

Whatever you do, work at it with all your heart, as working for the Lord, not for men...

-Colossians 3:23

Assignment to Assessment

Long term target:

I can create a classroom culture that inspires a commitment to quality, and provides structures to help students achieve it.

Supporting targets:

- *I can explain how to engage students in defining criteria for excellence.*
- *I can describe how to help students accurately self-assess their work in relation to the standard.*
- *I can explain how to equip students to independently revise their work to meet the standard.*

• **Experience, Lesson; Observation**

Create purpose, reason, audience, emotional involvement. Inspire students to pay attention.

• **Assignment**

Must be clear, specific; explicit learning targets in student friendly language.

• **Look at Student Work**

Important to choose samples that show exactly what you want students to observe.
You may want to use professional products as well as student work.

• **Identify and Post Criteria for Excellence**

Be specific. Create anchor poster of criteria. What does quality look like?

• **Design Rubric**

Use student language. Be specific. Show stages on the way to excellence.

• **Show and Discuss Performance Levels**

Essential! Students need to see and debate examples of poor and high quality work. Use rubric language.

• **Practice**

Multiple drafts.

• **Self-assessment**

Only when you are sure they really understand the criteria.

• **Peer-critique**

Safe, kind, helpful, specific. Model first.

• **Teacher Critique**

Teacher confers with students.

• **Final Product**

Present to authentic audience.

• **Evaluation**

Assessment OF learning.

For more information, see <https://drive.google.com/file/d/0B0ecK2rZIWpJdWNSWDBzbXxDRU2M/view?usp=sharing>

Language of Critique: Formative Assessment

Warm Feedback (I like...)	Cool Feedback (I wonder...I suggest...)
I was really struck by how you _____.	Can you explain why _____?
_____ stands out because _____.	I'd like to see more of _____.
I like how you used _____ to _____.	Perhaps you could try _____.
I understand _____ because you _____.	I have trouble understanding _____ because _____.
Wouldn't it be great if _____?	Wouldn't it be great if _____?

Be Kind

Start with Warm Feedback. Critique the work, not the person

Be Specific

Use appropriate vocabulary. Avoid use of great, well done, good...

Be Helpful

Support your colleague with helpful ideas. Ask good questions