

Assessing Habits of Mind: Goal setting, Conferences, and Journals

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Essential Questions

How might collecting data from multiple sources help you to provide better feedback to your students?

How might this data encourage students to become self-directed learners?

Self-directed Learning:

- Self Managing
- Self Monitoring
- Self Modifying



SELF-MANAGING



SELF-MANAGING:

□ Knowing the significance of and being inclined to approach tasks with clarity of outcomes, a strategic plan, and necessary data, and drawing from past experiences, anticipating success indicators, and creating alternatives for accomplishment.

INTELLECTUAL DISPOSITIONS OF SELF-DIRECTED LEARNERS

Self-Managing

1. Managing impulsivity
2. Thinking flexibly
3. Questioning and problem posing
4. Drawing forth past knowledge and applying it to new and novel situations
5. Gathering data through all senses
6. Imagining, creating, innovating

SELF-MONITORING:



SELF-MONITORING:

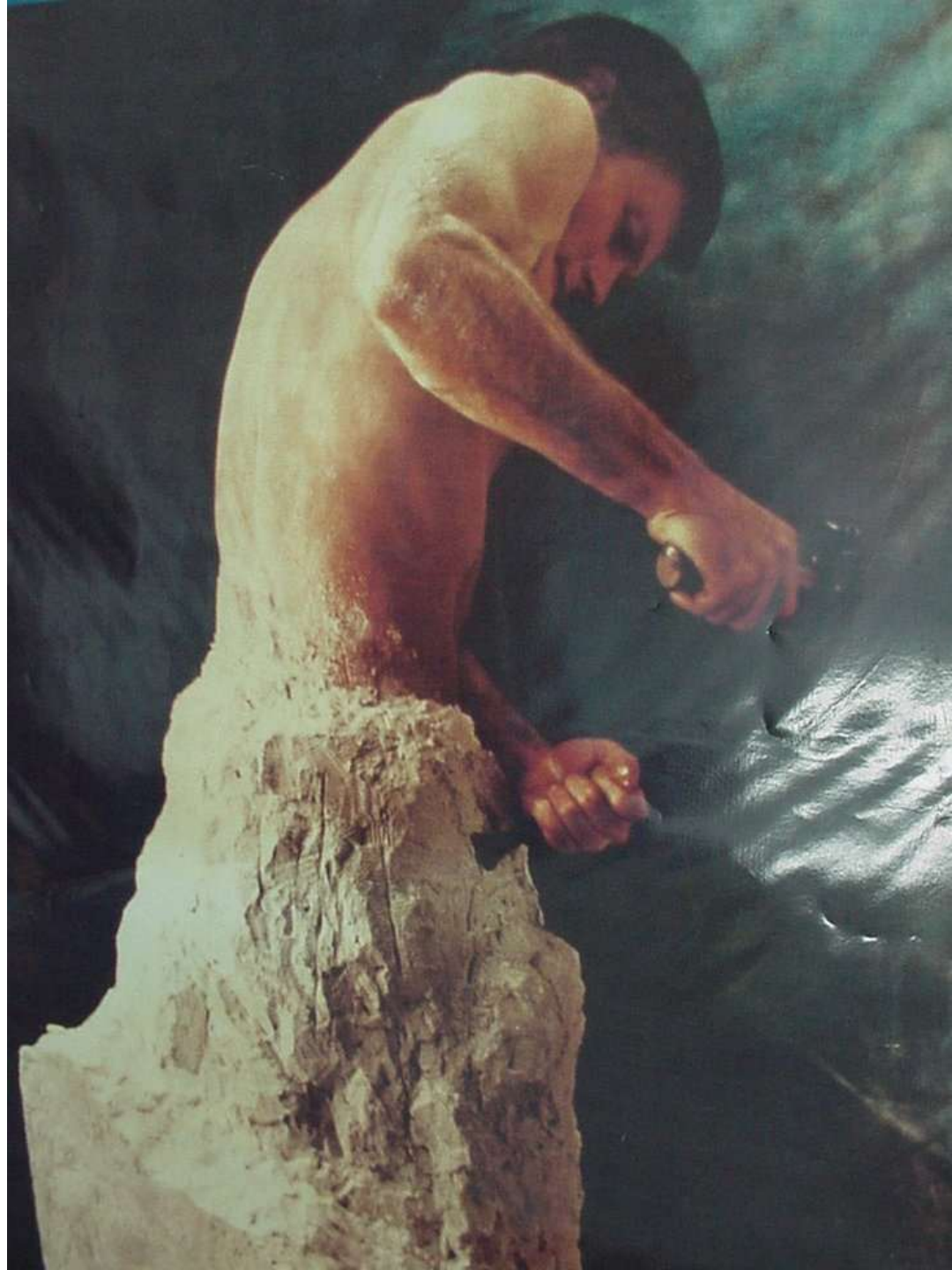
□ Having sufficient self-knowledge about what works, establishing conscious metacognitive strategies to alert the perceptions for in-the-moment indicators of whether the strategic plan is working or not and to assist in the decision-making processes of altering the plan and choosing the right actions and strategies.

INTELLECTUAL DISPOSITIONS OF SELF-DIRECTED LEARNERS

Self-Monitoring

7. Thinking about thinking (Metacognition)
8. Persisting
9. Monitoring accuracy and precision
10. Listening with understanding and empathy

SELF- MODIFYING



SELF-MODIFYING:

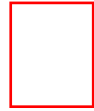
□ Reflecting on, evaluating, analyzing, and constructing meaning from experience and making a commitment to apply the learning to future activities, tasks, and challenges.

INTELLECTUAL DISPOSITIONS OF SELF-DIRECTED LEARNERS

Self-Modifying

11. Thinking and communicating with clarity and precision
12. Responding with wonderment and awe
13. Remaining open to continuous learning

ASSESSMENT STRATEGIES:



RUBRICS

STUDENT DEVELOPED RUBRIC FOR CLASSROOM BEHAVIOR

4 Don't talk. Sits on chair and lissens to teacher. Works hard. Good.

3 Talks a little. Sits on chair and mostly lissens to teacher. Works. Pretty good.

2 Talks a lot. Sits on knees and maybe lissens. Works a little bit. Bad.

**1 They talk loud and never lissens. Walk all around. Don't write a thang.
Bad to the bone!**

Taking Responsible Risks

- Recognizes the distinction between a risk and an educated risk
- Uses strategies to consider the risk, the reward, and the consequences
- Reflects on risks taken and evaluates benefits, need for change, and plans for future use.

Persisting

- ✓ Stays on task a reasonable length of time
- ✓ Looks for multiple ways to accomplish a task
- ✓ Analyzes and evaluates task by seeking new knowledge while verifying results
- ✓ Demonstrates diligence despite obstacles

Creating, Imagining, and Innovating

- ✓ Explores educational resources
- ✓ Tries to complete tasks in imaginative ways
- ✓ Analyzes ideas in new ways using fluency and flexibility
- ✓ Reflects on products and ideas by analyzing and evaluating

SAMPLE RUBRIC FOR PERSISTING

<u>EXPERT:</u>	Stays on task no matter how difficult it is to find the answers to solutions. Evaluates the use of a variety of strategies to solve the problem. Searches for and draws on wide range of resources.
<u>PRACTITIONER:</u>	Stays on task when trying to find answers or solutions to problems. Draws on available resources
<u>APPRENTICE:</u>	Tries to complete tasks when the answers or solutions are not readily available, but gives up when task is too difficult. Gets off task easily. Draws on limited range of resources.
<u>NOVICE:</u>	Gives up easily and quickly on difficult tasks. Is unaware of resources.

COMPOSE A RUBRIC FOR
"STRIVING FOR ACCURACY AND PRECISION"

	Indicators	
EXPERT		
PRACTITIONER		
APPRENTICE		
NOVICE		

DISPLAYED METACOGNITION

What questions would you want students to ask of themselves?

- **1. What is this question asking me to do?**
(statement about the situation, problem, focus, or understanding of the task)
- **2. What is this question testing?**
(label the concept, content ,or process)
- **3. How will I know my answer makes sense?**
(use words, pictures or numbers to justify your answer)

Glenora School

MODEL *for* **METACOGNITION**

1 Identify Task

What do I have to do?

2 Review Options

What choices or strategies might I use?

3 Select an Option

Which choice or strategy will I use? Why?

4 Reflect on Choice

How will it work?
What will I keep or change for next time?

Think Back...Look Ahead!

In what ways does this remind you of goal setting?

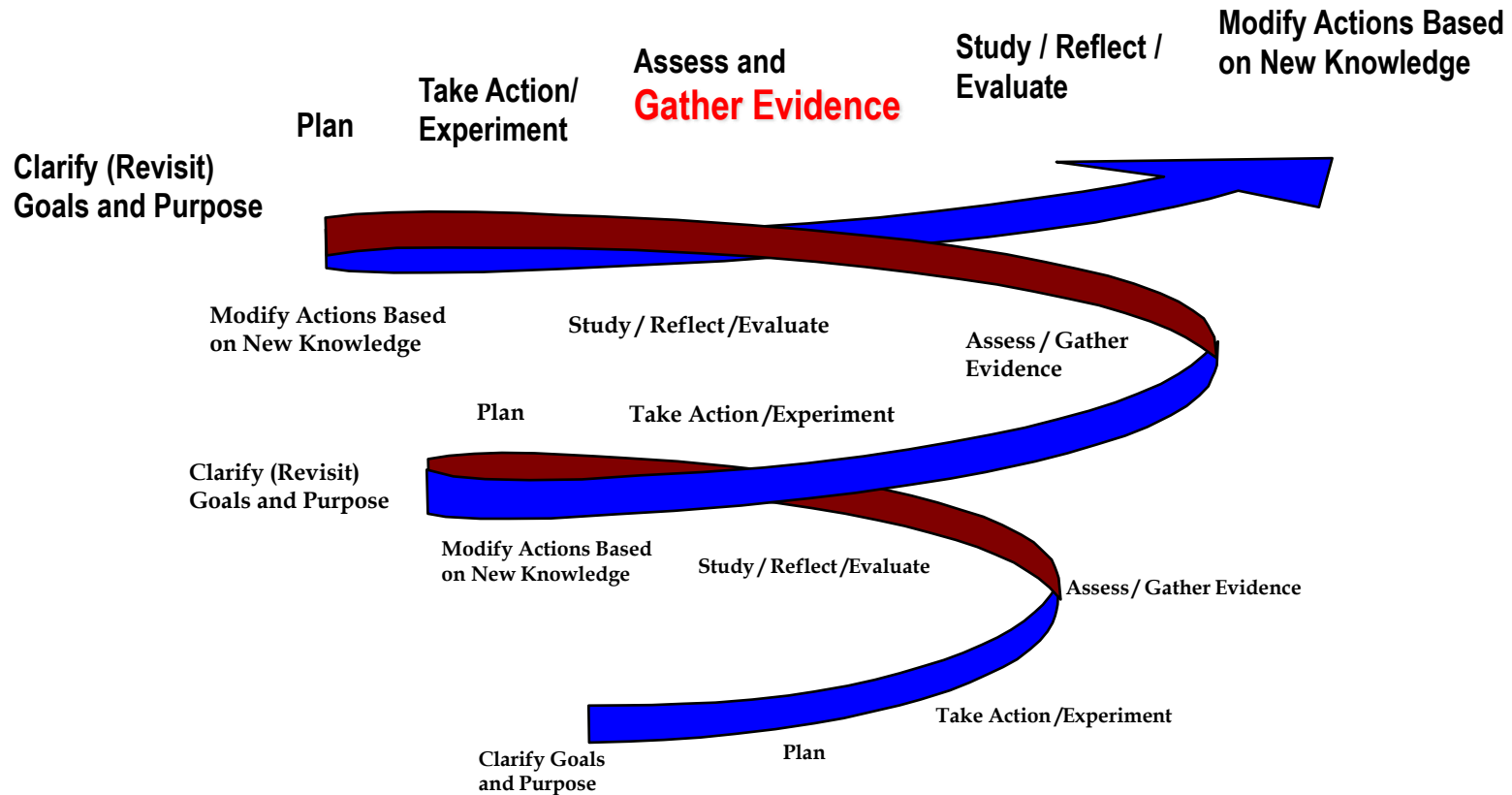


FOUR STORIES

What recurring patterns and themes do you find as you consider the four stories?



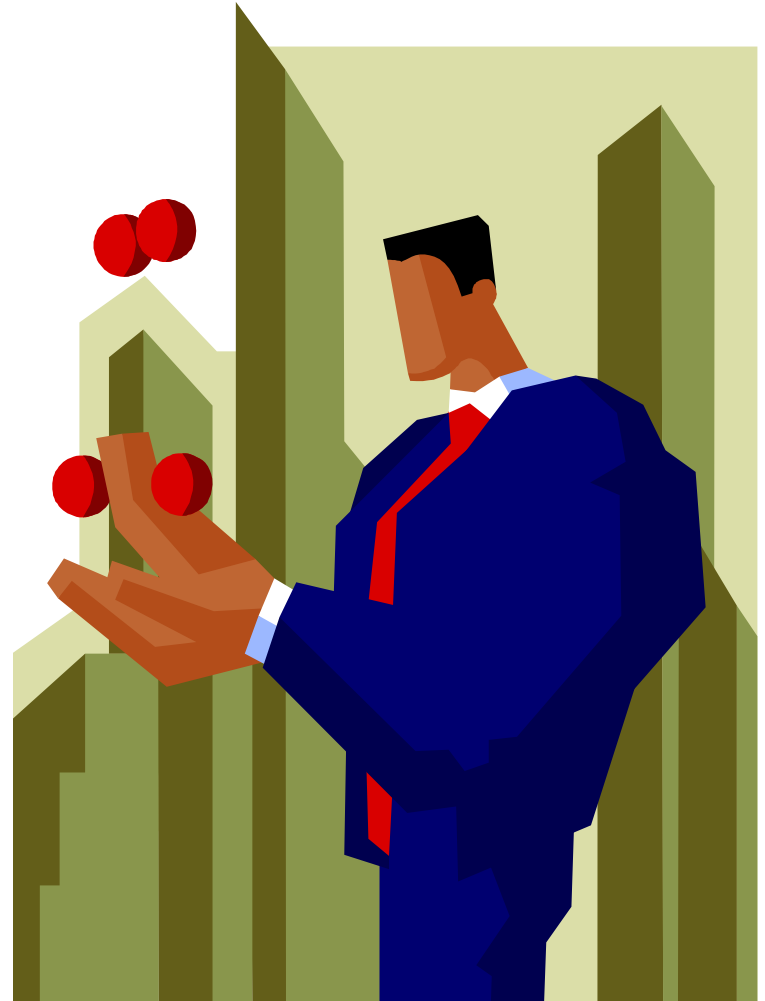
FEEDBACK SPIRAL



* From Assessment in the Learning Organization, Shifting the Paradigm
Page 27 - Edited by Arthur L. Costa and Bena Kallick, ASCD 1995

FEEDBACK SPIRALS IN YOUR LIFE

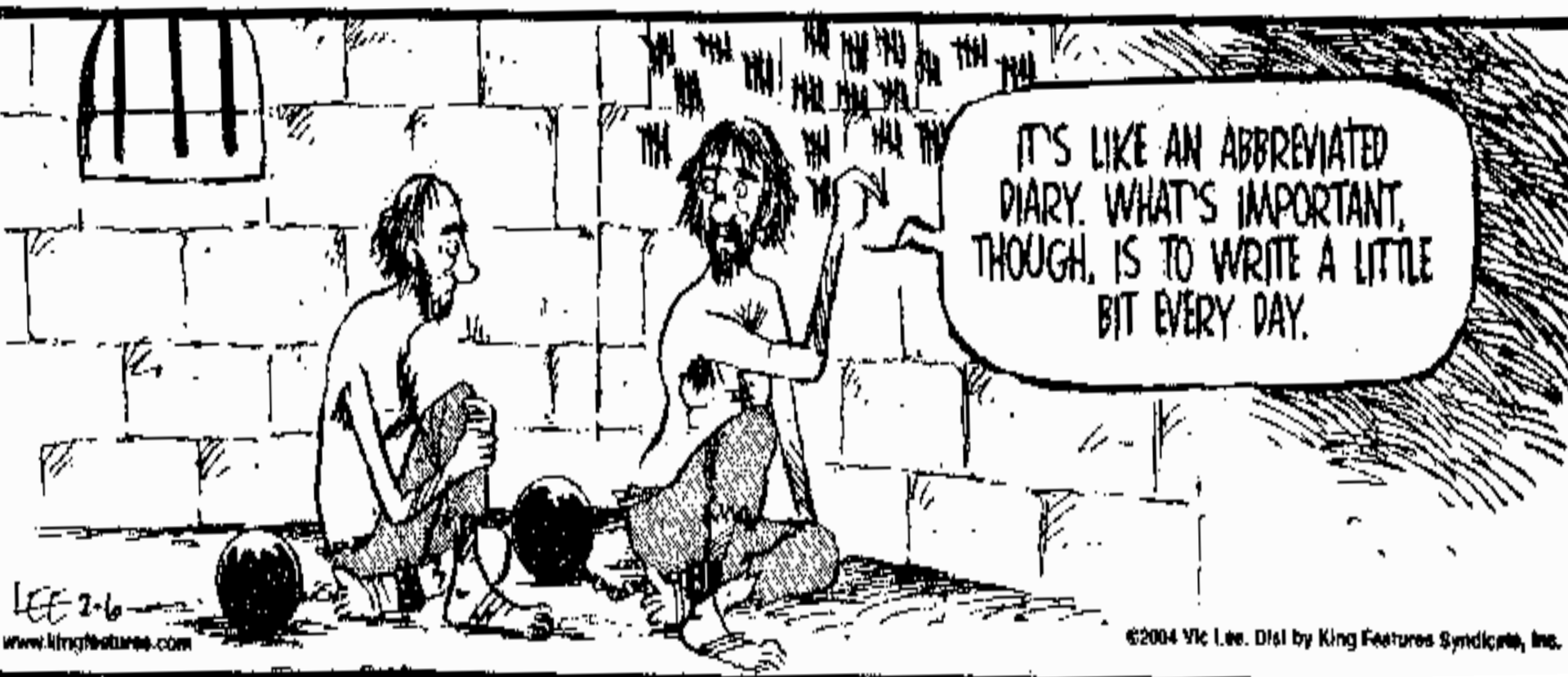
Reflect on a time in your life when rich data from assessment energized a spiral for your continuous learning.
Share it with others.



IN YOUR JOURNAL:

Find the page that represents your “stretch goals” and record your goal.

Choose a partner. Share and agree on how you will observe yourself and each other to provide feedback.



LEE 2-6
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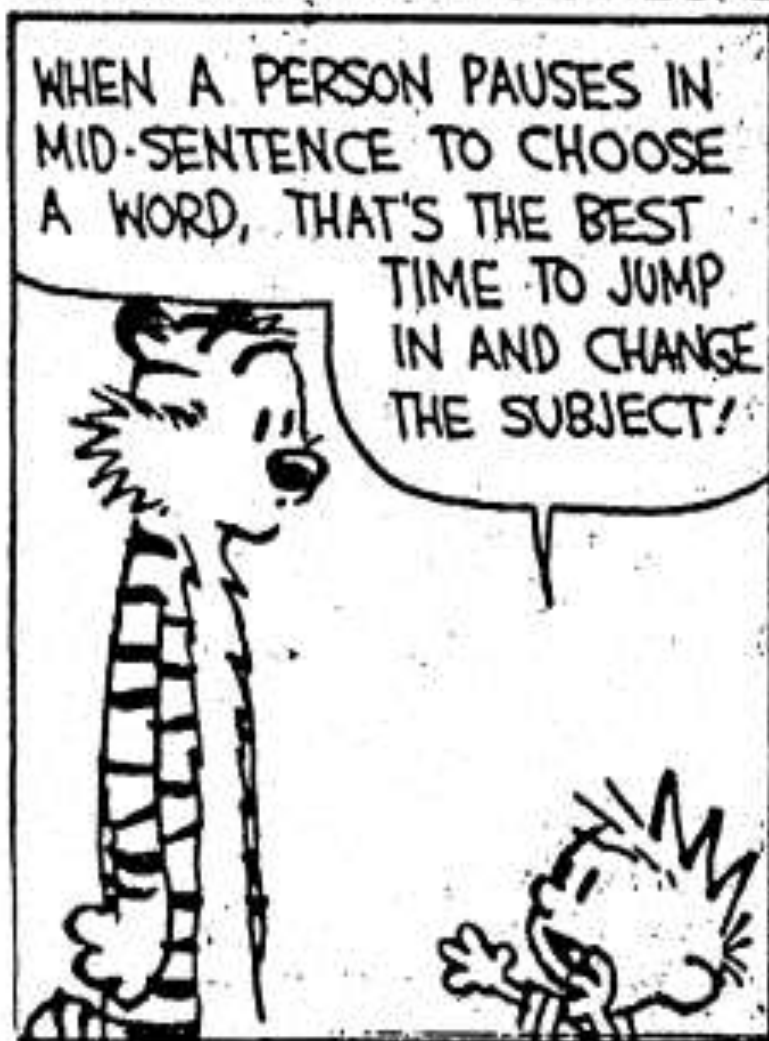
**LISTENING IS THE ESSENCE
OF CONFERENCING**

Devoting mental energies to understanding others' thoughts and feelings.

Understand others!

LISTENING WITH UNDERSTANDING
AND EMPATHY

CALVIN AND HOBBS *B*



IT'S LIKE AN INTERCEPTION
IN FOOTBALL! YOU GRAB
THE OTHER GUY'S IDEA AND
RUN THE OPPOSITE WAY
WITH IT!



THE MORE SENTENCES YOU
COMPLETE, THE HIGHER
YOUR SCORE! THE IDEA IS
TO BLOCK THE OTHER GUY'S
THOUGHTS AND EXPRESS YOUR
OWN! THAT'S HOW YOU WIN!



CONVERSATIONS
AREN'T CONTESTS!

OK, A
POINT FOR
YOU, BUT
I'M STILL
AHEAD.



LISTENING SEQUENCE:

- Pause
- Paraphrase
- Probe
 - Inquire
 - Clarify

Pausing:

Using wait-time before responding to or asking a question allows time for more complex thinking, enhances dialogue and improves decision making.

WAIT TIME

- "After having asked a question, the average teacher waits 1 second before either calling on a student, asking another question or answering the question him/herself."

Rowe, M. B. "Wait Time and Rewards as Instructional Variables: Their Influence on Language, Logic and Fate Control. *Journal of Research, in Science Teaching* 11, 2: 81-84. (Spring 1974).

Paraphrasing:

Lets others know that you are listening, that you understand or are trying to understand them and that you care.

Probing:

Increases the clarity and precision of the group's thinking by refining understandings, terminology and interpretations.



**“That isn’t what
I meant when I
said strip and
wax the floor!”**

THINKING AND COMMUNICATING WITH CLARITY AND PRECISION



"SURFACE LANGUAGE"

GENERALIZATIONS

DELETIONS

DISTORTIONS

DEEP STRUCTURE
LANGUAGE

In pairs-
designate a listener and speaker.

Listener: Use the
Pause, Paraphrase Probe
sequence

Speaker: Finish this sentence:

"AS I REFLECT ON THE PAST
SEVERAL WEEKS, I AM MOST
PROUD OF....."

**WHAT METACOGNITIVE
STRATEGIES DID YOU EMPLOY
TO MONITOR AND MANAGE
YOUR LISTENING SKILLS?**

**Listener: Use the
Pause, Paraphrase Probe
sequence**

**Speaker: Finish this
sentence:**

**"AS I ANTICIPATE THE
NEXT SEVERAL WEEKS, I'M
MOST EXCITED ABOUT....."**

**WHAT VALUES ARE YOU
EXPRESSING WHEN YOU
LISTEN TO OTHERS SO
INTENTLY?**

Self-Assessment



LETTER TO PARENTS

Here are some things to celebrate about my work:

➤ I am good at...

➤ What I am excited about...

➤ My best accomplishment...

SELF-REFLECTION

- What am I learning?
- How am I learning?
- Why am I learning?
- Who am I becoming?

Student Self Reflection

Kindergarten template – Think Back....

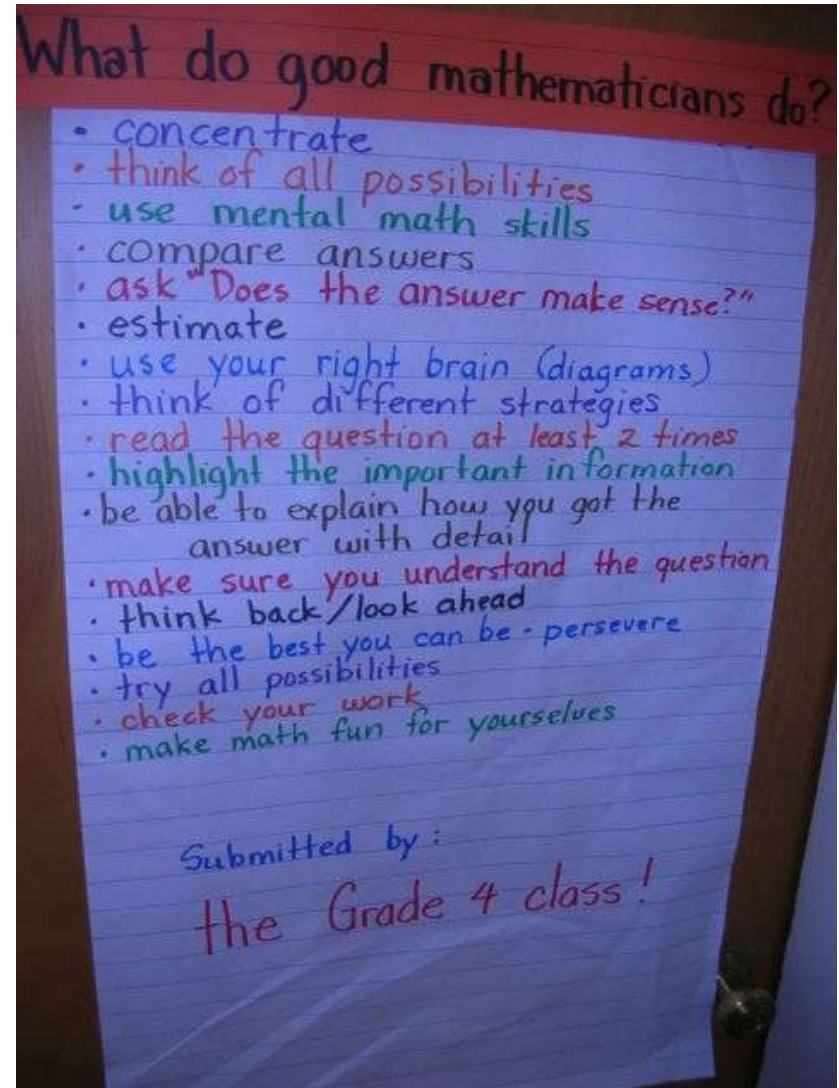
This form has been used with students in Kindergarten.

The information has to be scribed for the children.

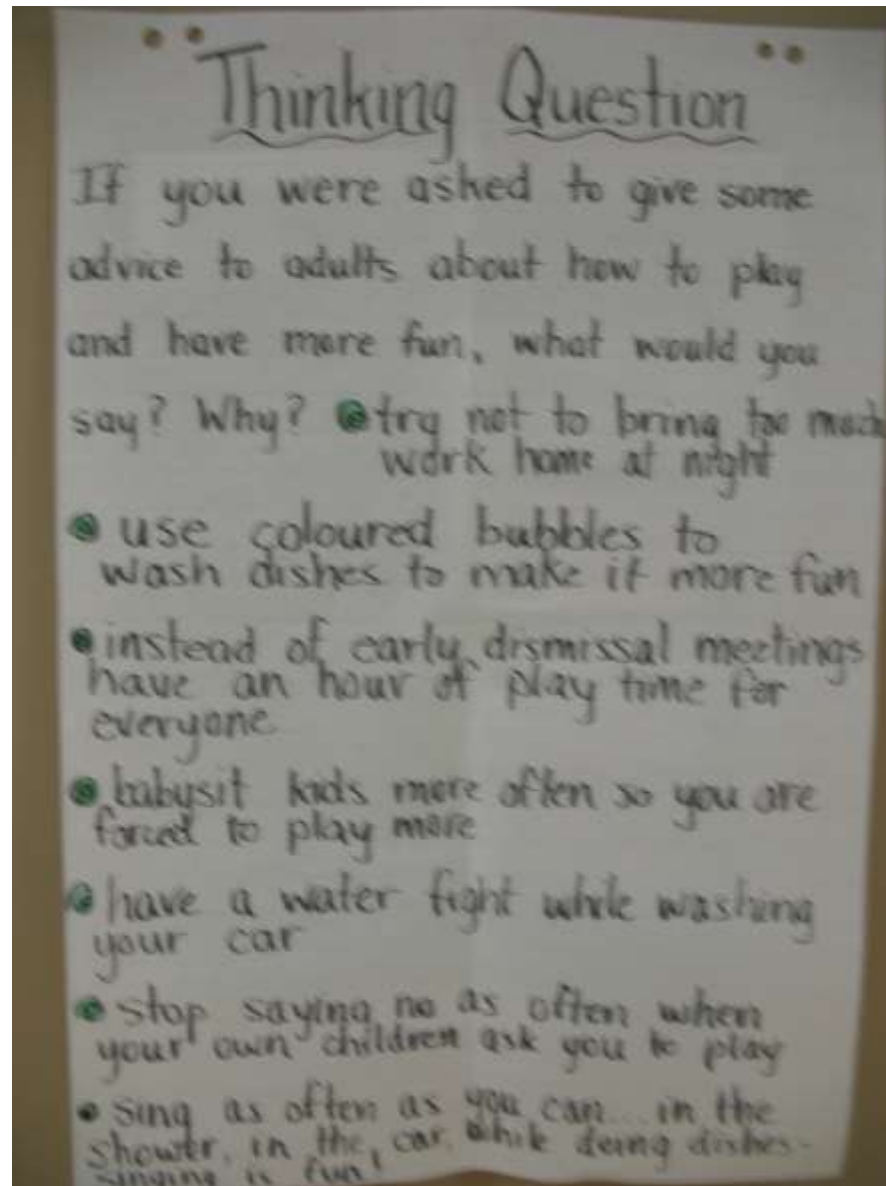
1. What is working well?
2. What is not working well?
3. What would you change next time?

Essential Questions Inspire Thinking!

- What do good **thinkers** do?
- What do good **readers** do?
- What do good **mathematicians** do?
- What do good **artists** do?
- What do good **musicians** do?
- What do good **evaluators** do?



Grade 2 Daily Thinking Question





Name: _____

Date: _____

Think Back...Look Ahead

Glenora School Evaluation Statement

Think Back...

What are the excellent or very good things you want people to notice about this piece of work?

How does this _____ compare to other _____ completed this year?

Look Ahead...

If asked to improve upon this piece of work, explain what you would do and **WHY?**

To improve this piece I would

Self Evaluation: Excellent _____ Proficient _____ Adequate _____ Limited _____
 Teacher Evaluation: Excellent _____ Proficient _____ Adequate _____ Limited _____



Think Back...Look Ahead

Rubric

After reflecting on a completed task, the student thinks back and looks ahead...

EXCELLENT	PROFICIENT	ADEQUATE	LIMITED
-specifically states the strengths of their work and gives detailed reasons to support it	-clearly states the strengths of their work and gives reasons to support it	-partially states the strengths of their work and gives limited reasons to support it	-unable to state the strengths of their work
-specifically states the areas that need improvement in their work and gives detailed reasons to support it	-clearly states the areas that need improvement in their work and give reasons to support it	-partially states the areas that need improvement in their work and give limited reasons to support it	-unable to state the areas that need improvement in their work
-clearly explains using specific examples what they should have done or did do	-explains using general examples what they should have done or did do	-explains what they should have done or did do without examples	-unable to explain or provide examples as to what they should have done or did do
-refers to specific criteria and strategies learned in class to improve or compare their work	-refers to general criteria or strategies learned in class to improve or compare their work	-partially refers to general criteria and strategies to improve their work	-does not refer to criteria or strategies learned in class to improve their work
-specifically answers the question WHY after each statement when looking ahead	-answers the question WHY after most statements when looking ahead	-partially answers the question WHY after some statements when looking ahead	-is unable to answer the question WHY after each statement when looking ahead

Student Self Reflection

Kindergarten template – Think Back....

This form has been used with students in Kindergarten.

The information has to be scribed for the children.

1. What is working well?
2. What is not working well?
3. What would you change next time?



Student Self Reflection

SEP 28 2004

Micah



I would like you to reflect on your work.

What is working well with this project/assignment? What would you like me to notice? I like the size.

I like the shape. I like writing every day.

If you could improve this project/assignment, what would you do?

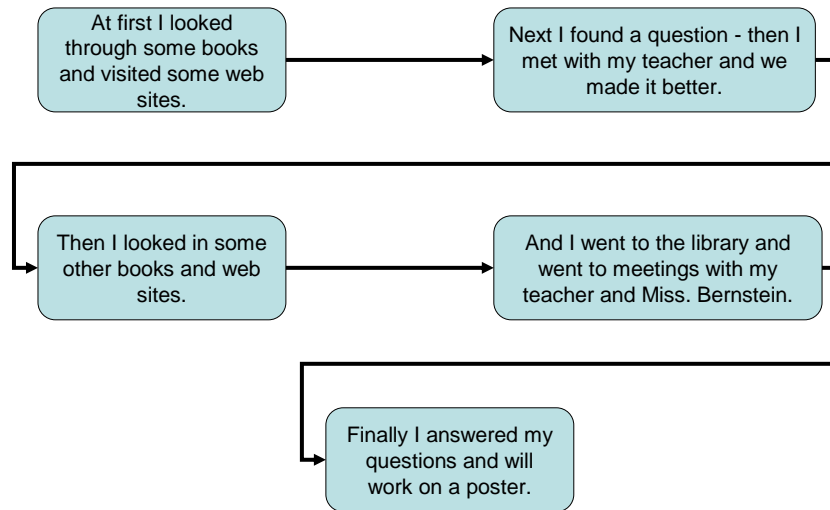
I would put in ^{writing} carrots.

How does this project/assignment compare to other projects and assignments completed this year? This writing is

as good as The jrn.

Process Reflection

My Research Process



NOTICING NOTEBOOKS REFLECTION:

As you reflect on your Noticing Notebook entries, what insights are you gaining?

Feedback!

Conferences

Report Cards

Peer Observations

Teacher Observation

Goal Setting

Think Assignment

Incorporating self assessment

Think Back, Look Ahead Making Better Choices



My name is _____

Date: _____

Today I am working on making better choices.

What happened: _____

What I did: _____

Why I did it: _____

How I felt:

! Mad ! Frustrated ! Anxious

! Lonely ! Confused ! Hurt

Next time I will try to: _____

Student's signature: _____



Teacher's signature: _____

Parent's signature: _____

Grade 2 Number Operations Unit

Name: _____






Learning Outcomes	Evidence	Date
 <p>I can use manipulatives, to show and describe addition to 100 without regrouping.</p>	 <p>Use manipulatives to show</p> <p style="text-align: center;">33 +25</p> <p>create another problem of your own to demonstrate your understanding</p>	
<p>I can use manipulatives, show and describe subtraction to 100 without regrouping.</p>	<p>Use manipulatives to show</p> <p style="text-align: center;">45 - 21</p> <p>create another problem of your own to demonstrate your understanding</p>	
<p>I can use manipulatives, to show and describe addition to 100 with regrouping.</p>	<p>Use manipulatives to show</p> <p style="text-align: center;">53 +28</p> <p>create another problem of your own to demonstrate your understanding</p>	

Grade 3: Patterns and Relations

Name: _____



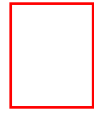
 Learning Outcomes	 Evidence 	Date
1.I can extend or find a missing element in a pattern	<p>Create a pattern with buttons. Partner with another student and give them the challenge to extend your pattern.</p> <p>Leave one element of your pattern out and challenge your partner to fill in the missing element.</p> <p>Now reverse and have your partner challenge you.</p> <p>Each of you should write your reasoning to show how you solved the problems presented. What was the rule for the pattern?</p>	

Learning Outcomes: Showing Respect	Evidence:	Not Yet, but I will try...
1. I wait until someone is finished before I take my turn to speak.		
2. I show respect to the speaker by facing them.		
3. I show that I am listening by making eye contact with the individual who is speaking.		
4. I show that I am listening by nodding and shaking my head.		

Learning Outcomes: Demonstrating Understanding	Evidence:
I Make connections between what you say and what the person directly before you (and before them) has said.	
I ask relevant questions	
I agree to disagree and justify my answer with reference to the text.	

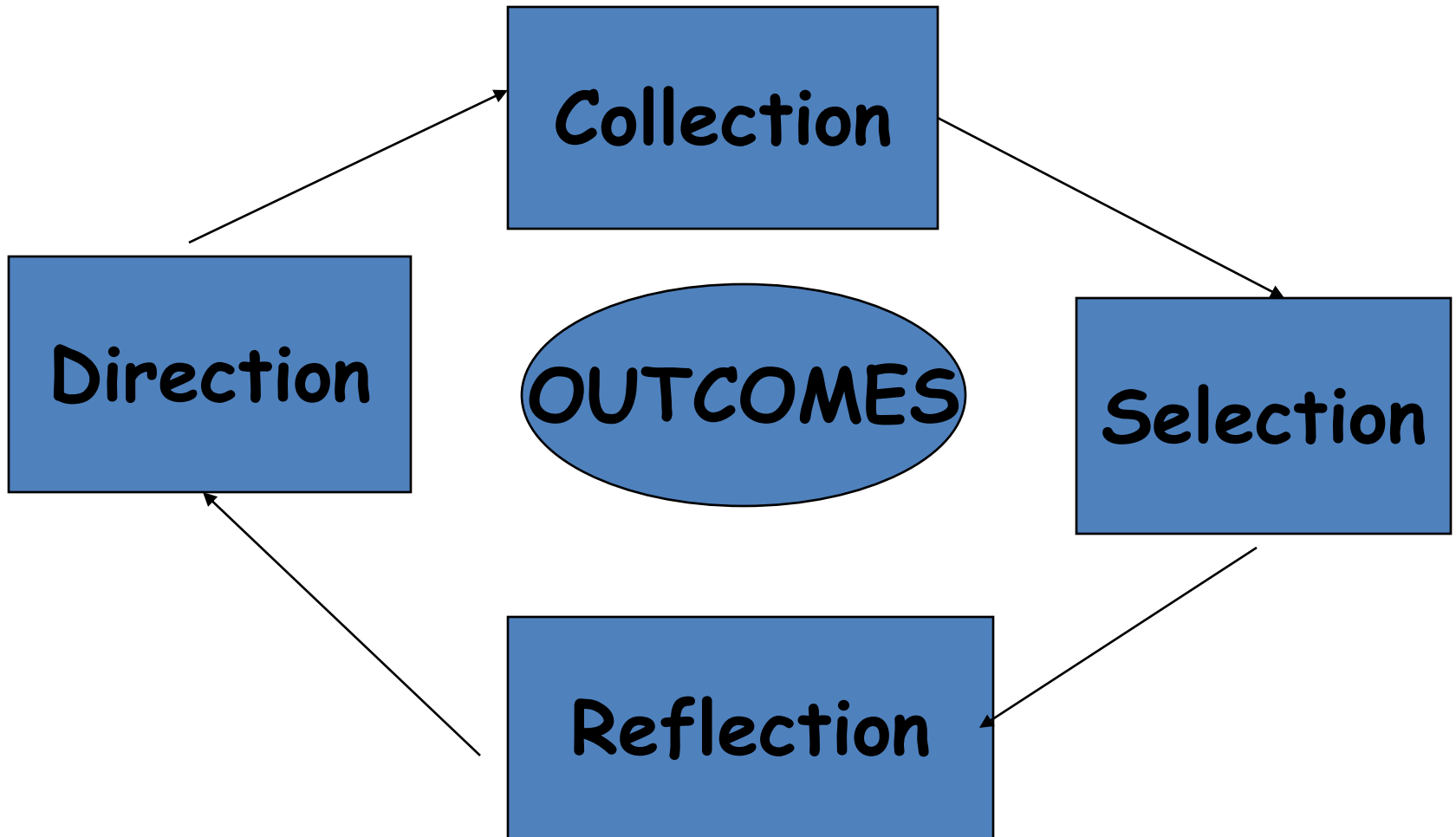
Objective	Evidence
<p data-bbox="34 211 421 339">I can ask questions about the story as I am reading.</p>	
<p data-bbox="34 504 428 675">I can draw from past knowledge to make connections to the story.</p>	
<p data-bbox="34 821 440 992">I can wonder about how this story tells me something more about myself.</p>	
<p data-bbox="34 1132 428 1303">I can identify what the problem was for the main character in the story.</p>	

ASSESSMENT STRATEGIES:



PORTFOLIOS

PORTFOLIOS



PORTFOLIOS

- ✓ I have discovered that I am good at...
- ✓ What I continue to wonder about is...
- ✓ This is evidence of my growth as a learner because...
- ✓ This work was an experiment for me because...

Portfolios

- This work was an experiment for me because...
- I have discovered that I am good at...
- What I continue to wonder about is...
- This is evidence of my growth as a learner because...

PROCESS REFLECTIONS

- What kind of thinking has been required to complete your project?
- What process did you use to accomplish your work?
- How effective did you observe your process to be?
- When you consider doing a project like this another time, what might change to make your thinking process more effective and what would you not want to change?

4TH GRADE STUDENT JOURNAL REFLECTION

Persisting

*“I have used my perseverance.
When I was doing long division.
It was very long and hard but I did it.
I still want to improve for the
future when I ’m in high school.”*

4TH GRADE STUDENT JOURNAL REFLECTION

Communication

“I’m too shy sometimes and then I think all my work is poorly done. But my work is really not that poor like when I write. So I want to improve on my communication skills.”

HIGH SCHOOL JOURNAL ENTRIES

Metacognition

“I sometimes have to talk to myself and tell myself to work harder, or to stop slacking.”

“They give us time to think about everything—all of our actions and work and that is something that really helps. Not many kids get that; it’s so neat.”

DRAKE HIGH SCHOOL, TAMALPIAS UNION HIGH SCHOOL DISTRICT, SAN ANSELMO, CA

JOURNAL ENTRIES

Persistence:

“In the last project when I couldn’t have been more stressed. I wanted to quit and walk away, but no matter how much I wanted to give up because I had no idea what I was doing or how it was going to be done, no matter how much I wanted to throw the Makita because it wasn’t working, no matter how much responsibility I was forced to take on I stuck with it until the end always knowing (hoping) it would turn out great.”

JOURNAL ENTRIES

Listening with Empathy and Understanding

“Listening before prejudging someone’s contribution makes sense. Being patient helps. I was surprised at the great ideas and how much everyone added.”