Affirm, Refine, Aspire

HS Learning Services Newsletter - November 3, 2020

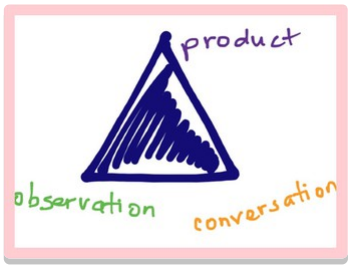
'Tis the REPORT CARD Season'

Even in this most unusual year, the turn of the calendar to November is a signal to most teachers that report card season is upon us. This usually means more last-minute one-on-one meetings with students, more time in front of the computer writing comments and entering marks, and definitely more stress. I want to once again remind all of our staff of our faith theme's Calls to Action for the year: **"Be Grateful, Be Gracious"**. Be gracious with yourself if you feel you don't have all of the evidence you usually have for the first reporting term -- it's okay to not be there yet. Be gracious with your students -- their ability to demonstrate what they have learned so far may be impacted by so many factors outside of their control, that a 'Not Yet' or 'Not Applicable' may be the most compassionate mark you can give them. Trust yourself that the evidence you have been able to collect is an accurate reflection of your students' learning so far, but remember, we are all a work in progress and this report card simply tells a story of where our students are in this very short snapshot of time.

I do hope you take time to attend to your own rest & wellness on November 9 & 10 and know that the hours you dedicate to your classroom and the love you demonstrate for all of your students does not go unrecognized.

Carmen Larsen, Director of Learning

Assessment - Triangulation of Evidence



Evidence of student learning needs to be collected from multiple sources over time to ensure validity and reliability. Gathering information using products, conversations and observations is referred to as the triangulation of evidence, for example:

Products

Tests and quizzes including selected or written responses; projects.

Conversations

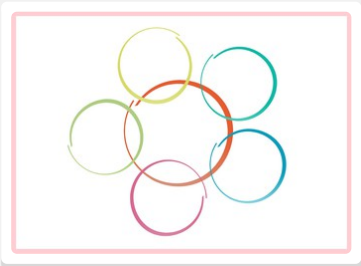
May be verbal (explanations, discussions) or written (journals, exit tickets)

Observations

Performance assessments

Watching students as they work and demonstrate procedures

The verbs in the curriculum (discuss, demonstrate, describe, construct, etc.) can help clarify which sources of evidence are most appropriate for assessing a given outcome.
Professional learning opportunity: Formative and Summative Assessment Practice In & Out of the Classroom with Dr. Richelle Marynowski: https://www.sapdc.ca/program/6162
For assessment resources and information, visit the Alberta Assessment Consortium website (http://aac.ab.ca/). You can now log in using your Holy Spirit username and password.



Literacy

Reading Comprehension

We want students to engage in the behaviours used by proficient readers, and to be able to apply skills and strategies as they read text that is important to them. Direct teaching of strategies is important, but can be embedded within authentic reading experiences to help students negotiate text in a purposeful and meaningful way.

Comprehension strategies are not ends in themselves; they are means of helping your students understand what they are reading.
~ National Reading Panel

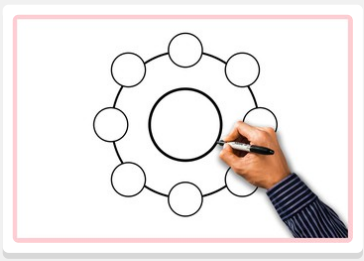
For a large selection of comprehension strategies, visit Comprehension Strategies - Cultures of Thinking.

Creating Cultures of Thinking

Interactive Cultures of Thinking Understanding Map suggests possible Thinking Routines that a teacher might use with students to promote a particular understanding.

Six Key Principles of the Cultures of Thinking Project

Featured Thinking Routines
Give One, Get One - The Give One, Get One routine asks learners to respond and record their initial thoughts to a topic, prompt or question. Then, as they share their thinking with others, they build a broader understanding.
Peel the Fruit - The Peel the Fruit routine has students share their thinking at each step along the way of their learning. Students document their thinking as they peel back the layers to deeper understanding.



Numeracy

Problem solving and Engagement
How can teachers leverage the power of learning moments in math class? Consider these four strategies for helping students start problems and stick with them from Kyle Pearce and Jon Orr.

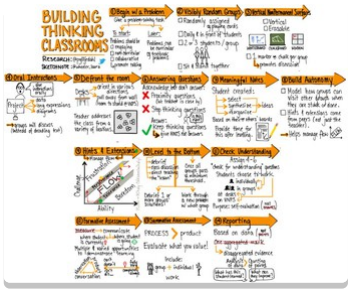
Strategy #1:
Avoid rushing to the algorithm

Strategy #2:
Give your students an all access path

Strategy #3:
Use the Concreteness Fading Model

Strategy #4:
Make problem solving a regular part of learning.
To learn more about supporting students in problem solving: here

Building Thinking Classrooms



Learn about Building Thinking Classrooms with Dr. Peter Liljedahl in this podcast, or read more here.

Dr. Liljedahl has assembled this collection of resources for teachers.
To register for professional learning with Dr. Liljedahl, click here.

The Math Virtual Summit - November 7 & 8, 2020 (click here)

Holy Spirit Catholic School Division

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