

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

[www.hbconf.com.au](http://www.hbconf.com.au)

**MYRON DUECK**

**SATURDAY 19 MAY**

**Session 3**

**Leading Though Uncharted Waters:  
Developing as Assessment for Literacy**

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

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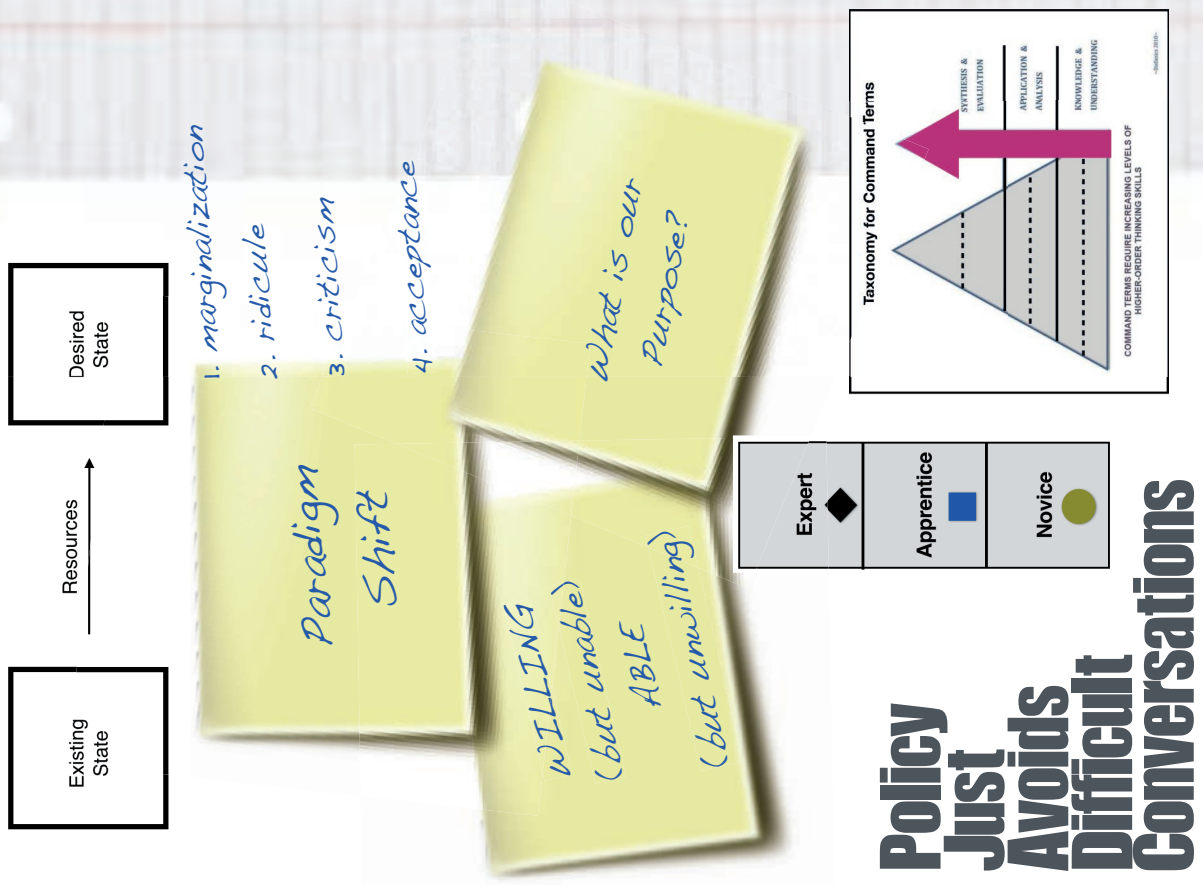
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# Leading Through Uncharted Waters

## Developing SBG and AFL Literacy

Saturday, May 18, 2018  
2-4 pm

HBE Conference - Melbourne



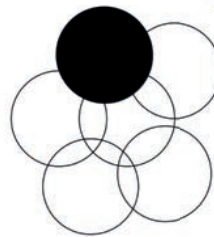
114003 • \$32.95



# Paradigm shift

...when one of the basic, underlying assumptions we have been living with changes.

## 1. Complacency/ Marginalization

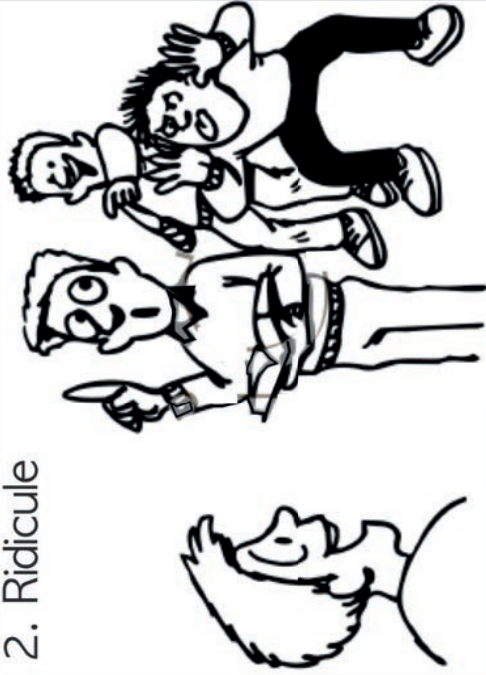


ignore it

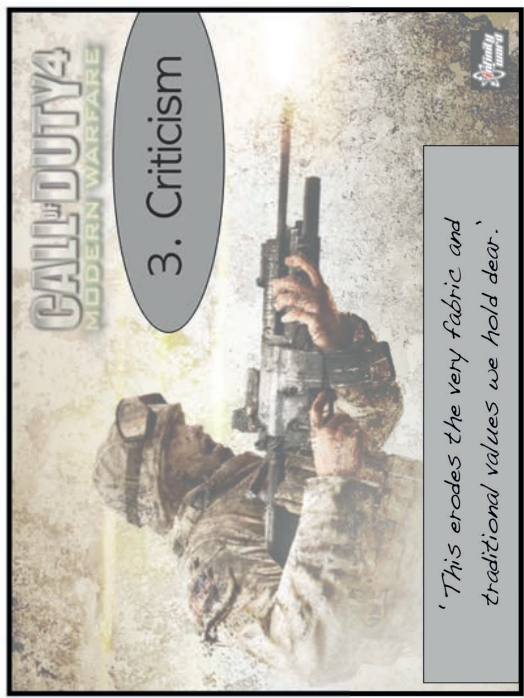
"that's crazy!"

"What a silly notion..." off-the-wall

## 2. Ridicule



## 3. Criticism

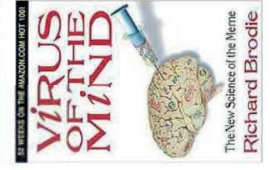
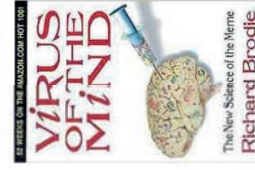
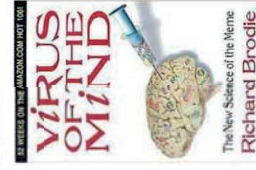


'This erodes the very fabric and traditional values we hold dear.'

## 4. Acceptance



How could we have thought differently???



If you are not regularly in the classroom, do not speak as though you are.

# rather...

arm yourself  
with  
replacement  
routines

explore  
common  
questions

get your  
hands dirty

it's ok to NOT  
have the answer

in order to speak  
from a position of  
experience

in order to  
offer  
solutions



# WILLING

**UNABLE**

**Focus on 'HOW' w/ SUPPORT**

# ABLE

**UNWILLING**

**Focus on 'WHY' w/BALANCE....**

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.

Policy Enacted



Resistance



action achieved in  
another way



enacted poorly

Policy Enacted: "NO MORE GRADE  
PENALTIES FOR STUDENTS WHO  
ARRIVE LATE TO CLASS."



"But our purpose is to uphold values, and  
we have grading policy to support it!"



lock door at bell



graded quiz  
at start of class



# POLICY ENACTED: 'STUDENTS MUST BE GIVEN THE OPPORTUNITY TO RETEST.'



- lack of time
- quick fix
- weak assessment literacy



unlimited  
identical retests



our purpose is to  
uphold values...  
retests only to the  
most committed



Fridays @ 6PM

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## Freshman Grading

In the first semester and the January Independent Activities Period (IAP) freshmen are graded on a Pass or No Record basis in all subjects they take, where P (passing) means C- or better performance. Freshmen earn no credit for subjects with D and F grades.

In the second semester, freshmen are graded on an A, B, C or No Record basis. They continue to earn no credit for subjects with D and F grades.

Subjects with a grade of P, A, B or C appear on both the student's [grade report](#) and [transcript](#).

Subjects with a grade of D, F, O or OX are only reported internally. They appear on the grade report but do not appear on the transcript. On the grade report these grades are followed by an N indicating no external record.

A [grade point average](#) (GPA) is calculated for freshmen starting in the second semester.

Freshman grading is designed to ease the transition from high school by giving students time to adjust to factors like increased workloads and variations in academic preparation. A, B, and C grades are used during the second semester so that freshmen can begin the progression to regular A-F grading in the sophomore year.





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## Incomplete Work

### Undergraduate Students

If the grade of I has been received, the completion date for outstanding work normally should be before Add Date of the succeeding regular term (fall or spring). However, the instructor, in negotiation with the student, has the right to set an earlier or later date for pedagogical reasons or extenuating circumstances.

The instructor is required to submit an Instructor's Report form for every Incomplete grade reported for an undergraduate. On the form the instructor provides the date by which the outstanding work is to be completed and a default grade. The default grade represents the grade the student would have earned, using appropriately low scores for the missing work.

If the subject has not been completed by Add Date of the succeeding regular term, the default grade will be posted to the student's record unless a later deadline has been specifically agreed between the instructor and the student.




Once a default grade has been posted, it is still open to the student to complete the outstanding work while s/he remains a registered student. When the instructor submits a grade which includes completion of the missing work it replaces the default grade on the student's record.

The I grade remains on a student's internal grade report and external transcript. When a final grade or default grade is recorded it appears next to the I grade (e.g., I/B).

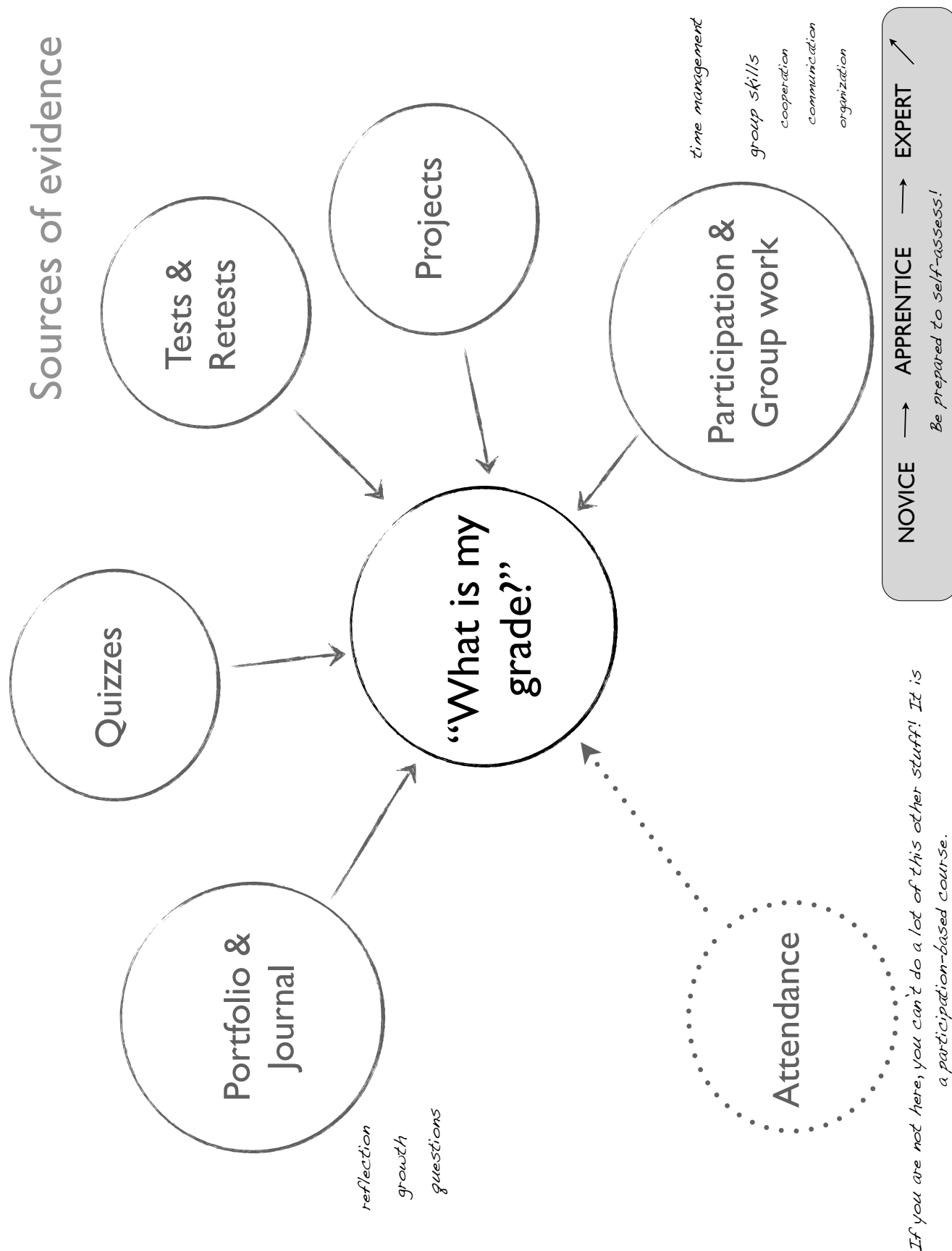
No grade of I can be assigned to any student in the semester in which he or she graduates. All grades of Incomplete must be resolved prior to graduation. See more information on [resolution of Incompletes](#).

## 1-6 Proficiency Scale

*teacher speak*      *student lingo*

<b>Expert</b> 	<b>6</b>	Near perfect demonstration of understanding/skill; high confidence; mastery of learning standard.	"You could teach this!"
	<b>5</b>	Strong demonstration of understanding/skill; high confidence; slight error involved.	"Almost perfect, just one little error!"
<b>Apprentice</b> 	<b>4</b>	Good demonstration of understanding/skill; confidence evident; a few errors	"Good understanding, with just a few errors."
	<b>3</b>	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."
<b>Novice</b> 	<b>2</b>	Minimal understanding of key concepts and rudimentary demonstration of basic skills; many errors	"You have achieved the bare minimum to pass learning outcome."
	<b>1</b>	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

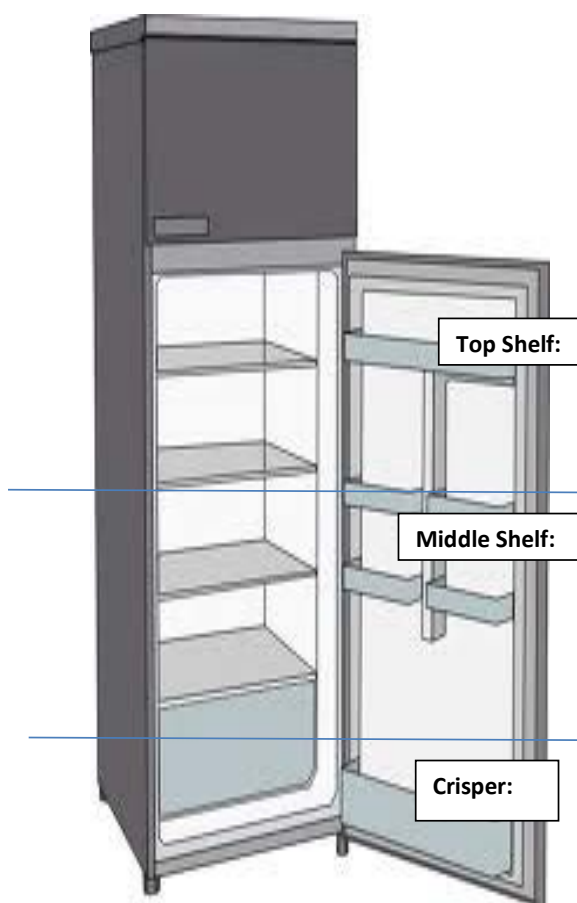
1 2 3

Potential Grade:

Grade 9/10 Foods &amp; 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

1 2 3

Potential Grade:

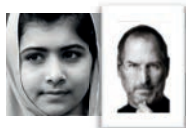
Grade 9/10 Leadership

6	Exp
5	
4	App
3	
2	Nov
1	

*"I am a NOVICE APPRENTICE EXPERT in Leadership."*

Strengths/Challenges:

Game-changer



Middle-Player



Follower



### Areas to improve:

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

Notes:

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:



## Science 10 Learning Goals

Name: 

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

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

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:**

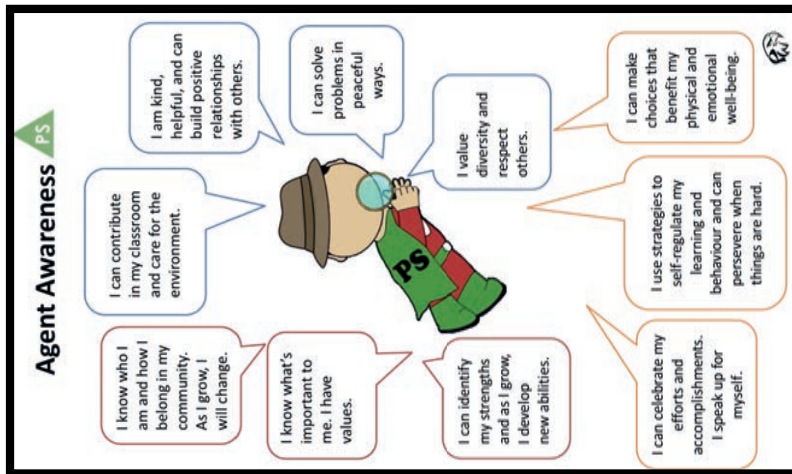
Work Ethic	Needs Improvement	Satisfactory	Good	Excellent
Student hands in all assignments ON TIME				
Student is coming in for extra help when it is needed				
Student is positive in class and being a positive contributor to our learning environment				
Student is on time and with all necessary supplies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

**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
<b>Creating</b>						
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.						
<b>Performing</b>						
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.						
<b>Responding</b>						
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.						
<b>Connecting</b>						
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.						
<b>Leadership</b>						
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.						



**June Self-Assessment Core Competencies** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Communication**

Goal (I can...)	Examples	Reflection

**Thinking**

Goal (I can...)	Examples	Reflection

**Personal - Social**

Goal (I can...)	Examples	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
<b>Personal Responsibility</b>	• I <b>watch</b> the video and <b>copy the notes</b> and come to class <b>ready to ask questions</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I am <b>fully prepared</b> for the first quiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I <b>complete all quiz corrections</b> and <b>follow up</b> with <b>practice</b> from the textbook and worksheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I am <b>fully prepared</b> for the re-quiz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I follow instructions/procedures and <b>assist other students</b> • I am <b>on task</b> working to complete the daily activities and practice • I <b>complete assignments</b> and <b>labs on time</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Self-Regulation</b>	• I am recording my quiz and re-quiz scores to <b>keep track of the learning</b> targets that I do not understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• I can <b>take ownership</b> of my goals, learning, and behaviour. • I can <b>solve</b> some <b>problems myself</b> and can identify when to ask for help • I can <b>persevere</b> with challenging tasks • I take <b>responsibility</b> 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"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Classroom Responsibility</b>	• I am <b>focused</b> on the discussion and lesson • I <b>ask questions</b> during the lesson and class • I am actively engaged in the lesson and discussion, <b>give my best effort</b> and <b>encourage others to work well</b> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Collaborative Actions</b>	• I can <b>work with others</b> to achieve a common goal • I make <b>contributions to my group</b> and help others with what they are working on. • I can take on roles and responsibilities in a group • I am <b>kind</b> to others, can work or play <b>co-operatively</b> , 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"/>
<b>Communication Skills</b>	• 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"/>
<b>Overall</b>		<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.					

*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*

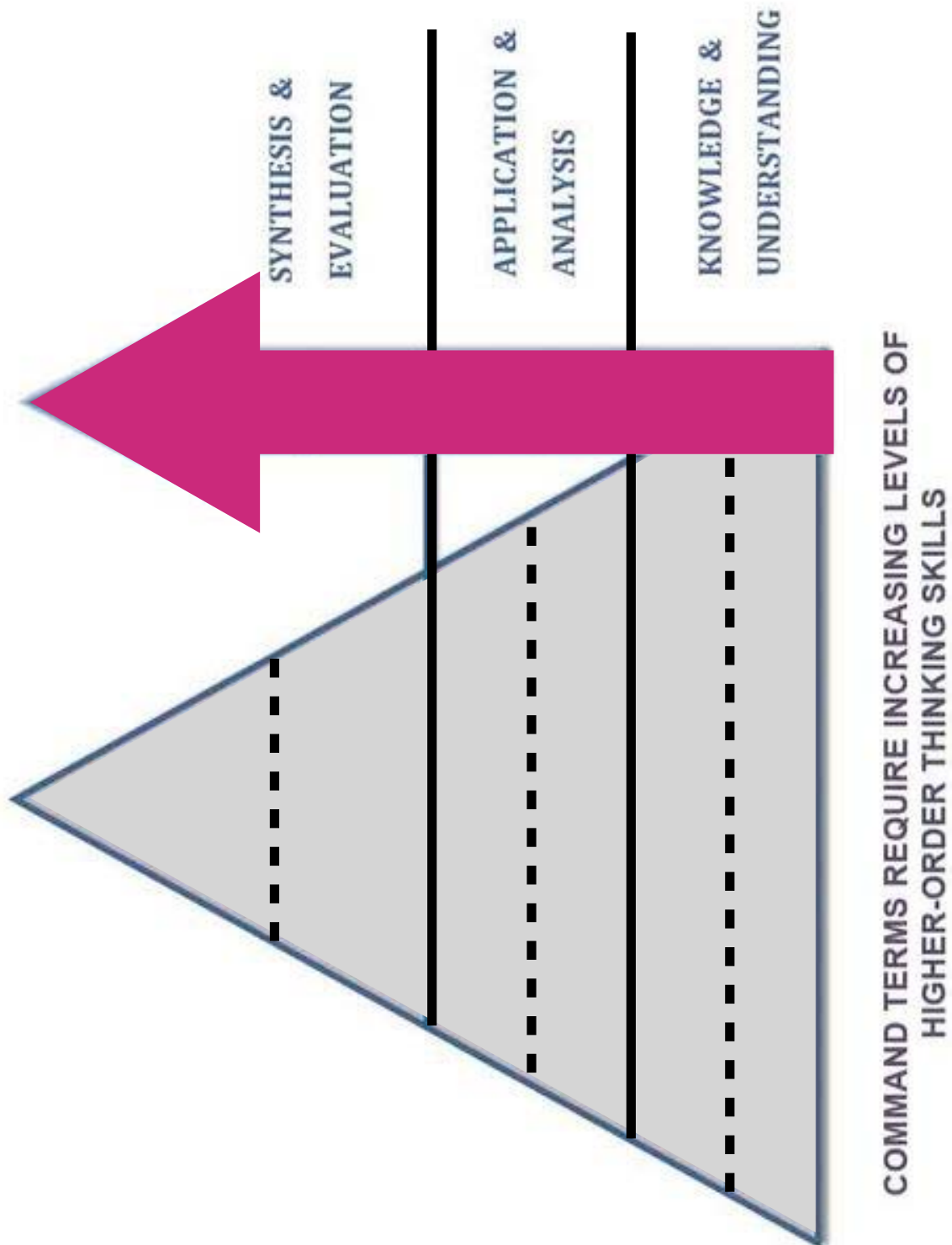
Agree/Disagree  
Analyze  
Apply  
Appraise  
Argue  
Comment  
Compare  
Contrast  
Deduce/Infer  
Determine  
Distinguish  
Estimate  
Evaluate  
Examine  
Give significance of...  
Interpret  
Justify  
Suggest  
Support/Refute...  
To What Extent

*know*

Classify  
Define  
Describe  
Explain  
Identify  
Label  
List  
Outline  
Recognize

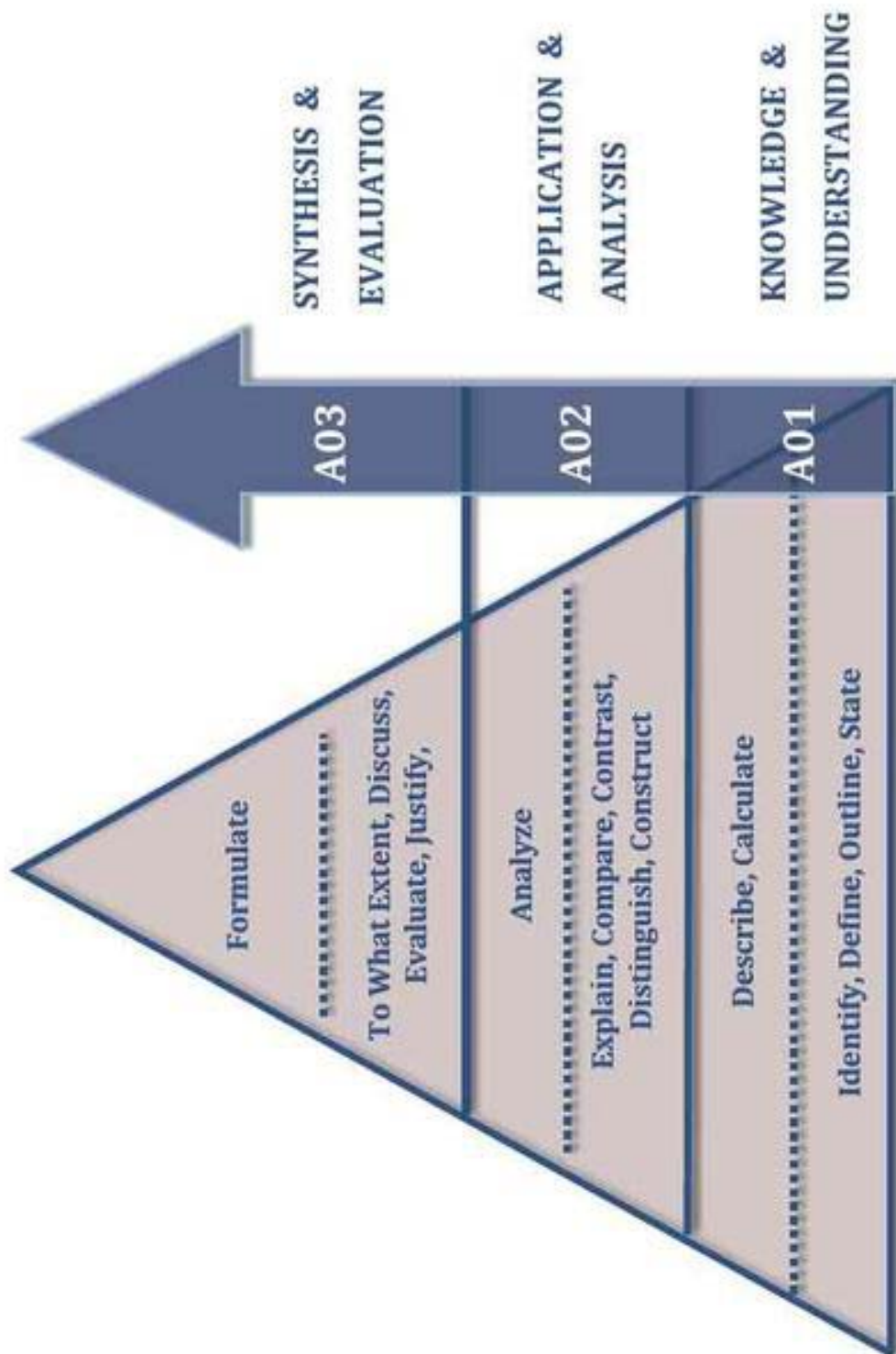


# Taxonomy for Command Terms



~Stefanics 2010~

# ITGS Taxonomy for Command Terms



~Stefanics 2010~

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

*What is 'Peace' and is it achievable?*

*Was the American Revolution revolutionary?*

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

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

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



**Assessment Focus #1****Provide clear learning targets to all students.***“We all want to know where we are going and how we might best get there.”*

(From: Dueck, M. 2014. *Grading Smarter Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn.*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Assessment Focus #2****Offer re-assessment avenues to encourage mastery learning.***“Retesting allows both teachers and learners to make learning the fixed standard and time the variable.”**(From: Dueck, M. 2014. Grading Smarter Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn.)*

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Assessment Focus #3 Offer options for all learners to create.**

*“...exploration creativity and invention are effective avenues to authentic learning experiences.”*

(From: Dueck, M. 2014. *Grading Smarter Not Harder: Assessment Strategies That Motivate Kids and Help Them Learn.*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	



## ASSESSMENT FOR LEARNING

### *Self Assessment on the Six Strategies*

#### 1. *Make learning intentions clear to students*

Provide learners with clarity about and understanding of the learning intentions of the work being done. This means that learners should be able to tell someone else in their own words what the learning intentions are, and where possible, how they connect to life beyond school. When students have a clear understanding of what they are learning, there is a greater likelihood effective learning will occur.

- Teacher has a clear vision of learning intentions
- Learning intentions are demonstrated and/or explained to students
- Learning Intentions are presented in language that students can understand
- Students can explain the learning intentions in their own words
- Students monitor how they are doing on each learning intention throughout the term

1 5 10

#### 2. *Criteria for success*

Provide to or co-develop with learners the criteria for success. This means that learners have clear criteria for quality and know what part they are wanting to get better at. By making criteria for tasks and projects explicit, students have a clear and fair picture of what the desired level of performance looks like.

- Students are given criteria so they can check their work along the way
- Students work with exemplars of various qualities of work
- Students have input into the criteria. They co-develop it with the teacher.
- Criteria is discussed throughout the assignment / project

1 5 10

### 5. Increase peer and self assessment

Put learners to work as learning/teaching resources for each other. This means that learners know strategies and have internalized quality criteria so that they can be productive with their same age and older or younger learning colleagues. Involving students in the assessment of their own and others' work helps them to develop powerful skills to monitor and improve the quality of their own learning and work.

- Students are given opportunities to develop assessment skills
- Students are able to develop constructive and instructive feedback
- Students understand the criteria and exemplars and are able to self assess and peer assess

---

1 5 10

### 6. Ownership

Do everything you can to make sure that learners are the owners of their learning. This means that learners are genuinely engaged in learning and confident that they can learn and think about their learning. Taking ownership of one's work is built around metacognitive awareness and action. As students think more about their learning, they take greater ownership and become more internally motivated and focused on learning rather than externally motivated and focused on marks. There are many ways to help students take ownership. These are only some examples.

- Students are routinely involved with other AFL aspects
- Student are given regular opportunities to reflect on their work
- Students are encouraged to plan and act on improvements to their work
- Students are able to communicate about their learning with others
- Students have choices about whether to redo, rewrite, edit and resubmit
- Students have an opportunity to represent their knowledge in different ways according to their strengths
- Students have a strong relationship with the teacher and feel that they, and their work, is respected

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1 5 10

*Adapted from work by Dylan William 2006, material from Ministry Webcasts, other conversations/work*



### 3. Give descriptive feedback

Provide regular, thoughtful feedback that moves learning forward for the individual learner. This means that, over time, learners get used to knowing how to improve. Effective feedback for learners' benefit helps them to plan their next steps in learning. To be effective, feedback needs to cause thinking.

- Feedback is immediate and relevant
- Feedback provides specific information to the learner for improvement
- Feedback is directly linked to established criteria
- Students are encouraged and supported to act on the feedback
- Feedback is given without a grade or mark attached

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### 4. Use high quality questions

Design and use thoughtful classroom questions to lead discussions that generate evidence of learning. This means that learners practice being ready to think, and know that thinking about questions is a regular parts of learning. It also means that teachers plan and develop strong questions to use in a learning sequence. Asking quality questions is an effective way to show evidence of learning. Questions should move away from being primarily factual and routine in nature, to questions that encourage deeper levels of thinking. Questions are 'open' rather than yes/no or having a 'correct' answer

- Provide sufficient wait-time after questions for deeper thinking to occur
- Students have opportunities to generate questions
- All responses, correct or incorrect, are learning opportunities
- Students are comfortable taking risks because it is a safe place
- Students know they will be called on to share their thoughts and opinions

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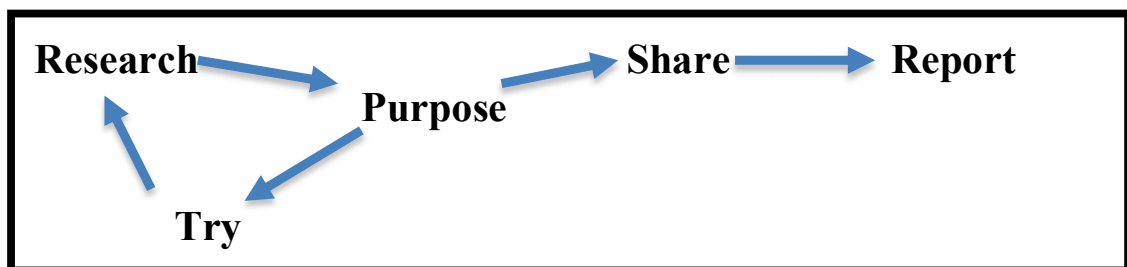
## Implementing Innovative and Effective Assessment Strategies at the Middle and Secondary level

October 1, 2008

### 1. Intro

- a. Introductions – who are you? Grade level? Role?
- b. Interests – why are you here?
- c. What do you want out of this?

### 2. Framework



#### a. **Purpose:**

- i. Is there a particular interest I want to explore?
- ii. Do I have a goal?
- iii. Have I heard about an existing program or idea I want to try?
- iv. Is there a specific type of student or class I want to target?

#### b. **Research:**

*'AFL is one of the few research-based strategies that is shown to increase learning'*

- i. explore research/ articles
- ii. What is going on in my interest area?
- iii. Is there existing information on this?

#### c. **Try it**

##### i. Setting up a plan

Strategy-Driven → Class

OR

Class Driven → Strategy

ii. Established Starting Points:

## 6 AFL Strategies

- learning intentions
- setting criteria
- descriptive feedback
- questioning
- peer & self-assessment
- ownership

Rick Stiggins, Chappuis, et al.

- where are we going?
- where am I now?
- How do I close the gap?

Princess Margaret school model:

- No Zeros for missing work
- No late deductions
- No marking homework

\* from K. O'Connor's '*15 Fixes for Broken Grades*'

**‘Qualities of a Good Action Plan’** (based on work by Dylan Wiliam)

- **spell out specific changes you plan to make**
- **determine which AFL strategy(ies) it relates to**
- **focus on what will you learn about students’ thinking and what actionable information you plan to acquire**
- **be sure it is achievable within a reasonable period of time**
- **Identify something that you will no longer do, or something you will do less of**
- **Don’t try too many changes at once – permanent change is best achieved when a small number of things are changed**

**d. Share:** *‘Professional change comes from being surrounded by critical friends’*

- “Here is what I am thinking....”
- Responses and questions from the group
- Constructive and thoughtful feedback from the group
- experiment, talk, pair-up,
- visit each others classes (Flex Funds)

**e. Report**

- How do you know it is working?
- Qualitative and/or quantitative?
- Stories, experience, accounts, case studies

### 3. Here is my model (example):

**a. Purpose:**

I want to increase the scores of struggling learners on the first major assessment of the year.

I want to use a combination of formative assessment procedures, as well as clear directions, outlines, and exemplars.

**b. Research** – *‘Inside the Black Box’* Black & Wiliam

**c. Try -**

**d. Share -**

**e. Report -**

### 4. What now?

**a.** explore, read, talk – what do you want to do?

**b.** get started – articles, computers, plan out your next few weeks

### 5. By next meeting:

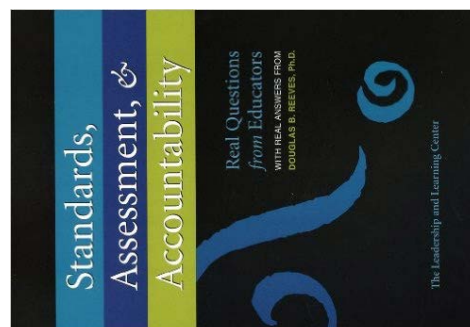
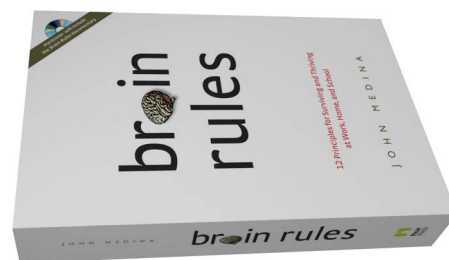
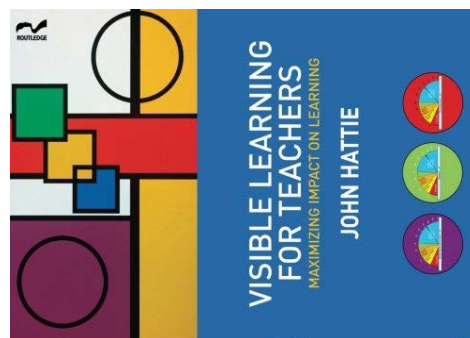
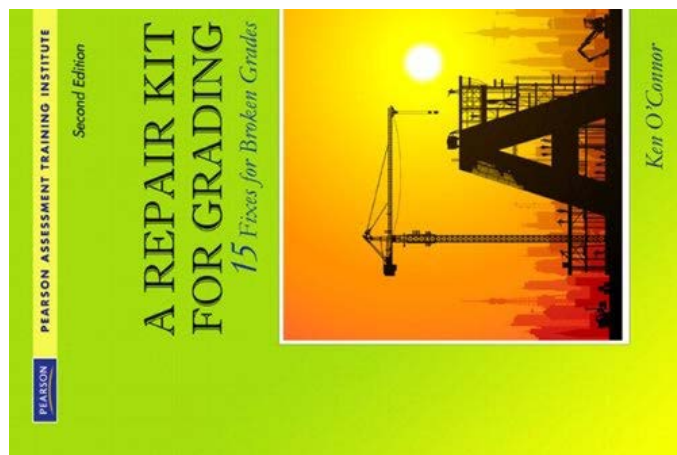
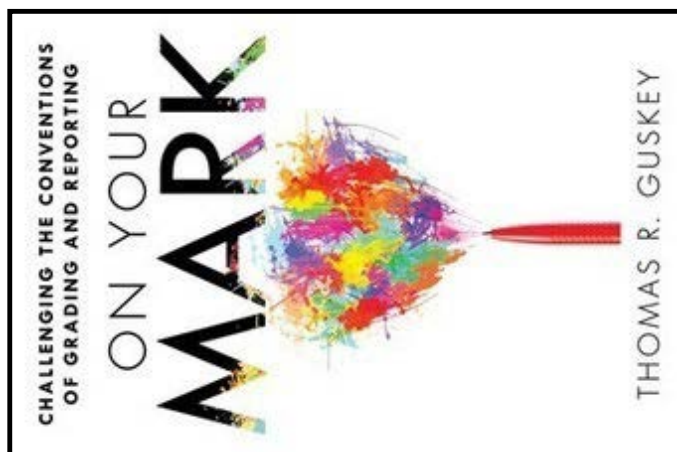
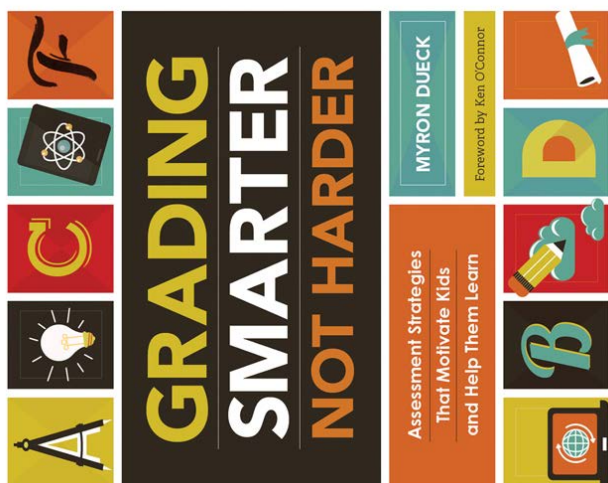
**a.** What is your plan/idea?

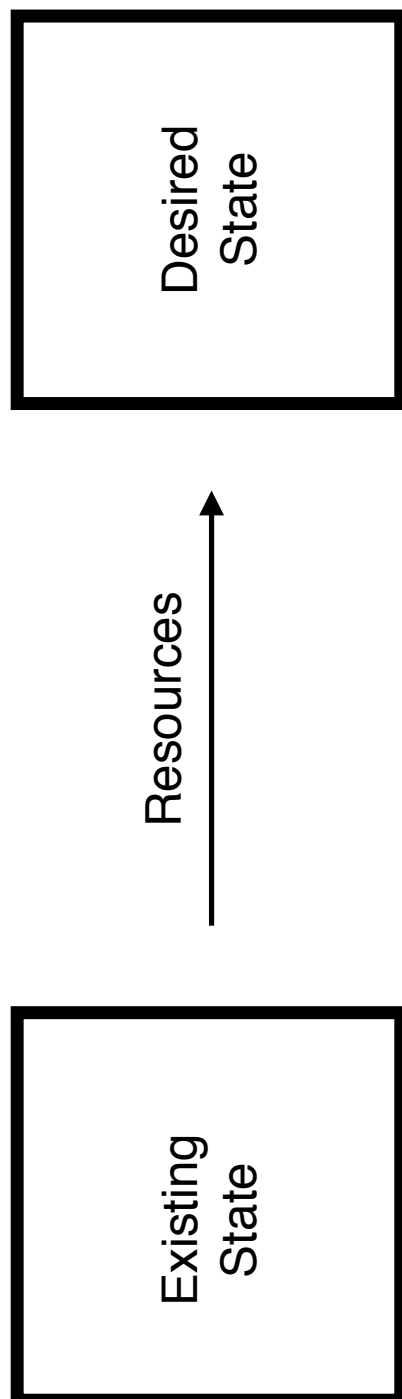
**b.** Can you share a piece of research or two that relates to your plan?

**c.** How do you plan to measure the effects of your action?



# My 'go-to' bookshelf...





The Adaptive School (Garmston & Wellman)

Policy Enacted



Resistance



action achieved in  
another way



enacted poorly

**Fix #1**      **“Don’t include student behaviors (effort, participation, lates, etc.) in grades; include only achievement.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<p><b>Benefits/ Pros</b>  <i>“What will work for me...?”</i></p>	<p><b>Challenges/hurdles</b>  <i>“I may have a problem with...”</i></p>
<p><b>Questions?</b>  <i>“I am wondering about...”</i></p>	
<p><b>Ideas</b>  <i>“Hey, I just thought about something!”</i></p>	

**Fix #2**      **“Don’t reduce marks on ‘work’ submitted late;  
provide support for the learner.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	



**Fix #3**      **“Don’t give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Fix #4**      **“Don’t punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<p><b>Benefits/ Pros</b>  <i>“What will work for me...?”</i></p>	<p><b>Challenges/hurdles</b>  <i>“I may have a problem with...”</i></p>
<p><b>Questions?</b>  <i>“I am wondering about...”</i></p>	
<p><b>Ideas</b>  <i>“Hey, I just thought about something!”</i></p>	

**Fix #5**      **“Don’t consider attendance in grade determination;  
report absences separately.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<p><b>Benefits/ Pros</b> <i>“What will work for me...?”</i></p>	<p><b>Challenges/hurdles</b> <i>“I may have a problem with...”</i></p>
<p><b>Questions?</b> <i>“I am wondering about...”</i></p>	
<p><b>Ideas</b> <i>“Hey, I just thought about something!”</i></p>	

**Fix #6**      **“Don’t include group scores in grades; use only individual achievement evidence.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Fix #7**      **“Don’t organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	



**Fix #8**      **“Don’t assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Fix #9**

**“Don’t assign grades based on student’s achievement compared to other students; compare each student’s performance to preset standards.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Fix #10**     **“Don’t rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Fix #11**    **“Don’t rely only on the mean; consider other measures of central tendency and use professional judgment.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Fix #12**    **“Don’t include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use ‘I’ for Incomplete or Insufficient Evidence.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<p><b>Benefits/ Pros</b>  <i>“What will work for me...?”</i></p>	<p><b>Challenges/hurdles</b>  <i>“I may have a problem with...”</i></p>
<p><b>Questions?</b>  <i>“I am wondering about...”</i></p>	
<p><b>Ideas</b>  <i>“Hey, I just thought about something!”</i></p>	



**Fix #13**    **“Don’t use information from formative assessments and practice to determine grades; use only summative evidence.” (Stop grading homework)**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with...”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Fix #14**    **“Don’t summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

<b>Benefits/ Pros</b> <i>“What will work for me...?”</i>	<b>Challenges/hurdles</b> <i>“I may have a problem with... ”</i>
<b>Questions?</b> <i>“I am wondering about...”</i>	
<b>Ideas</b> <i>“Hey, I just thought about something!”</i>	

**Fix #15**    **“Don’t leave students out of the grading process.  
Involve students; they can--and should--play key  
roles in assessment and grading that promote  
achievement”**

(From: O’ Connor, K. 2007. *A Repair Kit for Grading: 15 Fixes for Broken Grades*)

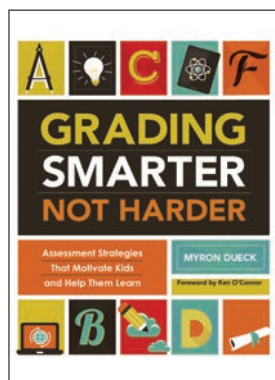
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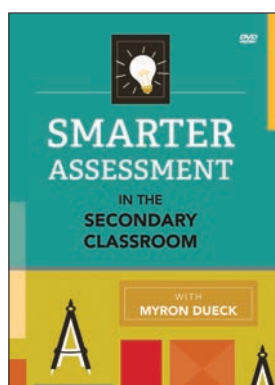


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