

15th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

www.hbconf.com.au

MYRON DUECK

FRIDAY 18 MAY

Session 1

**Empowerment and Engagement:
Unlocking the Learning Vault**

MELBOURNE

MYRON DUECK

Myron Dueck is a vice-principal, teacher and author in SD 67 in British Columbia, Canada. He has previously taught in Manitoba and the South Island of New Zealand. Over the past 17 years of teaching, Myron has experience in a variety of subjects ranging from grades 4 to 12. Myron Dueck has spent the last 17 years in education. His teaching experiences range from grades 4 through 12 in three different jurisdictions – Manitoba, British Columbia and the South Island of New Zealand. The vast majority of Myron's teaching and administrative experience is in the public schooling system, but his resume does include four years in an independent school in BC.



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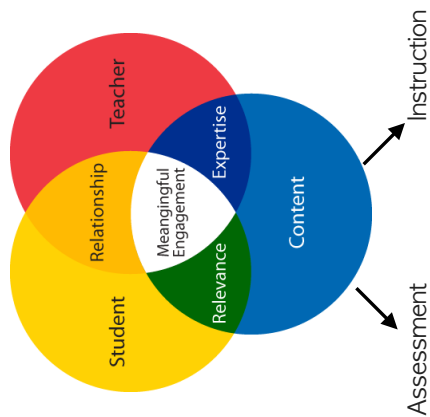
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Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Website: www.hbe.com.au
Email: orders@hbe.com.au

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Empowerment and Engagement: Unlocking the learning vault.



Assessments
DISENGAGING ENGAGING



Student voice and choice are vital in developing an innovative classroom (Coursos, 2016). The same is true for increasing engagement. Our choices around building relationships and making curriculum relevant for students will allow us to optimize our expertise in building engaging learning spaces.

Project
Planning Form

I Know I'm
Close Multiple
Choice

Assessing
By Target

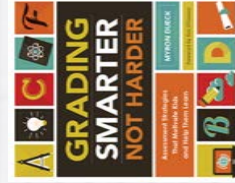
clear
targets
2 versions of
unit test
students track
outcomes

RSA Animate
Projects

Oral Response
Template

Friday, May 18, 2018

HBE Conference - Melbourne



myrondueck@gmail.com

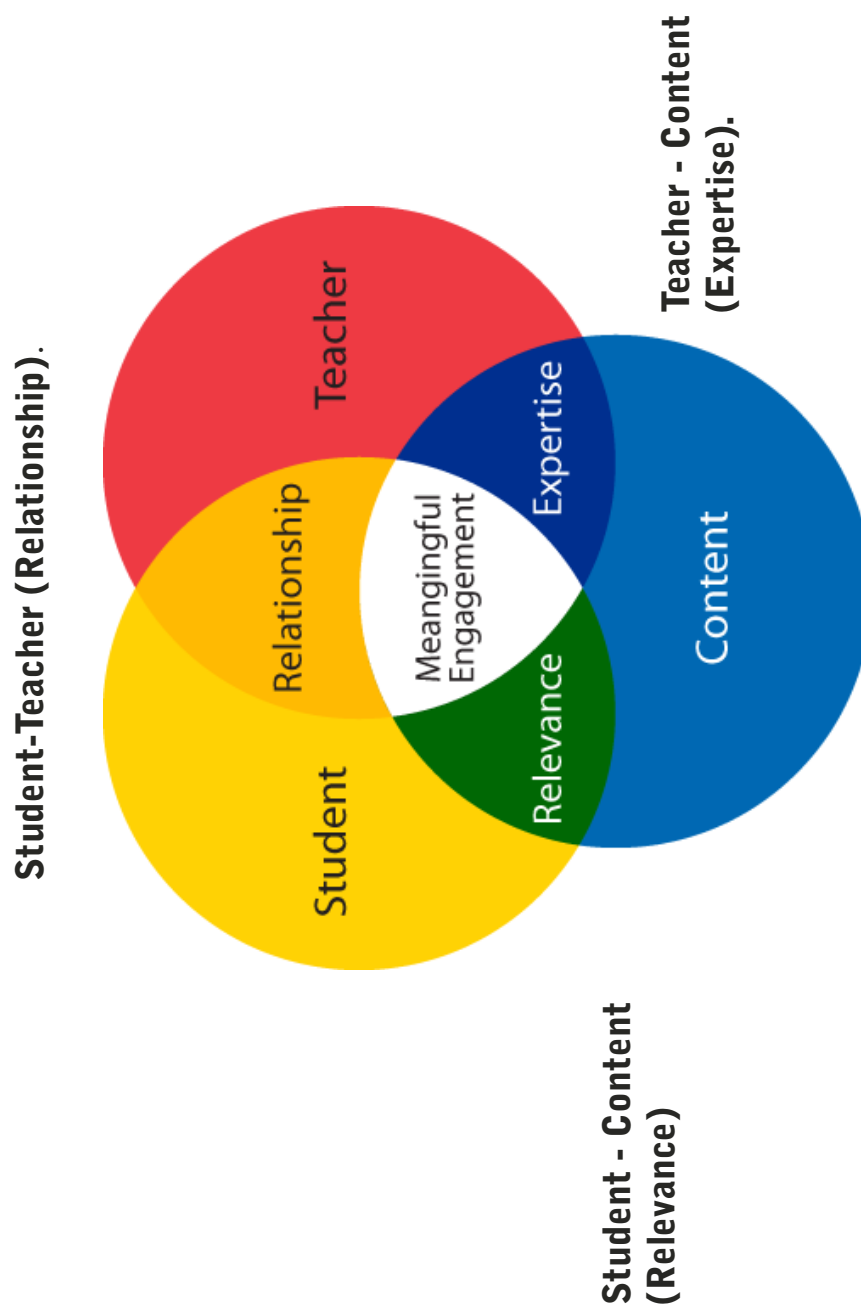
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Students who are **engaged** show sustained behavioral involvement in learning activities accompanied by a positive emotional tone.

Engaged students...

- ...select tasks at the border of their competencies,
- ...initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks.
- ...show positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

Skinner, E.A., & Belmont, M.J. (1993). "Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year." *Journal of Educational Psychology*, 85(4). p. 572.

Classroom Interaction Model of Student Engagement

© 2014 Student Engagement Trust

Assessments

DISENGAGING

recap without revisit

completion grading

grades without feedback

‘Trivial Pursuit’ questions

punitive grading

ALL right or ALL wrong

ENGAGING



History 12 WWII Unit Major Project Planning Sheet

Name: _____ Date: _____

Focus: _____ Delivery method: _____

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
Learning Outcome	Medium/Method	Details and/or elements covered
<input type="checkbox"/> Compare the nature of democratic and totalitarian states & their impact on individuals.		
<input type="checkbox"/> Explain the rise to power of Hitler and National Socialism with reference to: <ul style="list-style-type: none"> <input type="checkbox"/> Conditions that generated support for Nazism <input type="checkbox"/> Hitler's actions and policies 		
<input type="checkbox"/> Identify the causes of the outbreak of World War II in Europe and the Pacific.		
<input type="checkbox"/> Explain the significance of key military events in World War II, including: <ul style="list-style-type: none"> <input type="checkbox"/> BATTLE OF BRITAIN <input type="checkbox"/> attack on PEARL HARBOUR <input type="checkbox"/> EL ALAMEIN <input type="checkbox"/> BATTLE OF MIDWAY <input type="checkbox"/> BATTLE OF STALINGRAD <input type="checkbox"/> NORMANDY LANDINGS <input type="checkbox"/> bombing of HIROSHIMA 		
<input type="checkbox"/> Explain how World War II resulted in a realignment of world power.		
<input type="checkbox"/> Describe the impact of "total war."		
<input type="checkbox"/> Describe the significance of technology developed prior to and during World War II.		
<input type="checkbox"/> Assess the impact of mass communications on political and military events prior to and during World War II.		
<input type="checkbox"/> Evaluate the historical significance of the HOLOCAUST.		

Unit: _____ **Major Project Planning Sheet**

Student: _____ **Date:** _____

Focus: _____ **Delivery method:** _____

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
Learning Outcome	Medium/Method	Details and/or elements covered
Standard:		
<input type="checkbox"/> Determine...		
<input type="checkbox"/> Understand...		
<input type="checkbox"/> Recognize...		
<input type="checkbox"/> Analyze...		
<input type="checkbox"/> Compare...		
<input type="checkbox"/> Contrast...		

Teacher initials to approve plan: _____

Unit: Literary text CCSS English 11 Major Project Planning

Student: _____ Date: _____

Focus: _____ Delivery method: _____

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
Learning Outcome	Medium/Method	Details and/or elements covered
Standard 2: Students will comprehend, respond to, and analyze a wide variety of literary texts		
<input type="checkbox"/> Determine the implicit and explicit assumptions and beliefs in a text		
<input type="checkbox"/> Understand and identify literary devices (i.e. satire, tone, imagery)		
<input type="checkbox"/> Recognize literary movements, genres and sub-genre		
<input type="checkbox"/> Analyze gender and cultural expectations and their effects on thematic and stylistic qualities of literature produced by men and women in different times and different cultures.		
<input type="checkbox"/> Understand the basic appeals to reason, emotion, and ethics.		

Teacher initials to approve plan: _____

Science 4 Major Project Planning Sheet**Unit: Life Science: Ecosystems**

Student: _____

Date: _____

Focus: _____

Delivery method: _____

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
Learning Outcome	Medium/Method	Details and/or elements covered
<input type="checkbox"/> Give examples of changes in an organism's environment that are beneficial to it and some that are harmful.		
<input type="checkbox"/> Explain how animals meet their needs by using behaviors in response to information received from the environment.		
<input type="checkbox"/> Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting native species to prevent flooding and erosion).		
<input type="checkbox"/> Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.		

Teacher initials to approve plan: _____

Compelling question: Compelling questions address problems and issues found in and across the academic disciplines that make up social studies.

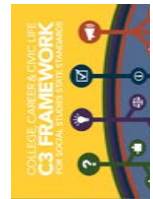
What is 'Peace' and is it achievable?

Was the American Revolution revolutionary?

Supporting question: Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question.

What were the themes and specific intentions of Woodrow Wilson's 14 Points?

What were the regulations imposed on the colonists under the Townsend Acts?



Unit: Literary text CCSS English 11 Major Project Planning

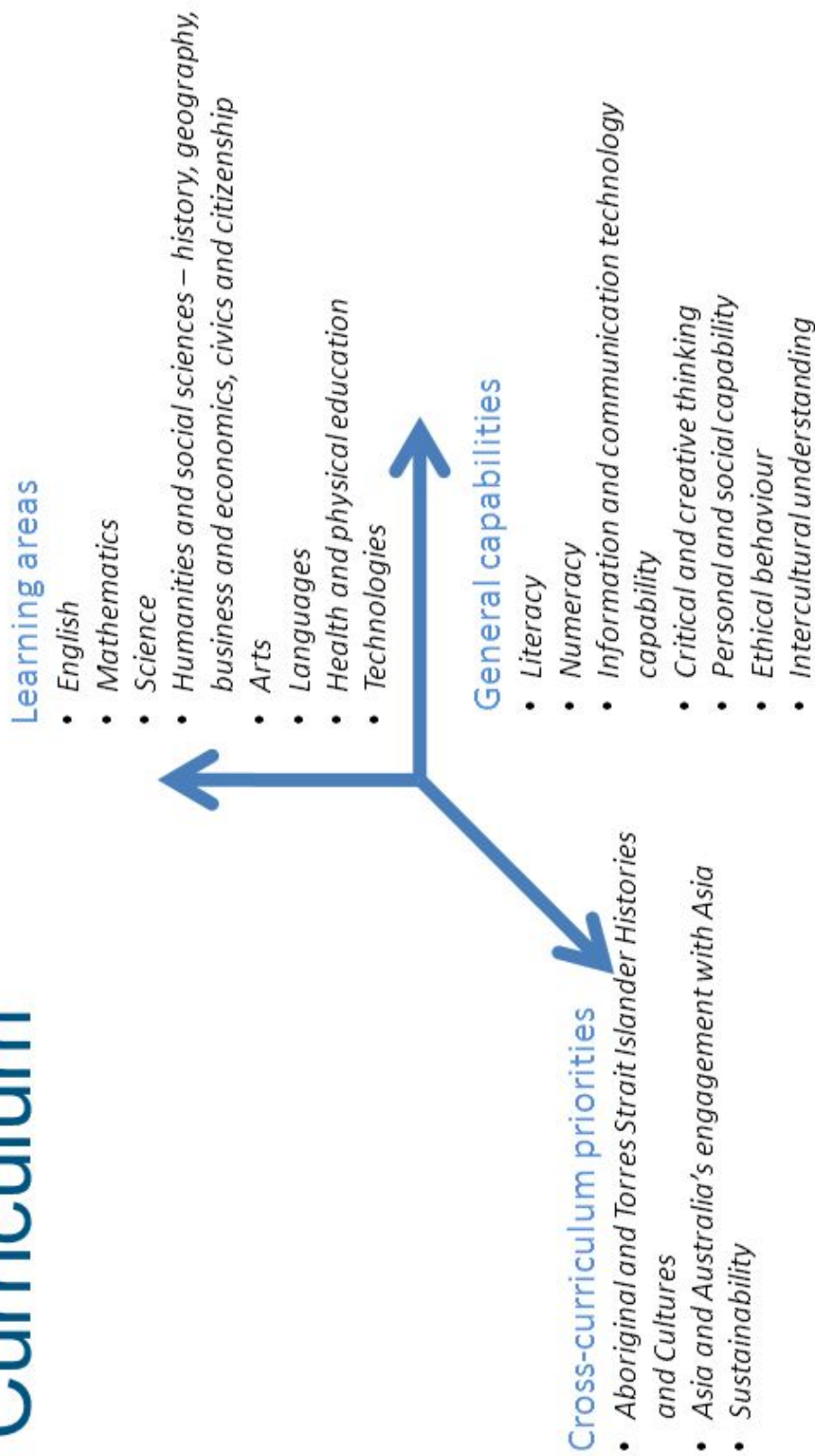
Student: _____ Date: _____

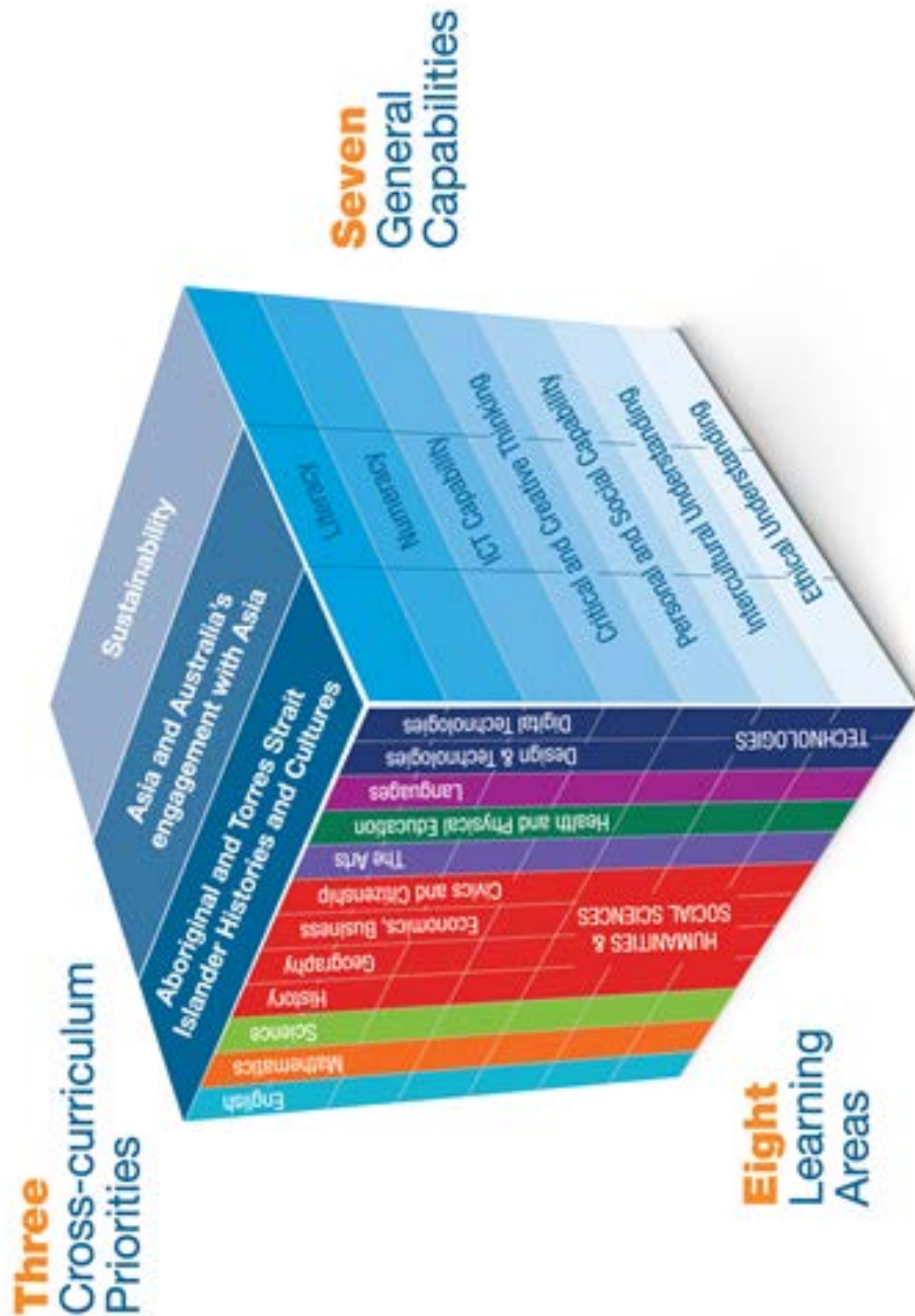
Focus: _____ Delivery method: _____

<i>What I am learning...</i>	<i>How I will show I have learned it...</i>	
Learning Outcome	Medium/Method	Details and/or elements covered
Standard 2: Students will comprehend, respond to, and analyze a wide variety of literary texts		
<input type="checkbox"/> Determine the implicit and explicit assumptions and beliefs in a text		
<input type="checkbox"/> Understand and identify literary devices (i.e. satire, tone, imagery)		
<input type="checkbox"/> Recognize literary movements, genres and sub-genre		
<input type="checkbox"/> Analyze gender and cultural expectations and their effects on thematic and stylistic qualities of literature produced by men and women in different times and different cultures.		
<input type="checkbox"/> Understand the basic appeals to reason, emotion, and ethics.		

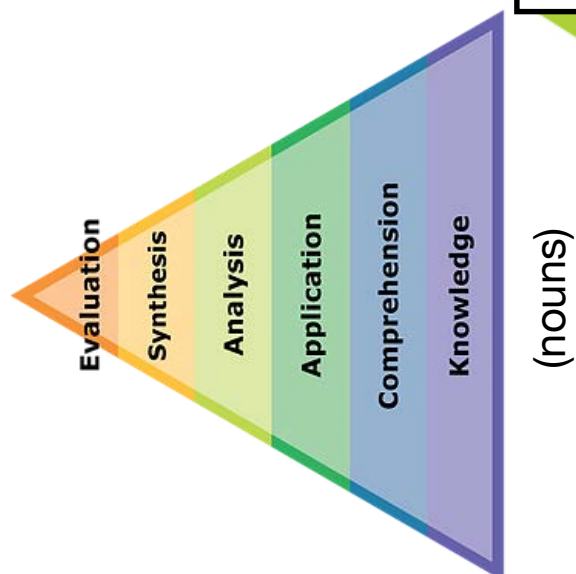
Teacher initials to approve plan: _____

Dimensions of the Australian Curriculum

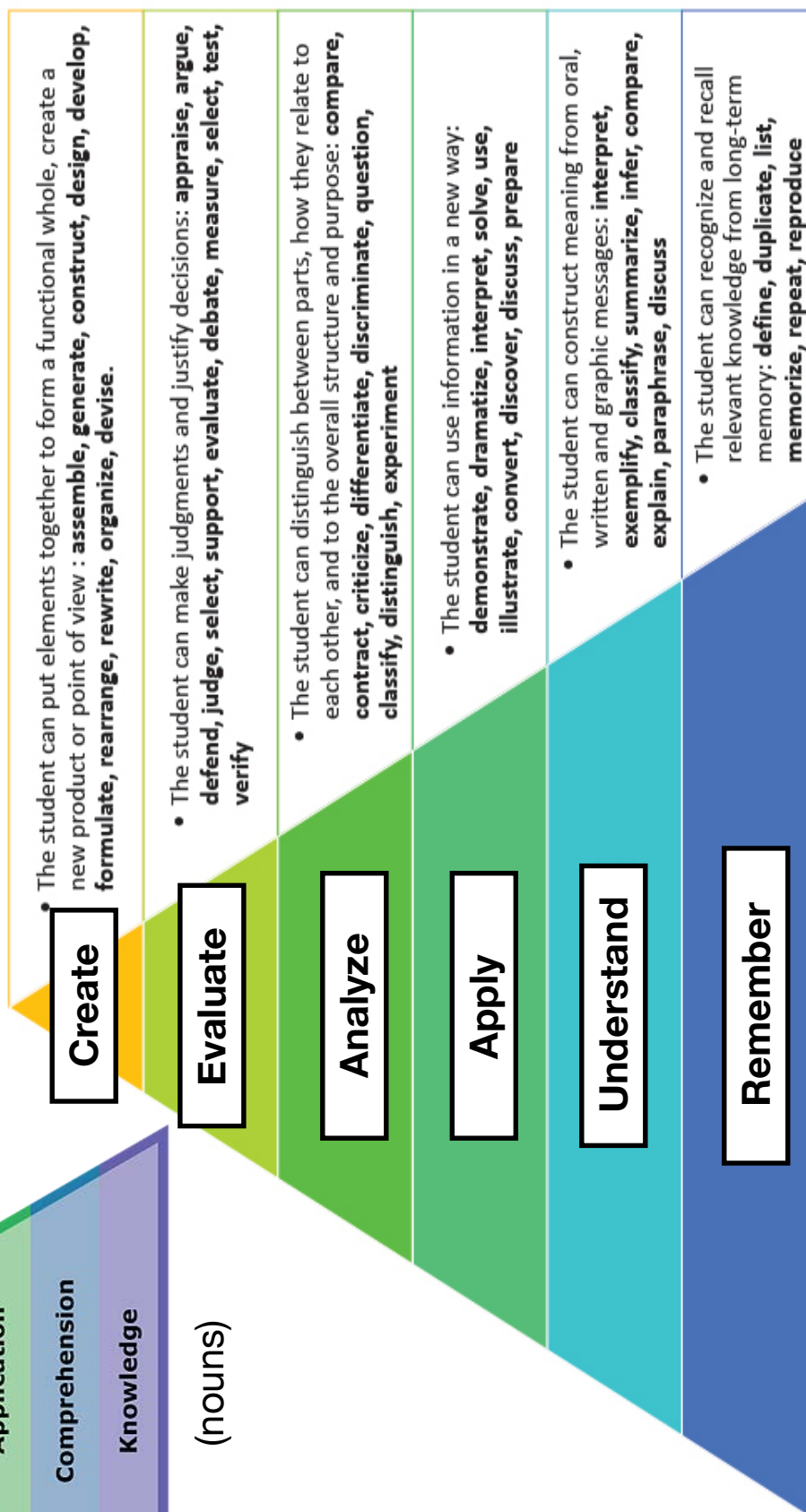




Bloom's Original Taxonomy



Bloom's Revised Taxonomy



Knowledge...

complex

Metacognitive

I **know** how I would best learn the complex structures involved in professional soccer and the World Cup. I **know** how I would maintain, increase and monitor my understanding of this subject.

Procedural

I **know** how the qualification rounds work and how the groups are determined in the World Cup, as well as the World Cup tournament structure.

Conceptual

I **know** the structure of the World Cup zones and other soccer systems like Champions League and Premier.

Factual

I **Know** that the 1998 FIFA World Cup was held in France.

simple

History 12 Unit Test

Multiple Choice Section Response Form

Name: _____

For each question, place the letter that you think is the correct answer in the first space provided. If you are considering two answers, or you believe there is more than one correct response, place a second letter in the space provided. For each test question in which you provide more than one letter response, you must provide an explanation in the section at the bottom of this sheet. For each explanation, try your best to represent your thinking/debate.

- | | | |
|-----------|-----------|-----------|
| 1. _____ | 11. _____ | 21. _____ |
| 2. _____ | 12. _____ | 22. _____ |
| 3. _____ | 13. _____ | 23. _____ |
| 4. _____ | 14. _____ | 24. _____ |
| 5. _____ | 15. _____ | 25. _____ |
| 6. _____ | 16. _____ | 26. _____ |
| 7. _____ | 17. _____ | 27. _____ |
| 8. _____ | 18. _____ | 28. _____ |
| 9. _____ | 19. _____ | 29. _____ |
| 10. _____ | 20. _____ | 30. _____ |

On the lines below, provide some information that explains why you are unsure of the correct response, or why you believe that more than one response is correct. Try to limit yourself to a maximum of 5 questions for this section or you may run out of time. You may use the back of the sheet if you require more space, just be sure to clearly label your response number if you do.

_____. _____

_____. _____

_____. _____

_____. _____

_____. _____

'I Know I am Close' Multiple Choice

Supplemental Response Form – Please include this sheet with your bubble/automated multiple choice response form. If your multiple choice responses were completed digitally or online (not on paper), check this box ☐.

Name: _____ Date: _____ Test: _____

For each question below, you must use the **explanation area** to describe why you are struggling to determine the correct response. Share why you might consider both to be correct. Make an effort to demonstrate your understanding of the concept. You may use a combination of words and diagrams.

Multiple Choice Question: # _____

Indicate all responses you are considering by shading in the appropriate bubbles:

☐ A ☐ B ☐ C ☐ D

Explanation Area:

If I had to select ONE response only, I would choose letter ____.

Multiple Choice Question: # _____

Indicate all responses you are considering by shading in the appropriate bubbles:

☐ A ☐ B ☐ C ☐ D

Explanation Area:

If I had to select ONE response only, I would choose letter ____.

Multiple Choice Question: # _____

Indicate all responses you are considering by shading in the appropriate bubbles:

☐ A

☐ B

☐ C

☐ D

Explanation Area:

If I had to select ONE response only, I would choose letter ____.

Multiple Choice Question: # _____

Indicate all responses you are considering by shading in the appropriate bubbles:

☐ A

☐ B

☐ C

☐ D

Explanation Area:

If I had to select ONE response only, I would choose letter ____.

Name: _____

Date: _____

Leadership Evaluation

1 2 3

Potential Grade:

Grade 9/10 Leadership

6	Exp
5	
4	App
3	
2	Nov
1	

"I am a NOVICE APPRENTICE EXPERT in Leadership."

Strengths/Challenges:

Game-changer



Middle-Player



Follower

**Areas to improve:**

- ☐ Homework/self-study
- ☐ Group work – tasks, communication, etc.
- ☐ Journal – depth
- ☐ Journal – completion
- ☐ Class discussions/debate
- ☐ Organization – project work
- ☐ Quizzes (study)
- ☐ Unit Tests
- ☐ Retesting

Notes:

Paris Peace Conference Unit Test - History 12 (Version 2)



I understand the geo-political issues leading to and affecting the PPC...

General 'ISM' definitions _____ / 6

Map section _____ / 6

Underlying problems _____ / 6

I can evaluate how national expectations varied during and after the PPC...

The PPC 'losers' _____ / 6

The PPC 'winners' _____ / 6

The PPC 'hopeful' _____ / 6

I can use and evaluate different historical sources...

I can identify, determine and analyze point of view and bias...

Point-of-View _____ / 6

Document/Evidence _____ / 6

I can apply my understanding of the issues to different situations...

Comprehensive paragraph/sketch A _____ / 6

Comprehensive paragraph/sketch B _____ / 6

Name: _____ Date: _____

Paris Peace Conference Unit Test Tracking Sheet History 12

Name: _____ Date: _____

Topic	Value	Score	Ex/Ap/Nov	Retest?
<i>I understand the geo-political issues leading to and affecting the PPC...</i>				
General 'ISM' Definitions	6			
Map Section	6			
Underlying problems	6			
<i>I can evaluate how national expectations varied during and after the PPC...</i>				
The PPC 'losers'	6			
The PPC 'winners'	6			
The PPC 'hopeful'	6			
<i>I can use and evaluate different historical sources... I can identify, determine and analyze point of view and bias...</i>				
Point-of-View	6			
Document/Evidence	6			
<i>I can apply my understanding of the issues to different situations...</i>				
Comprehensive Paragraph/Diagram Topic A: _____	6			
Comprehensive Paragraph/Diagram Topic B: _____	6			

PREPARATION:

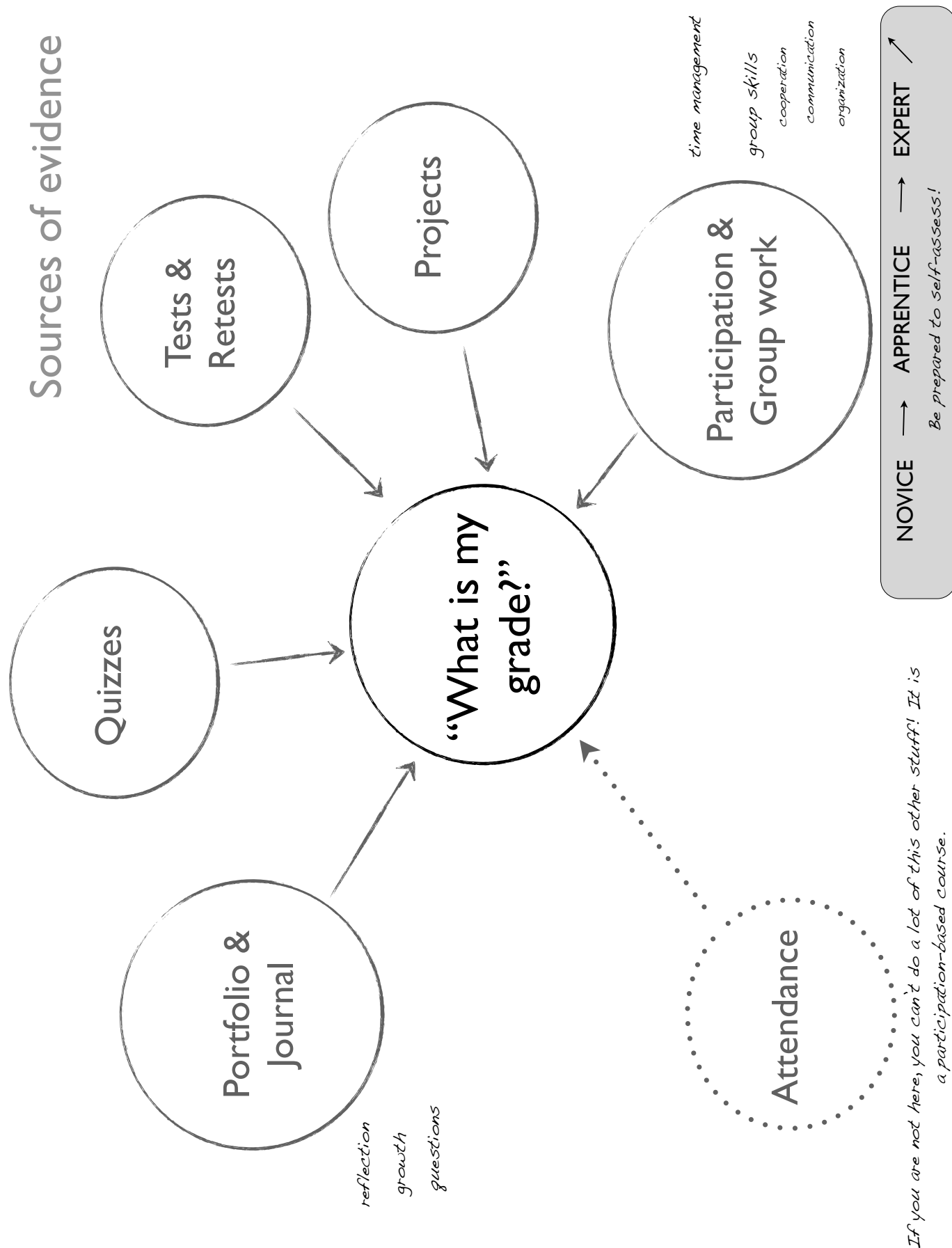
I DID ☐ DID NOT ☐ complete all of the term cards and suggested **homework** for this unit. If **not**, the reason is...

I spent about _____ minutes preparing for this test.

I can make the following adjustments to increase my grade:

- ✓ _____
- ✓ _____

I am predicting that I will be an EXPERT APPRENTICE NOVICE in this course.



Name: _____

Date: _____

Drive-Thru Evaluation

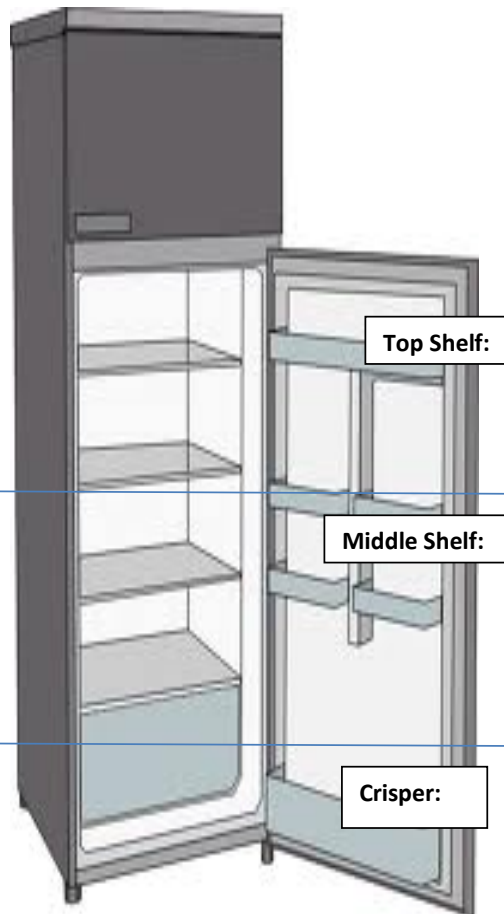
1 2 3

Potential Grade:

Grade 9/10 Foods & Nutrition

"I am a NOVICE APPRENTICE EXPERT in Foods/Nutrition."

6	top
5	
4	mdl
3	
2	crsp
1	

**Areas to improve:**

- ☐ Clean-up
- ☐ Group work – tasks, communication, etc.
- ☐ Journal – depth
- ☐ Journal – completion
- ☐ Organization – kitchen
- ☐ Organization - portfolio
- ☐ Quizzes (study)
- ☐ Safety - behavior
- ☐ Safety – Food Safety & Sanitation
- ☐ Timing
- ☐ Initiation/effort

Notes:

Name: _____

Date: _____

'Summit' Evaluation

1 2 3

Potential Grade:

History 12

6	Exp
5	
4	App
3	
2	Nov
1	

*"I am a NOVICE APPRENTICE EXPERT in History 12."***Strengths/Challenges:**

Spy Satellite



Aircraft Carrier



Trenches:

**Areas to improve:**

- ☐ Homework
- ☐ Group work – tasks, communication, etc.
- ☐ Journal – depth
- ☐ Journal – completion
- ☐ Class discussions/debate
- ☐ Organization – project work
- ☐ Quizzes (study)
- ☐ Unit Tests
- ☐ Retesting
- ☐ other...

Notes:

Theatre Learning Goals

Name: _____

It is your responsibility to keep track of your learning goal assessments for this ENTIRE COURSE. After each unit test, write down the final mark. You will use this as evidence of your learning.

Learning Goals	Novice		Apprentice		Expert	
	1	2	3	4	5	6
Creating						
1. Apply basic research to construct ideas about the visual composition of a performance						
2. Explore the impact of technology on design choices in a performance.						
3. Use Script analysis and improvisation to generate ideas about a story, an environment and a character in a performance..						
4. Explore the function of history and culture in the development of a performance.						
5. Refine design choices to support the impact of a devised or scripted performance.						
6. As a company, rehearse and revise a devised performance with staging conventions.						
7. As a company, rehearse and revise a scripted performance with staging conventions.						
Performing						
8. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic and relevant.						
9. Shape character choices using the given circumstances.						
10. Analyze how character relationships assist your character's story.						
11. Practice acting techniques to expand skills in rehearsal.						
12. Use researched performance techniques to increase the impact of a performance.						
13. Perform a devised and a scripted work for a specific audience.						
Responding						
14. Use what is seen, felt and heard in a performance to develop criteria for artistic choices.						
15. Analyze and compare Artistic choices developed from personal experiences in multiple theatrical works.						
16. Identify and compare cultural perspectives and contexts that may influence the evaluation of a theatre work.						
17. Justify personal aesthetics & beliefs through participation and observation in theatre work.						
18. Examine a performance using criteria, while considering art forms, history, culture and other disciplines.						
19. Consider the Aesthetics of the production elements in a performance.						
20. Formulate a deeper understanding and appreciation of a performance by considering its specific purpose or intended audience.						
Connecting						
21. Investigate how cultural perspectives, community ideas and personal beliefs impact a theatrical work.						
22. Explore how cultural, global and historic belief systems affect creative choices in a theatrical work.						
23. Research how theatre artists apply creative processes to tell stories in a devised or scripted performance using theatre research methods.						
Leadership						
24. Investigate the collaborative nature of the creator, designer, director and performer and explore their independent roles in a theatre performance.						
25. Explain the importance of attendance, communication and participation in the overall strength of your performance.						
26. Explain your contributions to your company during creation, rehearsal and performance.						

Science 10 Learning Goals

Name:

Level	What Does This Mean?
1	I have not shown enough understanding to pass this learning goal
2	I have shown 50% understanding
3	You are starting to understand things, but are missing major concepts
4	Good understanding, some consistent errors
5	Great understanding, only one very very small error
6	I can teach this for Mrs. Becker next year 😊

Learning Goals	I can pose questions	Plan an inquiry	Act safely	Analyze data (tables and graphs)	Reflection of actions and learning	Societal impact	Communication of learning	Content
1. I can explain DNA structure and its function								
2. I can explain the principles of Mendelian genetics								
3. I can explain the impact of mutations in diversity of life								
4. I can explain the impact of natural and artificial selection								
5. I can explain the application of genetics and ethical considerations								
6. I can explain how atoms are rearranged in chemical reactions								
7. I can explain the law of conservation of mass								
8. I can explain the energy change during chemical reactions								
9. I can explain the law of conservation of energy								
10. I can explain the relationship between potential energy and kinetic energy								
11. I can explain the role of thermal energy in a range of scenarios								
12. I can explain energy transformation								

Table continues on next page.

13. I can explain energy production and energy use in the Okanagan								
14. I can explain Aboriginal perspectives on energy								
15. I can explain nuclear sources, technologies and applications								
16. I can explain how astronomical data is collected								
17. I can explain the stages in the formation of the universe								

Summary of learning

Reporting Period	Novice		Apprentice		Expert	
	1	2	3	4	5	6
Interim #3						
Report Card #3						
Interim #4						
Report Card #4						

Your Letter Grade Assessment:

Learning Category	Classification	Percent (%)		
Expert	6	95	97	100
	5	86	90	94
Apprentice	4	73	80	85
	3	60	66	72
Novice	2	50	56	59
	1	30	40	45

Your Work Ethic Assessment:

Work Ethic	Needs Improvement	Satisfactory	Good	Excellent
Student hands in all assignments ON TIME				
Student is coming in for extra help when it is needed				
Student is positive in class and being a positive contributor to our learning environment				
Student is on time and with all necessary supplies each day for class				
Student is asking questions and pushing the boundaries of their knowledge				

Final Lit Circle Project: RSA Animate**TASK:**

- Create, film and edit an RSA video that outlines the plot of your lit circle novel.
 - o 1 RSA per group of 2-4 members
 - o Post video online, or provide Ms. Stathers with a copy so the class can watch the videos.
- Hand in the attached sheet to demonstrate critical thinking about the novel.
 - o 1 per person

TOTALS:

Critical thinking: ____ / 16

RSA: ____ / 8

TOTAL: ____ / 24

WHAT IS RSA?**RSA STEPS:**

1. Discuss the plot
2. Script and storyboard
3. Practice, practice, practice!
4. Film it
5. Edit it
6. Save it – YouTube or to a flash drive

MY GROUP:**MY BOOK:** _____

Critical Thinking Component(1 sheet to be completed *per person*)

NAME: _____

BOOK TITLE: _____

GROUP MEMBERS:

Describe the setting of your novel, using the 5 descriptive writing rules:

(5 marks)

Primary conflict: Man vs. _____ (1 mark)

Explain the conflict here:

(1 mark)

Primary social issue in the novel: _____ (1 mark)

Explain its significance to the novel:

(1 mark)

--

Did you like this novel? Why or why not?

(1 mark)

--

Select three quotes. Explain each quote's significance to the novel:

(6 marks)

Quote:
Significance:
Quote:
Significance:
Quote:
Significance:

___ / 16

Did you...

State the book title in the RSA?	YES	NO	UNSURE
State the author's name in the RSA?	YES	NO	UNSURE
Thoroughly explain the plot, to the best of your ability in the RSA?	YES	NO	UNSURE
Make the RSA available to Ms. Stathers?	YES	NO	
Work well as a group?	YES	NO	SOMETIMES
Fill out and hand in the critical thinking page?	YES	NO	UNSURE
Self-assess on the rubric below?	YES	NO	
Hand-in this page, and the critical thinking sheets?	YES	NO	

RSA Rubric – STUDENT SELF - ASSESSMENT

<i>1 – Not Yet Meeting</i>	<i>2 – Minimally Meeting</i>	<i>3 – Meeting</i>	<i>4 - Mastering</i>
Demonstrates an inaccurate understanding of the novel's plot.	Demonstrates a basic understanding of the novel's plot.	Demonstrates a good understanding of the novel's plot.	Demonstrates an exceptional understanding of the novel's plot.
RSA is unpracticed, nonsensical and disorganized.	RSA is somewhat practiced and thoughtful, and is sometimes disorganized.	RSA is well-practiced, thoughtful and organized.	RSA is practiced to near perfection, thoughtful and effectively organized.

___ / 8

RSA Rubric – TEACHER ASSESSMENT

<i>1 – Not Yet Meeting</i>	<i>2 – Minimally Meeting</i>	<i>3 – Meeting</i>	<i>4 - Mastering</i>
Demonstrates an inaccurate understanding of the novel's plot.	Demonstrates a basic understanding of the novel's plot.	Demonstrates a good understanding of the novel's plot.	Demonstrates an exceptional understanding of the novel's plot.
RSA is unpracticed, nonsensical and disorganized.	RSA is somewhat practiced and thoughtful, and is sometimes disorganized.	RSA is well-practiced, thoughtful and organized.	RSA is practiced to near perfection, thoughtful and effectively organized.

___ / 8

TOTAL MARKS: ___ / 24

Chemistry 11

Unit 3

Unit 3 – The Physical Properties and Changes of Matter SCAVENGER HUNT!!!!

In GROUPS of 2 or 3, use an iPad or phone to take pictures and label examples of each of the following terms. The same picture can be used for multiple terms

The terms are worth different points. The group with the most points at the end of class will win a yummy glass of iced tea.

If you have the same picture of a term as another group, both teams will fail to get points for that term. So...NO SHARING.

The terms will be discussed and the text questions will be completed during the next class.

Sec 3.1 - Read pages 41 to 48 for the definitions.

Define:

Qualitative	(2 points)	Quantitative	(2 points)
Observation	(1 point)	Interpretation	(5 points)
Description	(1 point)	Data	(1 point)
Experiment	(2 points)	Hypothesis	(15 points)
Theory	(15 points)	Law	(5 points)

Complete questions # 1 – 6 pg 43

Sec 3.2

Define:

Matter	(1 point)	Substance	(1 point)
Physical Property	(5 points)	Chemical Property	(10 points)
Intensive Property	(10 points)	Extensive Property	(5 points)

Complete questions # 13 and 15 pg 45

What are the 3 common states of matter? List the set of properties of each.

There are 4 exotic states of matter (2 million points each)

Define:

Hardness	(2 points)	Malleability	(2 points)
Ductile	(2 points)	Lustre	(2 points)
Viscosity	(2 points)	Diffusion	(2 points)
Vapour	(10 points)	Vapour Pressure	(10 points)

Complete questions # 21, 22, 24 and 25 pg 48

Oral Response Analysis

© Myron Dueck 2015

Date: _____

Student name: _____

☐ Spoken only (not recorded)☐ Recorded video☐ Recorded audio

Media file location: _____

Question:**Rating of examples used in the context of the question.**

Question value: _____

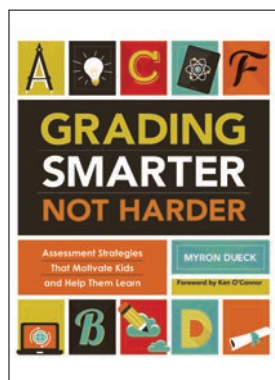
Excellent	Good	Adequate	Not in context/ Incorrect	Key element/detail
Total:	Total:	Total:	Total:	Value earned: _____

Comments:

[illegible]

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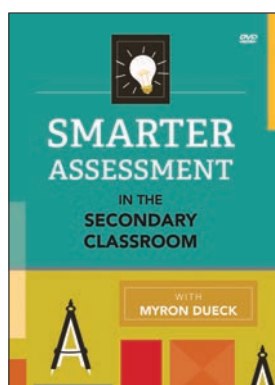


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Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids And Help Them Learn

Myron Dueck • 781760014063

In this lively and eye-opening book, educator Myron Dueck reveals how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement and shows how we can tailor policies to address what really matters: student understanding of content. Grading Smarter, Not Harder is brimming with reproducible forms, templates, and real-life examples of grading solutions developed to allow students every opportunity to demonstrate their learning. Written with abundant humor and heart, this book is a must-read for all teachers who want their grades to contribute to, rather than hinder, their students' success.



616045 • \$345.00

Smarter Assessment in the Secondary Classroom (DVD)

Myron Dueck • 9781760019648

In this video, author and educator Myron Dueck explains how assessment and grading policies can be tailored to focus on what really matters: student understanding of content. You'll visit a variety of secondary classrooms where teachers are using Dueck's practical strategies to assess and grade smarter, not harder. Rather than grading every assignment regardless of its purpose, the teachers organise lessons according to learning goals and identify clear levels of performance to keep the focus on learning. Smarter Assessment in the Secondary Classroom shows how well-planned and well-executed assessment and grading policies can contribute to, rather than impede, student achievement.

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