

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

www.hbconf.com.au

MYRON DUECK

SATURDAY 19 MAY

Session 2

**From Purpose to Practice -
Building an Effective Assessment Plan Part 2**

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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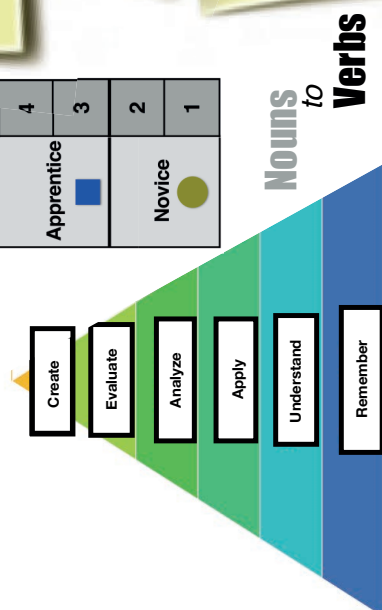
From Purpose to Practice Building an Assessment Plan

Saturday, May 18, 2018
Session 1 & 2

HBE Conference - Melbourne



| | | | | | |
|--------|------------|--------|---|---|---|
| 6 | 5 | 4 | 3 | 2 | 1 |
| Expert | Apprentice | Novice | | | |



Beliefs
Impact
Assessment

Widen the Window

IXIAC Multiple Choice

Oral Response

Individual Assessment & collaboration

Clear Learning Targets

Performance Assessments

Ongoing Assessments

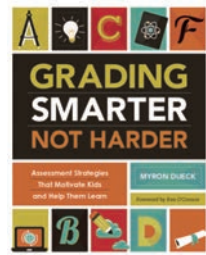
Self-Reporting



114003 • \$32.95

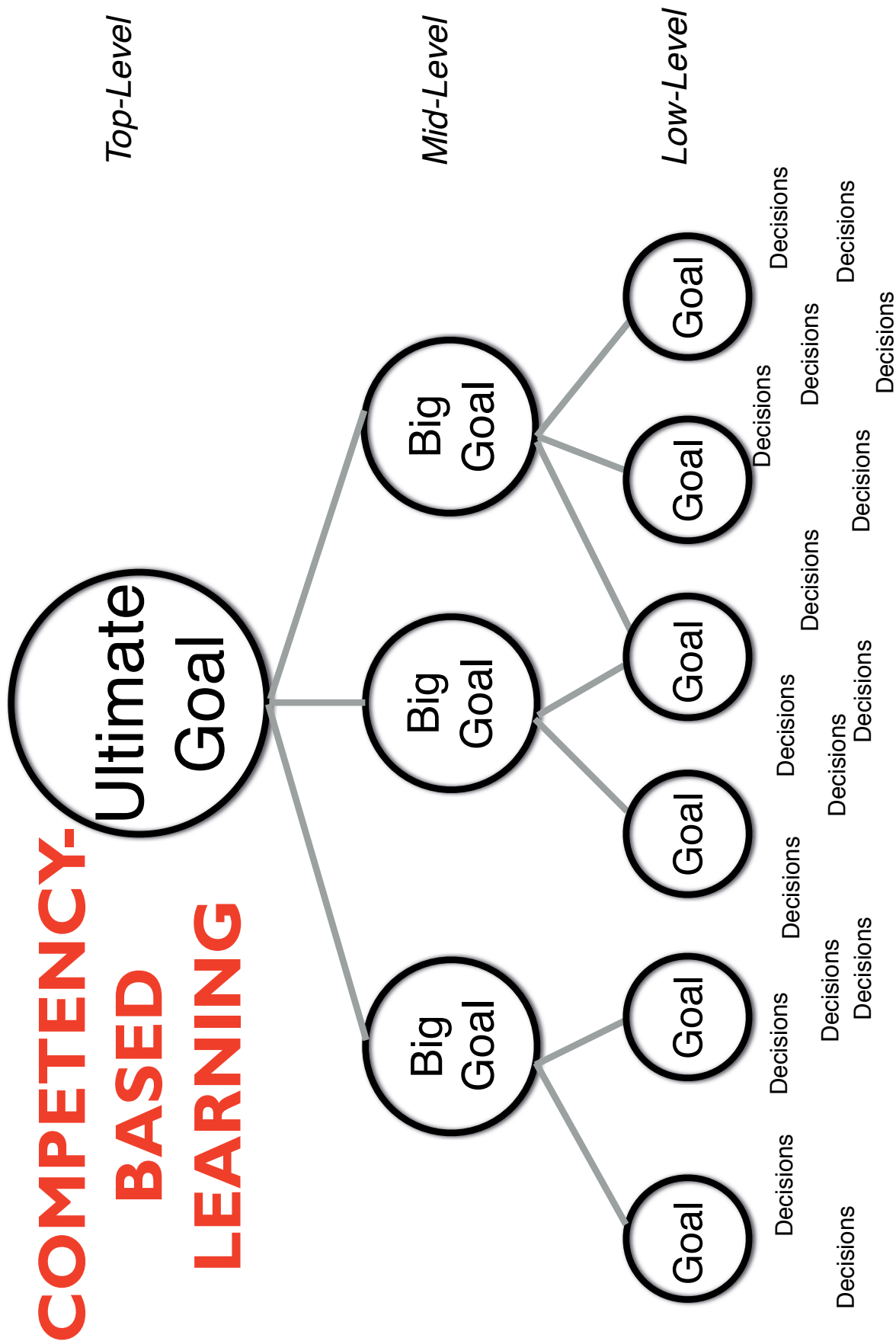
Grading Smarter Not Harder – Myron Dueck

Name: _____

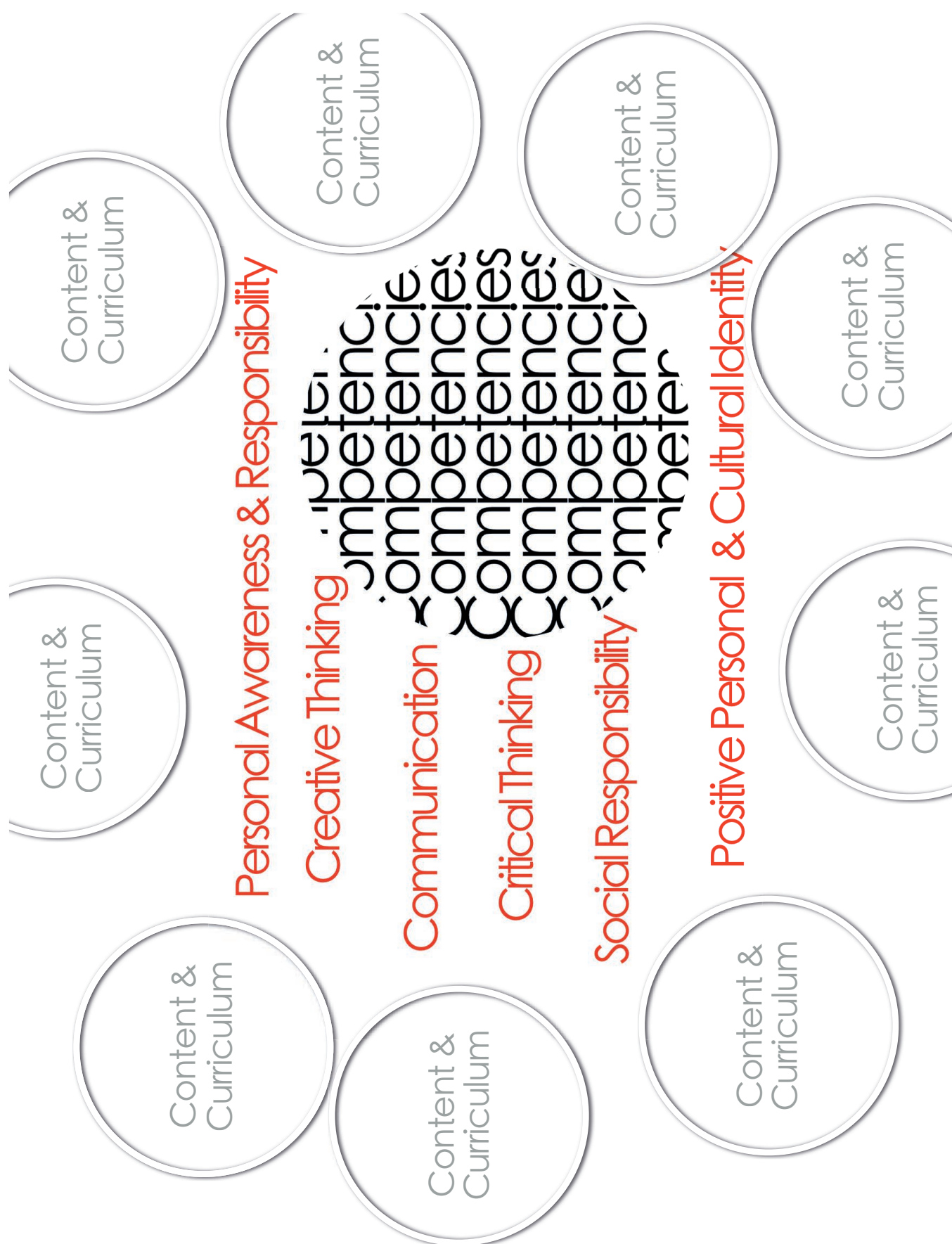


114003 • \$32.95

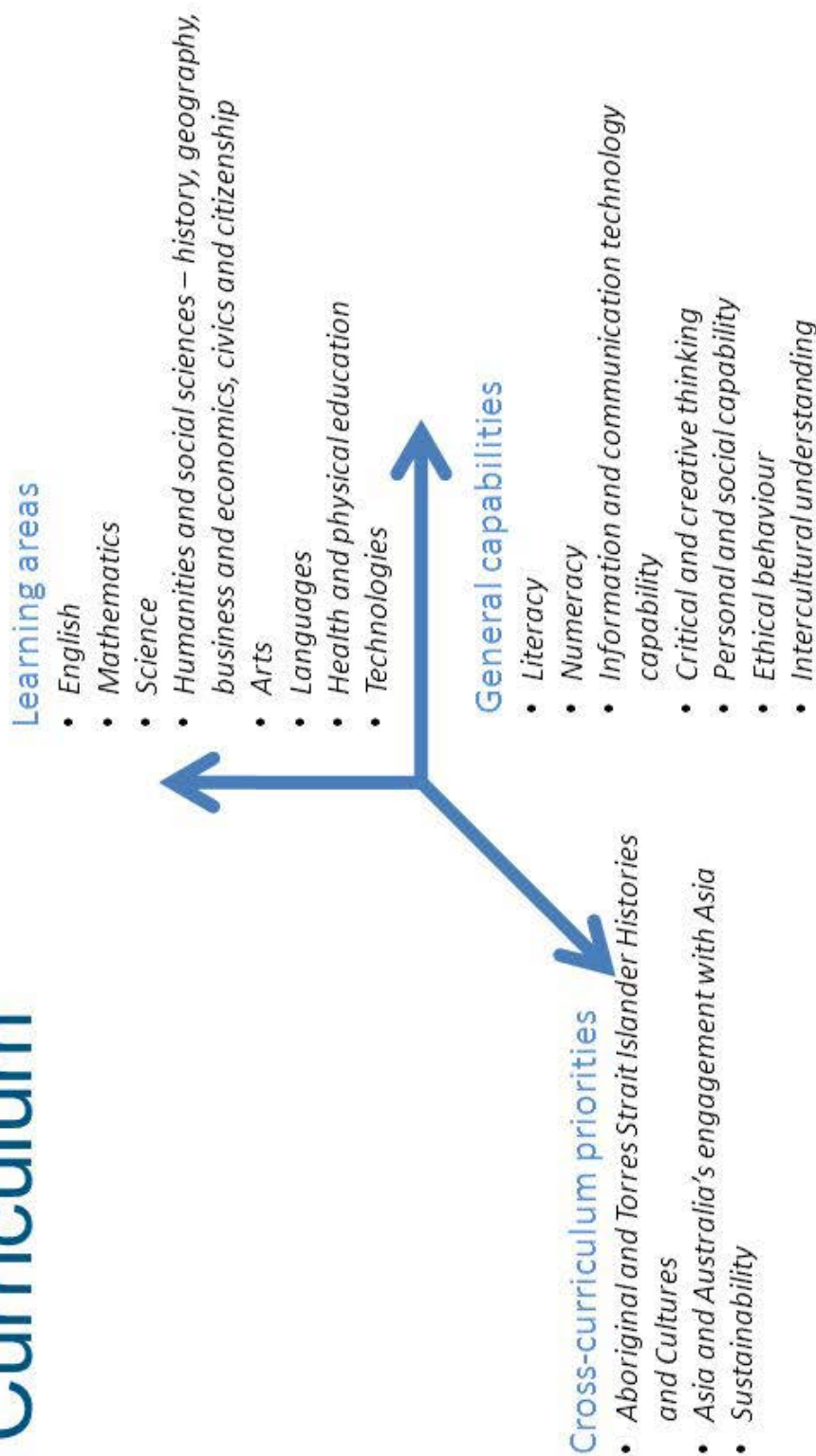
1. What is the critical role of an educator today?
2. What are the core beliefs that drive my practice?
3. What are the classroom experiences that support those beliefs?
4. What are the key research pieces that support those beliefs?
5. How is your grading or assessment routines impacted by your beliefs?
6. What is the PURPOSE of grading, assessment and reporting?

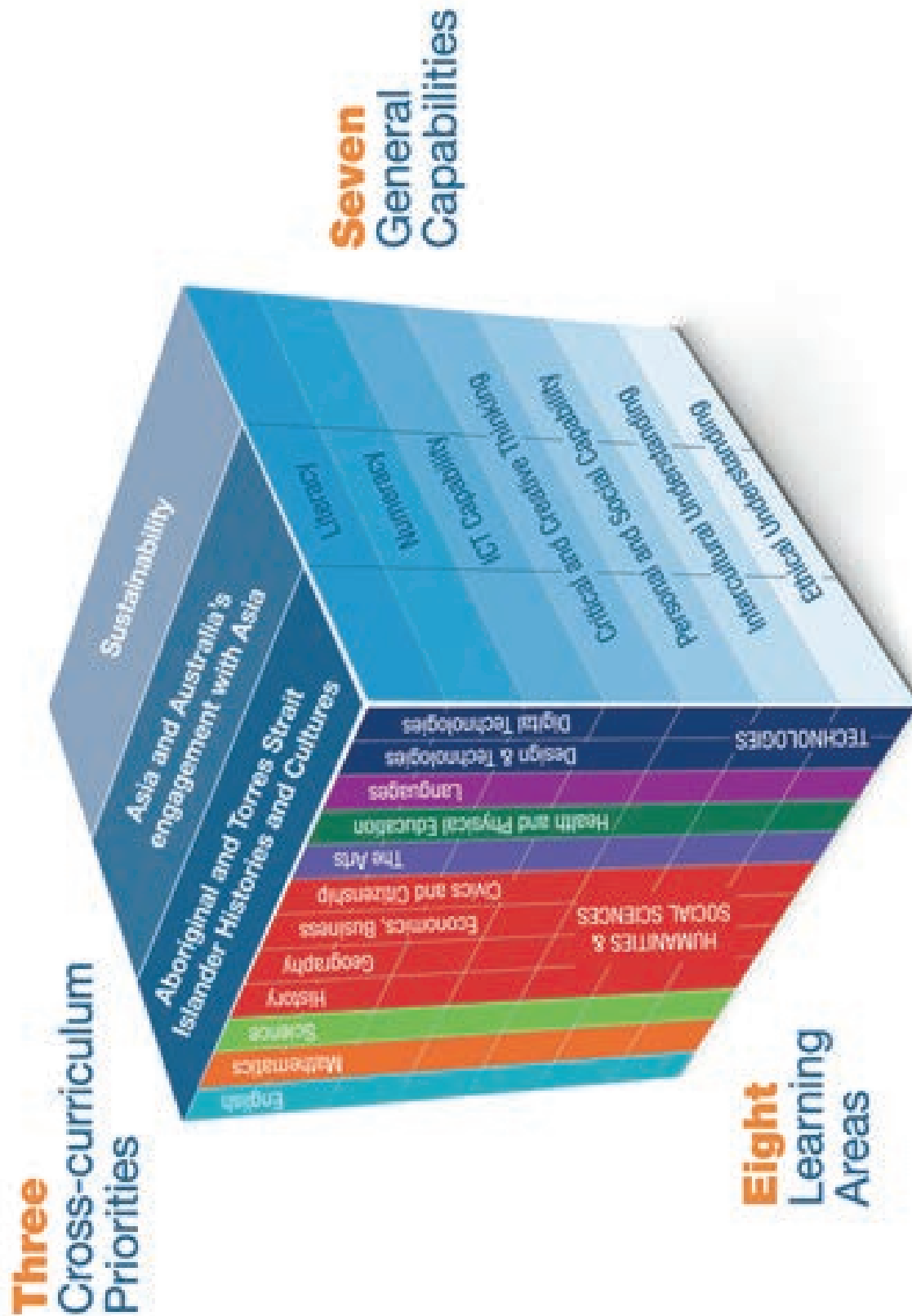


Adapted from Grit: The Power of Passion and Perseverance (Duckworth)



Dimensions of the Australian Curriculum

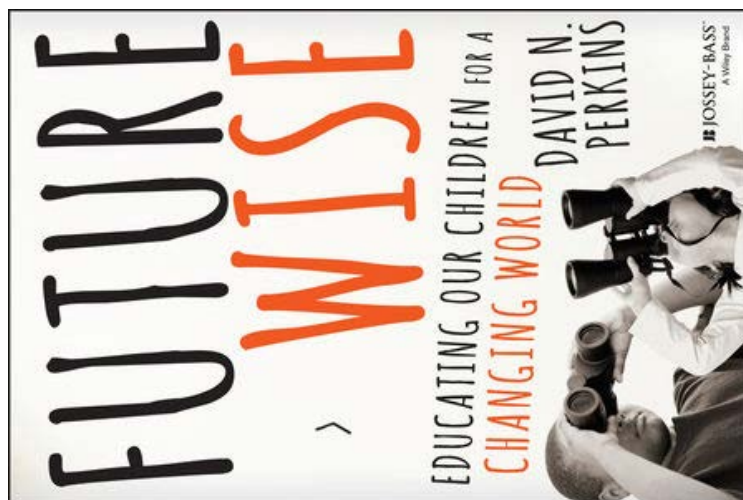




Widen the window for students to demonstrate deeper understanding.

Develop life-long skills and competencies.

Teach to the Unknown



Jack Ma: Founder of Alibaba
Net worth: 39.2B (2018)

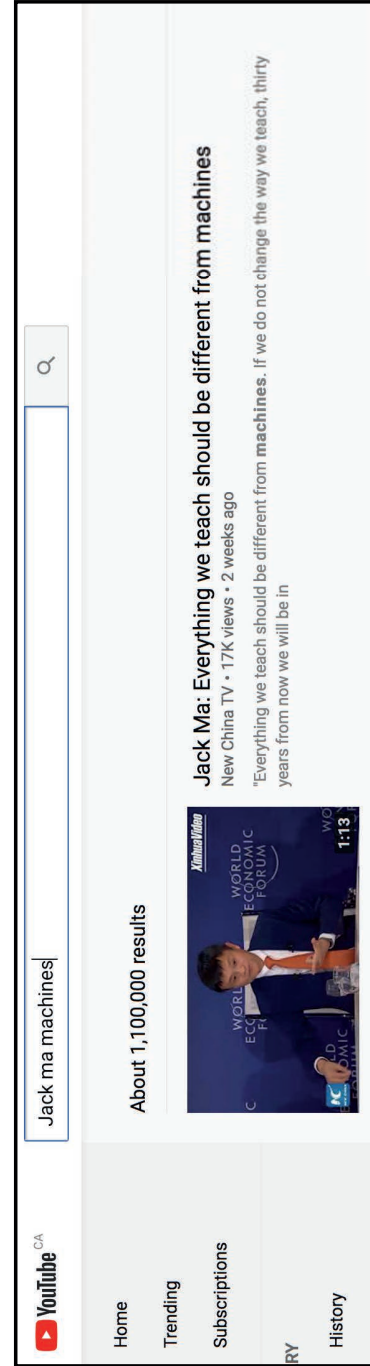
“Everything we teach should be different from machines.”



Values
Beliefs
Independent Thinking
Teamwork
Care for others

‘Soft Parts’

Sports
Music
Painting
Art



Oral Response Analysis

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 |
| | | | | |
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| Total: | Total: | Total: | Total: | Value earned: _____ |
| Comments: | | | | |

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 ____.

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

Source: Tom Guskey: *On Your Mark*

What is the **PURPOSE** of grading and reporting?

- 1 Communicate information about student achievement to parents and others.
- 2 Provide information to students for self evaluation.
- 3 Select, identify or group students for educational paths or programs.
- 4 To provide incentives for students to learn.
- 5 Evaluate the effectiveness of instructional programs.
- 6 Provide evidence of students' lack of effort or responsibility.

Purpose:

Grading

To reflect the extent to which the student has met the learning standard.

Reporting

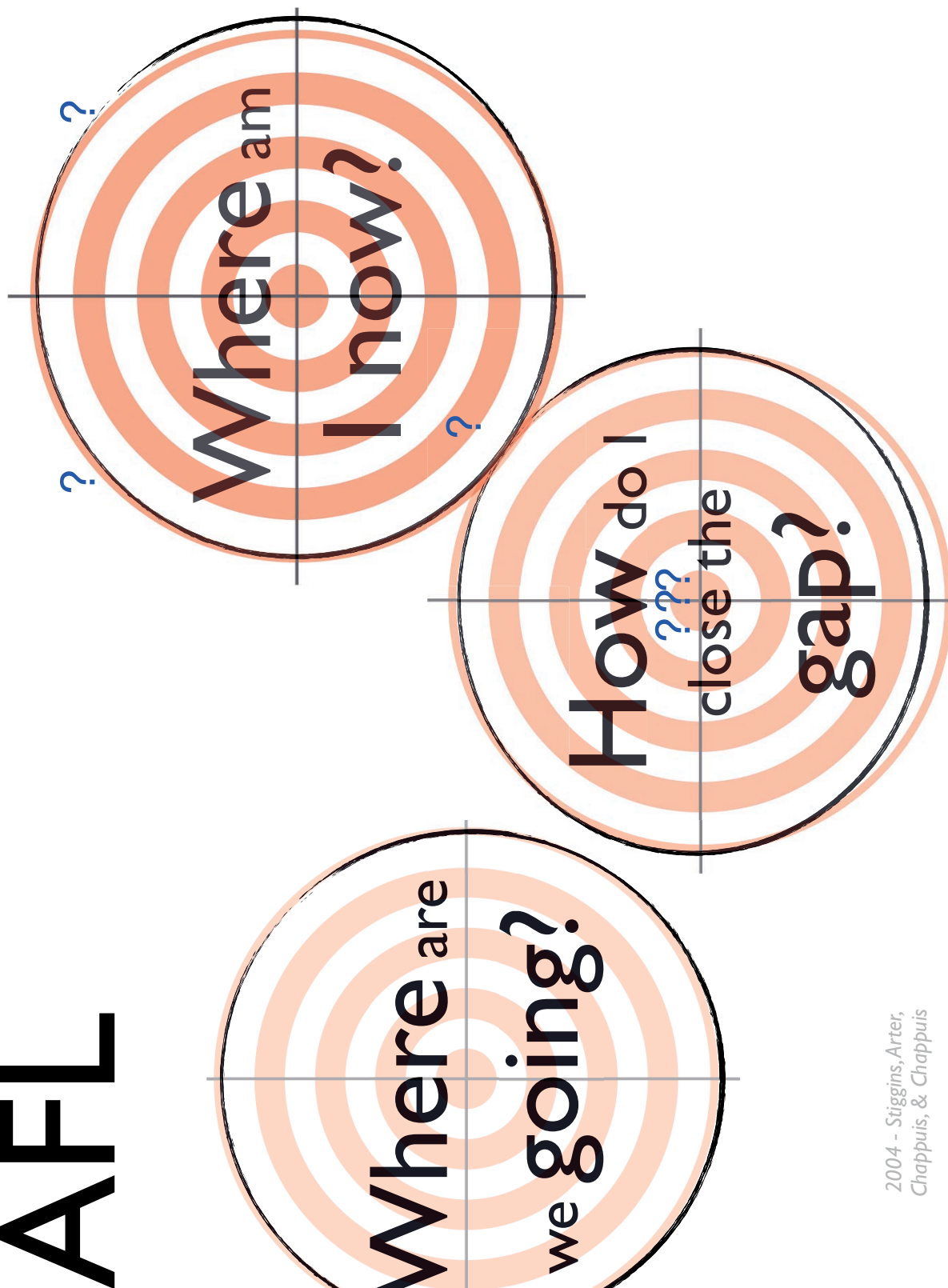
Select the best device to achieve the purpose:

- * letter
- * performance scale
- * percentage
- * comment

To communicate to the student and those outside the classroom the extent to which the student has met the learning standards for a specified term.

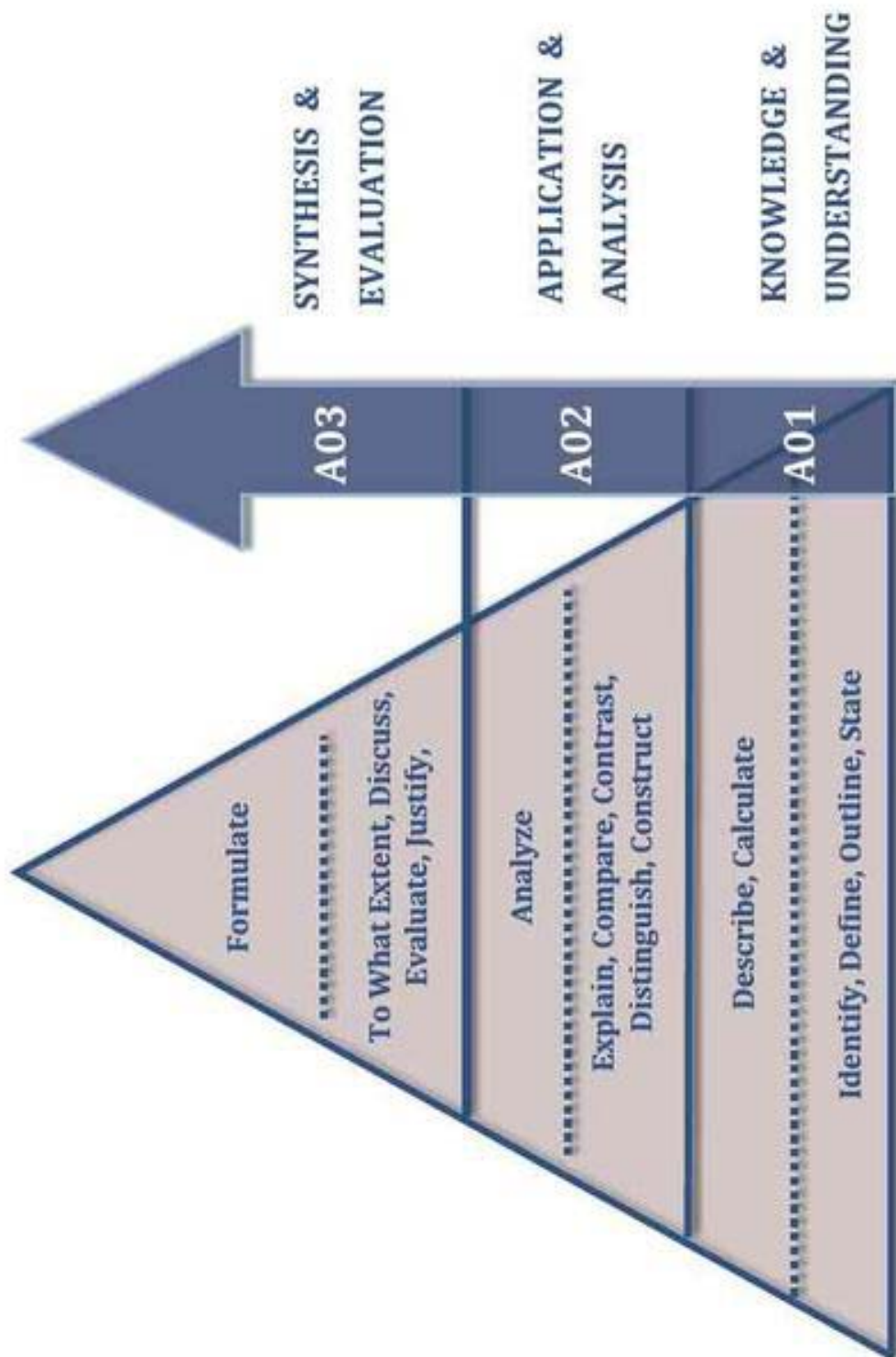
To communicate student behaviors such as effort, attitude, participation, progress and collaboration/cooperation.

AFL



2004 - Stiggins, Arter,
Chappuis, & Chappuis

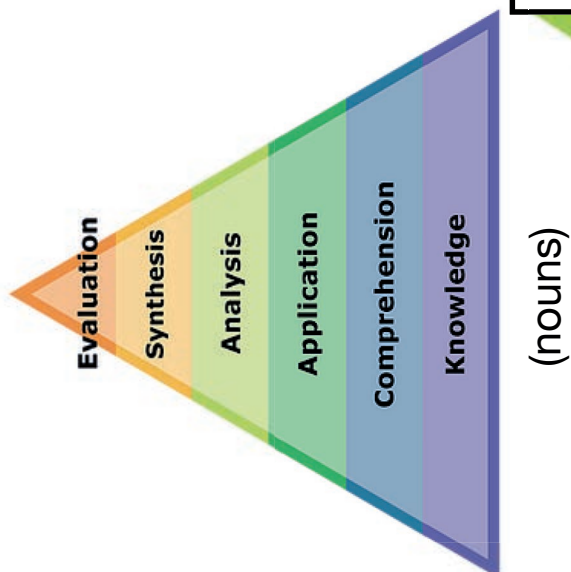
ITGS Taxonomy for Command Terms



**COMMAND TERMS REQUIRE INCREASING LEVELS OF
HIGHER-ORDER THINKING SKILLS**

~Stefanics 2010~

Bloom's Original Taxonomy



Further Reading:

Go to the following link below for a copy of
 “A Revision of Bloom’s Taxonomy: An Overview”
https://www.tandfonline.com/doi/abs/10.1207/s15430421tip4104_2

Bloom's Revised Taxonomy

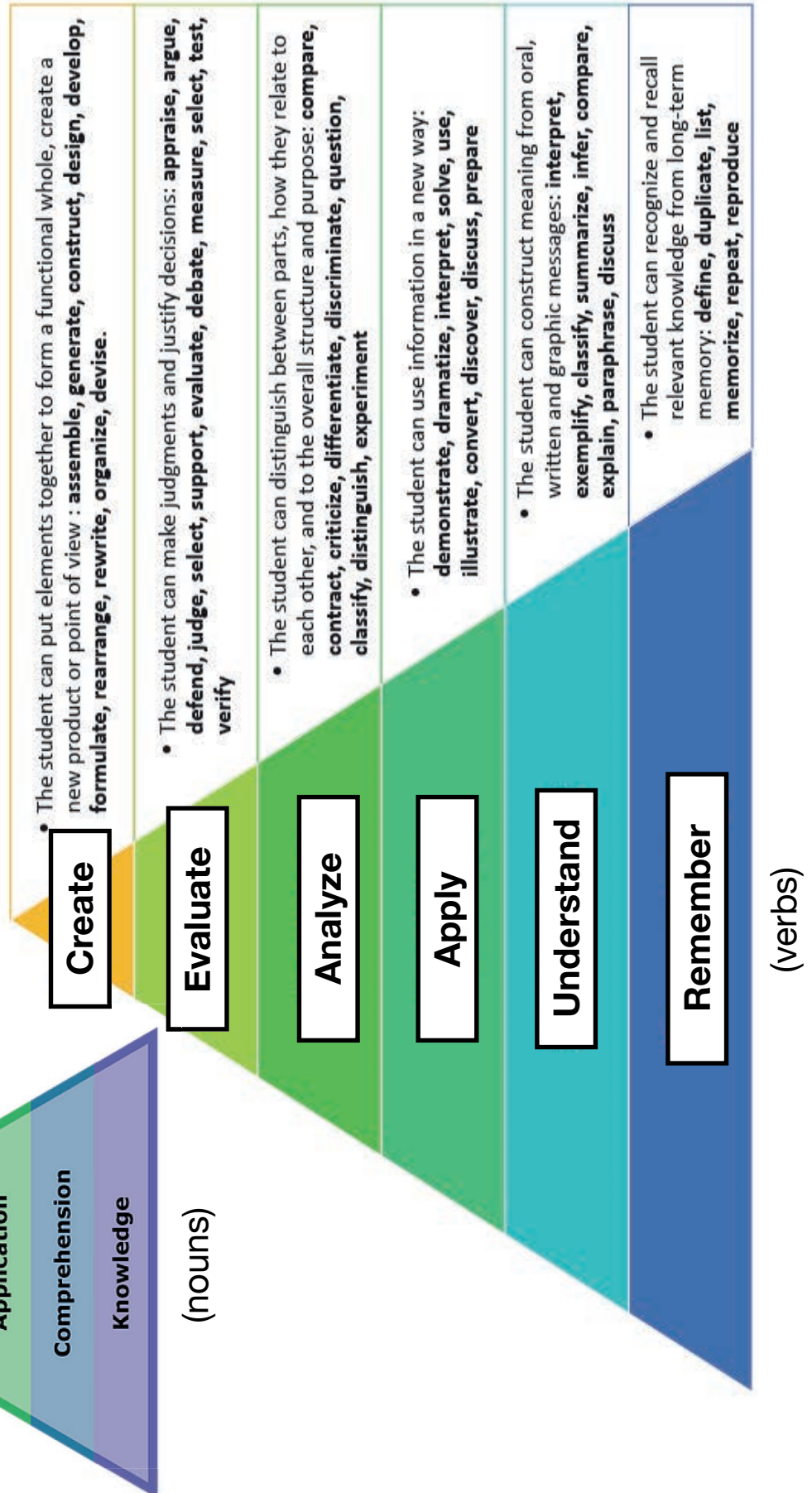
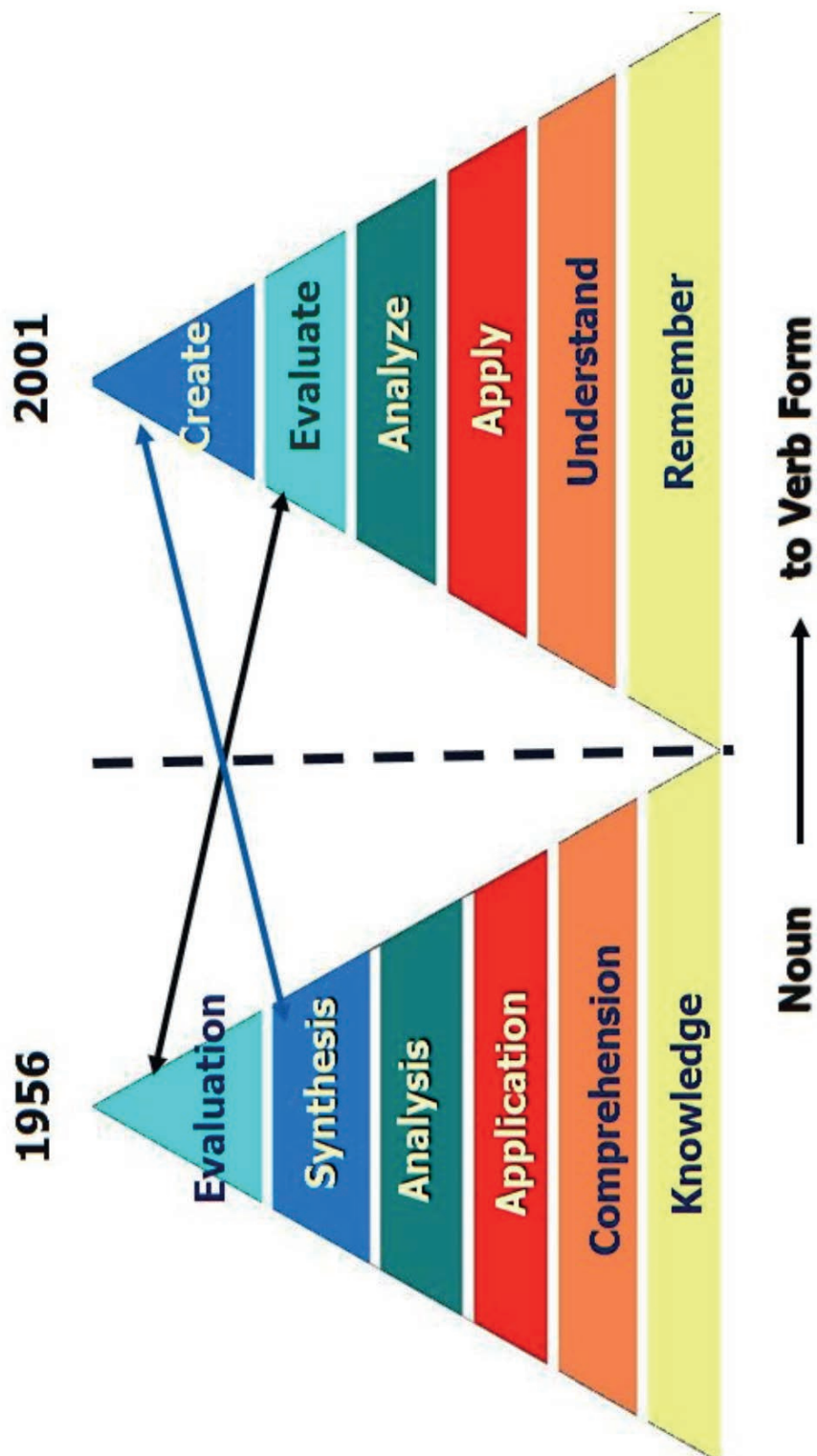


Table 1.1 – Bloom vs. Anderson/Krathwohl



(Diagram 1.1, Wilson, Leslie O. 2001)

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

| Bloom's Revised Taxonomy Worksheet | Cognitive Process Dimension | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 1 Remember | 2 Understand | 3 Apply | 4 Analyze | 5 Evaluate | 6 Create |
| | Recognizing or recalling knowledge, facts or concepts. Verbs: define, describe, identify, know, label, list, match, name, outline, recall, recognize, reproduce, select, state, locate | Constructing meaning from instructional messages. Verbs: illustrate, defend, compare, distinguish, estimate, explain, classify, generalize, interpret, paraphrase, predict, rewrite, summarize, translate | Using ideas and concepts to solve problems. Verbs: implement, solve, construct, demonstrate, discover, manipulate, modify, operate, predict, prepare, produce, relate, show, solve, choose | Breaking something down into components, seeing relationships and an overall structure. Verbs: analyze, break down, compare, select, contrast, deconstruct, discriminate, distinguishes, identify, outline | Making judgments based on criteria and standards. Verbs: rank, assess, monitor, check, test, judge | Reorganize diverse elements to form a new pattern or structure. Verbs: generate, plan, compose, develop, create, invent, organize, construct, compile, produce, compile, design, devise |
| Factual Knowledge Basic elements used to communicate, understand, organize a subject: terminology, scientific terms, labels, vocabulary, jargon, symbols or representations; and specific details such as knowledge of events, people, dates, sources of information. | | | | | | |
| Conceptual Knowledge Knowledge of classifications and categories, principles, theories, models or structures of a subject. | | | | | | |
| Procedural Knowledge Knowing how to do something: performing skills, algorithms, techniques or methods. | | | | | | |
| Metacognitive Knowledge The process or strategy of learning and thinking; an awareness of one's own cognition, and the ability to control, monitor, and regulate one's own cognitive process. | | | | | | |

Developed by Lisa O'Reilly, MA. Based on Anderson, L.W., & Krathwohl (Eds.). (2001). A Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

1. Remember the specific parts of the Parliamentary Acts (e.g., the Sugar, Stamp, and Townshend Acts);
2. Explain the consequences of the Parliamentary Acts for different colonial groups;
3. Choose a colonial character or group and write a persuasive editorial stating his/her/its position on the Acts (the editorial must include at least one supporting reason not specifically taught or covered in the class); and
4. Self- and peer edit the editorial.

The Cognitive Process Dimension

| The Knowledge Dimension | 1. Remember | 2. Understand | 3. Apply | 4. Analyze | 5. Evaluate | 6. Create |
|-----------------------------------|--------------------|----------------------|-----------------|-------------------|--------------------|------------------|
| A. Factual Knowledge | Objective 1 | | | | | Objective 3 |
| B. Conceptual Knowledge | | Objective 2 | | | Objective 4 | Objective 3 |
| C. Procedural Knowledge | | | | | | |
| D. Metacognitive Knowledge | | | | | | |

Figure 2. The classification in a Taxonomy Table of the four objectives of Ms. Airasian's unit integrating Pre-Revolutionary War colonial history with a persuasive writing assignment.

produce

Construct
Create
Design
Document
Make
Reflect
Summarize

Forms:

art work
brochure
cartoon
essay
video
model
skit
reflection

demonstrate

Construct
Design
Discuss
Distinguish
Illustrate
Predict
Present
Prove
Show
Reflect
Sketch
Solve
State

reason

Agree/Disagree
Analyze
Apply
Appraise
Argue
Comment
Compare
Contrast
Deduce/Infer
Determine
Distinguish
Estimate
Evaluate
Examine
Give significance of...
Interpret
Justify
Suggest
Support/Refute...
To What Extent

know

Classify
Define
Describe
Explain
Identify
Label
List
Outline
Recognize

HISTORY 12

NAME: _____

PARIS PEACE CONFERENCE UNIT PLAN

Student-Friendly Learning Target Statements

| Knowledge Targets <i>"What I need to know!"</i> | <div> <input type="checkbox"/> I know the definition of these terms and how they were factors affecting the Treaty of Versailles: <div> <div>imperialism</div> <div>nationalism</div> <div>communism</div> </div> <div> <div>neo-imperialism</div> <div>militarism</div> </div> <div> <div>capitalism</div> <div>self-determination</div> </div> </div> <div> <input type="checkbox"/> I can identify the countries on a pre-1919 map of Europe and a post-1919 map of Europe <input type="checkbox"/> I can identify major differences between the pre-1919 and post 1919 maps of Europe. <div> <input type="checkbox"/> land lost by Germany, Austria-Hungary & the Ottoman Empire <input type="checkbox"/> newly formed countries of Europe </div> </div> <div> <input type="checkbox"/> I can explain the importance of these people at the Paris Peace Conference: <div> <input type="checkbox"/> Wilson, Clemenceau, Lloyd-George, Vittorio Orlando </div> </div> <div> <input type="checkbox"/> I can explain how the following terms applied to Germany in 1919: <div> <div> 'stab in the back' theory reparations Schlieffen Plan Polish Corridor 'diktat' </div> <div> Sudetenland 'Blank Check' 14 Points Anschluss </div> <div> self-determination Article 231 (War Guilt) Saar Rhineland </div> </div> </div> <div> <input type="checkbox"/> I can explain how the following terms applied to Italy in 1919: <div> <div> 'stab in the back' theory 14 Points </div> <div> Dalmatian Coast South Tyrol </div> <div> Italia Irredenta </div> </div> </div> <div> <input type="checkbox"/> I can list and describe Wilson's 14 Points. <input type="checkbox"/> I can list the main <u>conditions</u> of the Treaty of Versailles: <div> <input type="checkbox"/> territorial losses <input type="checkbox"/> military conditions <input type="checkbox"/> reparations </div> </div> <div> <input type="checkbox"/> I can list which conditions of the Treaty of Versailles Germany considered to be unfair. </div> |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Reasoning Targets</p> <p><i>“What I can do with what I know.”</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can evaluate to what extent Wilson’s 14 Points are reflected in the Treaty of Versailles. <input type="checkbox"/> I can evaluate to what extent France (and its leader Clemenceau) were satisfied with the Treaty of Versailles. <input type="checkbox"/> I can evaluate the extent to which Lloyd George and the British Government were satisfied with the treaty of Versailles. <input type="checkbox"/> I can evaluate the role that nationalism and imperialism played in the formation of the Treaty of Versailles. <input type="checkbox"/> I can determine and or argue where self-determination was and was not applied to people after 1919. <input type="checkbox"/> I can explain how the Treaty of Versailles may have led to increased nationalism in a number of different groups/nations. <input type="checkbox"/> I can explain how the Mandate system under the League of Nations angered the Arab people of the Middle East. |
| <p>Skill Targets</p> <p><i>“What I can demonstrate.”</i></p> | <p>Depending on whom I represent at the Paris Peace Conference:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can apply the interests of either Britain, France, or the USA in a PPC group negotiation or <input type="checkbox"/> I can argue for self-determination on behalf of a smaller delegation in a PPC group negotiation <input type="checkbox"/> I can prepare a 2 minute speech to give to the delegates at the Paris Peace Conference (minorities only) <input type="checkbox"/> I can prepare a 1-2 minute speech outlining how either Britain, France or the USA approach one of these key issues: <ul style="list-style-type: none"> ▶ war costs and reparations ▶ map of Europe and colonies ▶ future military strength considerations ▶ war guilt and prevention |
| <p>Product Targets</p> <p><i>“What I can make to show my learning.”</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can write a 1-2 page reflection on the PPC, incorporating the following topics: <ul style="list-style-type: none"> ▶ my overall impression of the experience ▶ elements I found frustrating and/or successful ▶ how it affected my understanding of the difficulties associated with war guilt, colonies, self-determination and the prevention of future wars. |

GRADE 8 HISTORY ATASCOCITA MIDDLE SCHOOL

MR. DUECK

UNIT 4 – AMERICAN REVOLUTION – TARGETS 8.4 A-D (HISTORY)

STUDENT NAME: _____

Student-Friendly Learning Target Statements**Knowledge
Targets***“What I need to know!”*

- ☐ I know the definition of these terms and how they relate to the shaping of North America:

Treaty of Paris (1763) Seven Years War/French & Indian War

Royal Proclamation

- ☐ I know the basic areas of North American land ownership following the Treaty of Paris.

- ☐ I know the geographical location of the following political and physical features:

13 Colonies (Connecticut, Delaware, ...)

Appalachian Mountains

Ohio Valley

Battle locations (Lexington, Concord, Saratoga, Yorktown)

- ☐ I know the definition of these terms and how they relate to the causes of the American Revolution:

Intolerable Acts

Quebec Act

Quartering Act

Sugar Act

Stamp Act

Townsend Act

“No taxation without representation”

mercantilism

Continental Army

liberty

Declaration of Independence

Loyalists

Patriots

- ☐ I can briefly describe each of the following people AND explain what role each played in the American Revolution.

Samuel Adams

Benjamin Franklin

King George III

Thomas Jefferson

the Marquis de Lafayette

Thomas Paine

George Washington

Molly Pitcher

Penelope Barker,

Esther Reed

Patience Wright

Abigail Adams

- ☐ I can list and describe the main terms AND issues of the Philadelphia Convention of 1787.

Articles of Confederation

Second Continental Congress

ratification

Rhode Island boycott

Virginia Plan

Charles Pickney Plan

New Jersey Plan

Hamilton Plan

slavery issue

Connecticut Compromise

| | |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Reasoning Targets</p> <p><i>“What I can do with what I know.”</i></p> | <p><input type="checkbox"/> I can describe the events that <i>most</i> contributed to, or caused to the American Revolution.</p> <p><input type="checkbox"/> I can compare the major battles of the American Revolution AND give my opinion as to which one was most significant.</p> <p><input type="checkbox"/> I can evaluate which people (major figures) played the <i>most</i> significant role(s) in the American Revolution (who had the biggest <i>impact</i> on the events of the American Revolution)</p> <p><input type="checkbox"/> I can explain to what extent the actions of the patriots against the British government were justified.</p> <p><input type="checkbox"/> I can list some of the main issues at the Philadelphia Conventions AND argue to what extent the decisions reached were good for all Americans.</p> |
| <p>Skill Targets</p> <p><i>“What I can demonstrate.”</i></p> | <p><input type="checkbox"/> I can arrange the 13 colonies in the correct geographic order.</p> <p><input type="checkbox"/> I can bring in three items that represent one of the key figures in the American Revolution AND explain to a group of my classmates why I chose these items.</p> |
| <p>Product Targets</p> <p><i>“What I can make to show my learning.”</i></p> | <p><input type="checkbox"/> I can produce a letter, newspaper article, monologue or cartoon* that reflects the experiences of a young person living in the 13 colonies at the time of the American Revolution.</p> <p>Your project should include:</p> <ul style="list-style-type: none"> ▶ Fears and concerns of a young person in the late 1700s ▶ At least two main figures and two key events discussed in class ▶ Evidence that you have researched the day-to-day life of a person living at this time (historical accuracy) <p>(include a list of sources you used to find information – see rubric)</p> <p>* If you have a proposal for another way to show your knowledge, please consult Mr. Dueck</p> |

LEADERSHIP 9/10

NAME: _____

COURSE/UNIT PLAN 'WHAT IS LEADERSHIP?' (VER.2 – SEPT 2015)

| Student-Friendly Learning Target Statements | |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Knowledge Targets</p> <p><i>“What I need to know!”</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can define the following: leadership stealth leadership <input type="checkbox"/> I can list and contrast the qualities of a leader and of a manager. <input type="checkbox"/> I can list and describe the <u>three main leadership styles</u>: Autocratic Democratic/Participative Laissez-faire <input type="checkbox"/> I can define what is meant by 'Position Power Base' and describe it in terms of coercive, legitimate and reward elements. <input type="checkbox"/> I can define 'Personal Power Base' and describe it in terms of connection, expert, information, and referant elements. <input type="checkbox"/> I can list and state the importance of at least seven leadership qualities. <input type="checkbox"/> I know what is meant by ethics, an ethical dilemma and cognitive dissonance |
| <p>Reasoning Targets</p> <p><i>“What I can do with what I know.”</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can evaluate what leadership styles might be best applied to particular situations. <input type="checkbox"/> I can evaluate to what extent some famous leaders prescribe to certain leadership styles. <input type="checkbox"/> I can determine and/or argue the appropriate use of Position or Personal Power Bases. <input type="checkbox"/> I can explain the role of ethical values when facing an ethical dilemma |

| | |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Skill Targets</p> <p><i>“What I can demonstrate.”</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can watch, read of, or address a situation and determine some of the leadership elements involved. <input type="checkbox"/> I can watch, read of, or address a situation and determine some of the leadership styles involved. <input type="checkbox"/> I can watch, read of, or address a situation and determine which of the two power bases (personal or power) are involved. |
| <p>Product Targets</p> <p><i>“What I can make to show my learning.”</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> I can regularly maintain a journal in leadership class and develop it according to the ‘journal guide’. <input type="checkbox"/> I can produce a report on a variety of five influential leaders and identify: <ul style="list-style-type: none"> ▶ The NEED he/she addressed, the GROUP impacted and the specific GOALS/ACTIONS of the leader used to address the need. ▶ Examples of how he/she was a leader over a manager ▶ Clear examples of how they demonstrate leadership qualities and characteristics ▶ His/her leadership style(s) and evidence to support your argument ▶ <input type="checkbox"/> I can produce my personal list of ethical values. <input type="checkbox"/> I can write a 1-2 page reflection on what my personal view of leadership is. I can incorporate the following topics: <ul style="list-style-type: none"> ▶ Leadership styles ▶ Power bases ▶ Leadership qualities ▶ Ethics <p>Major Project – details to be announced and developed further. Project should be focused on a community/school imitative and/or centre on major concepts from the course.</p> |

Name: _____ Block: _____

Beowulf Unit Plans

as part of the Heroes Unit in College Preparatory English

In this unit, students will be able to complete the following:

Knowledge Targets: Delete any words below that are not on Vocabulary List #1 or #2

I can define the following and utilize them in my analysis:

| | | | | |
|------|-----------|-------------|----------------|-----------|
| hero | epic hero | Anglo-Saxon | hero's journey | archetype |
|------|-----------|-------------|----------------|-----------|

Reasoning/Skill Targets:

| | |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | I can <i>identify</i> the role of the epic hero archetype , including its influence on character, plot, setting, theme, point of view, tone, and style |
| | I can <i>explain</i> and <i>classify</i> the traits of the epic hero archetype and <i>apply</i> that knowledge to an analysis of characters in literary works across genres and formats. |
| | I can <i>identify</i> and <i>explain</i> the hero's journey as it appears in literature and film. |
| | I can <i>evaluate</i> the influence of historical context on the epic hero and the hero's journey . |
| | I can <i>compare</i> and <i>evaluate</i> oral, written, or viewed works from various eras and traditions. |
| | I can <i>create</i> and <i>defend</i> an argument for a character's heroic status. |
| | I can <i>utilize</i> research skills, word processing, and footnotes to create a product. |
| | I can <i>identify</i> kennings and alliteration in literary works as well as <i>create</i> my own. |

Essential Questions:

- ★ How do heroes reflect the values of a particular culture?
- ★ How do archetypes influence how we perceive others?

This portion of this unit consists of reading various epic hero myths and comparing them to *Beowulf*.

What is my academic goal for this unit?

Formative Assessments: Daily Journals; Group Work; In-class work; Discussions; Reading Quizzes**Summative Assessments:** Beowulf Resume; Create an epic-hero project

Academic Reading Calendar for *Beowulf*
as part of the Heroes/Antiheroes Unit*

Day 1: November 3/4

Epic Hero Webquest/Hero's Journey Webquest

Record your results in your journals

Read *Beowulf* part I: "The Monster Grendel" and "The Hero's Arrival" textbook pages 20-29

Take notes over descriptions of Beowulf and Grendel

Day 2: November 10-11

Review/discuss reading assignment

Discuss descriptions of Beowulf and Grendel

Academic Success Assignment in journals

Read *Beowulf* "Unferth's Challenge" and "The Battle with Grendel" textbook pages 30-39

Day 3: November 12-13

Outside Reading Week 4

Review/discuss reading assignment

Apply epic hero traits to Beowulf

Close reading of the battle with Grendel

kennings Activity

Read *Beowulf* "The Monster's Mother" textbook pages 39-41

Day 4: November 17-18

Discuss Grendel and Grendel's mother as challenges

Describe Beowulf's heroic journey

Read *Beowulf: Part II* textbook pages 42-50

Take notes on elements of epic hero and hero's journey in the reading

Day 5: November 19-20

Discuss Anglo-Saxon culture and Beowulf's role

Discuss Beowulf's hero status

Read excerpt from *The Collected Beowulf* (54-59) taking notes on the way epic hero traits are portrayed in pictures/text

Assign Epic Hero Resume

Day 6: November 21-24

Discuss *The Collected Beowulf* and epic hero traits

Work time for Epic Hero Resume

Day 7: November 25-26-27

Create an Epic Hero assignment (in-class)

Work time for Epic Hero Resume

Epic Hero Resume and Create an Epic Hero assignments due by 2 p.m. on Wednesday, November 26th
Journals due Wednesday, November 26th by 2 p.m.

*Calendar is subject to change at Ms. Gossling's discretion. An announcement will be made in class and via Google Classroom any time there is a calendar change.

Factors & Multiples Unit Plan, 6th grade, 1st Grading Cycle

Name: _____ Teacher: _____

Will breaking a number into factors help me solve a problem? What do factors and multiples of numbers tell me about a situation?

**Learning targets:**

| | |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge Targets <i>"What I need to know?"</i> | 1. I can explain the difference between a factor and a multiple. |
| | 2. I can identify factors of a positive integer. 6.1E |
| | 3. I can identify common factors and the greatest common factor (GCF) of two or more positive integers. 6.1E |
| | 4. I can identify multiples of a positive integer. 6.1F |
| | 5. I can identify common multiples and the least common multiple (LCM) of two or more positive integers. 6.1F |
| | 6. I can of a set of positive integers. 6.1F |
| Skill Targets <i>"What can I demonstrate?"</i> | 7. I can solve real-life problems that require using LCM or GCF. |
| | 8. I can use multiplication of whole numbers to solve problems including situations involving equivalent ratios and rates. 6.2C |
| | 9. I can use division of whole numbers to solve problems including situations involving equivalent ratios and rates. 6.2C |

Every composite number has a unique "fingerprint" – an expression as a product of prime numbers unique only to that number, regardless of order of the factors

Summative Assessments:

???

What is my academic goal for this unit?

| | 1 Just starting, Insufficient | 2 Yes, but..., Minimal | 3 Yes, Proficient | 4 WOW! Excellent |
|-----------------|-------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------|
| | Less than 60% accurate | Between 60 – 74% accurate | Between 75 – 89% accurate | 90% or greater |
| | Not able to explain math process or explain key math points | Able to show process, but not able to identify/ explain key math points | Able to explain both process and identify/explain key math points | Able to explain key math points accurately in a variety of problems |
| Learning Target | Assignment | Target/ Goal | Your Rubric score | Met Standard/ Target? |
| | | | | |
| | | | | |
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| | | | | |



factor common factor greatest common factor (GCF) prime number composite number
 multiple common multiple least common multiple (LCM) prime factorization factor pair




Factors & Multiples Unit Plan, 6th grade, 1st Grading Cycle

Name: _____ Teacher: _____



| | | | | |
|----------|-----------------|------------------------------|---------------------|------------------|
| factor | common factor | greatest common factor (GCF) | prime number | composite number |
| multiple | common multiple | least common multiple (LCM) | prime factorization | factor pair |

Analyzing Text Unit Plan

| What does an author do with INTENT to create an EFFECT? How does it affect my understanding of the text? | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div style="display: flex; justify-content: space-between;"> <div> Student Name: _____ Teacher: _____ </div> <div> Period 1 2 3 4 5 6 7 Alpha # _____ </div> </div> | |
| Knowledge Targets "What do I need to know?"  | <div style="border-bottom: 1px solid black; padding-bottom: 5px;"> I can <u>define</u> the following terms as they relate to this unit: <ul style="list-style-type: none"> <input type="checkbox"/> Symbol <input type="checkbox"/> Tone <input type="checkbox"/> Author's Purpose <input type="checkbox"/> Diction <input type="checkbox"/> Theme <input type="checkbox"/> Plot Development <input type="checkbox"/> Exposition <input type="checkbox"/> Analogy <input type="checkbox"/> Literal <input type="checkbox"/> Interpretive <input type="checkbox"/> Evaluative <input type="checkbox"/> Universal <input type="checkbox"/> Inference <input type="checkbox"/> Connotation <input type="checkbox"/> Denotation <input type="checkbox"/> Genre </div> <div style="padding-top: 5px;"> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify a relationship in an analogy. 8.2(C) <input type="checkbox"/> I can identify characters, setting, rising action, climax, falling action, and resolution in fiction. 8.6(A) <input type="checkbox"/> I can identify the parts of speech in a word. 8.2(E) </div> |
| Skill Targets "What can I demonstrate?"  | <ul style="list-style-type: none"> <input type="checkbox"/> I can summarize the main ideas, supporting details, and relationships among the ideas. 8.10(A) Fig.19(E) <input type="checkbox"/> I can explain the difference between literal, interpretive, evaluative, and universal questions. Fig.19(B) <input type="checkbox"/> I can determine the meaning of words using context clues. 8.2(B) <input type="checkbox"/> I can use a dictionary or thesaurus to determine the most accurate meaning of a word and the part of speech. 8.2(E) <input type="checkbox"/> I can make inferences and provide support by using text evidence. Fig.19(D) <input type="checkbox"/> I can create various types of analogies. 8.2(C) |
| What is your Self Reflected Goal?  | What is your academic goal for this unit? |

Adopted from Grading Harder Not Smarter Myron Dueck

Student Name: _____

It is your responsibility to keep track of your learning and growth for this ANALYZING TEXT UNIT.

| ELA 8 th Grade Learning Goals | Novice | | Apprentice | | Expert | |
|----------------------------------------------------------------------------------------------------------------|--------|---|------------|---|--------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Vocabulary | | | | | | |
| 1. Determine meaning of academic words using a dictionary | | | | | | |
| 2. Use context within a sentence to determine denotation/connotation of words | | | | | | |
| 3. Identify parts of speech of words as used in connotation | | | | | | |
| 4. Identify roots and affixes (prefix/suffix) | | | | | | |
| 5. Alternate word choices (synonym/antonym) [Analogies] | | | | | | |
| Genre | | | | | | |
| 6. Comprehension of Literary Text (FICTION, POETRY, DRAMA) | | | | | | |
| 7. Comprehension (summarizing and paraphrasing) | | | | | | |
| 8. Comprehension (synthesizing) | | | | | | |
| 9. Comprehension (personal and world connections) | | | | | | |
| 10. Comprehension (creating sensory imagery) | | | | | | |
| 11. Compare and contrast similarities and differences across genres | | | | | | |
| Analysis | | | | | | |
| 12. Understand, make inferences, and draw conclusions about the structure and elements of genre | | | | | | |
| 13. Analyze literary works that share similar themes | | | | | | |
| 14. Analyze works written on the same topic and compare how the authors achieved similar or different purposes | | | | | | |
| 15. Make links among and across texts, including media | | | | | | |
| 16. Establish purposes for reading texts based on desired outcome to enhance comprehension | | | | | | |
| Plot Development | | | | | | |
| 17. Identify Exposition (Setting and Character) | | | | | | |
| 18. Elements of Rising Action (obstacles/problems the main character faces) | | | | | | |
| 19. Type of conflict (Man vs Man, Man vs Self, Man vs Nature, Man vs Society) | | | | | | |
| 20. Identify the Climax (the most intense, exciting, or important point) | | | | | | |
| 21. Identify the Falling Action (how has the character changed) | | | | | | |
| 22. Analyze how the central character's qualities influence resolution of the central conflict | | | | | | |
| 23. Analyze how the central character's qualities influence the theme | | | | | | |
| Inferencing Fig. 19 | | | | | | |
| 24. Make complex inferences about text and use text evidence to support understanding | | | | | | |
| 25. Ask literal questions of text (point your finger on it) | | | | | | |
| 26. Ask interpretive questions of text | | | | | | |
| 27. Ask evaluative questions of text | | | | | | |
| 28. Ask universal questions of text | | | | | | |
| 29. Summarize and paraphrase text, maintaining meaning and logical order | | | | | | |
| 30. Analyze how words, images, graphics, and sounds work together in various forms to impact meaning | | | | | | |

Chemistry 12**Learning Targets**

Name: _____

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

| Learning Targets | | Novice (1 and 2) | Apprentice (3 and 4) | Expert (5 and 6) |
|------------------|-------------------------------------------------------------|---------------------|-------------------------|---------------------|
| Semester 1 | | | | |
| 1-1 | Calculate and Graph Rate | | | |
| 1-2 | Monitor Rate | | | |
| 1-3 | Control Rate | | | |
| 1-4 | Collision Theory | | | |
| 1-5 | PE and KE | | | |
| 1-6 | Mechanisms | | | |
| 1-7 | Catalysts | | | |
| 2-1 | Equilibrium Characteristics | | | |
| 2-2 | Entropy and Enthalpy Changes | | | |
| 2-3 | Le Châtelier's Principle (LCP) | | | |
| 2-4 | Equilibrium Constant, K_{eq} | | | |
| 2-5 | K_{eq} Calculations | | | |
| 3-1 | Solubility Equilibrium Characteristics | | | |
| 3-2 | Solubility and Precipitation | | | |
| 3-3 | Solubility Equilibrium Constant, K_{sp} | | | |
| 3-4 | K_{sp} Calculations | | | |
| 3-5 | Common Ion Effect and Hard Water | | | |
| Semester 2 | | | | |
| 4-1 | Acids and Bases - Properties and Definitions | | | |
| 4-2 | Strong and Weak, Acids and Bases | | | |
| 4-3 | Ionization of Water- Equilibrium constant- K_w | | | |
| 4-4 | pH, pOH | | | |
| 4-5 | K_a and K_b – Properties, Definitions & Problem Solving | | | |
| 4-6 | Hydrolysis of Salts | | | |
| 4-7 | K_a and K_b - Calculations | | | |
| 4-8 | Titrations | | | |
| 4-9 | Indicators | | | |
| 4-10 | Buffers | | | |
| 4-11 | Acid Rain | | | |
| 5.1 | Electrochemistry - Properties and Definitions | | | |
| 5.2 | Balancing Redox Equations | | | |
| 5.3 | Electrochemical Cells | | | |
| 5.4 | Corrosion | | | |
| 5.5 | Electrolytic Cells | | | |

Fractions and decimals

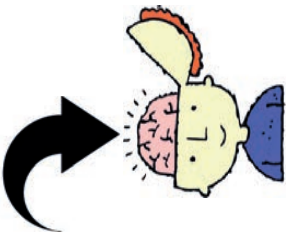
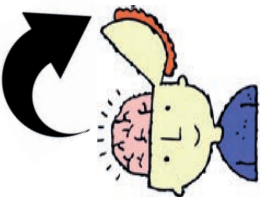

Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole (ACMNA058 - Scootle [\[7\]](#))



Elaborations -

- partitioning areas, lengths and collections to create halves, thirds, quarters and fifths, such as folding the same sized sheets of paper to illustrate different unit fractions and comparing the number of parts with their sizes
- locating unit fractions on a number line
- recognising that in English the term 'one third' is used (order: numerator, denominator) but that in other languages this concept may be expressed as 'three parts, one of them' (order: denominator, numerator) for example Japanese



| The Focus of our Learning: <u>Fractions</u> | |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>'What I will learn.'</p> | <p>★ A whole can be divided into 2, 3, 4 or 5 equal parts.</p> <p>★ A 'whole' is an area, length or collection of things.</p> <p>★ Parts of a whole can be shown in fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{3}{4}$ or $\frac{2}{5}$.</p> <p>★ Fractions are expressed differently around the world</p> |
|  <p>'What I will do with my learning.'</p> | <p>★ I will use both pictures and words to show that I understand fractions.</p> <p>★ I will create a number story that matches a fraction I am given.</p> <p>★ I will create a number story that matches a fraction I am given.</p> |
|  <p>'What I will show or make to demonstrate my learning.'</p> | <p>★ I will create my own Fantastic Fractions using pictures, stories and a number line.</p> <p>My project will include a personal story and photos from around the school.</p> <p>I will express fractions through my story and photos.</p> |

Fractions and decimals

Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, and their multiples to complete a whole.

Partition areas, lengths and collections to create halves, quarters, thirds and fifths.

Locate fractions on a number line.

Recognize that in English the term 'one third' is used as numerator-denominator, but other languages express it differently or reversed order.

KNOWLEDGE:

I can define the following terms as they relate to literature: **narrative, viewpoint, structure, characterization, devices, analogy, satire, sarcasm, irony, ridicule, humour, exaggeration, understatement.**

I can explain how a **narrative** in literature acts as both **story** (what is told) and **discourse** (how).

REASONING:

I can determine appropriate instances when a writer would use **analogy, satire, sarcasm, irony, ridicule or humour** to achieve a particular effect.

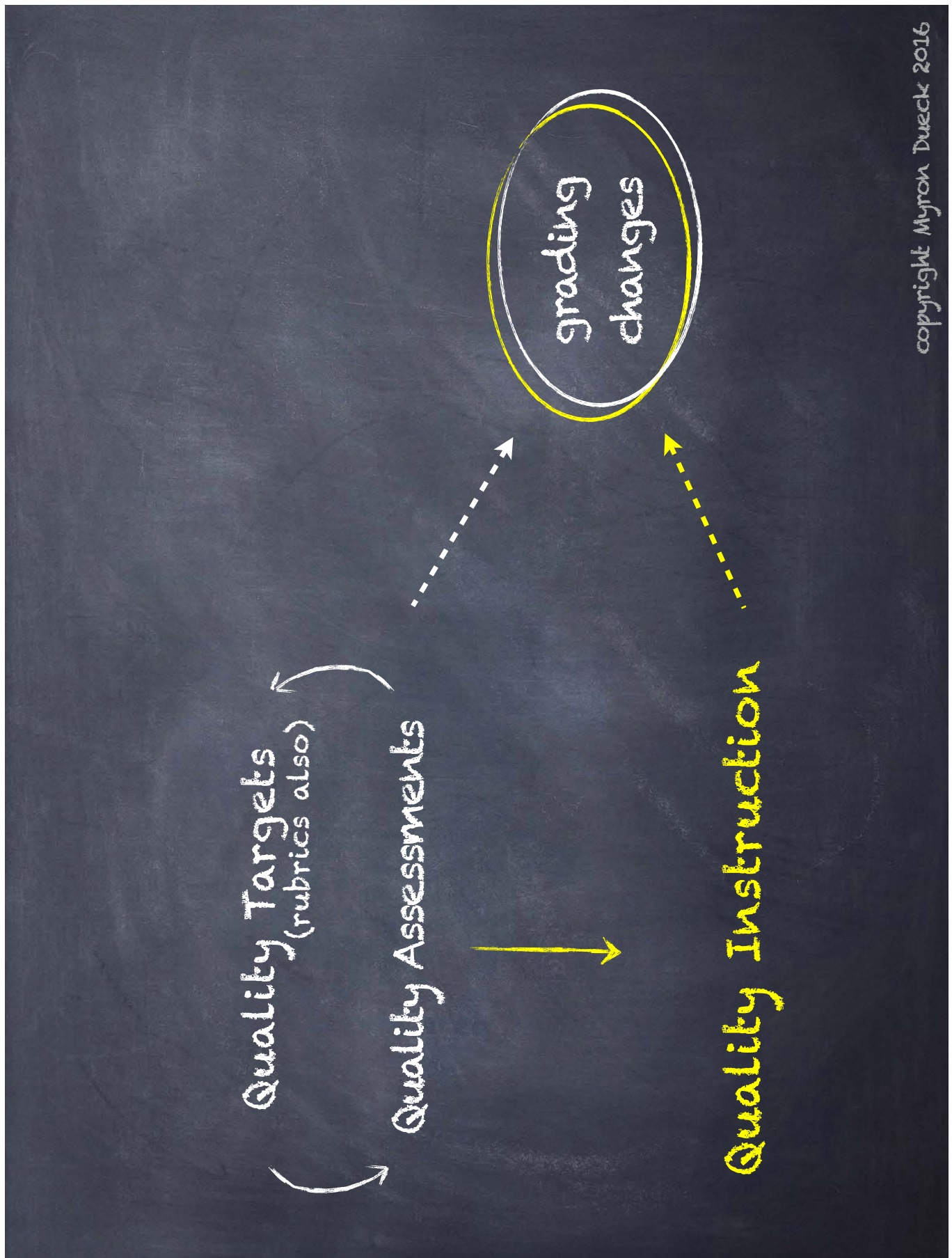
SKILL:

I can examine pieces literature and identify how **satire** is being used to expose and/or criticize the shortcomings/behaviours of an individual or society. I can analyze (compare/contrast) the use of ridicule **sarcasm, irony (and others) to convey meaning** other than the words stated.

PRODUCT:

I can produce a piece of writing that clearly uses devices such as **analogy, satire, sarcasm, irony, ridicule or humour** and separately indicate where and why each was used.

Examining Literature
Identify, explain and discuss how narrative, viewpoint, structure, characterization and devices *including* analogy and satire shape different interpretations and responses to a text



What is a rubric?

A coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.

①

coherent set of criteria

②

descriptions of levels of performance quality

How to Create and Use Rubrics - S. Brookhart (ASCD)

Performance assessment has 2 parts...

tasks & performance criteria

activities or exercises
students do while being
observed or judged

an oral presentation

a certain number of dives

answering a reasoning question

the basis for judging
the quality of the
performance on the
task

the quality of the content, organization and the
effectiveness of the delivery oral presentation

the form, difficulty and amount of
splash of dive

the arguments, content and relevant
information used in the reasoning question

What is a rubric?

A coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.

①

coherent set of criteria

②

descriptions of levels of performance quality

How to Create and Use Rubrics - S. Brookhart (ASCD)

I can produce a letter, newspaper article, monologue or cartoon that reflects the experiences of a young person living in the 13 Colonies at the time of the American Revolution.

| | Expert 6/5 | Apprentice 4/3 | Novice 2/1 |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The student has... | The student has... | The student has... |
| Fears and concerns of a young person in the late 1700s. | Displayed a solid, in-depth account of the fears and concerns related directly to a <u>variety</u> of key events surrounding the American Revolution. | Displayed a fairly detailed account of the fears and concerns related directly to <u>some</u> key events surrounding the American Revolution. | Displayed a brief understanding of the fears and concerns related to <u>one or two</u> key events surrounding the American Revolution. |
| Important people in the American Revolution | Highlighted at least three key people of the American Revolution and indicated <u>clearly</u> what they did and why these actions were historically important . | Highlighted at least two key people of the American Revolution and indicated <u>quite clearly</u> what they did and why these actions were historically important . | Highlighted at least one key person of the American Revolution and indicated <u>briefly</u> what they did and why these actions were historically important . |
| Research/Historical Accuracy | Maintained historical accuracy in <u>all</u> elements of the project including terminology, images and theme. | Maintained historical accuracy in <u>most</u> elements of the project including terminology, images and theme. | Maintained historical accuracy in a <u>few</u> elements of the project including terminology, images and theme. |
| List of sources | Concluded the project with a <u>complete list</u> of the resources used for this project and ample information as to where they can be found. | Concluded the project with a <u>nearly complete</u> list of the resources used for this project and some information as to where they can be found. | <u>Attempted</u> to conclude the project with a <u>nearly complete</u> list of the resources , but the list is incomplete and lacks numerous critical information items. |

Leadership Journal Rubric

| | Expert 6/5 | Apprentice 4/3 | Novice 2/1 |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Inclusion of topics | All assigned topics are addressed. If absent there is an effort to catch up on the topic in another way. | Most topics are addressed. Very few missed topics. | Journal is missing numerous/many of the assigned topics. |
| Quality of journal entries | All entries are thorough and nearly all include instances of extended thought and additional items. | Most journal entries have evidence of further thought and interesting additional items. | Journal entries cover the basics only and seldom involve evidence of extended thought. |
| Evidence of including leadership concepts | Journal entries show a definite attempt to blend in the leadership concepts discussed in class. | Journal entries show a few instances of the student's attempt to blend in the leadership concepts discussed in class. | Journal entries show very few/no instances where student attempted to blend in the leadership concepts discussed in class. |
| Comments: | | | |

Leaders Review **Student Name:** _____

Choose 5 influential leaders and follow the following categories...

| | Expert 6/5 | Apprentice 4/3 | Novice 2/1 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | The student has... | The student has... | The student has... |
| Need, Group, Goal... | Clearly defined the GROUP (who is being led?), the NEED (what is the issue?) and the GOAL (actions by the leader to meet the need.) | Displayed a fairly detailed account the GROUP, the NEED and the GOAL | Displayed a little or no evidence of the GROUP, the NEED and the GOAL. |
| Leader vs. Manager | Listed a number of specific and detailed actions or examples of the leader that show the person is a leader (as opposed to managers). | Highlighted one or two specific and detailed actions or examples of the leader that show the person is a leader (as opposed to managers). | Attempted to highlight at least one specific or detailed action or example of the leader that show the person is a leader (as opposed to managers). |
| Leader Characteristics | Listed 4 or more leader characteristics and supplied clear examples/proof that each leader has these characteristics. | Listed 1 or 2 leader characteristics and supplied clear examples/proof that each leader has this characteristic(s). | Attempted to list at least 1 characteristic and supplied some proof that each leader has at least one leader characteristic. |
| Leadership styles | Shown very good evidence that the leaders follow one or more of the 3 leadership styles. Clear, detailed evidence is supplied to support these claims. There is evidence of thought or debate included. | Shown some evidence that the leaders follow one or more of the 3 leadership styles. Some detailed evidence is supplied to support these claims. | <u>Attempted</u> to supply evidence that the leaders follow one or more of the 3 leadership styles. Very little detailed evidence is supplied to support these claims. |

Comments:

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:

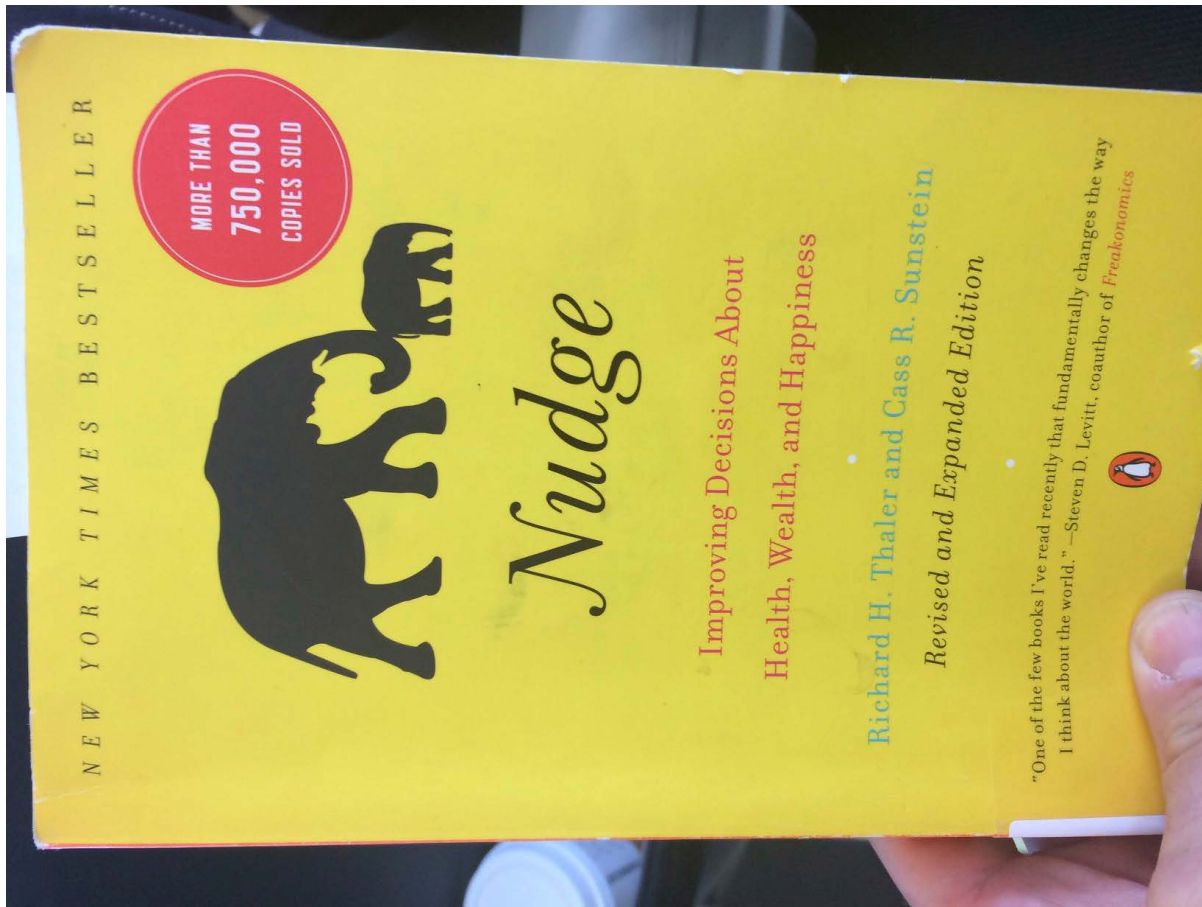
I DID ☐ DID NOT ☐ complete all of the term cards and suggested **homework** for this unit. If **not**, the reason is...

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.



Mere-Measurement Effect:
People are more likely to do something if you **Ask Them** if they *intend* to do it.

Providing 'channel-factors'
or paths to that intention greatly increases the chances it will occur.

Homework Planning Form

Name: _____

Class: _____

| Section | Prescribed Learning Outcome | Topic | Homework Support <i>List all homework that will assist you in understanding the topic</i> | Check it off if complete |
|---------|-----------------------------|--------------------------------|----------------------------------------------------------------------------------------------|--------------------------|
| 2.1 | D1-D5 | Dynamic Equilibrium | | |
| 2.2 | D4, D6 | Characteristics of Equilibrium | | |
| 2.3 | D7-D9 | Spontaneous or Non-spontaneous | Classroom Assignment 2-1 | |
| 2.4 | E1-E4 | LCP | | |
| 2.5 | E5 | Haber Process | Classroom Assignment 2-2 | |
| 2.6 | F1—F3 | K_{eq} | | |
| 2.7 | F4 | LCP and K_{eq} | | |
| 2.8 | F5-F8 | ICE tables | Classroom Assignment 2-3 | |

Quiz & Test Tracking Form

Name: _____

| Quiz or Test | Score | Learning outcomes needing review. |
|----------------------------|-------|-----------------------------------|
| Section 2.1-2.3 | | |
| Re-Quiz Section 2.1-2.3 | | |
| Section 2.4-2.5 | | |
| Re-Quiz Sec 2.4-2.5 | | |
| Section 2.6-2.8 | | |
| Re-Quiz Section 2.6-2.8 | | |
| Chapter 2 Test | | |

Math 9 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 |
| Rational Numbers | | | | | | |
| 1. Comparing and ordering rational numbers | | | | | | |
| 2. Adding and subtracting rational numbers | | | | | | |
| 3. Multiplying and dividing rational numbers | | | | | | |
| 4. Solving problems that involve multiple operations | | | | | | |
| 5. Solving word problems that involve rational numbers | | | | | | |
| Exponents | | | | | | |
| 6. Identifying the base, exponent and standard form of a power | | | | | | |
| 7. Writing powers of ten | | | | | | |
| 8. Solving problems with a zero exponent | | | | | | |
| 9. Solving problems that involve multiple operations | | | | | | |
| 10. Solving problems that involve the exponent laws | | | | | | |
| 11. Converting to and from scientific notation | | | | | | |
| Polynomials | | | | | | |
| 12. Identifying parts of a polynomial (term, degree, variable etc.) | | | | | | |
| 13. Adding and subtracting like terms | | | | | | |
| 14. Multiplying polynomials | | | | | | |
| 15. Multiplying special polynomials | | | | | | |
| 16. Dividing polynomials | | | | | | |
| Factoring | | | | | | |
| 17. Prime factorization | | | | | | |
| 18. Greatest Common Factor | | | | | | |
| 19. Lowest Common Multiple | | | | | | |
| 20. Factoring out a GCF | | | | | | |
| 21. Factoring a trinomial | | | | | | |
| 22. Factoring a difference of squares | | | | | | |
| 23. Factoring using multiple methods | | | | | | |
| Solving Equations | | | | | | |
| 24. Solving algebraic equations requiring multiple steps | | | | | | |
| 25. Solving algebraic equations involving rational numbers | | | | | | |
| 26. Solving inequalities | | | | | | |
| 27. Graphing inequalities | | | | | | |

Mrs. Becker's
Assessment RETEST Application

Name: _____

Unit _____

Learning Goals to Rewrite:

Assessment Time (one week from when you received your test marked)

Date of Rewrite Requested: _____

Time: before school / lunch / afterschool (circle one)

Write out the learning goals that you are going to redo and self-evaluate where you CURRENTLY are with respect to each individual learning goal:

| Learning Goal | Novice | Apprentice | Expert |
|---------------|--------|------------|--------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

1. What went wrong the first time? _____

2. What could you have done differently? _____

3. Did you complete EVERY video, lab, discussion paragraph, and quiz? _____

4. If No, then explain why? _____

5. How have you been managing your time inside of class? How would you describe your work ethic?

The following criteria will be considered in your RETEST APPLICATION:

- Student absences during the unit
- Student Work Ethic during the unit/ time on task during class
- Students completion of videos, labs, & Quizzes
- RETEST Application
- Student's **own** initiative towards this process

Once the above is completed the following portion must be signed and returned to Mrs. Becker at least 3 days prior to your retest date

I want to emphasize that RETEST is a privilege and should be treated as such.




This means you should take care to complete the above seriously and sufficiently. I will likely ask you to elaborate on something if I don't understand your thinking or would like you to reflect on something a bit more.

Student Signature _____ Date

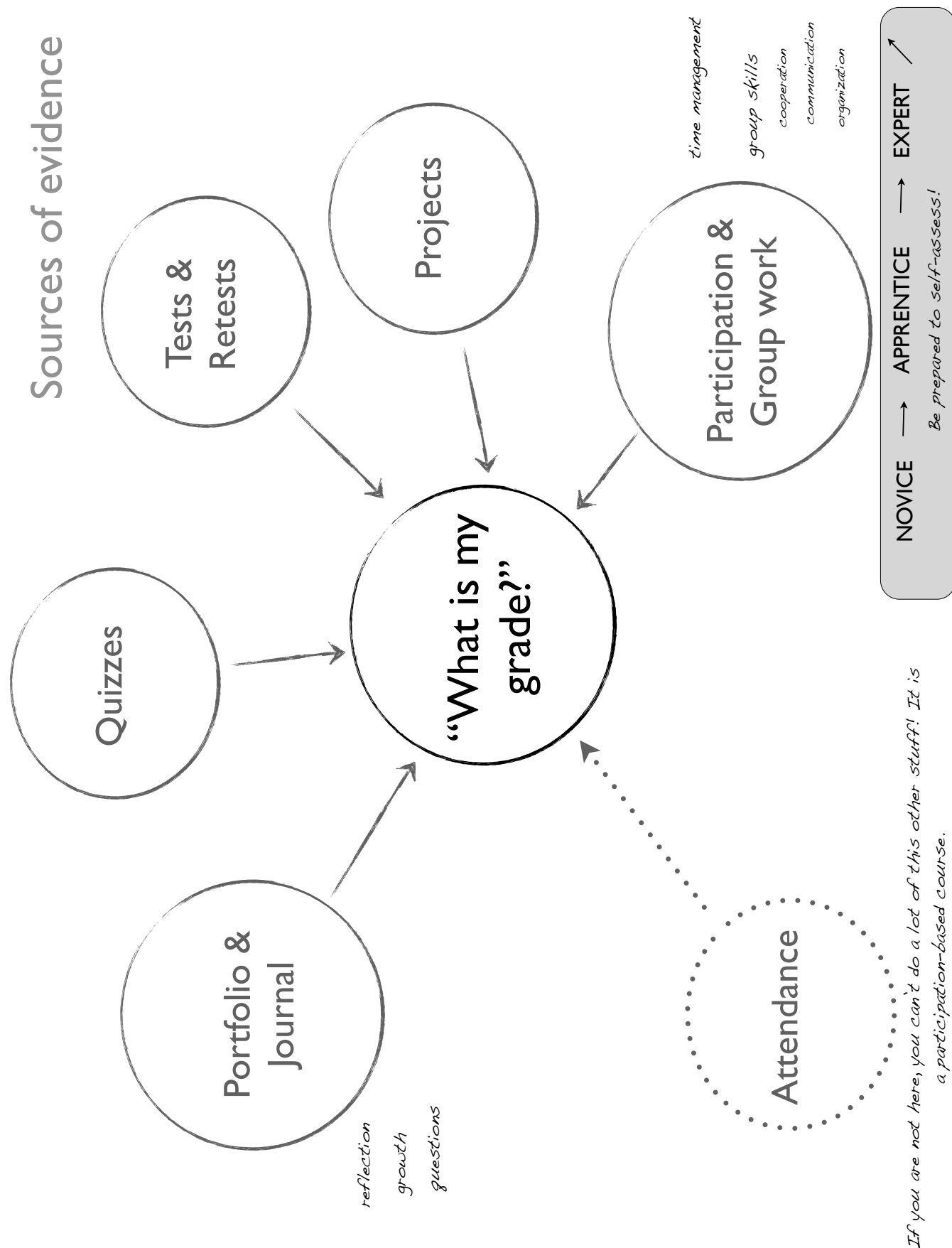
Parent Signature _____ Date

1-6 Proficiency Scale

*teacher speak**student lingo*

| | | | |
|----------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Expert  | 6 | Near perfect demonstration of understanding/skill; high confidence; mastery of learning standard. | "You could teach this!" |
| | 5 | Strong demonstration of understanding/skill; high confidence; slight error involved. | "Almost perfect, just one little error!" |
| Apprentice  | 4 | Good demonstration of understanding/skill; confidence evident; a few errors | "Good understanding, with just a few errors." |
| | 3 | Satisfactory demonstration of understanding/basic skills; key concepts are lacking; errors common | "You are on the right track, but understanding is lacking on a key concept." |
| Novice  | 2 | Minimal understanding of key concepts and rudimentary demonstration of basic skills; many errors | "You have achieved the bare minimum to pass learning outcome." |
| | 1 | Inadequate understanding key concepts and little to no demonstration of basic skills; errors throughout | "Has not met minimal proficiency on learning outcome or skill" |

Courtesy Arcuri, Becker, Dueck



Name: _____

Date: _____

Drive-Thru Evaluation

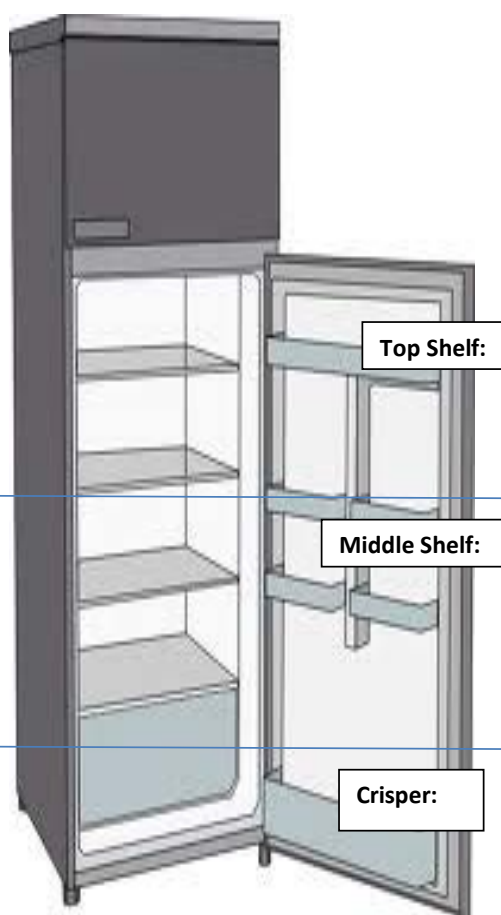
1 2 3

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: _____

Leadership Evaluation

Grade 9/10 Leadership

1 2 3

Potential Grade:

| | |
|---|-----|
| 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:

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 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 | | | | | | | | |
| 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

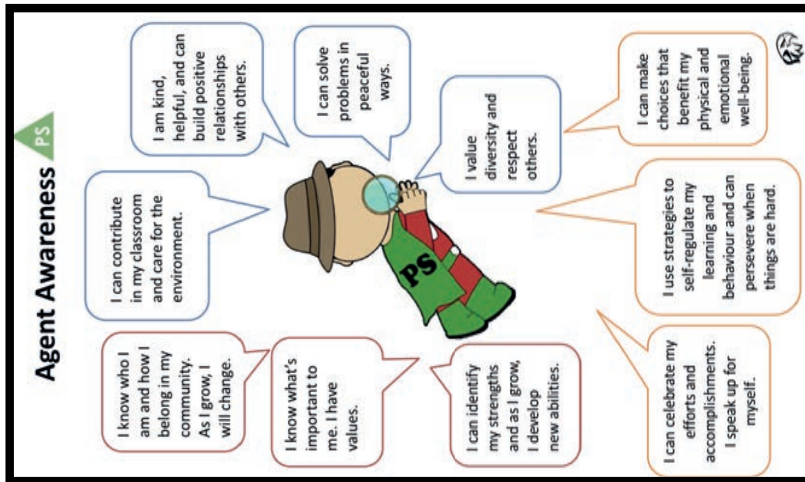
| Reporting Period | Novice | | Apprentice | | Expert | |
|------------------|--------|---|------------|---|--------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| Interim #3 | | | | | | |
| Report Card #3 | | | | | | |
| Interim #4 | | | | | | |
| Report Card #4 | | | | | | |


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 | | | | | | | | |



June Self-Assessment Core Competencies Name: _____ Date: _____ 

| Communication | | Thinking | | Personal - Social | |
|-------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------|----------|
| Goal (I can...) | Examples | Goal (I can...) | Examples | Goal (I can...) | Examples |
|  | |  | |  | |
| Reflection | | Reflection | | Reflection | |

Developed by Parkway Elementary School, Penticton BC 2017

Self-Evaluation

Name - _____

A valuable aspect to the learning process involves self-reflection and efficacy. Research has shown self-assessment to improve performance, effort and be a direct impact on a growth mindset compared to a fixed mindset. To be successful lifelong learners we need to develop the capacity to monitor, evaluate and know what to do to improve outcomes. Please read the following list of descriptions and reflect on your behaviours, attitudes and actions over the course of the term. Rank yourself as Excellent (E), Good (G), Satisfactory (S), or Needs Improvement (N).

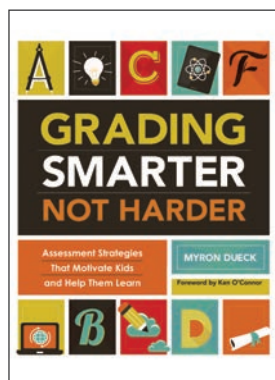
| | | E | G | S | N |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Personal Responsibility | • I watch the video and copy the notes and come to class ready to ask questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • I am fully prepared for the first quiz | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • I complete all quiz corrections and follow up with practice from the textbook and worksheets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • I am fully prepared for the re-quiz | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • I follow instructions/procedures and assist other students • I am on task working to complete the daily activities and practice • I complete assignments and labs on time . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-Regulation | • I am recording my quiz and re-quiz scores to keep track of the learning targets that I do not understand | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • I can take ownership of my goals, learning, and behaviour. • I can solve some problems myself and can identify when to ask for help • I can persevere with challenging tasks • I take responsibility to be actively engaged in the lesson and class discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | • I only use my cell phone for school based work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | |
| Classroom Responsibility | • I am focused on the discussion and lesson • I ask questions during the lesson and class • I am actively engaged in the lesson and discussion , give my best effort and encourage others to work well . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Collaborative Actions | • I can work with others to achieve a common goal • I make contributions to my group and help others with what they are working on. • I can take on roles and responsibilities in a group • I am kind to others, can work or play co-operatively , and can build relationships with people of my choosing. • I can identify when others need support and provide it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communication Skills | • I present information clearly and in an organized way. • I ask and respond to simple, direct questions. • I am an active listener; I support and encourage the person speaking. • I recognize that there are different points-of-view and I can disagree respectfully | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Goal for the next term – refer to the criteria above. Please select (underline/highlight) two areas you want to focus on to help improve your learning skill set. | | | | | |

[illegible]

[illegible]

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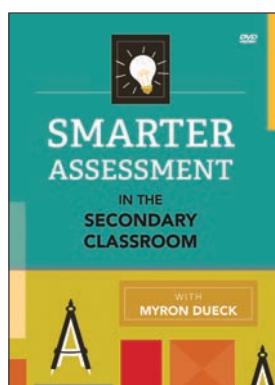


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114003 • \$32.95



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.

616045 • \$345.00

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