate about…?" Participants take notes on where the work seems to be in tune with the stated goals, and where there might be a disconnect, focusing particularly on the guiding question(s). *Presenter is silent; participants do this work silently.*
- Keep in mind, it's NOT about the presenting teacher; it's NOT about the presenting teacher's students. Look at the work as if it is a photograph in a museum: we may know a bit about the photographer, but it is the work itself that speaks to us.

Clarifying Questions* (5 min.)
Participants ask "clarifying" questions of the presenter. Clarifying questions have brief, factual answers and are intended to *help the person asking the question* better understand the context of the student work. An example of a clarifying question is "How were the groups chosen for this activity?" *The presenter responds to the group's questions, but there is no discussion by the larger group of the presenter's responses.*

Probing Questions* (5 min.)
Participants ask "probing" questions of the presenter. Probing questions *help the presenter* expand his/her thinking about the issue. Probing questions should not be "advice in disguise" such as "Have you considered…?" Examples of probing questions are "How did each student demonstrate their understanding through the final product?", "What evidence did/will you gather to determine the extent to which the goals of your project were met?" or "How did you decide to…" *The facilitator should be sure to limit the questions to those that are "probing," judging which questions more properly belong in the feedback section.*

Pause to Reflect on Warm and Cool Feedback (2 min.)
Participants take a couple of minutes to reflect on what they would like to contribute to the feedback session. *Presenter is silent; participants do this work silently.*

Discussion (10 min.)
Participants discuss the student work and attempt to provide insight on the presenter's guiding question(s). It is helpful to begin with warm feedback, such as how the work presented seems to meet the desired goals. For example, "What strikes me about this work is…" Cool feedback includes a more critical analysis of the work, using the question posed by the presenter to frame the discussion and identify possible disconnects or issues. For example, "What do we not see in the student work?" or "I wonder what would happen if…." Often participants offer ideas or suggestions for strengthening the work presented. *During this time, the presenter physically removes him/herself from the group, is silent, and takes notes. Participants should direct their comments to each other, not the presenter. The facilitator may need to remind participants of the presenter's guiding question.*

Reflection (5 min.)
The presenter responds to the discussion however he or she chooses. It is not necessary to respond point by point to what others said. The presenter may share what struck him or her and what next steps might be taken as a result of the ideas generated by the discussion. *Participants are silent.*

Debrief (5 min.)
The facilitator leads a conversation about the group's experience of the process. Questions posed to the group might include: Did we stick to the question? When was a moment when the conversation made a turn for the better? Was there any point where we went off track? Did our probing questions push the thinking of the presenter? Resist the urge to turn the debrief back to a discussion of the work itself.

Closing the Loop (5 min.)
Participants write in their journals about what they have learned from participating in this protocol and how it could inform their own practice. If time allows, participants share one of their take-a-ways with a partner or everyone in the group shares out one take-a-way.

*During both the of these sections, it may be helpful to take 2 minutes and have participants turn to a partner to either generate probing questions or discuss their response to the question that was framed by the presenter.

Tips for facilitation:

Work with the presenter to frame a good question beforehand ~ meet beforehand to discuss the work and wordsmith a question that is open-ended and not easily solved. Write the question on the whiteboard so that it is visible during the entire conversation.

Stick to the time for each section ~ if you need help with keeping time, ask someone to volunteer to help you and/or use a timer.

Don't be afraid to keep the group focused on the protocol ~ if a probing question is asked during clarifying questions, gently ask the participant to write it down and wait until you have moved on to that point in the conversation.

Redirect the conversation when necessary (without unnecessarily monopolizing airtime) ~ if the discussion jumps to cool feedback before warm feedback is shared, make sure to take time to celebrate the work first.

Resist the urge to skip the debrief ~ the debrief is a crucial way to deconstruct the conversation and improve the quality of our dialogue w/colleagues over time.

BE COURAGEOUS & CONFIDENT ~ strong facilitation is the key to having successful dialogue about our work and is appreciated by everyone in the group. If it helps to literally read each step to the group, by all means do so.

Makerspace Learning