Seeing the Learner:

A Workshop on Student Self-Assessment

Sarah Pfohl, pfohls@uindy.edu, Monday, March 22, 3:00-4:30pm EST via Zoom

Student self-assessment strategies that incorporate open-ended elements[1]:

1. Headlines
2. I used to think… now I think…
3. What makes you say that?
4. Outside In
5. Color, Symbol, Image
6. Generate-Sort-Connect-Elaborate

All assessment happens relative to other components of the teaching and learning context. These questions point toward those interrelationships.

Student self-assessment lenses:

1. What does a particular curriculum value?
2. What does a particular pedagogy value?
3. What role do standards play in the teaching and learning context?
4. How do learners come into dialogue with standards?
5. Are there ways to make assessment a dialogue?
6. What are some things one can do to uncover and honor the inherent localities embedded within a teaching and learning context?

Resources:

- Jennifer Bain, 2010, *Integrating Studio Voice: Assessment for Empowerment*: https://files.eric.ed.gov/fulltext/EJ1130598.pdf
- Todd Elkin, 2017, *Assessment as Dialogue: Shifting Power Dynamics in the Classroom*: https://art21.org/read/assessment-as-dialogue-shifting-power-dynamics-in-the-classroom/
- Asao B. Inoue, 2017, *Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future*: https://wac.colostate.edu/books/perspectives/inoue/
- Paulo Freire, 1998, *Teachers as Cultural Workers: Letters to Those Who Dare Teach*
- Herbert Kohl, 1991/1995, *"I Won't Learn from You" and Other Thoughts on Creative Maladjustment:* https://thenewpress.com/books/i-wont-learn-from-you

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[1] Sourced from Project Zero's Thinking Routines Toolbox: http://www.pz.harvard.edu/thinking-routines "This toolbox highlights Thinking Routines developed across a number of research projects at PZ. A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking."

May also be of interest: *Formative Assessment* and *Additional Ways of Assessing Your Teaching* modules at: https://uindy.screenstepslive.com/s/faculty-academy/m/91810

Here is a link to these slides on the UIndy Google Drive: https://drive.google.com/file/d/1BfQTdfSWXDfCGowy0PyOq_uzCb03kC4-/view?usp=sharing

Teaching creates the expected and unexpected.

Our students are always learning, but not always in alignment with our own agendas.

Teaching creates the expected and unexpected.

Our students are always learning, but not always in alignment with our own agendas.

Finding ways to attend more deeply to one's learners can help increase equity and engagement in a teaching context. (p. 282, Inoue, 2017)

Presentation primary source #1

You can access this book via open access here:

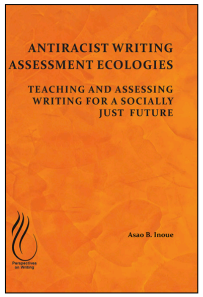
https://wac.colostate.edu/books/perspectives/inoue/

The text is focused on writing pedagogy but has (I think) wide implications for all content areas.

Antiracist Writing Assessment Ecologies: Teaching and Assessing Writing for a Socially Just Future

By Asao B. Inoue
Copy edited by Don Donahue. Designed by Mike Palmquist.

This book is the winner of the 2017 CCCC Outstanding Book Award and the 2017 Council of Writing Program Administrators Best Book Award.



In *Antiracist Writing Assessment Ecologies*, Asao B. Inoue theorizes classroom writing assessment as a complex system that is "more than" its interconnected elements. To explain how and why antiracist work in the writing classroom is vital to literacy learning, Inoue incorporates ideas about the white racial habitus that informs dominant discourses in the academy and other contexts. Inoue helps teachers understand the unintended racism that often occurs when teachers do not have explicit antiracist agendas in their assessments. Drawing on his own teaching and classroom inquiry, Inoue offers a heuristic for developing and critiquing writing assessment ecologies that explores seven elements of any writing assessment ecology: power, parts, purposes, people, processes, products, and places.

Awards

This book is the winner of the 2017 CCCC Outstanding Book Award. It was also the winner of the Best Book Award from the Council of Writing Program Administrators in 2017. The CWPA award is given every two years.

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Acknowledgments

Introduction: Writing Assessment Ecologies as Antiracist Projects

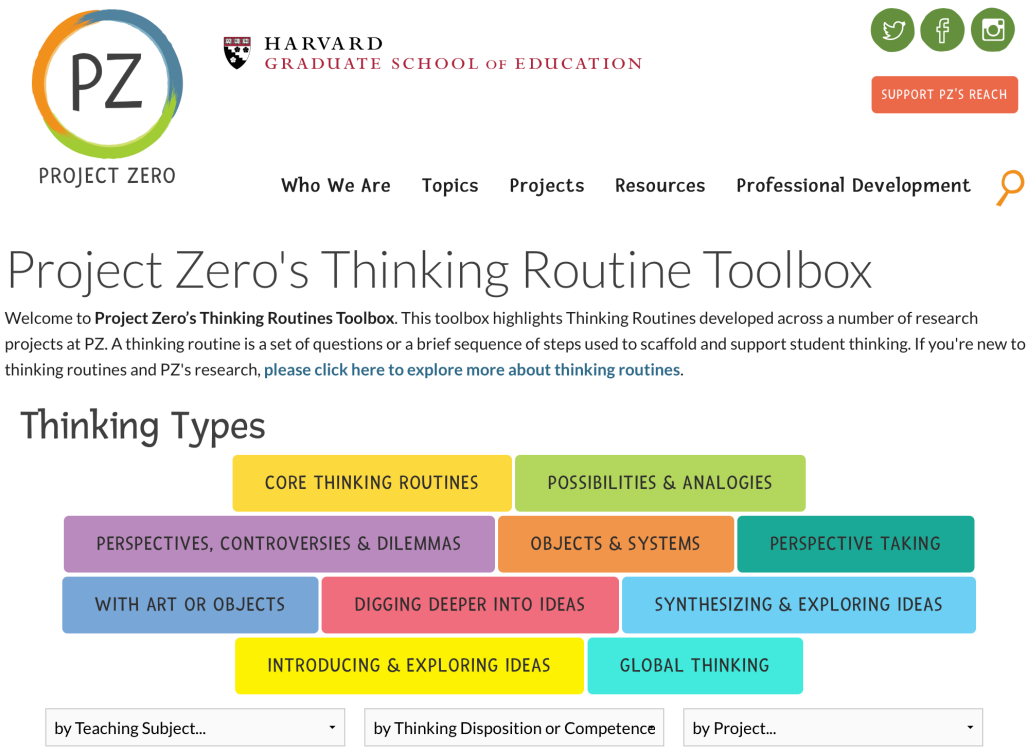
Chapter 1: The Function of Race in Writing Assessments

Presentation primary source #2

You can access this Website here:

http://www.pz.harvard.edu/thinking-routines

Project Zero is an amazing resource with research on a wide variety of topics.



Seeing the Learner: A Workshop on Student Self-Assessment

Agenda:

1. Welcome and overview—What is student self-assessment in this context? Why is this topic valuable?
2. Introductions
3. How might you build student self-assessment into your context?
    - 6 lenses: Guided curricular self-assessment through 6 lenses
    - 6 strategies
4. A few drawbacks and critiques
5. Design time

The following slides are inspired by this book:
https://wac.colostate.edu/books/perspectives/inoue/
The text is focused on writing pedagogy but has (I think) wide implications for all content areas. (All errors in interpretation are Sarah's!)

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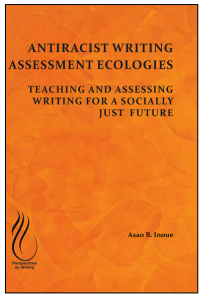

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What does a particular curriculum value?

Student Self-Assessment Lens #1

What does a particular curriculum value?

Student Self-Assessment Lens #1

"…power is exercised through the ways we ask students to labor and submit the products of their labor to us for evaluation." (Inoue, p. 121)

What does a particular pedagogy value?

Student Self-Assessment Lens #2

What does a particular pedagogy value?

Student Self-Assessment Lens #2

“How do you mediate your own power as the teacher in the ecology? How do you plan to get students to avoid seeing your position in the ecology as someone who will tell them what to do or fix in their writing? What control of the ecology does the teacher have that she might reasonably and explicitly give up or share with students?” (Inoue, p. 289)

What role do standards play in the teaching and learning context?

Student Self-Assessment Lens #3

What role do standards play in the teaching and learning context?

Student Self-Assessment Lens #3

“…this question of standards is the wrong question to ask in our increasingly diverse classrooms." (Inoue, p. 131)

How do learners come into dialogue with standards?

Student Self-Assessment Lens #4

How do learners come into dialogue with standards?

Student Self-Assessment Lens #4

"*What power relations are produced in the ecology and what are the most effective or preferable ones for students' individual learning goals and the course's overall learning goals?* How much control and decision-making do students have in the creation and implementation of all assessment processes and parts? How are vulnerable students (e.g., quiet students, introverted students, students of color, multilingual students, students with disabilities, etc.) respectfully and conscientiously encouraged to participate in the creation, monitoring, and revision of the assessment ecology?" (Inoue, p. 288)

Are there ways to make assessment a dialogue?

Student Self-Assessment Lens #5

Are there ways to make assessment a dialogue?

Student Self-Assessment Lens #5

"How are the codes and expectations for [*a task*] (the rubric) constructed, articulated to students, and justified to them as appropriate expectations of the course? Can your rubric(s) be an articulation of something other than standards, such as a set of dimensions worth exploring and questioning, a starting point, not end point? What role do students play in the creation or revision of the rubric and writing assignments? … Is the rubric (or the course's writing expectations) set up as static or do they change during the course of the semester? Are there processes in place that help encourage and discuss those changes? Are students a part of those processes?" (Inoue, p. 285)

What are some things one can do to uncover and honor the inherent localities embedded within a teaching and learning context?

Student Self-Assessment Lens #6

What are some things one can do to uncover and honor the inherent localities embedded within a teaching and learning context?

Student Self-Assessment Lens #6

"…I'm also suggesting that writing teachers develop writing assessments that explicitly engage with the **local diversities** in the classroom, that these local diversities be a part of the designing of the assessment's needs and procedures. Designing with local diversities in mind means that **we choose to see the inherent multilingual aspects of our students as something other than signs of incomplete students**, students who are not quite of the dominant discourses and expectations for college writing … I'm less sure now that helping students toward the goal of appropriation is a worthwhile social goal, less sure that it helps our society as well as academia break the racist structures that hold all of us back, that limit the work in the academy as much as it limits our ways with words." (Inoue, p. 72)

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The following slides come from this Website:
http://www.pz.harvard.edu/thinking-routines
Project Zero is an amazing resource with research on a wide variety of topics.

Headlines

A routine for capturing essence.

This routine draws on the idea of newspaper-type headlines as a vehicle for summing up and capturing the essence of an event, idea, concept, topic, etc. The routine asks a core question:

1. If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?

A second question involves probing how students' ideas of what is most important and central to the topic being explored have changed over time:

2. How has your headline changed based on today's discussion? How does it differ from what you would have said yesterday?

Purpose: What kind of thinking does this routine encourage?
This routine helps students capture the core or heart of the matter being studied or discussed. It also can involve them in summing things up and coming to some tentative conclusions.

Application: When and where can I use it?
This routine works especiallly well at the end of a class discussion or session in which students have explored a topic and gathered a fair amount of information or opinions about it.

Launch: What are some tips for starting and using this routine?
The routine can be used quite effectively with think-pair-share. For example, at the end of a class the teachers can ask the class, "Think about all that we have been talking about today in class. If you were to write a headline for this topic or issue right now that captured the most important aspect that should be remembered, what would that headline be?" Next, the teacher tells students, "Share your headline with your neighbor." The teacher might close the class by asking, "Who heard a headline from someone else that they thought was particularly good at getting to the core of things?"

Student responses to the routine can be written down and recorded so that a class list of headlines is created. These could be reviewed and updated from time to time as the class learns more about the topic. The follow-up question, "How has your headline changed or how does it differ from what you would have said?" can be used to help students reflect on changes in their thinking.

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#Headlines.**

PROJECT ZERO
HARVARD GRADUATE SCHOOL OF EDUCATION

VISIBLE THINKING

This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

I Used to Think... Now I Think...

A routine for reflecting on how and why our thinking has changed.

Remind students of the topic you want them to consider. It could be the ideal itself—fairness, truth, understanding, or creativity—or it could be the unit you are studying. Have students write a response using each of the sentence stems:

- I used to think...
- Now, I think...

Purpose: What kind of thinking does this routine encourage?
This routine helps students to reflect on their thinking about a topic or issue and explore how and why that thinking has changed. It can be useful in consolidating new learning as students identify their new understandings, opinions, and beliefs. By examining and explaining how and why their thinking has changed, students are developing their reasoning abilities and recognizing causal relationships.

Application: When and where can I use it?
This routine can be used whenever students' initial thoughts, opinions, or beliefs are likely to have changed as a result of instruction or experience. For instance, after reading new information, watching a film, listening to a speaker, experiencing something new, having a class discussion, at the end of a unit of study, and so on.

Launch: What are some tips for starting and using this routine?
Explain to students that the purpose of this activity is to help them reflect on their thinking about the topic and to identify how their ideas have changed over time. For instance:

When we began this study of _____, you all had some initial ideas about it and what it was all about. In just a few sentences, I want to write what it is that you used to think about _____. Take a minute to think back and then write down your response to " I used to think..."

Now, I want you to think about how your ideas about _____ have changed as a result of what we've been studying/doing/discussing. Again in just a few sentences write down what you now think about _____. Start your sentences with, "Now, I think..."

Have students share and explain their shifts in thinking. Initially it is good to do this as a whole group so that you can probe students' thinking and push them to explain. Once students become accustomed to explaining their thinking, students can share with one another in small groups or pairs.

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#IUsedToThinkNowIThink**.

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What Makes You Say That?

Interpretation with Justification Routine.

1. What's going on?
2. What do you see that makes you say that?

Purpose: What kind of thinking does this routine encourage?
This routine helps students describe what they see or know and asks them to build explanations. It promotes evidential reasoning (evidence-based reasoning) and because it invites students to share their interpretations, it encourages students to understand alternatives and multiple perspectives.

Application: When and where can I use it?
This is a thinking routine that asks students to describe something, such as an object or concept, and then support their interpretation with evidence. Because the basic questions in this routine are flexible, it is useful when looking at objects such as works of art or historical artifacts, but it can also be used to explore a poem, make scientific observations and hypotheses, or investigate more conceptual ideas (i.e., democracy). The routine can be adapted for use with almost any subject and may also be useful for gathering information on students' general concepts when introducing a new topic.

Launch: What are some tips for starting and using this routine?
In most cases, the routine takes the shape of a whole class or group conversation around an object or topic, but it can also be used in small groups or by individuals. When first introducing the routine, the teacher may scaffold students by continually asking follow-up questions after a student gives an interpretation. Over time students may begin to automatically support their interpretations with evidence without even being asked, and eventually students will begin to internalize the routine.

The two core questions for this routine can be varied in a number of ways depending on the context: What do you know? What do you see or know that makes you say that? Sometimes you may want to preceded students' interpretation by using a question of description: What do you see? or What do you know?

When using this routine in a group conversation, it may be necessary to think of alternative forms of documentation that do not interfere with the flow of the discussion. One option is to record class discussions using video or audio. Listening and noting students' use of language of thinking can help you see their development. Students' words and language can serve as a form of documentation that helps create a rubric for what makes a good interpretation or for what constitutes good reasoning.

Another option is to make a chart or keep an ongoing list of explanations posted in the classroom. As interpretations develop, note changes and have further discussion about these new explanations. These lists can also invite further inquiry and searches for evidence. Other options for both group and individual work include students documenting their own interpretations through sketches, drawings, models and writing, all of which can be displayed and revisited in the classroom.

This routine is adapted from Visual Thinking Strategies (VTS), developed by Philip Yenowine and Abigail Housen. See: Yenawine, P. (2013). Visual thinking strategies. Cambridge, MA: Harvard University Press.

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#WhatMakesYouSayThat**.

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VISIBLE THINKING

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Outside In

A routine for connecting personal interests to topics in school.

1. List some of your hobbies or interests here . . . . . & . . . . . List some of your school topics or subjects here.

2. Connect a line between one of your hobbies/interests and a school topic. Along the line, write down a possible connection between the two. Do the same thing again with another interest and topic (the interest can connect to the same topic, or a different one).

3. Imagine what you could do to investigate or expand each of the connections further.

Connection #1: Possible investigation or expansion

Connection #2: Possible investigation or expansion

Launch: What are some tips for starting and using this routine?

How can I help students make outside-in connections (and should I worry if the connections seem superficial)? At the broadest level, a connection is any type of relationship or association between two or more things. There is plenty of room for creativity, because connections can be metaphorical as well as literal. One way to help students find connections is to suggest that they look for certain types of connections. For example, they can look for connections related to form (e.g., how things are shaped physically or conceptually, what they look like, what things are made out of or what materials they use or involve); structure (e.g., how things are organized, how they work as a system), stories (e.g., the stories things tell or are told about them, or how things evolved over time,); defining ideas (e.g., main themes, definitions, key concepts); learning (e.g., how people learn about them, the learning challenges they involve); and culture (e.g., the customs and traditions people associate with them, the significance they have for groups of people). Don't worry if students make connections that at first seem broad or superficial. Most connections get more interesting once you spend some time thinking about them, and the 'imagine' step of the routine gives students an opportunity to dig into a connection and explore its depth. For example, a student might make a connection between her dance lessons and science class in school by saying that dance involves the human body and the human body is a topic in science. On the face of it, this may seem like quite a broad connection. But, as the answer to the next question illustrates, with a bit of expansion it can become quite interesting.

How can I help students imagine how to investigate the connections they make? A good way to start is to encourage students to brainstorm several questions about their connections. For instance, to continue with the foregoing example about dance, science, and the human body, here are some further questions students could ask. How are different systems of the body involved in dance—for instance the muscular system or the skeletal system? How is dance itself like a body system? What would it be like to create a dance inspired by the firing of neurons in the brain, or by the circulatory system? How does dance affect human health?

What should students do after they use the routine? Should they follow up on their ideas? There are two possible options. One of course is to encourage students to continue to investigate the ideas they came up with. They could do this as a special project, or as part of the regular curriculum. But even if there's no follow-up, just having students seek and expand on connections is worthwhile in itself. Why? Because knowledge likes to be activated, and students will find it interesting simply to reach for connections. Also, using the routine regularly helps students get in the habit of making connections. Recall the principle mentioned in the introduction to the Portable Knowledge materials: What you learn is what you do. Students who make connections frequently as part of the learning process are much more likely to continue that connection making later on. Moreover, sometimes school-based learning is seen as unconnected to students' lives outside of school. But learning happens everywhere. By getting in the habit of making connections 'outside-in,' students begin to see learning as what it truly is—a lifelong, lifewide endeavor.

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#OutsideIn.**

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PZ CONNECT

This thinking routine was developed as part of the PZ Connect project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

Color, Symbol, Image

A routine for distilling the essence of ideas non-verbally.

As you are reading, listening, or watching, make note of things that you find interesting, important, or insightful. When you finish:

- Choose a ***color*** that you feel best represents or captures the essence of a key idea.
- Choose a ***symbol*** that you feel best represents or captures the essence of a key idea.
- Choose an ***image*** that you feel best represents or captures the essence of a key idea.

With a partner or group, first share your color and then share the item from your reading that it represents. Tell why you chose that colour as a representation of that idea. Repeat the sharing process until every member of the group has shared his or her Color, Symbol, and Image.

Purpose: What kind of thinking does this routine encourage?
This routine asks students to identify and distill the essence of ideas from reading, watching, or listening in non-verbal ways by using a color, symbol, or image to represent the ideas.

Application: When and where can I use it?
This routine can be used to enhance comprehension of reading, watching, or listening. It can also be used as a reflection on previous events or learnings. It is helpful if students have had some previous experience with highlighting texts for important ideas, connections, or events. The synthesis happens as students select a color, symbol, and image to represent three important ideas. This routine also facilitates the discussion of a text or event as students share their colors, symbols, and images.

Launch: What are some tips for starting and using this routine?
After the class has read a text, you might ask the class to identify some of the interesting, important, or insightful ideas from the text and list these on the board. Write CSI: Color, Symbol, Image on the board. Select one of the ideas the class has identified. Ask students, what color might they use to represent the essence of that idea. What color captures something about that idea, maybe it is the mood or tone. Select another idea and ask the class what symbol they could use to represent that idea. *You might define a symbol as a simple line representation or uncomplicated drawing, such as two crossed lines to denote an intersection of ideas, or a circle to represent wholeness or completeness.* Then pick another idea from the list and ask students what image they might use to represent that idea. *You might define an image as a visual image or metaphor that is more complex and fully developed than just a symbol.*

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Generate-Sort-Connect-Elaborate

A routine for organizing one's understanding of a topic through concept mapping.

Select a topic, concept, or issue for which you want to map your understanding.

- Generate a list of ideas and initial thoughts that come to mind when youthink about this particular topic/issue.
- Sort your ideas according to how central or tangential they are. Place central ideas near the center and more tangential ideas toward the outside of the page.
- Connect your ideas by drawing connecting lines between ideas that have something in common. Explain and write in a short sentence how the ideas are connected.
- Elaborate on any of the ideas/thoughts you have written so far by adding new ideas that expand, extend, or add to your initial ideas.

Continue generating, connecting, and elaborating new ideas until you feel you have a good representation of your understanding.

Purpose: What kind of thinking does this routine encourage?
This routine activates prior knowledge and helps to generate ideas about a topic. It also facilitates making connections among ideas. Concept maps help to uncover students' mental models of a topic in a non-linear way.

Application: When and where can I use it?
This routine can be useful as a pre-assessment before the beginning of a unit of study if students already have a lot of background information about the topic. Conversely, it can also be useful as a post or ongoing assessment to see whatstudents are remembering and how they are connecting ideas. Individual maps can be used as the basis for construction of a whole classroom map. Maps can also be done progressively, with students adding to their maps each week of the unit.

Launch: What are some tips for starting and using this routine?
Depending on how much familiarity students have with concept maps, you may need to demonstrate making a concept map using this routine with the whole class. However, if students are relatively familiar with the idea of concept maps, you can launch right into the routine explaining that students will be making concept maps but in a structured way. Give time for students to complete each step of the routine before moving on to the next step. It isn't necessary that students generate an exhaustive list of all their ideas initially, but make sure they have time to generate a rich and varied list before moving on. Tell students that at any point they can add new ideas to their list and incorporate them into their map. If you are adding to a map over time, you might want to have students use a different color pencil each time they make additions. Explaining and discussing maps with partners helps students to consolidate their thinking and gain other perspectives.

Share your experience with this thinking routine on social media using the hashtags **#PZThinkingRoutines** and **#GenerateSortConnectElaborate**.

PROJECT ZERO
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cultures of thinking

This thinking routine was developed as part of the Cultures of Thinking project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at pz.harvard.edu/thinking-routines

A few drawbacks and challenges:

- Relies on self-reporting
- Might complicate
- Can challenge some learners’ authority expectations