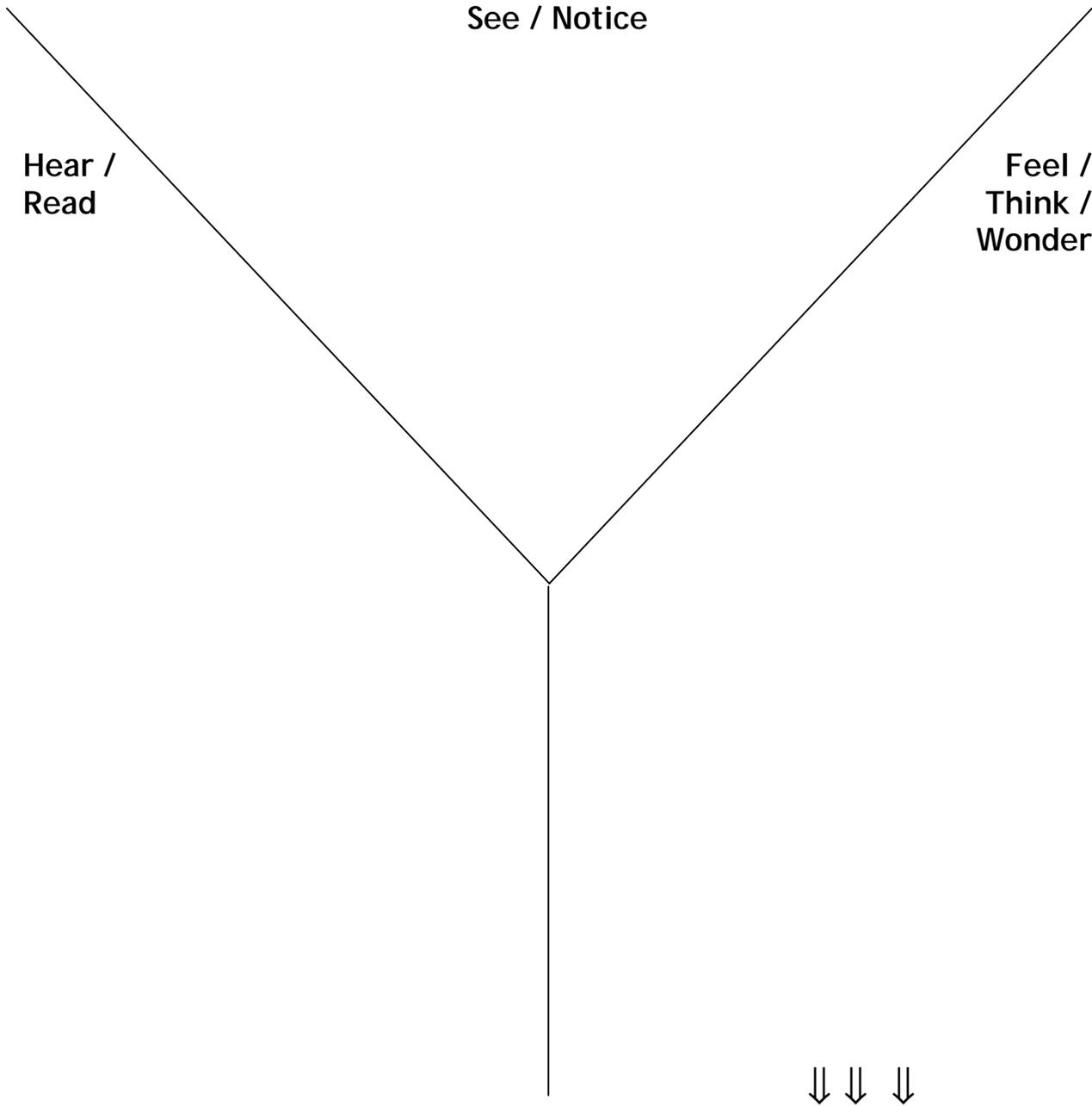

Blackline Masters

Reflection ⇒ Metacognition

Name _____ Date _____



- 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 assessments.
- Revise criteria constantly as learning becomes more sophisticated, *always raising the bar*.

My Learning Goal Log

At the last student-parent-teacher 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

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

Focused Observation Form (Example)

Learning Experience / Targeted Learning Outcomes	Criteria	Met (M)	Not Yet Met (NY)
Reading Comprehension—Before-During-After Reading (B-D-A): GLO 2: 2.1.2; 2.1.4; 2.2.2	• Make predictions and inferences.		
	• Reread to make sense.		
	• Make connections to self and other texts.		
	•		

Observation Date(s)/ Assessments	Sept. 18/03	Sept. 19/03	Sept. 24/03	Sept. 26/03	Sept. 29/03
Student Names	Independent silent reading	Shared reading: (B-D-A) Text: <i>Did You Hear Wind Sing Your Name?</i>	Strategic lesson: B-D-A Text: <i>Water Dance</i>	Reading conference: Own choice	Strategic lesson: Repeated readings—To read smoothly from beginning to end. Text: <i>Welcome to the Green House</i>
Student A	Reading <i>Harriet the Spy</i> (ch. 5-6)	B- "The colours make me think it will be about seasons."	B- "I wonder if there will be changes. Each illustration shows a change in the weather."	Text: <i>Harriet the Spy</i> "Can I read the last chapter because I want to read another book by this author?"	
Student B		A- "I heard the wind when I was camping."		Text: <i>I Have a Question, Grandma</i> "This was an easy read because I visit my Grandma and I know all the words."	Partnered with "D"
Student C	Book Bag: • two <i>National Geographic: Reading Expeditions</i> • two comic books Flipping pages; talking to classmate.	No response	B- "It looks like a lake and some water." D- "It is about water." A- "It's water."	<i>Civilizations Past to Present: Greece</i> Talks about the illustrations—"I like the war stories."	Partnered with "Teacher" — "I think this will be about a jungle. It is about life in the jungle" Text too difficult, so did read aloud.
Student D	Read <i>What Is a Scientist?</i> and <i>For the Love of Our Earth</i> .	D- "Now I think the author will use patterns like colours and questions."	B- "I see the word dance. I think it will feel like water moving." A- "I like the author's pattern <i>I am...</i> This reminds me of <i>Did You Hear Wind Sing Your Name?</i> "	Text: <i>Earthquack!</i> "This is a challenge read." crumbling—"cr-crums," "crums," rereads sentence, "Is it crumbling?"	Partnered with "B"

Student Literature Cited

- Belleveau, C. *I Have a Question, Grandma*. Don Mills, ON: Pearson Education, 1998.
- De Coteau, Orié S. *Did You Hear Wind Sing Your Name? An Oneida Song of Spring*. Greenvale, NY: MONDO Publishing, 1997.
- Fitzhugh, L. *Harriet the Spy*. New York, NY: Harper Collins Publishers, 1964.
- Hallinan, P.K. *For the Love of Our Earth*. Nashville, TN: Ideals Publishing Corporation, 1992.
- Lehn, B. *What Is a Scientist?* Brookfield, CT: The Millbrook Press, Inc., 1998.
- Locker, T. *Water Dance*. San Diego, CA: Harcourt Brace and Company, 1997.
- Palatini, M. *Earthquack!* Toronto, ON: Simon and Schuster Books for Young Readers, 2002.
- Supples, K. *Civilizations Past to Present: Greece*. Washington, DC: National Geographic School Publishing, 2000.
- Yolen, J. *Welcome to the Green House*. Toronto, ON: Scholastic Inc., 1993.

Our / My Learning Plan

Name(s) _____ Date _____

Topic/Theme _____

Question(s): What we / I want to learn.

- _____
- _____
- _____

Sources: What we / I will use to learn more about _____

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Books _____ | <input type="checkbox"/> Video _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> People _____ | <input type="checkbox"/> Field Trip _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Internet _____ | <input type="checkbox"/> Artifacts _____ | <input type="checkbox"/> _____ |

Gather and Record Information: How we / I will keep track of information.

- | | | |
|---|---|--------------------------------------|
| <input type="checkbox"/> Slim Jims _____ | <input type="checkbox"/> Web _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Jot Notes _____ | <input type="checkbox"/> Sketch _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Self-Stick Notes _____ | <input type="checkbox"/> Photograph _____ | <input type="checkbox"/> _____ |

Present New Learning(s): What SMARTS/INTELLIGENCES we / I plan to use to share our / my learning.

- | | | |
|---|--|--------------------------------------|
| <input type="checkbox"/> Language _____ | <input type="checkbox"/> Mathematics _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Picture _____ | <input type="checkbox"/> Body _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Naturalist _____ | <input type="checkbox"/> People _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Music _____ | <input type="checkbox"/> Self _____ | <input type="checkbox"/> _____ |

Timeline:

We / I will begin the inquiry/research on _____

We / I will conference with

- _____ on _____
- _____ on _____
- _____ on _____

We / I will present our / my learning on _____

Evidence of Learning

Name _____

Date _____

Key word(s) or concept(s) from unit, theme, or inquiry.

Explain or define _____

Draw or represent to show what you know about _____

List five facts about _____

Write two new questions from your inquiry.

What struck you about your learning during this theme/inquiry?

The Four-Column Planner

Integrated Theme/Topic _____

Duration _____

Goals									
Performance(s)/ Demonstration(s)/Product(s)									
Classroom Processes									
Curricular Connections	Curricular Outcomes	Instruction: Learning, Teaching, and Assessment Strategies*							
		Inquiry Process				Shared/ Negotiated	Student-Led	Learning Resources/ Sources	
Activating		Teacher-Led	Primary Sources						
	English Language Arts	<ul style="list-style-type: none"> Choosing a theme or topic. 							Field Trip
	Mathematics	<ul style="list-style-type: none"> Identifying and recording prior knowledge. 							Expert
	Science	<ul style="list-style-type: none"> Asking initial questions. 							Artifacts
	Social Studies	<ul style="list-style-type: none"> Exploring and selecting primary and secondary sources. Planning for inquiry. 							
	Physical Education/ Health Education	<ul style="list-style-type: none"> Gathering, processing, and recording information. Focusing the inquiry. 							Secondary Sources (Text Set)
	Information and Communication Technologies	<ul style="list-style-type: none"> Planning to express learning. Creating performance(s)/ demonstration(s)/product(s). Celebrating and reflecting. 							Multimedia
	The Arts	<ul style="list-style-type: none"> Culminating Event 							Print
									Web

* See Appendix B: Planning Model (The Third Column) for possible learning contexts that may take place during inquiry.

Student-Parent-Teacher Conference Record

Student _____ Term _____

School _____

Strength upon Which to Build	Areas to Develop

Action Plan		
The student's learning goals for Term ____ are:		
The student will:	The teacher will:	The parent(s) will:

Signature

Signature

Signature

Record-Keeping Form (For Grade 6 to Senior 4 Assessments)

Student _____ Term _____

Subject/Unit Topic _____

Curricular Connections _____

Learning Outcomes, Strands, Clusters, or Competencies	Assessments						
	Formative			Summative			
				Performance Task(s)			
				Comments			
Criteria	Met (M)	Not Yet Met (NY)	Developing	Below	At	Above	
			Final Mark				

Record-Keeping Form (Example) (For Grade 6 to Senior 4 Assessments)

Student Student A Term 3

Subject/Unit Topic English Language Arts: Integrated Theme: Well-Being

Curricular Connections Questioning; graphing; calculations; action planning; reflection

Learning Outcomes, Strands, Clusters, or Competencies	Assessments													
	Formative				Summative									
	Observations	Learning Log	Anticipation Guide 02/04 19/06		Performance Task(s)									
Math: PR I.3.7 SP I.1.7	09/04 Graphing expenses. 18/04 Accurate calculations of costs. "This surplus can be next year's registration fee."	04/04 "How much will it cost me to join the cycling team?" "How many hours will I have to work to buy a new bike?"			15/04 "To show what I have learned during this theme, I will design an inquiry plan to improve my health and well-being. I will implement my plan and assess it by June 26."									
PE/HE: S.2.7.A.3b S.4.7.A.1	07/04 Joined cycling team (treasurer). "I decided to accept treasurer—maybe it will make a difference to my math, too."	14/04 "My goal is to make next year's senior cycling team. I wonder...?" 26/05 "My endurance is improving—8 km last night!" 15/06 "My graph is clearly the evidence that I need to be on next year's team."	<table style="margin: auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td></tr> <tr><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td></tr> <tr><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> </table>			✓	✓			✓	✓	My plan will include: <ul style="list-style-type: none"> Personal goals (PE/HE: endurance; ELA: reflection) Inquiry questions Research Organizing information Sharing information Assessment—self, peer, teacher, parent 		
✓	✓													
✓	✓													
ELA: GLO 1: 1.1.2 GLO 3: 3.3.1; 3.3.4 GLO 5: 5.2.4	04/04 In cooperative group: "What is the history of this sport? How have bikes evolved over the years?" 06/04 Constructed a pros and cons chart re: joining the cycling team.	16/06 "Being a team member has been very positive. I have been encouraged by the members to improve my cycling skills. For example..."	<table style="margin: auto; border-collapse: collapse;"> <tr><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td></tr> <tr><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> <tr><td style="border: 1px solid black; width: 10px; height: 10px;"></td><td style="border: 1px solid black; width: 10px; height: 10px;"></td></tr> <tr><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td></tr> </table>			✓	✓			✓	✓	Comments 26/06 "Student A" has used her enthusiasm for cycling not only to improve her personal well-being but also to increase her understanding of math skills in graphing and "showing" calculations. Evidence of this has been added to her portfolio—she replaced last term's math sample with the team's financial statement.		
✓	✓													
✓	✓													
ELA (continued)	12/05 Created and shared a timeline re: the Tour de France in cooperative group.				Next Step(s): Think about sustaining your health and math development when setting goals in September.									
Criteria			Met (M)	Not Yet Met (NY)	Developing	Below	At	Above						
<ul style="list-style-type: none"> Monitors health goal(s) using graphing and calculations. Formulates extending questions for inquiry. Creates and uses criteria for assessing personal health goals. 														
Final Mark														

Parent Brochure

What is a multilevel classroom?

In multilevel classrooms in Manitoba, students across two or more grades are with the same teacher for two or more years. These classrooms become stable learning communities over several years, engaging students, parents, and educators in quality learning.

What is a Learning Community?

A learning community is a trusting relationship that develops over time among students, teachers, administrators, and parents as they become engaged in learning and teaching in the multilevel classroom.

How can I help?

Multilevel classrooms depend on parents as partners. You may

- volunteer in the classroom regularly
- visit occasionally to share your expertise on a topic
- help at home by collecting or preparing materials
- ask the teacher how you can help

Where can I get more information about multilevel classrooms?

You may

- ask your school principal or teacher
- visit a multilevel classroom
- visit the following website:
<<http://www.edu.gov.mb.ca/ks4/cur/multilevel/index.html>>

Parents As Partners in the Multilevel Learning Community



Within a relationship of trust, parents share in a commitment to the independent learner's interpersonal, emotional, and academic development.

Frequently Asked Questions about Multilevel Classrooms

- How long will my son be in the multilevel classroom?**
In many communities in Manitoba multilevel classrooms are common, and span from two to nine grades in the same classroom. Some multilevel classes are formed of necessity. Other communities establish multilevel classrooms because of the advantages they offer learners, teachers, and parents. Research says that students should be in a multilevel classroom for at least two years to take advantage of the benefits.
- How can my daughter learn what she needs to when there are so many other grades in her classroom?**
Students in multilevel classrooms are assessed according to provincial learning outcomes. This means that they are guided to set learning goals that meet their learning needs, as well as curricular outcomes. Teachers guide students along their learning journey as they work in groups and individually to study a broad topic that addresses many subjects. Students work at their own level on different projects about the same topic. They become independent together as they grow in confidence, gain a deeper understanding from a wide age range of learners, and develop skills and strategies. Grades become benchmarks for final assessments at the end of a unit, term, or school year.
- How will learning in this classroom be challenging for my daughter when she is in her third year?**
Teachers in multilevel classrooms design a range of learning experiences so that students at every developmental level are challenged. Because different themes rotate over the years, there is little or no repetition of content. Experienced students generally are independent learners and ready for more complex tasks. Furthermore, in their last year(s) in multilevel programming, students gain valuable experience in exercising leadership and acting as mentors.
- My son is working with students who are younger than he is. How does this affect his learning?**
Older students become role models for younger classmates in multilevel classrooms. This may provide opportunities to practise learning or to present a project with an appreciative younger audience. These opportunities are valuable and enriching learning experiences as older students grow in knowledge and confidence, and become “teachers,” too.
- What if my son has a conflict with the teacher or a peer and has to stay in his class for three years?**
The multilevel classroom may offer individuals time to learn to understand each other and work out any difficulties that may occur. Within a learning community, conflicts are often resolved as they are in everyday living because of the respect and values that develop over time. In some cases, both parties may need to agree on a plan to accept and respect differences.
- In a multilevel class my son will have fewer friends his own age. How will this affect him?**
In the multilevel classroom, students establish valuable friendships with others of the same age as well as with younger and students. The fluid student makeup of a multilevel classroom is sometimes an advantage. Rather than being limited to the same peer group for several years, students may gradually be introduced to new classmates.
- After my daughter has had the same teacher in the multilevel classroom for several years, how will moving to a new school affect her?**
Research shows that students in multilevel classrooms tend to be more socially adept and more positive about school. These traits can equip students in dealing with the challenge of moving to a new classroom.
- What will happen if we transfer to a new school during the time my daughter is in the multilevel classroom?**
The learning of all Manitoba students is based on the same learning outcomes, regardless of whether they are in a multilevel or single-grade classroom. So students may explore different topics from one classroom to another, but the learning outcomes are the same for everyone. Students who move from multilevel classrooms to a new school usually take with them portfolios, learning logs, and goal sheets, which provide powerful evidence of what they know and can do.