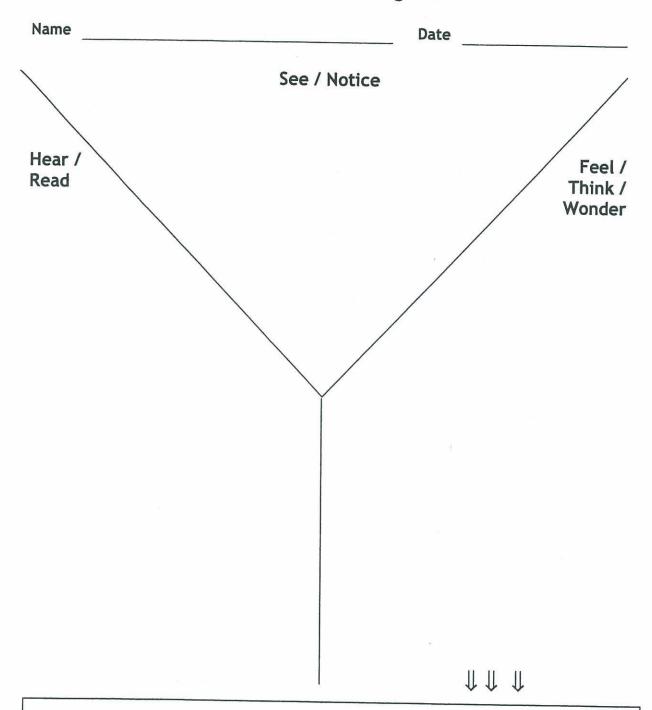
## Blackline Masters

		* *	

# $\textbf{Reflection} \Rightarrow \textbf{Metacognition}$



- What do you notice about your thinking?
- What did you remember to do? How did that help you?
- What do you plan to do next?

#### Constructing Student-Generated Criteria for Quality Work

The process of constructing student-generated criteria for quality work is a four-to

six-week learning-teaching sequence. Develop only three to five criteria to reflect the targeted learning outcomes or essential learnings. Keep in mind that "less is more." ☐ Clarify the purpose of a task and target the appropriate learning outcome(s). ☐ Share "exemplary" models of quality work. ☐ Guide students to identify and respond to "What's powerful?" from a model or exemplar. ☐ Invite students to share "What's powerful?" from their own work. Discuss "What is quality work?" Record responses on a class experience chart. A quality \_\_\_\_\_\_ looks/sounds like: ☐ Continue to chart responses over several days/weeks to "see" the differences and gain a grounded sense of the qualities, characteristics, and development of the criteria. ☐ Use charted responses to Sort and Predict the BIG ideas (significant aspects of the task, essential questions, skills or behaviours being assessed). Repeat this process throughout the theme or unit over four to six weeks to enhance and deepen reflective thinking and raise expectations for quality work. ☐ Post a checklist or T-chart such as the following: Criteria for Quality Work Met (M) Not Yet Met (NY) ☐ Have students use the checklist or T-chart for self-assessment and peer

assessment. Use the same criteria for monitoring observations and summative

☐ Revise criteria constantly as learning becomes more sophisticated, always raising

assessments.

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Adapted, by permission, from Kathleen Gregory, Caren Cameron, and Anne Davies, Setting and Using Criteria: For Use in Middle and Secondary School Classrooms (Merville, BC: Connections Publishing, 1997), 7-14.

#### My Learning Goal Log

At the last student-parent-teach	ner conference we agreed upon the following goal(s)
for (student name):	
	Goal(s)
1.	
2.	
3.	

In order for the goal-setting process to be successful, continuous reinforcement is necessary. Please help us make the home-school connection by listing the activities done with/by your child that reinforce the goal(s). Please date and sign the entries.

School Log of Goal Activities	Home Log of Goal Activities
±	

Assessment Plan: Year-at-a-Glance

slo	erformance / Product	Other										
		Running Record / Miscue Analysis				-						
		Anticipation Guide					-1					
Methods and Tools		Portfolio										
Met		Conference										
		Focused Observation										
		Daily Observation				5						
		Month	September	October	November	December	January	February	March	April	May	June

### **Focused Observation Form**

Learning Experience / Targeted Learning Outcomes	Criteria	Met (M)	Not Yet Met (NY)
	•		
	0		
	•		
	•		

Observation Date(s)/ Assessments				
Student Names				
_				
		1	Visionie -	
	9			