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Empowering young learners through the assessed curriculum

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The 3 main goals for this session are to discuss and become more knowledgeable about...

- Assessment practices that allow students to facilitate their learning
- Opportunities to provide student feedback
- Techniques for engaging 21st century learners in the assessment process



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5

*Tell me and I forget.
Teach me and I remember.
INVOLVE me and I LEARN.*



~ Benjamin Franklin



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6



How do you feel about ASSESSMENT?

Four Corners. (n.d.). Retrieved July 9, 2017, from
<http://www.theteachertoolkit.com/index.php/tool/four-corners>



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7

The purpose of assessment is to...

- Contribute to the successful implementation of the IB program
- Provide information about student learning
- Promote student learning

Assessed Curriculum. (n.d.) Retrieved July 09, 2017, from <http://www.ibo.org/programmes/primary-years-programme/curriculum/assessed-curriculum/>



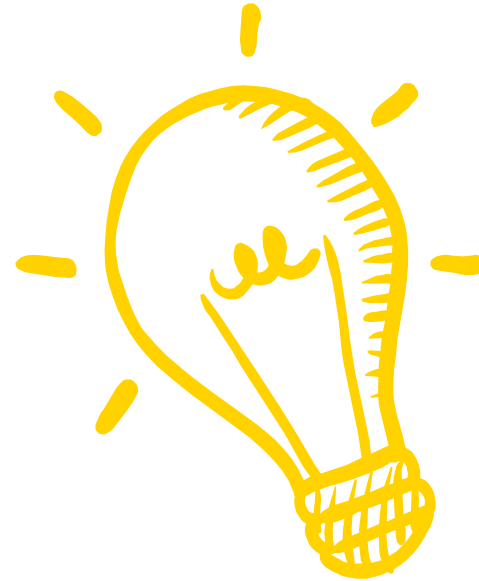
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What are some ways we can promote student learning throughout the assessment process?

- KWHLAQ Charts
- Inquiry Boards
- Student Reflections
- Responsibility/Ownership
- Rubrics/Organizers





What does assessment look like according to the PYP?



- Includes both student and teacher self assessment and reflection
- Assesses the process as well as the product
- Provides FEEDBACK on the learning process

(2009). Making the PYP happen: a curriculum framework for international primary education. Cardiff, Wales: International Baccalaureate organization.



How can we provide opportunities for feedback?

- Teacher Questions
- Homework
- Comments
- Student Participation
- End of Unit Reflections

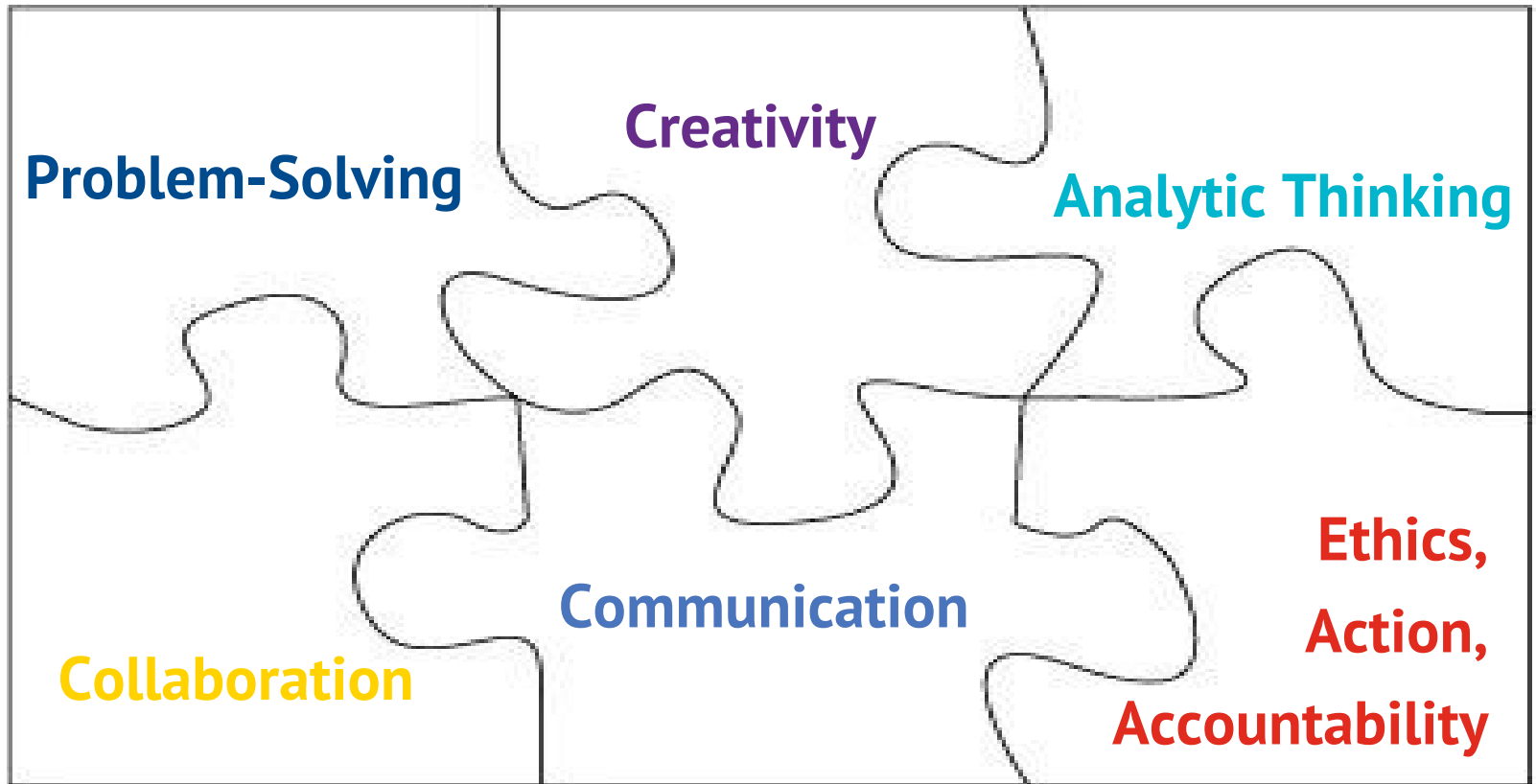




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12

Skills of a 21st Century Learner



"The Critical 21st Century Skills Every Student Needs and Why." Global Digital Citizen Foundation. N.p., 18 May 2017. Web. 08 July 2017.

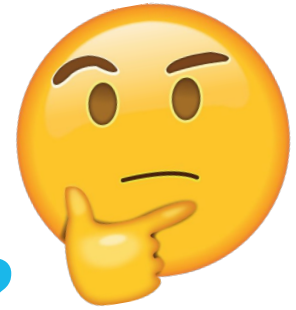


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13



What does this mean for assessment?

- 21st century skills are more than how to use technology
- Formatives and Summatives should be geared towards the practice and acquisition of these skills
- Assessments should be based on real world situations as much as possible

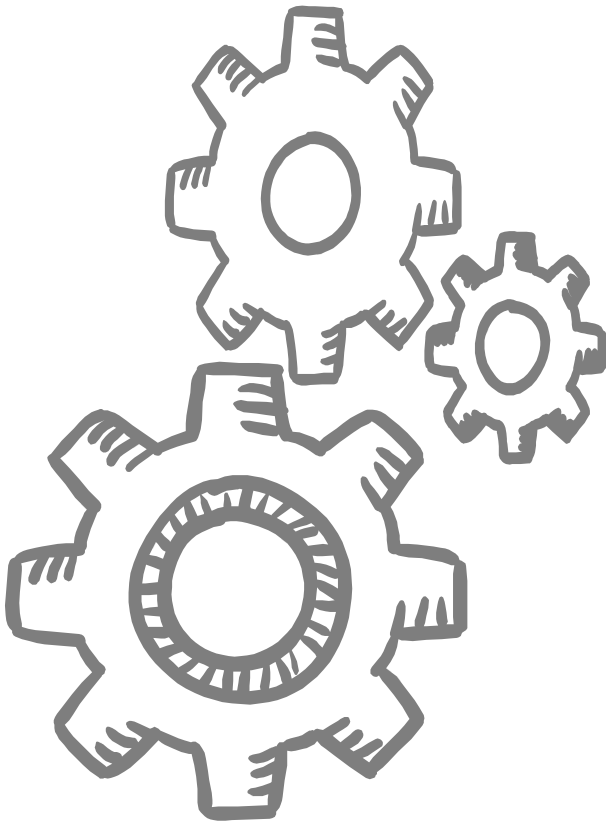


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What can 21st Century assessments look like?



- GRASPS
- 2 Stars and a Wish
- Visible Thinking routines
- *Technology is incorporated only when it is appropriate and useful*



Resources

1. Four Corners. (n.d.). Retrieved July 9, 2017, from <http://www.theteachertoolkit.com/index.php/tool/four-corners>
2. Assessed Curriculum. (n.d.). Retrieved July 09, 2017, from <http://www.ibo.org/programmes/primary-years-programme/curriculum/assessed-curriculum/>
3. (2009). Making the PYP happen: a curriculum framework for international primary education. Cardiff, Wales: International Baccalaureate organization.
4. "The Critical 21st Century Skills Every Student Needs and Why." Global Digital Citizen Foundation. N.p., 18 May 2017. Web. 08 July 2017.
5. Performance Assessment: GRASPS [PDF]. (2011, March). Champaign: University of Illinois. Adapted from "Understanding by Design Professional Development Workbook by Grant Wiggins and Jay McTighe, 2004.
6. Evans, B. (2009). Two Stars and a Wish [PDF].
7. Visible Thinking. (n.d.). Retrieved July 09, 2017, from <http://www.visiblethinkingpz.org/>





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16

Thanks!

Any Questions?

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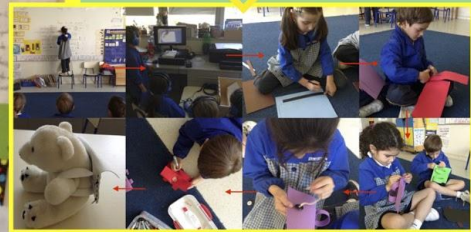
Inquiring into the process of how pretzels are made



Responding to the Line of Inquiry: How Can We Be Responsible Consumers?



Inquiring into the process of how backpacks are made



Demonstrating understanding of the essential elements of the unit through the summative assessment



Student-Initiated Action



Applying concept of Need vs. Want



Exploring concepts of Producers & Consumers



Sharing ideas, choosing topics, inquiring at home and sharing what was learned





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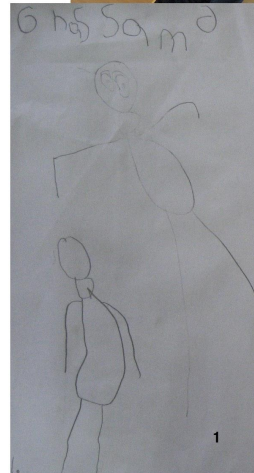
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How we communicated during the bridge activity

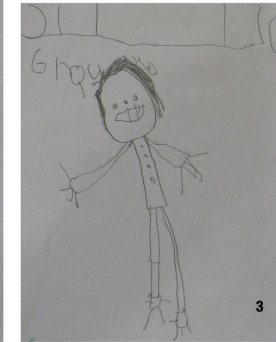
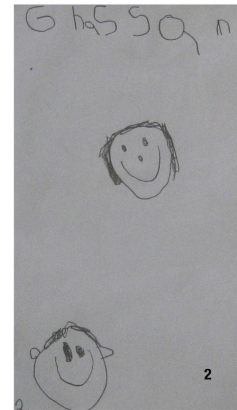
- ✓ Some people raised their hands (Emme)
- ✓ Some groups listened to ideas (Robert)
- Some people were taking materials away from others (Charlotte) (MP)
- ✓ Some groups shared (Max) (MP) (Kohi)
- Lots of people shouting/yelling (ICB)
- Some people fighting with each other (Henry)
- Some groups did not share ideas (Kyla)
- Some people were bragging (Max)
- People were arguing (Jordan)
- People were complaining (Henry)
- Some were screaming not very nice things (MP) (Emme)
- ✓ Some were helping (Kylie)
- Some were telling others what to do (Jordan)
- Some people were not listening
- Some people were tattling (Robert)



Through the following portrait study students understanding of how people use their bodies to express life and art was assessed. The first part of the study investigated what we look like or the different parts that make up our bodies. Students were asked to draw 3 self-portraits: 1) before the unit began without looking at anything 2) during the unit with a mirror 3) at the end of the unit without looking at anything. Finally, while looking at the 3 portraits, students were asked to reflect.

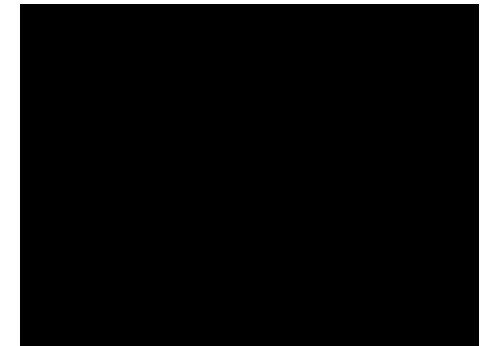
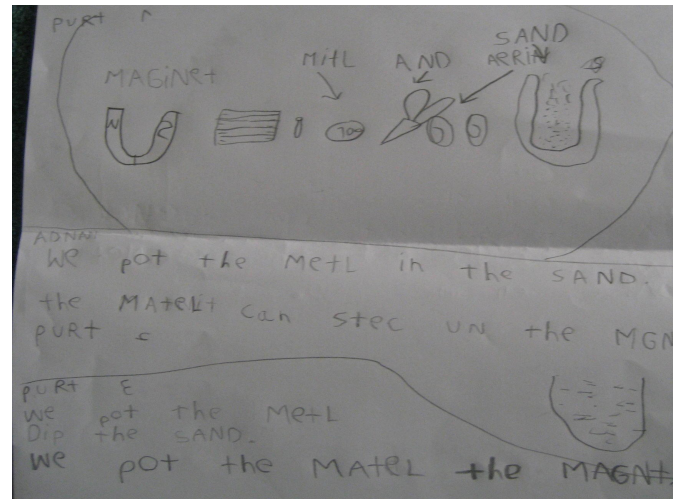


It's me, I drawd me. It's better (3) than this one (1). I didn't put hair, the feet are long, the tummy is not right (1). The face is not even good (1)! This one (3) I



put buttons for the clothes, I put hands with the fingers and the feet have 5 toes. I put teeth, everybody has teeth!

~Ghassan, age 5



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20

Name:	Exceptional=4	Commendable=3	Satisfactory=2	Needs Improvement=1
Knowledge/Content <i>Sounds communicate messages in different ways.</i>	Student showed an exceptional understanding of the central idea by making an original and creative work that used sound to communicate a specific message.	Student showed a commendable understanding of the central idea by making an original work that used sound to communicate a specific message.	Student showed a satisfactory understanding of the central idea by duplicating someone else's work in order to communicate a message.	Student needs improvement explaining the central idea. Their work did not clearly communicate a message.
Key Concepts <i>Perspective: What makes sound possible?</i> <i>What is the purpose of sound?</i> <i>Reflection: How can I appreciate sound?</i> <i>Connection: How can I use sound to express myself?</i>	Student was able to use sound to express their message in a way that clearly demonstrated their understanding of all three key concepts.	Student was able to use sound to express their message in a way that demonstrated their understanding of at least 2 key concepts.	Student tried to use sound to express their message in a way that demonstrated their understanding of at least 1 key concept.	Student was unable to use sound to express their message in a way that demonstrated their understanding of any of the key concepts.
Skills <i>Communication Skills</i> <i>Thinking Skills</i>	Student was able to clearly communicate their message to the audience. The majority of the class was able to identify the message based on the presentation.	Student was able to communicate their message to the audience. Most of the class was able to identify the message based on the presentation.	Student tried to communicate their message to the audience. Some of the class were able to identify the message based on the presentation.	Student was unable to communicate their message to the audience. Only a few members of the class were able to identify any message based on the presentation.
Attributes & Attitudes <i>Open-minded</i> <i>Communicator</i> <i>Appreciation</i> <i>Tolerance</i>	Student was a communicator by expressing their ideas and message through sound. They exhibited one other attribute/attitude such as: open-minded, appreciation, tolerance	Student was a communicator by expressing their ideas and message through sound.	Student exhibited attitudes/attributes other than being a communicator throughout the summative.	Student did not exhibit any of the attitudes/attributes in throughout the summative.
Additional Comments:				



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21

How We Express Ourselves Assessment

Central Idea: Sounds communicate messages in different ways.

Goal: To make an original creation that uses sound to communicate a message.

Role: You are performers putting together a show about sound.

Audience: Gurukul Class and Families

Situation: You will need to choose materials (could be instruments or anything that produces sound) to create sounds that communicate a particular message. You can work individually, in partners or in small groups no larger than 4 students. Your creation will be recorded using a device or smart phone and it will be presented to the rest of the class on the promethean board as well as posted on the blog for families to see.

Product: Your original creation must include sounds appropriate for your message. You must specify what message you are trying to communicate, but you cannot reveal your message to anyone else.

Standards:

- Rubric created with student input
- Students will evaluate the creations of other groups by listening to them and writing down what message they felt the creation communicated



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What does “Exceptional” mean for this presentation?

To get an “E” I must...

- ☐ Treat materials respectfully
- ☐ Find a quiet spot to work that does not bother other groups
- ☐ If you are in a group, treat each other and their opinions with respect
- ☐ Keep track of your materials
- ☐ Fill out the organizer to plan your creation
- ☐ Do NOT tell anyone outside your group what your message is
- ☐ Stay on task and work hard
- ☐ Must be original! Do not copy famous music or work
- ☐ Pick a smart group for you, not just your best friends



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How We Express Ourselves Organizer
Central Idea: Sounds communicate messages in different ways.

Name:

Circle one: Group Project Individual Project

If in a group, write the names of the students in your group:
Malykate, Ella, Kyla, Kylie

What materials do you need for your creation?
ella MK Sing Kylie Hermonaka Kyla Xilaphone Lolly pop drum

What message is your creation trying to communicate?
We like happy Candy



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What message do you think is being communicated?

Kylie, Mary Kate, Ella, Kayla:

Isaac L.B., Kohl, Jordan, Claire:

Happy fun

Charlotte, Max, Mary Prather:

Max, Mary Prather: ? Music is everywhere

Izzy, David, Felix:

funny/silly

Emme & Avery:

Happy

Logan & Luke:

Logan & Luke:
The Artist / ? ?

Reid & Joseph:

Morse code Happy

Alex & Robert:

~~Fun~~ To be Silly

Hazel:

???

Camila:

~~Happy~~ Happy

Karson:

son: Love/She loves everything

Henry:

~~Q1~~ Morse code

Peace Begins with ME!

Formative #1

1. What does it mean to be **FAIR**?

like say if you
were playing and 2 good people and two
bad people 1 good person on yer team
and one more ah the other thing
every one gets what they need

2. What does it mean to be **EQUAL**?

if gott to
pesis of F could give one to you
"we get the same thing"

3. Can **FAIR** and **EQUAL** mean the same thing? Why or why not?

no because ther aifrint it wade be
fair and fair no its Equal and
fair.

Yes, because sometimes fair is equal
but equal is not always fair



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26

Pre Assessment

Name:

Date: 4-26-17

What is the difference between an artifact and a fossil?

?

What can artifacts and fossils tell us?

?

What will future archaeologists learn from our time?

?

Post Assessment

Name:

Date: 5-24-17

What is the difference between an artifact and a fossil?

an artifact is a obj from history

an fossil is a print of a animal or a plant

What can artifacts and fossils tell us?

about the past.

Wow! Look how much you have learned! 😊

What will future archaeologists learn from our time?

work, eg keson, Bleses,

family and hobbies/hinterests



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Product:

A) You will create a model of your city and draw a map with a legend and a compass rose to describe what is in your city. You will write 3 questions that another student will answer by using your map to navigate.

B) You will create a brochure about your city that includes a map and gives details that try to persuade Chavura students to come to your city. You will write 3 questions that another student will answer by using your map to navigate.

Map Challenge Questions

1. the Fair is nex to the ^{ma} brig ✓
2. what is the bech' nex to? ^{shod} ✓
3. what is the mall nex to? ^{maray} ✓





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Activity Reflection

- What activity did you give...

3: Making Instrument
2: Language Songs
1: Morse Code

- What was your favorite activity? Why?

I like making stuff

- What was your least favorite activity? Why?

Sounds walk, you had to
rit.

- How could we make your least favorite activity better?

no not riting.

Unit Reflection

- How could we make the unit better?

We could
have a reporters note book

- What do you wish we had taught about sound?

ow drum
communicate
masegs-

- What do you wish we had spent more time learning about?

morse code



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Performance Assessment: GRASPS

When constructing performance assessment tasks, it helps to use the acronym GRASPS:

- G** Real-world Goal
- R** Real-world Role
- A** Real-world Audience
- S** Real-world Situation
- P** Real-world Products or Performances
- S** Standards

GOAL

Provide a statement of the task.
Establish the goal, problem, challenge, or obstacle in the task.

ROLE

Define the role of the students in the task.
State the job of the students for the task.

AUDIENCE

Identify the target audience within the context of the scenario.
Example audiences might include a client or committee.

SITUATION

Set the context of the scenario.
Explain the situation.

PRODUCT

Clarify what the students will create and why they will create it.

STANDARDS and CRITERIA (INDICATORS)

Provide students with a clear picture of success.
Identify specific standards for success.
Issue rubrics to the students or develop them with the students.

Adapted From Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.

March 2011



Constructing a Performance Task Scenario Using GRASPS

Consider the following set of stem statements as you construct a scenario for a performance task. Refer to the tables above to help you brainstorm possible scenarios. Note: These are idea starters. Resist the urge to fill in all of the blanks!

Goal:

- Your task is _____
- Your goal is to _____
- The problem or challenge is _____
- The obstacle to overcome is _____

Role:

- You are _____
- You have been asked to _____
- Your job is _____

Audience:

- Your clients are _____
- The target audience is _____
- You need to convince _____

Situation:

- The context you find yourself in is _____
- The challenge involves dealing with _____

Product, Performance, and Purpose:

- You will create a _____ in order to _____
- You need to develop _____ so that _____

Standards and Criteria for Success:

- Your performance needs to _____
- Your work will be judged by _____
- Your product must meet the following standard (quality) _____
- A successful result will _____

Adapted From Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.

March 2011



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Two Stars and a Wish

Name: _____

Subject: Summative Self-Assessment

★ ~~II~~ I talked clearly!

★ I drew a good Pichor!

✎ Talk slower

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

1. Login to the computer: Student
2. Click on Google Chrome
3. Click on
4. Enter password: gurukul

Summative Class Assessment



listen
good poster
his

talk louder
now talk around

