SCARFE
digital sandbox

Planning & Assessment Redesigned

http://scarfedigitalsandbox.teach.educ.ubc.ca/

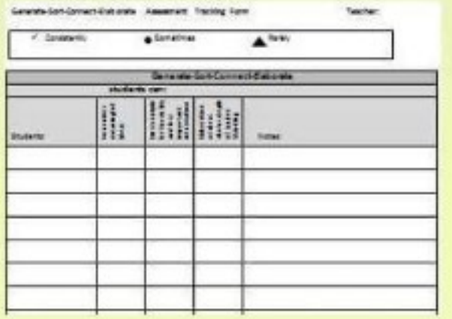
Yvonne Dawydiak, Faculty-Wide Programs Instructional Specialist, Teacher Ed, UBC

Based on slides by Beverley Bunker, UBC FA

Triangulation of Data

Observations

- Assessment checklists
- Anecdotal notes



Making Student Thinking Visible

Conversations:

- Between peers
- With the teacher

Products

- Students work
- Student thinking recorded

Mentimeter

Objectives: At the end of the session, TCs will:

- Know 3 strategies to support formative assessment
- Consider digital tech integration options
- Have additional resources for their 'toolkits'

Mentimeter

Following this session

- Blog post with links to resources
- Gearing up for Practicum
- Consult - email support

Burning Questions

Mentimeter

12 questions

0 upvotes

Revised Curriculum = Revising Assessment

- Who are my learners? Collectively & Individually
- How will my students be involved in assessment & learning?
- What tools or tech will I use to support an holistic approach?
  - Are there ways to better support students?
  - Are there ways to make my job more efficient?

For links and planning templates, visit: https://blogs.ubc.ca/learningdesign/designing-learning-experiences/

Mentimeter

"Students can learn without grades, but they can't learn without timely, descriptive, timely feedback. "

Rick Wormeli in Education Week Teacher

Unpacking formative assessment

Mentimeter

5

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

3 3

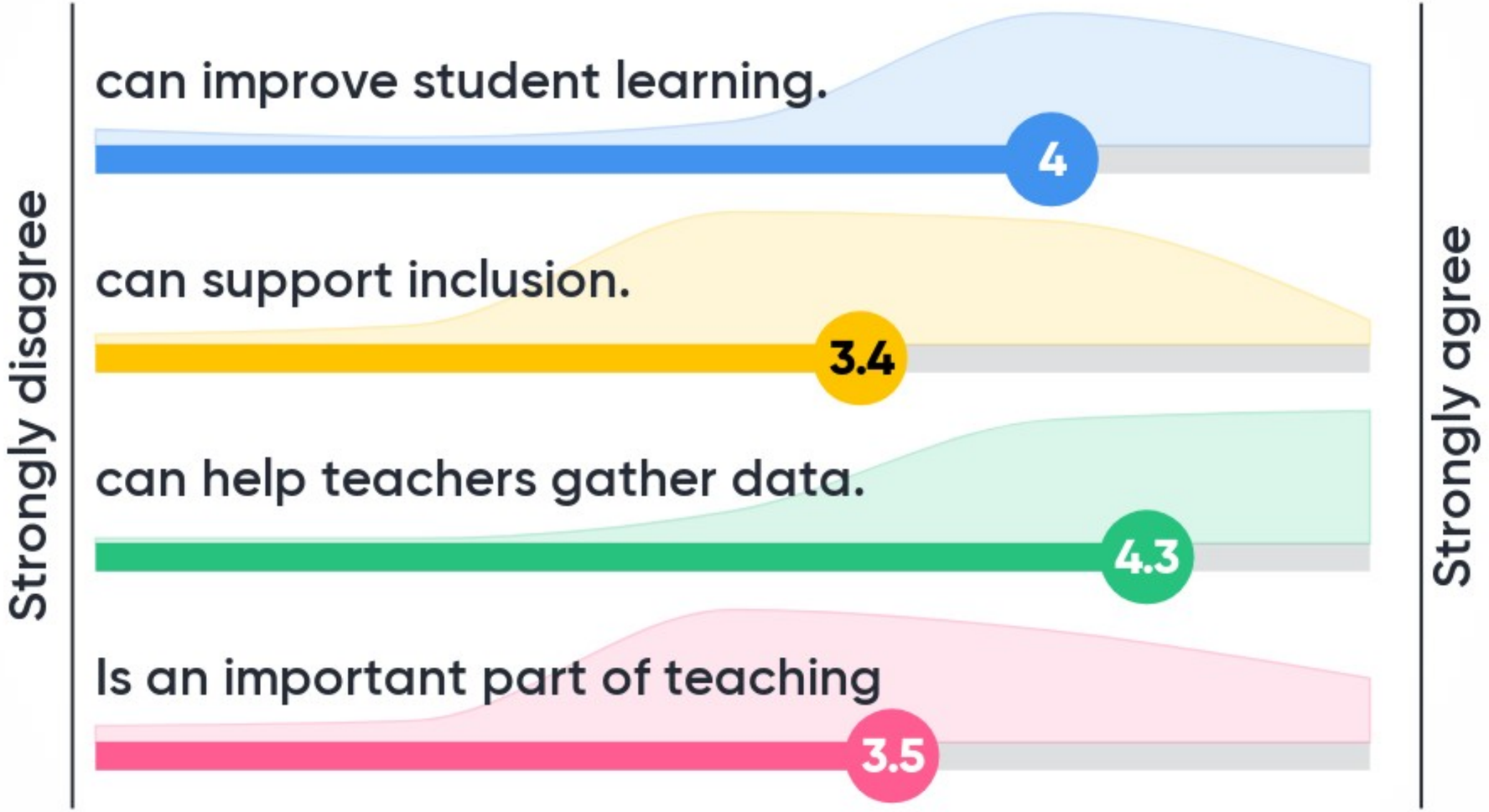
Mentimeter

Formative Assessment Strategies

- Discussion Warmup
- Peer Instruction
- Agile teaching

Integrating digital technology...

Mentimeter

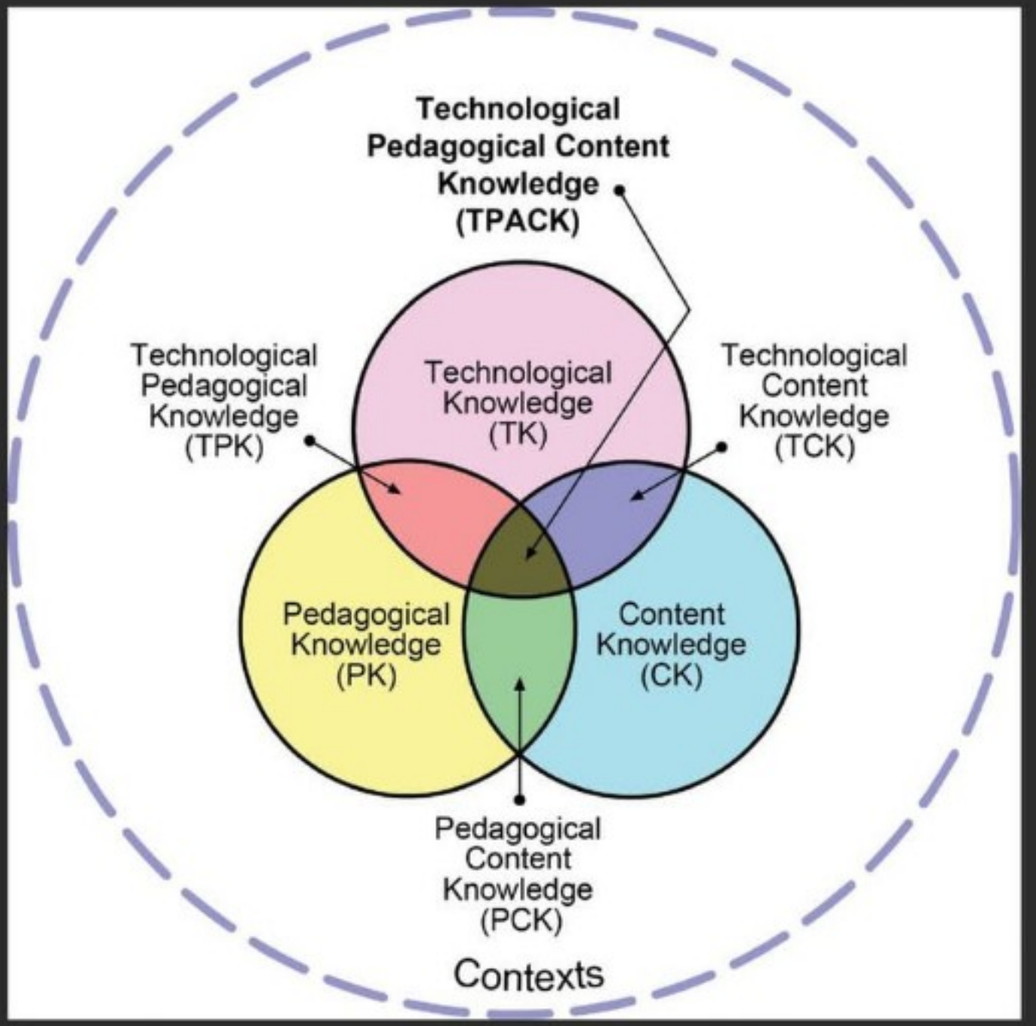


65

Mentimeter

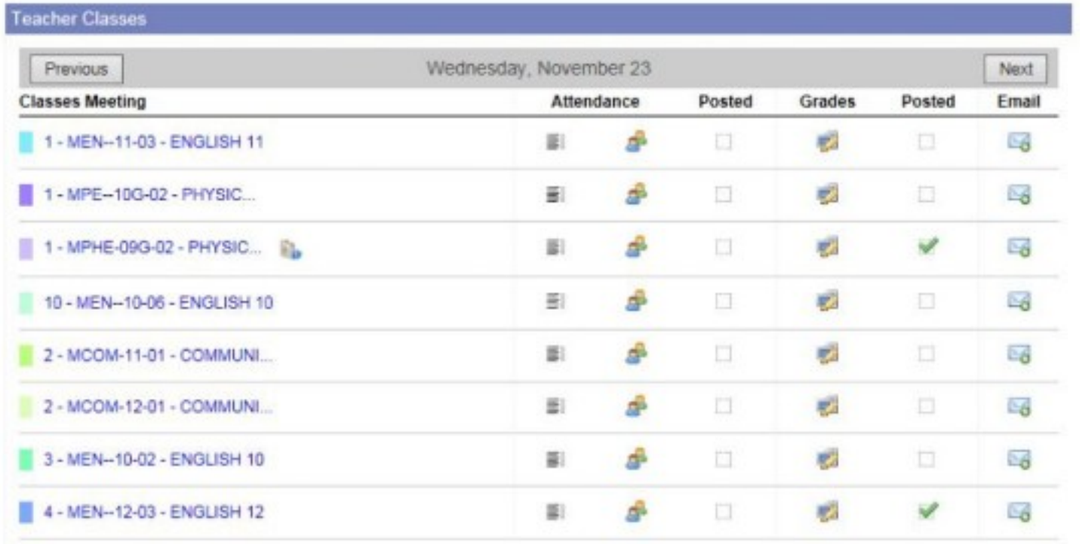
TPACK

What Pedagogical and Content Knowledge do I possess that will inform the use of digital technologies?



Cc image http://tpack.org

Mentimeter

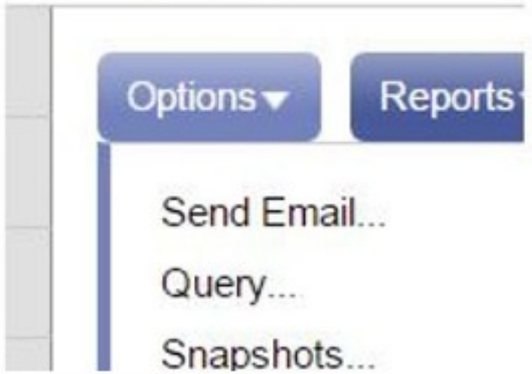


MyEducationBC.info

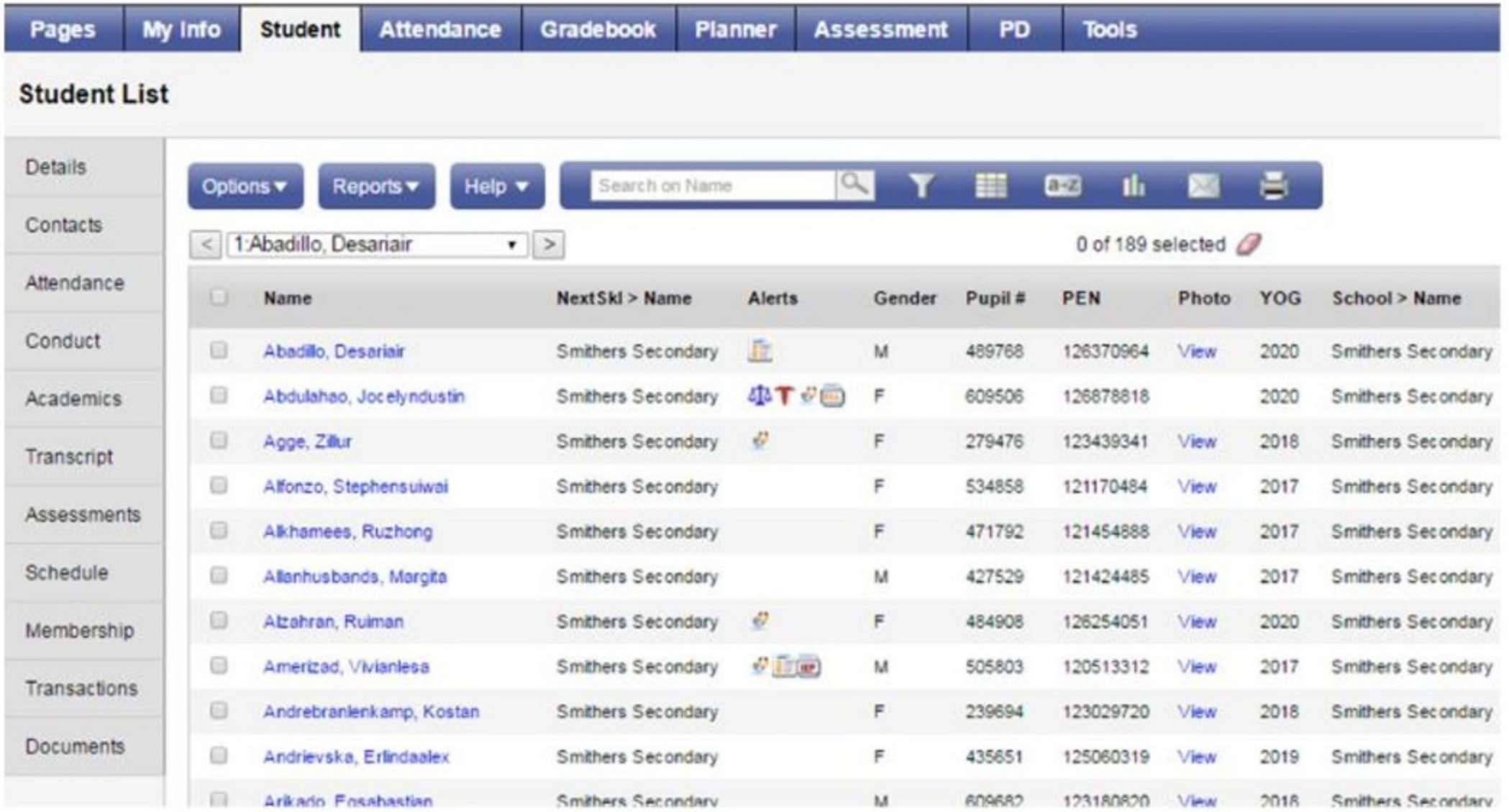
- Attendance
- Individual Education Plans IEPs
- Gradebook
- Email
- Parent & Student Portal
- [http://bvcs.ca/docs/Family_Portal_Brochure.pdf]

5.3.1 Options

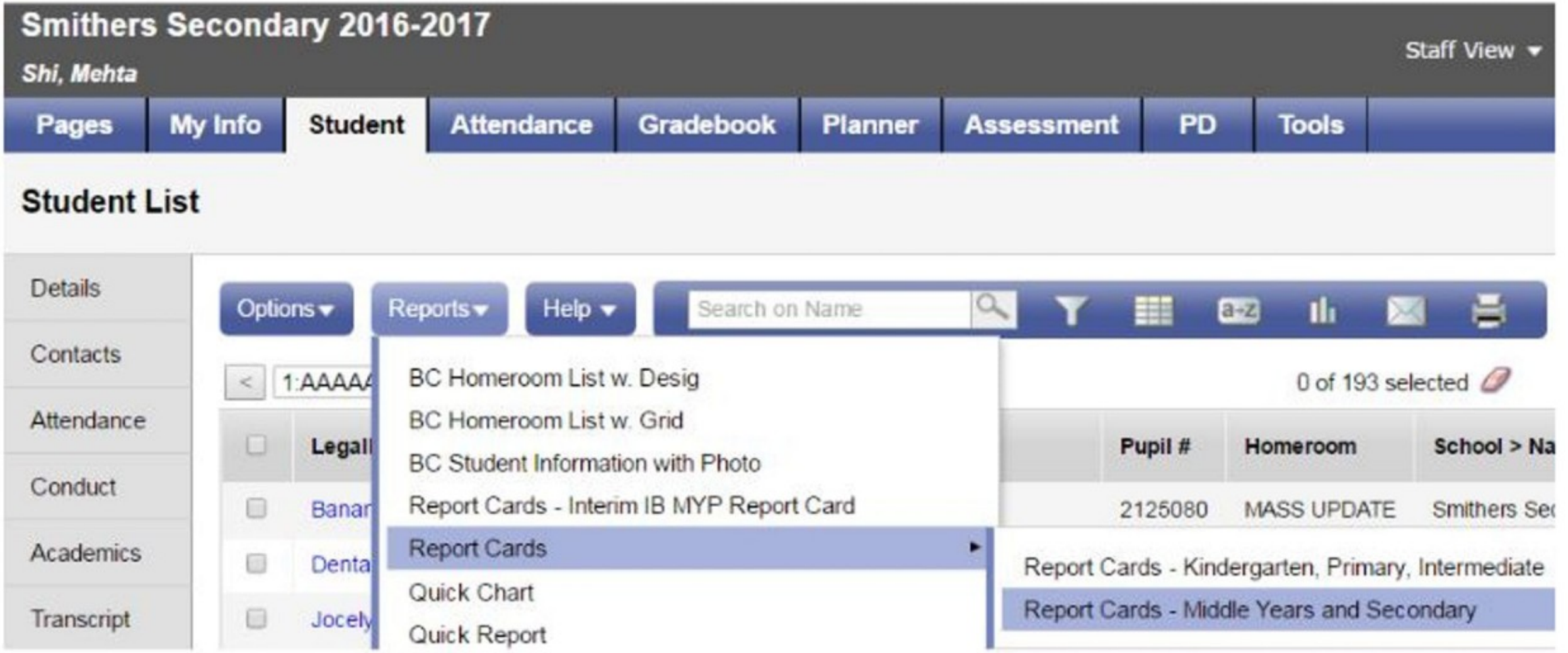
The **Options** menu is an action centre. This is where a user can initiate actions on the data that is displayed on the screen. In some cases, the list of items may show an arrow, indicating additional options.

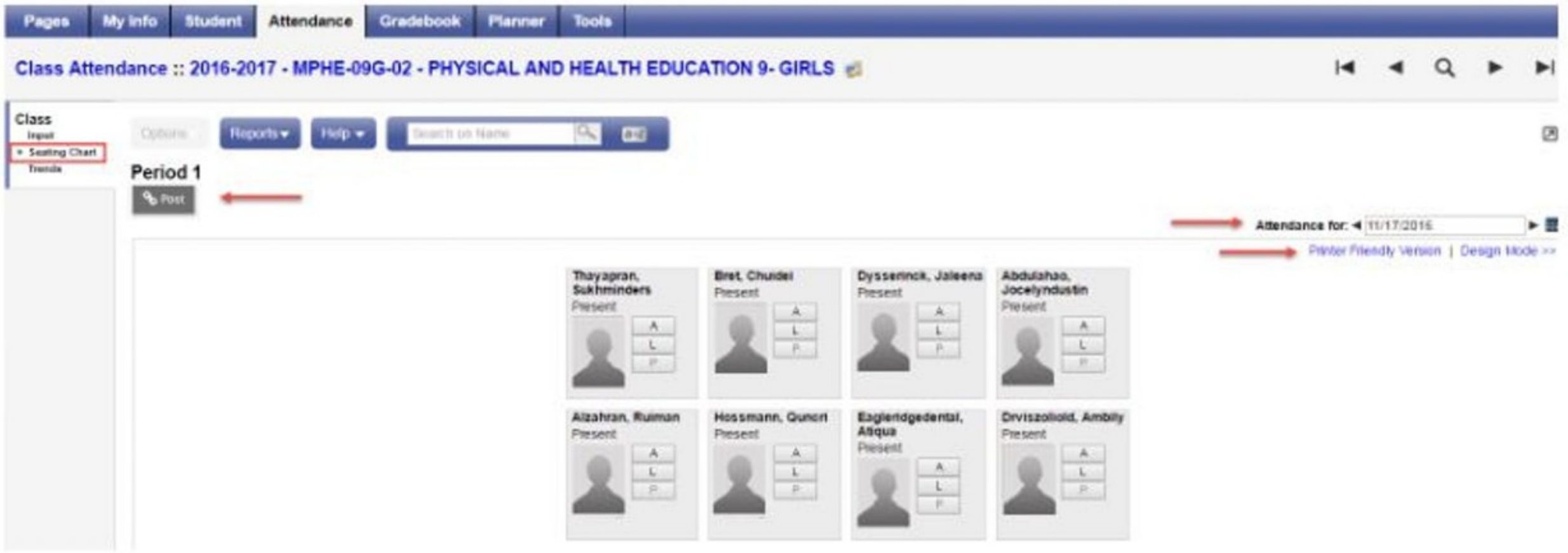


entimeter


Pages
My Info
Student
Attendance
Gradebook
Planner
Assessment
PD
Tools
Student List
Details
Contacts
Attendance
Conduct
Academics
Transcript
Assessments
Schedule
Membership
Transactions
Documents
Options
Reports
Help
Search on Name
1 Abadillo, Desariair
0 of 189 selected
Name
NextSkl > Name
Alerts
Gender
Pupil #
PEN
Photo
YOG
School > Name
Abadillo, Desariair
Smithers Secondary
M
489768
126370964
View
2020
Smithers Secondary
Abdulahao, Jocelyndustin
Smithers Secondary
F
609506
126878818
2020
Smithers Secondary
Agge, Zillur
Smithers Secondary
F
279476
123439341
View
2018
Smithers Secondary
Alfonzo, Stephensuiwai
Smithers Secondary
F
534858
121170484
View
2017
Smithers Secondary
Alkhamees, Ruzhong
Smithers Secondary
F
471792
121454888
View
2017
Smithers Secondary
Allanhusbands, Margita
Smithers Secondary
M
427529
121424485
View
2017
Smithers Secondary
Alzahran, Ruiman
Smithers Secondary
F
484908
126254051
View
2020
Smithers Secondary
Amerizad, Vivianlesa
Smithers Secondary
M
505803
120513312
View
2017
Smithers Secondary
Andrebranlenkamp, Kostan
Smithers Secondary
F
239694
123029720
View
2018
Smithers Secondary
Andrievska, Erlindaalex
Smithers Secondary
F
435651
125060319
View
2019
Smithers Secondary

Mentimeter


Smithers Secondary 2016-2017
Shi, Mehta
Staff View
Pages
My Info
Student
Attendance
Gradebook
Planner
Assessment
PD
Tools
Student List
Details
Contacts
Attendance
Conduct
Academics
Transcript
Options
Reports
Help
Search on Name
BC Homeroom List w. Desig
BC Homeroom List w. Grid
BC Student Information with Photo
Report Cards - Interim IB MYP Report Card
Report Cards
Quick Chart
Quick Report
0 of 193 selected
Pupil #
Homeroom
2125080
MASS UPDATE
Report Cards - Kindergarten, Primary, Intermediate
Report Cards - Middle Years and Secondary


Pages
My Info
Student
Attendance
Gradebook
Planner
Tools
Class Attendance :: 2016-2017 - MPHE-09G-02 - PHYSICAL AND HEALTH EDUCATION 9- GIRLS
Class
Input
Seating Chart
Trends
Options
Reports
Help
Search on Name
Period 1
Post
Attendance for: 11/17/2016
Printer Friendly Version | Design Mode >>
Thayapran, Sukhminders
Present
Bret, Chuidei
Present
Dysserinck, Jaleena
Present
Abdulahao, Jocelyndustin
Present
Alzahran, Ruiman
Present
Hossmann, Qunori
Present
Eagleridgedental, Atiqua
Present
Drviszoliold, Ambily
Present

Mentimeter

Discussion based strategies

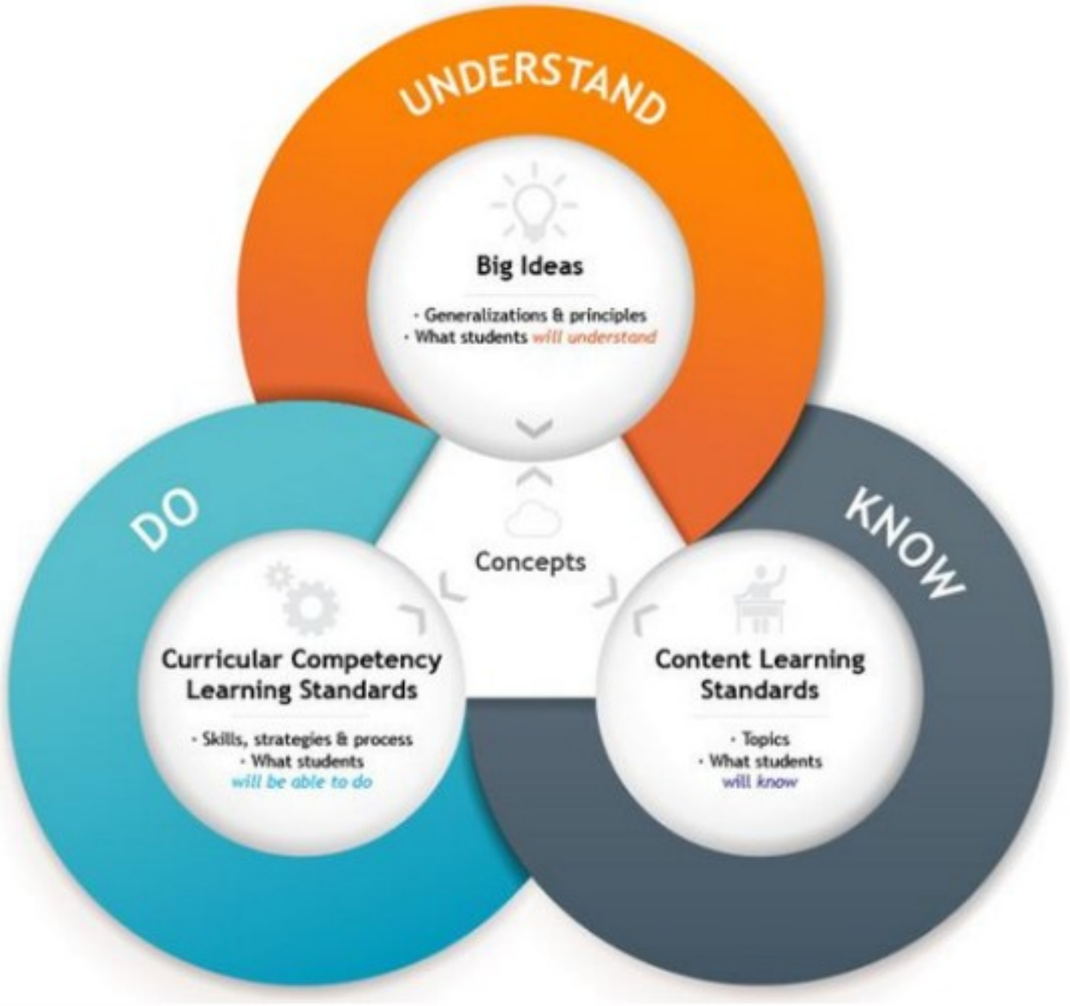
- Randomized responses followed by volunteers
- Turn & talk, then respond
- Poll, Display graphic, turn & talk/small group discussion or debate, 'retake' poll
- Voting
- Video or image as a prompt

Mentimeter

Discussion Warmup Strategy

- Be sure to provide sufficient time for response.
- Increases thinking and engagement.
- Provides teacher with data to help guide discussion.

Mentimeter



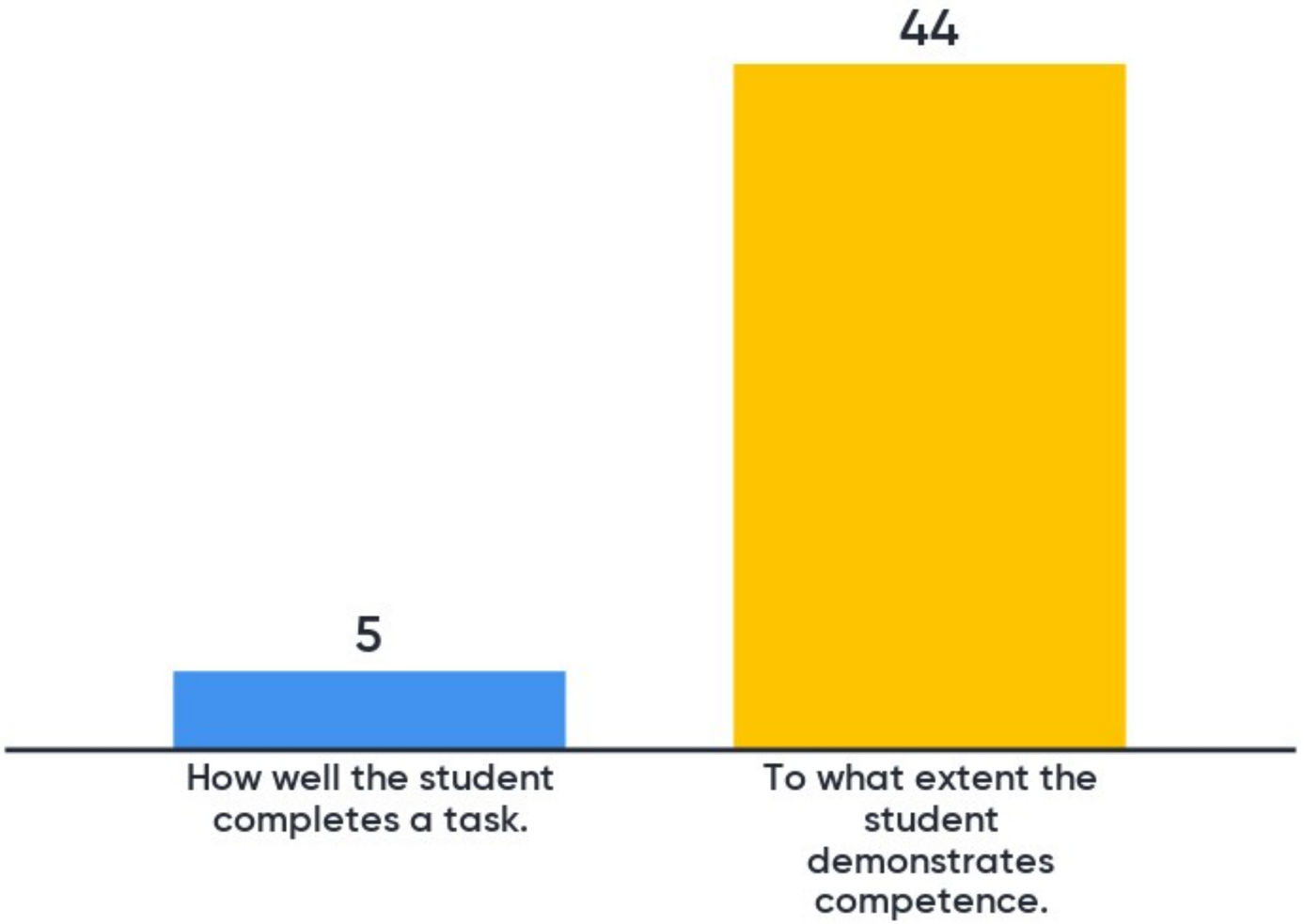
KDU Model - Competency based

- Understand - big ideas
- Know - Curricular Content
- Do - Curricular Competencies

1 15 12

Competency based assessment shows us:

Mentimeter



49

Mentimeter

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Mentimeter

Find the Right 'system'

Considerations:

- Context
- Access to technologies
- BYOD policies
- T & Ss needs

The right system might not be digital

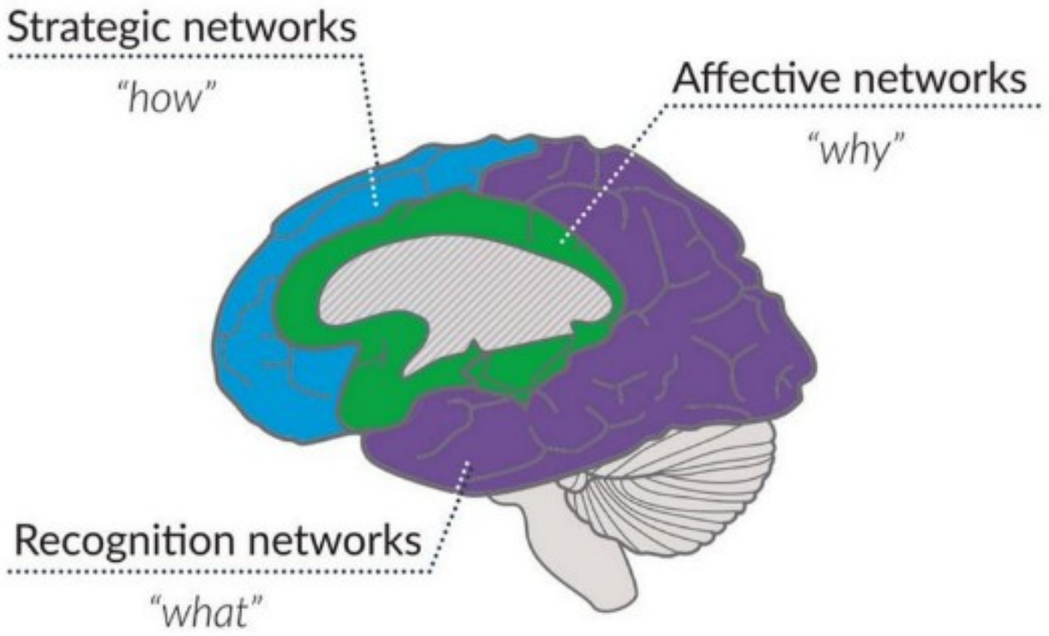
Planning for frequent assessment is not optional…

Mentimeter

Universal design for learning refers to:

1. Designing learning for optimal engagement;
2. Planning for the success of all learners;
3. Providing variety, choice and options.

Mentimeter



UDL Universal design for learning

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement

Mentimeter

Unit Big Idea: Exploring stories and other texts helps us understand ourselves and make connection to others in the world.		Communicating Student Learning			
		AE	MM	M	FM
Goal: I know that literary elements in story and text by:					
Objective	identifying that stories can have a problem				
Strategies: Connect to conflict/problems to life, accessible text					
Goal: I can respond to text in personal, creative & critical ways by:					
Objective	Making a comment, connection or question about a text				
Strategies: Accessible books about high interest topics and written at appropriate reading level visuals of possible responses					
Goal: I construct meaningful personal connections between myself, other texts and the world by:					

Know your students

- Class profile
- Learner profile
- Plan for all
- IEP

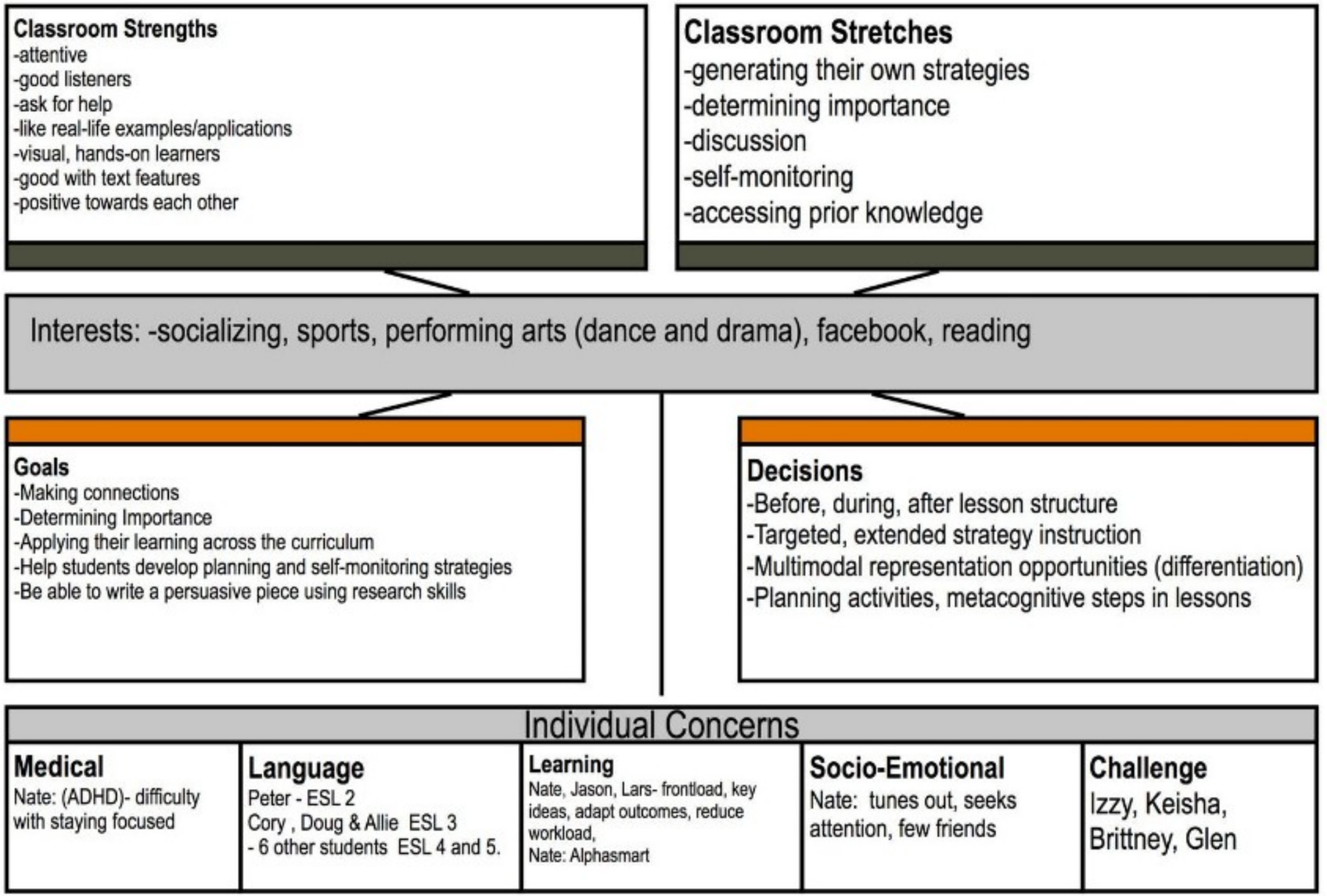
entimeter

How do we do it? First step…

- "Knowing your learners, is foundational to designing curriculum," (Childre, 2009)
  - Not prescriptive
  - Not one size fits all
  - Planning for our class needs to represent their unique ecology
  - Figuring out all the 'colours' in the class!

1 ? 1

Mentimeter


Classroom Strengths
-attentive
-good listeners
-ask for help
-like real-life examples/applications
-visual, hands-on learners
-good with text features
-positive towards each other
Classroom Stretches
-generating their own strategies
-determining importance
-discussion
-self-monitoring
-accessing prior knowledge
Interests: -socializing, sports, performing arts (dance and drama), facebook, reading
Goals
-Making connections
-Determining Importance
-Applying their learning across the curriculum
-Help students develop planning and self-monitoring strategies
-Be able to write a persuasive piece using research skills
Decisions
-Before, during, after lesson structure
-Targeted, extended strategy instruction
-Multimodal representation opportunities (differentiation)
-Planning activities, metacognitive steps in lessons
Individual Concerns
Medical
Nate: (ADHD)- difficulty with staying focused
Language
Peter - ESL 2
Cory , Doug & Allie ESL 3
- 6 other students ESL 4 and 5.
Learning
Nate, Jason, Lars- frontload, key ideas, adapt outcomes, reduce workload,
Nate: Alphasmart
Socio-Emotional
Nate: tunes out, seeks attention, few friends
Challenge
Izzy, Keisha, Brittney, Glen

Course/Subject/Grade(s): Ceramics & Sculpture 10-12		Planning Team: Kate Campbell & Shelley Moore				
Unit Guiding Question: How can we understand and share stories of the Pre Columbian era through the creation of traditional ceramic vessels?						
		ACCESS: This is what I **need** to know and do	**ALL:** This is what I **must** know & do	**MOST:** This is what I **can** know & do	**FEW:** This is what I **could** know & do	**CHALLENGE:** This is what I **can try to** know & do
Content Goal(s): I know a range of sculpturing materials and processes		I know the materials I need to make a model	I know how to make a model using clay I know how to apply a surface treatment process	I know how to use additive processes using clay	I know how to use subtractive processes when using clay	I know how to incorporate different glazes or stains to my model
Goals	I can explore and create by creating artistic works collaboratively or as an individual using imagination, observation, inquiry and ideas	I can explore possible models to create a draft plan	I can create a model using observation	I can add to a model using new ideas	I can add to my model using my imagination	I can add to my model using inquiry
	I can connect and expand by creating a meaningful artistic work that demonstrates an understanding and appreciate for cultural contexts	I can create a model that represents an animal	I create a model that represents ideas connected to a cultural context	I create a model that represents represents a story of a cultural context	I create a model that represents represents a metaphor of a cultural context	I create a model that represents represents the artistic influence on the cultural context

entimeter

2 5 5

Mentimeter

Check ins

- Are students learning?
- How do you know? How do they know?
- What could be improved?

Gamification and anonymous response

Mentimeter
Free unlimited participants
Limits # of questions per presentation (7)
Multiple question types and response views.

Mentimeter

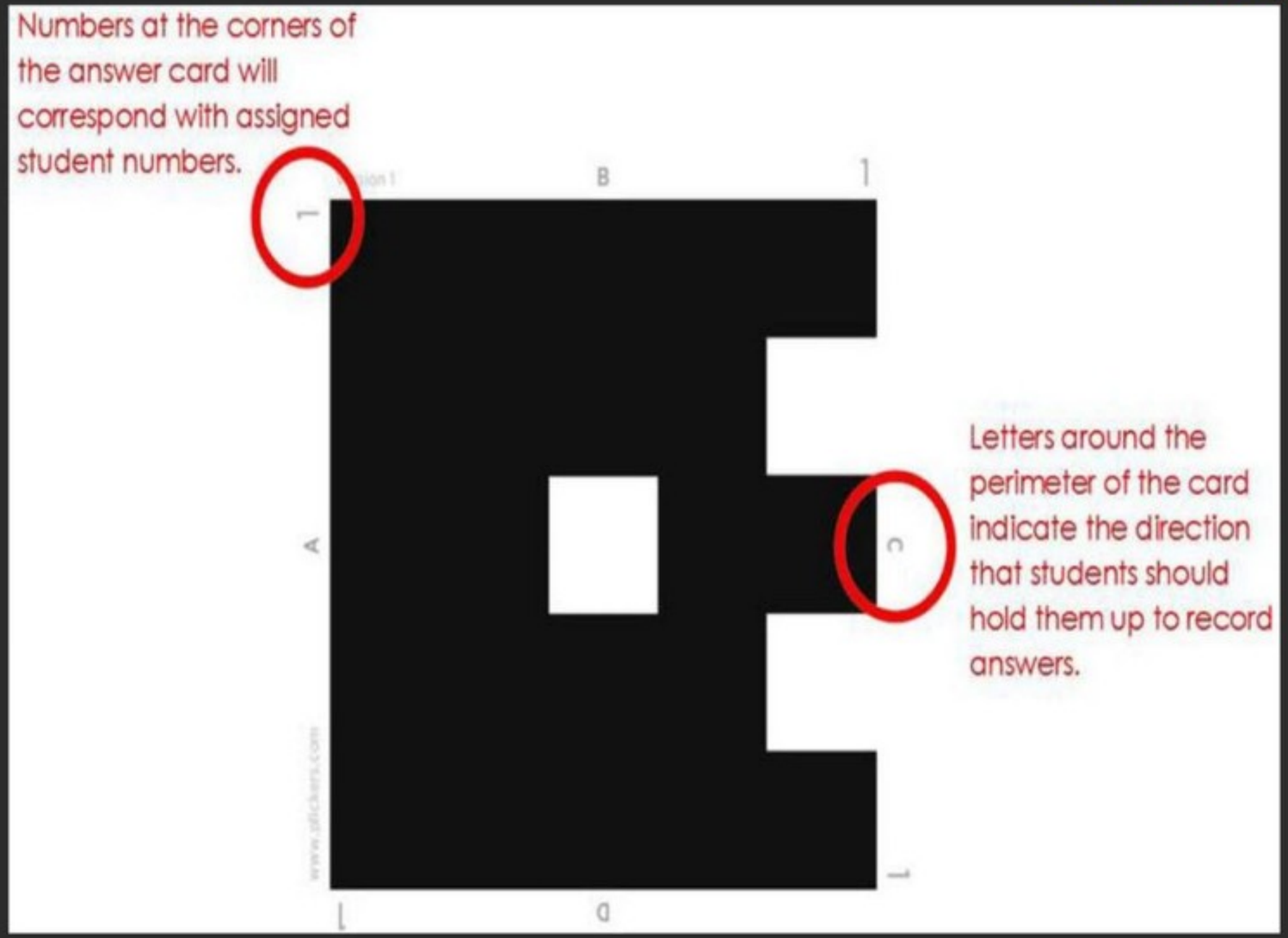
Selection Questions, rapid response

iClickers → Ed Library Loaners!

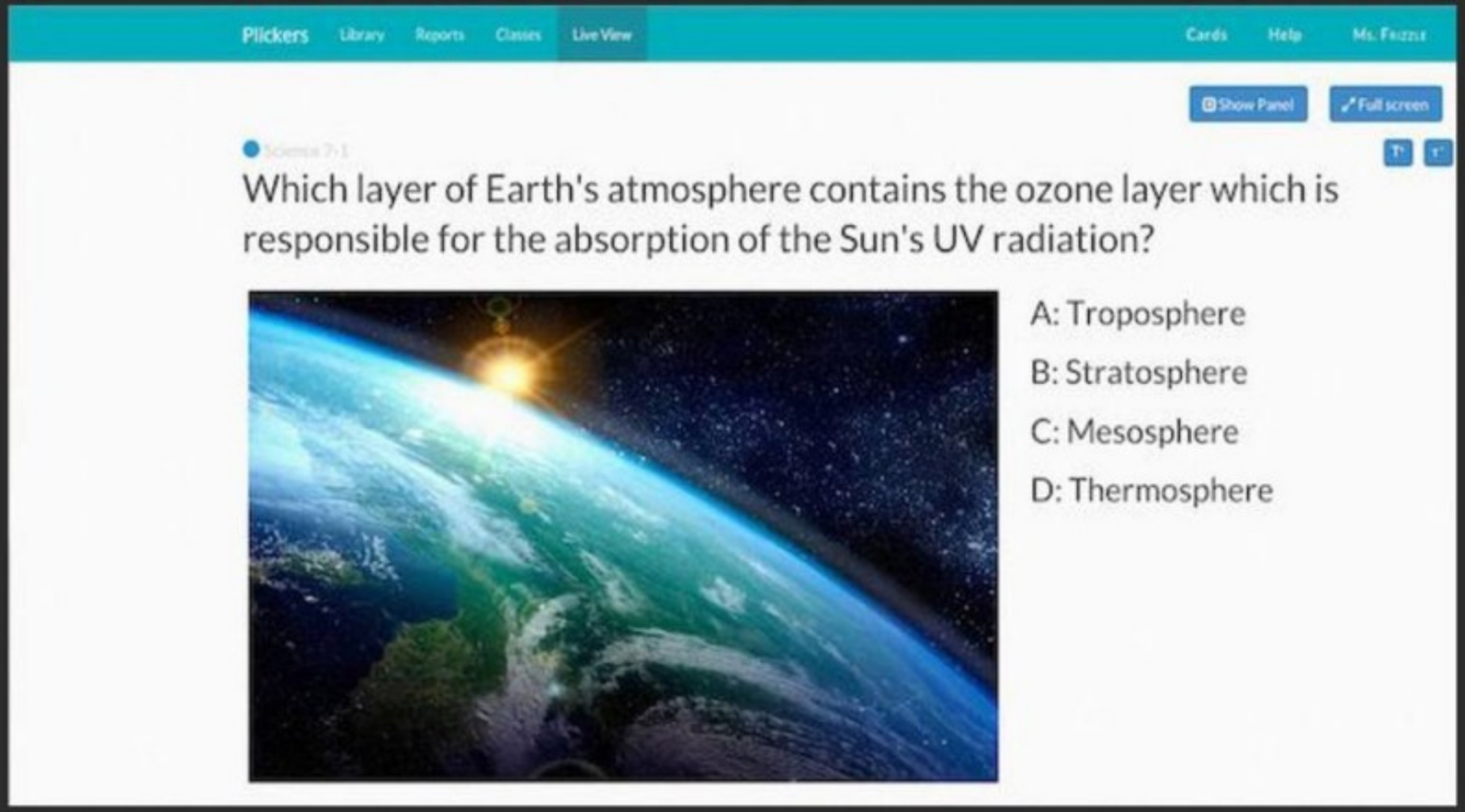
Mentimeter

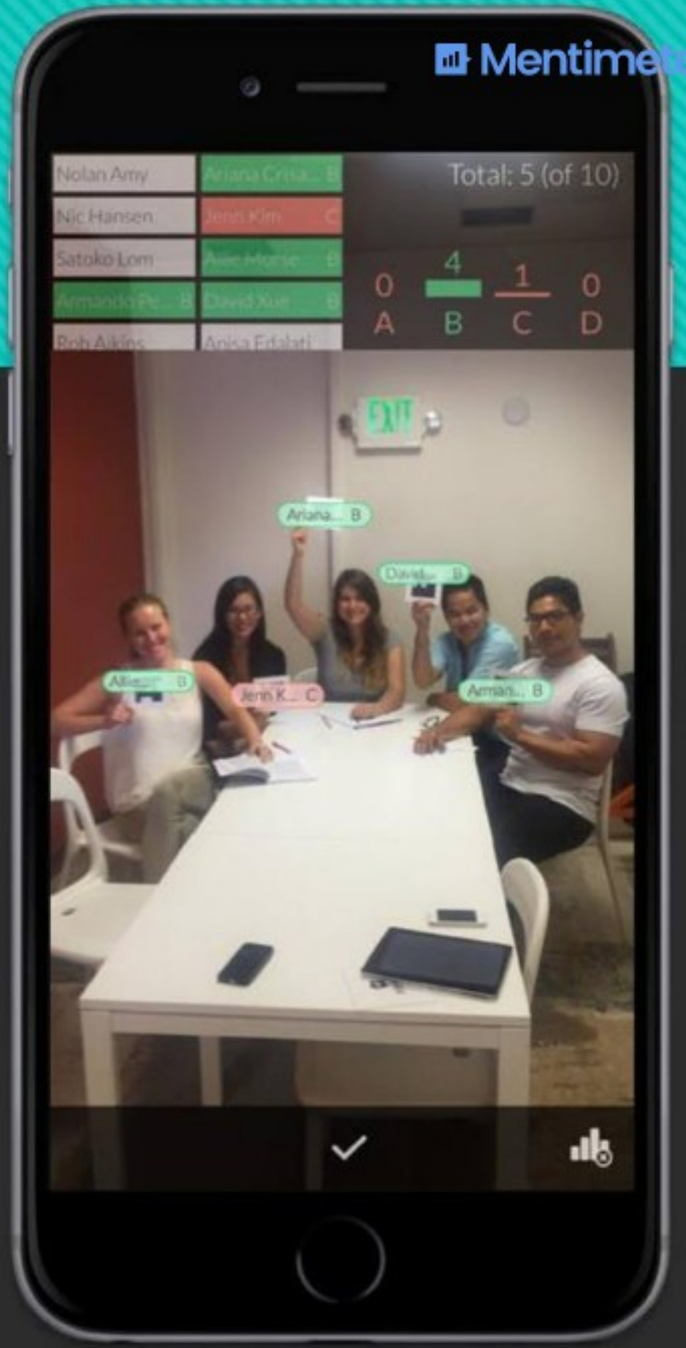
PLICKERS

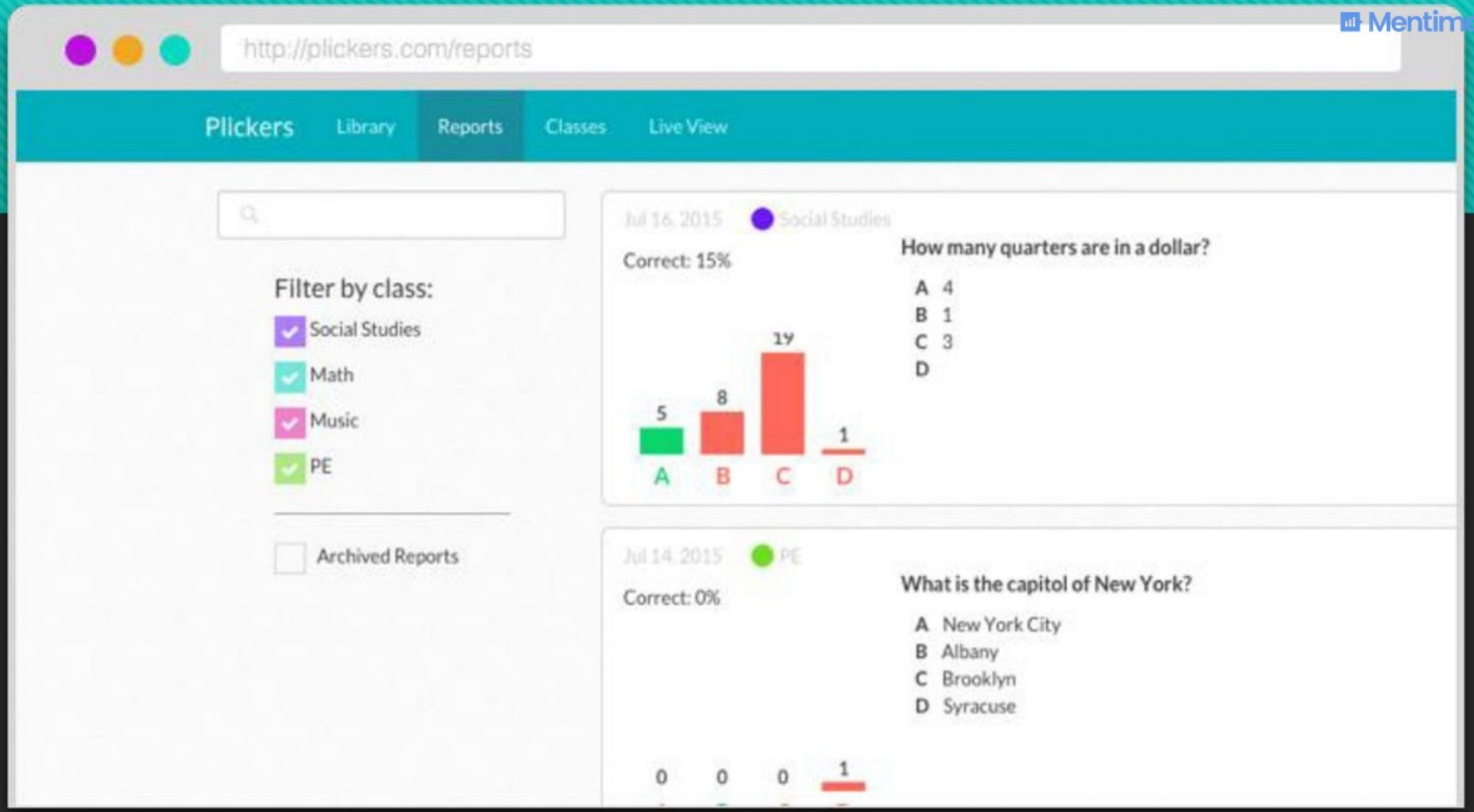
A high access and ‘low’ tech-needs digital response system

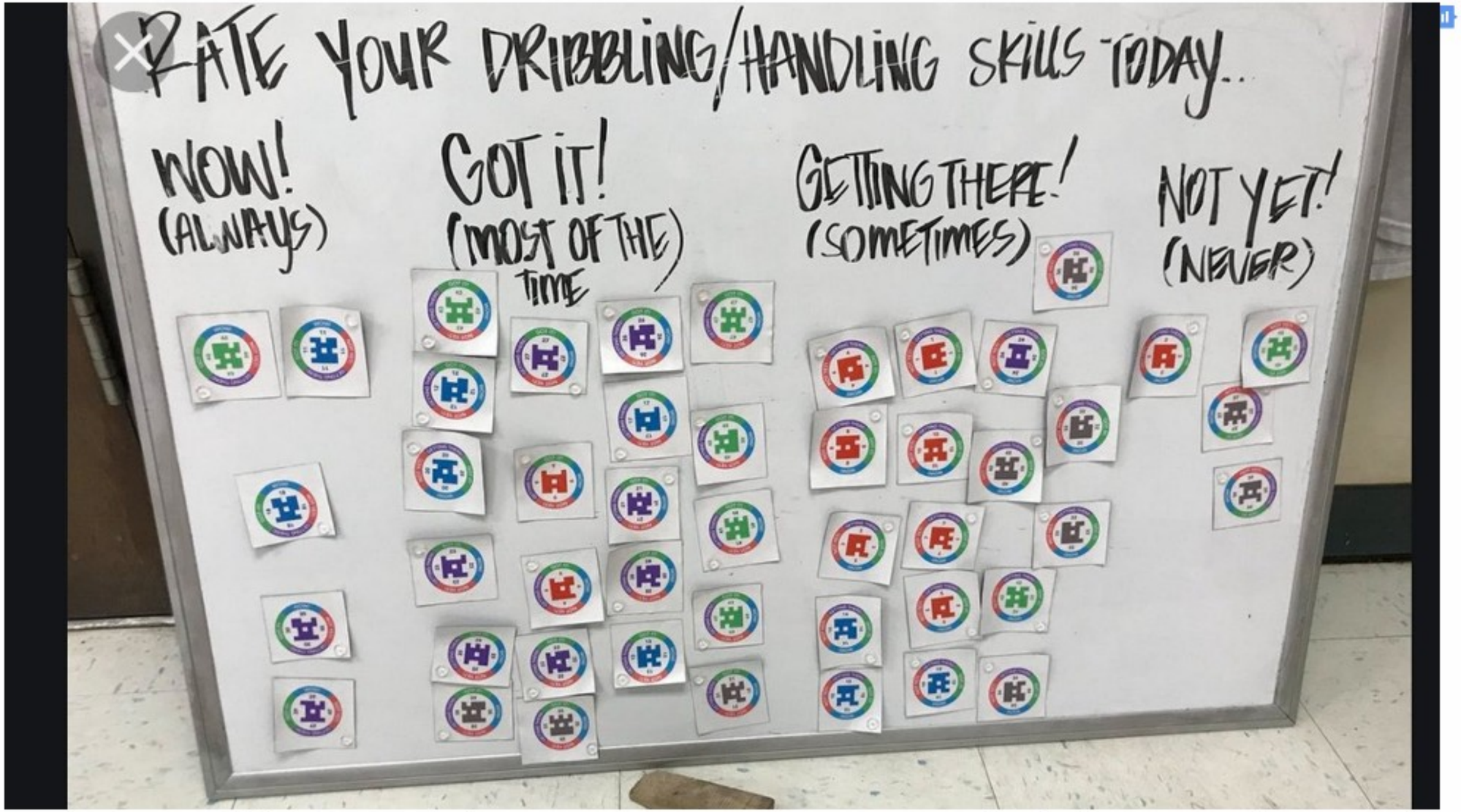


You see… I see…


Plickers
Library
Reports
Classes
Live View
Cards
Help
Ms. Frizzle
Show Panel
Full screen
Which layer of Earth's atmosphere contains the ozone layer which is responsible for the absorption of the Sun's UV radiation?
A: Troposphere
B: Stratosphere
C: Mesosphere
D: Thermosphere


Mentimeter
Total: 5 (of 10)
0
A
4
B
1
C
0
D

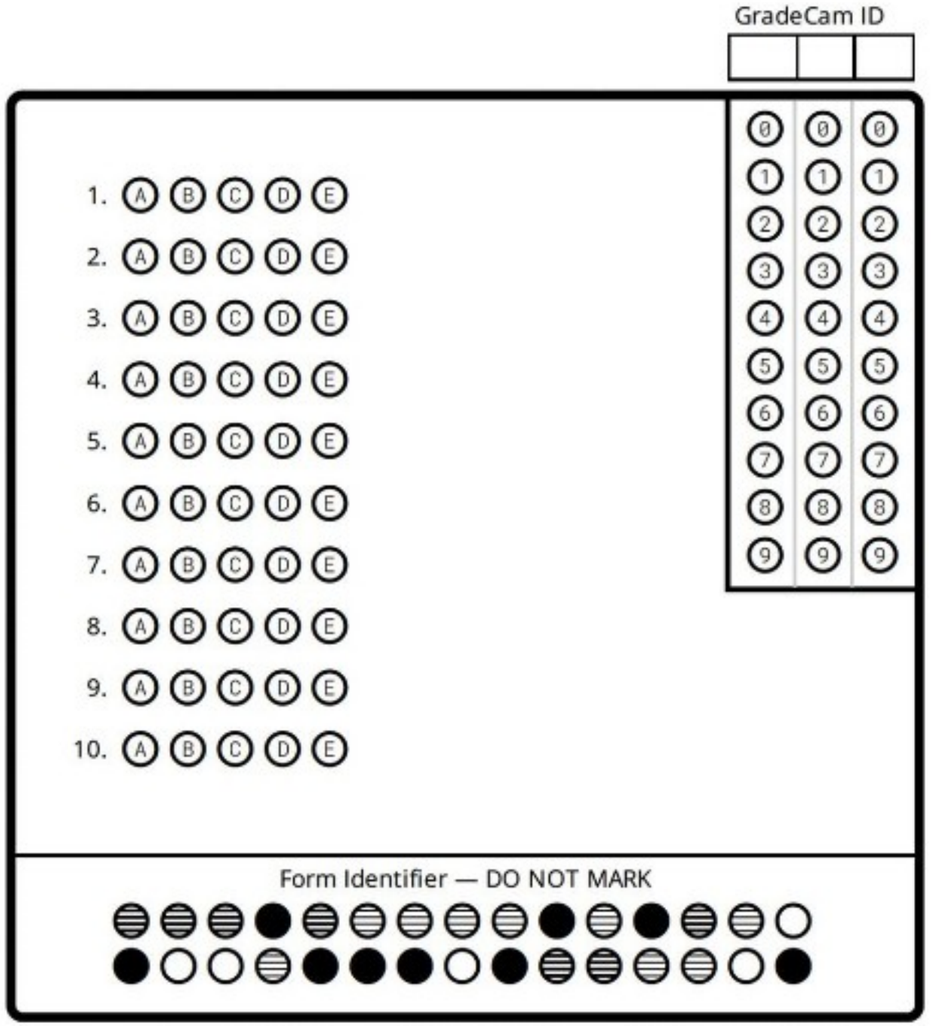

http://plickers.com/reports
Plickers
Library
Reports
Classes
Live View
Filter by class:
Social Studies
Math
Music
PE
Archived Reports
Jul 16, 2015
Social Studies
Correct: 15%
How many quarters are in a dollar?
A 4
B 1
C 3
D
5
8
19
1
A
B
C
D
Jul 14, 2015
PE
Correct: 0%
What is the capitol of New York?
A New York City
B Albany
C Brooklyn
D Syracuse
0
0
0
1



polling - sticky notes, magnet cards, 'plagnets'

Mentimeter

Mentimeter



Scantron - ex gradecam

Mentimeter

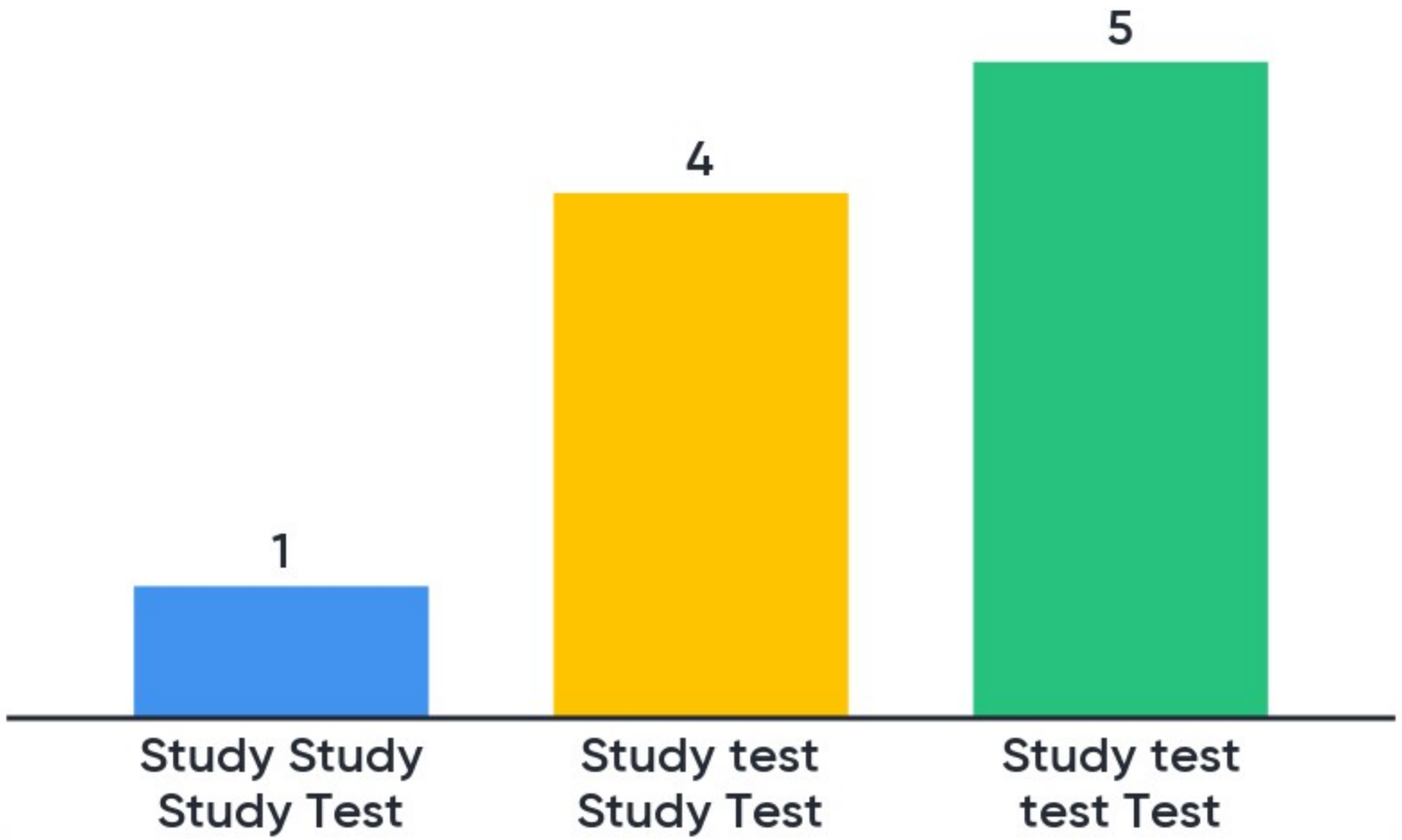
Peer Teaching Strategy

- Question posed,
- anonymous data revealed
- Peer discussion
- Re-vote
- Data guides follow-up class discussion & teaching

1 1

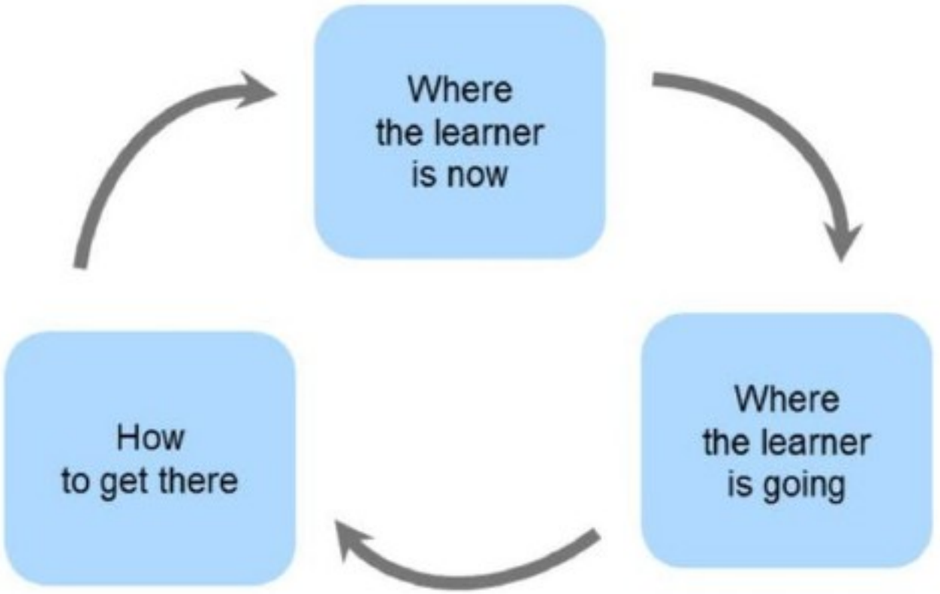
Which approach might best support retention?

Mentimeter



10

Assessment for Learning

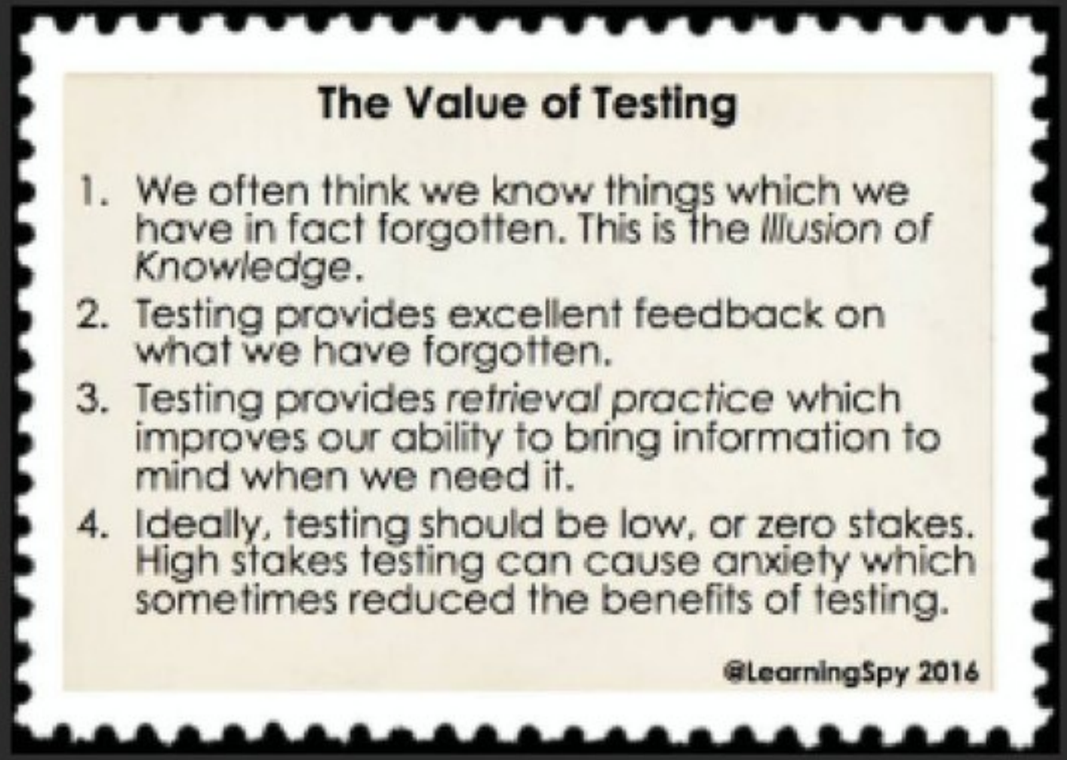


Study, test, test, test √

Frequent low to no stakes questioning and feedback can help shape students' thinking - who benefits?

Mentimeter

Make Thinking Visible



- Anonymous response
- Graphical display provides immediate feedback
- Provide opportunities to review and revise response
- Rapid response to activate and assess prior knowledge

Mentimeter

Ask effective questions

- To cause thinking and provide information to the teacher (and learner) about what to do next
- To collect information to inform teaching

Questioning for Formative Assessment

Table 4.1: Common Errors in Questioning (from G. Brown & Wragg, 1993)

Asking	Failing to
• too many questions at once • a question and answering it yourself • questions only of the brightest or most likeable • a difficult question too early • questions in a threatening way • irrelevant questions • the same kind of questions all the time	• correct wrong answers • indicate a change in the type of question • give students the time to think • pay attention to answers • see the implications of answers • build on answers

From: Embedding Formative Assessment, William and Lahey, 2015, p.80

Mentimeter

- Define competencies
- Map the learning objectives that support each competency
- Determine activities and assessments that promote student learning that are **authentic** (i.e., scenarios reflecting what students would actually do in practice) and that are feasible to administer

Assessment Tool: Single Point Rubrics

I can make a connection between an Aboriginal story and something I have experienced.

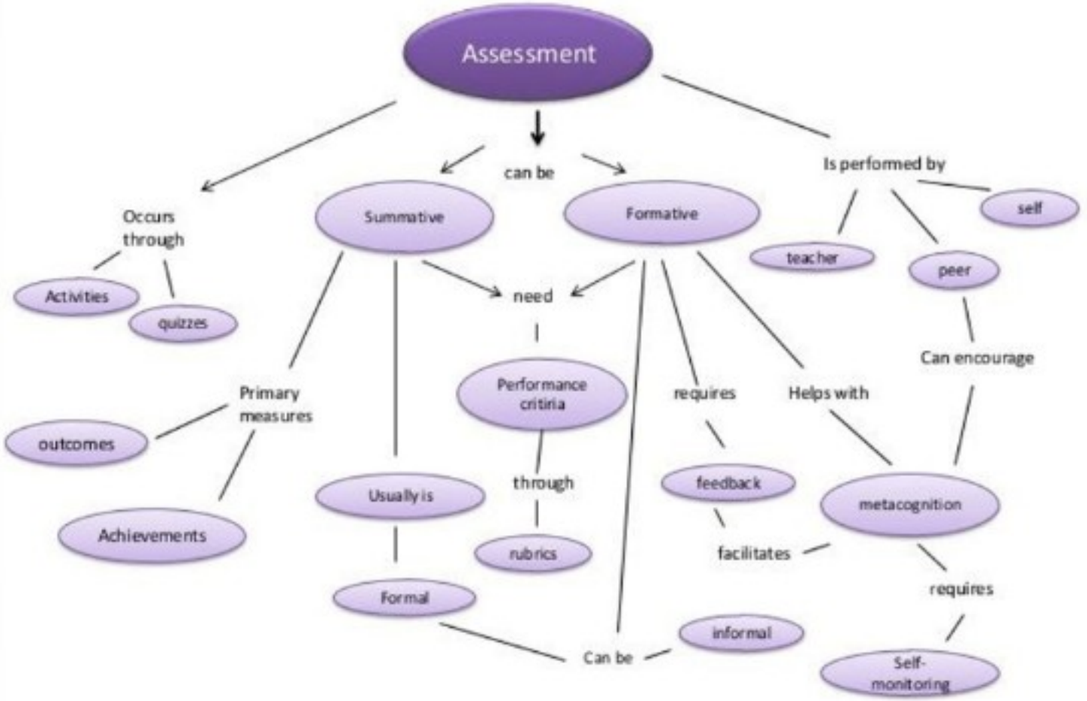
Think About...	Criteria	Evidence
Is Shi-shi etko really sad? Maybe she's lonely, worried, anxious...	My connection is about a character, feeling, or event in the story.	Your connection is about a feeling: sadness. This can be a great strategy for understanding characters.
	My connection includes important details about my personal experience.	You told us how it was frightening to leave your home to move to Canada. You told us who, what, where, when, and why.
How would you feel? Why? How does your experience help you understand Shi-shi etko's perspective?	My connection helps me empathize with the story's characters.	

One point rubric

Mentimeter

Name:	Date:	
Unit Guiding Question(s):		
My Goals for this Unit	**Eviidence of my Learning**	**What is my next step?**

Shelley Moore, 2018



Concept mapping

- visualize connections
- critical thinking
- insert media, links, text

ShowMe

- multimodal response
- supports ALL learners
- embed text audio, image, video and drawing

27 Awesome Responses
59 replies 2,566 views 129.7 hours engagement
Random
Slideshow
Super Creative!
Totally Awesome
Joe M
Fantastic, Karly!
Number Game
Karly M
I dream in numbers
Brian R
Brilliant Response
Malinda H
Check out our visual dance
So much fun!
My Booktalk

Mentimeter

Agile or Contingent Teaching Strategy

Gather data and vary instruction based on student needs.

Ex. Student responses lead to T introducing a focused discussion or video, follow-up questions to probe/ prompt & extend learning

Take aways? Questions for followup?

Mentimeter

0

References

- Beatty, I.D. & Gerace, W.J. J Sci Educ Technol (2009) 18: 146. https://doi.org/10.1007/s10956-008-9140-4
- Wiliam, D., & Leahy, S. (2015). *Embedding Formative Assessment: Practical Techniques for K-12 Classrooms*. Learning Sciences International. Retrieved from https://books.google.ca/books?id=1ifZrQEACAAJ

Additional Resources:

Frey, N., & Fisher, D. (2011). *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*. ASCD. Retrieved from https://books.google.ca/books?id=BR3xJ4LZCqoC

Goldstein, D. S., Wallis, P. D., & Rhem, J. (2015). *Clickers in the Classroom: Using Classroom Response Systems to Increase Student Learning*. Stylus Publishing. Retrieved from https://books.google.ca/books?id=nbCpCwAAQBAJ

How might digital technologies be integrated to support varied learners?

Mentimeter

0