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any assessment can b form. - just depends on what you do w/ it

no copyright on form assess. => diff definitions

if you don't know where you're going

sometimes you don't know where you're going

it's okay diff ss learn diff things

no 1 single learning obj for entire class

different to predict in advance

sometimes telling ss where you're going - spoils the surprise

- no ss ever got excited abt a content standard

get ss interested in idea, (not by learning obj) on board
- have obj in mind

activities to
reveal weaknesses

sometimes it's better to make statements

Who is working hardest?

inquiry is not about

any old fool - tell answers
- keep busy

backward design

learning is unpredict.

assessment is bridge b/t teaching & learning

hands up strategies for bringing us back

Improve teachers → reflect systematically
- what did I do?
- what did they learn?

Study → ss discussed w/ each other how their work would be assessed (based on rubrics)
likes & dislikes (control) vs reflective assessment (experiment)
invest in exp. out performed highest in control

vote w/ fingers - better confidently be incorrect than not vote

Who benefited the most?

diversity is an instructional resource, not a tolerance

what matters → what ss knew by end of learning, not beginning

not interested in correct answer (irrelevant), what matters is quality of argument

STILL waiting for answer

If you guess answer, will make u remember longer
hypocorrection effect
show in the same
cane absent outcome
being wrong is good
learn best when making mistakes
better!
desirable difficulties (work @ engaging w/ content)
↳ blurry reading

Smartest thing u can do → nothing @ all

Making statements (not asking ?'s) → leads them to give longer & more thought out responses
↳ can't be wrong
ped of engagement
responsiveness

anything you can do to get students talking

the only good learning is that which is generalizable

as soon as we teach, SS need to apply in another context

key words to talk about learning
students need to know what words mean
draw attention to help them respond approp.

anytime we give SS a structure, it will be BOTH
↑ constraint & support
SS need to feel comfortable throwing structures away
& possibly looking a fool

rubrics – suspicious
· why does there have to be something in every box?

· must be grounded in actual work
· rarely calibrated – most difficult writing-2, easy-3 ✓ not calibrated
· have their role as a culmination

Should → sharing examples of work, good & bad ones
SS good @ spotting mistakes in others' work than their own

provide opp for SS to design own tests

neither extreme is tenable · must position yourself on continuum

students got it right for the wrong reason, using incorrect strategy

when we're teaching & SS get right answer, we assume learning is heading in right direction

* must ask the right question

$$\frac{16}{64} = \frac{8}{32} = \frac{4}{16} = \frac{1}{4}$$

-cause thinking
or -provide evidence/data
will be better if you bounce off another colleague

if you know what you're looking for, ask a closed question

tried understanding & teaching Blooms → doesn't get it

PLAN your questions, ask them, shut up (2mins, think & discuss time)
- count the number of words in your ?s

sometimes statements are more imp, sometimes ?s are
most techs think they have to ask ?, but they don't.

All squares are rectangles. vs Are all squares rectangles?

statements lower the stakes, can't be wrong when responding to statements

kids get smarter by engaging in high qual discussion
hands-up creates 2 ~~tracks~~ classrooms
↳ multiplier effect - good students get better, poor students get worse

'random' popsicle sticks → increase # of student who is annoying you.
'joker' sticks → assign students for next 10 mins
replace the sticks, every SS must know there is a chance ask ?! then pick stick
give students 1 pass card => why are you asking a question to the class when not all SS can answer?

* change the kind of questions you ask to be more inclusive
don't know
higher-order ?'s => ~~can~~ get other answers, come back & ask which one they like best
lower order => no opt-out. don't know won't get rid of me
↳ eliminate answers, ask the audience

yes but if you did know, what would you say?

allow students to start discussion in their 1st language & then prepare what they will say in 2nd

maybe it's okay if the respond in their mother tongue (math, science)

we have to get students participating, we have to figure out what's going on in their heads

hot-seat questioning - then have others summarize

ABCD cards
- makes a safer classroom
- someone else will probably have the same wrong answer
- if more than 3 ss have 3 diff options, send them to 4 corners to discuss & refine argument

power of getting an answer from every student

D - need more info
- give answer
→ now you have to give your answer

science? → good? b/c any option could be the right one
BUT each answer has to be explained
↳ useless as quick check

teachers need to routinely be getting quick checks for understanding

multiple correct answers - differentiate

diagnosis
ss can have right answer for wrong reason
(moving vs non-moving)

techniques to get each student to answer

real-time tests ⇒ ss need to retrieve more

no brainer & distributed practice, break it up
research based & frequent testing (practices retrieval) benefit comes from retrieval, not recording

Smart formative assessment

NOT every time

Mistakes - using word assessment (makes you think tests & quizzes)
- skirting w/ feedback (expensive)

follow-up ⇒ who do you think supported their choice the best?

looks like directed but pedagogy of engagement ensures all SS will be on their toes, ~~all~~ are working entire time.

students ignore comments when given w/ grades

comments > [grades = praise = no feedback]

never grade students while they're still learning
- feedback during semester to help them learn
- give grade @ end of class

effort grades
- correlation b/t achievement & effort grades
- important but DON'T report it

Report PROGRESS (personal best)
- work to improve
AND - ✓ + compared to last work you turn in
- get grade @ end of semester

Feedback must cause thinking & provide guidance.

make feedback into detective work
- separate comments & paper
- make students match feedback to paper/work

TRAIN students to check their work
leave work for students

• => something wrong in this line
P/S symbols => specific wrong in this line (for weaker SS)

~~Studs~~ teacher collects feedback & shows to class, discuss if feedback is effective

If you want students to remember what you're saying, tell them they will have to ask? @ end

self reports ⇒ you need better quality ways
girl gives yellow when boy gives green ⇒ same level
Traffic lights ⇒ make green teach yellow, yellow makes sure green know what they think they know
red goes w/ them
green/red lights - start green, ss change to red (ss are willing to change to red when wouldn't ask ?'s)

* It's about how you react.
ss "this isn't working is it?" T "no, what should we do?"
+ − interesting ⇒ about the work ↳ no one send recess
easy diff

& pedagogy of engagement pedagogy of responsiveness &

vocab words & red/yellow/green mats

each students has paper hand ⇒ puts on red/yellow/green paper on wall when they leave for recess

instructors looking for rules but experts weren't following rules