

Grades that Inform

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Canmore, Alberta



Shelly Cloke
shellycloke.com

Cognitive-Based Assessment vs. Traditional Grading

Conference and speakers
brought to you by:



Alberta Regional Consortia

Land Acknowledgement



In the spirit of respect, reciprocity and truth, we honour and acknowledge Moh'kinsstis, and the traditional Treaty 7 territory and oral practices of the Blackfoot confederacy: Siksika, Kainai, Piikani, îethka Nakoda Nations: Chiniki, Bearspaw, Goodstoney and Tsuut'ina Nation. We acknowledge that this territory is home to the Otipemisiwak Métis Government of the Métis Nation within Alberta Districts 5 and 6. Finally, we acknowledge all Nations – Indigenous and non – who live, work and play on this land, and who honour and celebrate this territory.

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?

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

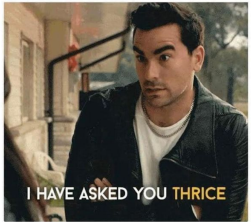
WHAT I SAID:

"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:




My class

Me, teaching on a topic I knew nothing about two weeks ago



When the teacher asks who is presenting next.



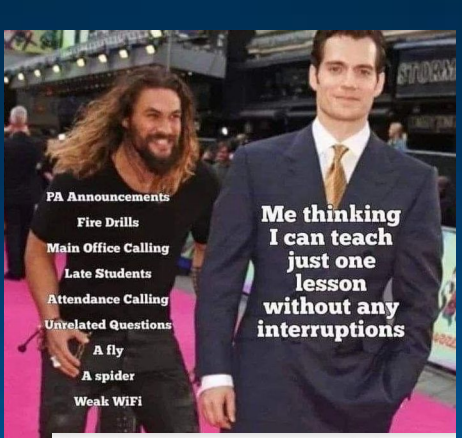
Emily Ogden
@ENOgden

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



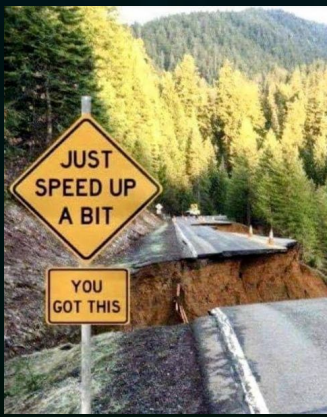
"Is it hard for you to just ask for some help?"

Me:



Ivsy
@Ivsy01

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



Shelly Cloke, B.Ed., M.Ed.

She/her
Grade 7 LA/Social Classroom Teacher
AAC Contract Presenter
Former High School Principal

Wife/Mom/Awkward Meme Enthusiast Assessment and Attachment

Nerd

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



Not detailed enough to guide improvement

Limit students to surface learning

Grades

Elicit external and competitive motivation

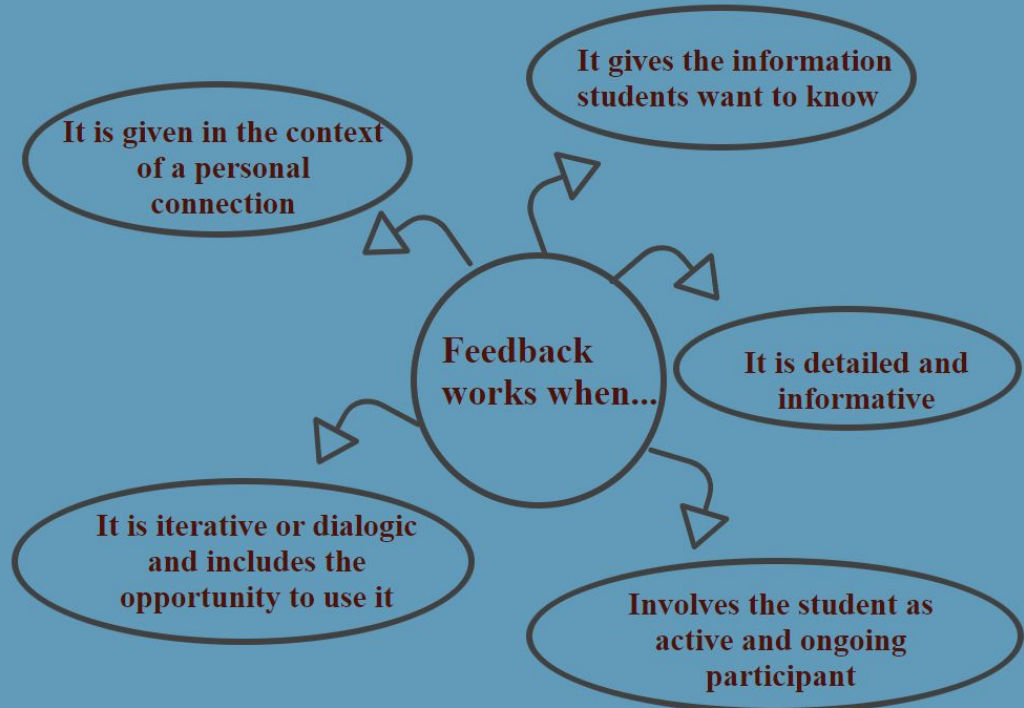
Impede feedback uptake

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

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	

R

W

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

R
W

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

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 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

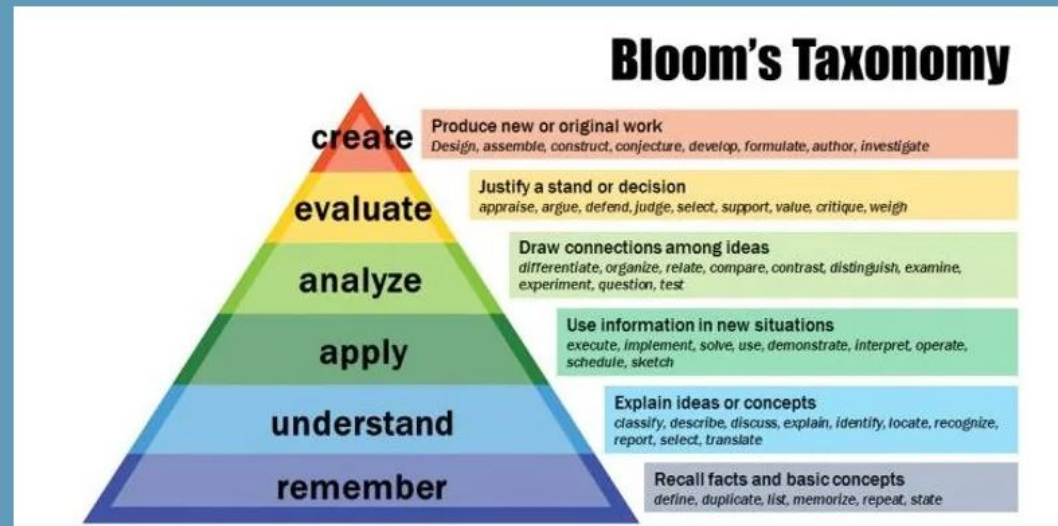
Where do these categories come from?



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:

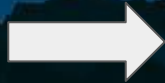
Determining the meaning of instructional messages

THE 6 LEVELS OF BLOOM'S REVISED TAXONOMY

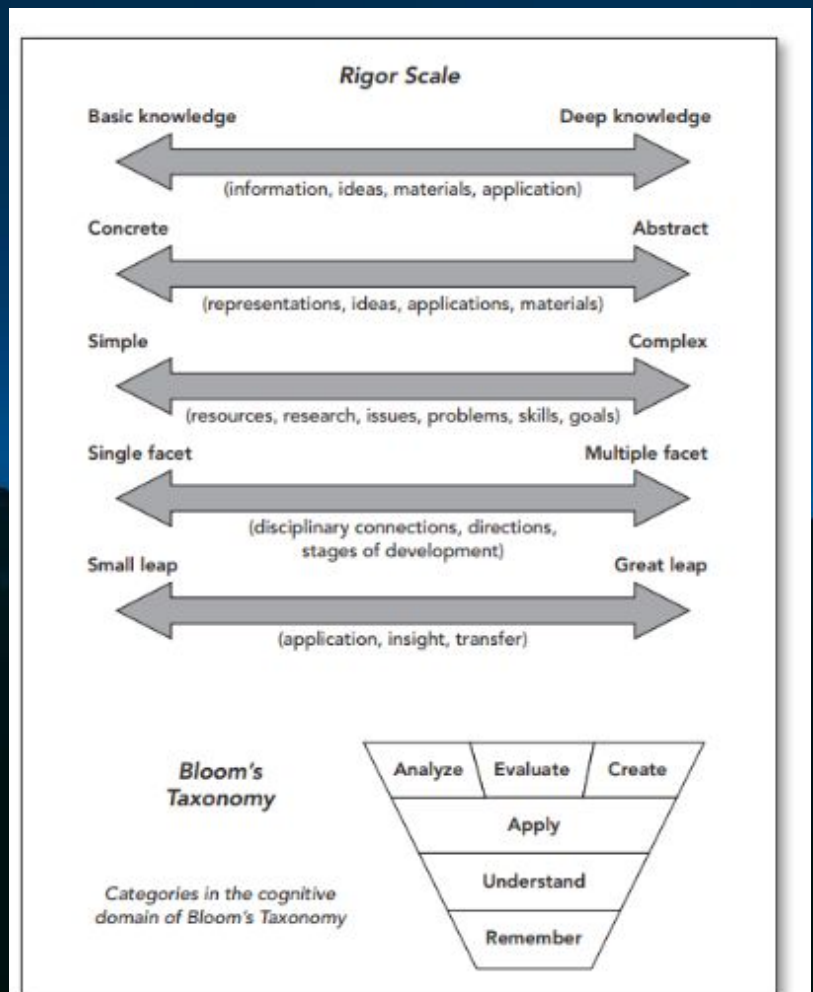
The Rigor Scale



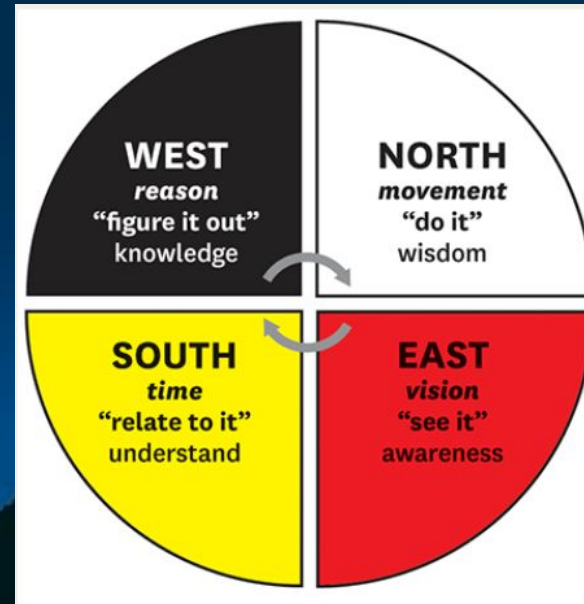
Small leap



Big leap



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

The first stage of the learning process is vision, or awareness. 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.

SOUTH

The second stage of the learning process is time, which is linked to understanding. 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.

WEST

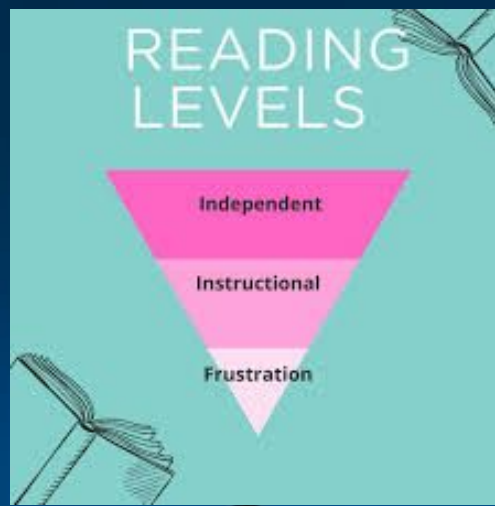
The third stage moves us into our analytical minds, inviting us to use reason and knowledge - as well as out-of-the-box thinking and creativity - to “figure it out.” In order for our youth to be able to use their best critical thinking skills in this stage, we must help them stay alert & engaged and remain on-track with their learning goals.

Dalai Lama Center for Peace and Education. (2014). *Lessons from the Medicine Wheel: Learning is a Cycle*. <https://heartmindonline.org/resource/s/lessons-from-the-medicine-wheel-learning-is-a-cycle>

NORTH

The fourth stage represents movement and action. 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

Layers of Support



Smart Start Tutors



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
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

Assessment Outcomes and Grade Weighting

Within the text	
Reading strategies (monitoring understanding and adjusting approach)	
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)	5%
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

Name _____

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?

The Year Plan, Grade Categories and Weightings

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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:

- comprehend** or understand by reading, listening or viewing a wide variety of forms and texts
- 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.



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



Language Arts

Assessment Outcomes and Grade Weighting

Comprehending 50%	<i>Within the text</i>	
	Details (identifying details and defining terms)	15%
	Vocabulary (solving words and figuring out what they mean)	
	Reading strategies (implementing a variety of reading strategies)	
	<i>About the text</i>	
	Summarizing (using details to form main ideas)	20%
	Analyzing writer's craft (identifying examples of terms)	
	Reading strategies (monitoring understanding and adjusting approach)	
	<i>Beyond the Text</i>	
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%	<i>Within the process</i>	
	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%
	<i>About the process</i>	
	Planning (improving writing by planning the main ideas and structure)	5%
	Revising (improving writing by adding, removing or rearranging ideas and editing correctness errors)	
	<i>Beyond the process</i>	
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

In the grading

Calculate Overall Class Grade

TYPE	ATTRIBUTE	WEIGHT	PERCENT	
Category Weighti... <input type="button" value="v"/>	<input type="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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="checkbox"/> 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.

Poetry Unit Test

Name _____

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?
Copy down two words from the poem that rhyme exactly.	What is the rhyme pattern of the poem? (Use letters ABCD to show pattern)	What effect does the rhyme and rhythm create or what idea does it reinforce about being young and innocent?
How many syllables in: First line of the poem? _____ Second line of the poem? _____ 	What is the rhythm pattern of syllables in the poem?	

Adapting Assessments

WITHIN the text	ABOUT the text	BEYOND the text
The rosebuds represent the idea of youth and innocence. What poetry term is this?	What is the effect of using rosebuds to represent youth and innocence? 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?
MARKING GUIDE		
<u>WITHIN</u> the text 5 marks	<u>ABOUT</u> the text 5 marks	<u>BEYOND</u> the text 5 marks
5 -- <input checked="" type="checkbox"/> All correct!	5 -- Complete and insightful answers	5 -- Complete and insightful answers
4 -- Most correct!	4 -- Complete answers	4 -- Complete answers
3 -- Many correct	3 -- Mostly complete but somewhat basic answers	3 -- Mostly complete answers but somewhat basic answers
2 -- Some correct	2 -- Basic or incorrect answers	2 -- Basic or incorrect answers
1 -- A few correct	1 -- Attempted answers	1 -- Attempted answers
E	M	A

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

The image displays three side-by-side screenshots of a social media interface, each representing a different learning path for a provincial government test. Each screenshot features a purple header bar with a menu icon on the left and a vertical ellipsis on the right. The main content area is white with a purple border at the top.

- Left Screenshot:** Titled "Social 6 SHOW Le...". The main heading is "Social 6 SHOW Learning: Provincial Government Test". Below it, there is a paragraph of text and a red link. The form below has three input fields labeled "Last name*", "First name", and "Email*", each with a "No entry" placeholder. At the bottom, a question is partially visible: "1 The person who is called 'Queen' gets to make what members speak &..."
- Middle Screenshot:** Titled "Social 6 GO BEYO...". The main heading is "Social 6 GO BEYOND Learning: Provincial Government Test". Below it, there is a paragraph of text and a red link. The form below has three input fields labeled "Last name*", "First name", and "Email*", each with a "No entry" placeholder. At the bottom, a question is partially visible: "1 There are many different roles involved in passing bills into law. Which..."
- Right Screenshot:** Titled "Social 6 APPLY Le...". The main heading is "Social 6 APPLY Learning: Provincial Government Test". Below it, there is a paragraph of text and a red link. The form below has three input fields labeled "Last name*", "First name", and "Email*", each with a "No entry" placeholder. At the bottom, a question is partially visible: "1 Alberta citizens who vote have a voice in the legislation they..."

Cognitive-Based Assessment Template

Cognitive-Based Assessment Template



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

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)
<p>1. What is Joseph doing when the men come into their flat (apartment)?</p>	<p>2. List 3 mean things the men do to harm the family.</p> <p>Which do you think is the worst?</p> <p>Why?</p>	<p>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'?</p>
<p>4. Why did the men take Joseph's father away?</p>	<p>5. What two MAIN things did Joseph, his mother and sister do after the men left?</p>	<p>6. Why does the 'Brownshirt' advise Joseph to not be too quick to grow up?</p>
MARKING GUIDE		
WITHIN the text	ABOUT the text	BEYOND the text

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

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	B. Find pattern of poetic structures	C. Describe the effect of the poetic structure--what does it make the reader feel, think, be reminded 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?
1. What key word is repeated throughout the poem? _____	2. What is the pattern of how this word is repeated? (Describe where in the poem this word appears repeatedly) _____ _____ _____	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? _____ _____ _____	4. What is the author saying about life in the poem (theme)? How does repeating this key word reinforce this theme? _____ _____ _____
5. List two words that rhyme in the poem _____	6. What is the rhyme pattern in the poem? (Use As, Bs, etc. to show the pattern) _____ _____	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? _____ _____ _____	8. What is the author saying about life in the poem (theme)? How does the rhyme pattern reinforce this theme? _____ _____ _____
Overall mark: <u> </u>		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

I can make sense of problems and persevere in solving them. SMP - 1

Level 4:
I can find a second or third solution and describe how the pathways to these solutions relate.

Level 3:
I can make sense of problems and persevere in solving them.

Level 2:
I can ask questions to clarify the problem, and I can keep working when things aren't going well and try again.

Level 1:
I can show at least one attempt to investigate or solve the task.

@jgough
@jwilson828
#1121U

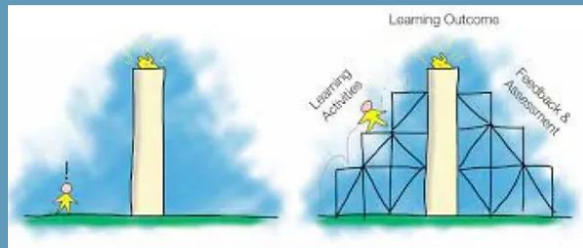
Scales for any Learning Goal	
4	I understand this concept so well that I can apply it to other problems, and explain it to you in my own words!
3	* I understand what is going on here and I can show it! *
2	I am not sure if I understand this completely, but I have enough confidence to try and figure it 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://mrs1sleveledlearning.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!

When the bell rings and the teacher forgot to mention the homework



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

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

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

BORED TEACHERS



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

BORED TEACHERS

THE REST OF YOUR CLASS WHEN YOU GET BACK FROM TALKING TO A STUDENT IN THE HALL



Me after setting up the perfect seating plan

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



BEGINS SCHOOL WITH MANY PENS, LEAVES SCHOOL WITH NOTHING

WE ARE TEACHERS



That one kid who'll talk to anyone

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.