

## Final Transcript – Ottawa Clip J5

### CRITERIA: BRIDGING THE TRANSITION FROM ASSESSMENT TO EVALUATION

Narrator: In the early stages of learning, students are invited to co-construct criteria with the teacher. Teachers and students together note, refine, and revisit the criteria as the students are involved in a variety of learning experiences related to their learning goals.

Matt: ...So today, guys, we are going to continue on with our focus on our big question - "What are the good and bad impacts (the things that happen) on our environment (and we decided that the environment was our city or nature) when we're mining and using the rocks or minerals?" Now that's our large question. We're in that stage right now, of gathering information and sorting information.

~~And what we had come up with was, well can anyone speak to that?~~ What have we learned, about gathering information? What do we need to do when we gather information?

Matt: Haley?

Haley: You need to brainstorm.

Matt: You can brainstorm your ideas. Ok, so you can use some of those ideas from your brainstorm.

Narrator: In the earlier stages of the learning, the focus is on becoming aware of what the criteria are, and developing an understanding of each criterion -- what it looks like -- not on grading the learning.

Matt: And this is where we're also at right now, in the midst of sorting that information out. What criteria have we developed when we're sorting information?

Ryan: Like, you need to look for key words and parallels.

Child: If you're using a graph or a chart, you might want to choose a graph or a chart that might fit in that type of work.

Matt: Okay, and can anyone expand on that? Why might I want to choose a specific chart or organizer? Eric?

Eric: 'Cause it needs to be, like, on the one you want, 'cause it needs to be specific... to your idea. It has to match up with your idea.

Matt: All right, folks. So, when we're gathering our information, we're placing our ideas into categories, and using some of those organizers, and as Eric was saying, an organizer that sorta fits what I'm doing. Makes sense.

Narrator: As students deepen their understanding of each of the criteria, they naturally begin to explore the idea of 'quality' – what does more effective vs. less effective demonstration of a criterion look like?

Matt: So, I was thinking: What might, for instance, a Level 3 look like?

Narrator: Teachers and students together can build and record student's understanding of the levels of performance through questioning and conversation.

Jake: You could have almost all the information, but just some important detail is missing.

Matt: Okay, so most information... can you repeat that last part?

Jake: But some information is left out, that's detailed and it would be good to use.

Matt: Okay, so some things are left out. So we haven't included everything, but we have some good ideas.

Emma: It might not have stuff that is added on that wasn't what we were supposed to put in it.

Matt: So it might not have extra things?

Narrator: This process of exploring what performance at varying levels looks like is most effective when it happens over time, during the learning process, with the teacher helping students to revisit their thinking after each successive learning experience.

Matt: I'm wondering then, if that's at a Level 3, if we're missing out on some things, if we're missing some detail, what might then a Level 4 look like?

Child: A Level 4 is better than 3, 'cause 3 is missing out on some stuff, and Level 4 is like, really better, better than Level 3, because you have all your detail, all the things you need.

Child: Yeah, like level 4, like, you have all the information, you understand all of it.

Child: So it's just a Level higher than Level 3, but it gives a lot more detail to the information. And the key words are right and they're bold.

Child: It's organized and it's, um, like not all over the place.

Narrator: When teachers and students have ongoing conversations about what quality demonstration of the success criteria looks like, students understand what they are striving to learn. In fact, taking explicit action to deepen students' understanding of the success criteria is actually a form of instruction. As the end of a cycle of learning approaches, students who have developed this understanding feel greater confidence about the experience of evaluation.