

Final Transcript – Ottawa Clip P4

DESIGNING TASKS TO PROVIDE MULTIPLE OPPORTUNITIES TO DEMONSTRATE LEARNING

Narrator: Having designed a comprehensive cumulative task, teachers next plan focussed learning tasks and contexts – in the form of learning centres – which will provide multiple opportunities for students to demonstrate their learning; give and receive feedback; and set goals; and for teachers to gather evidence of learning through observing and listening to students, and from the products they create.

Lisa: I was thinking maybe we could use some of the ideas in the Guide to Effective Instruction in Mathematics. They provide a list of materials and activities you could use for math centres.

Stephanie: So how are we going to give them multiple opportunities to show us what they've learned and what they know?

Lisa: Well, I know with the math centres, they can create 3D shapes, they can create 2D shapes, and they can create structures using the different shapes. I also know that at the building block centre, they use different 2D shapes and 3D figures to create their structures. So those are some products that they can create.

Stephanie: Mm-hmm. Excellent. We can also add, they could have toothpicks and marshmallows and create geometric figures like that as well. We have the idea of the comparing the shapes, a 2D shape and a 3D shape, or even comparing and sorting two different 3D figures, that way.

Lisa: All those centres provide opportunities for conversation. The students are being prompted regularly to converse with each other about the different shapes they're using and creating, and why they're using those shapes. Also, though, when I visit them at their centres, I'm generating conversation by asking them questions, and asking them to share their knowledge about the specific shapes with me. And there's always opportunity to observe their learning, just by walking around and seeing them engaged in the activities.

Stephanie: If we created a worksheet for them that had a 2D shape and a 3D figure on it – for example a circle and a cylinder – we could then ask them what are the similarities and what are the differences. And they could write down all of their ideas. And we might get some evidence of learning that we have not gotten yet in conversation and observation.

Narrator: As teachers design the tasks, they continue to check that the tasks are precisely aligned with the learning goals and the criteria.

Stephanie: So this product will also give them an opportunity to use the other success criteria, to show us that they can name 2D shapes and 3D figures, that they can see 2D shapes in 3D figures, that they can identify them, that they can use geometric vocabulary – faces, edges, vertices - and that they can count them and that they understand that that shape is what it is because of its properties.

Lisa: And if we think back to what we were planning to do for our final task, a great opportunity for them to think about how these shapes could be used in structures and other objects.

Narrator: The tasks students perform during the learning cycle produce assessment information which teachers and students use to improve learning. This same information may be useful when teachers are evaluating student learning. For example, it may confirm the teacher's judgement, improving the reliability of the evaluation. In another situation, where the final performance is weaker than the earlier ones, it may signal a need to investigate further, to gather further evidence of learning, or to provide the student additional opportunities to show what he or she knows and can do.

Lisa: And... if they decide that they want to show me, and during that display they also show me that they could use a little bit more time learning, then that's okay. They go back, they continue to participate in some of the learning centre activities and they just let me know again when they're ready to show me.

Narrator: If a student can reasonably be afforded more time to demonstrate their learning more fully, the evidence may be repurposed to be 'assessment for learning', and the student will have another opportunity to demonstrate.