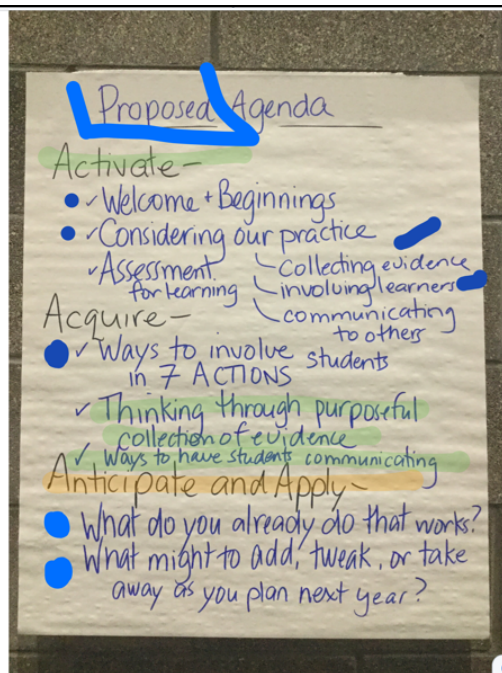


Collecting Evidence, Portfolios and Conferencing in Elementary Classrooms: What is Working?

with Anne Davies and
Sandra Herbst
June 2018

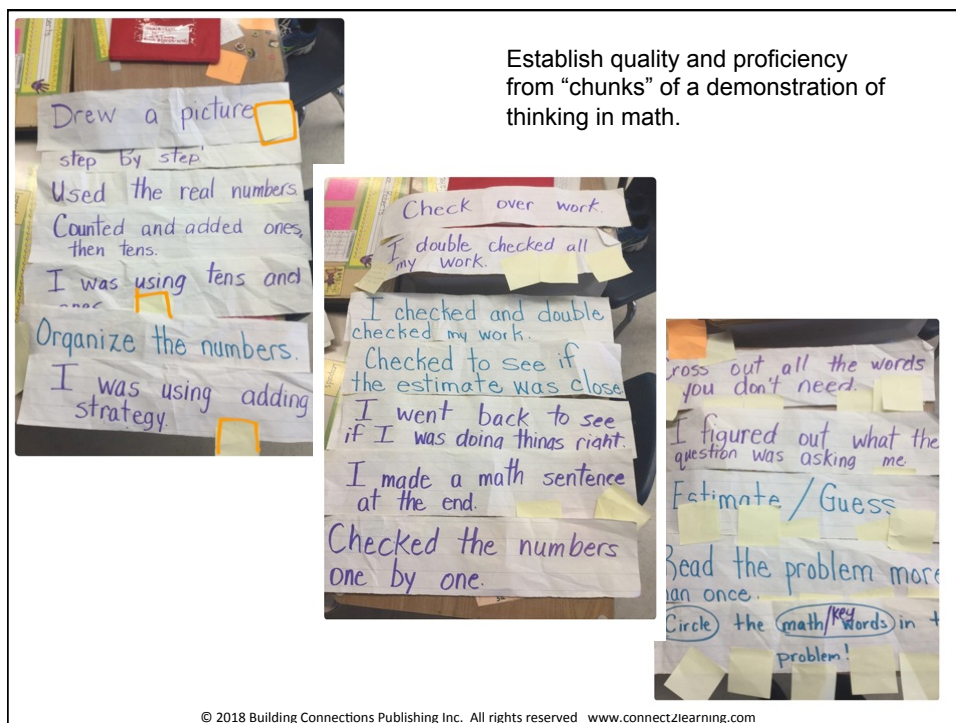
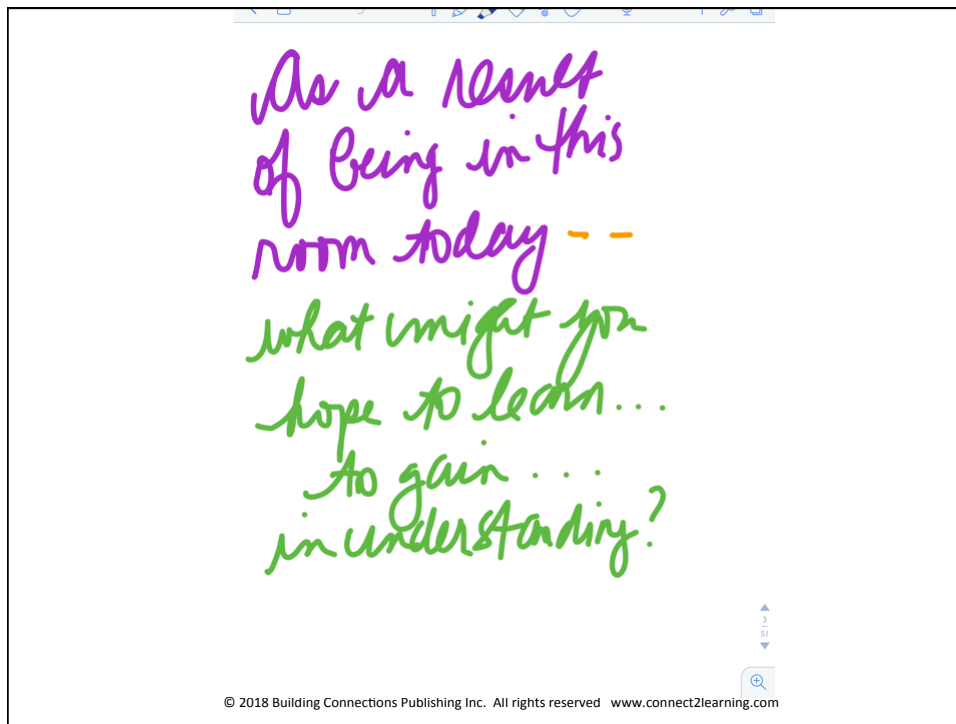


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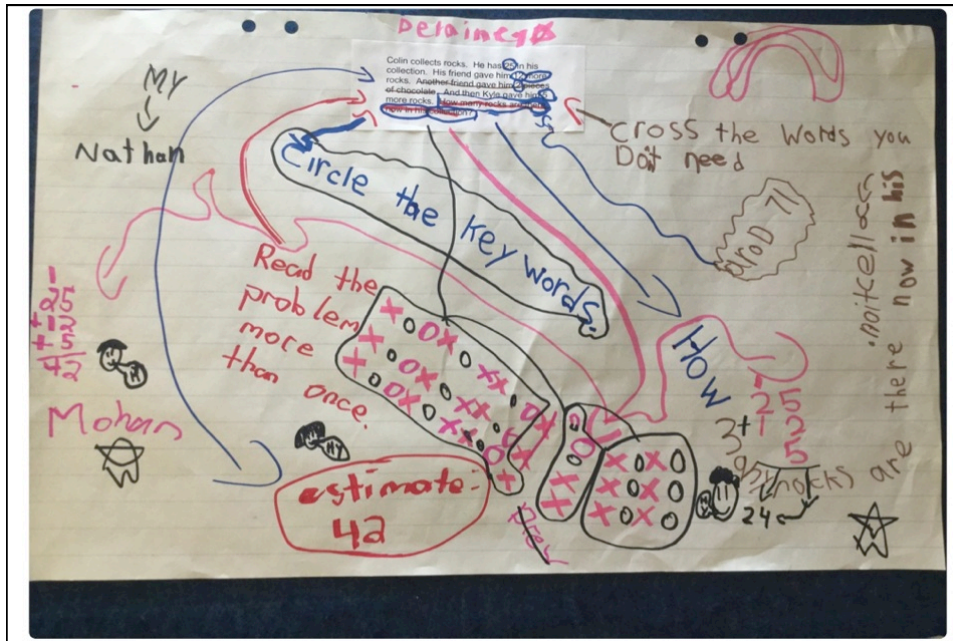


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Gr. 2 students annotating their thinking using the language of the criteria

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What counts, what matters, what's important during math talk?

It feels like...

positive and respectful.

Share ideas.

working together

It looks like...

Allow for 'think time'.
Make 'eye contact' with your partner.
Listen to your partner.

It sounds like...

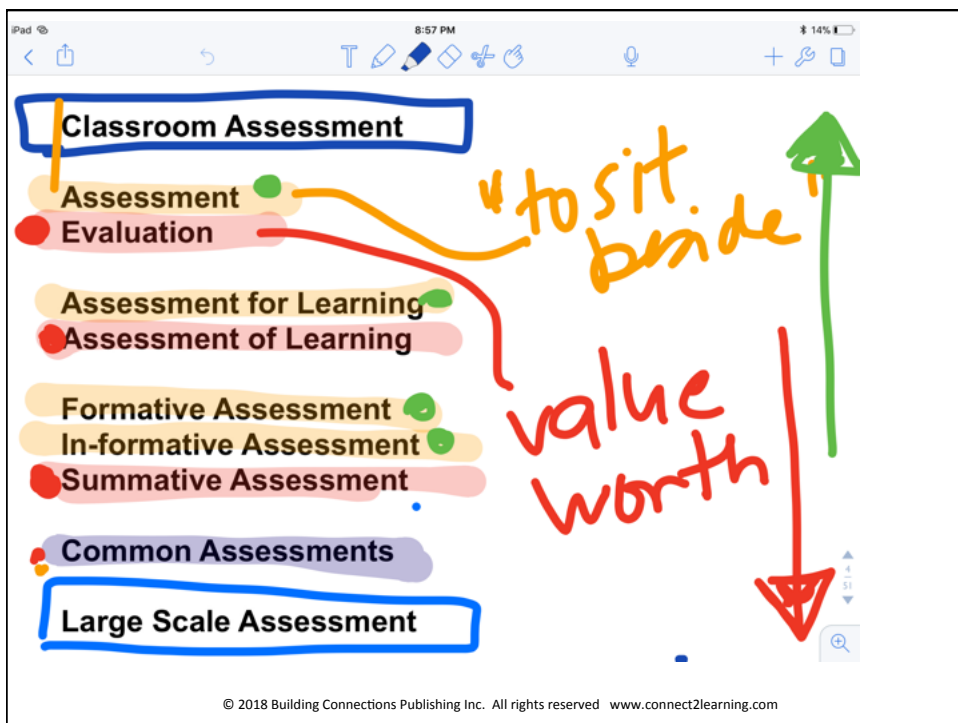
- I (dis)agree with you because...
- Can you explain how...
- I wonder...
- What do you think...
- My strategy was...
- I hear you saying...

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Seven Actions of Assessment for Learning

Students...

- Have a clear learning destination
- Use samples to understand quality and development
- Participate in the co-construction of criteria
- Are involved in feedback cycles to feed the learning forward, including self- and peer assessment
- Collect evidence to prove that they have learned
- Set goals for their next steps
- Communicate their learning to others, both formally and informally



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How can we prove to Mrs. Sprague that our math problems match

- Read aloud and talk it out
- Simplify the problem
- Write answer in a sentence
- Use a confident strategy
- Break it down into steps
- Simplify the question
- Draw and illustrate
- Delete irrelevant information
- know what the questions is asking
- Underline key points
- Read the question twice
- Highlight important information
- Clarify the question
- Clear your mind
- Review the problem
- Use a different perspective
- Read problem multiple times
- Estimate - use mental math
- Be a risk taker - try new strategies
- Take a break
- Pause and review
- Compare estimates and answer
- redo with a different strategy

What counts, what matters, what is important when we solve a math problem completely?

Evidence of quality

Evidence in chunk #1

Evidence in chunk #2

Evidence in chunk #3

Evidence in chunk #4

Students practice giving feedback to me

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There are 8 apartments in a building on Bonner Avenue. Each apartment pays the same amount for the electricity bill. They also pay the same amount for the water bill. The total of the electricity bills is \$720.32. How much does each apartment have to pay for electricity?

estimate - guess
 $8 \times 90 = 720$
 720.32
less than \$190.00
 $8 \overline{) 720.32}$

1. 90.34
2. 90.04
3. 90.04
4. 90.04
5. 90.04
6. 90.04
7. 90.04
8. 90.04

$8 \times 9 = 72$
 $10\#$
 $8 \overline{) 720.32}$

Evidence of quality
 Evidence in chunk #1
 - read the problem
 - identify the question
 - underline the important numbers
 - draw a diagram
 - think about the question in chunks
 - take the question apart

Evidence in chunk #2
 Evidence in chunk #3
 Evidence in chunk #4

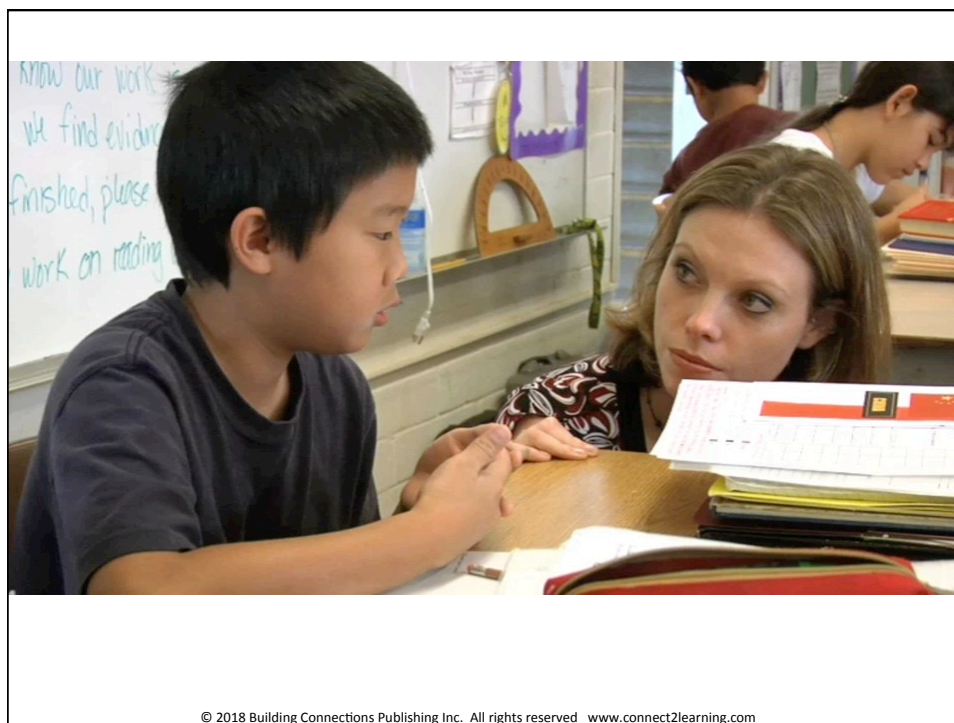
Evidence in chunk #1
 I read the question and underlined the important numbers. I drew a diagram to help me think about the question in chunks. I took the question apart.

Evidence in chunk #2
 I divided the question into two parts. I found the amount for 8 apartments. I found the amount for 1 apartment.

Evidence in chunk #3
 I took some time to think about the question in a different way. I used a different strategy. I found the amount for 1 apartment.

Evidence in chunk #4
 I used a different strategy. I found the amount for 1 apartment. I found the amount for 8 apartments. I found the amount for 1 apartment.

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Writing Workshop

What is the Trend?
What is the Pattern?

| | | |
|---|---|--|
| <p>Student evidence consistently and independently shows that the student...</p> <ul style="list-style-type: none"> writes high-quality entries in his/her writer's notebook (i.e. exceeds/uses criteria) writes correctly, using correct English (grammar) establishes and focuses on the purpose of the writing task; shows a clear awareness of the intended audience; organizes content and ideas in a logical way; is fluent and cohesive; includes appropriate details to clarify ideas writes on a variety of topics reflects on learning and is able to articulate learning of writing task at hand without much support is a self-directed writer (evidence shown in a number of quality writing pieces which have been done both at home and during class time) submits high-quality second drafts that show evidence of thoughtful revision and editing shows an understanding of writing traits and utilizes the rubric is able to give specific and descriptive feedback based on rubric and criteria to peer(s) during group activities <p>COMMON ASSESSMENT SCORES: 4 or ME (Meets with Excellence)</p> | <p>Student...</p> <ul style="list-style-type: none"> writes quality entries in his/her writer's notebook (i.e. meets/uses criteria) writes correctly with few mistakes, using correct English (grammar) focuses on the purpose of the writing task; shows some awareness of the intended audience; organizes content and ideas in a logical way, although transitions may not be fluent; includes some details to clarify ideas writes on a variety of topics reflects on learning and is able to articulate learning of writing task at hand with some support is usually a self-directed writer (evidence shown in a number of writing pieces) submits quality second drafts that show prevalent evidence of revision and editing shows an understanding of writing traits and usually utilizes the rubric is sometimes able to give specific and descriptive feedback based on rubric and criteria to peer(s) during group activities <p>COMMON ASSESSMENT SCORES: 3 or MP (Meets with Proficiency)</p> | <p>Student...</p> <ul style="list-style-type: none"> writes partial entries in his/her writer's notebook (i.e. attempts to use criteria) writes correctly, although many errors exist, using correct English more often (grammar) is confused in purpose or does not respond to the task; does not present content in an organized or logical way; includes few or no details writes on only a few topics reflects on learning, although partial, and is able to articulate learning of writing task at hand with much support is sometimes a self-directed writer (evidence shown in a number of writing pieces) submits second drafts that show only some evidence of revision and editing shows some understanding of writing traits and attempts to utilize the rubric is rarely able to give specific and descriptive feedback based on rubric and criteria to peer(s) during group activities <p>COMMON ASSESSMENT SCORES: 2 or N (Not yet meeting Proficiency)</p> |
|---|---|--|

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Applications that can help students capture their conversations

- ✓ Notability
- ✓ FlipGrid
- ✓ SeeSaw
- ✓ Evernote
- ✓ Educations
- ✓ Explain Everything
- ✓ Show Me

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The screenshot shows a web browser window with the URL <https://todaysmeet.com/DentonEL>. The page has a red header with "Hello!" on the left and "Log in" and "Create an account" on the right. The main content area is titled "DentonEL" and is split into two columns. The left column, labeled "Listen", contains a list of text-based posts from participants, each with a timestamp and author name. The right column, labeled "Talk", features a red header, a "Nickname:" label, a blue input field, and a "Join" button. Below the input field, there is a small disclaimer: "By submitting this form you agree to the [Privacy Policy](#) and [Terms](#)." At the bottom of the page, there is a footer with links to "Blog", "About Today's Meet", "Need Help?", "Privacy Policy", and "Terms of Service", along with the copyright notice "© 2008-2018 Today's Meet LLC".

The image shows a whiteboard with handwritten text. At the top, "P.V.F." is written in blue ink. A horizontal line is drawn below it. Underneath the line, "O.K." is written in blue ink. Below "O.K.", there are three horizontal brush strokes: a pink one, a green one, and a purple one. At the bottom, there is a bulleted list in brown, green, and blue ink:

- preparation for learning
- preparation to be fully engaged
- opportunity to listen + in-form my teaching

At the bottom of the whiteboard, there is a small copyright notice: "© 2018 Building Connections Publishing Inc. All rights reserved www.connect2learning.com".

Collecting Evidence, Portfolios, and Conferencing in Elementary Classrooms:
 What is Working?

Observations
 Writers' Workshop

| Name | Date | Date | Date | Date | Date | Date |
|------|-------|-------|-------|-------|-------|-------|
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |

R=uses resources around the classroom to write S=gets started independently K=keeps him/herself writing
 T=talk about his/her writing C=uses criteria for writing

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The annotated version of the table includes several handwritten elements:

- A red box around the top right of the table with the blue text "evidence that outlasts the" and "of the".
- A yellow sticky note with "22" written on it, placed over the middle of the table.
- Handwritten pink text "quantity of the pattern" written across the bottom half of the table.
- Blue and green arrows pointing from the table to the legend below.
- A red asterisk-like symbol in the bottom left corner.

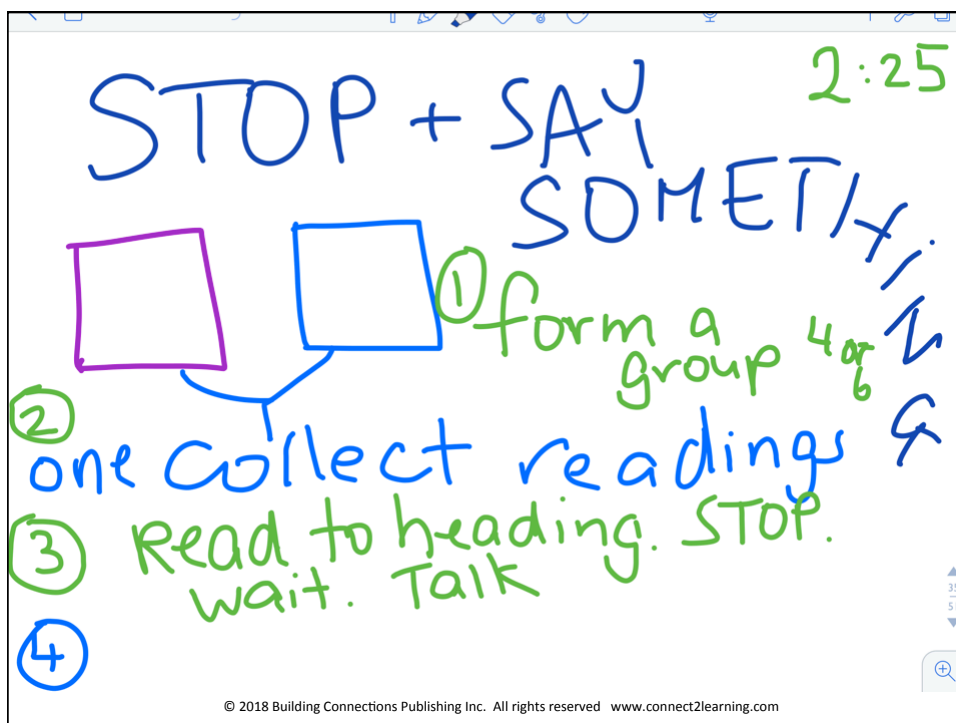
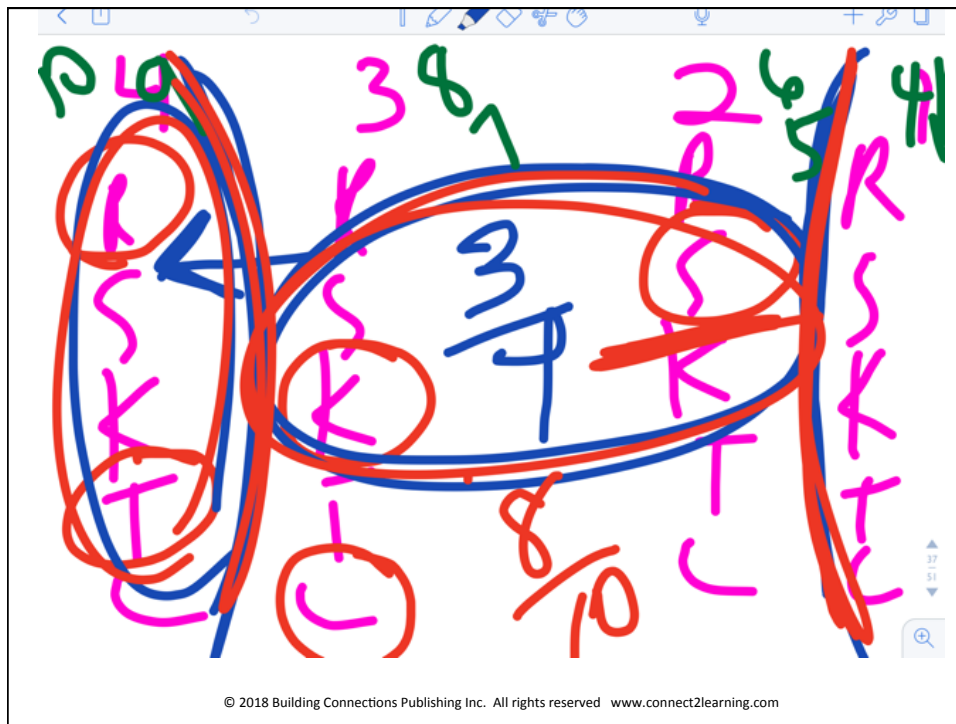
Observations
 Writers' Workshop

| Name | Date | Date | Date | Date | Date | Date |
|------|-------|-------|-------|-------|-------|-------|
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |
| | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC | RSKTC |

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I Like To Read.
BeCause it is Fun!



I used to... write only one idea for my reader.

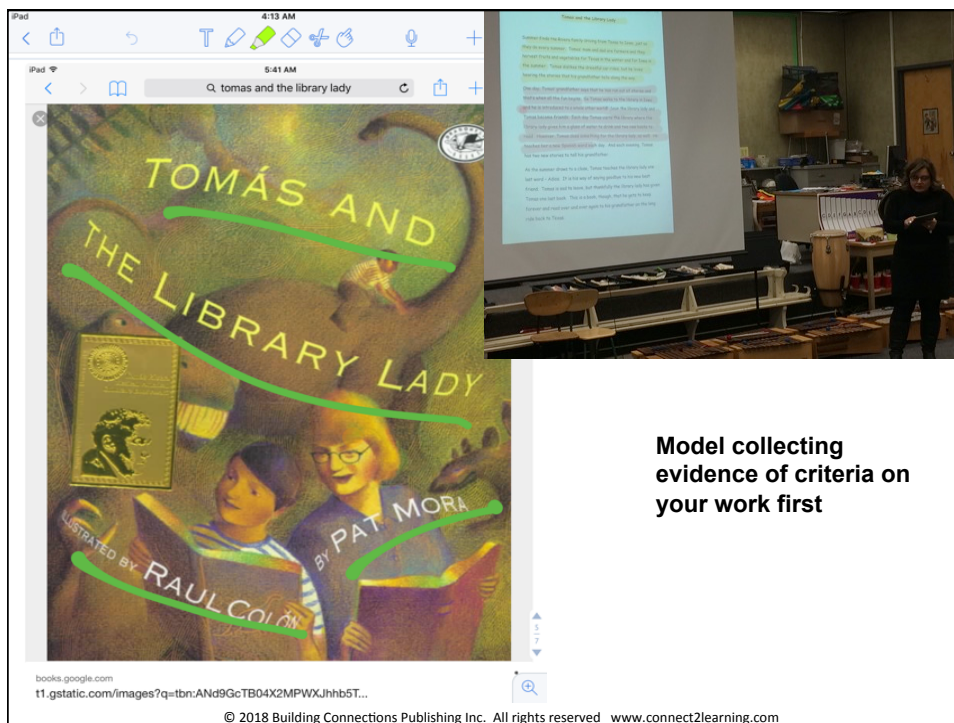
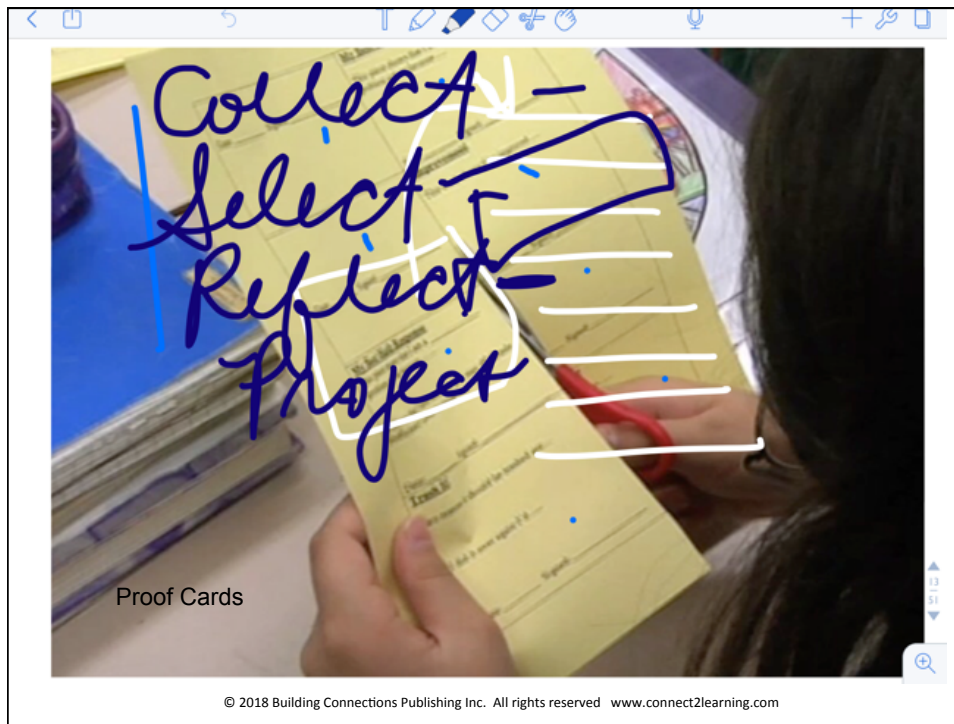
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I like Singing beause
because it gives me
a good EXShsasas for
my ~~matz~~ it helps
~~me~~ me stay calm and
relax. I like to
Sing because I Sing
~~to~~ at home my
Home

Now I... have 3 ideas for my reader! I am making it more interesting by having more details. I use juicier words too. Like exercise, calm and relaxed.

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| | |
|--|---|
| <p>Proof Card</p> <p>Here is proof that I included all of the main ideas in order...</p> | <p>Proof card</p> <p>Here is proof that I....</p> <p>...in my writing...</p> |
| <p>Proof Card</p> <p>Here is proof that I left out specific details...</p> | <p>Proof card</p> <p>Here is proof that I....</p> <p>...in my writing...</p> |
| <p>Proof Card</p> <p>Here is proof that I read my work over and asked, "Does this make sense?"...</p> | <p>Proof card</p> <p>Here is proof that I....</p> <p>...in my writing...</p> |

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Tomas and the Library Lady

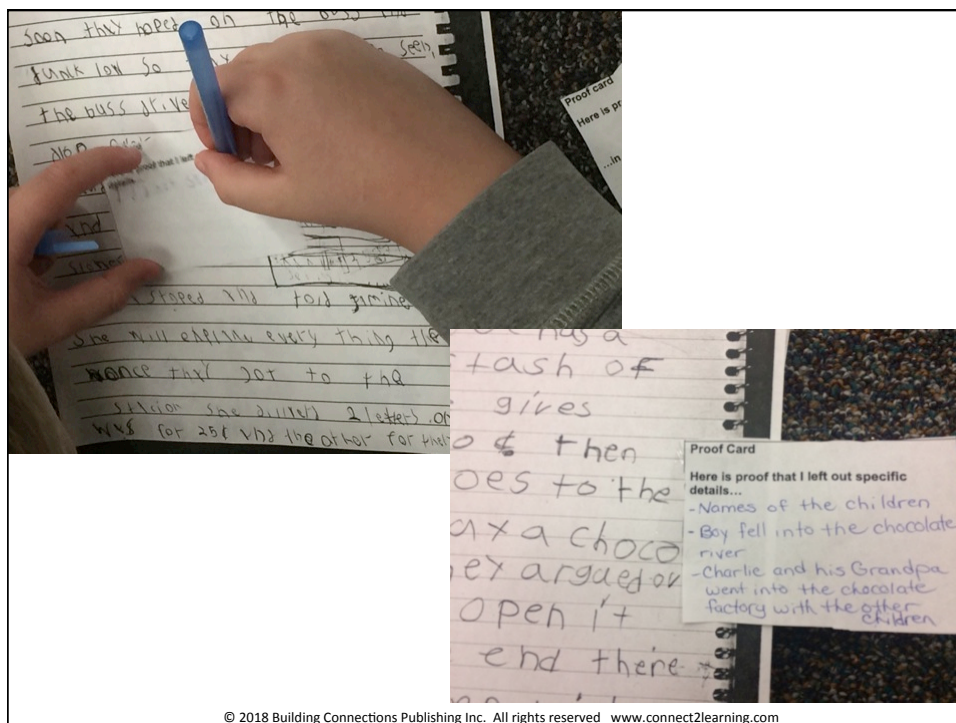
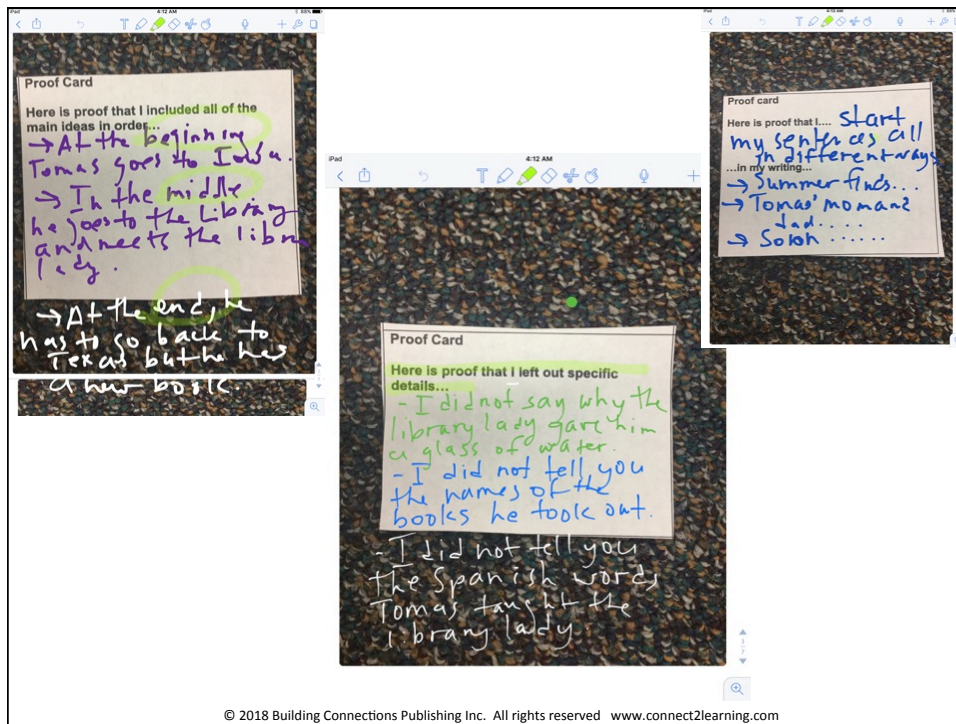
Summer finds the Rivera family moving from Texas to Iowa, just as they do every summer. Tomas' mom and dad are farmers and they harvest fruits and vegetables for Texas in the winter and for Iowa in the summer. Tomas dislikes the dreary car rides, but he loves hearing the stories that his grandfather tells along the way.

One day, Tomas' grandfather says that he has run out of stories and that's when all the fun begins. So Tomas walks to the library in Iowa and he is introduced to a whole other world! Soon the library lady and Tomas become friends. Each day Tomas visits the library where the library lady gives him a glass of water to drink and two new books to read. However, Tomas does something for the library lady, as well. He teaches her a new Spanish word each day. And each evening, Tomas has two new stories to tell his grandfather.

As the summer draws to a close, Tomas teaches the library lady one last word - Adios. It is his way of saying goodbye to his new best friend. Tomas is sad to leave, but thankfully the library lady has given Tomas one last book. This is a book, though, that he gets to keep forever and read over and over again to his grandfather on the long ride back to Texas.

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