# Description

- How do we design and deliver instruction to empower and engage students in their learning? This session will address specific instructional strategies educators can use to help students become confident learners who can interpret assessment information, use it to improve their learning outcomes, and be better prepared for the various challenges they encounter. These strategies will offer opportunities for student voice, choice, self-assessment and self-reporting to empower and engage students fully.

# Empowering and Engaging Students: Part 1

Jennifer Throndsen, PhD
Director of Teaching and Learning
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Inductive Learning Task

# Learning Intentions and Success Criteria

- Participants will...
  - Identify assessment tools and strategies that empower students and welcome student voice
    - Learning Intentions and Success Criteria
    - Standards-Based Rubrics
    - Self-Assessment/Reporting
  - Discover ways to engage and empower the student by offering opportunities for student voice, choice, self-assessment and self-reporting

- I can articulate the value of sharing learning intentions and success criteria with my students.
- I can adapt standard into a performance-based rubric to indicate varying levels of student competence.
- I can describe at least two variables for ensuring accuracy in student self-assessment/reporting.
- I can describe at least one assessment tool or strategy I can use to empower and engage my students.
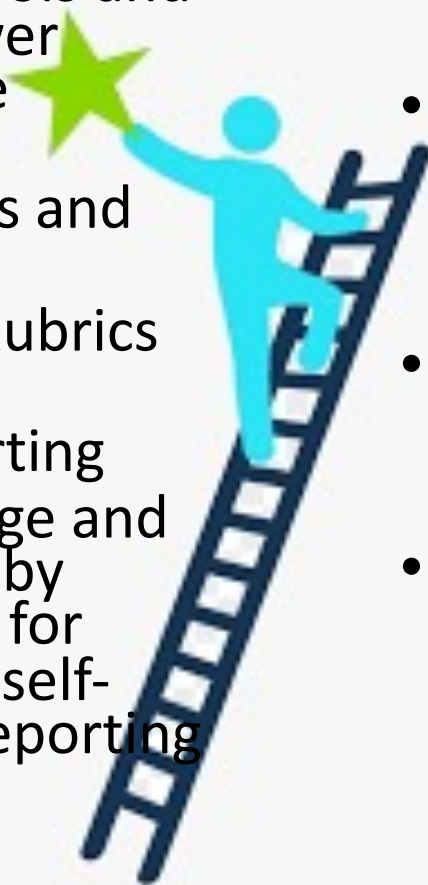
# Voice and Choice: Key Factors in Student-Centered Assessment

## School Voice Data
Percentage in Agreement

## When students have a voice they are...

### GRADES 6-12

**48%** of students believe that adults at their school listen to students' suggestions.

**54%** of students feel that adults and students work together to make their school better.

**51%** of students agree that students work with adults to find solutions to school problems.

**46%** of students feel that they have a voice in decision making at school.

**48%** of students agree that students develop programs that improve the whole school.

### GRADES 3-5

**42%** of students see themselves as leaders.

**31%** of students believe that other students listen to their ideas.

**43%** of students believe that teachers learn from students.

**94%** of students believe that it is important to follow rules.

**39%** of students agree that students help make classroom rules.

**3X** more likely to experience self-worth in school.

**5X** more likely to be engaged in school.

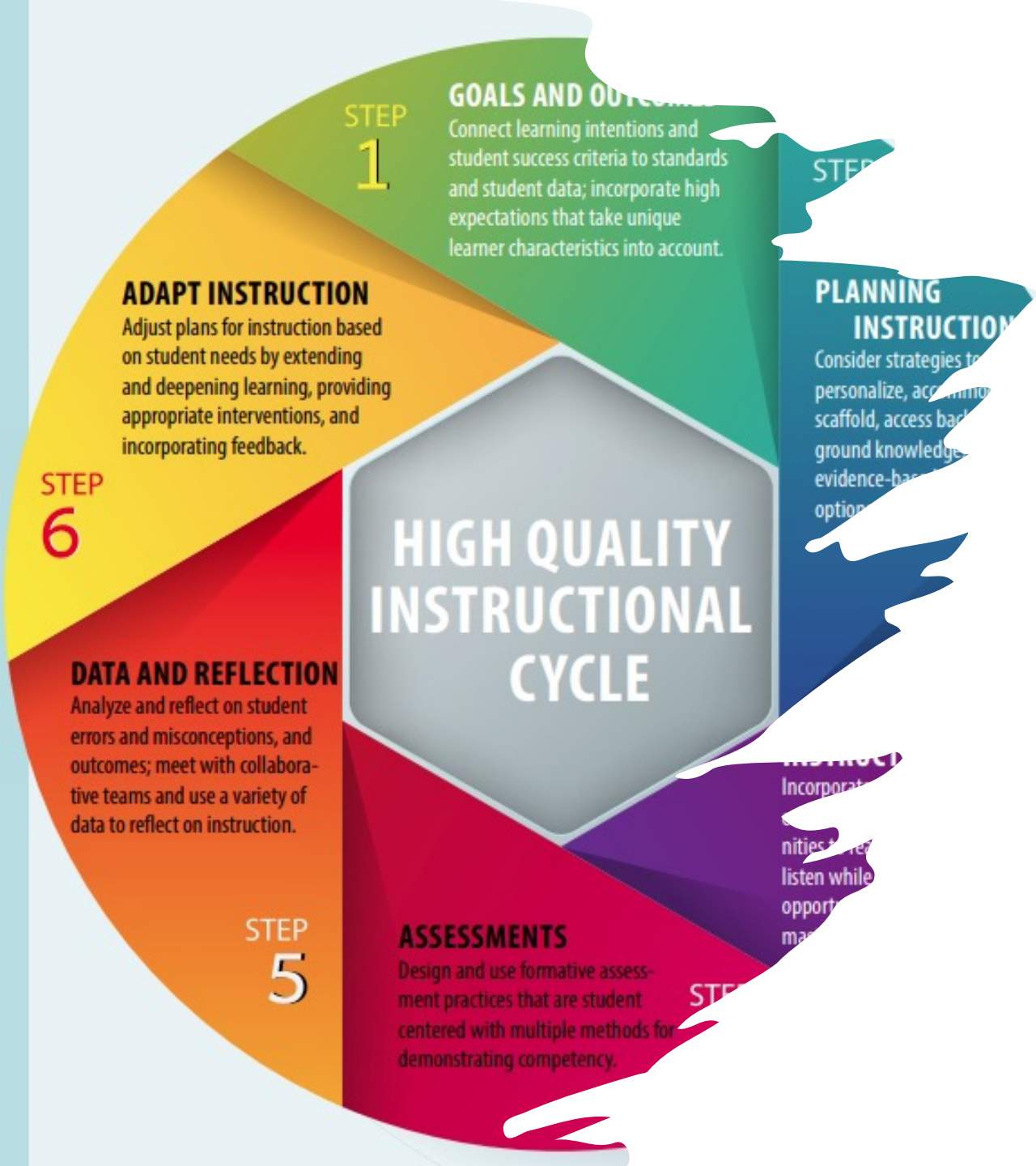**5X** more likely to have a sense of purpose in school.

# Three Strategies for Empowering and Engaging Students in Their Learning

- Learning Intentions and Success Criteria
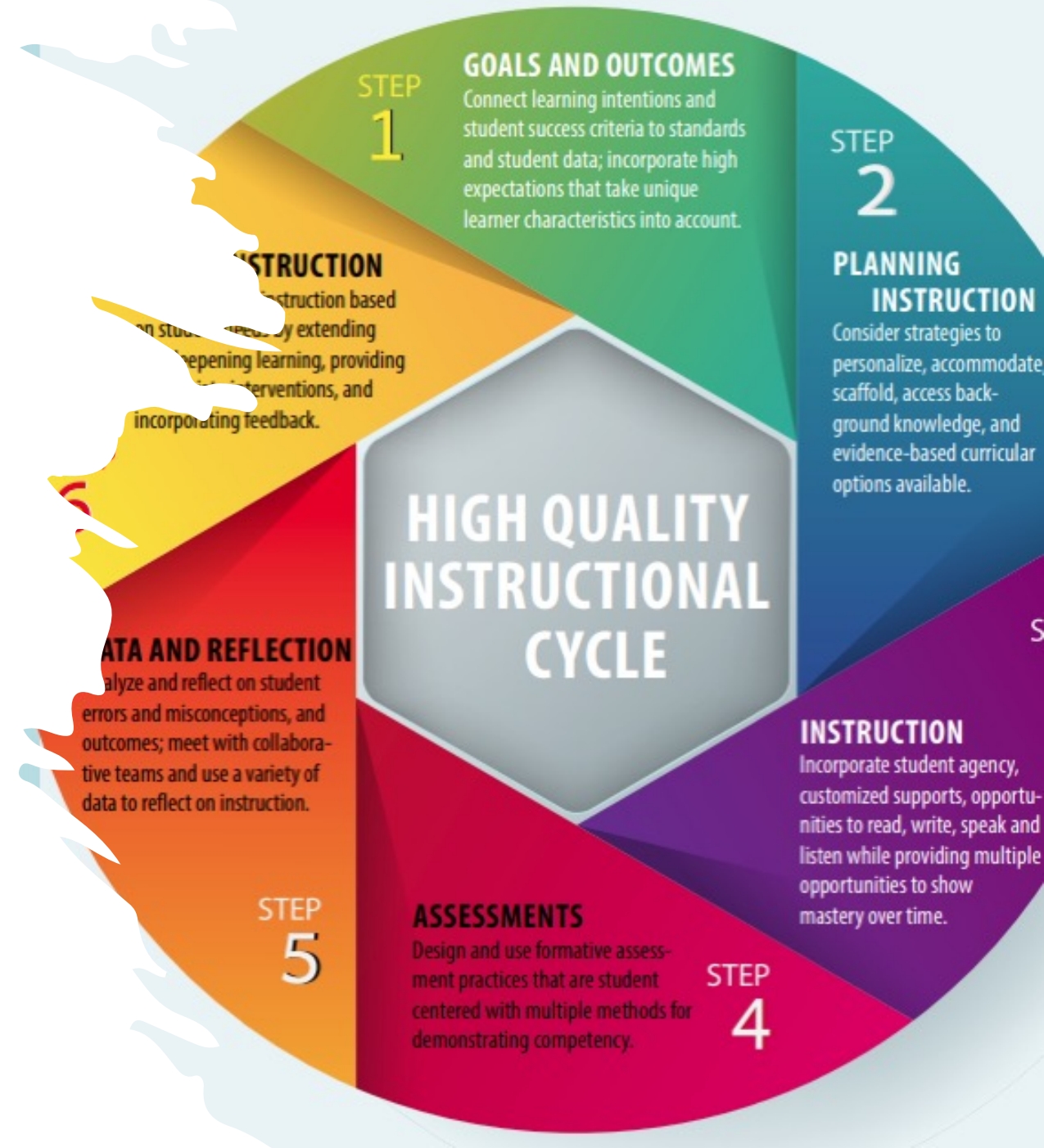- Standards-Based Rubrics
- Self-Assessment and Reporting

# Learning Intentions…

- Summarize the purpose of the learning experience.

- Are shared and referred to throughout the learning experience.

- Communicate the intended learning—what will learners know, understand, and be able to do.

- Allow learners to guide and self-monitor their progress through a lesson.

- Affirm the teacher is adhering to the established standards.

- Help determine the extent to which the student can demonstrate learning in multiple ways.

- Learning Intentions are not…
    - Stating the objectives
    - Providing an instructional objective on a whiteboard or slide

# Success Criteria

- Relate to the evidence you are looking for to determine if learning intentions are met.
- Identify how you will know that learners have learned what you intended.
- Are worded in measurable, observable, learner-friendly language (e.g., "I can" statements).
- Allow students to monitor their learning

STEP 1
**GOALS AND OUTCOMES**
Connect learning intentions and student success criteria to standards and student data; incorporate high expectations that take unique learner characteristics into account.

STEP 2
**PLANNING INSTRUCTION**
Consider strategies to personalize, accommodate, scaffold, access back-ground knowledge, and evidence-based curricular options available.

**STRUCTION**
...struction based ...tudent... by extending ...epening learning, providing ...terventions, and incorporating feedback.

**HIGH QUALITY INSTRUCTIONAL CYCLE**

**INSTRUCTION**
Incorporate student agency, customized supports, opportu-nities to read, write, speak and listen while providing multiple opportunities to show mastery over time.

**...ATA AND REFLECTION**
...alyze and reflect on student errors and misconceptions, and outcomes; meet with collabora-tive teams and use a variety of data to reflect on instruction.

STEP 5

STEP 4
**ASSESSMENTS**
Design and use formative assess-ment practices that are student centered with multiple methods for demonstrating competency.

How are learning intentions and success criteria different than learning standards?

# Learning Standards



WRITTEN FROM THE TEACHER'S
POINT OF VIEW



SERVE TO UNIFY OUTCOMES ACROSS
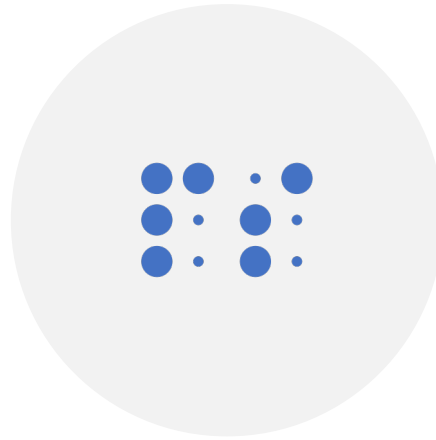A SERIES OF LESSONS OR A UNIT



TYPICALLY, BROAD IN NATURE

# Learning Intentions



WRITTEN FROM THE LEARNER'S POINT OF VIEW
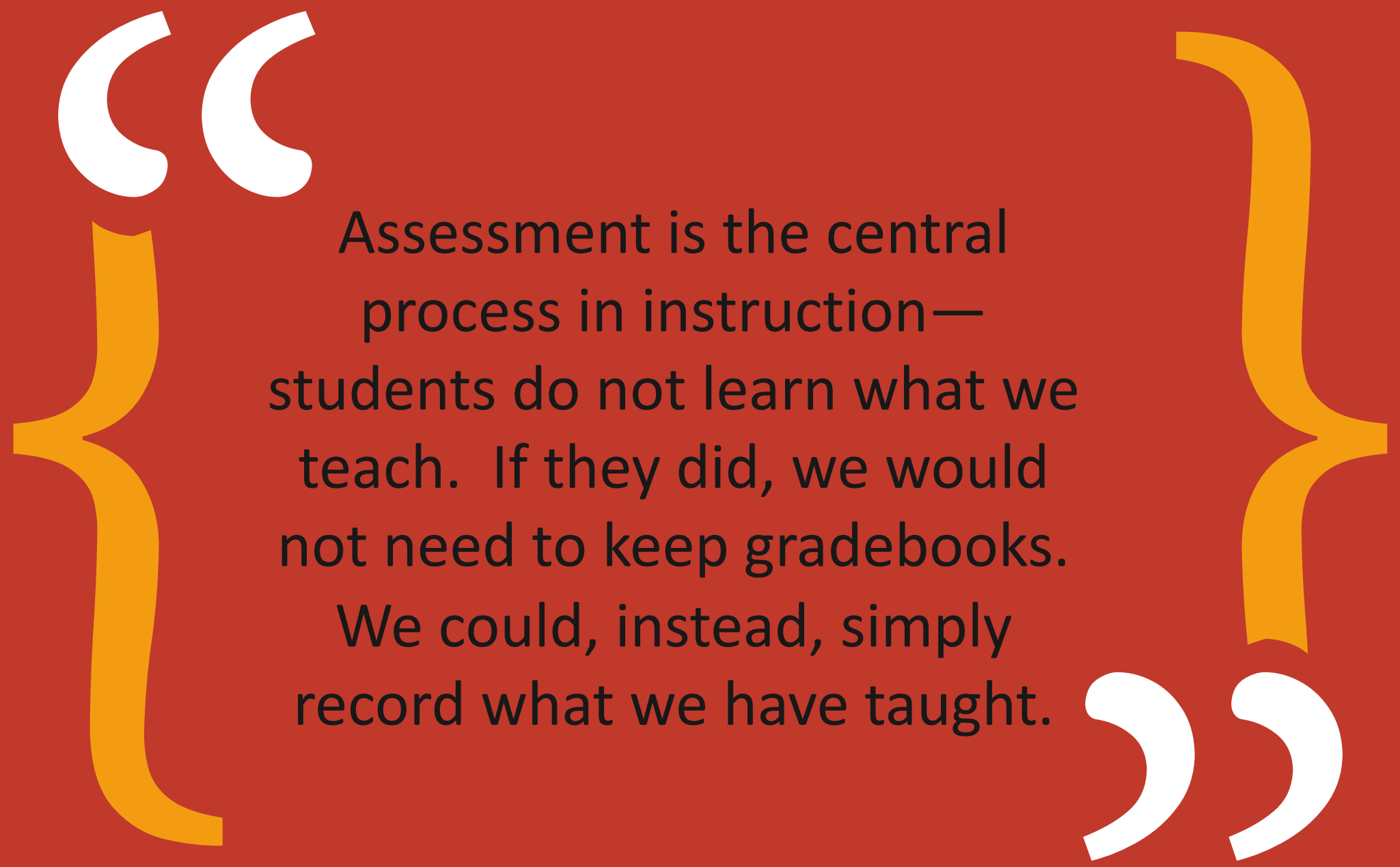


CONSIST OF LESSON-SIZED CHUNKS OF INFORMATION



SPECIFIC IN NATURE

Let's Take a Look...

Assessment is the central process in instruction—students do not learn what we teach.  If they did, we would not need to keep gradebooks.  We could, instead, simply record what we have taught.

# Basic Principles for Writing Learning Intentions

- Describe intended learning outcomes as a result of instruction are usually framed in terms of
  - some subject matter content (noun/content)
  - a description of what is to be done with or to that content (verb/action)

  - The verb establishes the level of cognitive demand
  - The noun phrase establishes the knowledge dimension

## Practice: Learning Standard to Learning Intention and Success Criteria

- Choose a learning standard you remember or can quickly find
- Write a learning intention
  - Learner friendly language
  - A verb that establishes the level of cognitive demand
    - A noun phrase that establishes the knowledge dimension
- Write a success criteria
  - Evidence you are looking for to determine if learning intentions are met

# Success Check: Learning Intentions and Success Criteria
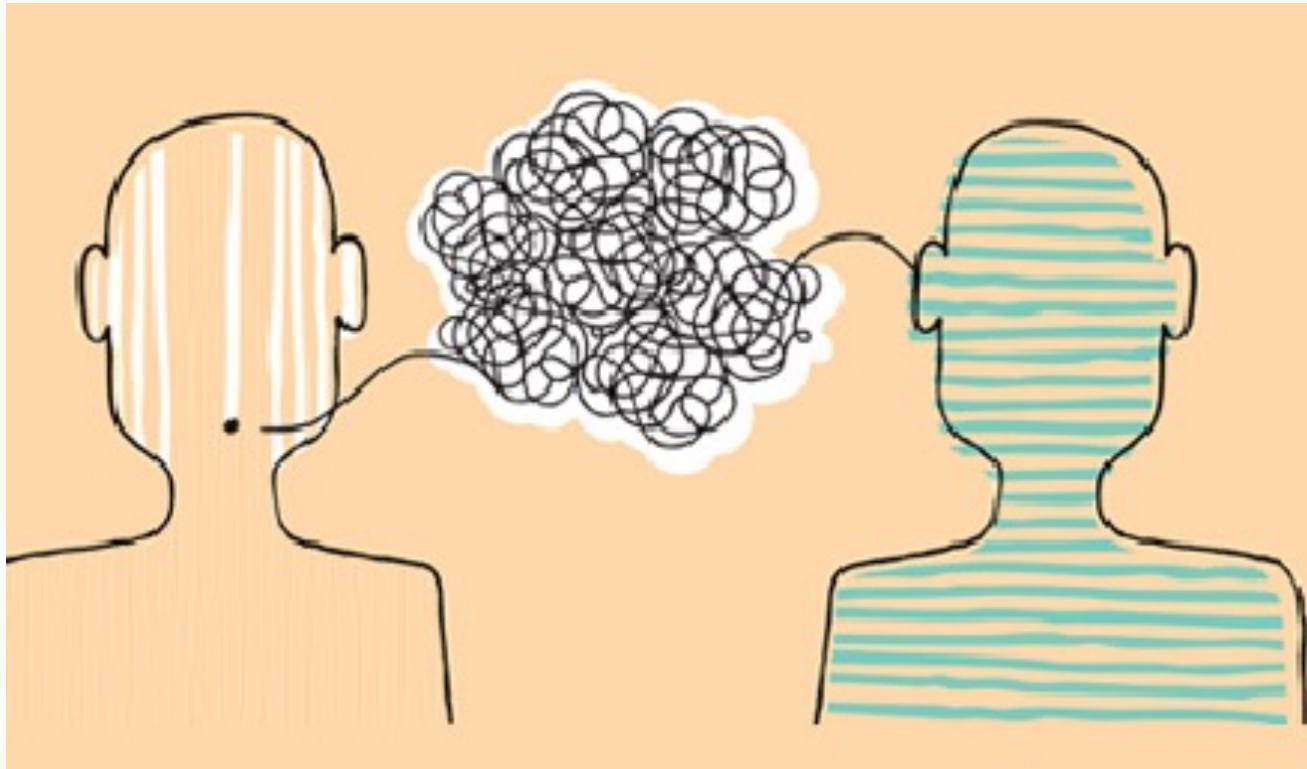


- Discuss the value of sharing learning intentions and success criteria with students.

# Advancing Student Voice

- Co-create learning intentions and success criteria
- Create their own learning intentions and success criteria based on interest and curiosity

# Empowering and Engaging Students: Part 2

Jennifer Throndsen, PhD
Director of Teaching and Learning
Utah State Board of Education

# Three Strategies for Empowering and Engaging Students in Their Learning

- Learning Intentions and Success Criteria
- Standards-Based Rubrics
- Self-Assessment and Reporting

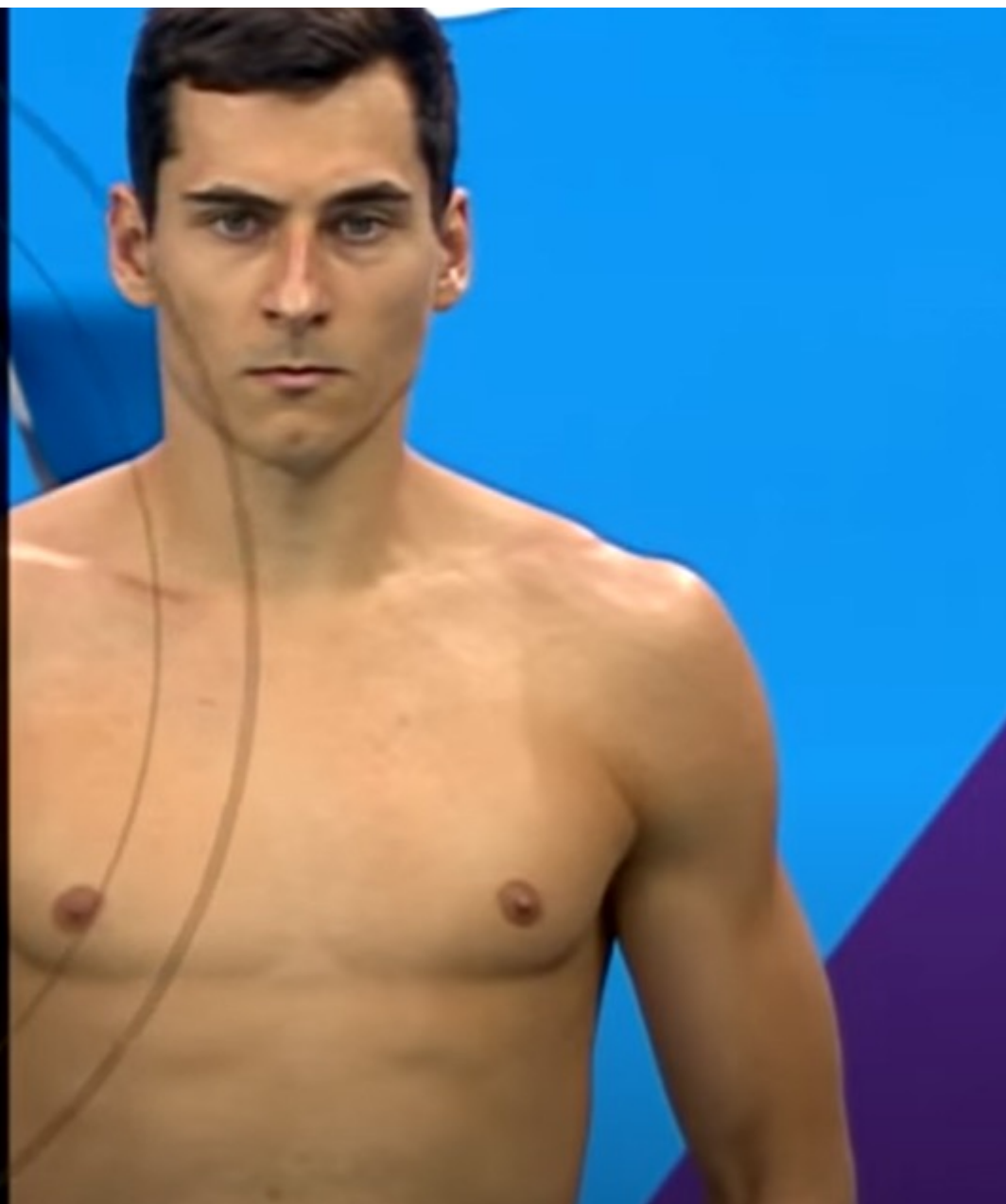How can students better understand the path to success?

The men's 10m platform

at Beijing 2008...

STEPHAN FECK

GER 🇩🇪

## Designing Standards-Based Rubrics for Performance Assessments

- Can I break down projects, assignments, and other complex learning opportunities into clear, manageable pieces?
- Can I invite students into the realm of self-assessment and self-reporting of their learning while focusing less on scores/grades?
- Can rubrics be designed to be used by both the student and the teacher?
- Could my students understand the elements of good assessment and even play a role in designing them?
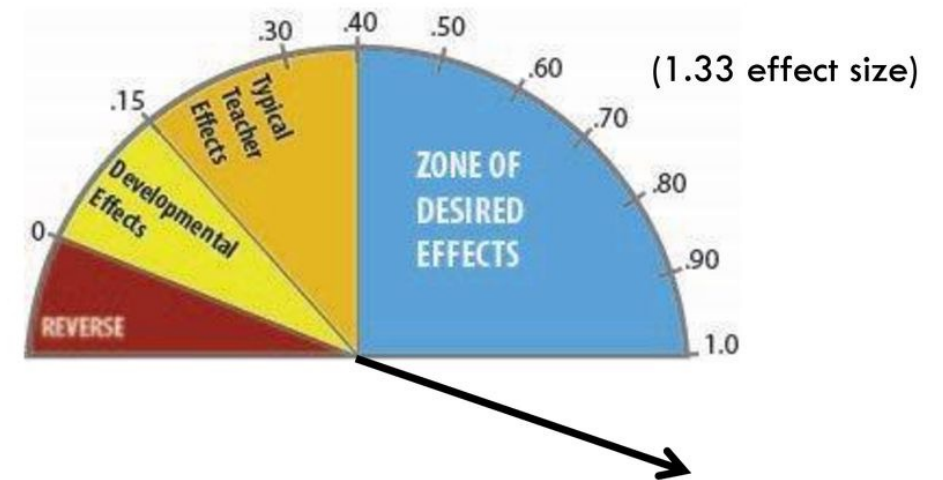
# Rubric Definition

A coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria

A scoring tool that explicitly describes the instructor's performance expectations for an assignment or piece of work

# When Would I Use a Rubric?

When the learning intentions are best indicated by performances—things students would do, make, say, or write

When it's possible to give feedback on various aspects of student work and delineate various levels of quality

# Why Would I Use a Rubric?

# Why Would I Use a Rubric?

Can bring consistency to describing (and scoring) student performances

Provides expectations prior to the assessment

Can help to justify and communicate evaluations of students

Defines what quality entails by adding the detailed descriptors

Gives students a goal to work towards in producing their work

Helps students understand all the components of the work

Gives students greater clarity on how they can improve in the future

Helps students understand why they achieved a specific score

Helps students become more aware of their learning process and progress
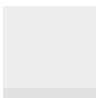
Improve work through timely and detailed feedback

# In case anyone is thinking...

"I DON'T NEED A RUBRIC! I'VE BEEN TEACHING THIS COURSE FOR 465 YEARS AND I'M A CONSISTENT GRADER."
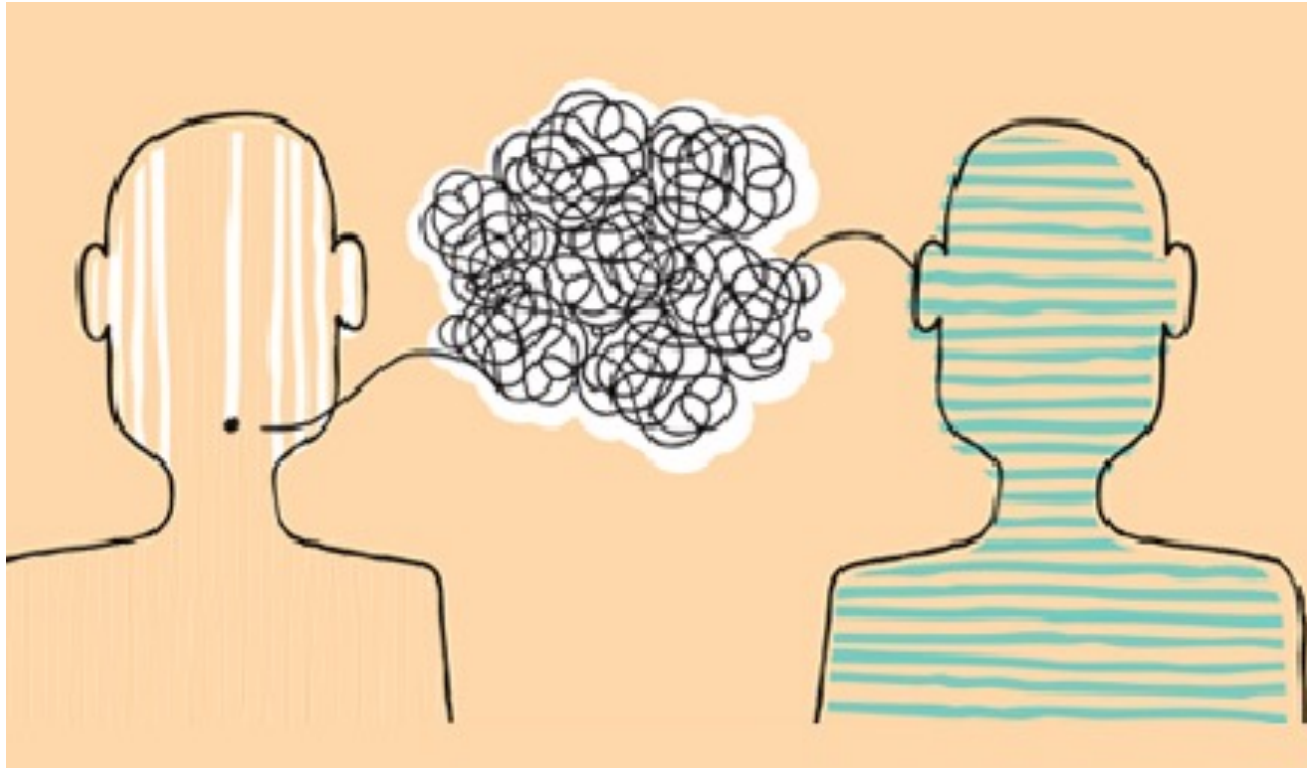
# Sample Rubrics and Rubric Generators

...lumbia) Rubric Support Document

...k; Influenced by Nanaimo SD, Alberta Assessment Consortium, SD53

| ...G | DEVELOPING | PROFICIENT | EXTENDING |
|---|---|---|---|
| ...rates an ...k of the ...es relevant ...rning. | The student demonstrates a **partial understanding** of the concepts and competencies relevant to the expected learning. | The student demonstrates a **complete understanding** of the concepts and competencies relevant to the expected learning. | The student demonstrates a **sophisticated understanding** of the concepts and competencies relevant to the expected learning. |

| ... | Limited | Fluid | Creativity/Creatively |
|---|---|---|---|
| | Few | Consistently | Independently |
| | General | Thoroughly | Multiple contexts |
| | Some | Complete | Extensive evidence |
| | Cursory | Multiple areas / contexts | Teach someone else |
| | Suitable | Independently | Multiple sources / texts |
| | Appropriate | Specific | Risk taking |
| | Predictable | Comprehensive | Above and beyond |
| ...ted | Plausible | Solid | In-depth/Insightful |
| | Workable | Most | Precise |
| ...al | Viable | Engages | Captivates |
| ...May | Straightforward | Relevant | Sophistication/sophisticated |
| Possible/'Possibly | Developing | Meaningful | Transfer |
| Brief | Sufficient | Thoughtful/Thoughtfully | Novel thoughts/situations |
| | Believable | Logical | Extensive |
| | | Purposeful | Detailed/complex |
| | | Focused | Pertinent |

# Success Check: Standards-Based Rubrics



- Work alone or with a partner to adapt your success criteria (or a standard) into a performance-based rubric to indicate varying levels of student competence.

# Rubric Design Considerations

| | |
|---|---|
| **Ensure** | the highest level can be modeled and is attainable |
| **Use** | strength-based language at the emerging level |
| **Include** | only criteria that are linked to the learning standards |
| **Avoid** | quantitative language |
| **Avoid** | using absolutes such as all, none, every, or never |
| **Avoid** | combining multiple variables in a criterion row |

# Advancing Student Voice

- Review the rubric with your students. Give them voice and agency in the process.

- Spend time discussing terms such as emerging, approaching, competent, etc.

- When possible, give students examples of what you would describe as "considerable" or "in-depth"

- Consider adding success criteria with more details and specifics based on student feedback

# Three Strategies for Empowering and Engaging Students in Their Learning

Learning Intentions and Success Criteria

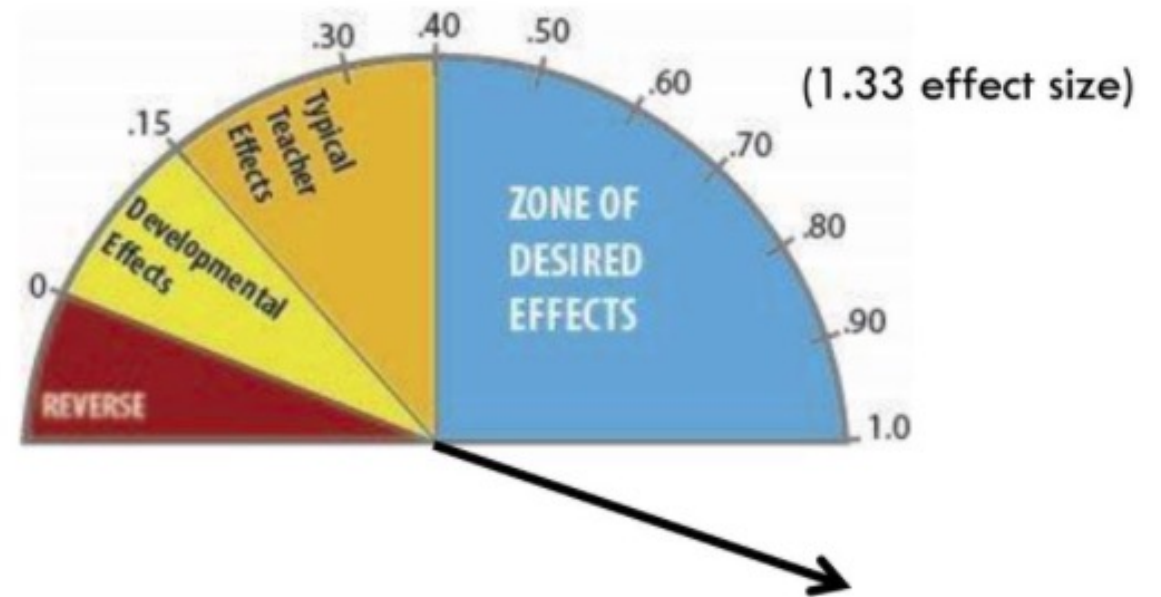Standards-Based Rubrics

Self-Assessment and Reporting

How can we allow students to effectively and purposefully report on all aspects of their learning experiences?

# Self-Assessment and Reporting



Assessment-Capable Learners
(Self-Reported Grades)

(1.33 effect size)

ZONE OF DESIRED EFFECTS

Typical Teacher Effects

Developmental Effects

REVERSE

# Accuracy of Self-Reporting: What are the variables to ensure accuracy?

COMPREHENSION

RETRIEVAL

JUDGMENT

RESPONSE

# Ways to Increase Accuracy

- Be clear about questions and prompts
- Provide structures that remind students of the various aspects of the report
- Use scales and measures that make sense and avoid ambiguity
- Create safe and supportive environments for students to self-report
- Look at all dimensions of the process, aware that a report can be both accurate and inaccurate depending on the nature of the data and how they're used

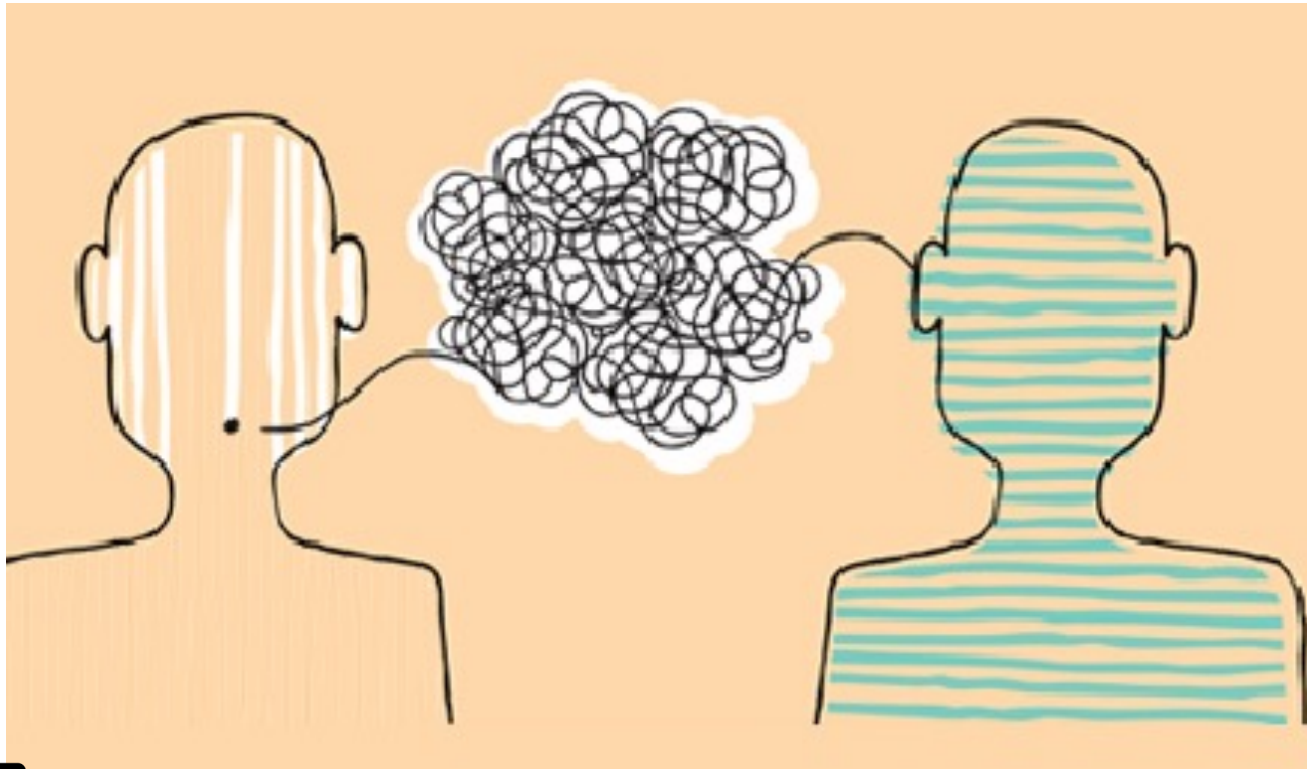# Success Check: Self-Assessment/Reporting
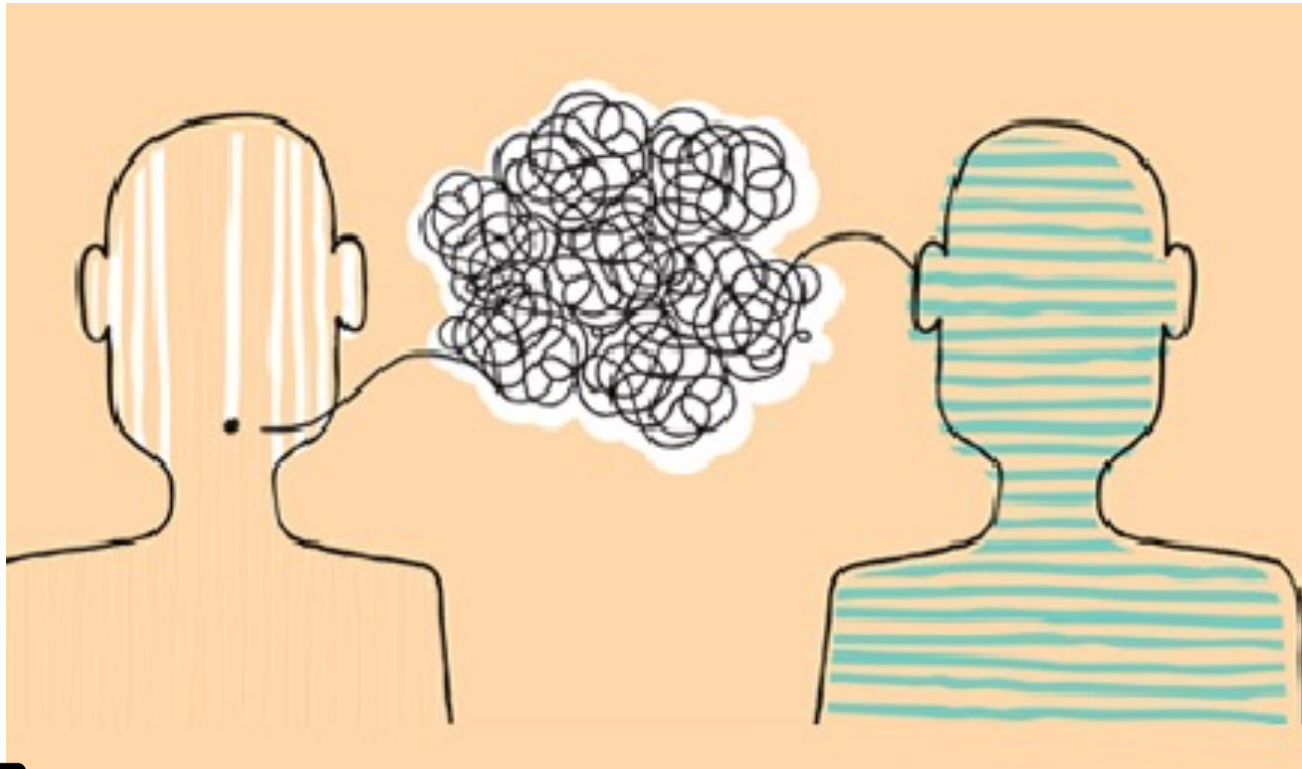
- Describe (in words, or images) at least two variables for ensuring accuracy in student self-assessment/ reporting.

# Advancing Student Voice

# Success Check: Big Ideas



- Share with a partner at least one assessment tool or strategy you can use to empower and engage my students.

# Success Criteria

- I can articulate the value of sharing learning intentions and success criteria with my students.

- I can adapt a standard into a performance-based rubric to indicate varying levels of student competence.

- I can describe at least two variables for ensuring accuracy in student self-assessment/reporting.

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