
Appendices

APPENDIX A: ASSESSMENT AND EVALUATION IN THE MULTILEVEL CLASSROOM

Formative and summative classroom assessments may be described in the following ways: **assessment as learning**, **assessment for learning**, and **assessment of learning**. Each makes a relevant contribution to the quality of learning and teaching in the multilevel learning community.

Assessment and Evaluation			
Classroom Assessment	Purpose	Formative Methods/Tools	Summative Methods/Tools
<p>Assessment as learning is the active engagement of the learner in the learning-teaching process. Learning and assessment are seamless as the learner reflects on the continuous process of reflecting, adjusting, and planning for the next steps. Students and teachers are learners and share the responsibility of learning and teaching in the classroom.</p>	<p>To improve learning and teaching and to facilitate higher-order thinking skills and independent learning.</p> <p><i>Student:</i> To set, monitor, and revise learning goals as an independent learner.</p> <p><i>Teacher:</i> To facilitate and enhance the needs of the independent learner.</p> <p><i>Parent:</i> To provide support.</p>	<p><i>Methods:</i> Observation, goal setting, reflection, construction of assessment criteria, self-assessment, peer assessment, conferences...</p> <p><i>Tools:</i> Portfolios, journals or learning logs, continua, observation records...</p>	<p><i>Methods:</i> Student-led conferences, reflection, celebrations...</p> <p><i>Tools:</i> Portfolios, continua...</p>
<p>Assessment for learning involves learners (teachers and students) in ongoing dialogue, descriptive feedback, and reflection throughout instruction.</p>	<p>To adjust instruction and improve learning through descriptive feedback.</p> <p><i>Student:</i> To set learning goals and plan next steps.</p> <p><i>Teacher:</i> To facilitate learning and inform instruction.</p> <p><i>Parent:</i> To provide support.</p>	<p><i>Methods:</i> Observation, goal setting, reflection, construction of assessment criteria, self-assessment, peer assessment, conferences...</p> <p><i>Tools:</i> Portfolios, journals or learning logs, continua, observation records...</p>	<p><i>Methods:</i> Student-led conferences, reflection, celebrations...</p> <p><i>Tools:</i> Portfolios, continua, interim reports, Grade 3 Assessment Report...</p>
<p>Assessment of learning is observing performance tasks or summative assessments to determine the quality of the learning that has taken place at the end of a unit or theme, term, semester, or school year. Specific learning outcomes and standards are the reference points, and grade levels may be the benchmarks for reporting.</p>	<p>To</p> <ul style="list-style-type: none"> • culminate or celebrate a theme or unit of study • report explicit information about learning • evaluate an end-of-unit study or course • assess or evaluate a teaching strategy, methodology, or program <p><i>Student:</i> To share learning with the teacher, peers, and/or parent(s).</p> <p><i>Teacher:</i> To share learning with parent(s); to assess a teaching strategy, methodology, or program.</p> <p><i>Student, Teacher, and Parent(s):</i> To plan for future learning and teaching.</p>	<p><i>Methods:</i> Observation, conferences, performance tasks, products, responses, quizzes...</p> <p><i>Tools:</i> Student-generated criteria, portfolios, journals or learning logs, continua, checklists...</p>	<p><i>Methods:</i> Student-led conferences, performance tasks, products, responses, celebrations (performance, Gallery Walk, book launch, math olympics)...</p> <p><i>Tools:</i> Portfolios, learner profiles, continua, report cards, action plans, criteria or rubrics developed from student-generated criteria, tests...</p> <p>For reporting purposes in Manitoba, students from Grade 6 through Senior 4 are assigned marks in percentages at the end of a term or semester. Marks can be determined from rubrics that have developed from student-generated criteria.</p> <p>See Appendix B in <i>Reporting on Student Progress and Achievement</i> (Manitoba Education and Training).</p>

APPENDIX B: PLANNING MODEL (THE THIRD COLUMN)

This example of a planning model represents a sampling of possible learning contexts that may take place during inquiry. It reflects the Model of Explicit Instruction (see Chapter 2) and allows for a variety of entry points for both students and teachers.

Planning with the end in mind, teachers may target three to five learning outcomes from selected Foundation for Implementation documents to guide formative assessment. The targeted learning outcomes may shift as the inquiry evolves and as students and the teacher reflect on the learning journey and plan for summative assessment.

Instruction: Learning, Teaching, and Assessment Strategies			
Activating: How will I find out what students already know? / What will I see and hear?			
Inquiry Process			
Inquiry Stage	Teacher-Led	Shared / Negotiated	Student-Led (Class, Group, or Individual)
Activating <input type="checkbox"/> Choosing a theme or topic.	Teacher: <ul style="list-style-type: none"> chooses topic(s) from content subject for class, group, or individual inquiry collects resources Think about putting topics into a curricular context. For example, the general learning outcomes (GLOs), clusters, and strands suggest BIG ideas from which topics can be derived.	Teacher and students: <ul style="list-style-type: none"> negotiate a topic for class, group, or individual inquiry collect resources Think about putting topics into a curricular context. For example, the GLOs, clusters, and strands suggest BIG ideas from which topics can be derived.	Students: <ul style="list-style-type: none"> choose a topic to support learning goals suggest and collect resources Teacher: <ul style="list-style-type: none"> supports student needs and goals Think about making connections between students' topics and the BIG ideas in curricula.
<input type="checkbox"/> Identifying and recording prior knowledge.	Teacher: <ul style="list-style-type: none"> leads brainstorming, K-W-[L], mind map, web... with whole class Think about: <ul style="list-style-type: none"> assessing prior knowledge to determine instructional needs setting learning goals (For information on differentiating instruction, see Chapter 4.)	Teacher: <ul style="list-style-type: none"> guides brainstorming, K-W-[L], mind map, web... with whole class Students: <ul style="list-style-type: none"> engage in brainstorming, K-W-[L], mind map, web... in groups or individually Think about: <ul style="list-style-type: none"> involving students in assessing prior knowledge to determine learning goals and instructional needs (See Chapter 4.)	Students: <ul style="list-style-type: none"> choose a strategy such as K-W-[L], mind map, web... Teacher and students: <ul style="list-style-type: none"> reflect on prior knowledge to identify learning needs and plan for inquiry Think about: <ul style="list-style-type: none"> students' reflections on their prior knowledge and learning goals to determine instructional needs (See Chapter 4.)

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Instruction: Learning, Teaching, and Assessment Strategies (continued)			
Activating: How will I find out what students already know? / What will I see and hear?			
Inquiry Process			
Inquiry Stage	Teacher-Led	Shared / Negotiated	Student-Led (Class, Group, or Individual)
Activating <i>(continued)</i> <input type="checkbox"/> Asking initial questions.	Teacher: <ul style="list-style-type: none"> leads questioning for the inquiry <p> Think about assessing prior knowledge, curiosity, and questioning to plan for instruction and resources.</p>	Teacher and students: <ul style="list-style-type: none"> generate questions <p> Think about engaging students in assessing prior knowledge, curiosity, and questioning to plan for instruction and resources.</p>	Students: <ul style="list-style-type: none"> generate own questions <p> Think about monitoring students' reflections on prior knowledge, curiosity, and questioning to facilitate next steps and resources.</p>
<input type="checkbox"/> Exploring and selecting primary and secondary sources.	Teacher: <ul style="list-style-type: none"> assesses students' knowledge base plans field trip invites "experts" provides a text set <p> Think about:</p> <ul style="list-style-type: none"> strategic teaching involving the community involving students as "experts" collecting a variety of texts, such as picture books, magazines, journals, videos, software... 	Teacher and students: <ul style="list-style-type: none"> reflect on what students know reflect on sources they will need plan field trip invite "experts" build a text set <p> Think about:</p> <ul style="list-style-type: none"> strategic teaching involving the community involving students as "experts" collecting a variety of texts, such as picture books, magazines, journals, videos, software... 	Students: <ul style="list-style-type: none"> reflect on what they know to determine sources they will need Teacher and students: <ul style="list-style-type: none"> plan field trip invite "experts" collaborate to plan for and gather sources <p> Think about:</p> <ul style="list-style-type: none"> strategic teaching involving the community involving students as "experts" collecting a variety of texts, such as picture books, magazines, journals, videos, software...
<input type="checkbox"/> Planning for inquiry.	Teacher: <ul style="list-style-type: none"> models revision of initial questions models an inquiry plan for the class to follow introduces criteria building for quality inquiry by asking, "What does quality inquiry look/sound like?" <p> Think about:</p> <ul style="list-style-type: none"> differentiating for learning styles, skills, reading ability... 	Teacher and students: <ul style="list-style-type: none"> revise initial questions chart an inquiry plan begin to construct criteria with students by asking, "What does quality inquiry look/sound like?" <p> Think about:</p> <ul style="list-style-type: none"> differentiating for learning styles, skills, reading ability... 	Students: <ul style="list-style-type: none"> begin the first steps in constructing criteria for "What does quality inquiry look/sound like?" revise initial questions create, share, and assess their inquiry plan with peers and/or the teacher <p> Think about:</p> <ul style="list-style-type: none"> differentiating for learning styles, skills, reading ability...

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Instruction: Learning, Teaching, and Assessment Strategies (continued)			
Acquiring: How will I facilitate student inquiry? / What learning will I see and hear?			
Inquiry Process			
Inquiry Stage	Teacher-Led	Shared / Negotiated	Student-Led (Class, Group, or Individual)
Acquiring <input type="checkbox"/> Gathering, processing, and recording information.	Teacher: <ul style="list-style-type: none"> • suggests some specific sources to answer students' questions • models and guides students' use of appropriate strategies for processing and recording • models the shift from initial to guiding questions  Think about: <ul style="list-style-type: none"> • guiding students to identify assumed prior knowledge and gaps in information • modelling reflections on learning to focus inquiry plan(s) 	Teacher and students: <ul style="list-style-type: none"> • choose appropriate sources to answer their questions Teacher: <ul style="list-style-type: none"> • models or guides students' use of appropriate strategies for processing and recording • models or guides students' shift from initial to guiding questions  Think about: <ul style="list-style-type: none"> • guiding students to identify assumed prior knowledge and gaps in information • guiding students' reflections on their learning to focus their inquiry plans 	Students: <ul style="list-style-type: none"> • choose appropriate sources to answer their questions • choose appropriate strategies for processing and recording Teacher: <ul style="list-style-type: none"> • monitors students' choices • monitors students' shift from initial to guiding questions  Think about: <ul style="list-style-type: none"> • facilitating students' identification of assumed prior knowledge and gaps in information • facilitating students' reflections on their learning to focus their inquiry plans
<input type="checkbox"/> Focusing the inquiry.	Teacher: <ul style="list-style-type: none"> • suggests possibilities for a culminating performance, demonstration, or product • suggests/guides an action plan for the class, groups, or individuals to follow • models answering of guiding questions using appropriate sources  Think about: <ul style="list-style-type: none"> • students' learning goals • assessment criteria • differentiating for learning styles, multiple intelligences, skills, interests... 	Teacher and students: <ul style="list-style-type: none"> • brainstorm for possible culminating performances, demonstrations, or products • collaborate to choose or create an action plan • choose sources to answer guiding questions  Think about: <ul style="list-style-type: none"> • guiding students to reflect upon learning goals and assessment criteria • differentiating for learning styles, multiple intelligences, skills, interests... 	Students: <ul style="list-style-type: none"> • propose a possible culminating performance, demonstration, or product • choose or create an action plan • choose sources to answer guiding questions Teacher: <ul style="list-style-type: none"> • monitors students' choices  Think about: <ul style="list-style-type: none"> • facilitating students' reflections on learning goals and assessment criteria, learning styles, multiple intelligences, skills, interests...

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Instruction: Learning, Teaching, and Assessment Strategies (continued)			
Applying: How will I/they know what they have learned? / What quality of learning will I/we see and hear?			
Inquiry Process			
Inquiry Stage	Teacher-Led	Shared / Negotiated	Student-Led (Class, Group, or Individual)
Applying <input type="checkbox"/> Planning to express learning.	Teacher: <ul style="list-style-type: none"> models/guides planning of performance, demonstration, or product for audience models/guides development of student-generated criteria for a quality performance task Think about: <ul style="list-style-type: none"> monitoring students' progress: students' learning goals, processes, foci, reflections, use of criteria for assessment... reflecting on targeted specific learning outcomes (SLOs) for student success 	Teacher and students: <ul style="list-style-type: none"> plan performance, demonstration, or product for audience negotiate assessment criteria based on learning goals and a quality performance task Think about: <ul style="list-style-type: none"> guiding or facilitating students' decisions regarding form, purpose, audience, timeline, presentation... reflecting on targeted SLOs and students' learning goals for assessment 	Students: <ul style="list-style-type: none"> plan performance, demonstration, or product for audience and follow action plan(s) develop assessment criteria based on their learning goals and a quality performance task Teacher: <ul style="list-style-type: none"> monitors students' decision making: students' learning goals, processes, foci, reflections, criteria... Think about: <ul style="list-style-type: none"> facilitating student decision making regarding form, purpose, audience, timeline, presentation... reflecting on targeted SLOs and students' learning goals for assessment
<input type="checkbox"/> Creating performance(s)/ demonstration(s)/ product(s).	Students: <ul style="list-style-type: none"> apply learning to create a performance, demonstration, or product Teacher and students: <ul style="list-style-type: none"> revise criteria for clarity Teacher: <ul style="list-style-type: none"> provides supports or scaffolding for success Think about: <ul style="list-style-type: none"> using a workshop format providing ongoing feedback and assessment recording focused observations 	Students: <ul style="list-style-type: none"> apply learning to create a performance, demonstration, or product Teacher and students: <ul style="list-style-type: none"> revise criteria for clarity Teacher: <ul style="list-style-type: none"> guides and monitors students' needs: resources, time, instruction, reflection... Think about: <ul style="list-style-type: none"> using a workshop format providing ongoing feedback and assessment recording focused observations 	Students: <ul style="list-style-type: none"> synthesize learning to create a performance, demonstration, or product revise criteria for clarity Teacher: <ul style="list-style-type: none"> monitors students' needs: resources, time, instruction, reflection... Think about: <ul style="list-style-type: none"> using a workshop format providing ongoing feedback and assessment recording focused observations

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Instruction: Learning, Teaching, and Assessment Strategies (continued)			
Applying: How will I/they know what they have learned? / What quality of learning will I/we see and hear?			
Inquiry Process			
Inquiry Stage	Teacher-Led	Shared / Negotiated	Student-Led (Class, Group, or Individual)
<p>Applying <i>(continued)</i></p> <p><input type="checkbox"/> Celebrating and reflecting.</p>	<p>Students:</p> <ul style="list-style-type: none"> • share learning with audience <p>Teacher:</p> <ul style="list-style-type: none"> • models/guides students' self-assessment and peer assessment, using criteria • assesses and reflects on learning • models/guides setting of new learning goals <p> Think about:</p> <ul style="list-style-type: none"> • celebrating students' learning: praise, reflection, Gallery Walk... • Grades 6 to 8: using student-generated criteria to develop rubric for summative assessment(s) 	<p>Students:</p> <ul style="list-style-type: none"> • share learning with audience <p>Teacher:</p> <ul style="list-style-type: none"> • guides students through self-assessment and peer assessment, using criteria • assesses and reflects on learning • models/guides setting of new learning goals <p> Think about:</p> <ul style="list-style-type: none"> • celebrating students' learning: praise, reflection, Gallery Walk... • Grades 6 to 8: guiding students in developing a rubric from their criteria for summative assessment(s) 	<p>Students:</p> <ul style="list-style-type: none"> • share learning with audience • do self-assessment and peer assessment, using criteria • reflect and think about new learning goals <p>Teacher:</p> <ul style="list-style-type: none"> • assesses and reflects on learning • facilitates setting of new learning goals <p> Think about:</p> <ul style="list-style-type: none"> • celebrating students' learning: praise, reflection, Gallery Walk... • Grades 6 to 8: facilitating students' development of a rubric from their criteria for summative assessment(s)

APPENDIX C: SOURCES OF STRATEGIES FOR MULTILEVEL CLASSROOMS

Many learning strategies that lend themselves to whole-class contexts are equally practical for group work during instruction, practice, application, or personal inquiry. Strategies are also valuable assessment tools. The following chart lists some strategies that work well in multilevel classrooms, and identifies where they can be located in the respective Manitoba publications:

- *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation* (“English Language Arts Strategies That Make a Difference”—abbreviated as K-8 ELA Strategies)
- *Grades 5 to 8 English Language Arts: A Foundation for Implementation* (“English Language Arts Strategies That Make a Difference”—abbreviated as K-8 ELA Strategies)
- *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*

Strategy	Document	
	Success for All Learners	K-8 ELA Strategies
Admit and Exit Slips	pp. 6.60–6.61	
Before, During, and After Reading (B-D-A)		p. 146
Brainstorming		p. 12
Collaborative Reading	p. 6.45	p. 132
Community Check		p. 21
Concept Overview	pp. 6.67–6.69	
Co-op Co-op	p. 5.8	
DRTA (Directed Reading-Thinking Activity)	p. 6.48	p. 120
Fact-Based and Issue-Based Article Analysis	p. 6.70	
Gallery Walk	p. 6.80	p. 202
Herringbone/Fishbone		pp. 63; 116
Inquiry Chart		pp. 83–87
I-Search		p. 87
Jigsaw	p. 5.9	p. 22
KWL, KWL Plus, Co-operative KWL	pp. 6.20–6.22; 6.94	p. 89
Learning Log	pp. 6.56–6.57	p. 110
LINK (List-Inquire-Note-Know)	p. 6.27	p. 14

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Independent Together

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Strategy	Document	
	Success for All Learners	K-8 ELA Strategies
Look It Over	p. 6.40	p. 152
Mind Map	pp. 6.14–6.15; 6.24; 6.49–6.50	
Model of Explicit Instruction	p. 6.4	
Note Making	pp. 6.82–6.84	pp. 114–117
Readers' Theatre		p. 42
Reciprocal Reading	pp. 6.46–6.47	p. 164
Seven-Step Knowledge Chart	pp. 6.96	
Sharing Circle		p. 106
Sort and Predict	pp. 6.33–6.35; 6.100	p. 214
Story Maps		p. 53
Talking Chips		p. 29
Talking Circles/Talking Sticks	pp. 7.5–7.6	p. 29
T-Chart		p. 26
Think-Aloud		pp. 181; 288
Think-Pair-Share		p. 15
Venn Diagram		p. 64
Word Cycle	pp. 6.31–6.32	p. 216
Word Splash	pp. 6.28–6.29	
Y-Charts		p. 28