

Grades that Inform



Cognitive-Based Assessment vs. Traditional Grading



Shelly Cloke

INSTRUCTION AND ASSESSMENT
CONTRACT PRESENTER

shellycloke.com

Land Acknowledgement



We respectfully acknowledge that in the Province of Alberta, we are located on Treaty 4, 6, 7, 8 and 10 territories—the travelling route, gathering place and meeting grounds for Indigenous and Metis Peoples, whose histories, languages, cultures and traditions continue to influence our vibrant community. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.

ACKNOWLEDGING LAND AND PEOPLE



Welcome

Who do we have with us today?



- ☐ Where have you travelled from?
- ☐ What grade level of students do you support?
- ☐ What subject area is your focus?
- ☐ What appealed to you to about this session?
- ☐ What is something that revolutionized your thinking?

 trash jones
@jzux


i live in constant fear of being asked to share a "fun fact about me"

Principal: "Welcome back!"

ME:



@TeacherMisery

 Pru
@prufrockluvsong

Me: finally drifting off to sleep

The alarm: you're not gonna believe this



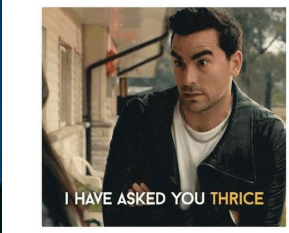
WHAT I SAID:

"It doesn't matter if you're first in line or last. This is not a race."

WHAT THEY HEARD:

"First one there wins a million dollars, cupcakes at lunch, and a lifetime supply of Pokémon cards!"

If my alarm clock could speak...



"I love your memes. You must be fun to hang out with.."

Me in person:




Day 21, no one suspects a thing.



When the teacher asks who is presenting next.



 Emily Ogden
@ENogden

I, myself, am understaffed at this time

PA Announcements

- Fire Drills
- Main Office Calling
- Late Students
- Attendance Calling
- Unrelated Questions
- A fly
- A spider
- Weak WiFi

Me thinking I can teach just one lesson without any interruptions

"Is it hard for you to just ask for some help?"

Me:



 lvsy
@lvsy01

people travelled across mountains in wagons and i have 'drink water' on my to do list.

Agend



1. How do grades impact learning?
2. Why does feedback work? Can we use grades as feedback?
3. Traditional Grading vs. Cognitive-Based Assessment:
 - a. Categories/Weightings
 - b. Year plans/course outlines
 - c. Assessments
4. Putting it into practice--templates and examples
5. Discussion/Wrap up

Summative and Formative

Assessment serves two main purposes:

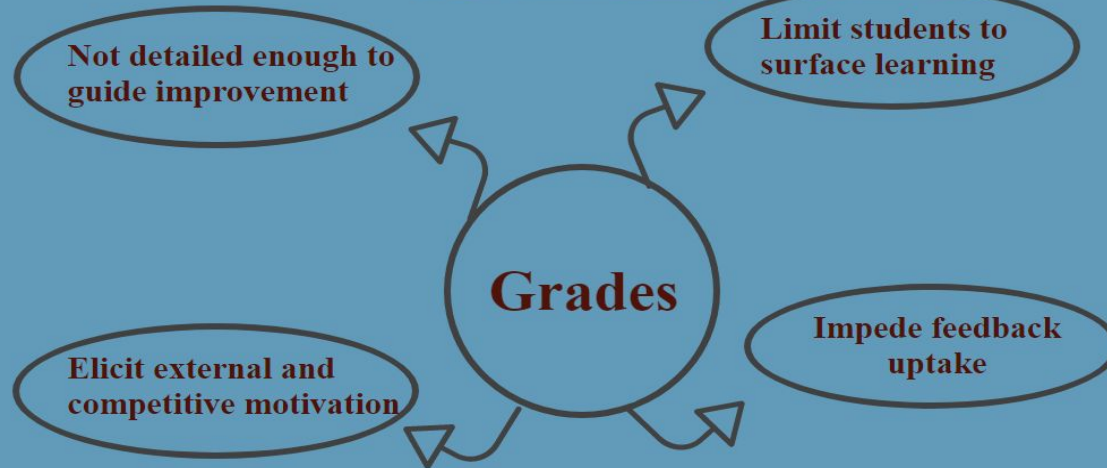


1. giving feedback to students and teachers on the progress of classroom learning and
2. judging to what extent learning has taken place.

Because of this, there is tension between learning (using feedback to improve performance) and grading (accumulation of points).

How does grade reporting impact student learning?

The Problem with Grades



Rather than helping us to understand students, using averages standardizes, ranks and sorts individuals and in the end, "erases the individuality of the person" (Rose, 2015, p. 39).

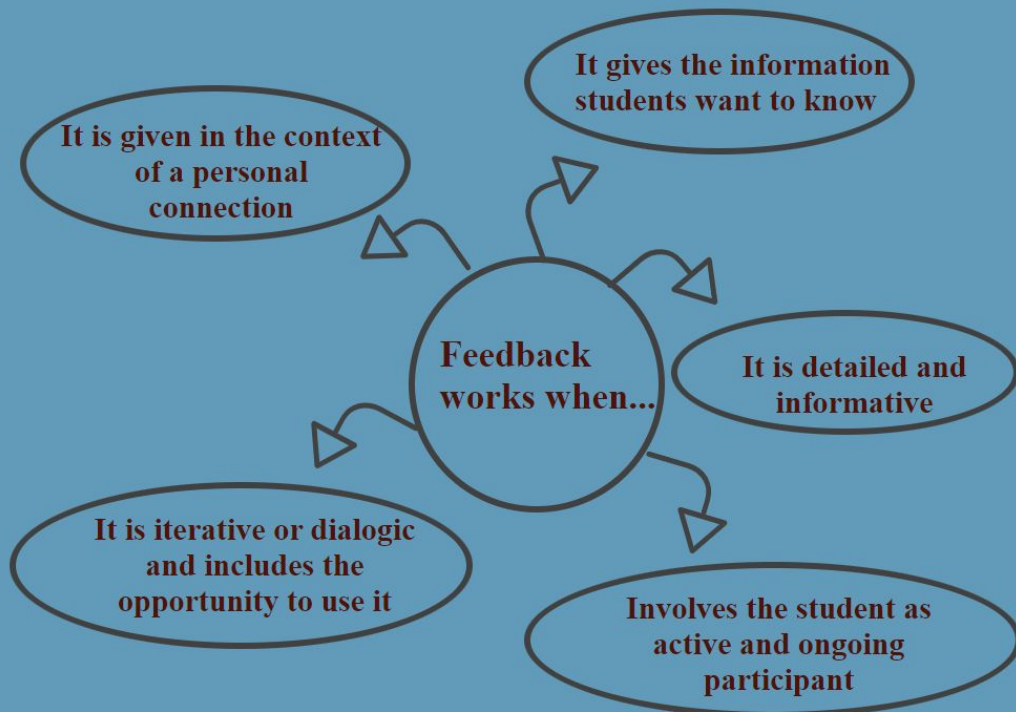


So what works?



Feedback!

What makes feedback work?



Traditional Grade Categories

What do
they tell
us?

81%	Assignments
90%	Projects
72%	Quizzes
63%	Exams
77%	Report Card Mark

Social Studies Examples: Show/Apply/Go Beyond

Final Grade

Rpt. Term	Grade	Percent	Absent	Tardy	Missing	Late	Incomplete
Y1	M	69%					

Category Summary

Rpt. Term	Category	Points Earned	Points Possible	Percent	Grade
Y1	Show Learning	8	10	80%	E
Y1	Apply Learning	10	14	71.43%	M
Y1	Go Beyond Learning	4	8	50%	A

Final Grade

Rpt. Term	Grade	Percent	Absent	Tardy	Missing	Late	Incomplete
Y1	E	81%					

Category Summary

Rpt. Term	Category	Points Earned	Points Possible	Percent	Grade
Y1	Show Learning	7	10	70%	M
Y1	Apply Learning	12	14	85.71%	E
Y1	Go Beyond Learning	6.8	8	85%	E

What about these grade categories--what do they tell us?

Final Grade							
Rpt. Term	Grade	Percent	Absent	Tardy	Missing	Late	Incomplete
Y1	M	72%					

Category Summary					
Rpt. Term	Category	Points Earned	Points Possible	Percent	Grade
Y1	RLV: Within the Text	12.65	16	79.06%	M
Y1	RLV: About the Text	12.4	16	77.5%	M
Y1	RLV: Beyond the Text	10.55	16	65.94%	M
Y1	WSR: Thought and Detail	13	16	81.25%	E
Y1	WSR: Form and Structure	5.3	8	66.25%	M
Y1	WSR: Sentence and Word Choices	36	64	56.25%	A
Y1	WSR: Correctness	12.5	16	78.13%	M
Y1	WSR: Planning/Editing/Revising	2	4	50%	A

Language Arts grade categories for reading (RLV) and writing (WSR)

Zoom in Writing Categories



Y1	WSR: Thought and Detail	13	16	81.25%	E
Y1	WSR: Form and Structure	5.3	8	66.25%	M
Y1	WSR: Sentence and Word Choices	36	64	56.25%	A
Y1	WSR: Correctness	12.5	16	78.13%	M
Y1	WSR: Planning/Editing/Revising	2	4	50%	A

What could we advise this student do to improve?

And this one?

Final Grade

Rpt. Term	Grade	Percent	Absent	Tardy	Missing	Late	Incomplete
Y1	M	65%			3	0	0

Category Summary

Rpt. Term	Category	Points Earned	Points Possible	Percent	Grade
Y1	RLV: Within the Text	11.75	17	69.12%	M
Y1	RLV: About the Text	11.5	17	67.65%	M
Y1	RLV: Beyond the Text	13.85	23	60.22%	A
Y1	WSR: Thought and Detail	5	8	62.5%	A
Y1	WSR: Form and Structure	2	4	50%	A
Y1	WSR: Sentence and Word Choices	46.5	64	72.66%	M
Y1	WSR: Correctness	5.5	8	68.75%	M

What could we advise this student do to improve?

One more...

Final Grade

Rpt. Term	Grade	Percent	Absent	Tardy	Missing	Late	Incomplete
Y1	M	66%					

Category Summary

Rpt. Term	Category	Points Earned	Points Possible	Percent	Grade
Y1	RLV: Within the Text	13.65	17	80.29%	E
Y1	RLV: About the Text	11.8	17	69.41%	M
Y1	RLV: Beyond the Text	11.7	23	50.87%	A
Y1	WSR: Thought and Detail	8	12	66.67%	M
Y1	WSR: Form and Structure	4.7	8	58.75%	A
Y1	WSR: Sentence and Word Choices	49.6	64	77.5%	M
Y1	WSR: Correctness	7.1	12	59.17%	A

R

W

What does this look like in other subjects?

Math

25%	Computation
40%	Problem Solving
35%	Conceptualizing

Biology

25%	Knowledge
40%	Analyzing
35%	Transferring

Math, Biology

French 10

Category Summary

Rpt. Term	Category	Points Earned	Points Possible	Percent	Grade
S1	Oral Comprehension	125.2	140	89.43%	89
S1	Written Comprehension	125.4	140	89.57%	90
S1	Oral Expression	34.8	60	58%	58
S1	Written Expression	93.6	140	66.86%	67

Category Summary

Rpt. Term	Category	Points Earned	Points Possible	Percent	Grade
S1	Oral Comprehension	139	140	99.29%	99
S1	Written Comprehension	138.4	140	98.86%	99
S1	Oral Expression	47.2	60	78.67%	79
S1	Written Expression	130.2	140	93%	93

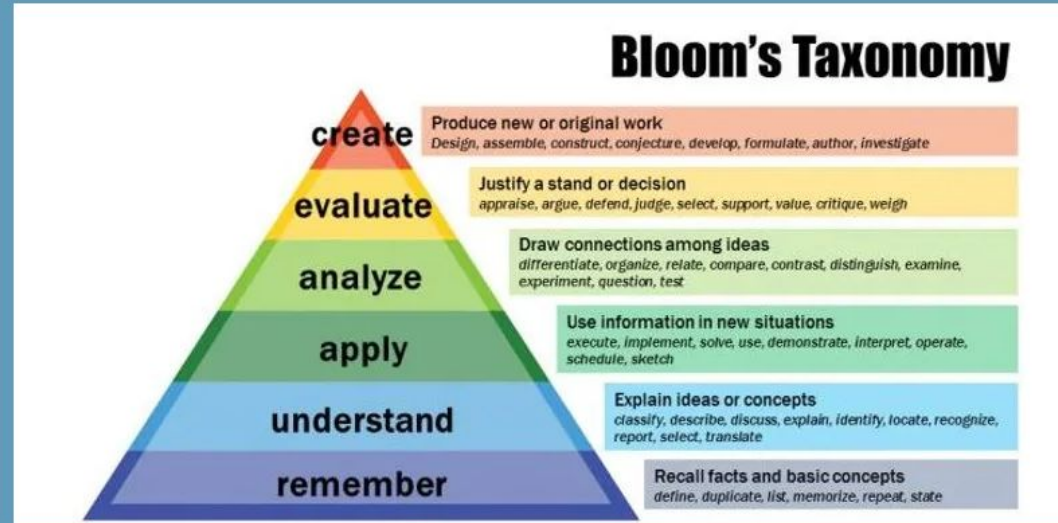
Where do these categories come from?



1. Cognitive Processes needed to master outcomes
2. The Rigor Scale
3. Indigenous Ways of Knowing
4. Layers of Support

Where do these categories come from?

Often the core concepts increase in complexity and/or become more abstract, much like the cognitive domains of Bloom's Taxonomy



Bloom's Taxonomy: A More Integrated Approach

teachthought
WE GROW TEACHERS



EVALUATE:
Making judgments based
on criteria and standards



APPLY:
Carrying out or using a
procedure in a given situation



REMEMBER:
Retrieving relevant knowledge
from long-term memory



CREATE:
Putting elements together to
form a novel, coherent whole
or make an original product



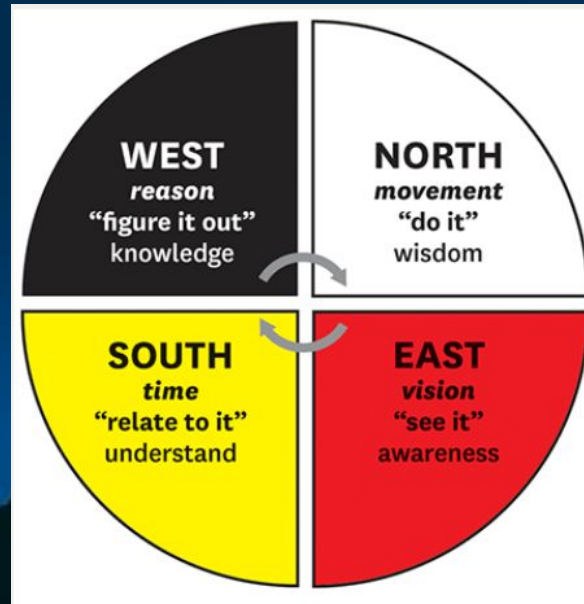
ANALYZE:
Breaking material into its
parts and detecting how
they work together



UNDERSTAND:
Determining the meaning
of instructional messages

THE 6 LEVELS OF BLOOM'S REVISED TAXONOMY

Indigenous Ways of Knowing



"Learning is a process,
not a destination"

<https://heartmindonline.org/resources/lessons-from-the-medicine-wheel-learning-is-a-cycle>

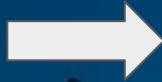
Learning takes place by moving through stages of awareness, understanding, knowledge and wisdom

EAST	SOUTH	WEST	NORTH
<p>The first stage of the learning process is <u>vision, or awareness</u>. We enter this stage of the learning process through our senses: sight, sound, touch, taste, and scent. In order to take in all the necessary information through our senses - and be fully aware - we need to tap into our capacity for being alert & engaged. We are in this stage when we encounter a new problem to solve, skill to learn, or concept to understand.</p>	<p>The second stage of the learning process is <u>time, which is linked to understanding</u>. It encourages us to allow time to just be with our situation - be it solving a problem or learning something new - without trying to have it all figured out, or reacting to it in a harmful way. This stage encourages us to be secure and calm to cope with the discomfort of uncertainty without being overwhelmed by worries, sadness, or anxiety. When we give learning time in this way, understanding has room to grow.</p>	<p>The third stage moves us into our <u>analytical minds, inviting us to use reason and knowledge</u> - as well as out-of-the-box thinking and creativity - to “figure it out.” In order for our youth to be able to use their best critical thinking skills in this stage, we must help them stay alert & engaged and remain on-track with their learning goals.</p> <p>Dalai Lama Center for Peace and Education. (2014). <i>Lessons from the Medicine Wheel: Learning is a Cycle</i>. https://heartmindonline.org/resources/lessons-from-the-medicine-wheel-learning-is-a-cycle</p>	<p>The fourth stage represents <u>movement and action</u>. It encourages us to just “do it” - to try out a new skill or test out a solution to a problem - based on the awareness, understanding, and knowledge that we gained as we moved around the medicine wheel. From taking action - and learning what works and what doesn’t - wisdom and true knowing are achieved. In this stage, we want to encourage youth to solve problems peacefully, using empathy, problem-solving skills, understanding other points of view and coming up with ways to make things right in a fair way</p>

The Rigor Scale



Small leap



Big leap



[WELCOME](#) [ABOUT](#) [CRM HISTORY](#) [MATERIALS FOR WORKSHOPS & KEYNOTES](#) [APPLYING RIGOR TO PBL-CBE](#) [STORE](#)

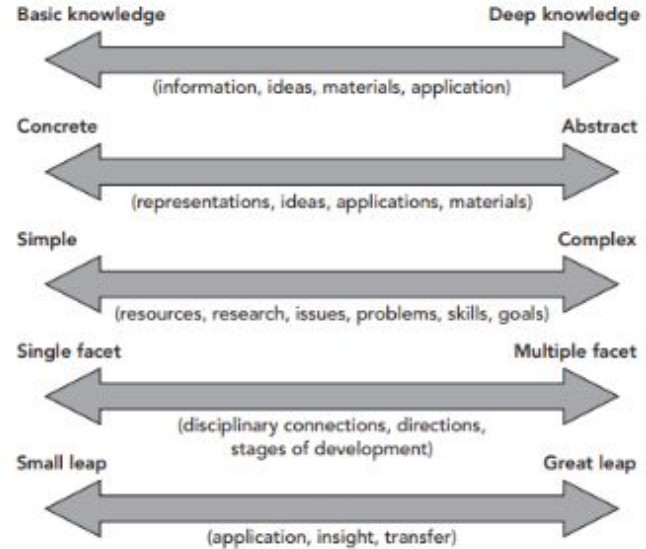
Dr. Karin Hess

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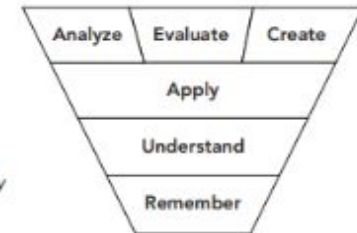
President, EDUCATIONAL RESEARCH IN ACTION, Underhill, VT

Providing educators with research-based models for effective instruction and assessment, moving students towards greater engagement and deeper learning.

Rigor Scale

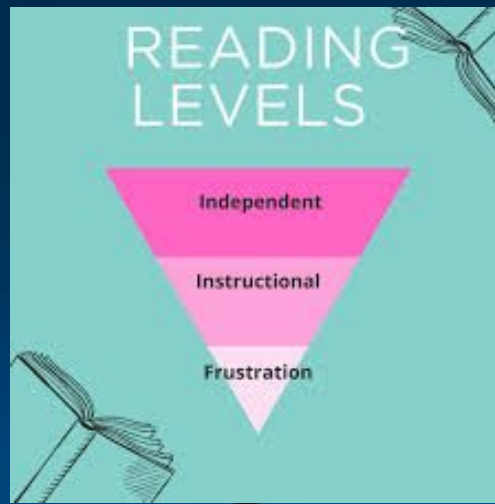


Bloom's Taxonomy



Categories in the cognitive domain of Bloom's Taxonomy

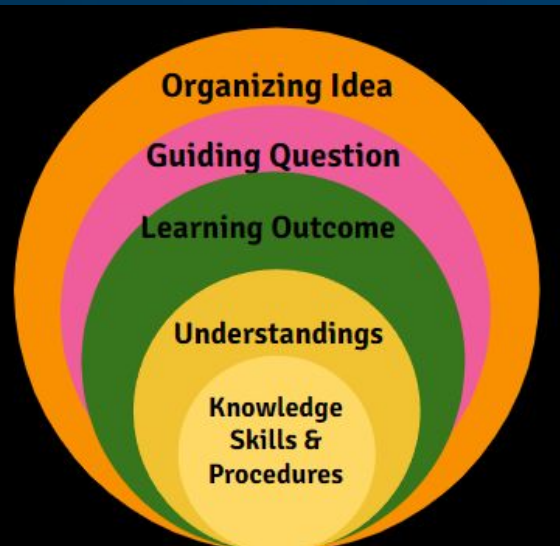
Layers of Support



Smart Start Tutors



New Alberta Curriculum



Grade 6		
Organizing Idea	Matter: Understandings of the physical world are deepened by investigating matter and energy.	
Guiding Question	How can the particles of matter be influenced by heating or cooling?	
Learning Outcome	Students investigate how particles of matter behave when heated or cooled and analyze effects on solids, liquids, and gases.	
	Knowledge	Skills & Procedures
	<p>The particle model of matter states that heating matter causes particles to move faster.</p> <p>As particles move faster, the attractive forces between them weaken and the space between them increases.</p> <p>The particle model of matter states that cooling matter causes particles to move slower.</p> <p>As particles slow down, the attractive forces between them increase and the space between them decreases.</p> <p>A phase change is a change from one state of matter to another.</p> <p>During a phase change, the volume of the matter may change but the mass remains constant.</p>	<p>Particles change speed and distance from each other when heated or cooled.</p> <p>Discuss the connection between movement of particles and temperature in degrees Celsius.</p> <p>Explain phase changes of matter when heated or cooled using the particle model of matter.</p> <p>Conduct a controlled experiment to prove the mass of a substance is the same after a phase change.</p>
	<p>A liquid thermometer uses the expansion or contraction of matter to measure temperature using a scale.</p> <p>Scientists use the Celsius scale to measure temperature in degrees Celsius ($^{\circ}\text{C}$).</p> <p>The Celsius scale is based on the changes of state of water and defines 0°C as the melting/freezing point of water and 100°C as the boiling point of water.</p>	<p>Expansion and contraction of matter can be the basis for the design of tools that measure temperature.</p> <p>Describe how a liquid thermometer works.</p> <p>Create a tool that measures temperature based on expansion and contraction of a liquid.</p> <p>Relate the melting/freezing and boiling points of water to the Celsius scale.</p> <p>Identify safety practices associated with measuring temperature and the use of measurement tools.</p>
	<p>Expansion is the typical response materials have to heating.</p> <p>Contraction is the typical response materials have to cooling.</p> <p>Water has the unusual property of having greater volume in solid form than in liquid form.</p> <p>Because of water's unusual property, it is less dense in solid form than in liquid form.</p> <p>The surface of a body of water freezes when the temperature of the water drops below the freezing point.</p>	<p>Most matter expands when heated and contracts when cooled.</p> <p>Conduct an investigation to demonstrate that liquid water is denser than solid water.</p> <p>Hypothesize the effect on aquatic life if solid water were denser than liquid water.</p> <p>Explain the significance of expansion or contraction in the design and construction of structures.</p>

Learning Outcome

Students analyze forces and relate them to interactions between objects.

What grade
categories could
work in
different

subject areas?



How would we
weight these
categories in a
grade program?

What has to shift in order to give us this information?

Mrs. Shelly Cloke
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Language Arts 8 Course Outline

Essentially, the two main outcomes of any Language Arts course are that students will show to what degree they can:

1. **comprehend** or understand by reading, listening or viewing a wide variety of forms and texts
2. **communicate** or express by writing, speaking or representing ideas using a wide variety of forms and texts

So Language Arts is really two things—comprehension and communication—that's it!
It's taking what comes into your brain through reading, hearing and viewing, and turning it into

Assessment Outcomes and Grade Weighting

Comprehending
50%

Within the text	
Reading strategies (monitoring understanding and adjusting approach)	5%
Details (identifying key details and genre components)	5%
Vocabulary (solving words and figuring out what they mean)	5%
About the text	
Summarizing (using details to form main ideas)	
Analyzing writer's craft (genre components and purpose)	10%
Beyond the Text	10%

Y1 Reporting Term for P3(1) P4-P5(1-2) LanguageArts 06

Formula	Drop Low Scores			
TYPE	ATTRIBUTE	WEIGHT	PERCENT	
Category Weighting	RLV: Within t...	15	15%	+
Category Weighting	RLV: About th...	20	20%	-
Category Weighting	RLV: Beyond ...	15	15%	-
Category Weighting	WSP: Thoug...	15	15%	-
Category Weighting	WSP: Form a...	10	10%	-
Category Weighting	WSP: Senten...	5	5%	-

Poetry Unit Test

Use the poem, "To the Virgins to Make Much of Time" by Robert Herrick to answer the following questions:

WITHIN the text	ABOUT the text	BEYOND the text
Find an example of personification—copy the words or line with the example:	What is the effect of using this technique? What does it make the reader picture, think or feel?	What is the deeper meaning or what the author is really trying to say? What is the poem saying about life and being young?

Adapting Assessments:

Cognitive-Based Assessment Example: LA

Name _____

Refugee Reading Quiz--Chapter 1: Joseph



WITHIN the text (find the information)	ABOUT the text (put information together)	BEYOND the text (infer what is not there)
1. What is Joseph doing when the men come into their flat (apartment)?	2. List 3 mean things the men do to harm the family. Which do you think is the worst? Why?	3. Why does the author refer to the men who invaded the home as 'shadows'? What is the deeper meaning of comparing them to 'shadows'?
4. Why did the men take Joseph's father away?	5. What two MAIN things did Joseph, his mother and sister do after the men left?	6. Why does the 'Brownshirt' advise Joseph to not be too quick to grow up?
MARKING GUIDE		
WITHIN the text	ABOUT the text 1.25 / 2 (M)	BEYOND the text 1/2 (A)

Adapting Assessments: Social Studies

Name _____

British and French Exploration and Colonies Unit Test



SHOW Learning	APPLY Learning	Go BEYOND Learning
<p>1. British (B), French (F) or Both (BF)?</p> <p>_____governed New France</p> <p>_____gave a monopoly to the Hudson's Bay Company to trade furs</p> <p>_____caused harm and hardships that led to the extinction of the Beothuk people</p> <p>_____originally travelled to North America because of the abundant fish in Newfoundland</p> <p>_____brought disease that decimated the Indigenous populations</p> <p>_____benefitted from the crops and industry in the Thirteen Colonies</p> <p>_____lived with, married and had children with the Indigenous resulting in Metis people</p> <p>_____explored further and further west, ending up on the west coast, searching for the Northwest passage</p> <p>_____explored further and further south, ending up in Louisiana, named after King Louis XIV</p> <p>_____traded primarily in beaver pelts used for making top hats</p> <p>_____gave new settlers some freedom of religion</p> <p>_____settlers needed to be Catholic</p> <p>_____settled along the St. Lawrence River</p> <p>_____created trading posts in and around Hudson's bay</p> <p>_____explored and came to North America in search of resources and power</p>	<p>2. Name two ways that British and French exploration and colonization impacted the Indigenous people?</p> <p>a. What did they do?</p> <p>What was the impact on the Indigenous?</p> <p>b. What did they do?</p> <p>What was the impact on the Indigenous?</p> <p>3. What are two aspects of Canada today that resulted from British and French exploration and colonization?</p> <p>a. What the British or French did</p> <p>What is the impact today?</p> <p>b. What the British or French did</p> <p>What is the impact today?</p>	<p>4. What practice or event caused the MOST harm to the Indigenous people?</p> <p>Explain why you think that one was the most:</p> <p>5. What aspect of Canada today was MOST influenced by the British and French exploration and colonization?</p> <p>Explain why you chose that one as having the most impact:</p>
<p>12/15 (E)</p>	<p>6/8 (M)</p>	<p>2/4 (A)</p>
SHOW	APPLY	Go BEYOND

MARKING GUIDE

Adapting Assessments:

Cognitive-Based Assessment Example:

Social Studies

Name _____

Provincial Election Unit Exam



SHOW Learning	APPLY Learning	Go BEYOND Learning
<p>1. <u>Calling an Election</u>: Matching</p> <p>a. Lieutenant Governor ____</p> <p>b. Premier ____</p> <p>c. Campaign ____</p> <p>1. Leaders and candidates advertise themselves and policies to try to get votes</p> <p>2. The leader of the party in power</p> <p>3. Represents the monarchy and dissolves the Legislature in order to have an election</p>	<p>2. During a campaign, there are many ways candidates, parties and leaders try to get votes to vote for them. Name 3.</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>3. Of those three ways, which way do you think is the best?</p> <p>Answer:</p> <p>Tell why it's the best way:</p>
<p>4. <u>Constituencies</u>: Fill in the blank</p> <p>There are 87 voting areas or constituencies in Alberta, also called _____. These areas differ greatly in size because they depend on the _____ of the area. Our constituency is called Drayton Valley - _____.</p>	<p>5. What does it mean if a democracy is fair? What does it allow citizens to do?</p>	<p>6. What is one thing that makes our system of electing representatives fair?</p> <p>Answer:</p> <p>How is that fair?</p>

Adapting Assessments:

Cognitive-Based Assessment Template: LA

Name _____

Cognitive-Based Assessment Template-LA

Within the Text	About the Text	Beyond the Text
1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
MARKING GUIDE		
WITHIN the Text	ABOUT the Text	BEYOND the Text

Adapting Assessments:

Cognitive-Based Assessment Template

SHOW, APPLY, GO BEYOND

Name _____

Cognitive-Based Assessment Template: SHOW, APPLY, BEYOND



SHOW Learning	APPLY Learning	Go BEYOND Learning
1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
MARKING GUIDE		
WITHIN the text	ABOUT the text	BEYOND the text

Adapting Assessments

Powerwriting Paragraph Marking Guide

Predict your mark by shading the area in each section:

Name _____

Thought and Detail: Ample description, explanation and examples to show full understanding of the topic

1 Beginning	2 Developing	3 Getting there!	4 Got it!	5 Amazing!
Little or no evidence of detail, description, examples and explanation	Some evidence of detail, description, examples and explanation to explain and describe	Some detail, description, examples and explanation to explain and describe	Sufficient detail, description, examples and explanation to show understanding of the topic	Ample detail, description, examples and explanation that show insight and full understanding of the topic

Organization: The paragraph topic, main ideas and details are easy to follow and skillfully connected

1 Beginning	2 Developing	3 Getting there!	4 Got it!	5 Amazing!
Topic, main ideas, details and connections are unclear	Topic, main ideas, details and connections are becoming clear	Topic, main ideas, details and connections are clear	Topic, main ideas, details and connections are very clear	Topic, main ideas, details and connections are very clear and skillfully connected

Format and Correctness: The paragraph and sentences follow a conventional format; spelling, punctuation, capitalization and grammar are correct relative to the level of difficulty

1 Beginning	2 Developing	3 Getting there!	4 Got it!	5 Amazing!
There are frequent spelling, capitalization, punctuation, format (indented paragraphs, sentence format correct) relative to the difficulty level of writing	There are many spelling, capitalization, punctuation, format (indented paragraphs, sentence format correct) relative to the difficulty level of writing	There are some spelling, capitalization, punctuation, format (indented paragraphs, sentence format correct) relative to the difficulty level of writing	There are few spelling, capitalization, punctuation, format (indented paragraphs, sentence format correct) relative to the difficulty level of writing	There are no spelling, capitalization, punctuation, format (indented paragraphs, sentence format correct) relative to the difficulty level of writing

Matters of Choice: Word choice and sentence format add style and character to the paragraph

1 Beginning	2 Developing	3 Getting there!	4 Got it!	5 Amazing!
Word choice is basic or simple Sentences are simple	Word choice is mostly basic but some words are specific and precise Sentences are mostly simple but some are complex	Word choice is more precise and specific Some sentences are complex	Word choice is precise and specific Sentence vary in complexity and length	Word choice is insightful and eloquent Sentences are sophisticated and vary in complexity and length

One Assessment, Multiple Entries

*Powerteacher
gradebook
assignment list
-- one
assessment is
entered
multiple times;
each mark
reflects a
different level
of cognition*

Assignments	
CATEGORY	ASSIGNMENTS
WSR:	1. <u>Explorer/Invader Opinion Paragraph: Content</u>
WSR:	2. Explorer/Invader Opinion Paragraph: Correctness
WSR:	3. Explorer/Invader Opinion Paragraph: Organization
RLV:	4. Character Change/Turning Points-ABOUT the Text
RLV:	5. Character Change/Turning Points-BEYOND the Text
RLV:	6. Character Change/Turning Points-WITHIN the Text
RLV:	7. Refugee Reading Quiz: WITHIN the Text
RLV:	8. Refugee Reading Quiz: ABOUT the Text
RLV:	9. Refugee Reading Quiz: BEYOND the Text

One Assessment, Multiple Entries, Redo/Corrections

Report

Replay Ques

within		About	If	Beyond	If
3.4 3.5	NY M	2.4	A	1.7 2.0	NY A
5.8	M	3.3	E	2.7	M
5.4	M	2.1	A	2.15	A
3.2 3.5	NY E	1.7 2.4	NY A	1.2 1.8	NY NY
4.7 5.5	A M	1.2	NY	2.5 2.8	A M
7.5	E	3.5	E	1.2 2.4	NY A
4.5 2	A M	2.2 2.9	A M	2.8 3.0	M M
4.7 5	E	3.0 4	NY E	3.5	E
5.1 5	A M	2.7	M	2	A

One Assessment, Multiple Entries



Social 6 SHOW Le...

⋮

Social 6 SHOW Learning: Provincial Government Test

This part of the test will question you and your work. It is based on what you learned in the unit.

You must write your answers in the boxes below.

****Please use capital letters****

Last name *

First name *

1. The person who is called "Queen" gets to decide what members speak. Is it a good idea?



Social 6 GO BEYO...

⋮

Social 6 GO BEYOND Learning: Provincial Government Test

This part of the test will question you and your work. It is based on what you learned in the unit.

You must write your answers in the boxes below.

****Please use capital letters****

Last name *

First name *

1. There are many different roles involved in passing bills into law. Which role has the most power in that they can oppose and delay in the...



Social 6 APPLY Le...

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Social 6 APPLY Learning: Provincial Government Test

This part of the test will question you and your work. It is based on what you learned in the unit.

You must write your answers in the boxes below.

****Please use capital letters****

Last name *

First name *

1. Alberta citizens, who vote have a voice in the Legislature. Is it a good idea?

Cognitive-Based Assessment

Cognitive-Based Assessment Template



Category (eg. SHOW Learning)	Category (eg. APPLY Learning)	Category (eg. Go Beyond Learning)
Recall Go back and find the answer Foundational or prerequisite skills All or mostly knowns Related to self Basic Knowledge Concrete Simple Single facet Small leap Label List Define Describe Recognize Explain Elaborate Characterize Many prompts	Info is there--put it together Find main ideas/key details Organize/categorize information Related to known others Some knowns and some unknowns Solving simple problems Starting to make connections Grade level skills Becoming abstract Becoming complex Becoming multiple facet Medium-sized leap Deepening understanding Calculate Determine Explore, examine, illustrate, use Distinguish Investigate Summarize "Instructional" level Compare Some prompts	Conceptual, complex or abstract Answer is not found in text Synthesize, infer Connect to unfamiliar Related to unknown others All or mostly unknowns Solving complex problems Starting to use next grade level skills Multi-step or multi-faceted Deep knowledge Create, design Appraise Argue Judge Rank Justify Defend Critique Compose Develop Generate Independent level questions/no prompts

In the grading

Calculate Overall Class Grade ☒

TYPE	ATTRIBUTE	WEIGHT	PERCENT	
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> RLV: Within t... <input type="button" value="v"/>	<input type="text" value="15"/>	15%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> RLV: About t... <input type="button" value="v"/>	<input type="text" value="20"/>	20%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> RLV: Beyond... <input type="button" value="v"/>	<input type="text" value="15"/>	15%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> WSR: Thoug... <input type="button" value="v"/>	<input type="text" value="15"/>	15%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> WSR: Form ... <input type="button" value="v"/>	<input type="text" value="10"/>	10%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> WSR: Sente... <input type="button" value="v"/>	<input type="text" value="10"/>	10%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> WSR: Correc... <input type="button" value="v"/>	<input type="text" value="10"/>	10%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> WSR: Planni... <input type="button" value="v"/>	<input type="text" value="5"/>	5%	<input type="button" value="-"/>

Calculate Overall Class Grade ☒

TYPE	ATTRIBUTE	WEIGHT	PERCENT	
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> Show Learning <input type="button" value="v"/>	<input type="text" value="30"/>	30%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> Apply Learning <input type="button" value="v"/>	<input type="text" value="45"/>	45%	<input type="button" value="-"/>
Category Weighti... <input type="button" value="v"/>	<input type="button" value="v"/> Go Beyond L... <input type="button" value="v"/>	<input type="text" value="25"/>	25%	<input type="button" value="-"/>

Weightings could change according to many factors such as grade level--in grade 6, more emphasis would be on working with the text whereas high school would have more emphasis on more complex and abstract thinking.

The Year Plan, Grade Categories and Weightings

Mrs. Shelly Cloke
shelly.cloke@wrsd.ca

Language Arts 8 Course Outline

Essentially, the two main outcomes of any Language Arts course are that students will show to what degree they can:

1. **comprehend** or understand by reading, listening or viewing a wide variety of forms and texts
2. **communicate** or express by writing, speaking or representing ideas using a wide variety of forms and texts

So Language Arts is really two things--comprehension and communication--that's it!

It's taking what comes into your brain through reading, hearing and viewing, and turning it into meaning so you understand.



Reading



Listening



Viewing



Comprehending

On the flip side, it's using writing, speaking or representing to communicate or express your ideas so that others can understand.



Writing



Speaking



Representing



Communicating

Language Arts

Assessment Outcomes and Grade Weighting

Comprehending 50%	Within the text	
	Details (identifying details and defining terms)	15%
	Vocabulary (solving words and figuring out what they mean)	
	Reading strategies (implementing a variety of reading strategies)	
	About the text	
	Summarizing (using details to form main ideas)	20%
	Analyzing writer's craft (identifying examples of terms)	
	Reading strategies (monitoring understanding and adjusting approach)	
	Beyond the Text	
	Inferring (using text evidence with background knowledge to predict and draw a conclusion; inferring the author's purpose and theme)	15%
Synthesizing (making personal and world connections to incorporate new understandings)		
Reading strategies (showing understanding of self as a reader)		

Communicating 50%	Within the process	
	Thought and Detail (adding description, explanation, examples, and detail writing)	15%
	Form and Structure (organizing and structuring ideas in a way that makes sense and is easy to follow)	10%
	Matters of Choice-- Words (choosing words that are specific and fit the purpose of the piece)	5%
	Matters of Choice--Sentences (varying sentence openers and sentence length to enhance style)	5%
	Matters of Correctness (using correct spelling, capitalization, punctuation, format and grammar)	5%
	About the process	
	Planning (improving writing by planning the main ideas and structure)	5%
	Revising (improving writing by adding, removing or rearranging ideas and editing correctness errors)	
	Beyond the process	
Collaborating (working with others to generate writing ideas, peer edit and reflect on others' work)	5%	
Reflecting (show understanding of self as a writer)		

Social Studies 8 Course Outline



The three main outcomes for Social Studies are that students will show to what degree they can:

1. **express values and attitudes of citizenship** through respect, a sense of personal and collective responsibility and an ethic of care for self and others
2. **acquire knowledge and understanding** of information, concepts, evidence and opinions
3. **demonstrate skills and processes** in dimensions of thinking, social participation, research and communication

Students will demonstrate values and attitudes, knowledge and understanding, and skills and processes to enhance their worldview by studying:

Origins of Western Worldview--Renaissance Europe

Worldview in Conflict--The Spanish and the Aztecs

Isolation to Adaptation--Japan

Social Studies

Assessment Outcomes and Grade Weighting

Knowledge and Understanding	SHOW LEARNING by recalling details, facts, events; explaining concepts	35%
Skills and Processes	APPLY LEARNING by summarizing ideas, drawing connections, distinguishing between fact and opinion, detecting bias and identifying perspective	45%
Values and Attitudes	GO BEYOND LEARNING by examining resources, expressing an informed and well-supported opinion, respecting the opinions of others, applying learning to new situations	20%

The Year Plan, Grade Categories and Weightings

Cognitive-Based Assessment: The Benefits

Cloke, S. (2021)



1. Focuses on what students need to be able to do to learn the outcomes instead of the type of assessment (assignment, quiz, project, unit exam)
2. Allows students, parents and teachers to see where a student is strong and where they struggle. Further bonus--can help teachers advise students on how to improve
3. Helps teachers make better assessments
4. Helps teachers show students how to do more complex and abstract tasks
5. Allows students to 'target' their redos; redos do not 'inflate' marks
6. Lessens teachers 'chasing' students for missing work
7. Students are more likely to pay attention to feedback
8. Answers the question, 'why are we learning this?'

Scaffolded Assessment for Outcomes

Name _____

Scaffolding Assessment Sample ELAL 6: Poetry

Learning Outcome: Students ANALYZE how text form and structure clarify information and support connecting with self, others, and the world.

Knowledge, Understanding and Skill Focus: ANALYZE- (investigate and examine in detail) how poetic structures contribute to creative expressions of ideas, including ballads.

BEGINNING	DEVELOPING	MEETING/PROFICIENT	EXCELLING
A. Identify poetic structures 1. What key word is repeated throughout the poem? _____ 5. List two words that rhyme in the poem _____	B. Find pattern of poetic structures 2. What is the pattern of how this word is repeated? (Describe where in the poem this word appears repeatedly) _____ _____ _____ _____ 6. What is the rhyme pattern in the poem? (Use As, Bs, etc. to show the pattern) _____ _____	C. Describe the effect of the poetic structure--what does it make the reader feel, think, be reminded of, reinforce or emphasize? 3. What is the effect of repeating the word throughout the poem? What do you think it is trying to make the reader feel, think, remind them of, reinforce or emphasize? _____ _____ _____ _____ 7. What is the effect of having a pattern of rhyming words? What do you think it is trying to make the reader feel, think, remind them of, reinforce or emphasize? _____ _____ _____ _____	D. What might the author have been trying to say about life by using this poetic device? How does it reinforce the theme of the poem? 4. What is the author saying about life in the poem (theme)? How does repeating this key word reinforce this theme? _____ _____ _____ _____ 8. What is the author saying about life in the poem (theme)? How does the rhyme pattern reinforce this theme? _____ _____ _____ _____
Overall mark: _____		Comments: _____	
Beginning	Developing	Meeting	Excelling

What if we assessed the learning progression and not just the grade-level outcome?


Social Studies 6 Outcome:

Demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process



Name _____

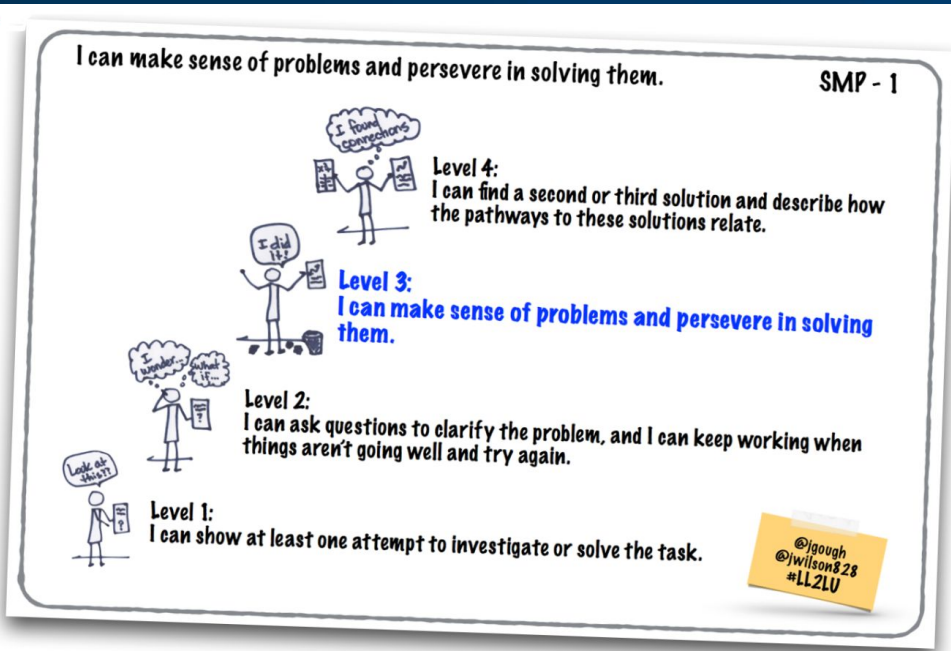
Social Studies 6: Shaping Society Together Unit Exam



Outcome: Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

BEGINNING	DEVELOPING	MEETING/PROFICIENT	EXCELLING
<p>1. Which of the following is REQUIRED to be a Canadian Citizen?</p> <p>Circle all that apply but only those that are required:</p> <ul style="list-style-type: none">a. Live in Canadab. Born in Canadac. Apply to be a citizen and swear an oathd. Votee. Write letters to government representativesf. Pay taxes	<p>2. What are two ways a citizen can contribute to society?</p> <p>1.</p> <p>2.</p> <p>Circle which of the two examples above is most effective? Circle your answer above.</p> <p>Why did you circle that one?</p> <p> </p>	<p>3. Why is it important for citizens to contribute to society?</p> <p>How does it make society better?</p>	<p>4. Why do we learn in school about what it means to be a citizen?</p> <p>What would happen if we didn't learn about what it means to be a citizen?</p>

Similar to Marzano's (2016) work on proficiency scales, scaffolded assessment is based on designing questions that show each level of proficiency



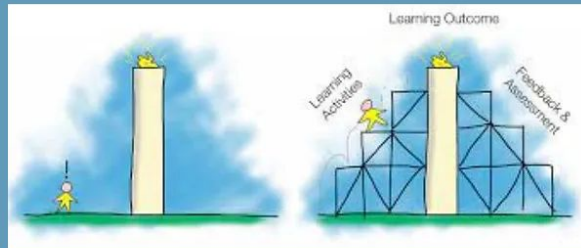
	Scales for any Learning Goal
4	I understand this concept so well that I can apply it to other problems, and explain it to you in my own words!
3	* I understand what is going on here and I can show it! *
2	I am not sure if I understand this completely, but I have enough confidence to try and figure it out.
1	This looks familiar but I need help to do this.
0	This is new to me and I cannot do these problems right now.

<https://mrsIsleveledlearning.com/what-are-marzano-scales/>

More information on my website:

Scaffolded Assessment: Showing the Learning Progression to Reach all Learners

Learning can be considered as a progression from cognitively simple skills like recall of basic facts to more complex and abstract skills like inferring, analyzing or designing. Another way to look at it is to think of learning as an integration of different cognitive skills since one needs to be able to recall basic facts before analyzing and evaluation them. Either way, being able to identify a student's cognitive skills will give us insight into their learning needs.



<https://www.shellycloke.com/scaffoldedassessment>

Thank you for attending!




Please email me if you have any questions or would like to book a session:

cloke.shelly@gmail.com
<https://www.shellycloke.com/>

If I had a dollar for every time I've been interrupted in the middle of my lessons this year...





Lindsay
@Rollinintheseat

Interviewer: Are you good at staying calm in stressful situations?

Me: I'm not good at staying calm in relaxing situations.



Me trying to decipher the recess drama



WE ARE TEACHERS





The ungraded papers in my bag watching me turn on the TV...





Katie D
@KatieDeal99

I like to keep a corner of my classroom as a safe place for crying or tantrums. Now I just have to make a spot for the kids too





Kristen Mulrooney
@missmulrooney

Yesterday I asked my kindergartener what she did in school and she said "nothing," then later I went on Instagram and her teacher had posted a picture of her holding a crocodile.