


—

Who is with us this evening?

As we wait to begin, in the chat box, please tell us a little about yourself:

- Your name
- Where you work
- What you do
- Where you are joining us from




Engaging Students in Self & Peer Assessment

Remote Learning in Action
November 16, 2020

—

- Be present and participate
- Respect/share air time
- Have a positive mindset
- Make connections to your own practice



Hello! I'm...

Dr. Ellen Vorenkamp
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Assessment Consultant, Wayne RESA

Wayne **RESA** SERVICE
 LEADERSHIP
 COLLABORATION
 EXCELLENCE

Leading... Learning for All

Connector

Just Like Me?

What we have in common... I will read a few statements...


Using the reaction icons in zoom, raise your hand to any that pertain to you...

Let's see what we have in common!

Definitions

- Assessment means gauging or estimating the nature, ability, or quality of something.
- The word assessment derives from the Medieval Latin word "*adsidere*" and means to "sit beside"
- Rick Stiggins offers this definition:
Assessment is the process of gathering evidence of student learning to inform educational decisions.

Classroom Assessment



Assessment is the process of gathering evidence of student learning to inform educational decisions. We do that in a wide variety of ways!

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Feedback

Formative feedback, verbal and written, is provided to students to help them understand how close they are to the learning targets and what they can do to move closer. An important attribute of formative feedback is to identify not only what students are struggling with, but also what they are doing well.


Definitions

--FAME Learning Guide

https://reg.learningstream.com/reg/evnt_page.aspx?ak=0047-0004-47ba8776d5bc4e23a62b46ba1d990a1c

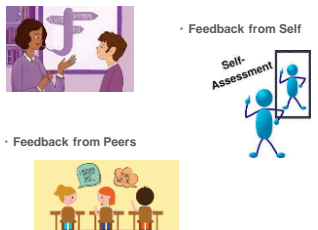
Guiding Questions

- Where am I now?
- Where do I need to go?
- How do I close the gap?



Feedback Types

- Feedback from Teacher
- Feedback from Self
- Feedback from Peers



Definitions

Self-Assessment

Student self-assessment can be defined as the process in which students gather information about and reflect on their own learning in relation to a learning goal. This process involves three parts in which students:

- (1) recognize and understand the desired learning goal,
- (2) monitor and evaluate the quality of their thinking and performance to gather evidence about their current position in relation to the learning goal, and
- (3) acquire the understanding, strategies, and skills to close the gap between their current position and the desired performance.

Peer Feedback

Feedback from peers can be defined as the process through which a student gathers information and feedback from another student's learning in relation to a learning target. This process involves three steps:

- 1) Recognize the desired learning goal
- 2) Provide feedback on the quality of another student's thinking and performance relative to the success criteria so that the other student is able to gather evidence about his or her current position in relation to the learning goal
- 3) Provide information including understanding, strategies, and skills to close the gap between the student's current position and the desired performance.

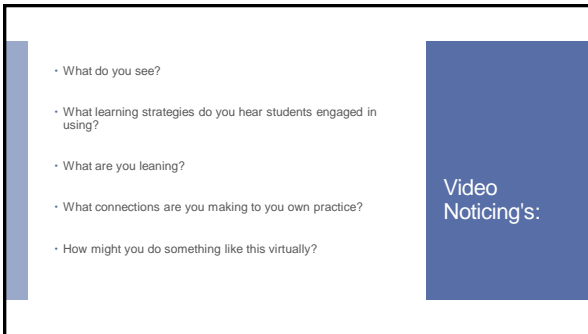
Structures	Strategies
Prepare students to engage	<ul style="list-style-type: none"> • Ensure learning target and success criteria are clear and discussed • Explain expectations as a resource • Create class culture of growth and reflection
Provide rubrics, guidelines, or other criteria to guide students	<ul style="list-style-type: none"> • Provide rubrics, checklists, or visual anchors and clearly defined tasks
Model and explicitly teach the process	<ul style="list-style-type: none"> • Model and teach the process and skill • Provide descriptive and actionable feedback (peer) • Model by doing "think aloud" that demonstrates internal thinking (self)
Facilitate opportunities for students to engage in the process and receive feedback	<ul style="list-style-type: none"> • Scaffold learning with practice one step at a time and providing feedback that brings awareness of what went well and what may need improvement
Ensure students have time to reflect on feedback and use it to improve their skill and/or work.	<ul style="list-style-type: none"> • Provide opportunities to revise their work and set goals for future learning



A slide titled "Food for Thought: Learning Strategies" with a background of various fruits and vegetables. The slide lists four categories of learning strategies:

- **Cognitive Strategies**—Strategies that aid in learning content/skills/process/pieces of knowledge: *summarizing; estimating; making connections*
- **Metacognitive Strategies**—Strategies that help us think about our thinking and how we are learning: *planning next steps; monitoring and regulating the learning progress; evaluating use of strategies*
- **Motivational Strategies**—Strategies that keep us motivated and engaged in learning: *self-efficacy; self-regulation; engagement; mindset; voice and choice*
- **Management Strategies**—Strategies that keep us on track: *finding & using resources; evaluating resources and information; time management; organization*

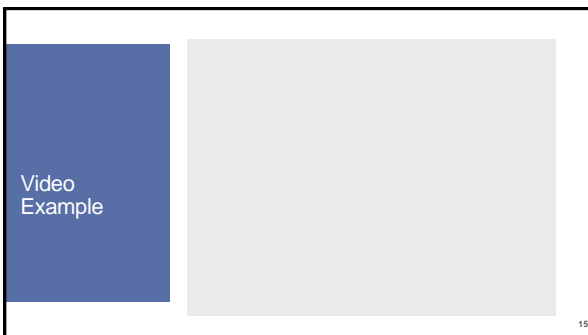
The slide also features a small logo with a globe and a lightbulb, and a red apple icon.



A slide titled "Video Noticing's" with a list of reflection questions:

- What do you see?
- What learning strategies do you hear students engaged in using?
- What are you leaning?
- What connections are you making to your own practice?
- How might you do something like this virtually?

The slide has a blue background on the right side with the title "Video Noticing's".



A slide titled "Video Example" with a large grey rectangular area for a video. The title "Video Example" is on a blue background on the left.

Video Example

Elementary- Several Subjects

- https://players.brightcove.net/268012963001/r/JenILPQx_defaul/index.html?videoId=5715857502001

- What do you see?
- What learning strategies do you hear students engaged in using?
- What are you leaning?
- What connections are you making to your own practice?
- How might you do something like this virtually?

Breakout Room Reflection

High School Science

- https://players.brightcove.net/268012963001/r/JenILPQx_defaul/index.html?videoId=5715850209001

Video Example

• What do you see?

• What learning strategies do you hear students engaged in using?

• What are you leaning?

• What connections are you making to your own practice?

• How might you do something like this virtually?

Breakout Room Reflection

Elementary Social Studies

• <https://www.wiley.com/WileyCDA/Section/id-832183.html>

Video Example

• What do you see?

• What learning strategies do you hear students engaged in using?

• What are you leaning?

• What connections are you making to your own practice?

• How might you do something like this virtually?

Breakout Room Reflection

Video Example

High School Math
• <https://www.wiley.com/WileyCDA/Section/id-832183.html>

Breakout Room Reflection

- What do you see?
- What learning strategies do you hear students engaged in using?
- What are you leaning?
- What connections are you making to your own practice?
- How might you do something like this virtually?


Video Example

Middle School Reading
• <https://www.wiley.com/WileyCDA/Section/id-832183.html>

- What do you see?
- What learning strategies do you hear students engaged in using?
- What are you leaning?
- What connections are you making to your own practice?
- How might you do something like this virtually?

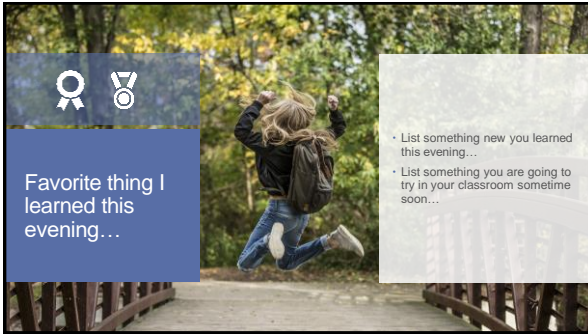
Breakout Room Reflection

Video Example



- What do you see?
- What learning strategies do you hear students engaged in using?
- What are you leaning?
- What connections are you making to your own practice?
- How might you do something like this virtually?

Breakout Room Reflection



Favorite thing I learned this evening...

- List something new you learned this evening...
- List something you are going to try in your classroom sometime soon...

Thank you!

Board of Education
 James S. Beri • Mary E. Blackmon • Danielle Funderburg
 Lynda S. Jackson • James Petrie
 Randy A. Liepa, Ph.D., Superintendent
