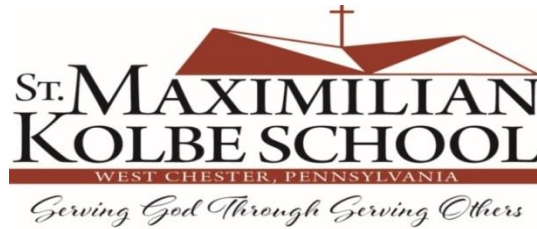


October 23, 2015



Principal's Post

Ideas on teaching and learning

Learning and Assessment

If we can't see the tree growing, how do we know that it is?

How do I know what you know?

When looking at your child's grades on MSP it's important to understand that the number you see is a measurement or a gauge, much like a shoe size. It helps teachers see what a student has learned relative to what is being taught. Teachers use these measures to determine their next steps. Do they need to review using new strategies, or if they can go on to the next lesson?

Learning is a process. Learning cannot be determined by one test or one project. Authentic Assessment, that is measuring what a student knows, understands, and can do, is conducted using a variety of measures over a period of time.

Standards, strategies and assessment rubrics are important tools for identifying what is to be learned, how concepts are taught, and how learning will be the measured.

When planning their lessons, teachers use the standard to determine what to teach. They design strategies for presenting the materials and then they decide how they are going to assess the concept being taught.

Standards are the target. They are a written description of a concept, a skill that the student is to learn. Examples: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20; Write opinion pieces on topics or texts, supporting a point of view with reasons.

Strategies are what happens in the class. Often different strategies are used to teach one concept because students learn differently. Example: whole group, small group, read and discusses, experiment, research and report

Assessment is the measure of student learning. Teachers often design a rubric as a yard stick. It states the degree to which the student will achieve/perform the given

task. Teachers use the 6 Facets of Understanding to gauge student learning. (See charts below).

We want students to view grades as mileposts, not end points. Report card time or conferences are opportunities to discuss next steps. Older students can reflect on their work so far and set new goals. Younger students can see where practice is needed. All in all, it helps to keep in mind that learning is a lifelong process because teaching and learning never stops!



The Six Facets of Understanding (P. 155)

- **Explanation:** Backing up claims and assertions with evidence.
- **Interpretation:** Drawing inferences and generating something new from them.
- **Application:** Using knowledge and skills in a new or unanticipated setting or situation.
- **Perspective:** Analyzing differing points of view about a topic or issue.
- **Empathy:** Demonstrating the ability to walk in another's shoes.
- **Self-Knowledge:** Assessing and evaluating one's own thinking and learning: revising, rethinking, revisiting, refining.

Source: <http://www.slideshare.net/guest5c2620/promoting-student-understanding-2>

