

# EVALUATE WHAT YOU VALUE

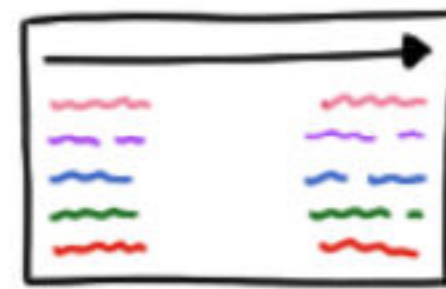
## ESSENTIAL COMPETENCIES

- PERSEVERANCE
- WILLINGNESS TO TAKE RISKS
- ABILITY TO COLLABORATE

## TIPS TO REDESIGN RUBRICS

### REMOVE

- HEADINGS
- MIDDLE COLUMNS

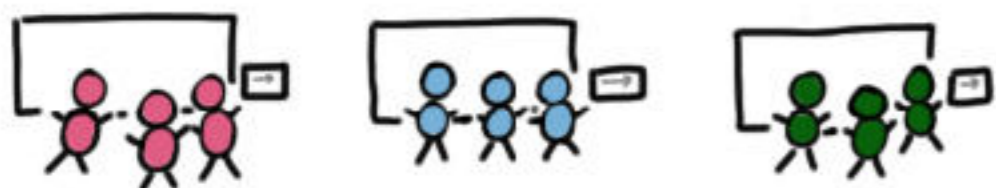


### CREATE WITH CLASS

- LIMIT TO FIVE COMPETENCIES
- USE OPPOSING LANGUAGE

### FOCUS ON WHERE - NOT WHO - STUDENTS ARE

## TIPS FOR USING RUBRICS



- FOCUS ON THREE GROUPS AT A TIME
- PROVIDE FEEDBACK USING RUBRIC
- USE PROCESS AS NEEDED TO ESTABLISH AND RE-ESTABLISH CULTURE

### FOR NON-OBSERVATIONAL BEHAVIOURS



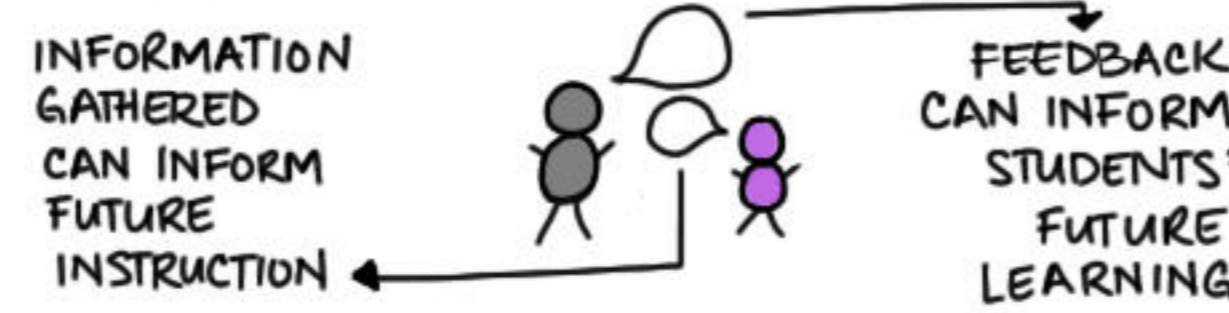
- CREATE RUBRIC BY ANALYZING THREE EXEMPLARS WITH CLASS

### WHAT WE CHOOSE TO EVALUATE TELLS STUDENTS WHAT WE VALUE

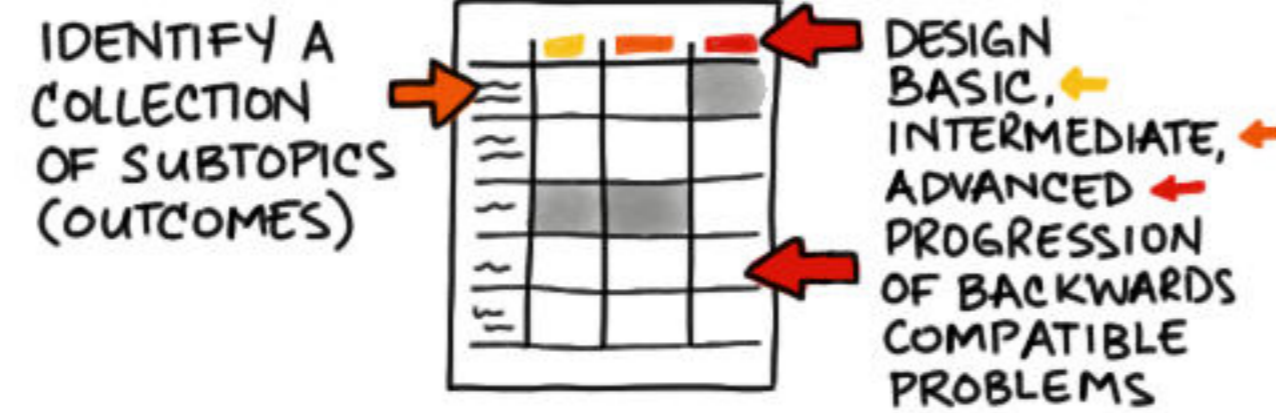
## equity

- TRANSPARENCY AND STUDENT OWNERSHIP ARE FOSTERED
- DECISION-MAKING IS SHARED
- COLLECTIVIST CULTURAL NORMS ARE VALUED

# NAVIGATION



## NAVIGATION INSTRUMENT TIPS



### THE HOW

- ✓ SHGN
- STUDENTS USE NAVIGATION TOOLS TO SELF-EVALUATE AND TRACK EVIDENCE FROM QUIZ, REVIEW TEST OR CHECK YOUR UNDERSTANDING
- STUDENTS NEED TO IDENTIFY IF THEY NEEDED HELP
- HEADING TITLES NEED TO DESCRIBE COMPLEXITY OF PROBLEMS NOT STUDENT ABILITY



### THE WHY



STUDENTS TAKE NAVIGATION DATA MORE SERIOUSLY THAN FEEDBACK FROM OPINION-BASED SELF-ASSESSMENT

## equity

- STUDENTS HAVE DIFFERENT ACCESS POINTS TO CONTENT
- SELF-ASSESSMENT SUPPORTS STUDENTS IN GOAL-SETTING
- ASSESSMENT PRACTICES THAT INFORM TEACHING AND LEARNING

# DATA-BASED

HOW DO WE KNOW WHERE STUDENTS ARE IN THEIR LEARNING?

POINTS-BASED PARADIGM → DATA-BASED PARADIGM

## DATA COLLECTION INSTRUMENT

	✓✓	✓✓	X✓✓
		✓✓	X✓
	✓✓✓	✓✓	✓✓
	✓✓	✓	
		HH✓	✓
		✓✓	
	G✓✓	✓	
			✓✓

- RECORD ALL DATA IN ONE PLACE
- PRODUCT VS OBSERVATION VS CONVERSATION DOESN'T MATTER
- USE SAME SYMBOLS AS NAVIGATION INSTRUMENT
- TWO CONSECUTIVE DEMOS NEEDED TO SHOW ATTAINMENT

✓✓ = 2

✓✓✓ = 3

✓✓✓✓ = 4

USE INSTRUMENT TO IDENTIFY WHEN TO HUNT FOR NOT GATHER EVIDENCE

## FOUNDATIONAL PRINCIPLES

EASY BASIC = MINIMAL ATTAINMENT OF OUTCOME

← ← ← = BACKWARDS COMPATIBILITY MEANS EVIDENCE OF ADVANCED INCLUDES BOTH INTERMEDIATE AND BASIC

# CONSIDERATIONS FOR

## MULTILINGUAL LEARNERS

- USE SIMPLE LANGUAGE OR VISUALS FOR RUBRICS
- SIMPLIFY LANGUAGE AND MAKE CONNECTIONS TO PRIMARY LANGUAGE
- INVITE STRATEGIC LANGUAGE GROUPINGS WHEN APPROPRIATE
- LISTEN AND OBSERVE TO PROVIDE SCAFFOLDS AS NEEDED

## SPECIAL EDUCATION SUPPORTS

- CHUNK NAVIGATION TOOL SUBTOPICS FOR EASE OF USE
- CREATE ROUTINE FOR USING NAVIGATION TOOL
- USE STRATEGIC SMALL GROUPS TO MODEL/SCAFFOLD ROUTINES
- PROVIDE BASIC (OR INTERMEDIATE OR ADVANCED) ONLY OPPORTUNITIES AS NEEDED FOR CERTAIN STUDENTS

## UNIVERSAL DESIGN FOR LEARNING

- MAKE RUBRICS VISIBLE FOR CLASS AS ANCHOR CHARTS
- NAVIGATION INSTRUMENT IS SCAFFOLDING FOR GOAL-SETTING AND SELF-ASSESSMENT
- MODEL USE OF NAVIGATION INSTRUMENT

BUILDING THINKING CLASSROOMS  
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