

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

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MYRON DUECK

SUNDAY 20 MAY

Session 3

**How and Why Assessment Changes
Positively Affect Students at Both Ends
of the Spectrum and Those in Between**

MELBOURNE

MYRON DUECK

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Session 3

HBE Conference - Melbourne



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How and Why Grading and Assessment Changes Positively Impact Students at Both Ends of the Spectrum...



CONFIDENCE ☒ ANXIETY ☐

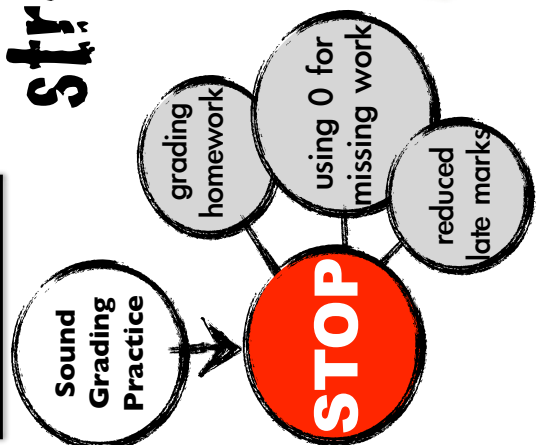
pressure

Academics ← Behaviours

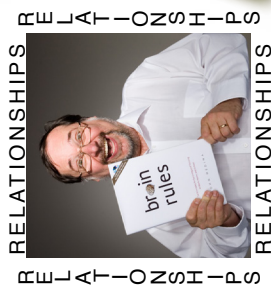
Care Aim Reduction Empower

(P) RETEST

stress



W I D E N
window for Ss to demonstrate learning



6 Rules to remember...

I need to establish an environment in which my students gain confidence and feel less anxiety, stress, and confusion.

Academic threats

may not affect the behaviour of

students already **failing** or **disengaged.**

I need to **widen** the window for all students to give evidence of learning.

“Relationships
matter when attempting to
teach human beings.”

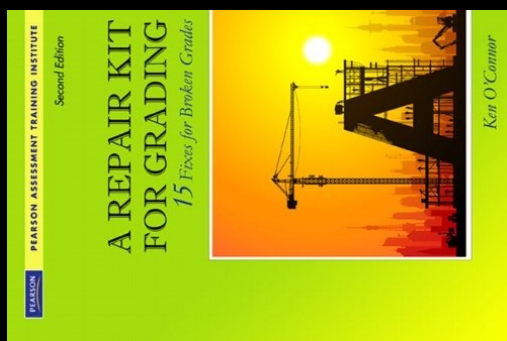
J. Medina

Students
are
Students have human
tendencies.

We are all in
this together...

About ten years ago,

I STOPPED...



grading
homework

reducing
scores for late
work

using **ZERO**
for work not
handed in

If you use **punitive grading** as a deterrent, its value should be measured by:

- 1. How often do you need to use it?**
- 2. Does it compliment your overall ambitions?**
- 3. Does the student care?**
- 4. Is the student in control of the variables?**

List compiled from Eric Jensen's book, Teaching with Poverty in Mind



students living with poverty... have a 35% chance of dealing with 6 or more critical risk factors

have greater deficiencies in language and emotional responsiveness have more crowded homes

experience higher crime rates have higher tardiness and absentee rates inherit negative school views

give up for fear that no one cares are more impulsive die younger have less infant nurturing

have mentally adapted to suboptimal conditions inherit low self-esteem have more teen depression

experience more physical punishment suffer more acute and chronic stress have overstressed parents

have a 50% chance of dealing with evictions, utility disconnection, overcrowding or lack a fridge

interact with aggressive peers 40% more often in the community and 25% more often in child care

experience more authoritarian parenting styles move more often and experience transitional stressors

display more depressive symptoms have less access to parks and recreational facilities watch more TV

visit fewer museums and libraries go on fewer vacations and cultural outings have lower IQ scores

experience half the rate of language acquisition at age 3 receive less government educational funding

have below-average scores in reading, math, science and writing own fewer books sleep less

live in more sub-standard housing have higher rates of asthma, tuberculosis, hearing loss and obesity

have less access to health care live with parents who experience more health stresses at work

have less access to music lessons play on fewer community sports teams and join fewer clubs

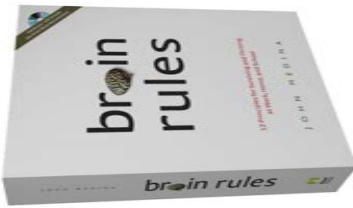
benefit less from quality pre-school programs experience greater pedestrian risks

Access to resources determines perspective...

	Poverty	Middle	Wealth
Money	Spend it	Manage it	Invest it
Food	Quantity	Quality	Presentation
Time	Present	Future	History/Legacy (past) (future)
Family Structure (tendency)	Matriarchal (Mom)	Patriarchal (Dad)	Whoever has the \$
Driving Force	Survival Relationships Entertainment	Work & achievement for climbing the ladder	Financial, social & political for connections
Education	Valued & revered, but abstract ...not reality	Crucial for social advancement/ making money	Traditional method for making/keeping connections.

Ruby Payne: *Hidden Rules Among Classes*

Brain Rule:



Stressed brains do
not learn the same way
as non-stressed brains.

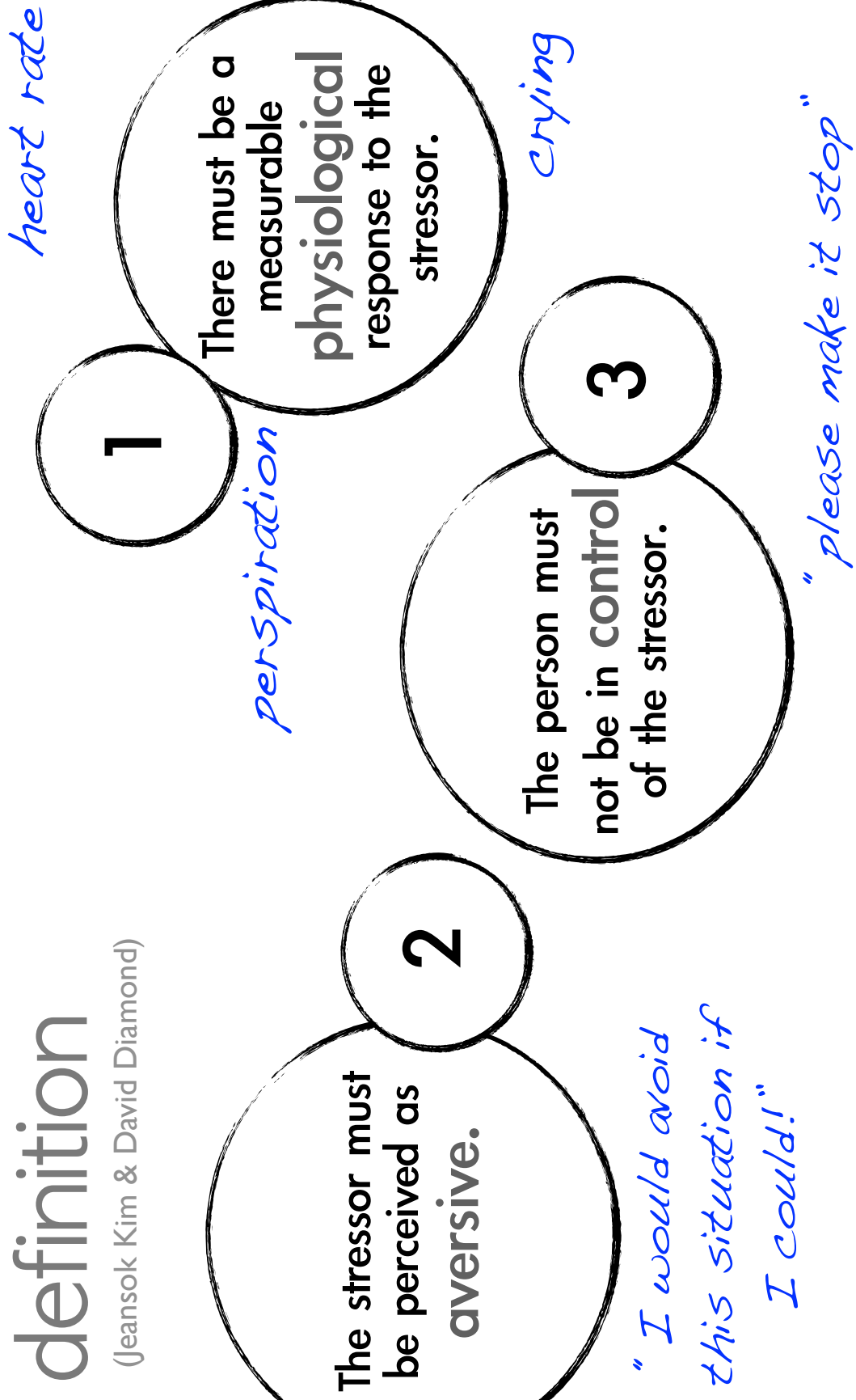
Studies have shown that exposure to **chronic** or **acute stress** actually shrinks neurons in the brain's frontal lobes. (Medina, 2008)

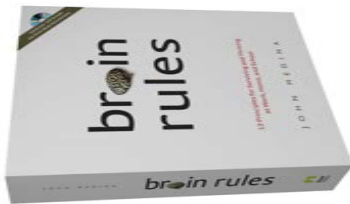
[stress] can impair **judgements, planning** and regulating
impulsivity (Cook & Wellman 2004)

...and these modifications to the hippocampus can reduce **learning**
capacity (Vithilingham et al., 2002)

Stress: a three-part definition

(Jeansok Kim & David Diamond)





“Stressed people don’t process
language efficiently.”

“Stressed people don’t do **math** very well.”

“Stressed people have
difficulty concentrating.”

“Stressed people don’t adapt **Old** pieces of information to
new scenarios very well.”

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Grades
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Grading Policies

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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.

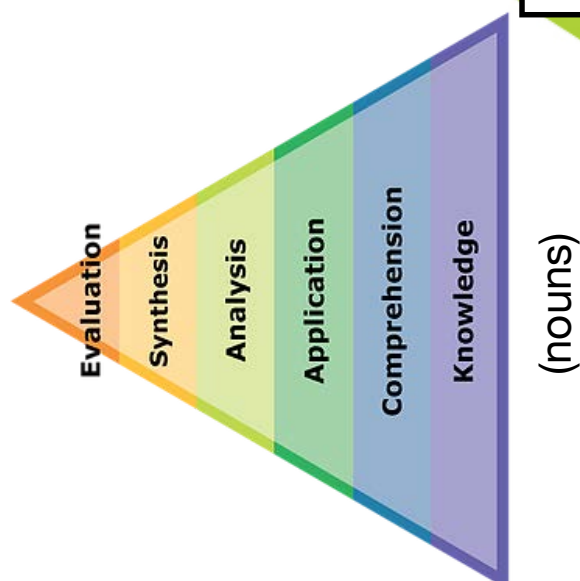
Once a default grade has been posted, it is still open to the student to complete the outstanding work while s/he remains a registered student. When the instructor submits a grade which includes completion of the missing work it replaces the default grade on the student's record.

The I grade remains on a student's internal grade report and external transcript.

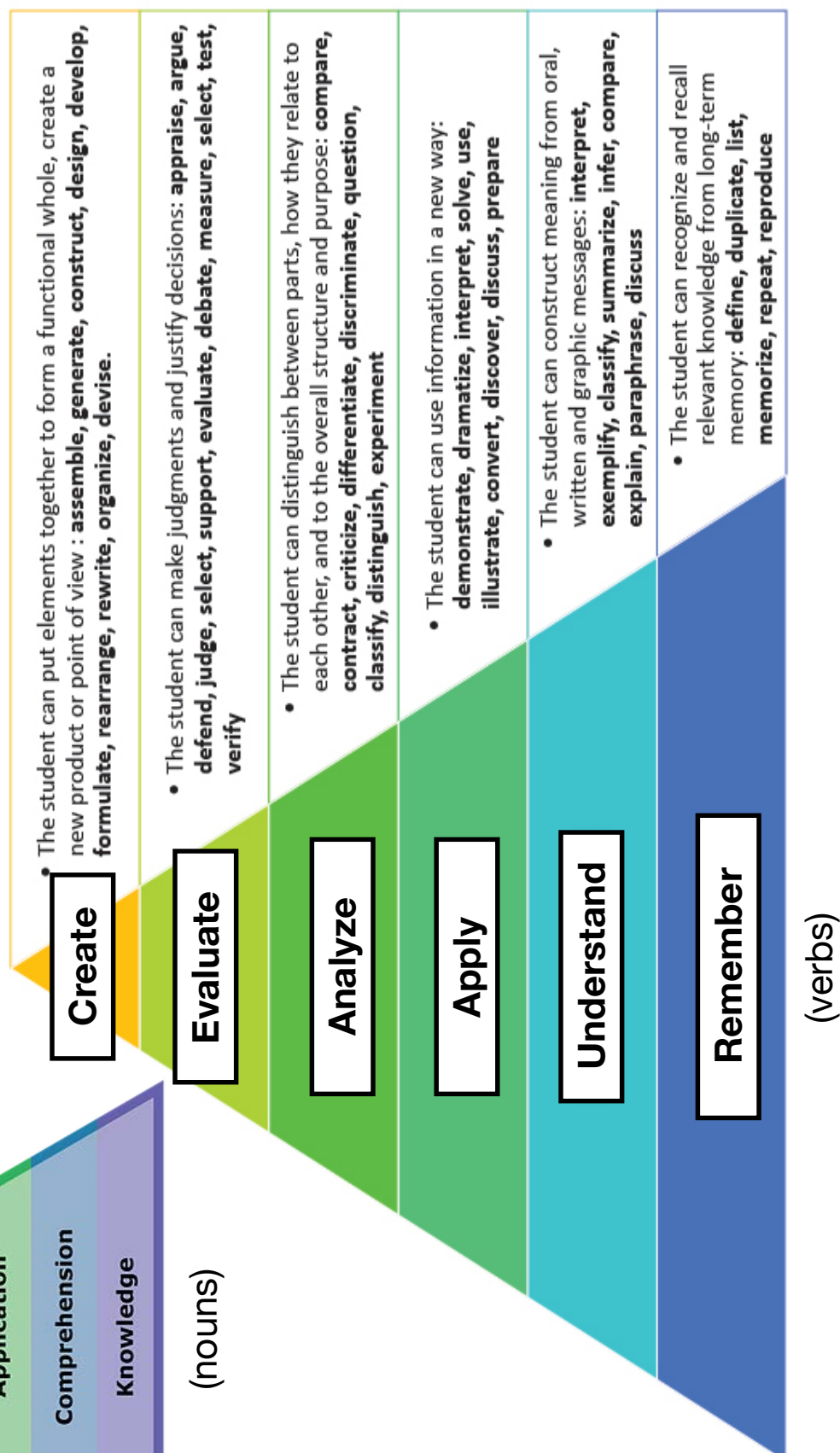
When a final grade or default grade is recorded it appears next to the I grade (e.g., I/B).

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](#).

Bloom's Original Taxonomy



Bloom's Revised Taxonomy



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

Student-Friendly Learning Target Statements																		
<div>Knowledge Targets</div> <div>“What I need to know!”</div>	<div><input type="checkbox"/> I know the definition of these terms and how they were factors affecting the Treaty of Versailles:</div> <table><tr><td>imperialism</td><td>neo-imperialism</td><td>capitalism</td></tr><tr><td>nationalism</td><td>militarism</td><td>self-determination</td></tr><tr><td>communism</td><td></td><td></td></tr></table>			imperialism	neo-imperialism	capitalism	nationalism	militarism	self-determination	communism								
	imperialism	neo-imperialism	capitalism															
	nationalism	militarism	self-determination															
	communism																	
	<div><input type="checkbox"/> I can identify the countries on a pre-1919 map of Europe and a post-1919 map of Europe</div>																	
	<div><input type="checkbox"/> I can identify major differences between the pre-1919 and post 1919 maps of Europe.</div> <div><div>➤ land lost by Germany, Austria-Hungary & the Ottoman Empire</div><div>➤ 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> <div><div>➤ 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> <table><tr><td>‘stab in the back’ theory</td><td>Sudetenland</td><td>self-determination</td></tr><tr><td>reparations</td><td>‘Blank Check’</td><td>Article 231 (War Guilt)</td></tr><tr><td>Schlieffen Plan</td><td>14 Points</td><td>Saar</td></tr><tr><td>Polish Corridor</td><td>Anschluss</td><td>Rhineland</td></tr><tr><td>‘diktat’</td><td></td><td></td></tr></table>			‘stab in the back’ theory	Sudetenland	self-determination	reparations	‘Blank Check’	Article 231 (War Guilt)	Schlieffen Plan	14 Points	Saar	Polish Corridor	Anschluss	Rhineland	‘diktat’		
	‘stab in the back’ theory	Sudetenland	self-determination															
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Schlieffen Plan	14 Points	Saar																
Polish Corridor	Anschluss	Rhineland																
‘diktat’																		
<div><input type="checkbox"/> I can explain how the following terms applied to Italy in 1919:</div> <table><tr><td>‘stab in the back’ theory</td><td>Dalmatian Coast</td><td>Italia Irredenta</td></tr><tr><td>14 Points</td><td>South Tyrol</td><td></td></tr></table>			‘stab in the back’ theory	Dalmatian Coast	Italia Irredenta	14 Points	South Tyrol											
‘stab in the back’ theory	Dalmatian Coast	Italia Irredenta																
14 Points	South Tyrol																	
<div><input type="checkbox"/> I can list and describe Wilson’s 14 Points.</div>																		
<div><input type="checkbox"/> I can list the main <u>conditions</u> of the Treaty of Versailles:</div> <div><div>▶ territorial losses</div><div>▶ military conditions</div><div>▶ 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.

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 [↗](#))



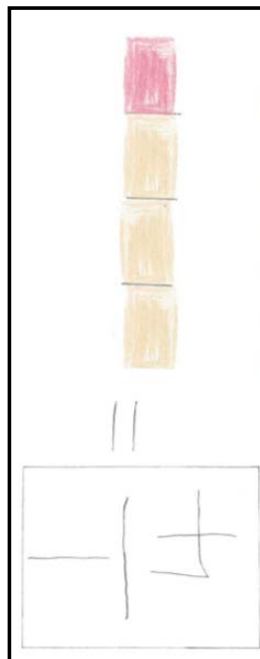
Elaborations –

- 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



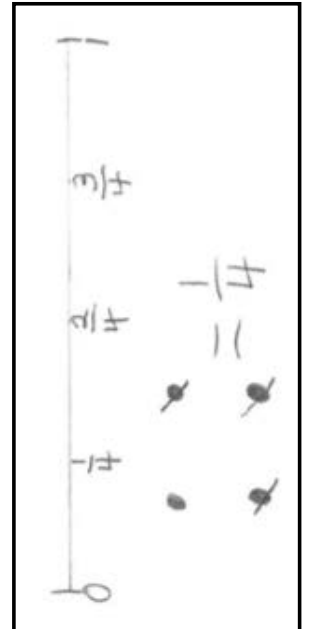
In this collection there is $\frac{1}{4}$ the orange is $\frac{3}{4}$ the others are $\frac{3}{4}$.

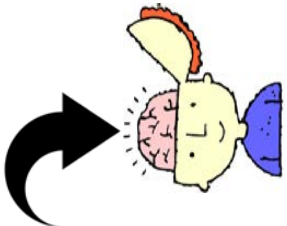
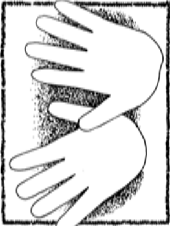
If John had 4 lollies and lost 3 what fraction would he have left?



We use fractions to pack food up into equal parts. We use fractions for cooking. We use fractions to make things easy.

my fractions denominator is 4 and my numerator is 1.



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>★ 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>★ 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>
	 <p>‘What I will show or make to demonstrate my learning.’</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

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:

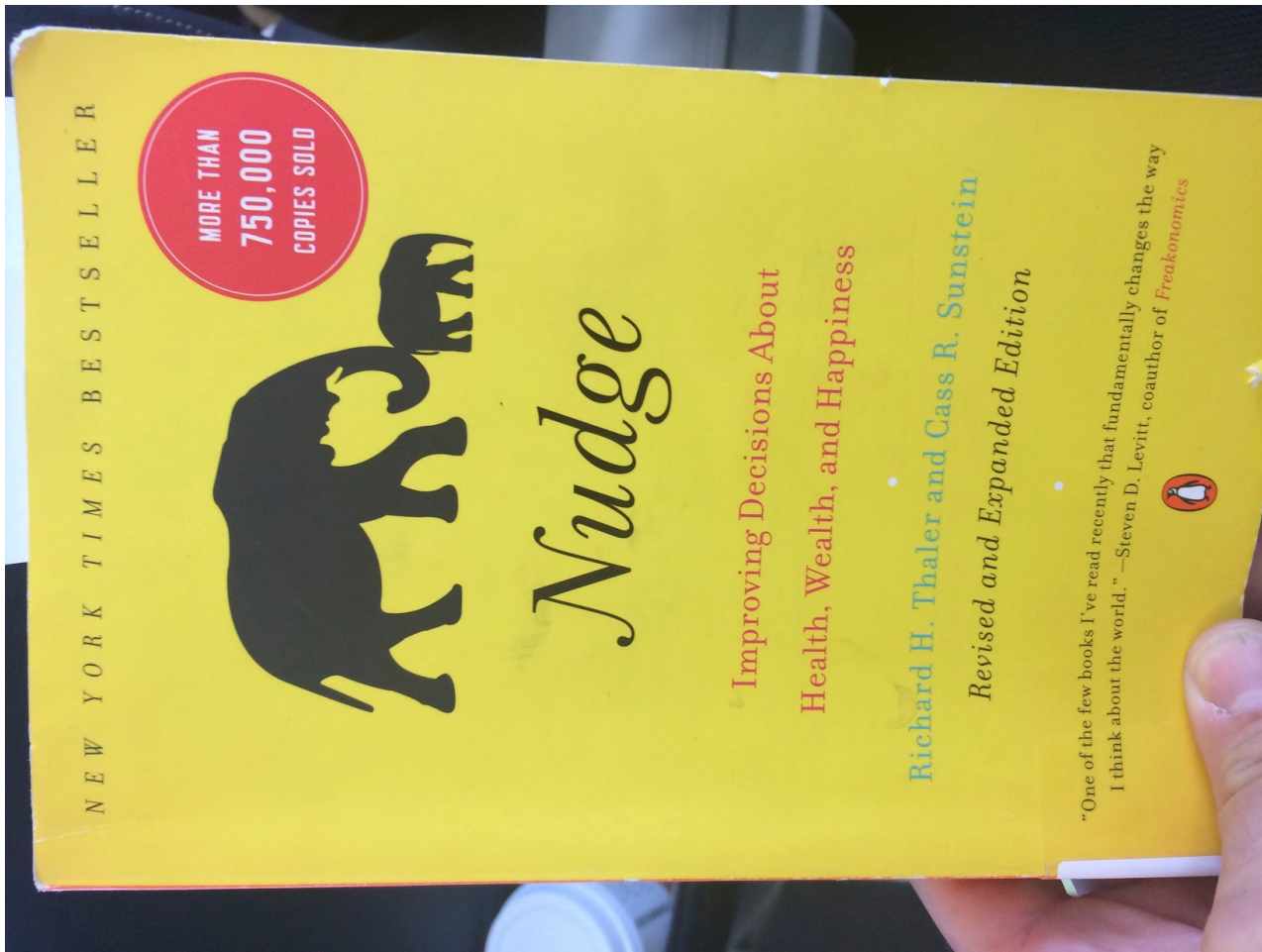
I ☐ DID ☐ DID NOT ☐ complete all of the term cards and suggested **homework** for this unit. If **not**, the reason is...

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	

Courtesy Ben Arcuri

Penticton Secondary School

barcuri@summer.com

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		

Courtesy Ben Arcuri

Penticton Secondary School

barcuri@summer.com

Maths 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						

World War One Test Feedback

Name: _____

1. Did you feel prepared for yesterday's test? ☐ yes ☐ no
2. Did you study outside of classtime for yesterday's test? ☐ yes ☐ no
How long? _____
3. What was your overall feeling during the test yesterday?

4. Are there parts or sections where you felt more confident than others? ☐ yes ☐ no

Explain

5. Did it make a difference to you knowing that you could rewrite sections where you did not do so well? ☐ yes ☐ no

Explain

6. Rank the following test formats from your most enjoyable (1) to least (5):

_____ multiple choice
_____ written
_____ diagram/drawing
_____ spoken/oral
_____ essay/paragraph

most enjoyable = 1 least enjoyable = 5

Explain your reasons for your ranking:

7. If you were given a chance to show your knowledge and understanding in a different way (other than a test – a project, video, game, make your own test, etc...), would you prefer that? ☐ yes ☐ no

Explain:

Test Feedback Test: _____ **Name:** _____

1. Did you feel **prepared** for the test? ☐ yes ☐ no
2. Did you study outside of class time? ☐ yes ☐ no
If yes, approximately how long did you study? _____ ☐ minutes ☐ hours

3. Describe how you **felt** during the test. (check all that apply)

☐ confident/calm☐ knowledgeable☐ in total control☐ _____☐ ok☐ knew some stuff☐ a little nervous☐ _____☐ stressed☐ my mind was blank☐ rushed / scattered☐ _____

4. Were there parts or sections where you felt more confident than others?
☐ yes ☐ no

**Felt confident in...**☐ multiple choice☐ definitions☐ short answer☐ diagram☐ long answer (planning section)☐ long answer (written section)☐ _____**Did NOT feel confident in...**☐ multiple choice☐ definitions☐ short answer☐ diagram☐ long answer (planning section)☐ long answer (written section)☐ _____

5. Did it make a difference to you knowing that you could re-do sections where you did not do so well?
☐ yes ☐ no **Explain:**

6. Rank the following test formats from your *most confident (1)* to *least confident (5)*:

- _____ multiple choice
- _____ short written response
- _____ diagram/drawing
- _____ spoken/oral
- _____ essay/paragraph

7. If you were given a chance to show your knowledge and understanding in a different way (other than a test - a project, video, game, make your own test, etc...), would you prefer that? ☐ yes ☐ no

PLEASE USE THE BACK OF THIS FORM

IF YOU NEED TO EXPLAIN ANY RESPONSES

History 12 Unit Test

Name: _____

Multiple Choice Section Response Form

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 ____.

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

History 12 WWII Unit Major Project Planning Sheet

Name: _____ Date: _____

Focus: _____ Delivery method: _____

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

Unit: _____ Major Project Planning Sheet

Student: _____ Date: _____

Focus: _____ Delivery method: _____

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

Teacher initials to approve plan: _____

Unit: Literary text CCSS English 11 Major Project Planning

Student: _____ Date: _____

Focus: _____ Delivery method: _____

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

Teacher initials to approve plan: _____

zeros were replaced by INC

Assign an
incomplete
in place of a mark.

No zeros for
incomplete
assignments or missed
tests/quizzes.

The **entire** course
grade is replaced by an
INC until the assignment
or test is **finished**.

ZEROS ARE NOT PUNTTIVE??

HOW LONG DOES IT TAKE FOR A STUDENT TO 'DIG OUT' FROM A ZERO?

$$\begin{array}{r} 61 \\ 63 \\ 62 \\ 70 \\ 68 \\ \hline 324/5 = 64.8 \end{array}$$

$$\begin{array}{r} 0 \\ \hline 324/6 = 54 \end{array}$$

$$\begin{array}{r} 70 \\ \hline 394/7 = 56.2 \end{array}$$

$$\begin{array}{r} 70 \\ \hline 464/8 = 58.0 \end{array}$$

$$\begin{array}{r} 80 \\ \hline 544/9 = 60.4 \end{array}$$

$$\begin{array}{r} 90 \\ \hline 634/10 = 63.4 \end{array}$$

$$\begin{array}{r} 90 \\ \hline 724/11 = 65.8 \end{array}$$

Basic Structure...

1 Post a due date or 'time period' .

2 Collect assignments on due date.

3 Two days after the due date, ask students for an update/set conditions.

4 Assign students to a homework room or 'study session' if conditions are not met.

DO NOT wait until the end of the reporting period to initiate this process!

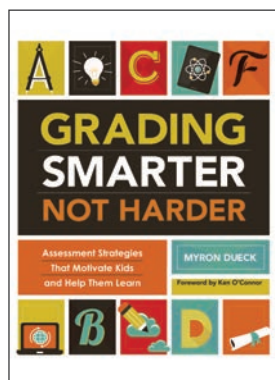
[illegible]

[illegible]

[illegible]

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	114003	Grading Smarter, Not Harder: Assessment Strategies That Motivate Kids And Help Them Learn	\$32.95
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Total (plus freight) \$			

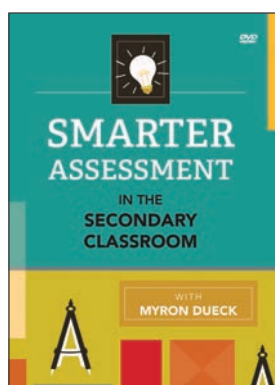


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Myron Dueck • 781760014063

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Myron Dueck • 9781760019648

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

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