

Assessment-Capable Learners

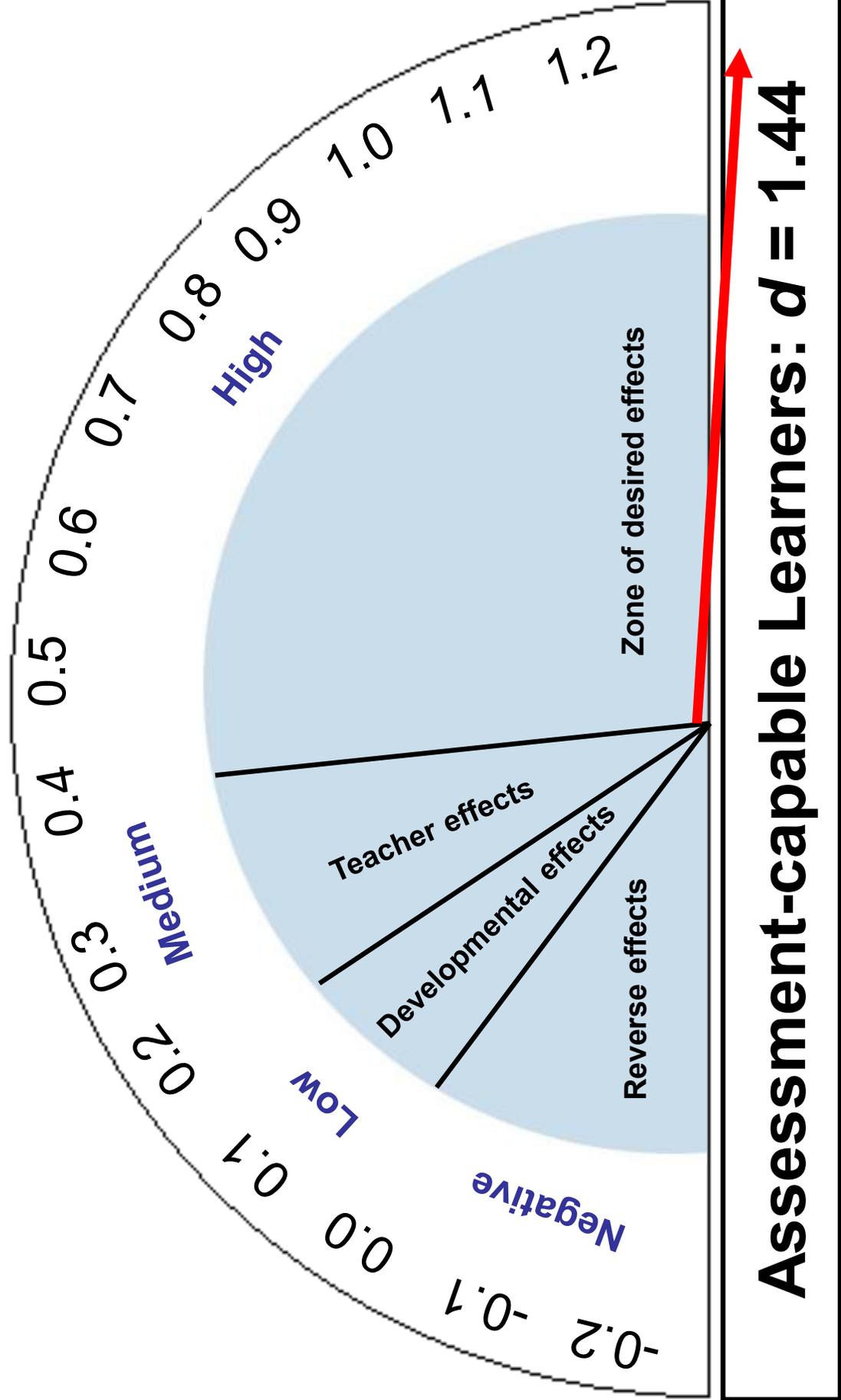
Doug Fisher and Nancy Frey

www.fisherandfrey.com



Assessment-capable Learners

- Know their current level of understanding
- Know where they're going and are confident to take on the challenge
- Select tools to guide their learning
- Seek feedback and recognize that errors are opportunities to learn
- Monitor their progress and adjust their learning
- Recognize their learning and teach others



Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses related to achievement*. New York: Routledge.

**Assessment-
capable
Learners
know their
current level of
understanding**



umw lates +

0

created?

so sorry!

the DNA

wise begins to work

direction, so on the

it has to work

because

This ninja protects question 9 from being marked as incorrect.



to work.

it has to

Self-Assessment



Conferencing



Pre-Assessment



...jects, natural events, and so on
so it is not alive in my eyes.

... IS my starting

• The fly has died
• The fly before this

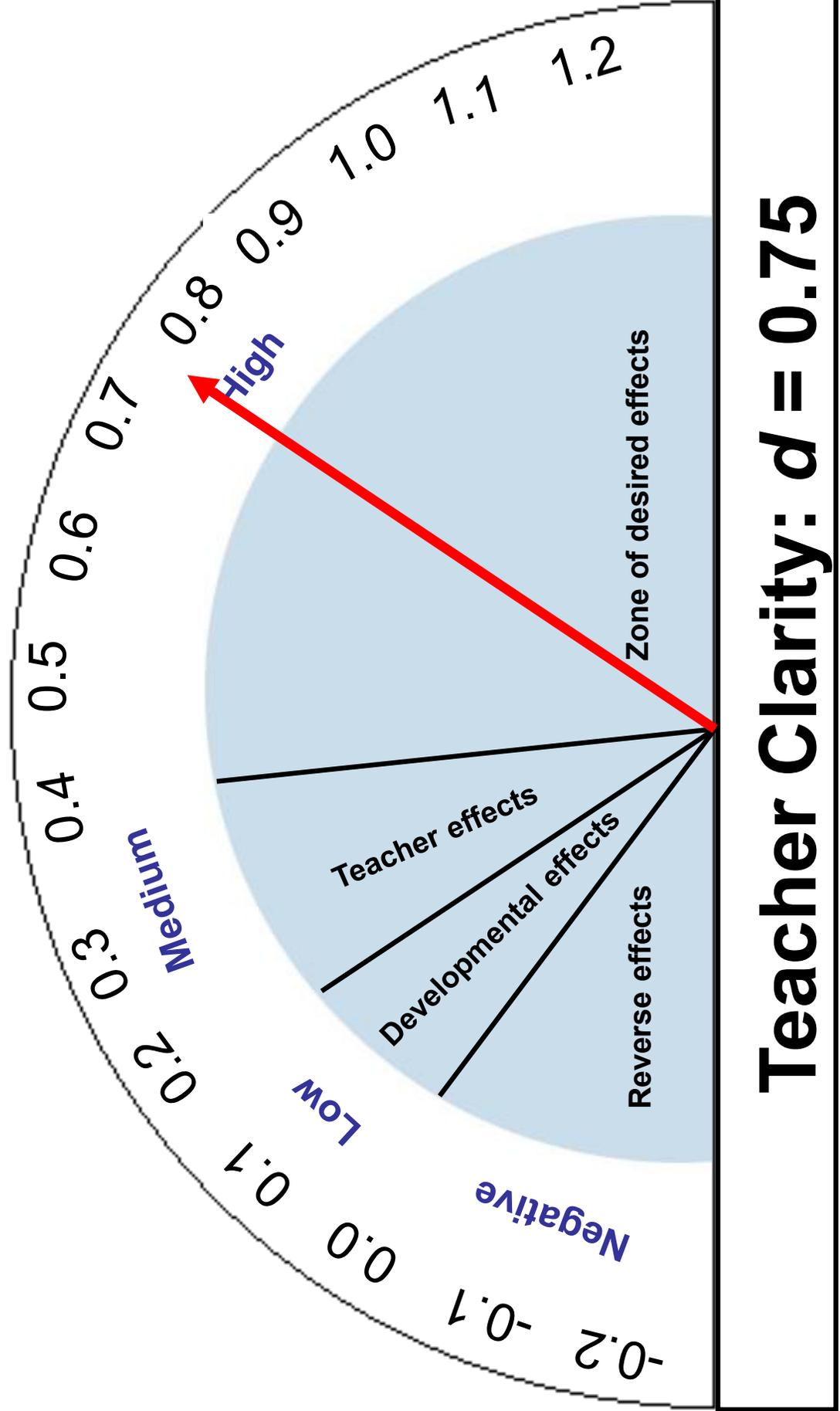
• The hair like the frog
activate his digest
over that sees the
energy from the
with those from
started at a point

Estimating task difficulty



Assessment-capable Learners know where they're going and are confident to take on the challenge





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- Teachers know what students need to learn
- Teachers communicate learning intentions to students

A hand-drawn whiteboard with the word "clarity" written on it. The whiteboard is white with a black outline and is set against a dark blue background. The word "clarity" is written in a black, cursive font. A black hand-drawn line is visible at the bottom of the whiteboard, suggesting a hand holding a marker.

clarity

- Teachers and students understand success criteria

**The established
purpose
focuses on
student
learning, rather
than an activity,
assignment, or task.**



Specific

Measurable

Attainable

Relevant

Timed

WHY?



Three Questions



What am I learning today?

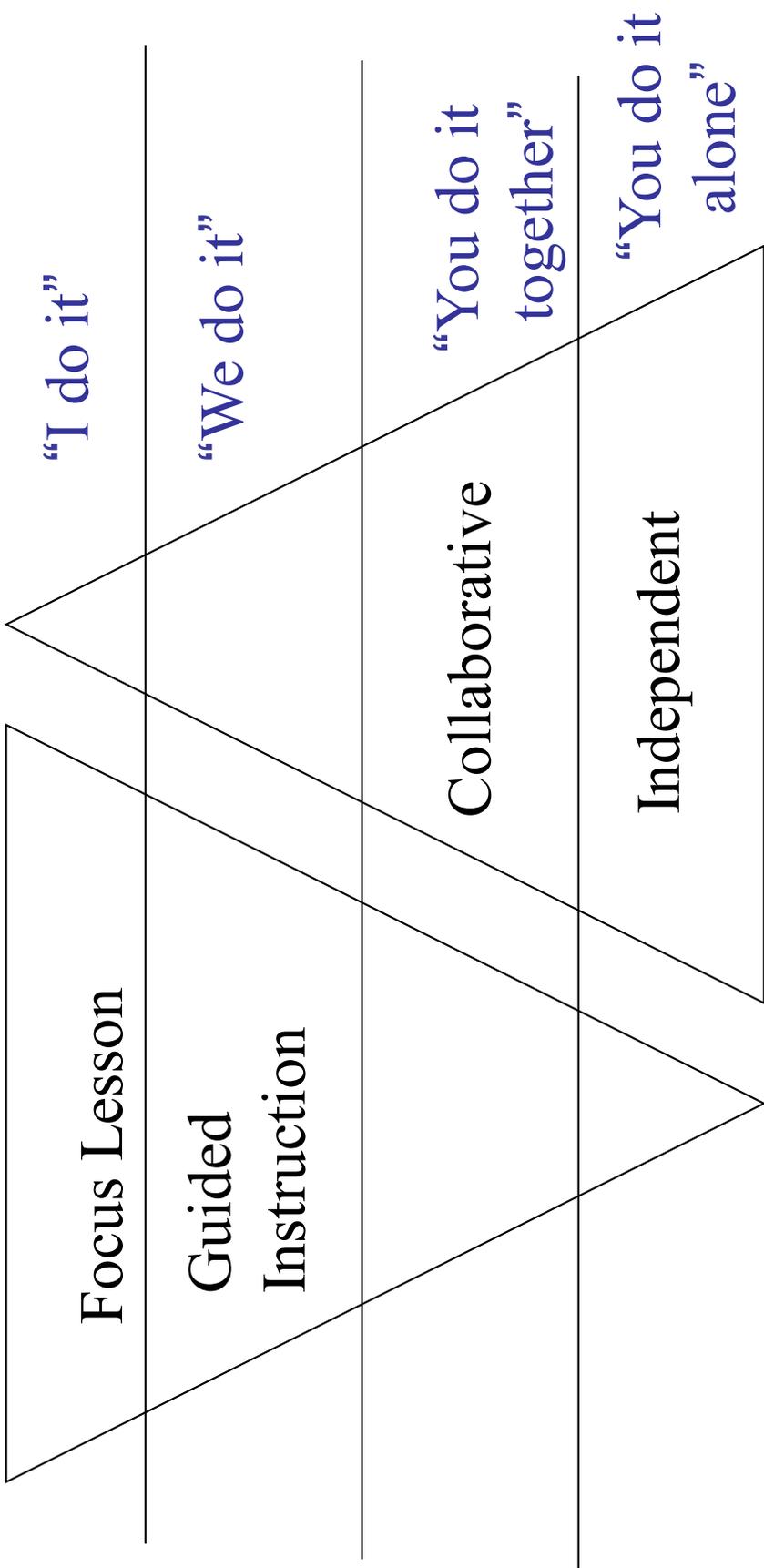
Why am I learning this?

**How will I know that I
have learned it?**

**Assessment
-capable
Learners**
select tools
to guide their
learning

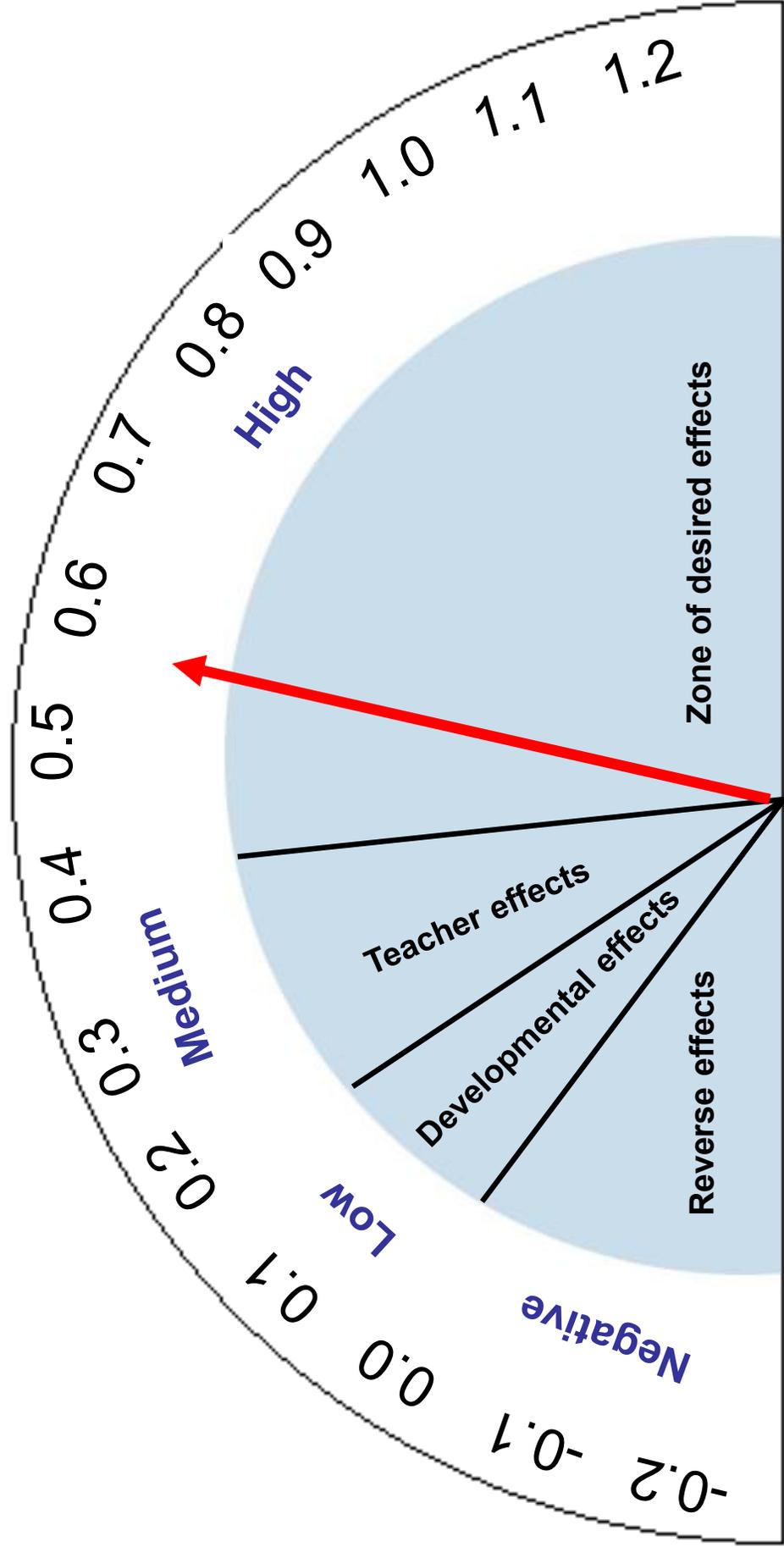


TEACHER RESPONSIBILITY



STUDENT RESPONSIBILITY

A Structure for Instruction that Works



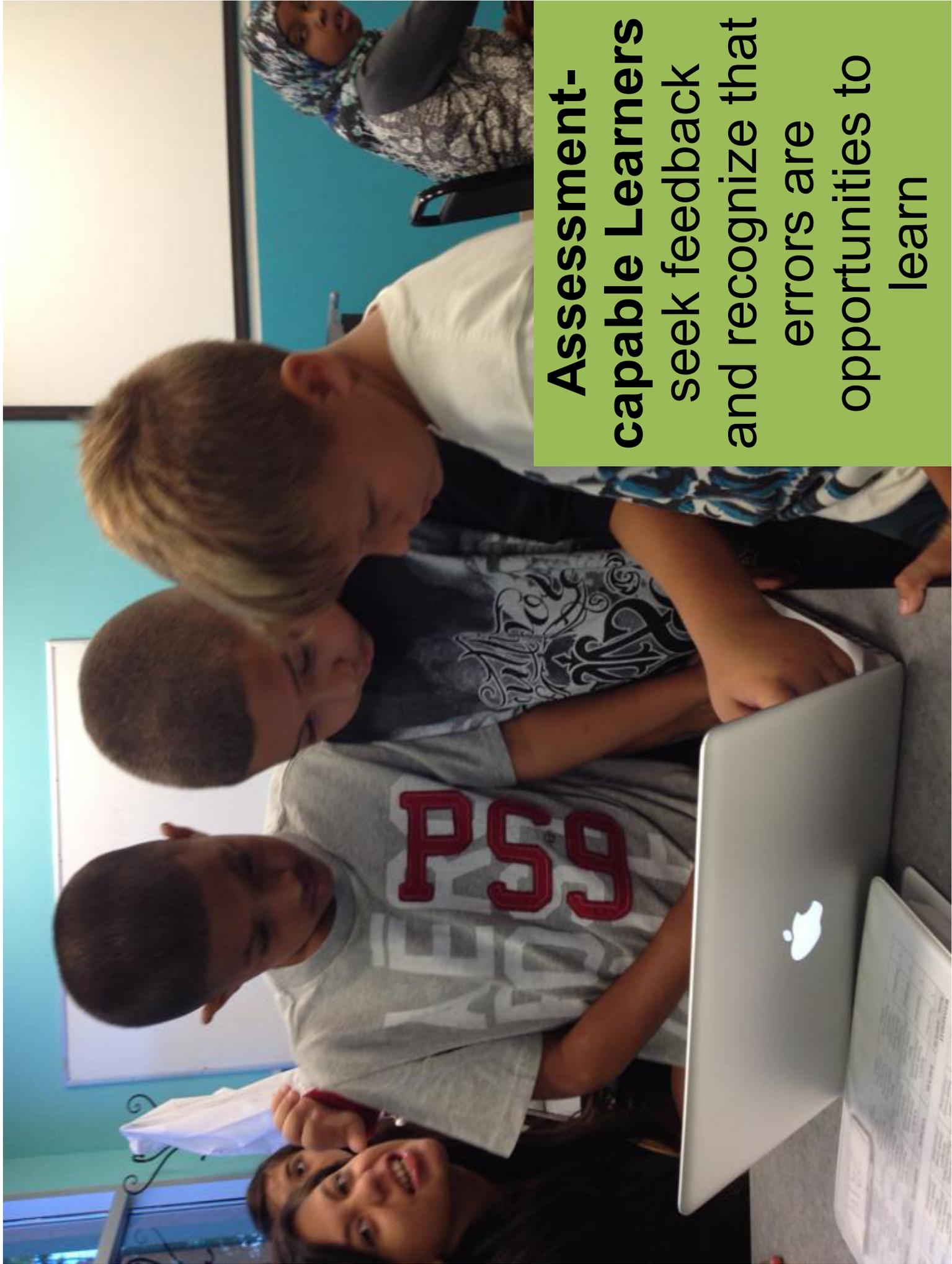
Study Skills: $d = 0.59$

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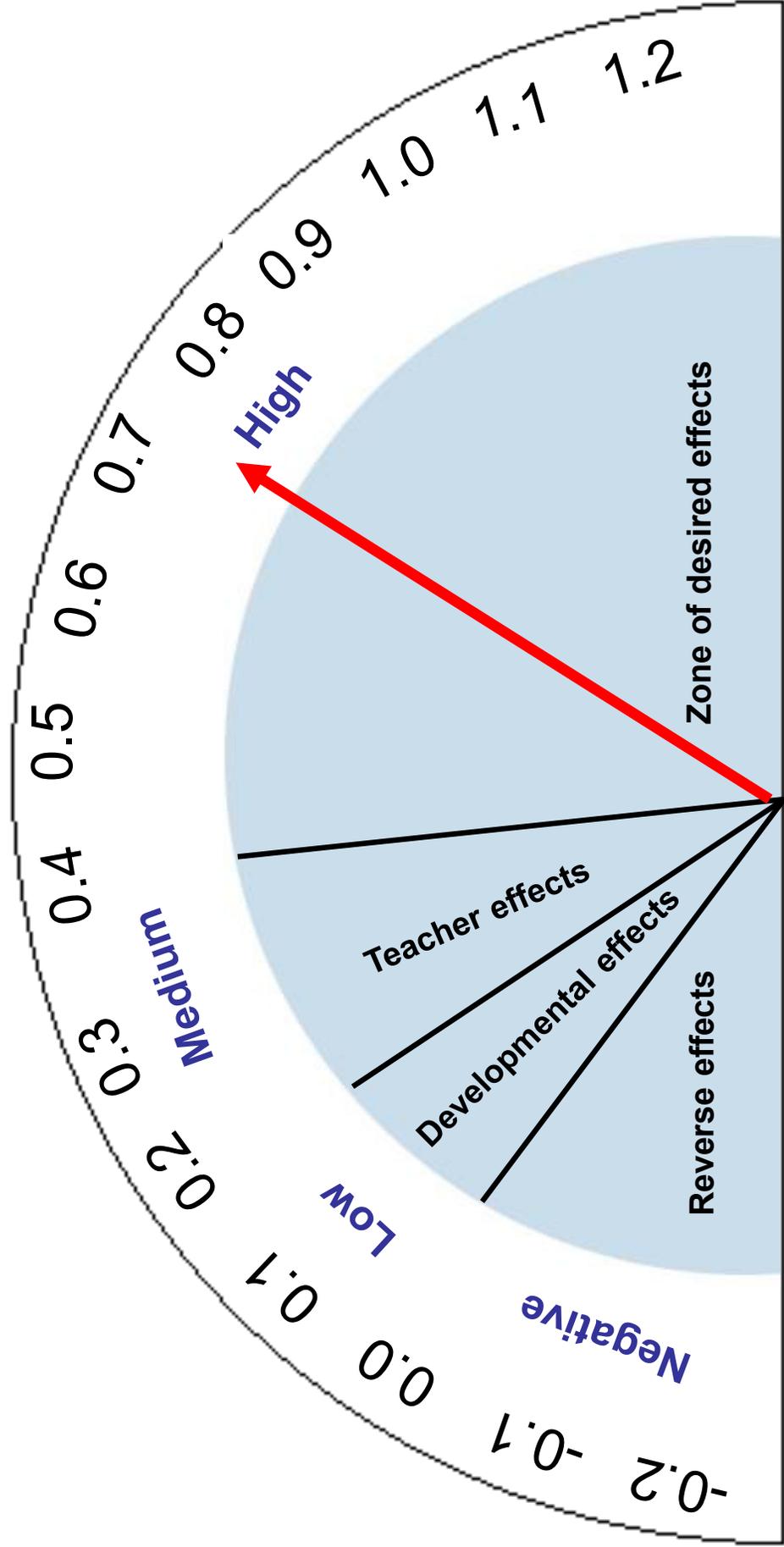
Study Skills



- **Cognitive** study skills typically usually involve a task, such as notetaking or summarizing
- **Metacognitive** study skills describe self-management, such as planning and monitoring
- **Affective** study skills involve motivation, agency, and self-concept



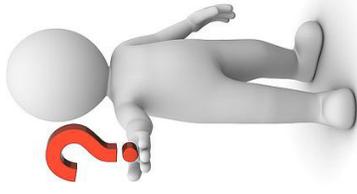
Assessment-capable Learners
seek feedback and recognize that errors are opportunities to learn



Feedback: $d = 0.75$

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Did you ask for help?



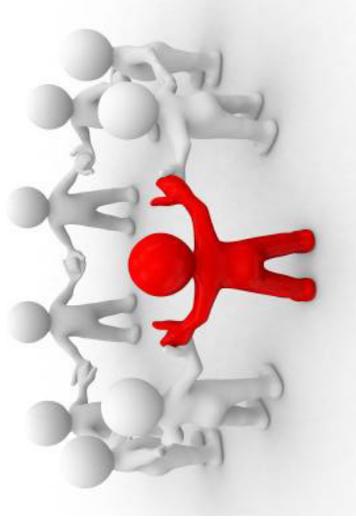
Did you nicely decline help so you could try it yourself?



Did you offer help?



Did you accept help?



Integrated Math 3+

UNIT 4: Inverses & Radical Functions

Content

To enhance our understanding of functions through an exploration of operations on functions.

Language

To attend to precision when using academic language functions and their features.

Social

To get acclimated to new groups by asking

Domain
Range

Composition of Functions
"Composite Functions"

WELCOME!

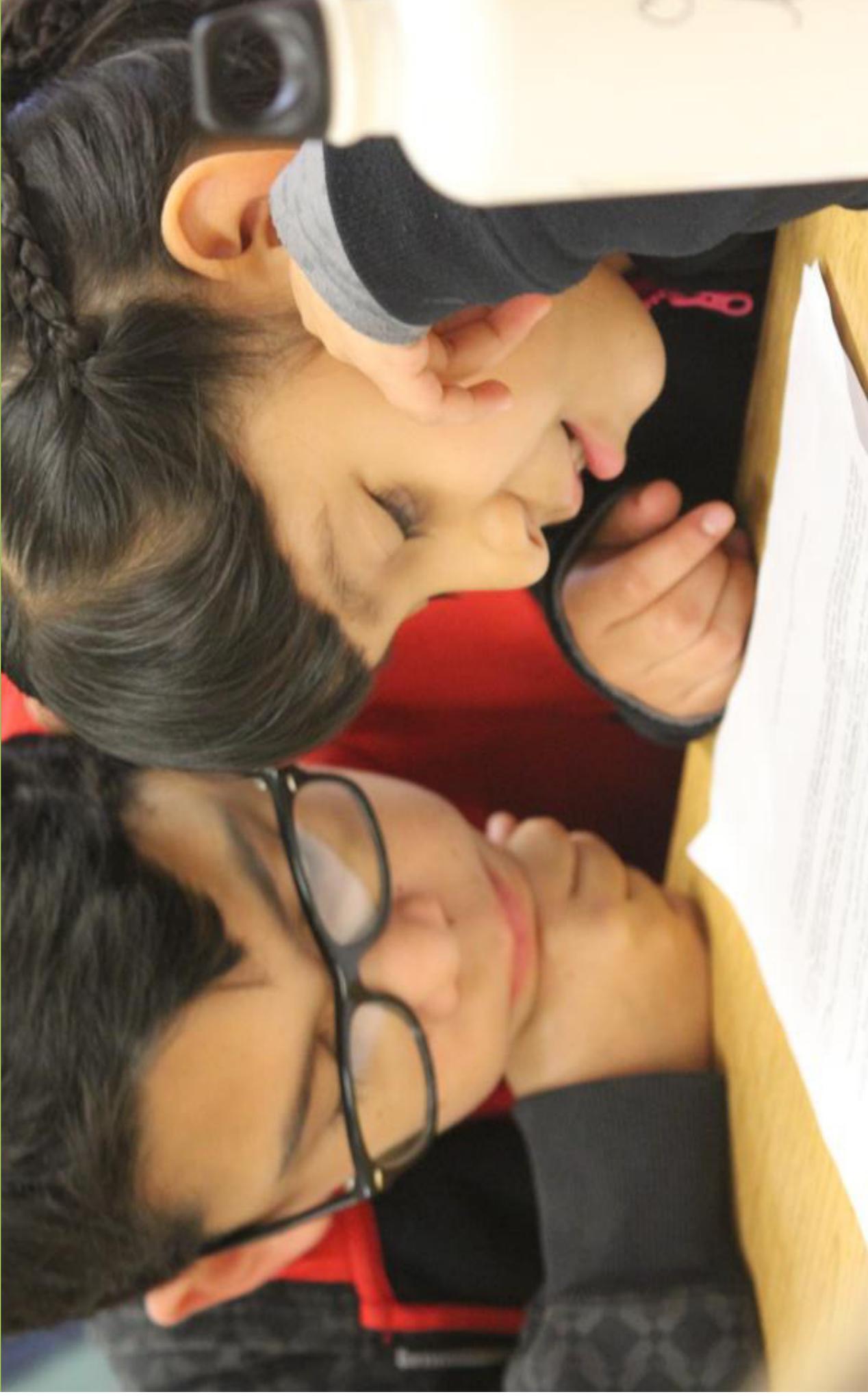
Please observe our class.

As the teacher, I am working on:

- o Making learning intentions
- o and success criteria
- o more visible to students.

I look forward to feedback.

Assessment-capable Learners monitor their progress and adjust their learning



Sara explained the writing rubric, used reasoning to argue her status, and conveyed a set of experiences about writers at each level.



Exit Slips

7

I'm Just learning
(I need more help)

2

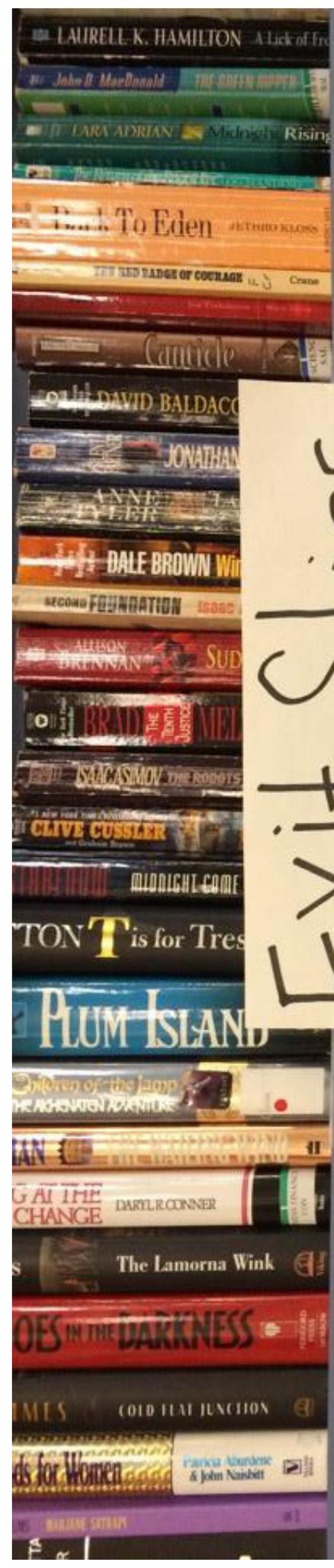
I'm Almost there!
(I need more practice)

3

I OWN it!
(I can work independently)

4

I'm a Pro!
(I can teach others)



Assessment-capable Learners recognize their learning and teach others





 PEER TUTORING

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