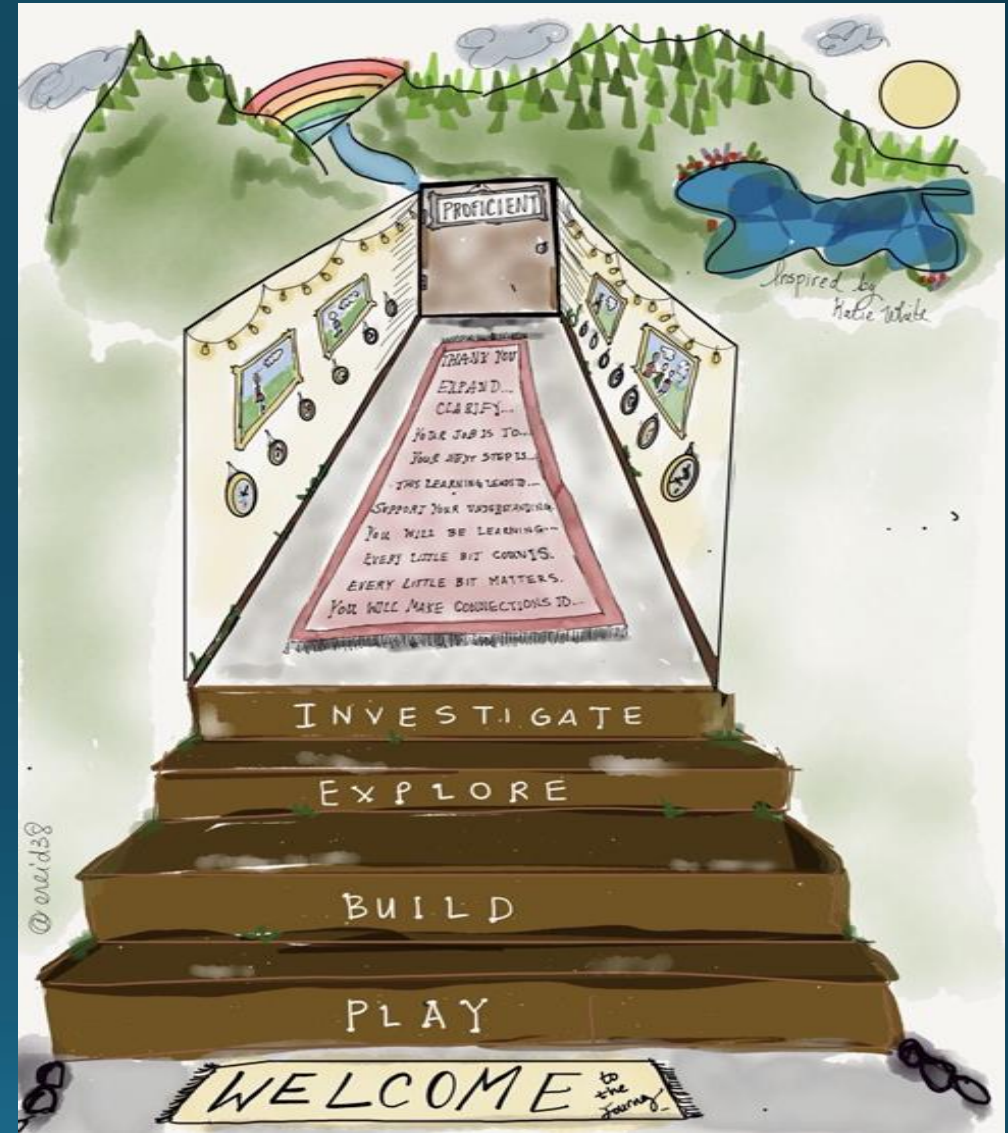


The Power of a Learning Continuum

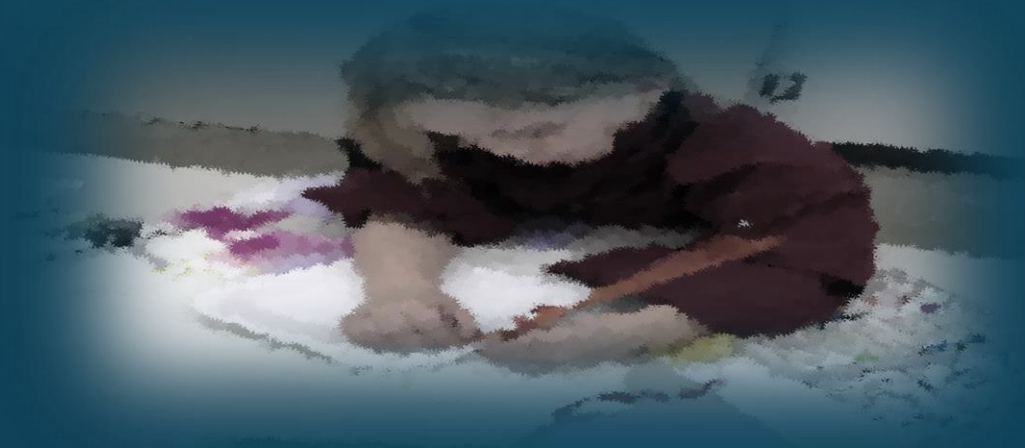


Transforming Learning Summit

Session Outcomes

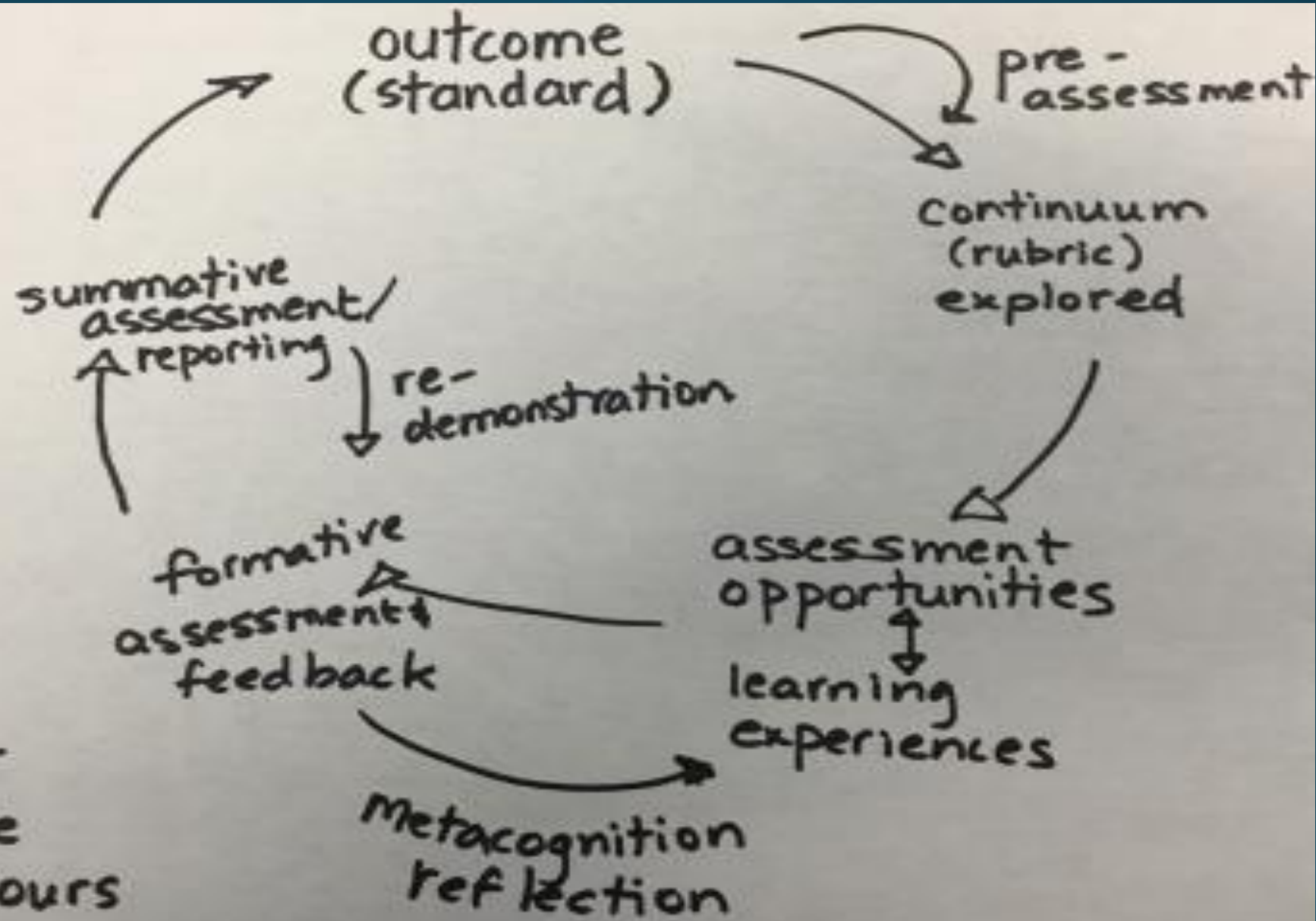
The participants will:

- Explore the story of a young learner and her shifting investment in her own learning journey
- Learn the process for designing a learning continuum (targets and criteria)
- Consider ways to utilize the continuum to enhance assessment design in personal teaching contexts



“Good teaching is a response to students' learning rather than the cause of students' learning.”

Rodgers & Raider-Roth, "Presence in Teaching," Teachers and Teaching: Theory and Practice, 12[3], 2006



* repeat this cycle for behaviours

“To think like an assessor prior to designing lessons does not come naturally or easily ... We are far more used to thinking like an activity designer or teacher once we have a target.”

—Wiggins & McTighe, *Understanding by Design* (2005), p. 150

When we are ready for the reality of our learning goals and the reality of our learners, we can create a learning environment that is proactive in its support for student needs.



https://www.youtube.com/watch?v=nQ94_T75Rt4



Think–Pair–Share

What did you hear? What is encouraging about this video?

Celebration

- **Confidence** in the learning process and awareness of the **destination**
- Increased ability to **assess and reflect** on learning
- Demonstration of a **growth mindset**
- **Enhanced communication** between teachers and students—evidence of a **shared language** of assessment for, as, and of learning
- Evidence of **internalization** of a new way of thinking **by the learner**—what we were trying to accomplish was working!

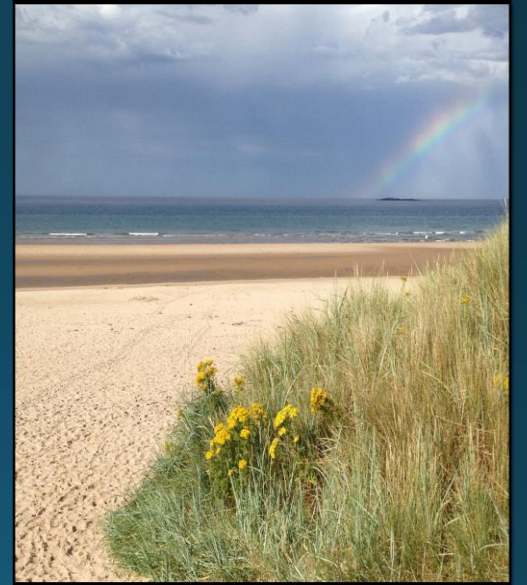
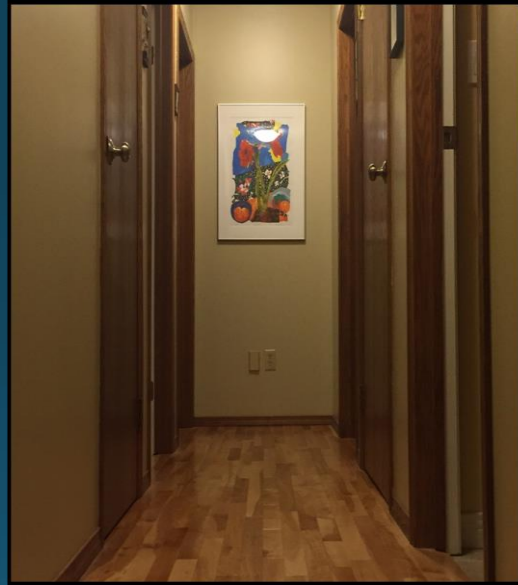
When We Don't Find Time to Do This

- We are unprepared to address student needs “in the moment.”
- We assess based on volume and compliance.
- We report based on “magic math” and a “fuzzy” combination of academic and behavioral learning.
- Students are unsure of what is next, how to proceed, and what learning looks like in a tangible way.

An analogy



Learning Continuum



Continuum Step One: Clarify Proficiency Targets and Criteria



How will we know learners are thinking (or behaving) proficiently?

- What are the *visible actions* we would need to see learners take to indicate proficiency? (I can.../ targets)
- What are the *descriptive qualities* of proficiency? (Criteria)

How will proficiency look?

Proficiency targets or
“I can statements”

More Complex	Enriched Understanding
	Proficient
Less Complex	Exploring
	Building Readiness

I can accurately identify the central idea of the text.
I can recount key details and explain how they support the central idea.

Additional questions you might ask...

- Do students have to write their understanding?
- Can they copy ideas word-for-word or should they synthesize?
- Do we want them to explore text structures and features?
- How complex should the text be?

Criteria



Why is it so important to articulate proficiency?
Why might it be important to calibrate expectations with others?

Continuum Step Two: Predicting Challenges/ Needs



Where do we think learners might experience challenge? Where might they need support?

- Which of these challenges are expected (and will be part of our instructional plan)?
- Which of these challenges are “bigger”? (and may require more intensive intervention)

How will I develop and support learning?

More Complex	Enriched Understanding
	Proficient
Less Complex	Exploring
	Building Readiness

Formative assessment

Exploring targets and daily lessons

I can predict and confirm as a strategy.
I can tell important details from interesting details.
I can identify key details in different parts of a text.
I can explore all structures and features of a text.
I can read to the end of a text.

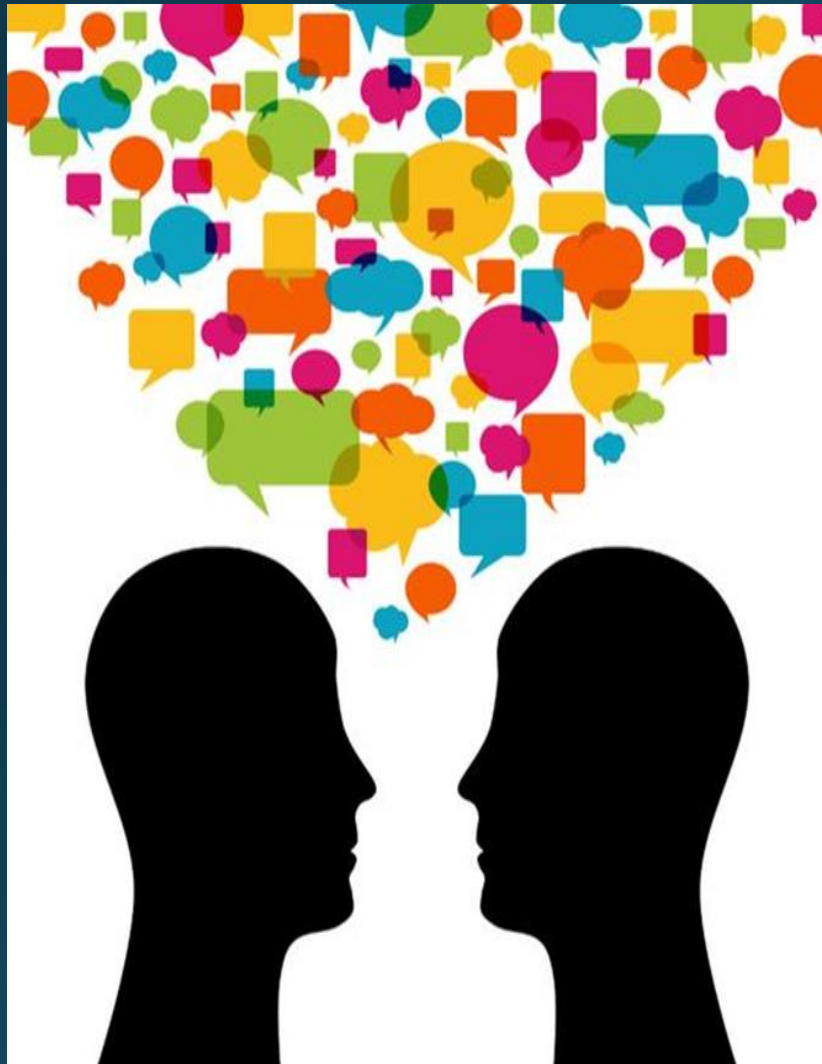
Where might my learners need more intensive support?

More Complex	Enriched Understanding
	Proficient
Less Complex	Exploring
	Building Readiness

Pre- assessment and early intervention (Tier 1 and 2)

Readiness targets and misconceptions, mistakes

I can identify a text feature.
I can explain how a central idea and supporting detail are different but connected.
I can read a text to the end.
I can identify a detail in a text.



Why might it be useful to predict small and big challenges in advance of instruction?

How might I leverage these predictions to enhance my instructional approach? My interventions?

Caution ...

Predicting only gets us so far. For diagnostic affirmation, we have to look at observations, conversations, and artifacts/products.

WHAT → HOW

WHAT → WHY → HOW

Continuum Step Three: Considering Extension



How might we extend the learning for those who are proficient early?

- What might these learners do to experience challenge and growth?

More Complex	Enriched Understanding	<p>I can practice identifying the central idea of more complex texts.</p> <p>I can practice on texts where there is more than one central idea.</p> <p>I can identify the main idea after skimming and scanning.</p> <p>I can suggest changes to a text that will not impact the central idea.</p>
	Proficient	
Less Complex	Exploring	
	Building Readiness	

How do I extend for learners who are proficient early?

More Complex	Enriched Understanding	<p>I can practice identifying the central idea of more complex texts.</p> <p>I can practice on texts where there is more than one central idea.</p> <p>I can identify the main idea after skimming and scanning.</p> <p>I can suggest changes to a text that will not impact the central idea.</p>
	Proficient	<p>I can accurately identify the central idea of the text.</p> <p>I can recount key details and explain how they support the central idea.</p>
Less Complex	Exploring	<p>I can predict and confirm as a strategy.</p> <p>I can tell important details from interesting details.</p> <p>I can identify key details in different parts of a text.</p> <p>I can explore all structures and features of a text.</p> <p>I can read to the end of a text.</p>
	Building Readiness	<p>I can identify a text feature.</p> <p>I can explain how a central idea and supporting detail are different but connected.</p> <p>I can read a text to the end.</p> <p>I can identify a detail in a text.</p>

Clarification

Continuum vs. Rubric

Learners and Learning Continuums

- Destination is clear
- Flexibility and creativity
- Okay to ask for help
- Prior knowledge
- Focused feedback
- Shared language with teacher and family
- Center of the learning experience
- Empowered
- Enrichment is attainable.



Thank you!

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#atAssess (Tues. 8CT)