

10 EFFECTIVE STRATEGIES THAT PROMOTE LEARNING INSTEAD OF LABELLING

- #1 Multiple Opportunities to Demonstrate Learning
- #2 Provide Descriptive Feedback
- #3 Provide Opportunities to Re-Address Struggles From Tests & Quizzes
- #4 Assess By Learning Goal or Standards Based Grading
- #5 Assess Using Conversations, Observations and Product
- #6 Shorter, More Frequent Assessments
- #7 Evaluate and Report on Progress of Student Learning
- #8 Use Cumulative Assessments
- #9 Eliminate Review Days and Study Guides
- #10 Brand Assessment For Learning

<p>#1 Multiple opportunities to demonstrate learning</p>	<ul style="list-style-type: none"> ● Exit tickets ● Weekly short assessments on the learning goal ● Student explanation of thinking for a related task for a short assessment, or what they now understand from the task that confused them previously. This can be a conversation or in writing. ● Maybe having the students keep a learning log or journal to write what they understand from the day or lesson.
<p>#2 Provide timely descriptive feedback regularly.</p>	<ul style="list-style-type: none"> ● Exit tickets with red, yellow, green and specific feedback ● Walk around the room and have quick, specific conversations. Keep a sticky note pad with me and write them a note of the feedback to leave with them. ● Get the weekly assessments back quickly! This will be easier if kept short short short! ● Use 1-4 on each assessment question and provide specific feedback if less than 4. 1 point for trying, 1 or 2 points for using an appropriate strategy and doing it / explaining it well, 1 point for a correct answer.
<p>#3 Provide opportunities to readdress struggles from tests and/or quizzes</p>	<ul style="list-style-type: none"> ● Have a reflection page where students can come back and tell what they did to try to improve their learning for this concept ● Then students can tell or show how they would approach and solve a similar situation - Maybe give a task? Based on where they are in the marking periods, this could be an issue. I have to think about it. I always give the chance for test corrections, but they have to explain how they know the correction makes sense, and what went wrong the first time.
<p>#4 Assess by learning goal or standards based grading</p>	<ul style="list-style-type: none"> ● This one I am thinking about having the learning goal noted somewhere on the question and keeping track in my own spreadsheet of how they did. ● We usually make common assessments and focus on questions representing the standards needed.
<p>#5 Assess using conversations, observations, and product.</p>	<ul style="list-style-type: none"> ● I will need to keep an ongoing record of what I hear and see for each learning goal. (spreadsheet) ● I want to have a google form that is a sort of exit ticket where students rate themselves on 1-4 for day's effort & contribution, and 1-4 on

	understanding. Each will have the learning goal on the top.
#6 Shorter more frequent assessments	<ul style="list-style-type: none"> ● I came to this conclusion last year. I just need to plan in a way that puts them ahead of time. Then, I need to remember that students will have a way to revisit that assessment, instead of me holding off until I think more students will do well. ● Possibly have a station that is assessment re-evaluation or analyzation.
#7 Evaluate and report on progress of student learning	<ul style="list-style-type: none"> ● This requires reflection from students as well. I can use the growth information from the self - rating forms and exit tickets ● I will need to figure out how to properly weight things that show progress and things that show mastery. We have a set percentage for homework, participation, classwork, & tests/quizzes. ● Using the 1-4 scale for practice problems may help students see their own progress and where they need more work. Then I can take that into consideration when grading for evaluation.
#8 Use cumulative assessments	<ul style="list-style-type: none"> ● I have used previous material in bonus questions, but I will start to be more cumulative in regular practice materials and then add in a few questions to the assessments.
#9 Eliminate review days and Study guides	<ul style="list-style-type: none"> ● This is a tough one as my Special Ed teachers want to make sure they have ample time for review days. ● I will suggest to students that they keep track of concepts where they scored their own understandings as less than a 3 and practice, but look at all the tasks and see what makes sense and where you feel lost from what we have done so far. ● Have student suggested concepts for station work times based on their self-reflection.
#10 Brand Assessment for learning	<ul style="list-style-type: none"> ● This works best if students feel they really have a chance to “fix” their grade before the end of a marking period. ● We will have to have discussions about what information assessments really give us and what path we take based on that ● Have stations based on recent learning goals that students will be assigned to based on the outcome of their recent assessment, then have another chance to show the learning after that. A “mastery check”. ● This has to be communicated to parents - repeatedly and in multiple ways. ● Marking period grades need to be based on overall learning, not made or killed by a specific assessment.